SECTION 1

Agency Orientation/Department Policies

1.1 – 1.4 COMPETENCY REQUIREMENTS

Contents

1.1 Agency-Specific Training
1.2 Agency Orientation
1.3 Community Orientation/Geographic Locations
1.4 Support Services
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

1.1 AGENCY-SPECIFIC TRAINING

1.1.01 Firearms/Weapons Qualification (including Shotgun)
1.1.02 Arrest and Control Techniques
1.1.03 Impact Weapons Qualification

1.2 AGENCY ORIENTATION

1.2.01 Overview
1.2.02 Agency Directives, Rules, and Regulations
1.2.03 General Orders
1.2.04 Work Area
1.2.05 Authorized Equipment
1.2.06 Unauthorized Equipment
1.2.07 Uniforms/Equipment Damage
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1.3.01 Community Facilities
1.3.02 Problem Areas
1.3.03 Roadways
1.3.04 Agency Jurisdiction

1.4 SUPPORT SERVICES

1.4.01 Municipal Agencies and Departments
1.4.02 Special Teams/Units

SECTION 1 AGENCY ORIENTATION/DEPARTMENT POLICIES

CHECK ONE ONLY: ☐ **PHASE 1** ☐ **PHASE 2** ☐ **PHASE 3** ☐ **PHASE 4** ☐ **PHASE 5**

Trainee _____ FTO _____

1.1 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 successfully completed the following training prior to starting the uniformed patrol field training program.

1.1.01 Firearms/Weapons Qualification (including Shotgun)

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

All qualifications will be conducted by the Del Rey Oaks Police Department's Rangemaster.
See: Del Rey Oaks Police Department Firearms Policy: 306.3

1.1.01 Part B - Agency Training Details *(field will expand automatically)*

1.1.02 Arrest and Control Techniques

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Trainee will attent a POST approved Defensive Tactics course.
See: Del Rey Oaks Police Department Use of Force Police: 300.3.1 to 300.3.4

1.1.02 Part B - Agency Training Details *(field will expand automatically)*

1.1.03 Impact Weapons Qualification

Reference(s):								**Case #** *(If applicable)*	**Incident #**
	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**			**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date		
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test				☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:									

Comments *(field will expand automatically)*

Additional Information:

1.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Trainee shall complete a POST certified Impact Weapons course.

1.1.03 Part B - Agency Training Details *(field will expand automatically)*

1.2 AGENCY ORIENTATION

1.2.01 Overview

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See: Del Rey Oaks Police Department Training Policy: 203.1 to 203.5

1.2.01 Part B - Agency Training Details *(field will expand automatically)*

1.2.02 Agency Directives, Rules, and Regulations

The trainee shall discuss the agency's directives, rules and regulations, including:

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.2.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

A: N/A
B: Policy# 1019.1 to 1019.6
C: Policy# 306.3.5
D: Policy# 1005
E: N/A
F: Policy# 323
G: N/A
H: N/A

1.2.02 Part B - Agency Training Details *(field will expand automatically)*

1.2.03 General Orders

The trainee shall review and explain department general orders related to:

A. Use of Force
B. Use and Discharge of Firearms
C. Domestic Violence
D. Emergency Vehicle Operations
E. Use of Less-lethal Weapons
F. Protective Orders
G. Hate Crimes
H. Child Abuse Investigations
I. Any additional agency-specific directives, rules, and regulations

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.2.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

A: Policy# 300
B: Policy# 306
C: Policy# 310
D: Policy# N/A
E: Policy# 300
F: Policy# N/A
G: Policy# 319
H: Policy# 337
I: Policy# N/A

1.2.03 Part B - Agency Training Details *(field will expand automatically)*

1.2.04 Work Area

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

A. Introduction to personnel

B. Equipment and supply locations

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.2.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer will cover the above materials.

1.2.04 Part B - Agency Training Details *(field will expand automatically)*

1.2.05 Authorized Equipment

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:

A. Authorized personal equipment

B. Safety equipment

C. Agency equipment

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.2.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

A, B, and C: Policy# 1022

1.2.05 Part B - Agency Training Details *(field will expand automatically)*

1.2.06 Unauthorized Equipment

The trainee shall review and explain what constitutes unauthorized equipment.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.2.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Policy# 1022

1.2.06 Part B - Agency Training Details *(field will expand automatically)*

1.2.07 Uniforms/Equipment Damage

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.2.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Policy# 1022

1.2.07 Part B - Agency Training Details *(field will expand automatically)*

1.2.08 Procurement and Use

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

A. Vehicle
B. Hand-held radio
C. Firearms/weapons
D. Flares
E. Special equipment [helmet, face shield, gas mask, oleoresin capsicum (OC) spray, etc.]
F. Report forms

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.2.08 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer will cover the above materials.

1.2.08 Part B - Agency Training Details *(field will expand automatically)*

1.3 COMMUNITY ORIENTATION/GEOGRAPHIC LOCATIONS

1.3.01 Community Facilities

The trainee shall know how to locate the following facilities which service their agency's jurisdiction:

A. Hospitals
B. Firehouses
C. Schools
D. Community service organizations
E. Park and recreation areas

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.3.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer will cover the above materials.

1.3.01 Part B - Agency Training Details *(field will expand automatically)*

1.3.02 Problem Areas

The trainee shall identify and discuss locations and businesses that may attract crime and require frequent police response. These locations may include:

A. Bars and taverns, nightclubs, etc.
B. Local "hang outs" and/or "hot spots"
C. Known gang territories
D. Areas known for drug and prostitution activity

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.3.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer will cover the above materials.

1.3.02 Part B - Agency Training Details *(field will expand automatically)*

1.3.03 Roadways

The trainee shall know the names and locations of important types of roadways in the community or assigned area, including:

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.3.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer will cover the above materials.

1.3.03 Part B - Agency Training Details *(field will expand automatically)*

1.3.04 Agency Jurisdiction

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.3.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer will cover the above materials.

1.3.04 Part B - Agency Training Details *(field will expand automatically)*

1.4 SUPPORT SERVICES

1.4.01 Municipal Agencies and Departments

A. City Hall or County Administration Building
B. County/City Jail(s)
C. District Attorney's Office
D. Emergency Hospital (including emergency entrance, psychiatric facilities and entrance, police parking area, and any other agency-utilized rooms or department(s)
E. Health Department and/or Coroner's Office
F. Juvenile Hall
G. Municipal, Superior, and Juvenile Courts
H. Probation Department
I. Welfare Department
J. State and Federal law enforcement agencies:
   1. Bureau of Alcohol, Tobacco, and Firearms (ATF)
   2. Bureau of Narcotic Enforcement (BNE)
   3. California Highway Patrol (CHP)
   4. Department of Motor Vehicles (DMV)
   5. Federal Bureau of Investigations (FBI)
   6. Immigration and Naturalization Service (INS)
   7. Military Police
   8. Postal Inspectors
   9. Railroad Police
   10. Secret Service
   11. US Marshall Service
K. Additional support services [e.g., Service Centers, Child Protective Service(s)]

Reference(s): | **Case #** *(If applicable)* | **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.4.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer will cover the above materials.

1.4.01 Part B - Agency Training Details *(field will expand automatically)*

1.4.02 Special Teams/Units

The trainee shall explain the proper utilization of agency special teams/units, including:

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

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

1.4.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer will cover the above materials.

1.4.02 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 1: Agency Orientation/Department Policies

ATTESTATION FOR SECTION 1

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   - Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   - Below each table:
     - *Part A:* Enter applicable references from your agency's Policies & Procedure Manual.
     - *Part B:* Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   - Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   - Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   - Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   - Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 2

Officer Safety Procedures

2.1 – 2.3 COMPETENCY REQUIREMENTS

Contents

2.1 Contact and Cover
2.2 Body Armor
2.3 Officer Survival
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

2.1 CONTACT AND COVER

2.1.01 Contact Officer Tactics and Responsibilities
2.1.02 Cover Officer Tactics and Responsibilities
2.1.03 Roles During and After Pursuits and Stops
2.1.04 Contact/Cover Officer Positions

2.2 BODY ARMOR

2.2.01 Protective Body Armor

2.3 OFFICER SURVIVAL

2.3.01 Physical, Mental, and Emotional Conditioning

SECTION 2 OFFICER SAFETY PROCEDURES

CHECK ONE ONLY: ☐ PHASE 1 ☐ PHASE 2 ☐ PHASE 3 ☐ PHASE 4 ☐ PHASE 5

Trainee _____ FTO _____

2.1 CONTACT AND COVER

2.1.01 Contact Officer Tactics and Responsibilities

The trainee shall explain and safely demonstrate contact officer tactics and responsibilities, including.

A. Primary responsibility dealing with the situation, suspect(s), victim(s), witness(es), and reporting party(ies)
B. Documenting incident information (reports, field interviews (FIs), etc.)
C. Performing pat down and custody search of suspect(s)
D. Issuing all citations
E. Recovering evidence and contraband
F. Handling routine radio communications
G. Relaying pertinent information to cover officer and medical personnel

Reference(s): | **Case #** *(If applicable)* | **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

2.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer will cover the above materials.

2.1.01 Part B - Agency Training Details *(field will expand automatically)*

2.1.02 Cover Officer Tactics and Responsibilities

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

A. Approach
B. Cover positions with vehicles(s)/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. Approach of other persons or vehicles
   5. Symptoms of intoxication or illness
   6. Potential reactions and escape
E. Communications with contact officer (hand signals, other verbal and nonverbal signals)
F. Provide assistance, if needed, during arrest
G. Provide assistance as directed by contact officer

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Field Training Officer will cover the above materials.

Additional Information:

2.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

2.1.02 Part B - Agency Training Details *(field will expand automatically)*

2.1.03 Roles During and After Pursuits and Stops

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

2.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

A: Field Training Officer will cover the above materials.
B: Policy# 306
C: Field Training Officer will cover the above materials.
D: Field Training Officer will cover the above materials.

2.1.03 Part B - Agency Training Details *(field will expand automatically)*

2.1.04 Contact/Cover Officer Positions

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

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

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

2.1.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

A: Field Training Officer will cover the above materials.
B: Field Training Officer will cover the above materials.
C: Field Training Officer will cover the above materials.
D: Field Training Officer will cover the above materials.
E: Vehicle Pursuit see Policy# 307, Foot Pursuit see Policy# 425A-

2.1.04 Part B - Agency Training Details *(field will expand automatically)*

2.2 BODY ARMOR

2.2.01 Protective Body Armor

The trainee shall discuss the benefits, limitations, and characteristics of protective body armor, including:

A. Wearing versus not wearing
B. Types of body armor
C. Level of protection against firearms
D. Level of protection against knives and other penetrating weapons

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

2.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See: Policy# 705

2.2.01 Part B - Agency Training Details *(field will expand automatically)*

2.3 OFFICER SURVIVAL

2.3.01 Physical, Mental, and Emotional Conditioning

The trainee shall identify and explain the importance of physical, mental, and emotional conditioning in officer survival, and shall understand the organizational resources available to assist in counseling due to traumatic incidents. This discussion shall minimally include:

A. Concept of tactical retreat
   1. Pre-planning (mental scenarios)
   2. Reduction of unnecessary risks (stress management, "keeping 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

E. Employee Assistance Program
   1. Counseling through Human Resources and/or contracted professionals
   2. Critical incident stress debriefings
   3. Law Enforcement Chaplains

F. Peer Counseling

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

2.3.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

A-D: Field Training Officer will cover the above materials.
E: Policy# 341
F: Policy# 305

2.3.01 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 2: Officer Safety Procedures

ATTESTATION FOR SECTION 2

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

X _____

Primary Field Training Officer: Print Full Name: _____

X _____

Trainee: Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   b. Below each table:
      – *Part A:* Enter applicable references from your agency's Policies & Procedure Manual.
      – *Part B:* Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   b. Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   d. Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 3
Ethics

3.1 – 3.2 COMPETENCY REQUIREMENTS

Contents

3.1 Ethical Standards
3.2 Agency Orientation
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

3.1 ETHICAL STANDARDS

3.1.01 Ethical Decision Making
3.1.02 Accepting Responsibility
3.1.03 Ethical Conduct
3.1.04 Responsibility Regarding Unlawful/Unethical Acts by Other Officers
3.1.05 Handling Unethical or Criminal Conduct by Other Officers
3.1.06 Problems Associated with Unethical Decision Making
3.1.07 General Orders

3.2 DECISION MAKING

3.2.01 Limitations of Authority
3.2.02 Consequences of Inappropriate Discretionary Decisions
3.2.03 Demonstrating Decision Making

SECTION 3 ETHICS

CHECK ONE ONLY: ☐ **PHASE 1** ☐ **PHASE 2** ☐ **PHASE 3** ☐ **PHASE 4** ☐ **PHASE 5**

Trainee _____ FTO _____

3.1 ETHICAL STANDARDS

3.1.01 Ethical Decision Making

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

3.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Law Enforcement Code of Ethics
DROPD Policy #320 - Standards of Conduct

3.1.01 Part B - Agency Training Details *(field will expand automatically)*

3.1.02 Accepting Responsibility

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

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

3.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #320 - Standards of Conduct

3.1.02 Part B - Agency Training Details *(field will expand automatically)*

3.1.03 Ethical Conduct

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

A. 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.

B. Officers shall conduct themselves in a manner that will foster cooperation among members of the department, showing respect, courtesy, and professionalism in their dealing with one another.

C. Officers shall not use language or engage in acts that demean, harass, or intimidate another. (Refer to agency policy)

D. 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.

E. Officers shall treat violators with respect and courtesy, shall guard against employing an officious or over-bearing attitude, shall not use language that may belittle, ridicule, or intimidate the individual, and shall not act in a manner that unnecessarily delays the performance of duty.

F. While recognizing the need to demonstrate authority and control over criminal suspects and prisoners, officers shall adhere to the department's policy regarding use-of-force, and shall respect the civil rights of and protect the well-being of those in their charge.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

3.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #320 - Standards of Conduct

3.1.03 Part B - Agency Training Details *(field will expand automatically)*

3.1.04 Responsibility Regarding Unlawful/Unethical Acts by Other Officers

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

3.1.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Law Enforcement Code of Ethics
DROPD Policy #320 - Standards of Conduct
DROPD Policy #1102.1 - Grievance Procedure

3.1.04 Part B - Agency Training Details *(field will expand automatically)*

3.1.05 Handling Unethical or Criminal Conduct by Other Officers

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

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

3.1.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #1008 - Personnal Complaints
DROPD Policy #1102 - Grievance Procedure

3.1.05 Part B - Agency Training Details *(field will expand automatically)*

3.1.06 Problems Associated with Unethical Decision Making

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

A. Non-enforcement of specific laws by personal choice

B. Disproportionate enforcement targeting specific groups by personal choice

C. Acceptance of gratuities

D. Misuse of sick time, etc.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

3.1.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

Legal, Departmental and Civil Ramifications

3.1.06 Part B - Agency Training Details *(field will expand automatically)*

3.1.07 General Orders

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

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

3.1.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #200 - General Orders
DROPD Policy #320 - Standards of Conduct
DROPD Policy #342 - Off-Duty Law Enforcement Actions

3.1.07 Part B - Agency Training Details *(field will expand automatically)*

3.2 DECISION MAKING

3.2.01 Limitations of Authority

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

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

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

3.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Chapter 3 - General Operations
DROPD Policy #400 - Patrol Functions
DROPD Policy #401 - Bias-Based Policing
DROPD Policy #505 - Traffic Citations

3.2.01 Part B - Agency Training Details *(field will expand automatically)*

3.2.02 Consequences of Inappropriate Discretionary Decisions

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(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

3.2.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Legal, Departmental and Civil Ramifications

3.2.02 Part B - Agency Training Details *(field will expand automatically)*

3.2.03 Demonstrating Decision Making

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. Give a referral
D. Give verbal warning
E. Take no action

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

3.2.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #345 - Community Relations
DROPD Policy #400 - Patrol Function

3.2.03 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 3: Ethics

ATTESTATION FOR SECTION 3

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
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YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

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See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

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2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   b. Below each table:
      – *Part A:* Enter applicable references from your agency's Policies & Procedure Manual.
      – *Part B:* Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   b. Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   d. Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 4

Use of Force

4.1 – 4.2 COMPETENCY REQUIREMENTS

Contents

4.1 Legal and Ethical Issues
4.2 Force Options
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

4.1 LEGAL AND ETHICAL ISSUES

4.1.01 Legal and Ethical Considerations
4.1.02 Agency Policy and Liability
4.1.03 Ethical Conduct

4.2 FORCE OPTIONS

4.2.01 Explanation of Force Options and Examples

SECTION 4 USE OF FORCE

CHECK ONE ONLY: ☐ **PHASE 1** ☐ **PHASE 2** ☐ **PHASE 3** ☐ **PHASE 4** ☐ **PHASE 5**

Trainee _____ FTO _____

4.1 LEGAL AND ETHICAL ISSUES

4.1.01 Legal and Ethical Considerations

The trainee shall review and discuss the legal and ethical considerations pertaining to the use of force and "reasonable force."

Reference(s): Penal Code 835, 835a, 843, 198

Case # *(If applicable)* | **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

4.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #300 - Use of Force

4.1.01 Part B - Agency Training Details *(field will expand automatically)*

4.1.02 Agency Policy and Liability

The trainee shall explain agency policy regarding the use of physical force or deadly force, and the legal ramifications and civil liability for both the officer and the agency.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

4.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #300 - Use of Force

4.1.02 Part B - Agency Training Details *(field will expand automatically)*

4.1.03 Justification of Deadly Force

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

4.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #300 - Use of Force

4.1.03 Part B - Agency Training Details *(field will expand automatically)*

4.2 FORCE OPTIONS

4.2.01 Explanation of Force Options and Examples

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. Nonverbal/police presence

B. Verbal (tactical communication)

C. Physical (weaponless)

D. Less lethal weapons, including:

1. Chemical Agents
   - a. The trainee shall explain the regulations governing the use of chemical agents, including the follow-up procedures for those to whom they have been applied, and the reporting procedures in cases where they were used.
2. Impact Weapons
   - b. The trainee shall know when and how to effectively use the police baton and other impact weapons in an authorized manner.
   - c. The trainee shall identify the areas of the body recognized as baton/impact weapon "target" areas.
   - d. The trainee shall identify those vital body areas that are potentially lethal when struck by a baton/impact weapon.
3. Additional Less-Lethal Weapons
   - e. The trainee shall identify additional agency-approved less-lethal weapons (e.g., Stun guns, TASER®, PepperBall®, and/or bean bag weapons, 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 suspects(s) involved
2. Threat to the lives of innocent persons
3. Laws and agency policies
4. Officer's present capabilities

F. Capabilities of officer's weapon

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

4.2.01 **Part A - Reference Agency Policies/Procedures, if applicable** *(600 characters maximum)* ☐ N/A

DRO PD Policy # 300 - Use of Force
DRO PD Policy # 302 - Handcuffs and Restraints
DRO PD Policy #304 - TASER
DRO PD Policy # 303.7 - OC/Chemical
DRO PD Policy # 303.5 - Baton/Impact Weapon

4.2.01 **Part B - Agency Training Details** *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 4: Agency Orientation/Department Policies

ATTESTATION FOR SECTION 1

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   b. Below each table:
      – *Part A:* Enter applicable references from your agency's Policies & Procedure Manual.
      – *Part B:* Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   b. Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   d. Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 5

Patrol Vehicle Operations

5.1 – 5.6 COMPETENCY REQUIREMENTS

Contents

5.1 Patrol Vehicle Inspections
5.2 Patrol Vehicle Operation Safety
5.3 SAFE Driving
5.4 Use of Seatbelts
5.5 Emergency Vehicle Operations/Pursuits
5.6 Vehicle Operation Liability
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

5.1 PATROL VEHICLE INSPECTION

5.1.01 Purposes of Vehicle Inspections
5.1.02 Vehicle Components
5.1.03 Requests for Vehicle Service
5.1.04 Vehicle Maintenance
5.1.05 Pre-Shift Inspection

5.2 PATROL VEHICLE OPERATION SAFETY

5.2.01 Approved Driving Techniques
5.2.02 Stopping Distance
5.2.03 Defensive Driving
5.2.04 Driver Attitude

5.3 SITUATION-APPROPRIATE, FOCUSED, EDUCATED (SAFE) DRIVING

5.3.01 Applying SAFE Driving Techniques
5.3.02 Ongoing Driving Instruction/Training
5.3.03 Potential Risks Related to Inappropriate Driving
5.3.04 Driver Fatigue
5.3.05 Driving Safely

5.4 USE OF SEATBELTS

5.4.01 Seatbelt Use during Routine and Emergency Driving Conditions and Tactical Seatbelt Removal

5.5 PATROL VEHICLE OPERATION SAFETY

5.5.01 Agency Policy
5.5.02 Driver Tactics
5.5.03 Continuing vs. Terminating Pursuits
5.5.04 Handling Emergency Response or Pursuit

5.6 VEHICLE OPERATION LIABILITY

5.6.01 “Rules of the Road”
5.6.02 Vehicle Code Exemptions
5.6.03 Exemption Requirements
5.5.04 Liability for Death, Injury or Property Damage

SECTION 5 PATROL VEHICLE OPERATIONS

CHECK ONE ONLY: ☐ PHASE 1 ☐ PHASE 2 ☐ PHASE 3 ☐ PHASE 4 ☐ PHASE 5

Trainee _____ FTO _____

5.1 PATROL VEHICLE INSPECTIONS

5.1.01 Purposes of Vehicle Inspections

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Police #703.3.3

5.1.01 Part B - Agency Training Details *(field will expand automatically)*

5.1.02 Vehicle Components

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

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

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

Field Training Officer and Trainee will discuss.

5.1.02 Part B - Agency Training Details *(field will expand automatically)*

5.1.03 Requests for Vehicle Service

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

Field Training Officer and Trainee will discuss.

5.1.03 Part B - Agency Training Details *(field will expand automatically)*

5.1.04 Vehicle Maintenance

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

A. The procedure for regular maintenance and service of patrol vehicles

B. The procedure for turning in and requesting repair for a damaged or mechanically deficient vehicle

C. Completion of proper forms/documentation

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.1.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

Field Training Officer will instruct Trainee in DROPD procedures.

5.1.04 Part B - Agency Training Details *(field will expand automatically)*

5.1.05 Pre-Shift Inspection

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

A. Visual check of vehicle exterior for damage
B. Tires for wear and proper inflation
C. Inspection of the trunk for the spare tire and required equipment
D. Operations check of the vehicle equipment (lights, horn, etc.), and the emergency equipment (light bar, siren, public address system, etc.)
E. Inspection of the firearms/weapons release systems
F. 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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.1.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

Field Training Officer will demonstrate to the Trainee and the Trainee will complete this task.

5.1.05 Part B - Agency Training Details *(field will expand automatically)*

5.2 PATROL VEHICLE OPERATION SAFETY

5.2.01 Approved Driving Techniques

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

5.1.01 Part B - Agency Training Details *(field will expand automatically)*

Trainee will complete a POST approved Drivng Course (Simulator or Practical).

5.2.02 Stopping Distance

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 speeds
E. Reaction time and distance
F. Braking distance
G. Knowledge of anti-lock braking system

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.2.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

5.2.02 Part B - Agency Training Details *(field will expand automatically)*

5.2.03 Defensive Driving

The trainee shall identify the components of defensive driving, including:

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

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.2.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

D: See Policy #1009.2

5.2.03 Part B - Agency Training Details *(field will expand automatically)*

5.2.04 Driver Attitude

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

A. Overconfidence
B. Impatience
C. "Road rage"
D. Self righteousness

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.2.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

Field Training Officer and Trainee will discuss.

5.2.04 Part B - Agency Training Details *(field will expand automatically)*

5.3 SITUATION-APPROPRIATE, FOCUSED, EDUCATED (SAFE) DRIVING

5.3.01 Applying SAFE Driving Techniques

The trainee will understand and demonstrate the application of SAFE driving during routine and emergency situations. The elements of SAFE driving include:

A. "Situation-Appropriate" – refers to the need for law enforcement officers to modify their driving for the varied circumstances encountered in a patrol driving environment, for example:

1. Routine patrol vs. "Code 3" driving
2. School zone vs. rural highway driving
3. Transitioning from freeways and commercial/ business/industrial areas into residential neighborhood streets
4. Driving in inclement weather and/or at night vs. ideal dry/clear weather and/or daylight conditions

B. The trainee will understand that the "appropriateness" of his/her driving style for the conditions present is also dictated by agency policy. FTOs, supervisors, managers, and department heads will reinforce what driving attitudes are "appropriate" for specific situations.

C. "Focused" – addresses the many concerns related to roadway position/conditions, distractions, fatigue, multi-tasking, equipment, and driver capabilities.

D. "Educated" – refers to training (academy, FTO, in- service/ongoing) and policy, and the need for the trainee to continually apply knowledge gained in these areas to his/her daily driving habits.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.3.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

Field Training Officer and Trainee will discuss. The trainee will demonstrate.

5.3.01 Part B - Agency Training Details *(field will expand automatically)*

5.3.02 Ongoing Driving Instruction/Training

The trainee will understand the importance of the following critical areas of driving instruction and be able to explain how ongoing exposure and training in each area can benefit the trainee in the application of SAFE driving:

A. Use of Law Enforcement Driving Simulators in addition to Emergency Vehicle Operations Courses in ongoing and in-service training

B. Speeds officers are expected to encounter in routine and emergency driving

C. Night driving

D. Use of interference vehicle(s) to simulate actual roadway conditions

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.3.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

5.3.02 Part B - Agency Training Details *(field will expand automatically)*

Trainee will complete a POST approved Drivng Course (Simulator or Practical)

5.3.03 Potential Risks Related to Inappropriate Driving

The trainee will be made aware that routine and emergency patrol driving are among the most critically serious and potentially dangerous functions of a law enforcement officer. There is a real and ever present risk of injury or death to officers and members of the public when an officer drives in a manner unsafe for conditions, beyond their capabilities, or beyond the capabilities of their patrol vehicle.

Between 2003 and 2010, more officers were injured or killed in traffic accidents than in assaults. In addition, severe criminal and/or civil sanctions can be imposed on the law enforcement officer and/or organization as a result of unsafe vehicle operation.

The trainee will be made aware of these facts and will relate the importance of SAFE driving to the FTO. The trainee will continually demonstrate SAFE driving practices throughout the FTO program in preparation for continued SAFE driving throughout his/her law enforcement career.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.3.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

5.3.03 Part B - Agency Training Details *(field will expand automatically)*

Officer and Trainee will discuss this topic.

5.3.04 Driver Fatigue

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

A. Lower visual efficiency
B. Slower reaction time
C. Reduced attentiveness
D. Memory lapses
E. Lack of awareness
F. Mood changes
G. Reduced judgment ability
H. Risk of falling asleep at the wheel

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.3.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer and Trainee will discuss.

5.3.04 Part B - Agency Training Details *(field will expand automatically)*

5.3.05 Driving Safely

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

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.3.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

Field Training Officer and Trainee will discuss.

5.3.05 Part B - Agency Training Details *(field will expand automatically)*

5.4 USE OF SEATBELTS

5.4.01 Seatbelt Use during Routine and Emergency Driving Conditions and Tactical Seatbelt Removal

The trainee will review agency policy regarding the use of seatbelts while on patrol. The trainee will be made aware of the fact that use of the seatbelt in both routine and emergency driving dramatically increases the chance of survival and decreases the potential for injury during crash.

Tactical seatbelt removal (removing the seatbelt as the patrol vehicle slows just prior to safely coming to a stop, so the officer can quickly exit the vehicle) will be discussed by the FTO if such practice is allowed by agency policy. If agency policy allows such practice, the trainee will demonstrate when to appropriately use a tactical removal of the seatbelt.

The FTO will continually monitor seatbelt use (and tactical removal of the seatbelt when appropriate) to ensure that the trainee is habitually wearing the seatbelt while on patrol, and is only removing it during a safe and opportune time, given the situation at hand.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.4.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Policy# 1009.2

5.4.01 Part B - Agency Training Details *(field will expand automatically)*

5.5 EMERGENCY VEHICLE OPERATIONS/PURSUITS

5.5.01 Agency Policy

The trainee shall review and explain the agency's policy concerning pursuits and Code 3 driving.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.5.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Policy# 307

5.5.01 Part B - Agency Training Details *(field will expand automatically)*

5.5.02 Driver Tactics

The trainee shall identify the tactics that should be utilized by the driver of an emergency vehicle while in a pursuit or during 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 hazards
E. Using a well planned route of travel in emergency response situations

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.5.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Policy# 307

5.5.02 Part B - Agency Training Details *(field will expand automatically)*

5.5.03 Continuing vs. Terminating Pursuits

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

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

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.5.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Policy# 307

5.5.03 Part B - Agency Training Details *(field will expand automatically)*

5.5.04 Handling Emergency Response or Pursuit

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.5.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Policy# 307

5.5.04 Part B - Agency Training Details *(field will expand automatically)*

5.6 VEHICLE OPERATION LIABILITY

5.6.01 "Rules of the Road"

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.6.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Policy# 307

5.6.01 Part B - Agency Training Details *(field will expand automatically)*

5.6.02 Vehicle Code Exemptions

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.6.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Policy# 307.2

5.6.02 Part B - Agency Training Details *(field will expand automatically)*

5.6.03 Exemption Requirements

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.6.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Policy# 307.2

5.6.03 Part B - Agency Training Details *(field will expand automatically)*

5.6.04 Liability for Death, Injury or Property Damage

The trainee shall explain the conditions under which he/she and/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

B. When the agency has not adopted a written policy on police pursuits in compliance with Vehicle Code 17004.7

C. A negligent or wrongful act or omission by an employee of a public entity.

D. When not responding to an emergency call, not in the immediate pursuit of an actual or suspected violator of the law, or when responding to other emergencies.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

5.6.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Policy# 307.8.1

5.6.04 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 5: Patrol Vehicle Operations

ATTESTATION FOR SECTION 5

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   b. Below each table:
      Part A: Enter applicable references from your agency's Policies & Procedure Manual.
      Part B: Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   b. Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   d. Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 6

Community Relations/Professional Demeanor

6.1 – 6.6 COMPETENCY REQUIREMENTS

Contents

6.1 Community Relations and Service
6.2 Professional Demeanor and Communications
6.3 Cultural Diversity
6.4 Racial Profiling
6.5 Crime Prevention
6.6 COP/POP
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

6.1 COMMUNITY RELATIONS AND SERVICE

6.1.01 Agency Responsibilities
6.1.02 Community Service

6.2 PROFESSIONAL DEMEANOR AND COMMUNICATIONS

6.2.01 Professional Principles
6.2.02 Citizen Evaluations
6.2.03 Inappropriate Verbal Language/Communication
6.2.04 Inappropriate Nonverbal Language/Communication
6.2.05 Explaining Actions to Citizens
6.2.06 Phone Communication
6.2.07 Other Forms of Communication

6.3 CULTURAL DIVERSITY

6.3.01 Community Cultures
6.3.02 Cultural Motivations and Biases
6.3.03 Increasing Trust within Communities

6.4 RACIAL PROFILING

6.4.01 Racial Profiling Prohibited and Damaging
6.4.02 Profiling Behavior
6.4.03 Constitutional Amendments
6.4.04 Community History
6.4.05 Agency Policy
6.4.06 Focusing on Behavior

6.5 CRIME PREVENTION

6.5.01 Citizen Support
6.5.02 Forms of Crime Prevention

6.6 COMMUNITY-ORIENTED/PROBLEM-ORIENTED POLICING (COP/POP)

6.6.01 Community/Problem Oriented Policing and Community Priorities
6.6.02 The Crime Triangle
6.6.03 Working with the Community to Solve Problems
6.5.04 Leadership in Community-Developed Problem Solving
6.5.05 Problem-Solving Model

SECTION 6 COMMUNITY RELATIONS/PROFESSIONAL DEMEANOR

CHECK ONE ONLY: ☐ **PHASE 1** ☐ **PHASE 2** ☐ **PHASE 3** ☐ **PHASE 4** ☐ **PHASE 5**

Trainee _____ FTO _____

6.1 COMMUNITY RELATIONS AND SERVICE

6.1.01 Agency Responsibilities

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

Reference(s): | **Case #** *(If applicable)* | **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #345.2 - Policy
DROPD Policy #345.3 - Member Responsibilities

6.1.01 Part B - Agency Training Details *(field will expand automatically)*

6.1.02 Community Service

The trainee shall identify the agency's roles and responsibilities in providing community service. Those roles may include:

A. To protect life and property
B. To maintain order
C. Crime prevention
D. Public education
E. Delivery of service
F. Enforcement of laws
G. Community partnerships, such as:
H. Community Oriented Policing Services (COPS)
I. Police Athletic League/Police Activities League (PAL)
J. Drug Abuse Resistance Education (DARE)
K. Any other agency-approved programs

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #100 - Law Enforcement Authority
DROPD Policy #102 - Oath of Office
DROPD Policy #345 - Community Relations

6.1.02 Part B - Agency Training Details *(field will expand automatically)*

6.2 PROFESSIONAL DEMEANOR AND COMMUNICATIONS

6.2.01 Professional Principles

The trainee shall identify the basic principles that generally apply to professions, and discuss how those principles relate to the profession of law enforcement.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Code of Ethics
DROPD Policy #320 - Standards of Conduct

6.2.01 Part B - Agency Training Details *(field will expand automatically)*

6.2.02 Citizen Evaluations

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

6.2.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DOPD Policy #345.5 - Surveys

6.2.02 Part B - Agency Training Details *(field will expand automatically)*

6.2.03 Inappropriate Verbal Language/Communication

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

A. Profanity

B. Derogatory remarks

C. Offensive terms regarding gender, race, ethnicity, sexual orientation, nationality, religion, and/or socioeconomic status

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.2.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Cod of Ethics
DROPD Policy #320 - Standards of Conduct
DROPD Policy #345 - Community Relations

6.2.03 Part B - Agency Training Details *(field will expand automatically)*

6.2.04 Inappropriate Nonverbal Language/Communication

The trainee shall identify nonverbal 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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.2.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Cod of Ethics
DROPD Policy #320 - Standards of Conduct
DROPD Policy #345 - Community Relations

6.2.04 Part B - Agency Training Details *(field will expand automatically)*

6.2.05 Explaining Actions to Citizens

The trainee shall discuss why it may be beneficial to explain the reasons for his/her actions to inquiring citizens.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.2.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD 345.11 - Transparency

6.2.05 Part B - Agency Training Details *(field will expand automatically)*

6.2.06 Phone Communication

The trainee shall conduct phone conversations in a professional manner.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.2.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #320 - Standards of Conduct

6.2.06 Part B - Agency Training Details *(field will expand automatically)*

6.2.07 Other Forms of Communication

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 may be demonstrated through:

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

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.2.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #345 - Community Relations

6.2.07 Part B - Agency Training Details *(field will expand automatically)*

6.3 CULTURAL DIVERSITY

6.3.01 Community Cultures

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.3.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #319.12 - Hate Crime Policy
DROPD Policy #345.1 - Purpose and Scope
DROPD Policy #319.3 - Hate Crime Prevention and Preparation
DROPD Policy #320 - Standsrds of Conduct

6.3.01 Part B - Agency Training Details *(field will expand automatically)*

6.3.02 Cultural Motivations and Biases

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.3.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #401.3 - Biased-Based Policing Prohibited

6.3.02 Part B - Agency Training Details *(field will expand automatically)*

6.3.03 Increasing Trust within Communities

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.3.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.3.03 Part B - Agency Training Details *(field will expand automatically)*

6.4 RACIAL PROFILING

6.4.01 Racial Profiling Prohibited and Damaging

The trainee will review and discuss Penal Code 13519.4, which states in part, "Racial profiling… is the practice of detaining a suspect based on a broad set of criteria which casts suspicion on an entire class of people without any individualized suspicion of the particular person being stopped." The trainee shall recognize that racial profiling:

A. Is prohibited by law

B. "Presents a great danger to the fundamental principles of a democratic society"

C. "Is abhorrent and cannot be tolerated"

D. Causes community distrust and harms police relations with the community

E. May have legal consequences

Reference(s): LD #42 - Cultural Diversity / Discrimination

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.4.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #314 - Discriminatory Harassment
DOPD Policy #319 - Hate Crimes
DROPD Policy #320 - Standards of Conduct

6.4.01 Part B - Agency Training Details *(field will expand automatically)*

6.4.02 Profiling Behavior

The trainee shall explain why effective police work profiles a person's behavior and not a person's race.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.4.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.02 Part B - Agency Training Details *(field will expand automatically)*

6.4.03 Constitutional Amendments

The trainee shall explain the 4th Amendment and 14th Amendment of the U.S. Constitution and how they define law enforcement activities that pertain to racial profiling.

Reference(s): LD #2 - Criminal Justice System

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.4.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.03 Part B - Agency Training Details *(field will expand automatically)*

6.4.04 Community History

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

Reference(s): Tenured DRO Peace Officers

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.4.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.04 Part B - Agency Training Details *(field will expand automatically)*

6.4.05 Agency Policy

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.4.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #401.1 - Bias-Based Policeing Definition
DROPD Policy #401.2 - Bias-Based Policing Policy

6.4.05 Part B - Agency Training Details *(field will expand automatically)*

6.4.06 Focusing on Behavior

The trainee shall demonstrate the ability to perform effective police work focusing on behavior rather than race.

Reference(s): LD #2 - Criminal Justice System and LD #42 - Cultural Diversity / Discrimination

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.4.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.06 Part B - Agency Training Details *(field will expand automatically)*

6.5 CRIME PREVENTION

6.5.01 Citizen Support

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

Reference(s): LD #3 - Policing in the Community

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.5.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.5.01 Part B - Agency Training Details *(field will expand automatically)*

6.5.02 Forms of Crime Prevention

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

A. Advice concerning mechanical and electronic devices (alarms, locks, and target hardening)

B. Control of conditions (lighting, access, and architecture)

C. Public awareness

D. Property identification (marking, engraving, etc.)

E. Neighborhood watch programs

Reference(s): LD #3 - Policing in the Community

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.5.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.5.02 Part B - Agency Training Details *(field will expand automatically)*

6.6 COMMUNITY-ORIENTED/PROBLEM-ORIENTED POLICING (COP/POP)

6.6.01 Community/Problem Oriented Policing and Community Priorities

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.

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.6.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #345.3 - Member Responsibilities in Community Relations

6.6.01 Part B - Agency Training Details *(field will expand automatically)*

6.6.02 The Crime Triangle

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

Reference(s): LD #3 - Policing on the Community

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.6.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.6.02 Part B - Agency Training Details *(field will expand automatically)*

6.6.03 Working with the Community to Solve Problems

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(s): LD #3 - Policing on the Community

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.6.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #345.3 - Member Responsibilities with Community Relations

6.6.03 Part B - Agency Training Details *(field will expand automatically)*

6.6.04 Leadership in Community-Developed Problem Solving

The trainee shall demonstrate leadership in facilitating, assisting, and motivating community members to develop solutions to their problems.

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.6.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #345 - Community Relations

6.6.04 Part B - Agency Training Details *(field will expand automatically)*

6.6.05 Problem-Solving Model

The trainee shall explain the agency's problem-solving model [e.g., The SARA Model (Scanning, Analysis, Response and Assessment)], and be able to:

A. Learn the service needs and demands in their patrol area
B. Devise ways to manage information gathered 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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

6.6.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #345. - Community Activities and Programs

6.6.05 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 6: Community Relations/Professional Demeanor

ATTESTATION FOR SECTION 6

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   b. Below each table:
      Part A: Enter applicable references from your agency's Policies & Procedure Manual.
      Part B: Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   b. Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   d. Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 7

Radio Communication Systems

7.1 – 7.2 COMPETENCY REQUIREMENTS

Contents

7.1 Radio Communication
7.2 Information Systems/Telecommunications
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

7.1 RADIO COMMUNICATION

7.1.01 Agency Policy Regarding Communications
7.1.02 Memorizing Codes
7.1.03 Radio Procedures and Use
7.1.04 Crime Broadcast
7.1.05 Vehicle Pursuit Transmission
7.1.06 Control During In-Progress Assignment

7.2 PROFESSIONAL DEMEANOR AND COMMUNICATIONS

7.2.01 Examples of Inquiries
7.2.02 Law Enforcement Information Systems
7.2.03 System Inquiries to Complete an Investigation
7.2.04 Agency Policy for Use of MCTs and Laptops
7.2.05 Inappropriate Use of Information Systems

SECTION 7 RADIO COMMUICATION SYSTEMS

CHECK ONE ONLY: ☐ **PHASE 1** ☐ **PHASE 2** ☐ **PHASE 3** ☐ **PHASE 4** ☐ **PHASE 5**

Trainee _____ FTO _____

7.1 RADIO COMMUNICATION

7.1.01 Agency Policy Regarding Communications

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

7.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

7.1.01 Part B - Agency Training Details *(field will expand automatically)*

7.1.02 Memorizing Codes

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(s):								**Case #** *(If applicable)*	**Incident #**
	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**	
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date		
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test	
Trainee:									

Comments *(field will expand automatically)*

Additional Information:

7.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

7.1.02 Part B - Agency Training Details *(field will expand automatically)*

7.1.03 Radio Procedures and Use

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

A. Waiting until the air is clear before pressing the transmit button

B. Pressing the transmit button firmly and speaking calmly and clearly into the microphone

C. Avoiding over-modulation by speaking moderately into the microphone

D. Knowing the meaning of "emergency traffic only" and always saving routine and non-emergency transmissions until "emergency traffic only" status is terminated

E. Knowing the call signs, assignments, and beat locations of other units in the area

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

7.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

7.1.03 Part B - Agency Training Details *(field will expand automatically)*

7.1.04 Crime Broadcast

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

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

7.1.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

7.1.04 Part B - Agency Training Details *(field will expand automatically)*

7.1.05 Vehicle Pursuit Transmission

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(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

7.1.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 308.6
DRO PD Policy # 307.5

7.1.05 Part B - Agency Training Details *(field will expand automatically)*

7.1.06 Control During In-Progress Assignment

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. Establishment of perimeter and control of possible escape routes

C. Control of response of other police units

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

7.1.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #308.6

7.1.06 Part B - Agency Training Details *(field will expand automatically)*

7.2 INFORMATION SYSTEMS / TELECOMMUNICATIONS

7.2.01 Examples of Inquiries

The trainee shall give examples where inquires 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(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

7.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

7.2.01 Part B - Agency Training Details *(field will expand automatically)*

7.2.02 Law Enforcement Information Systems

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(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

7.2.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 804

7.2.02 Part B - Agency Training Details *(field will expand automatically)*

7.2.03 System Inquiries to Complete an Investigation

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

7.2.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

7.2.03 Part B - Agency Training Details *(field will expand automatically)*

7.2.04 Agency Policy for Use of MCTs and Laptops

The trainee shall review and explain agency policy regarding the proper use and/or the misuse of Mobile Computer Terminals (MCTs) and on-board laptop computers.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

7.2.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

7.2.04 Part B - Agency Training Details *(field will expand automatically)*

7.2.05 Inappropriate Use of Information Systems

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

7.2.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 804

7.2.05 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 7: Radio Communication Systems

ATTESTATION FOR SECTION 7

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

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2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   b. Below each table:
      – *Part A:* Enter applicable references from your agency's Policies & Procedure Manual.
      – *Part B:* Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   b. Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   d. Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 8

Leadership

8.1 COMPETENCY REQUIREMENTS

Contents

8.1 Identifying Leadership
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

8.1 IDENTIFYING LEADERSHIP

8.1.01 Effective Leadership Strategies
8.1.02 Leadership Attributes
8.1.03 The Role of Leadership

SECTION 8 LEADERSHIP

CHECK ONE ONLY: ☐ **PHASE 1** ☐ **PHASE 2** ☐ **PHASE 3** ☐ **PHASE 4** ☐ **PHASE 5**

Trainee _____ FTO _____

8.1 IDENTIFYING LEADERSHIP

8.1.01 Effective Leadership Strategies

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

8.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

8.1.01 Part B - Agency Training Details *(field will expand automatically)*

8.1.02 Leadership Attributes

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:

A. Integrity
B. Credibility
C. Trust
D. Discretion
E. Duty
F. Loyalty
G. Honesty

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

8.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

8.1.02 Part B - Agency Training Details *(field will expand automatically)*

8.1.03 The Role of Leadership

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								

Comments *(field will expand automatically)*

Additional Information:

8.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

DRO PD Policy # 200

8.1.03 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 8: Leadership

ATTESTATION FOR SECTION 8

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
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How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

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End Section

SECTION 9

California Codes and Laws

9.1 – 9.5 COMPETENCY REQUIREMENTS

Contents

9.1 Criminal Law
9.2 Reasonable Suspicion/Probable Cause
9.3 Laws of Arrest
9.4 Juvenile Law and Procedure
9.5 Additional Laws
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

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1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

9.1 CRIMINAL LAW

9.1.01 Terminology
9.1.02 Crime Elements
9.1.03 Persons Legally Incapable of Committing a Crime
9.1.04 Crime Identification

9.2 REASONABLE SUSPICION/PROBABLE CAUSE

9.2.01 Reasonable Suspicion
9.2.02 Probable Cause to Arrest
9.2.03 Probable Cause Related to Felonies and Misdemeanor Arrests
9.2.04 Officer's Right to Search a Person
9.2.05 Recognizing Probable Cause for Police Action

9.3 LAWS OF ARREST

9.3.01 Authority to Make an Arrest
9.3.02 Arrest Requirements
9.3.03 Private Person Arrest
9.3.04 Miranda Rights
9.3.05 Admittance onto Property
9.3.06 Allowable Use of Force
9.3.07 Reasonable Force
9.3.08 Use of Physical Force and Deadly Force
9.3.09 False Imprisonment Liability
9.3.10 Legal Exceptions to an Arrest

9.4 JUVENILE LAW AND PROCEDURE

9.4.01 Investigating Juvenile Offenses

9.5 REASONABLE SUSPICION/PROBABLE CAUSE

9.5.01 Alcoholic Beverage Control Act
9.5.02 Probation/Parole Laws
9.5.03 Local Ordinance Violations
9.5.04 Constitutional Amendments Granting Individual Rights
9.5.05 State Legislative Mandates
9.5.06 Marsy's Law

SECTION 9 CALIFORNAI CODES AND LAWS

CHECK ONE ONLY: ☐ **PHASE 1** ☐ **PHASE 2** ☐ **PHASE 3** ☐ **PHASE 4** ☐ **PHASE 5**

Trainee _____ FTO _____

9.1 CRIMINAL LAW

9.1.01 Terminology

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(s): California Penal Code

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

9.1.01 Part B - Agency Training Details *(field will expand automatically)*

Review of applicable Penal Codes as they pertain to each term, and written test.

A. Accessory 32 Penal Code

B. Accomplice 1111 Penal Code

C. Criminal Negligence In certain crimes, criminal negligence meets the requirement of criminal intent. Negligence is the failure to exercise ordinary care. Criminal negligence is a negligent act that is aggravated or reckless and constitutes indifference to the consequences

D. Corpus Delicti California Judicial Council 589- The defendant may not be convicted of any crime based on (his/her) out-of-court statement[s] alone. You may rely on the defendant's out-of- court statements to convict (him/her) only if you first conclude that other evidence shows that the charged crime [or a lesser included offense] was committed. That other evidence may be slight and need only be enough to support a reasonable inference that a crime was committed.

E. Entrapment California Judicial Council 3408- Entrapment is a defense. The defendant has the burden of proving this defense by a preponderance of the evidence. This is a different standard from proof beyond a reasonable doubt. To meet this burden, the defendant must prove that it is more likely than not that (he/she) was entrapped. A person is entrapped if a law enforcement officer [or (his/her) agent] engaged in conduct that would cause a normally law-abiding citizen to commit a crime.

F. Implied (General) Intent In general, the person intentionally did that which the law declared to be a crime. It does not matter that the person does not know that the particular conduct was against the law. General intent presumes that the person was aware of his (or her) actions or was aware of his (or her) conduct. Ignorance of the law is no excuse

G. Principal Per Penal Code Section 31, principals include all persons involved in the commission of a felony or misdemeanor. All principals to a crime can be arrested and prosecuted.

H. Specific Intent 21a Penal Code, In other crimes intent is an element of the offense that must be proven. These are called specific intent crimes, i.e. burglary, or kidnapping for ransom. Specific intent crimes are recognized by the language of the statutes, such as: with intent to, or, for the purpose of. When the definition of a crime refers to a person's intent to do some further act or achieve some additional consequence, the crime is one of specific intent. Unless this specific intent exists, the crime has not been committed.

I. Transferred Intent When an unlawful act affects a person other than, or in addition to, the person it was intended to affect, the intent becomes transferred intent. Criminal intent in these instances is transferred from the intended victim to the actual victim.

9.1.02 Crime Elements

The trainee shall identify the elements of a crime or public offense to include:

A. Any act or omission:
   1. Committed by any person
   2. In violation of statutory law
   3. For which there is punishment

Reference(s): Penal Code 15

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

9.1.02 Part B - Agency Training Details *(field will expand automatically)*

FTO and Trainee will review Penal Code 15. Trainees will be tested on this section with the use of both verbal and written tests. Trainees will be provided scenarios and must determine if a crime was committed and what crime by penal code. Trainees will also be shown elements of a possible crime and must be able to determine if all the correct elements are met for that given activity.

9.1.03 Persons Legally Incapable of Committing a Crime

The trainee shall describe those persons who are legally incapable of committing a crime in the state of California.

Reference(s): Penal Code 26

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

9.1.03 Part B - Agency Training Details *(field will expand automatically)*

Will review Penal Code 26 with the Trainee, and will be provided criminal cases where this defense was used. Trainee will be tested on verbal scenerios.

9.1.04 Crime Identification

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 Identify Theft
Q. Forgery and Check Offenses
R. Disorderly Conduct
S. Control and Use of Dangerous Weapons
T. Use (including under the influence), Possession, and Sales of Dangerous Drugs
U. Receiving or Possession of Stolen Property, including Alteration of Serial Numbers

Reference(s): California Penal Code

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.1.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

9.1.04 Part B - Agency Training Details *(field will expand automatically)*

Trainee wil be tested on knowledge by both verbal review, flash cards and written tests. This will include a review of elements of a crime from previous training.

9.2 REASONABLE SUSPICION/PROBABLE CAUSE

9.2.01 Reasonable Suspicion

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 facts which can be articulated

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(s): Terry v Ohio, 15.03.EO3

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

9.2.01 Part B - Agency Training Details *(field will expand automatically)*

Trainee will define what resonable suspicion. Trainee will review and explain "Terry v Ohio, 392 U.S. 1 (1968), and the 4th Admendment. Training will be conducted using training scenerios, Police review tests and review of calls for service., Review contributing facters that creat resonable suspicion and again use scenerios.

9.2.02 Probable Cause to Arrest

Probable cause to arrest requires more than the "reasonable suspicion" necessary for a detention and is essentially the same as the probable cause required to obtain an arrest warrant or a search warrant. The trainee shall identify and explain the following elements of probable cause as those required to make a valid arrest:

A. Whether probable case exists to make an arrest depends upon the reasonable conclusions that can be drawn from the facts known to the arresting officer at the time of the arrest.

B. The officer's training and experience are relevant to a determination of probable cause.

C. Probable cause exists when the totality of circumstances would lead a person of ordinary care and prudence to entertain an honest and strong suspicion that the person to be arrested is guilty of a crime.

Reference(s): Penal Code 13701, 836, 625 W&I, 602.5 W&I, 602(b) W&I, 5150 W&I,4th Admendment

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.2.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

100.2.1 Duties to Arrest, 305.6.2 (a)(2) Witness Identification Detaining a Witness for ID, 309.7.1 (c) Use of Drug Canine, 310.4 (J) Domestic Violence Investigations, 310.8 Doemstic Violence Restraining Orders, 310.9.1 Standards For Arrest, 409.3 Mental Health Detention, 427.6 Seizing Recordings as Evidence, 429.8 Mass Arrests/Demonstrations, 602.3.1 Assest Seizure

9.2.02 Part B - Agency Training Details *(field will expand automatically)*

Define Probable cause and how it differs from reasonable suspicion. Provide the Trainee with scenarios to have him determine what kind of stop is occurring and if it a legal stop and why. This training will coincide hand in hand with reasonable suspicion and be evaluated on a ongoing basis in both calls for service and self-initiated activity.

9.2.03 Probable Cause Related to Felonies and Misdemeanor Arrests

The trainee shall identify and explain how probable cause is used in arrests for felonies and misdemeanors:

A. For a felony: An officer may arrest with a warrant, or without a warrant, if the officer has probable cause to believe the person to be arrested committed the felony, regardless of whether or not the felony was committed in the officer's presence.

B. For a misdemeanor: An officer may arrest with a warrant, or without a warrant, if the officer has probable cause to believe the misdemeanor was committed in the officer's presence.

C. For a misdemeanor: See California Penal Code and California Peace Officers Legal Sourcebook for situations where officers are allowed by statute to make warrantless arrests for certain enumerated misdemeanors, even though the misdemeanors were not committed in the officer's presence.

D. For a private person's arrest: See California Penal Code and California Peace Officers Legal Sourcebook for statutes on accepting this type of arrest.

Reference(s): California Penal Code, 834, 835, 835a, 836.

Case # *(If applicable)*

Incident #

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Additional Information:

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9.2.03 **Part B - Agency Training Details** *(field will expand automatically)*

Review and verbally test bas on scenerio questions if a crime has occurred, and under what authority an arrest can be made.

9.2.04 **Officer's Right to Search a Person**

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

Reference(s): 4th Admendment, Terry v Ohio,

Case # *(If applicable)*

Incident #

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Comments *(field will expand automatically)*

Additional Information:

9.2.04 **Part A - Reference Agency Policies/Procedures, if applicable** *(600 characters maximum)* ☐ N/A

311 Search and Seizure, 311.3 Types of Allowed Searches, 311.4 Seach Protocols, 311.5 Documentation of Search, 900 Custodial Searches,900.3 Field/Transportation Searches, 900.4 Police Facliites 900.5 Strip Searches

9.2.04 **Part B - Agency Training Details** *(field will expand automatically)*

Verbal quiz officer and Department policy and their understading of Terry v Ohio and 4th Adendment, and rules regarding probation and parole searches.

9.2.05 Recognizing Probable Cause for Police Action

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 then explain the reasons behind that determination.

Reference(s): California Penal Code, 834, 835, 835a, 836

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

100.2.1 Arrest Authority, 100.2.4 Misdomeanor Arrest Protocols, 300.4 Deadly Force Applications, 310.4 Domestic Violence

9.2.01 Part B - Agency Training Details *(field will expand automatically)*

The primary evaluation technique will be in evaluating the actions or inactions taken by the trainee when faced with calls for service, self-observed or initiated activity.

9.3 LAWS OF ARREST

9.3.01 Authority to Make an Arrest

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

Reference(s): Penal Code 836; Vehicle Code 40300.5 through 40302

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.3.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

100.2.1 Arrest Authority in DelRey Oaks, 100.2.2 Arrest Authority Outside Del Rey Oaks

9.3.01 Part B - Agency Training Details *(field will expand automatically)*

Review Laws regarding law enforcement. Scenario based training and testing do determine in in the scenarios an arrest authority exists and from what code. Specific scenarios regarding authority to arrest on DUI/TA without observation or witness. And what arrest authority exists for refusal to show license, (Sovereign Citizen) and or refusal to sign.

9.3.02 Arrest Requirements

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 when it must be provided

C. What must be done with the person once they are arrested, and what are the required procedures for handling him or her

Reference(s): Penal Codes 825; 840; 841; 848; 849; 851.5; 853.5; and 853.6

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.3.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

100.2.3 Delivery to Magistrate, 100.2.4 Misdemeanor Arrest Authority, 310 Legal Mandates and Relevant Laws (Domestic Violence), 310.9.1 Standards for Arrest (Domestic Violence), 322 Criminal Activity (Documentation), 333 Limited English, 334 Communication with Persons with Disabilities), 337 Child and Dependent Adult (Of Arrestee), 410 Cite and Release Policy 429 Mass Arrests (Protests), 432 Medical Aid, 500 TYraffic Functions, 602 Asset Forfiture, 605 Warrant Service, 806 Animal (Arrestee), 900 Custodial Searches, 901 Temporary Custody,

9.3.02 Part B - Agency Training Details *(field will expand automatically)*

Review of relevent Policies and State law. Booking scenerios will be presented to the officer.

9.3.03 Private Person Arrest

The trainee shall explain the requirements placed upon a private person making the arrest of another and to determine if the "private person" arrest is legal.

Reference(s): Penal Codes 837 and 847

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.3.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

331 Private Persons Arrest

9.3.03 Part B - Agency Training Details *(field will expand automatically)*

Training Scenerios will be presented to the officer to deterimnie if they can identify situations where private persons arrest are legal and how to proceed.

9.3.04 Miranda Rights

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

Reference(s): Miranda v Arizona, 384 U.S. 436 (1966)

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.3.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

312.5 Juvenile Miranda, 333.13 Miranda for Limited English, 333.14 Custodial Interrogations, 600 Investigations and Prosecutions,

9.3.04 Part B - Agency Training Details *(field will expand automatically)*

Trainee will review Miranda case and provide written essay. Trainee will be tested on memorization of miranda warning. Scenarios will be presented to Trainee to determine if Miranda is required or not.

9.3.05 Admittance onto Property

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

Reference(s): Penal Code 844

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.3.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

311 Seach and Seizure.

9.3.05 Part B - Agency Training Details *(field will expand automatically)*

Review of applicable State law. Scenerios will be presented to determine if the trainee can determine if (1) The Crime in a Felony, (2) If hot pursuit or plain sight exists (3) If resonable grounds exist for forcend entry. The trainee Review and Reseach Case Law on subject and provide case briefs, People v Rosales, Payton v New York.

9.3.06 Allowable Use of Force

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

Reference(s): Penal Code 835 and 843

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.3.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

300 Use of Force, 302 Handcuffing and Restraints, 303 Control Devices and Techniques

9.3.06 Part B - Agency Training Details *(field will expand automatically)*

Scenarios will be presented to Trainee to dertermine (1) If Force is appropriate (2) What Level of Force (3) Responsibilties once force is applied.

9.3.07 Reasonable Force

The trainee shall explain the term "reasonable" as it applies to the use of force.

Reference(s): Penal Code 835

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.3.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

300 Use of Force, 302 Handcuffing and Restraints, 303 Control Devices and Techniques, 304 Taser, 305 Officer Involved Shooting,

9.3.07 Part B - Agency Training Details *(field will expand automatically)*

Scenarios will be presented to Trainee to dertermine (1) If Force is appropriate (2) What Level of Force would have been appropriate if any.

9.3.08 Use of Physical Force and Deadly Force

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

Reference(s): 835 PC, 834 PC

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.3.08 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

300 Use of Force, 302 Handcuffing and Restraints, 303 Control Devices and Techniques, 304 Taser, 305 Officer Involved Shooting,

9.3.08 Part B - Agency Training Details *(field will expand automatically)*

Trainee will review of good and bad use of force incidnets from other Law Enforcement agencies. Trainee wil review POST Videos regarding Excessive force and Hayes v County of San Diego and provide feedback.

9.3.09 False Imprisonment Liability

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

Reference(s): Penal Codes 142(c), 836.5, and 847

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.3.09 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

9.3.09 Part B - Agency Training Details *(field will expand automatically)*

The Trainee will be tested on his understanding on comprehension of associated penal codes. The trainee will be tested to see if they remember and still comprehends previously reviewed sections regarding probable cause and rules for arrest. Scenarios will be presented to officers of arrest situations and must be able to determine if base on the facts presented if there is civil liability present.

9.3.10 Legal Exceptions to an Arrest

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

A. Diplomatic immunity (22 U.S. Constitution, Chapter 6)

B. State misdemeanor rule (Hill v. Levy, 117 Cal. App. 2d, 667; Roynon v. Battin, 55 CA 2nd 861)

C. Congressional exceptions (Article 1, Section 6, U.S. Constitution; Article 4, Section 2, California Constitution)

Reference(s): 837 Penal Code

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.3. 10 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

331 Private Persons Arrest, 411 Diplomatic and Consular Representatives,

9.3.10 Part B - Agency Training Details *(field will expand automatically)*

Trainee will review Department Policy, Case law regarding "Stale" misdemeanor rule. Scenarios will be presented to Trainee and they will be required to determine correctly of an exception to arrest is present and why.

9.4 JUVENILE LAW AND PROCEDURE

9.4.01 Investigating Juvenile Offenses

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. Welfare and Institutions Codes (WIC) 300, 305, 601, 602, 625, 627, 707 and any additional local ordinances and/or curfews

C. Laws pertaining to schools, including Penal Code (PC) 626 sections and Education Codes 48906, 48260-66, etc.

D. Secure/Non-secure detention of juveniles: WIC 206, 207, 207.1, 207.2

Reference(s): Above PC, W&I and ED Codes

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.4.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

312 Temporary Custody of Juveniles.

9.4.01 Part B - Agency Training Details *(field will expand automatically)*

Trainee will have to be shown how to propely separate juveniles and adults with the facility issues of the Police Building. Trainee wil be tested using flash cards and memory on above cited codes. Will review local DRO Curfew codes.

9.5 ADDITIONAL LAWS

9.5.01 Alcoholic Beverage Control Act

The trainee shall recognize violations of the Alcoholic Beverage Control Act and will locate the applicable sections including those prohibiting:

A. After-hours sales and/or consumption of alcoholic beverages on licensed premises

B. Selling/providing alcoholic liquor to any person under age 21

C. Selling/providing alcoholic liquor to a person who is visibly intoxicated

Reference(s): Business and Professions Codes 23000 through 25762

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.5.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

9.5.01 Part B - Agency Training Details *(field will expand automatically)*

Trainee will be tested via flash cards and memory questions on applicable B&P Codes. Trainee will be shown both businesses that sell alcohol in Del Rey Oaks.

9.5.02 Probation/Parole Laws

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

A. Penal Code (PC) 1203.2

B. Penal Code (PC) 3056

Reference(s): 1203.2 PC, 3056 PC, People v Wood, People v Douglas, People v Romeo, People v Hoeninghaus, in re Jeremy G (1998)	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.5.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

9.5.02 Part B - Agency Training Details *(field will expand automatically)*

Trainee will be required to review associated case law regarding Parole and/or Probation Searches.

9.5.03 Local Ordinance Violations

The trainee shall recognize violations of local ordinances and shall be able to locate the applicable sections.

Reference(s): Del Rey Oaks Municipal Code

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.5.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

9.5.03 Part B - Agency Training Details *(field will expand automatically)*

Trainee will be tested on the muncipal code cheet sheets and how to write adminstrative citations correctly.

9.5.04 Constitutional Amendments Granting Individual Rights

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 Amendment* – Freedom of religion, speech, press, and public assembly

B. *Fourth Amendment* – Search and seizure only by warrant or good cause

C. *Fifth Amendment* – Right to trial, no double jeopardy, no self-incrimination, no punishment without due process, and no confiscation without compensation

D. *Sixth Amendment* – Right to a speedy trial

E. *Eighth Amendment* – Excessive bail prohibited

F. *Fourteenth Amendment*– Civil rights (see 18 USC Section 242 – Color of law/authority)

Reference(s): U.S. Constitution, Bill of Rights

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.5.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

100.5 Constitution Requirements

9.5.04 Part B - Agency Training Details *(field will expand automatically)*

Trainee will be tested on knowledge of the US Constitution and Bill of rights and will be given scenarios and will need to determine what if any Constitutional rights were involved and if any were violated.

9.5.05 State Legislative Mandates

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

Reference(s): POST Legislative Update Telecourses and CD ROMs; POST Required Updated or Refresher Training Requirements

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.5.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

203 Training Policy

9.5.05 Part B - Agency Training Details *(field will expand automatically)*

As part of the Departments training policy, all odfficers are required to make use of POST Disgital learning resources. After reviewing POST material the Trainee will have to pass written and verbal tests regarding training.

9.5.06 Marsy's Law

The trainee shall review and explain the requirements of the Victims' Bill of Rights Act of 2008 (Marsy's Law) and review the Marsy's Card.

Reference(s): California Constitution, Article I, Section 28(b)

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

9.5.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

318 Victim and Witness Assistance

9.5.06 Part B - Agency Training Details *(field will expand automatically)*

Review Department Marsy Card and associated Penal Code. Trainee will be provided scenarios and must be able to correctly identify in which situations issuing a Marsy card is appropriate.

See next page for Attestation

Part 5 – Section 9: California Codes and Laws

ATTESTATION FOR SECTION 9

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   b. Below each table:
      – *Part A:* Enter applicable references from your agency's Policies & Procedure Manual.
      – *Part B:* Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   b. Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   d. Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 10

Search and Seizure

10.1 – 10.3 COMPETENCY REQUIREMENTS

Contents

10.1 Search Concepts
10.2 Seizure Concepts
10.3 Warrants
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

10.1 SEARCH CONCEPTS

10.1.01 Terminology
10.1.02 Circumstances Allowing Legally Authorized Searches
10.1.03 Items Which May Be Legally Searched
10.1.04 Limits of Searches
10.1.05 Exclusionary Rule

10.2 SEIZURE CONCEPTS

10.2.01 Lawful Evidence Seizure

10.3 WARRANTS

10.3.01 Obtaining Search and Arrest Warrants
10.3.02 Serving Search and Arrest Warrants
10.3.03 Demonstrating Proper Procedures for Obtaining and Serving Warrants

SECTION 10 SEARCH AND SEIZURE

CHECK ONE ONLY: ☐ **PHASE 1** ☐ **PHASE 2** ☐ **PHASE 3** ☐ **PHASE 4** ☐ **PHASE 5**

Trainee _____ FTO _____

10.1 SEARCH CONCEPTS

10.1.01 Terminology

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(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

10.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Policy on Search and Seizure 311-311.5

10.1.01 Part B - Agency Training Details *(field will expand automatically)*

10.1.02 Circumstances Allowing Legally Authorized Searches

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 search
D. A search warrant
E. Plain sight
F. Incident to arrest
G. Exigent circumstances
H. Probation/parole search

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

10.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Policy on Search and Seizure 311-311.5

10.1.02 Part B - Agency Training Details *(field will expand automatically)*

10.1.03 Items Which May Be Legally Searched

The trainee shall identify 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(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

10.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer and Trainee will discuss.

10.1.03 Part B - Agency Training Details *(field will expand automatically)*

10.1.04 Limits of Searches

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

10.1.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer will address these subjects.

10.1.04 Part B - Agency Training Details *(field will expand automatically)*

10.1.05 Exclusionary Rule

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

A. Court filings

B. Prosecution of suspects

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

10.1.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer will explain the A and B

10.1.05 Part B - Agency Training Details *(field will expand automatically)*

10.2 SEIZURE CONCEPTS

10.2.01 Lawful Evidence Seizure

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

10.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer and Trainee will discuss.

10.2.01 Part B - Agency Training Details *(field will expand automatically)*

10.3 WARRANTS

10.3.01 Obtaining Search and Arrest Warrants

The trainee shall explain the laws and procedures for obtaining search and 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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

10.3.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Below.

10.3.01 Part B - Agency Training Details *(field will expand automatically)*

Officer will attend a POST approved Warrant Writing training.

10.3.02 Serving Search and Arrest Warrants

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 exemptions to
E. "Signing off" warrants/return

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

10.3.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

See Policy on Warrant Service #605

10.3.02 Part B - Agency Training Details *(field will expand automatically)*

10.3.03 Demonstrating Proper Procedures for Obtaining and Serving Warrants

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

10.3.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

Field Training Officer and Trainee will discuss.

10.3.03 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 10: Search and Seizure

ATTESTATION FOR SECTION 10

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   b. Below each table:
      – *Part A:* Enter applicable references from your agency's Policies & Procedure Manual.
      – *Part B:* Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   b. Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   d. Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 11

Report Writing

11.1 – 11.2 COMPETENCY REQUIREMENTS

Contents

11.1 Field Notes and Notebook
11.2 Report Writing Requirements
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

11.1 FIELD NOTES AND NOTEBOOK

11.1.01 Necessity for Field Notes
11.1.02 Discoverable Contents
11.1.03 Types of Entries
11.1.04 Recording Pertinent Information

11.2 REPORT WRITING REQUIREMENTS

11.2.01 Flow of Completed Reports
11.2.02 Report Depository
11.2.03 Records Unit
11.2.04 Records Unit
11.2.05 Importance of Police Reports
11.2.06 Components of a Well-Written Police Report
11.2.07 Types of Report Forms
11.2.08 “Cold” Crime Reports
11.2.09 Preparing a Written Report
11.2.10 Completing Reports Following an Arrest

SECTION 11 REPORT WRITING

CHECK ONE ONLY: ☐ PHASE 1 ☐ PHASE 2 ☐ PHASE 3 ☐ PHASE 4 ☐ PHASE 5

Trainee _____ FTO _____

11.1 FIELD NOTES AND NOTEBOOK

11.1.01 Necessity for Field Notes

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

A. References for future investigation

B. References for future court appearance

C. Beat or area information

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #322.1.1 - Report Preperation

11.1.01 Part B - Agency Training Details *(field will expand automatically)*

11.1.02 Discoverable Contents

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

Reference(s): Thompson v. Superior Court (People) (1997)

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

11.1.02 Part B - Agency Training Details *(field will expand automatically)*

11.1.03 Types of Entries

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, and vehicle number
B. Name(s) of additional personnel and supervisor
C. Type of incident
D. Pertinent information
E. Names of suspects, victims, witnesses, and reporting persons

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

11.1.03 Part B - Agency Training Details *(field will expand automatically)*

11.1.04 Recording Pertinent Information

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.1.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

11.1.04 Part B - Agency Training Details *(field will expand automatically)*

11.2 REPORT WRITING REQUIREMENTS

11.2.01 Flow of Completed Reports

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #322 - Report Preparation

11.2.01 Part B - Agency Training Details *(field will expand automatically)*

11.2.02 Report Depository

The trainee shall give the location of the report depository.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.2.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

11.2.02 Part B - Agency Training Details *(field will expand automatically)*

11.2.03 Records Unit

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.2.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

11.2.03 Part B - Agency Training Details *(field will expand automatically)*

11.2.04 Investigative Units and the District Attorney's Office

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

Reference(s): DROPD Report Writing Process

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.2.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

11.2.04 Part B - Agency Training Details *(field will expand automatically)*

11.2.05 Importance of Police Reports

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

A. Recording facts into 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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.2.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policu #322.1 - Report Writing Purpose and Scope

11.2.05 Part B - Agency Training Details *(field will expand automatically)*

11.2.06 Components of a Well-Written Police Report

The trainee shall explain the qualities of a well-written police report. These shall include:

A. Accuracy
B. Brevity
C. Completeness
D. Clarity
E. Legibility/Neatness
F. Objectivity
G. Grammatical and structural correctness
H. Timeliness
I. First person/active voice/past tense

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.2.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #322.1.1 - Report Preparation

11.2.06 Part B - Agency Training Details *(field will expand automatically)*

11.2.07 Types of Report Forms

The trainee shall identify the proper report forms to be utilized in given situations (e.g., Missing Persons, DUI, Found Property, etc.)

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.2.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policies 322.2.1, 322.2.2, 322.2.3,322.2.4, 322.2.5, 322.2.6, 322.2.7

11.2.07 Part B - Agency Training Details *(field will expand automatically)*

11.2.08 "Cold" Crime Reports

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.2.08 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

11.2.08 Part B - Agency Training Details *(field will expand automatically)*

11.2.09 Preparing a Written Report

The trainee shall prepare a report that minimally includes:

A. Organizing facts in chronological order
B. Relating facts in appropriate sentence form
C. Correctly filling in all appropriate boxes
D. Properly establishing who, what, when, where, why, how, and how many
E. Properly establishing the elements of the crime(s), when appropriate

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.2.09 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #322.1.1

11.2.09 Part B - Agency Training Details *(field will expand automatically)*

11.2.10 Completing Reports Following an Arrest

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. Elements constituting the offense

B. Complete documentation of reasonable/probably cause

C. Complete description of all physical evidence, where it was found, and its disposition

D. Complete listing of all suspects, including whether or not they are in custody

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

11.2.10 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #322.2.1

11.2.10 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 11: Report Writing

ATTESTATION FOR SECTION 11

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   b. Below each table:
      – *Part A:* Enter applicable references from your agency's Policies & Procedure Manual.
      – *Part B:* Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   b. Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   d. Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 12

Control of Persons/Prisoners/Mentally Ill

12.1 – 12.7 COMPETENCY REQUIREMENTS

Contents

12.1 Control/Searching of Persons
12.2 Handcuffing
12.3 Legal Responsibilities and Requirements with Prisoners
12.4 Transporting Prisoners
12.5 Booking Prisoners
12.6 People with Disabilities
12.7 Mental Illness Cases
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

12.1 CONTROL/SEARCHING OF PERSONS

12.1.01 Safety Tactics
12.1.02 Search Techniques
12.1.03 Searching the Opposite Sex

12.2 HANDCUFFING

12.2.01 Purpose of Handcuffing
12.2.02 Handcuffing/Restraint Device Principles
12.2.03 Agency Policy Regarding Handcuffing Prisoners
12.2.04 Handcuffing and Transporting Single or Multiple Suspects

12.3 LEGAL RESPONSIBILITIES AND REQUIREMENTS WITH PRISONERS

12.3.01 Protecting Prisoners
12.3.02 Prisoner Provisions
12.3.03 Prisoner's Right to Make Calls
12.3.04 Property Receipts
12.3.05 Local Policy/Legal Aspects of Prisoners' Rights and Privileges
12.3.06 Willful Inhumanity or Oppression toward Prisoners

12.4 TRANSPORTING PRISONERS

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12.4.02 Transport of Prisoner(s) in a Patrol Vehicle
12.4.03 Prior to Booking a Prisoner

12.5 BOOKING PRISONERS

12.5.01 Booking Juveniles
12.5.02 Jail Facility
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12.5.05 Booking Adult Prisoners
12.5.06 Other Types of Prisoners
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12.5.08 Legalities of Prisoner/Inmate Searches
12.5.09 Prisoner Release
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12.6.02 Behavior Due to Disabilities
12.6.03 Dealing with Cognitive Impairment
12.6.04 Non-compliance as a Warning Sign
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12.7.03 Mental Health Facility or Regional Center
12.7.04 72-Hour Hold
12.7.05 Required Procedures for WIC 5150
12.7.06 Alternative Methods
12.7.07 Required Documentation and/or Reports
12.7.08 Demonstrating Knowledge of Proper Procedure
12.7.09 Address Issues Related to Stigma

SECTION 12 CONTROL OF PERSONS/PRISONERS/MENTALLY ILL

CHECK ONE ONLY: ☐ **PHASE 1** ☐ **PHASE 2** ☐ **PHASE 3** ☐ **PHASE 4** ☐ **PHASE 5**

Trainee _____ FTO _____

12.1 CONTROL/SEARCHING OF PERSONS

12.1.01 Safety Tactics

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

A. Approach
B. Cover position with vehicle(s) and person(s)
C. Position of advantage
D. What to watch out for
E. Communications with cover officer/danger signals

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 302
DRO PD Policy # 303

12.1.01 Part B - Agency Training Details *(field will expand automatically)*

12.1.02 Search Techniques

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(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 311

12.1.02 Part B - Agency Training Details *(field will expand automatically)*

12.1.03 Searching the Opposite Sex

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 311.4

12.1.03 Part B - Agency Training Details *(field will expand automatically)*

12.2 HANDCUFFING

12.2.01 Purpose of Handcuffing

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

A. Attack

B. Escape

C. Destruction or concealment of evidence or contraband

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

12.2.01 Part B - Agency Training Details *(field will expand automatically)*

12.2.02 Handcuffing/Restraint Device Principles

The trainee shall discuss various handcuffing principles that 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 restraints devices (e.g., flex cuffs, hobbles, etc.)
F. Safe and controlled removal of handcuffs and other restraint devices

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.2.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 302

12.2.02 Part B - Agency Training Details *(field will expand automatically)*

12.2.03 Agency Policy Regarding Handcuffing Prisoners

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.2.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 302

12.2.03 Part B - Agency Training Details *(field will expand automatically)*

12.2.04 Handcuffing and Transporting Single or Multiple Suspects

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.2.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 302
DRO PD Policy # 302.3.4

12.2.04 Part B - Agency Training Details *(field will expand automatically)*

12.3 LEGAL RESPONSIBILITIES AND REQUIREMENTS WITH PRISONERS

12.3.01 Protecting Prisoners

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.3.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 1009.3

12.3.01 Part B - Agency Training Details *(field will expand automatically)*

12.3.02 Prisoner Provisions

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.3.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 901

12.3.02 Part B - Agency Training Details *(field will expand automatically)*

12.3.03 Prisoner's Right to Make Calls

The trainee shall review and explain prisoners' rights to telephone calls.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.3.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 901.5.5

12.3.03 Part B - Agency Training Details *(field will expand automatically)*

12.3.04 Property Receipts

The trainee shall explain the requirements for issuing property receipts.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.3.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 901.7

12.3.04 Part B - Agency Training Details *(field will expand automatically)*

12.3.05 Local Policy/Legal Aspects of Prisoners' Rights and Privileges

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.3.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 901

12.3.05 Part B - Agency Training Details *(field will expand automatically)*

12.3.06 Willful Inhumanity or Oppression toward Prisoners

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.3.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 901

12.3.06 Part B - Agency Training Details *(field will expand automatically)*

12.4 TRANSPORTING PRISONERS

12.4.01 Agency Policy

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 (e.g., 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. Search of area where prisoner is to be placed prior to transportation
G. Search of area where prisoner has been following transportation
H. Proper positioning of officer(s) and prisoner(s) within the vehicle
I. Close and constant observation of prisoner(s)

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.4.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 901
DRO PD Policy # 1009.3

12.4.01 Part B - Agency Training Details *(field will expand automatically)*

12.4.02 Transport of Prisoner(s) in a Patrol Vehicle

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

12.4.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 901
DRO PD Policy # 1009.3

12.4.02 Part B - Agency Training Details *(field will expand automatically)*

12.4.03 Prior to Booking a Prisoner

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.4.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 901

12.4.03 Part B - Agency Training Details *(field will expand automatically)*

12.5 BOOKING PRISONERS

12.5.01 Booking Juveniles

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 confinement of a child under 16 years of age with an adult accused or convicted of a crime
G. Custody alternatives

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.5.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 302.3.3
DRO PD Policy # 312

12.5.01 Part B - Agency Training Details *(field will expand automatically)*

12.5.02 Jail Facility

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.5.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

12.5.02 Part B - Agency Training Details *(field will expand automatically)*

12.5.03 Securing Weapons Prior to Entering Custody Facility

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.5.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

12.5.03 Part B - Agency Training Details *(field will expand automatically)*

12.5.04 Booking Documents/Procedures

The trainee shall demonstrate his/her ability to complete the proper procedure of booking an inmate into a facility, including:

A. Complete and accurate pre-booking form, receiving sheet, and/or probable cause declaration/statement to include charges and subsections

B. Confirm arrestee is adult versus juvenile

C. Valid court and/or warrant paperwork

D. Inmate is medically screened and has medical clearance and approval form

E. Physical condition as to injuries and/or current medical problems (delirium tremens, heart problems, etc.)

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.5.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

12.5.04 Part B - Agency Training Details *(field will expand automatically)*

12.5.05 Booking Adult Prisoners

The trainee shall explain how to properly book adult prisoners in conformance with agency policy, legal codes, and minimum jail standards, including:

A. Alcoholics
B. Narcotic/Drug Users
C. Mentally Ill
D. Sex Offenders
E. Escape Risks
F. Non-conformists
G. Civil Bookings

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.5.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

12.5.05 Part B - Agency Training Details *(field will expand automatically)*

12.5.06 Other Types of Prisoners

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

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.5.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

12.5.06 Part B - Agency Training Details *(field will expand automatically)*

12.5.07 Inmate Classification

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
F. Medical disabilities
G. Gang affiliation
H. Overt sexual behavior

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.5.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

12.5.07 Part B - Agency Training Details *(field will expand automatically)*

12.5.08 Legalities of Prisoner/Inmate Searches

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.5.08 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 311

12.5.08 Part B - Agency Training Details *(field will expand automatically)*

12.5.09 Prisoner Release

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

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.5.09 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

DRO PD Policy # 410

12.5.09 Part B - Agency Training Details *(field will expand automatically)*

12.5.10 Response to Jail Emergencies

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.5.10 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

12.5.10 Part B - Agency Training Details *(field will expand automatically)*

12.6 PEOPLE WITH DISABILITIES

12.6.01 Americans with Disabilities Act (ADA)

The trainee shall recognize that the ADA 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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.6.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 334

12.6.01 Part B - Agency Training Details *(field will expand automatically)*

12.6.02 Behavior Due to Disabilities

The trainee shall acknowledge that some disabilities (including intellectual disabilities, 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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.6.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 334

12.6.02 Part B - Agency Training Details *(field will expand automatically)*

12.6.03 Dealing with Cognitive Impairment

The trainee shall recognize and demonstrate effective communications for person 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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.6.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 334

12.6.03 Part B - Agency Training Details *(field will expand automatically)*

12.6.04 Non-compliance as a Warning Sign

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.6.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

12.6.04 Part B - Agency Training Details *(field will expand automatically)*

12.6.05 Standard Tactical Assessments and Safeguards

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
1. Tone (Present a calm and firm demeanor/Maintain respect and dignity)
2. Atmosphere (Reduce distractions/Respect personal space)
3. Communication (Establish contact/Develop rapport)
4. Time (Slow down/Reassess)

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.6.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

12.6.05 Part B - Agency Training Details *(field will expand automatically)*

12.7 MENTAL ILLNESS CASES

12.7.01 State Law and Agency Policy

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.7.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 334

12.7.01 Part B - Agency Training Details *(field will expand automatically)*

12.7.02 Considerations When Handling or Dealing with Mentally Ill/Emotionally Disturbed Persons

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

A. Ignoring verbal abuse
B. Avoiding excitement
C. Avoiding unnecessary deception
D. Requesting backup to minimize resistance
E. Requesting an ambulance prior to confronting subject, if necessary
F. Keeping the disturbed person in sight constantly
G. Continual alertness
H. Seizing firearms for safekeeping

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.7.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 334

12.7.02 Part B - Agency Training Details *(field will expand automatically)*

12.7.03 Mental Health Facility or Regional Center

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.7.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

12.7.03 Part B - Agency Training Details *(field will expand automatically)*

12.7.04 72-Hour Hold

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

A. Danger to himself/herself

B. Danger to others

C. Gravely disabled

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.7.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

DRO PD # 409

12.7.04 Part B - Agency Training Details *(field will expand automatically)*

12.7.05 Required Procedures for WIC 5150

The trainee shall explain procedures required of officers for safeguarding the rights of a person detained under the authority of Welfare & Institutions Code 5150, 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 the 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(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.7.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 409

12.7.05 Part B - Agency Training Details *(field will expand automatically)*

12.7.06 Alternative Methods

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(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.7.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 409

12.7.06 Part B - Agency Training Details *(field will expand automatically)*

12.7.07 Required Documentation and/or Reports

The trainee shall explain the required documentation and/or reports for detaining and placing mentally ill persons. This discussion shall minimally include:

A. Application for 72-Hour Detention for Evaluation and Treatment (Form MH 302)

B. Verbal admonishment and supplementary written documentation as specified in WIC 5150

C. Any additional agency-specific or mental health facility specific documentation or reports as may be required by agency policy, procedure, or Memorandum of Understanding

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.7.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 409

12.7.07 Part B - Agency Training Details *(field will expand automatically)*

12.7.08 Demonstrating Knowledge of Proper Procedure

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

12.7.08 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

12.7.08 Part B - Agency Training Details *(field will expand automatically)*

12.7.09 Address Issues Related to Stigma

Given a series of scenarios or in conjunction with an actual incident involving a mentally ill or emotionally disturbed person, the trainee shall identify indicators of mental illness, intellectual disability, substance use disorders, neurological disorders, traumatic brain injury, post-traumatic stress disorder, and dementia. The training shall also address:

- Issues related to stigma
- Autism spectrum disorder
- Genetic disorders, including, but not limited to, Down syndrome
- Conflict resolution and deescalation techniques for potentially dangerous situations
- Alternatives to the use of force when interacting with potentially dangerous persons with mental illness or intellectual disabilities
- The perspective of individuals or families who have experiences with persons with mental illness, intellectual disability, and substance use disorders
- Involuntary holds
- Community and state resources available to serve persons with mental illness or intellectual disability, and how these resources can be best utilized by law enforcement

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

12.7.09 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy # 334

12.7.09 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

ATTESTATION FOR SECTION 12

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   b. Below each table:
      – *Part A:* Enter applicable references from your agency's Policies & Procedure Manual.
      – *Part B:* Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   b. Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   d. Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 13

Patrol Procedures

13.1 – 13.28 COMPETENCY REQUIREMENTS

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13.2 Observation Skills
13.3 Preventing and Detecting Crime
13.4 Additional Patrol Safety
13.5 Pedestrian Stops
13.6 Searching Persons
13.7 Vehicle Stops
13.8 Felony/High-Risk Vehicle Stops
13.9 Searching Vehicles
13.10 Searching Building Areas
13.11 Handling Crimes in Progress
13.12 Domestic Violence
13.13 Victims of Violent Crime
13.14 Hate Crimes
13.15 Gang Awareness
13.16 Missing Persons
13.17 Fires
13.18 Hazardous Occurrences/Major Disasters
13.19 Bombs/Explosive Devices
13.20 Aircraft Crashes
13.21 First Aid
13.22 Sick, Injured, or Deceased Persons
13.23 Lost, Found, and Recovered Property
13.24 Crowd Control
13.25 News Media Relations
13.26 Hostage Situations and Barricaded Suspects
13.27 Sniper Attack
13.28 Animal Control
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

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13.1.02 Preventive Patrol Methods
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13.3.04 Frequent Checks
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13.4.07 Mutual Aid and Jurisdiction

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13.7.14 Signature Is a Promise to Appear
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continues

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13.9 SEARCHING VEHICLES

13.9.01 Safe and Effective Vehicle Search
13.9.02 Demonstrating Vehicle Search

13.10 SEARCHING BUILDINGS/AREAS

13.10.01 Principles of a Safe and Effective Building Search
13.10.02 Demonstrating Safe and Effective Building Searches

13.11 HANDLING CRIMES IN PROGRESS

13.11.01 Responding to Crimes in Progress
13.11.02 Responding to Prowler Calls

13.12 DOMESTIC VIOLENCE

13.12.01 Legal Issues and Officer Duties
13.12.02 Inherent Dangers
13.12.03 Separating Parties
13.12.04 Differences between Criminal Law and Civil Law
13.12.05 Mandatory Custody Arrest
13.12.06 Enforcement of Protective Orders
13.12.07 Handling Domestic Violence Incident

13.13 VICTIMS OF VIOLENT CRIME

13.13.01 Notification of Victim Assistance
13.13.02 Crimes Against Children
13.13.03 Crimes Against the Elderly
13.13.04 Confiscating Weapons

13.14 HATE CRIMES

13.14.01 Hate Crime Indicators
13.14.02 Consequences of Hate Crimes
13.14.03 Enforcement Requirements
13.14.04 Handling Hate Crimes

13.15 GANG AWARENESS

13.15.01 Characteristics and Recognizing Gangs
13.15.02 Types of Gangs
13.15.03 Reasons for Gang Membership
13.15.04 Common Characteristics of Gangs
13.15.05 Methods Gangs Use to Distinguish Themselves
13.15.06 Gang Graffiti
13.15.07 Criminal Activities by Gangs
13.15.08 educing Gang Activity

13.16 MISSING PERSONS

13.16.01 Requirements for Handling Missing Persons
13.16.02 Search Procedures
13.16.03 Thorough Search of a Missing Child's Home and Nearby Area
13.16.04 Amber Alert
13.16.05 Handling a Missing Person Incident

13.17 FIRES

13.17.01 Types of Fires
13.17.02 Initial Steps at a Building Fire
13.17.03 Search for Victims
13.17.04 Building Unsafe to Enter
13.17.05 Handling a Fire Incident

13.18 HAZARDOUS OCCURRENCES/MAJOR DISASTERS

13.18.01 Responsibilities and Actions Required
13.18.02 Hazardous Materials Policy and Procedures
13.18.03 First Responders Responsibilities
13.18.04 Major Accident/Disaster Scene
13.18.05 Unusual Occurrences
13.18.06 Handling of Hazardous Occurrence/Major Disaster

continues

13.19 BOMBS/EXPLOSIVE DEVICES

13.19.01 Agency Policy and Procedures
13.19.02 Tactical Considerations
13.19.03 Handling of Bomb Scene

13.20 AIRCRAFT CRASHES

13.20.01 Agency Policy
13.20.02 Tactical Considerations

13.21 FIRST AID

13.21.01 Knowledge and Skills
13.21.02 Agency Policy
13.21.03 Proficiency Requirements
13.21.04 Potential Consequences of Improper Application
13.21.05 Handling a First Aid Emergency
13.21.06 Occupational Exposure to Blood and Airborne Pathogens

13.22 FIRST AID

13.22.01 Providing Aid and Transportation
13.22.02 Death Investigations Handled by the Medical Examiner
13.22.03 Removing Human Body from Death Scene

13.23 LOST, FOUND, AND RECOVERED PROPERTY

13.23.01 Disposition of Property Other than Evidence

13.24 CROWD CONTROL

13.24.01 First Amendment Rights
13.24.02 Agency Philosophy and Law Enforcement Objective
13.24.03 Maintaining Objectivity
13.24.04 Restoring Order
13.24.05 Crowd Management Incidents
13.24.06 Agency Philosophy and Policies for CROWD MANAGEMENT Situations
13.24.07 Crowd Control Incidents
13.24.08 Agency Philosophy and Policies for CROWD CONTROL Situations
13.24.09 Crowd Dispersal
13.24.10 Clarity of Purpose, Objective, Mission, and Policy
13.24.11 Riot Control Incidents
13.24.12 Agency Philosophy and Policies for RIOT CONTROL Situations
13.24.13 Law Enforcement Conduct
13.24.14 Use of Force in Response to Incidents Involving Crowds
13.24.15 Agency-Issued Riot Equipment

13.25 NEWS MEDIA RELATIONS

13.25.01 Common Practices for Release of Information
13.25.02 Press Credentials
13.25.03 Media Access to Areas Closed to the Public
13.25.04 Sensitive Information

13.26 HOSTAGE SITUATIONS AND BARRICADED SUSPECTS

13.26.01 Tactical Considerations

13.27 SNIPER ATTACK

13.27.01 Initial Response to Attack
13.27.02 Tactical Actions by Driver under Attack
13.27.03 Firebombed Vehicle

13.28 ANIMAL CONTROL

13.28.01 Agency Policy and Procedures
13.28.02 Destroying of Vicious, Dangerous, or Injured Animal
13.28.03 Handling an Animal Control Situation

SECTION 13 PATROL PROCEDURES

CHECK ONE ONLY: ☐ PHASE 1 ☐ PHASE 2 ☐ PHASE 3 ☐ PHASE 4 ☐ PHASE 5

Trainee _____ FTO _____

13.1 POLICE PATROL TECHNIQUES

13.1.01 Types of Police Patrol

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

Reference(s): https://www.ncjrs.gov/works/chapter8.htm, http://www.vcpionline.org/pdf/Peel's%20Principles.pdf

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.1.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be verbally tested on these principles and provide examples of each and the pro and cons of each.

13.1.02 Preventive Patrol Methods

The trainee shall review and explain basic preventive 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(s): https://www.ncjrs.gov/works/chapter8.htm

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.1.02 Part B - Agency Training Details *(field will expand automatically)*

Trainee will be evaluted on his self initiated activity, and then explain the easons for various patrol techniques.

13.1.03 Foot Patrol and Bicycle Patrol

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(s): https://docs.rwu.edu/cgi/viewcontent.cgi?article=1008&context=sjs_fp

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.1.03 Part B - Agency Training Details *(field will expand automatically)*

Trainee will verbally explain the beinfits of foot and bicycle patrol in both community relations and reducing crime.

13.1.04 Motorized Patrol

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

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

Reference(s): https://inpublicsafety.com/2014/05/motorcycle-police-a-tradition-of-patrol-excellence/

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.1.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.1.04 Part B - Agency Training Details *(field will expand automatically)*

The trainee wil verbaly explain the benefits of motorized patrol in both community relations and dealing with specific traffic safety issues that might not be as easy to deal with in a full patrol vehicle.

13.1.05 Positive Daily Contacts

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

Reference(s): POST Learning Domain #3

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.1.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.1.05 Part B - Agency Training Details *(field will expand automatically)*

Trainee wil be shown how positive community interactions are necessary for Police Operations. This includeds important it is to build communication bridges to different aspects of the community, in order to serve them better. The trinee will be explained what Community Based Policing is and how it is important to the Del Rey Oaks Community and Police Department.

13.2 OBSERVATION SKILLS

13.2.01 Perception Skills

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(s): POST Learning Domain 21

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.2.01 Part B - Agency Training Details *(field will expand automatically)*

During Patrol operations, the Trainee will vocalize to the FTO, what the see and hear, Officer Safety non withstanding, and demostrate what they are seeyiong as they patrol and what if anything is suspicious, why it is suspicious and what actions should be taken if any.

13.3 PREVENTING AND DETECTING CRIME

13.3.01 Crime Prevention Techniques

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

Reference(s): POST Learning Domain 21

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.3.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.3.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee in a contination of 13.2.01, will demonstrate how to appropriatly respond to issues they see while on patrol and why self initated activity is a valuable tool in dealing with criminal activity in your community and how it could reduce or stop criminal activity.

13.3.02 Becoming Familiar with the Community

The trainee shall identify factors to consider in becoming familiar with the community, including:

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

Reference(s): POST Learning Domain #3

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.3.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.3.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be verbally tested on the community makeup, they will have to demonstrate knowledge of significat residences or businees as targets of criminal activity or sources of criminal activity. The trainee wil need to demonstrate by when intructed driving to a specific location using the best route for the time of day.

13.3.03 Preparing for a Patrol Shift

The trainee shall explain and demonstrate how to prepare for a patrol shift, including:

Reference(s): CA POST Learning Domain #21 and #32

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.3.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.3.03 Part B - Agency Training Details *(field will expand automatically)*

The Trainee will demonstrate the aspect required to properly prepare both mentally and physically prior to patrol.

13.3.04 Frequent Checks

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

Reference(s): CA POST Learning Domain #21, City Map

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.3.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.3.04 Part B - Agency Training Details *(field will expand automatically)*

The Trainee will identify the major business where problem do occur regularly or the potential of problems. This would include Safeway or any of the Marijuana based businesses. The trainee will need to identify that close patrol locations may change as new issues occur.

13.3.05 Night Patrol

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

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(s): CA POST Learning Domain #21

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.3.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.3.05 Part B - Agency Training Details *(field will expand automatically)*

The Trainee will identify the above listed issues and elaborate on what potential crimial activity would be associated with them.

13.3.06 Determining If a Parked Vehicle Has Been Recently Operated

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

Reference(s): N/A

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.3.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.3.06 Part B - Agency Training Details *(field will expand automatically)*

The Trainee will identify what to llok for to determine if a vehilce has recently been drivein in both criminal investigation and vehicle abatement.

13.3.07 Conducting Surveillance

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(s): CA POST Learning Domain #21

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.3.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.3.07 Part B - Agency Training Details *(field will expand automatically)*

Trainee will idenitify what surveillance tools are avaliable from the Police Department and surrounding agencies. Trainee will be show target area and will beomstrate best practices to conduct surveillance of those areas.

13.3.08 Locating Vehicle Identification Numbers

The trainee shall be able to locate the vehicle identification number (VIN) of various vehicles (i.e. autos, trucks, trailers, motorcycles, recreation vehicles, and motor homes.

Reference(s): California Highway Patrol

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.3.08 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.3.08 Part B - Agency Training Details *(field will expand automatically)*

Trainee will have to demonstrate hands on, how to locate VIN's on different type of vehicles.

13.4 ADDITIONAL PATROL SAFETY

13.4.01 Plain Clothes Officers

The trainee shall explain and/or demonstrate how to react when encountering plain-clothes officers in the field, including:

A. Not displaying any recognition of the plain-clothes officer until he/she acknowledges his/her presence

B. In the absence of his/her self-acknowledgement, reaction to him/her should be identical to any other citizen

Reference(s): https://gravesassociates.com/where-plainclothes-cops-put-their-badge-can-be-a-life-or-death-decision/, Learning Domain #21

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.4.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.4.01 Part B - Agency Training Details *(field will expand automatically)*

The Trainee wil demostrate the proper way to deal with a plain cloths officer, and will review articles the dangers of plain cloths officers being engaged by uniformed officers.

13.4.02 Plain-Clothes and Off-Duty Arrests

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

Reference(s): https://gravesassociates.com/where-plainclothes-cops-put-their-badge-can-be-a-life-or-death-decision/, Learning Domain 21

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.4.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

342 Off Duty Law Enforcement Actions

13.4.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be tested on their knowledge of section 342. The trainee will rewiew the reasons why and wy not to intervine and the dangers around interviing, especially when drawing their firearm, when uniformed officers arrive on scene. THe trainee will understand that reposnding Uniformed officers will assume total control of the deatil and the plain cloths officers will obey all commands given.

13.4.03 Hazards of Silhouetting

The trainee shall explain and/or demonstrate ways to avoid the hazards of "silhouetting."

Reference(s): N/A

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.4.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.4.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will spend time with the Departments Range Master and will review several issus regarding firearm safety and tactics. As part of this training targets will be presented to the trainee that are and are not Silhoueted to demonstrate how it improves target Acquisition. The trainee will then demonstrate in scenerios and in field activity how they understand tactical movement.

13.4.04 Telltale Noises

The trainee shall explain and/or demonstrate how to avoid making telltale "police noises" such as:

A. Vehicle noises
B. Radio noises
C. Keys and whistle noises

Reference(s): Learning Domain #21

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.4.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.4.04 Part B - Agency Training Details *(field will expand automatically)*

The trainee will demonstrate that the reasons behind quieting our presence during patrol operations and under what situations this is most important.

13.4.05 Keeping Subject's Hands in View

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

Reference(s): Learninig Domain 21 and 33

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.4.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.4.05 Part B - Agency Training Details *(field will expand automatically)*

Thew trainee will review articles and incidents invovling positive and negative outcomes where officers lost situational awarness. Learn

13.4.06 Initiating Foot Pursuits

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

Reference(s): Learning Domain #21

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.4.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

425 Foot Pursuit

425.2 Reasons to Pursue.

13.4.06 Part B - Agency Training Details *(field will expand automatically)*

The Trainee will be required to identify the dangers surrounding initiating a foot pursuit in general, and specifically in different areas within the jursiditction of Del Rey Oaks and beyond.

13.4.07 Mutual Aid and Jurisdiction

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(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.4.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

326 Mutual Agency Assistance

13.4.07 Part B - Agency Training Details *(field will expand automatically)*

The trainee will verbally demonstrate the protocals for requesting or responding to calls for mutual assistance.

13.5 PEDESTRIAN STOPS

13.5.01 Consensual Encounters and Reasonable Suspicion

The trainee shall explain the concepts of a consensual encounter and reasonable suspicion to stop and detain. The trainee will also explain, demonstrate, or otherwise give examples of how a consensual encounter or reasonable suspicion can be elevated to probable cause, allowing for an arrest to be made.

Reference(s): Learning Domain #15,16, 21,

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.5.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.5.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be presented different scenerios and will need to determine the level of encounter, if the level changes and if it rises to the level of arrest.

13.5.02 Lawful Pedestrian Stop

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(s): Learning Domain #15,16, 21,

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.5.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.5.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be provided with scenerios and will need to determine if the the pedestrian stop is leagal and why.

13.5.03 Tactical Variables

The trainee shall identify and discuss 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(s): Learning Domain #15,16, 21,

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.5.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.5.03 Part B - Agency Training Details *(field will expand automatically)*

13.5.04 Positions When Interviewing Suspicious Person(s)

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(s): Learning Domain #21

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.5.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.5.04 Part B - Agency Training Details *(field will expand automatically)*

Trainee will be shown proper interview techniques and the officer safety benefits from different positioning and the dangers of being out of position.

13.5.05 Field Interview Form

The trainee shall properly and legibly complete the field interview (FI) report form.

Reference(s): DRO Field Interview Form

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.5.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

13.5.05 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be provided a FTO form and will have to properly fill it out by asking the appropriate questions.

13.5.06 Use of CLETS (California Law Enforcement Telecommunications System)

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

Reference(s): http://fliphtml5.com/kxvc/mxcf

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.5.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

804 Protected Information

13.5.06 Part B - Agency Training Details *(field will expand automatically)*

Trainee will review th Less Than Full Access Training. As part of intial tour will be shown the Monterey County Sheriffs records department.

13.5.07 Approach and Disposition

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

Reference(s): Learning Domain #21

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.5.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.5.07 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be trained using live action scenerio based training.

13.6 SEARCHING PERSONS

13.6.01 Degrees of Searches of Persons

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(s): Learning Domain #33

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.6.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

311 Search and Seizure, 900 Custodial Searches, 900.5 Strip Searches.

13.6.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown proper seaching Techniques and the officer safety issues and the pros and cons of each.

13.6.02 Principles of Searches of Persons

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 and cover)
C. Thoroughness of the search
D. Safeguarding weapons

Reference(s): Learning Domain #33

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.6.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.6.02 Part B - Agency Training Details *(field will expand automatically)*

The Trainee will be shown in live scenerios on how to conduct proper seaching techniques. The trainee will then have to demonstrat in simular live training scenerios proper searching techniques.

13.6.03 Weapons and Contraband Concealment

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

Reference(s): https://www.youtube.com/watch?v=75sWALt2IzI,https://www.youtube.com/watch?v=gieV7WwBGSI

Case # *(If applicable)* ,

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.6.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.6.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will review training videos on how easy it is to hide weapons.

13.6.04 Legal Pat-Down Search

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

Reference(s): Learning Domain #33

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.6.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

311 Search and Seizure, 900 Custodial Searches, 900.5 Strip Searches.

13.6.04 Part B - Agency Training Details *(field will expand automatically)*

Trainee will have already been shown the propert techniques and will be evaluated in both live scenerios and in field actions.

13.6.05 Field Search

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

Reference(s): Learning Domain #33

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.6.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

311 Search and Seizure, 900 Custodial Searches, 900.5 Strip Searches.

13.6.05 Part B - Agency Training Details *(field will expand automatically)*

Trainee will have already been shown the propert techniques and will be evaluated in both live scenerios and in field actions.

13.6.06 Backup Officer Responsibilities

The trainee shall explain the responsibilities of the backup officer during the search of one or more persons. The responsibilities should minimally include:

A. Protecting the searching officer from outside interference and from those subjects being searched

B. Assisting in control of the person(s) being searched, as needed

C. Continuous observation of the person(s) being searched

Reference(s): Learning Domain #21 and 33, "Topgun"

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.6.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.6.06 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown the responsibilities of a cover officer when it comes to overal officer safety, and will need to demonstrate understanding of this principal in live scenerios and field action.

13.6.07 Serve as Backup Officer

The trainee shall safely and effectively serve as a backup officer while another officer conducts a search of one or more subjects.

Reference(s): Learning Domain #21 and 33,

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.6.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.6.07 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown proper Backup officer roles and techniques.

13.7 VEHICLE STOPS

13.7.01 Types of Vehicle Stops

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

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

Reference(s): Learning Domain #22, 28, Whren v. US (517 US 806 (1996)

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

500 Traffic Responsibilities and Responsibilities

13.7.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be informed of different levels of traffic stops, normal patrol, pretext stops, and high risk or known criminal activity stops.

13.7.02 Vehicle Stop Locations

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(s): Learning Domain #22, 28

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.7.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be presented different scenerios and must be able to properly determine safety issues when stopping a vehicle and how to minimize those issues.

13.7.03 Vehicle Information Prior to Stop

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

Reference(s): Learning Domain #22, 28

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.7.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be instructed that providing the license, make, model, color, and persons aboard and location is very important prior to stopping the vehicle for officer safety if something happens to the Officer due to actions of the occupants and is unable to provide that information afterwords.

13.7.04 Proper Distance and Position of Patrol Vehicle

The trainee shall demonstrate the proper distance to initiate the stop of another vehicle. The distance should be:

A. Not so great as to encourage an escape attempt

B. Not so close as to present a hazard

C. Enough to create a safety corridor (patrol vehicle offset left or right) for the safety of the officer(s) and vehicle occupant(s)

Reference(s): Learning Domain #22, 28

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.7.04 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown in live action scenerios how to properly position their vehicle during traffic stops and the safety issues facing a officer during traffic stops.

13.7.05 Gaining Driver's Attention

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

Reference(s): Learning Domain #22, 28

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.7.05 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown during live scenerios how to effectively goin the attention of the person driving the vehicle they want to stop and the proper use of their lights to gain attention and as a tactic in officer safety.

13.7.06 Hazards of Vehicle Stops

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

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(s): Learning Domain #22, 28

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.7.06 Part B - Agency Training Details *(field will expand automatically)*

In both verbal and live scenerios the trainee will be shown the dangers faced during traffic enforement. The trainee willl be show the unique issues facing traffic enforcment in Del Rey Oaks, with high traffic valume on Canyon Del Rey, narrow streets with few sidewalks, and mutiple areas with ravines next to the roadway and how to midigate those issues.

13.7.07 Observing Vehicle Occupants

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(s): Learning Domain #22, 28

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.7.07 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be taught the dangers facing officers during trafffic enforcement and the hieghtened awareness that is required.

13.7.08 Directing Occupants During a Stop

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(s): Maryland v. Wilson, Pennsylvania v. Mimms, 434 US 106.

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.08 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

13.7.08 Part B - Agency Training Details *(field will expand automatically)*

the trainee will be provided the appropriate case law that gives a officer the ability to control the actions of drivers and passangers. The trainee will be verball tested on their knowledge of the case law. Scenerios will be presented to the trainee and them must determmine the best course of action in dealing withpersons inside the vehicle and present the pros and cons of their actions.

13.7.09 Approaching Vehicles Other than Automobiles

The trainee shall explain and/or safely demonstrate how to safely stop and approach vehicles other than automobiles such as:

A. Motorcycles and bicycles
B. Campers and vans
C. Buses
D. Trucks
E. Tractor/Trailers

Reference(s): Learning Domain #22, 28

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.09 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.7.09 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown how appraoching these types of vehicles place the officer at a disadvantage.

13.7.10 Dealing with Violator Reactions

The trainee shall identify common violator reactions and shall discuss techniques for appropriately 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(s): Learning Domain #1, #21

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.10 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.7.10 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be instructed on how to Professionally deal with persons wh respons in a emotional manner. The trainee will be tested using live scenerios training. This traininig will be incorporated and repeated in several different training areas.

13.7.11 Do Not Argue with Violator

The trainee shall explain why an officer should not argue with a violator.

Reference(s): Learning Domain #1, #21, 22.

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.11 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.7.11 Part B - Agency Training Details *(field will expand automatically)*

The trainee will demonstrate that arguing with citiens will only escalate the situation and the will lose control and focus of the situation. The trainee will demonstrate how to deescalate the situation.

13.7.12 Discretion during Traffic Stops

The trainee shall explain discretion during a car stop by giving examples of traffic situations where a warning may be more beneficial.

Reference(s): Domain #21, #22

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.12 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

500 Traffic Function and Responsibilities, 500.4 Enforcement

13.7.12 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown that there are many different options avaliable to them and why using different enforcement levels are benificial to the mission of the Police Department.

13.7.13 Procedure Advantages

The trainee shall explain the advantages of the following procedures:

A. Obtaining the violator's driver's license, registration, and proof of insurance as soon as possible after making the stop

B. Not accepting the violator's wallet in response to a request for a driver's license

C. Checking the signature of the violator on the citation

D. Issuing the proper copy of the citation to the violator

Reference(s): Learning Domain #21 and #22.

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.13 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.7.13 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown on how developing a consistent procedure, leads to higher level of officer safety, will lower accusations of misconduct and how to maintain a high level of investigation reediness.

13.7.14 Signature Is a Promise to Appear

The trainee shall recognize that the required signature of the violator on a citation is not an admission of guilt, but a promise to appear (PTA).

Reference(s): 853.5 California Penal Code.

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.14 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.7.14 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown how to properly conduct a traffic stop in all its areas. This would include that a signature is required, but how to properly explain to the violator the reasons for the signature to obtain compliance from the violator.

13.7.15 Promoting a Positive Image

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 image of law enforcement.

Reference(s): Learning Domain #1, #22

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.7.15 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

500 Traffic Function and Responsibilities

13.7.15 Part B - Agency Training Details *(field will expand automatically)*

This section will be the capstone of the previous training sections. the trainee will be given tabletop and live scenario training and must complete each traffic stop in a appropriate, legal and safe manner.

13.8 FELONY/HIGH-RISK VEHICLE STOPS

13.8.01 Important Considerations

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 Backup
C. Where to make the stop (location)
D. Tactics to be used after making the stop
E. Number of suspects involved
F. Placement of subsequent units at the stop itself
G. Placement of additional units away from the stop to control traffic and/or to provide additional safety for the stop
H. Use of public address (PA) system
I. Use of additional resources (K-9 units, air support, etc.)

Reference(s): Learning Domain #22

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.8.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

309.5 Request for Animal Teams, 419 Obtaining Helicopter or other air assistance.

13.8.01 Part B - Agency Training Details *(field will expand automatically)*

Intial training will be done verbally and using tabletop resources.

13.8.02 Vehicle Positioning

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

Reference(s): Learning Domain #22

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.8.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.8.02 Part B - Agency Training Details *(field will expand automatically)*

Secondary training wil be in static scenarios that will trasnition into live scenario training.

13.8.03 Ordering Suspect(s) from the Vehicle

The trainee shall discuss the advantages of verbally ordering the suspect(s) from the vehicle prior to approaching on foot.

Reference(s): Learning Domain #22, Maryland v. Wilson, Pennsylvania v. Mimms, 434 US 106

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.8.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.8.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will verbally demonstrate the officer situations that removing persons from a vehilce is the most tactically sound and understand where the legal right to do so comes from.

13.8.04 Use of Verbal Commands

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

A. Keep hands in sight at all times

B. Exit the vehicle (in accordance with agency policy)

C. Assume position of disadvantage outside of the vehicle

Reference(s): Learning Domain #22, Maryland v. Wilson, Pennsylvania v. Mimms, 434 US 106

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.8.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.8.04 Part B - Agency Training Details *(field will expand automatically)*

Training on this issue will be covered in previous traffic stop training and high risks stops. The trainee should be able to explain the how to issue proper verbal commands.

13.8.05 Waiting for Backup

The trainee shall discuss the advantages of waiting for additional backup before approaching the vehicle or the occupants.

Reference(s): https://www.lexipol.com/resources/blog/calling-for-backup-changing-law-enforcement-culture/

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.8.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.8.05 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be presented different scenarios, ann will neeed to determing if backup is needed and the reasons why.

13.8.06 Roles of Primary and Backup Officer(s)

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

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

Reference(s): Learning Domain #21 and 33, "Topgun"

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.8.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.8.06 Part B - Agency Training Details *(field will expand automatically)*

This will be a continuation of the training already received during backup training during patrol operations.

13.8.07 Demonstrating a Felony/High-Risk Stop

Given an incident involving a felony/high-risk vehicle stop, the trainee shall safely stop the suspect 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(s): Learning Domain #22

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.8.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.8.07 Part B - Agency Training Details *(field will expand automatically)*

If not shown during a actual call for service, this will be conducted using a live scenario test. Prior to any test the trainee will have to demonstrate verbally and using a tabletop exercise to deponstrate proper tactics.

13.9 SEARCHING VEHICLES

13.9.01 Safe and Effective Vehicle Search

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

A. Proper control and removal of occupants

B. A systematic method of conducting a search

Reference(s): 4th Admendment , Learning Domain #16

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.9.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.9.01 Part B - Agency Training Details *(field will expand automatically)*

Initial training will be dealing with the officer safety issues dealing with searching vehicles and the disposition of occupants. The trainee will be shown proper searching techniques usiing a patrol vehicle, prior to attempting in the field.

13.9.02 Demonstrating Vehicle Search

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

Reference(s): 4th Admendment , Learning Domain #16

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.9.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.9.02 Part B - Agency Training Details *(field will expand automatically)*

Using the training provided in the previous section the trainee will demonstrate proper searching techniques. The training will also include searches where there is contraband inside the vehicle that the trainee needs to locate.

13.10 SEARCHING BUILDINGS/AREAS

13.10.01 Principles of a Safe and Effective Building Search

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 specialized assistance (K-9, air support, etc.)

Reference(s): 4th Admendment , Learning Domain #16

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.10.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

309.5 Request for Animal Teams, 419 Obtaining Helicopter or other air assistance.

13.10.01 Part B - Agency Training Details *(field will expand automatically)*

This initial training will be conducted using verbal scenarios and tabletop exercise.

13.10.02 Demonstrating Safe and Effective Building Searches

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

Reference(s): 4th Admendment , Learning Domain #16

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.10.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.10.02 Part B - Agency Training Details *(field will expand automatically)*

Different building sites will be used, includint the Police Deparment, Storage Facilities and Airport buildings.

13.11 HANDLING CRIMES IN PROGRESS

13.11.01 Responding to Crimes in Progress

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

A. Proceeding directly to the scene as quickly and silently as possible
B. Proceeding directly to the scene utilizing emergency lights and/or siren
C. Proceeding to the location most likely to intercept fleeing suspects
D. Proceeding to the 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 and/or accomplices
J. Watching for fleeing suspects
K. Parking and securing vehicle
L. Apprehension of suspect(s)
M. Broadcasting additional information
N. Securing the scene

Reference(s): Learning Domain #23

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.11.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.11.01 Part B - Agency Training Details *(field will expand automatically)*

Scenarios will be presented to officers giving him date, time, their starting location and any special factors. The trainee must all issues from the above list that appear in the given scenario and the appropriate response to each.

13.11.02 Responding to Prowler Calls

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. Using a quiet and/or "blacked-out" approach
C. Containment of the area
D. Parking and securing the vehicle
E. Locating "warm" vehicles
F. Advantages and disadvantages of immediately contacting the reporting party (RP)
G. Controlled search of the area or location
H. Looking for telltale signs, footprints, barking dogs, etc.

Reference(s): Learning Domain #23, 21055 California Vehicle Code

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.11.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

308 Officer Response to Calls,

13.11.02 Part B - Agency Training Details *(field will expand automatically)*

.The trainee and FTO will review scenarios and discuss best way to respond to these call, what special issues may arise and best investigation practices

13.12 DOMESTIC VIOLENCE

13.12.01 Legal Issues and Officer Duties

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 domestic dispute
B. Impact of domestic violence on victims, children, and suspects
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 active restraining orders 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. Taking temporary custody of firearms

Reference(s): 273.5, 343(e)(1), 13700, 13549 Penal Code, Learning Domain #25,

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.12.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

310 Domestic Violence

13.12.01 Part B - Agency Training Details *(field will expand automatically)*

In depth reviwew of section 310, Trainee will complete POST learning portal training regarding doemstic violence, and review of all Penal Code sections regarding doemstic violence.

13.12.02 Inherent Dangers

The trainee shall recognize the inherent dangers to officers who enter the residence of parties involved in a dispute.

Reference(s): Learning Domain #25

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.12.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.12.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown the dangers of Doemstic violence sutuations, dealing with suspects "home fiel" advantage when dealing with weapons avaliability. Also how in situation the officer can be assulted by the victim if they attempt to arrest the suspect partner. The trainee will also be instructed on specific, "large family" or large soiclal communities in the City of Del Rey Oaks.

13.12.03 Separating Parties

The trainee shall discuss the advantages and disadvantages of separating parties in a domestic dispute and gathering information from them individually.

Reference(s): Learning Domain #25

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.12.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.12.03 Part B - Agency Training Details *(field will expand automatically)*

The basis of this training will building on those skills learned at the Acadamey and from the POST learning Portal trainings. The Trainee will be shown how to balance Officer safety and investigion integrity.

13.12.04 Differences between Criminal Law and Civil Law

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

Reference(s): Learning Domain #25

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.12.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.12.04 Part B - Agency Training Details *(field will expand automatically)*

The topic will be explained using different scenarios. The trainee will need to understand that law enforcement are called to situations that are not criminal in nature. The Trainee will demonstrate their mediation skills in scenarios.

13.12.05 Mandatory Custody Arrest

The trainee shall discuss the mandatory custody arrest requirements related to domestic disputes and domestic violence situations.

Reference(s): Learning Domain #25, 13701 Penal Code

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.12.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

310.9.1 Standards for Arrest,

13.12.05 Part B - Agency Training Details *(field will expand automatically)*

The trainee will review the Departments rules for arrest regarding situations involving probable cause for domestic violence arrest. The trainee will be shown how domestic violece situations can escalate if an arrest is not made when warranted.

13.12.06 Enforcement of Protective Orders

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(s): 273.6, 166(a)(4), 166 (b)(1), 166 (c)(1) Penal Code

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.12.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

310.9.2 Court Orders.

13.12.06 Part B - Agency Training Details *(field will expand automatically)*

The trainee will review the associated Penal Code and Department Policy. The trainee will be shown how to verify a court order and verify, its terms and if it has been properly served. If the order has not been served the trainee will be shown how to serve the order and document its service.

13.12.07 Handling Domestic Violence Incident

Given a domestic dispute or domestic violence incident, the trainee shall be able to assess and handle the situation safely and effectively.

Reference(s): 273.5, 343(e)(1), 13700, 13549 Penal Code, Learning Domain #25, 273.6, 166(a)(4), 166 (b)(1), 166 (c)(1) Penal Code

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.12.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

310 Domestic Violence

13.12.07 Part B - Agency Training Details *(field will expand automatically)*

The trainee will use previous training in a live call situation. After the completion of the call any issues will be reviewed.

13.13 VICTIMS OF VIOLENT CRIME

13.13.01 Notification of Victim Assistance

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). This description shall minimally include:

A. Who is eligible for such aid (GC 13955-13956)

B. The time limitations upon the victim in filing a claim (GC 13952)

C. Whom to contact (GC 13953 and 13957.7)

Reference(s): California Constitution, Article 1, Section 28, Marsy Card

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.13.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

318 Victim and Witness Assitance

13.13.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will review the appropriate penal codes, the current Marsy Card and department policy. The trainee will be provided different crimonal scenarios and will need to identify if the crime invovled required victim notification.

13.13.02 Crimes Against Children

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 investigation procedures
C. Reporting laws
D. Follow-up investigative procedures
E. Referral to additional support agencies (Child Protective Services, Social Services, etc.)

Reference(s): Learning Domain #9, Penal Code 11164, 11166 and 11165.7(a)(35).

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.13.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

315 Child Abuse

13.13.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown the mandatory reporting rules and the time requirement to notify the appropriate CPS or Social Services agencies and forwarding to the appropriate investigating agencies if the incident did not occur in Del rey Oaks.

13.13.03 Crimes Against the Elderly

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 investigation procedures
C. Reporting laws
D. Follow-up investigative procedures
E. Referral to additional support agencies (Adult Protective Services, Public Guardian, etc)

Reference(s): 16540(f) W&I

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.13.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

313 Adult Abuse

13.13.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown the mandatory reporting rules and the time requirement to notify the appropriate APS or Social Services agencies and forwarding to the appropriate investigating agencies if the incident did not occur in Del rey Oaks.

13.13.04 Confiscating Weapons

The trainee shall identify and discuss the legal 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 (WIC 5150 WIC)
D. Issuance of receipt for confiscated weapons
E. Holding time, and other laws related to confiscation of weapons

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.13.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

409.9 Firearms and Other Weapons, 310.4 (h) Investigations (Domestic Violence) 310.9.2 Court Orders

13.13.04 Part B - Agency Training Details *(field will expand automatically)*

The trainee wil be shown diffferent scenarios where confiscating a weapon was allowed and required. The trainee wil be shown the approriate way to lag the weapon, book it into evidence and enter the weapon in the AFS.

13.14 HATE CRIMES

13.14.01 Hate Crime Indicators

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

A. Anti-religious slurs and symbols
B. Slurs regarding gender and/or biological sex
C. Racist symbols
D. Racial and ethnic slurs
E. Hate-group symbols
F. Slurs regarding lesbian/gay/bi-sexual/transgender (LGBT) community members

Reference(s): Learning Domain #28 and 4218 USC § 249, Penal Code § 422.55; Penal Code § 422.56;

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.14.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

319 Hate Crimes

13.14.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee with review POST Hate Crimes and Identification training. The trainee will be provded different scenarios and will need to determine if the crime was assocaited with a hate crime.

13.14.02 Consequences of Hate Crimes

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. Community divisiveness
D. Potential escalation of violence

Reference(s): Learning Domain #28 and 42

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.14.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

319 Hate Crimes

13.14.02 Part B - Agency Training Details *(field will expand automatically)*

SCenarios will be presented to the trainee and it will be explained how the victim and community can suffer additional consequances deyond the initial crime.

13.14.03 Enforcement Requirements

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

Reference(s): Learning Domain #28 and 42, and 4218 USC § 249, Penal Code § 422.55; Penal Code § 422.56;

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.14.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

319 Hate Crimes

13.14.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will review our deparmment policy and POST training.

13.14.04 Handling Hate Crimes

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

Reference(s): Learning Domain #28 and 42, and 4218 USC § 249, Penal Code § 422.55; Penal Code § 422.56;

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.14.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

319 Hate Crimes

13.14.04 Part B - Agency Training Details *(field will expand automatically)*

The trainee will understand that Hate Crimes are a zero tolerance crime and a report must be taken and supervisors notified.

13.15 GANG AWARENESS

13.15.01 Characteristics and Recognizing Gangs

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(s): Learning Domain #38	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.15.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

421 Gang Orginizations

13.15.01 Part B - Agency Training Details *(field will expand automatically)*

POST Learning Domain training "Gangs: PC 186.22 for Patrol", the trainee will be shown information of local, and regional gangs, and what to look for and why its is important for officer safety.

13.15.02 Types of Gangs

The trainee shall identify types of gangs which represent concerns for law enforcement, including:

A. Street gangs
B. Motorcycle gangs
C. Prison gangs
D. Cult/ritualistic gangs

Reference(s): Learning Domain #38

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.15.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

421 Gang Orginization

13.15.02 Part B - Agency Training Details *(field will expand automatically)*

POST Learning Domain training "Gangs: PC 186.22 for Patrol", As art of our training package the trainee will be shown, different local, regional, national, prison on international gangs. More specifc training will be for local gang activity.

13.15.03 Reasons for Gang Membership

The trainee shall discuss the various reasons for gang membership, including:

A. Peer pressure
B. Common interests
C. Protection/Safety
D. Familial and/or generational influence

Reference(s): Learning Domain #38

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.15.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

421 Gang Orginization

13.15.03 Part B - Agency Training Details *(field will expand automatically)*

POST Learning Domain training "Gangs: PC 186.22 for Patrol", Training seminar with a local gang officer regarding this topic.

13.15.04 Common Characteristics of Gangs

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

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

Reference(s): Learning Domain #38

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.15.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

421 Gang Orginization

13.15.04 Part B - Agency Training Details *(field will expand automatically)*

POST Learning Domain training "Gangs: PC 186.22 for Patrol", Training seminar with a local gang officer regarding this topic. Specific training regarding local gang issues and rivalries, including Norteno/Surreno and Bloods/Crips and how criminal activity to one gang will likley result in retaliation.

13.15.05 Methods Gangs Use to Distinguish Themselves

The trainee shall indentify 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(s): Learning Domain #38

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.15.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

421 Gang Orginization

13.15.05 Part B - Agency Training Details *(field will expand automatically)*

POST Learning Domain training "Gangs: PC 186.22 for Patrol", Training seminar with a local gang officer regarding this topic. Specific training regarding local gang issues and rivalries, including Norteno/Surreno and Bloods/Crips, examples of gang clothing, tatoos, graffiti, music with a concentration of local gangs.

13.15.06 Gang Graffiti

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

A. Identifying individuals and/or a specific gang

B. Indentifying gang boundaries

C. Indications of pending and/or past gang conflicts

Reference(s): Learning Domain #38

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.15.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

421 Gang Orginization

13.15.06 Part B - Agency Training Details *(field will expand automatically)*

POST Learning Domain training "Gangs: PC 186.22 for Patrol", POST Learning Domain training "Gangs: PC 186.22 for Patrol", Training seminar with a local gang officer regarding this topic. Specific training regarding local gang issues and rivalries with examples of gang tagging.

13.15.07 Criminal Activities by Gangs

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

A. Sale and use of narcotics
B. Crimes involving physical violence
C. Auto thefts and vehicle burglaries
D. Other theft-related crimes

Reference(s): Learning Domain #38

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.15.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

421 Gang Orginization

13.15.07 Part B - Agency Training Details *(field will expand automatically)*

POST Learning Domain training "Gangs: PC 186.22 for Patrol", POST Learning Domain training "Gangs: PC 186.22 for Patrol", Training seminar with a local gang officer regarding this topic. Specific training regarding local gang issues and rivalries, including Norteno/Surreno and Bloods/Crips. Examples of gang related criminal activty regarding, local, regional, state, national and international activity amd how each can can interconnect.

13.15.08 Reducing Gang Activity

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

A. Identifying gang activity
B. Coordination with allied agencies
C. Reduction of the opportunity for criminal activities
D. When gang members are arrested, requesting the district attorney seek sentence enhancements under the Street Terrorism Enforcement and Prevention Act (PC 186.22)

Reference(s): Learning Domain #38

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.15.08 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

421 Gang Orginization

13.15.08 Part B - Agency Training Details *(field will expand automatically)*

POST Learning Domain training "Gangs: PC 186.22 for Patrol", POST Learning Domain training "Gangs: PC 186.22 for Patrol", Training seminar with a local gang officer regarding this topic. Specific training regarding local gang issues and rivalries, including Norteno/Surreno and Bloods/Crips. The trainee will be shown on how using 186.22 PC cab reduce future criminal activity by increasing punishmnets beyond standard crimes. If possible trainee will be assigned to work with a regional gang task force on a operation. The trainee will be shown how patrol actions, such a neighborhood watch, grafitti clean up, lighting issues ect.

13.16 MISSING PERSONS

13.16.01 Requirements for Handling Missing Persons

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

Reference(s): Penal Codes 784.5, 14205(a)–(c), 14206, and 14207(a)–(c)

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.16.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

316 Missing Persons, 316.2 Policy for Taking Reports, 3173. Public Alerts

13.16.01 Part B - Agency Training Details *(field will expand automatically)*

After review of appropriate state laws and department policy and the Department missing person report form, the trainee will be presented with a scenario and must document the situation accordingly.

13.16.02 Search Procedures

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

Reference(s): Learning Domain #27

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.16.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

316 Missing Persons, 419 Obtaining Helicopter or other Aircraft Assistance, 309 Canines

13.16.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown to start all searches at the last point of contact, and spread out from their. Seach teams will seach local parks and schools, along with any areas the child is familiar with.

13.16.03 Thorough Search of a Missing Child's Home and Nearby Area

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(s): Learning Domain #27

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.16.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

316 Missing Persons

13.16.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown that quite often children can be found within a very small radius of from where they went missing. Quite often they can be found with their home in a crawl space or other small hiding areas. Thses area need to be searched first to eiliminate those possibilities and if found not to expend resources.

13.16.04 Amber Alert

The trainee shall review and explain the criteria and initiation process for an Amber Alert.

Reference(s): Learning Domain #22, https://www.amberalert.gov/

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.16.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

317.4 Amber Alerts, 317.4.1 Criteria for Amber Alerts

13.16.04 Part B - Agency Training Details *(field will expand automatically)*

The Trainee will review our policy which is very detailed on when and how to issue a amber alert. The trainee will be tested uding several written scenarios and must properly determine if a amber alert is required.

13.16.05 Handling a Missing Person Incident

Given an incident involving a missing person, the trainee shall follow any statutory requirements and properly apply the agency's policies and procedures in reporting the situation and, if necessary, initiating search procedures.

Reference(s): Learning Domain #22

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.16.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

316 Missing Persons, 316.2 Policy for Taking Reports, 3173. Public Alerts

13.16.05 Part B - Agency Training Details *(field will expand automatically)*

If this evaluation can not be handled as a call for service, this will be handled as a scenario.

13.17 FIRES

13.17.01 Types of Fires

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(s): Learning Domain #26

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.17.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.17.01 Part B - Agency Training Details *(field will expand automatically)*

Training will be conducted using the Seaside Fire Department for the City Limits and the Monterey Fire Department for the Monterey Regional Airport.

13.17.02 Initial Steps at a Building Fire

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 the fire department
B. Request for additional law enforcement assistance if needed
C. Immediate evacuation of any occupants
D. Isolation of the immediate area
E. Establishment of a perimeter for crowd control

Reference(s): Learning Domain #26

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.17.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.17.02 Part B - Agency Training Details *(field will expand automatically)*

Training will be conducted using the Seaside Fire Department for the City Limits and the Monterey Fire Department for the Monterey Regional Airport.

13.17.03 Search for Victims

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

Reference(s): Learning Domain #26

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.17.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

13.17.03 Part B - Agency Training Details *(field will expand automatically)*

Training will be conducted using the Seaside Fire Department for the City Limits and the Monterey Fire Department for the Monterey Regional Airport.

13.17.04 Building Unsafe to Enter

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

Reference(s): Learning Domain #26

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.17.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.17.04 Part B - Agency Training Details *(field will expand automatically)*

Training will be conducted using the Seaside Fire Department for the City Limits and the Monterey Fire Department for the Monterey Regional Airport.

13.17.05 Handling a Fire Incident

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

Reference(s): Learning Domain #26

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.17.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.17.05 Part B - Agency Training Details *(field will expand automatically)*

Training will be conducted using the Seaside Fire Department for the City Limits and the Monterey Fire Department for the Monterey Regional Airport.

13.18 HAZARDOUS OCCURRENCES/MAJOR DISASTERS

13.18.01 Responsibilities and Actions Required

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 the Incident Command System (ICS) and Office of Emergency Services (OES).

Reference(s):	Learning Domain #26, 41, POST Learning Domain, http://www.co.monterey.ca.us/government/departments-a-h/administrative-office/office-of-emergency-services,	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.18.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

403 Crime and Disaster Scene Security, 406 Hazardous Material response, 417 Aircraft Accidents

13.18.01 Part B - Agency Training Details *(field will expand automatically)*

POST Training "Enviormental Crimes Investigation Overview",http://www.co.monterey.ca.us/home/showdocument?id=13709 (Monterey County Multi JurisdictionalHazard Mitigation Plan. The Trainee will complete FEMA IS courses, will review county emergency plans.

13.18.02 Hazardous Materials Policy and Procedures

The trainee shall review and explain the agency's policy and procedures on hazardous materials, substances, or chemical spills/leaks (HAZMAT).

Reference(s): Learning Domain #26, 41, POST Learning Domain

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.18.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

406 Hazardous Material response

13.18.02 Part B - Agency Training Details *(field will expand automatically)*

POST Training "Enviormental Crimes Investigation Overview",

13.18.03 First Responders Responsibilities

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

A. Recognition
B. Safety/Isolation/Area containment
C. Notification of proper authorities
D. Basic first responder limitations

Reference(s): Learning Domain #26, 41, POST Learning Domain

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.18.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

403 Crime and Disaster Scene Security, 406 Hazardous Material response, 417 Aircraft Accidents

13.18.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee wil be presented with different Hazmat scenarios.

13.18.04 Major Accident/Disaster Scene

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 secure perimeter
E. Establishing safe ingress and egress corridors
F. Advising additional units of potential hazards (e.g., large roadway spills, wind direction of fumes/ gases, etc.)
G. Identifying and admitting only authorized personnel
H. Dealing with the media

Reference(s): Learning Domain #26, 41

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.18.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

323 Media relations, 403 Crime and Disaster Scene Security, 406 Hazardous Material response, 417 Aircraft Accidents

13.18.04 Part B - Agency Training Details *(field will expand automatically)*

In a continuation of the scenario training the trainee will identify what actions wll need to be taken after the initial response thoughout the incident.

13.18.05 Unusual Occurrences

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

A. Downed electrical wires
B. Malfunctioning traffic signals
C. Roadway hazards
D. Damaged fire hydrants
E. Gas leaks
F. Chemical spills
G. Conditions caused by inclement weather such as fog, snow, ice, flooding, and mud slides
H. Military incidents requiring police intervention
I. Wilderness-Urban Interface fires

Reference(s): Learning Domain #26, 41,

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.18.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

403 Crime and Disaster Scene Security, 406 Hazardous Material response, 417 Aircraft Accidents

13.18.05 Part B - Agency Training Details *(field will expand automatically)*

Will will review specific issues that could occur within Del Rey Oaks or the Monterey Airport and when presented with the scenario will discuss how to procedd in each type of incident.

13.18.06 Handling of Hazardous Occurrence/Major Disaster

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

Reference(s): Learning Domain #26, 41,

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.18.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

403 Crime and Disaster Scene Security, 406 Hazardous Material response, 417 Aircraft Accidents

13.18.06 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be part of the annual MPAD table top exercise. The trainee will be presented different Hazmat scenarios.

13.19 BOMBS/EXPLOSIVE DEVICES

13.19.01 Agency Policy and Procedures

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

Reference(s): Learning Domain #26

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.19.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

309.7.3 Bomb Detection/Canine, 408 Response to Bomb Calls 408.6 Found Device

13.19.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee wil complete POST Learning Domain training courses, HS Response to Improvised Explosive Devices , HS Homemade Explosives,Explosive and Booby Trap Recognition, Improvised Weapons.

13.19.02 Tactical Considerations

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 technician or Explosive Ordnance Disposal (E.O.D)
C. Isolation of the device and the area
D. Evacuation of civilian personnel
E. Possibility that more than one explosive device

Reference(s): Learning Domain #26

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.19.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

408 Response to Bomb Calls 408.6 Found Device 408.7.1 Considerations, 408.7.2 Notifications,

13.19.02 Part B - Agency Training Details *(field will expand automatically)*

the trainee will complete POST Learning Domain training courses, HS Response to Improvised Explosive Devices , HS Homemade Explosives,Explosive and Booby Trap Recognition, Improvised Weapons. Tabletop scenarios will be presented to the trainee and they must complete the incident using policy and training.

13.19.03 Handling of Bomb Scene

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

Reference(s): Learning Domain #26

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.19.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

408 Response to Bomb Calls 408.6 Found Device 408.7.1 Considerations, 408.7.2 Notifications,

13.19.03 Part B - Agency Training Details *(field will expand automatically)*

the trainee will complete POST Learning Domain training courses, HS Response to Improvised Explosive Devices , HS Homemade Explosives,Explosive and Booby Trap Recognition, Improvised Weapons. Tabletop scenarios will be presented to the trainee and they must complete the incident using policy and training.

13.20 AIRCRAFT CRASHES

13.20.01 Agency Policy

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

Reference(s): Learining Domain #26 Monterey Regional Airport Response Manual

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.20.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

417 Aircraft Incidents, 417.3 Arrival at Scene.

13.20.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will have direct training at the Monterey Regional Airport and if avaliable will participate in yearly tabletop excersie for a critical incident at the Airport.

13.20.02 Tactical Considerations

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

A. Civil Aviation/Non-Military 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(s): Learining Domain #26 Monterey Regional Airport Response Manual

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.20.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

417 Aircraft Incidents, 417.6 CONTROLLING ACCESS AND SCENE AUTHORITY

13.20.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will have direct training at the Monterey Regional Airport and if avaliable will participate in yearly tabletop excersie for a critical incident at the Airport.

13.21 FIRST AID

13.21.01 Knowledge and Skills

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

Reference(s): First Aid Manual. POST Learning Domain, learning Domain #34

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.21.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

432 Medical Aid and Response

13.21.01 Part B - Agency Training Details *(field will expand automatically)*

Training will either be provided at the Academy level or using POST Learning Domain training,

13.21.02 Agency Policy

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

Reference(s): First Aid Manual. POST Learning Domain, learning Domain #34

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.21.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

300.6 First Aid, Use of Force Incidents, 312.3.1 Emergecny First Aid for Juveniles in Custody, 403.4 First Responder Considerations, 406.2 Hazardous Material Response, 432 Medical Aid and Response

13.21.02 Part B - Agency Training Details *(field will expand automatically)*

Major points of training will deal with use of force incidents, injued or sick subjects in custody and 5150 W&I incidents.

13.21.03 Proficiency Requirements

The trainee shall discuss why a law enforcement officer is morally, ethically, and legally required to maintain proficiency in first aid techniques.

Reference(s): Health & Safety Code 1797.183 and Penal Code 13518

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.21.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

320.5.10 Safety (Maintaing Medical Certification)

13.21.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will understand that in the course of our duty, Law enforcement is usually the first on scene that can redner aid, and will understand that in most cases the quicker aid can be rendered the higher the rate of survival for the patient.

13.21.04 Potential Consequences of Improper Application

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(s): http://www.aele.org/law/2007JBSEP/2007-09MLJ301.pdf

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.21.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.21.04 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown examples of first responder agencies being suied for "malpractice"

13.21.05 Handling a First Aid Emergency

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

Reference(s): First Aid Manual.

Case # *(If applicable)* **Incident #**

	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.21.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

300.6 First Aid, Use of Force Incidents, 312.3.1 Emergecny First Aid for Juveniles in Custody, 403.4 First Responder Considerations, 406.2 Hazardous Material Response, 432 Medical Aid and Response

13.21.05 Part B - Agency Training Details *(field will expand automatically)*

This will either be evaluated using a call for service or in a verbal scenarios provided to the trainee.

13.21.06 Occupational Exposure to Blood and Airborne Pathogens

The trainee shall explain the agency's plan for the management of occupational exposure to blood and airborne pathogens [e.g., Human Immunodeficiency Virus (HIV), Hepatitis, Tuberculosis (TB)].

Reference(s): First Aid Manual., Learning Domain #34

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.21.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.21.06 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown the proper use and disposal of all safety equipment to include, gloves, masks and safety eyewear. The trainee will also understand the Cities policy for exposure.

13.22 SICK, INJURED, OR DECEASED PERSONS

13.22.01 Providing Aid and Transportation

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

Reference(s): First Aid Manual., Learning Domain #34

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.22.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

432.3 FIRST RESPONDING MEMBER RESPONSIBILITIES, 432.4 TRANSPORTING ILL AND INJURED PERSONS,432.5 PERSONS REFUSING EMS CARE, 300.6 First Aid, Use of Force Incidents, 312.3.1 Emergecny First Aid for Juveniles in Custody

13.22.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be provided several medical scenarios and will need to identify proper course of actions including where a 5150 W&I hold would be appropriate.

13.22.02 Death Investigations Handled by the Medical Examiner

The trainee shall review and explain California law and agency procedures concerning death investigations that must be handled by medical examiner, including:

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 prior to death
G. Death related to disease that might constitute a threat to public health

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.22.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

312.12 SUICIDE ATTEMPT, DEATH OR SERIOUS INJURY OF A JUVENILE,329.2.1 CORONER REQUEST, 329.2.2 SEARCHING DEAD BODIES,

13.22.02 Part B - Agency Training Details *(field will expand automatically)*

The department policy is that in all death situations the Medical Examiner is notified and may conduct a investigation concurrent to ours.

13.22.03 Removing Human Body from Death Scene

The trainee shall review and explain the legal requirements concerning removal of a human body from a 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(s): Government Code § 27491.,Government Code § 27491.3, Government Code § 27491.2

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.22.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

329.2.2 SEARCHING DEAD BODIES

13.22.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown in what specific situation a officer is allowed to seach a deceased person. The trinee will understand that once a person is deceased their boody comes ubder the scope of the medical examiner and must remain on scene for investigation purposes unless prior outhorization is provided.

13.23 LOST, FOUND, AND RECOVERED PROPERTY

13.23.01 Disposition of Property Other than Evidence

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

A. Property recovered by officer

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(s): 2080 Penal Code, 2080.1, 2080.6. Penal Code

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.23.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.23.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be explained the laibility of not logging in property. DRo policy is that a report is taken and the any serialized property is run through LEDS to determine ownership or if it is stolen. All found property is booked into evidence to be disposed of by the evidence officer, unless a owner is found during the shift it was discovered. All property will be held for a minimum of 90 days if not retrieved sooner.

13.24 CROWD CONTROL

13.24.01 First Amendment Rights

The trainee shall explain the guaranteed First Amendment rights of freedom of speech and freedom of assembly, and will understand the responsibility of law enforcement to protect and uphold an individual's right to free speech and assembly, while also protecting the lives and property of all people.

Reference(s): Learning Domain #24, UC Davis after action report, Penal Code § 13514.5.

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

429 1st Admendment Assemblies, 429.4 UNPLANNED EVENTS, 429.6 UNLAWFUL ASSEMBLY DISPERSAL ORDERS

13.24.01 Part B - Agency Training Details *(field will expand automatically)*

The Trainee will be presented with some general scenarios and be required to determine if these are a crown control issue and if they are a legal or illegal gathering.

13.24.02 Agency Philosophy and Law Enforcement Objective

The trainee will explain and discuss the agency philosophy and law enforcement objective for controlling a crowd where there is a potential or imminent threat of violence. The discussion will minimally include the concept that law enforcement's objective is to control the situation and prevent violations of law, without infringing on an individual or group's First Amendment rights of free speech and assembly.

Reference(s): Learning Domain #24,Penal Code § 13514.5

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

429.2 POLICY, 429.3 GENERAL CONSIDERATIONS

13.24.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will understand as a small agency, their resources will be limited to respond to a incident like this. They must cordinate withtheir supervisors and surrounding agencies prior to engaging. The trainee be presented with a scenario and will identifiee issues and a plan of action.

13.24.03 Maintaining Objectivity

The trainee will understand and be able to explain the fact that peace officers must not allow personal or political opinions, attitudes, or religious views to influence their responsibility to protect an individual's rights to free speech and assembly.

Reference(s): Learning Domain #24,Penal Code § 13514.5

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

429.2 POLICY

13.24.03 Part B - Agency Training Details *(field will expand automatically)*

A discussion will be held with the trainee so thay they understand that it is our reposnibility to protect everyones rights, even when we do not agree with their beliefs. We will talk about White supremist marches are marches against Police Brutality.

13.24.04 Restoring Order

The trainee will explain the concept of restoring order, with an understanding that if the actions of a group turn from lawful to unlawful activities, law enforcement officers (following the law and agency policy) have a responsibility to control those actions efficiently and with minimal impact to the community.

Reference(s): Learning Domain #24,Penal Code § 13514.5

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

429.6 UNLAWFUL ASSEMBLY DISPERSAL ORDERS

13.24.04 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be taught how to identity agitators and leaders and possible techniques in removing them from the crowd. The trainee will know what avaliable County resources there are including the Mobile Field Force. The trainee will idenitfy issues in the city for dispersion, and safety concerns due to geography of the city.

13.24.05 Crowd Management Incidents

The trainee will understand and be able to explain that "crowd management" deals with law enforcement response to a known event, activity, or occurrence where a large number of people may gather. Law enforcement response to crowd management situations will include incident planning and crowd containment strategies.

Reference(s): Learning Domain #24

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

429.2 POLICY, 429.3 GENERAL CONSIDERATIONS, 429.6 UNLAWFUL ASSEMBLY DISPERSAL ORDER, 429.5.2 OPERATIONAL PLANS

13.24.05 Part B - Agency Training Details *(field will expand automatically)*

The trainee will complete ICI training cources. The trainee wil be given a scenaria and must create a Operation Plan that identifies actions to be taken prior, during and after the action and specific safety issues.

13.24.06 Agency Philosophy and Policies for CROWD MANAGEMENT Situations

The trainee will identify and explain the agency's philosophy and policies for response to crowd management situations. A discussion of agency philosophy and policies will minimally include:

A. Crowd Management at large planned/organized gatherings
   1. Protests/Demonstrations/First Amendment activities
   2. Labor disputes
   3. Concerts
   4. Sporting events/celebrations
   5. Holiday celebrations
   6. Cultural programs
   7. Religious gatherings
   8. Community activities

B. Incident Planning
   1. Establishing a command post
   2. Coordination of resources
   3. Planning, preparation, and coordination with event promoters
   4. Deploying sufficient personnel with proper equipment
   5. Establishing a unified chain of command
   6. Establishing rules of conduct for the crowd, law enforcement, media, etc.
   7. Preparing to handle multiple arrests
   8. Planning and coordinating the response of medical personnel or additional resources, if needed.
   9. Making contingency plans for response if a riot situation ensues
   10. The construction of written plans for the Incident Command System, State Emergency Management System, and National Incident Management System
   11. Authorized/designated law enforcement personnel interacting with the media

C. Containment
   1. Establishing a flexible and controllable perimeter for the crowd, whenever possible
   2. Using officers to control the entry and exit of the crowd within the perimeter

Reference(s): Learning Domain #24

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.24.06 Part B - Agency Training Details *(field will expand automatically)*

The trainee will complete ICI training cources. The trainee wil be given a scenario and must create a Operation Plan that identifies actions to be taken prior, during and after the action and specific safety issues.

13.24.07 Crowd Control Incidents

The trainee will understand and be able to explain that a "crowd control" situation is one in which law enforcement must respond to a preplanned or spontaneous event, activity, or occurrence where there is a potential or imminent threat of violence associated with a large gathering of people. In such situations, only the level(s) of force necessary (force which is reasonable under the law and agency policy) may be used to arrest or disperse violators and restore order.

Reference(s): Learning Domain #24

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

429.7 USE OF FORCE, 300 Use Of Force, 302 Handcuffing and Restraints, 303 - Control Devices and Techniques, 304 - Conducted Energy Device (TASER).

13.24.07 Part B - Agency Training Details *(field will expand automatically)*

The trainee will complete ICI training course. The trainee will be presented scenarios detailing specific actions by the crowd or individuals in the crownd and must properly identify a course.

13.24.08 Agency Philosophy and Policies for CROWD CONTROL Situations

The trainee will identify and explain the agency's philosophy and policies for response to crowd control situations.
A discussion of agency philosophy and policies will minimally include the following:

A. Isolation and containment
   1. Establishment of a perimeter around the crowd
   2. Consideration of barricades and placement of additional personnel to maintain the perimeter
   3. Maintaining the integrity of squads and platoons and avoiding becoming isolated in the crow

B. Law enforcement presence
   1. Coordination of resources
   2. Communication
   3. Deploying sufficient personnel with proper equipment
   4. The announcement of dispersal orders (prepared announcement/amplified sound, multiple announcements in appropriate language)
   5. Use of force options
   6. Law enforcement documentation of its own response (video/audio)
   7. Making selective arrests (arrest teams/ communication)
   8. Establishing a unified chain of command
   9. Preparing to handle multiple arrests
   10. Planning and coordinating the response of medical personnel or additional resources, if needed
   11. Authorized/designated law enforcement personnel interacting with media

Reference(s): Learning Domain #24

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.08 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

429 - First Amendment Assemblies, 429.3.1 PHOTOGRAPHS AND VIDEO RECORDINGS, 429.4 UNPLANNED EVENTS, 429.5 PLANNED EVENT PREPARATION, 429.5.1 INFORMATION GATHERING AND ASSESSMENT, 429.5.2 OPERATIONAL PLANS, 429.7 USE OF FORCE, 429.8 ARRESTS, 429.10 DEMOBILIZATION, 429.11 POST EVENT, 429.11.1 AFTER-ACTION REPORTING, 429.6 UNLAWFUL ASSEMBLY DISPERSAL ORDER.

13.24.08 Part B - Agency Training Details *(field will expand automatically)*

The trainee will complete ICI training course., The trainee will understand the balance between safegarding the community of Del Rey Oaks and the legitimate right of people to protest and march.

13.24.09 Crowd Dispersal

The trainee will understand and be able to discuss law enforcement actions immediately following crowd dispersal orders. The trainee will understand that if the only unlawful act at a crowd control situation is the forming of an unlawful assembly, the crowd should be given an opportunity to disperse voluntarily prior to law enforcement initiating any arrests.

Reference(s): Learning Domain #24 | **Case #** *(If applicable)* | **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.09 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

429.7 USE OF FORCE, 429.8 ARRESTS, 429.7 USE OF FORCE, 300 Use Of Force, 302 Handcuffing and Restraints, 303 - Control Devices and Techniques, 304 - Conducted Energy Device (TASER). 429.10 DEMOBILIZATION, 429.11 POST EVENT, 429.11.1 AFTER-ACTION REPORTING

13.24.09 Part B - Agency Training Details *(field will expand automatically)*

The trainee will complete ICI training course., The trainee will understand that there is the very likley possibility that there are being watched and recorded by those in or around the protest with the specific job to record possible police misconduct to sue.

13.24.10 Clarity of Purpose, Objective, Mission, and Policy

The trainee will understand and be able to discuss the importance of all law enforcement personnel at a crowd situation being aware of their purpose and agency policies. If any peace officer at a crowd management or crowd control incident is not absolutely clear on the law enforcement objective, mission, or agency policies relating to the incident, it is that officer's responsibility to immediately contact a supervisor to obtain clarification.

Reference(s): Learning Domain #24

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.10 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

429 - First Amendment Assemblies, 429.3.1 PHOTOGRAPHS AND VIDEO RECORDINGS, 429.4 UNPLANNED EVENTS, 429.5 PLANNED EVENT PREPARATION, 429.5.1 INFORMATION GATHERING AND ASSESSMENT, 429.5.2 OPERATIONAL PLANS, 429.7 USE OF FORCE, 429.8 ARRESTS, 429.10 DEMOBILIZATION, 429.11 POST EVENT, 429.11.1 AFTER-ACTION REPORTING, 429.6 UNLAWFUL ASSEMBLY DISPERSAL ORDER.

13.24.10 Part B - Agency Training Details *(field will expand automatically)*

The trainee will complete ICI training course.

13.24.11 Riot Control Incidents

The trainee will understand and be able to discuss the term "riot control" as it refers to the techniques used by peace officers in response to an escalation of crowd violence where reasonable force may be necessary to prevent additional violence, injuries, death, or the destruction of property.

Although law enforcement does not necessarily plan on riots erupting in all crowd situations, riot control is generally a contingency of a well-prepared crowd management plan. A discussion of riot control techniques will minimally include the following:

A. Specific operational tactics and basic formations
B. Additional resources, equipment, and personnel that may be required for a response
C. Assignment of specific tasks
D. Agency policies and procedures for mounting a quick, effective response to violence or violations of the law
E. Dispersal orders
F. Clarity on agency policies and guidelines for the use of less-lethal force (i.e. chemical agents, baton, beanbag rounds, taser, etc.)
G. Clarity on the agency policy for the use of deadly force

Reference(s): Learning Domain #24

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.11 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

429 - First Amendment Assemblies, 429.3.1 PHOTOGRAPHS AND VIDEO RECORDINGS, 429.4 UNPLANNED EVENTS, 429.5 PLANNED EVENT PREPARATION, 429.5.1 INFORMATION GATHERING AND ASSESSMENT, 429.5.2 OPERATIONAL PLANS, 429.7 USE OF FORCE, 429.8 ARRESTS, 429.10 DEMOBILIZATION, 429.11 POST EVENT, 429.11.1 AFTER-ACTION REPORTING, 429.6 UNLAWFUL ASSEMBLY DISPERSAL ORDER.

13.24.11 Part B - Agency Training Details *(field will expand automatically)*

The trainee will complete ICI training course.

13.24.12 Agency Philosophy and Policies for RIOT CONTROL Situations

The trainee will identify and be able to discuss the agency philosophy and policies dealing with the principles of riot control. The discussion will minimally include the following:

A. Containment
   1. Flexible outer perimeter controlling ingress and egress of the crowd
   2. Denying access and preventing others from joining the existing crowd

B. Isolation
   1. Developing an inner perimeter so officers can focus on gaining control and rioters may be more likely to disperse

C. Dispersal
   1. Dispersal can commence once the inner and outer perimeters have been established and control forces are in place to help support crowd movement, ingress, and egress

D. Restoration of order
   1. Medical aid
   2. Detention, arrest, cite and release, transportation of arrestees
   3. Criminal investigation
   4. Authorized/designated law enforcement personnel interacting with the media

Reference(s): Learning Domain #24

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.12 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

429 - First Amendment Assemblies, 429.3.1 PHOTOGRAPHS AND VIDEO RECORDINGS, 429.4 UNPLANNED EVENTS, 429.5 PLANNED EVENT PREPARATION, 429.5.1 INFORMATION GATHERING AND ASSESSMENT, 429.5.2 OPERATIONAL PLANS, 429.7 USE OF FORCE, 429.8 ARRESTS, 429.10 DEMOBILIZATION, 429.11 POST EVENT, 429.11.1 AFTER-ACTION REPORTING, 429.6 UNLAWFUL ASSEMBLY DISPERSAL ORDER.

13.24.12 Part B - Agency Training Details *(field will expand automatically)*

The trainee will complete ICI training course. The trainee will be presented with a scenarios and provide a course of actions that adress the above questions.

13.24.13 Law Enforcement Conduct

The trainee will understand and be able to discuss the importance of proper law enforcement conduct in response to crowd and riot situations. All law enforcement personnel responding to such situations must conduct themselves legally and professionally, and in a calm and unbiased manner. Officers shall respond safely and professionally, and all law enforcement personnel shall follow the law and agency policies.

Reference(s): Learning Domain #24

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.13 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

429 - First Amendment Assemblies, 429.3.1 PHOTOGRAPHS AND VIDEO RECORDINGS, 429.4 UNPLANNED EVENTS, 429.5 PLANNED EVENT PREPARATION, 429.5.1 INFORMATION GATHERING AND ASSESSMENT, 429.5.2 OPERATIONAL PLANS, 429.7 USE OF FORCE, 429.8 ARRESTS, 429.10 DEMOBILIZATION, 429.11 POST EVENT, 429.11.1 AFTER-ACTION REPORTING, 429.6 UNLAWFUL ASSEMBLY DISPERSAL ORDER.

13.24.13 Part B - Agency Training Details *(field will expand automatically)*

The trainee will complete ICI training course. With the sue of simulator training the officer will be placed under situations to assess their reactions. The trainee will understand that they must remoan calm when faced with, verbal and physical threats and assault and must remain calm and collected and react under policy and law.

13.24.14 Use of Force in Response to Incidents Involving Crowds

The trainee shall explain the agency policy regarding the use of lethal and less lethal force when an officer is involved in any crowd management or crowd control situation. The trainee will understand and be able to articulate the agency's use of force policies, and will explain the level(s) of force that may be necessary to control unlawful actions, arrest or disperse violators, and restore order. The trainee will understand that any level of force used in a crowd situation must be reasonable, lawful, and within agency policy.

Reference(s): Learning Domain #24

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.14 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

429.7 USE OF FORCE, 429.8 ARRESTS, 429.7 USE OF FORCE, 300 Use Of Force, 302 Handcuffing and Restraints, 303 - Control Devices and Techniques, 304 - Conducted Energy Device (TASER). 429.10 DEMOBILIZATION, 429.11 POST EVENT, 429.11.1 AFTER-ACTION REPORTING

13.24.14 Part B - Agency Training Details *(field will expand automatically)*

The trainee will complete ICI training course. The trainee will understand that when force is applied to a group it will be applued to those that are not actually violating the law within the group as a whole, so actions must be measured against that.

13.24.15 Agency-Issued Riot Equipment

The trainee will explain the appropriate use and maintenance of all agency-issued/approved riot equipment (e.g.,. helmets, shields, flex cuffs, and other equipment).

Reference(s): Learning Domain #24

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.24.15 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.24.15 Part B - Agency Training Details *(field will expand automatically)*

The department is currently developing what equipment might be needed for these types of incidents.

13.25 NEWS MEDIA RELATIONS

13.25.01 Common Practices for Release of Information

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(s): Learning Domain #24, Penal Code § 409.5(d)

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.25.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

305.11 MEDIA RELATIONS (OIC), 323 - Media Relations, 323.2 RESPONSIBILITIES, 323.2.1 MEDIA REQUEST, 323.3 MEDIA ACCESS

13.25.01 Part B - Agency Training Details *(field will expand automatically)*

THe trainee wiil be clearly told that only the Chief of Police, The Public Information Officer, or the Chief's designee may speak or pass information to the media.

13.25.02 Press Credentials

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

Reference(s): Learning Domain #24,

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.25.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

323.3 MEDIA ACCESS

13.25.02 Part B - Agency Training Details *(field will expand automatically)*

Examples of local and national press passes will be shown to the trainee.

13.25.03 Media Access to Areas Closed to the Public

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(s): Learning Domain #24, Penal Code § 409.5(d)

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.25.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

323.3 MEDIA ACCES

13.25.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will read and explain 409.5 PC

13.25.04 Sensitive Information

The trainee shall discuss types of information that could negatively affect the rights of an individual and/or place the investigation at risk if furnished to the news media, including:

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

Reference(s): Learning Domain #24

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.25.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

323.4 SCOPE OF INFORMATION SUBJECT TO RELEASE

13.25.04 Part B - Agency Training Details *(field will expand automatically)*

Different press releases will be presented to the trainee and they must be able to determine if there are any violations of our policy. THe trainee will also be presented a scenario and must write a press release.

13.26 HOSTAGE SITUATIONS AND BARRICADED SUSPECTS

13.26.01 Tactical Considerations

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

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

Reference(s): Learning Domain #43

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.26.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

407 Hostage and Barricade Incidents, 407.1.1 DEFINITIONS, 407.2 POLICY, 407.3 COMMUNICATION, 407.4 FIRST RESPONDER CONSIDERATIONS, 407.4.1 BARRICADE SITUATION, 407.4.2 HOSTAGE SITUATION,

13.26.01 Part B - Agency Training Details *(field will expand automatically)*

13.27 SNIPER ATTACK

13.27.01 Initial Response to Attack

The trainee shall explain the steps which should be immediately taken when confronted with a "set-up", ambush, or sniper attack, including:

A. Seeking cover and/or concealment
B. Calling for assistance
C. Isolating and clearing the area(s)
D. Determining possible location(s) of assailant(s)

Reference(s): Learning Domain #43

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.27.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.27.01 Part B - Agency Training Details *(field will expand automatically)*

Using different locations and patrol activity, the trainee will be shown a tactical reposnse to a sniper and how to keep situational awarness prior to a incident, knowing where cover and concealment are at al times.

13.27.02 Tactical Actions by Driver under Attack

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

A. Accelerating/reversing out of the "kill zone"
B. Turning into nearest available cover
C. Abandoning the target vehicle
D. Awareness of possible secondary attack/ambush

Reference(s): Learning Domain #43

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.27.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.27.02 Part B - Agency Training Details *(field will expand automatically)*

Using different locations and patrol activity, the trainee will be shown a tactical reposnse to a sniper and how to keep situational awarness prior to a incident, knowing where cover and concealment are at al times.

13.27.03 Firebombed Vehicle

The trainee shall discuss tactics that should be used when an occupied police vehicle has been hit with a firebomb, including:

A. Accelerating out of the danger zone if vehicle is still operable

B. Abandon the vehicle
   1. After initial flame burst
   2. If bomb enters vehicle
   3. If vehicle is incapacitated

Reference(s): Learning Domain #43

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.27.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

13.27.03 Part B - Agency Training Details *(field will expand automatically)*

Using different locations and patrol activity, the trainee will be shown a tactical reposnse to a sniper and how to keep situational awarness prior to a incident, knowing where cover and concealment are at al times.

13.28 ANIMAL CONTROL

13.28.01 Agency Policy and Procedures

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. Animals that are:
   1. Dead
   2. Injured
   3. Noisy
   4. Rabid
   5. Strays
   6. Wild/feral

B. Nuisances created by unsanitary keeping of animals

C. Protective custody of animals

D. Animal bites

Reference(s): Penal Code § 597.1

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.28.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

806 - Animal Control, 806.3 OFFICER RESPONSIBILITIES, 806.5 ANIMAL CRUELTY COMPLAINTS, 806.6 ANIMAL BITE REPORTS, 806.7 STRAY DOGS, 806.8 DANGEROUS ANIMALS, 806.9 PUBLIC NUISANCE CALLS RELATING TO ANIMALS, 806.10 DECEASED ANIMALS, 806.11 DESTRUCTION OF ANIMALS, 806.12 INJURED ANIMALS, 806.12.1 VETERINARY CARE, 806.12.2 INJURED WILDLIFE,

13.28.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown what resources are avaliable at the station, and local medical, or other departments that can assist, SPCA, County Wildlife, City of Monterey,

13.28.02 Destroying of Vicious, Dangerous, or Injured Animal

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. The explanation shall minimally include:

A. Whom to notify prior to shooting the animal
B. Who may shoot the animal
C. Proper and most humane method for shooting the animal
D. What report(s) must be completed following the shooting of the animal
E. Proper disposal of the dead animal

Reference(s): Penal Code § 597.1.

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.28.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

806.10 DECEASED ANIMALS, 806.11 DESTRUCTION OF ANIMALS, 806.12 INJURED ANIMALS,

13.28.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be presented with a injured animal scenario and the FTO will walk them through it. This will include different tyoes of animals, feral, wild and pets and to include the possibility of locating the owner and proximity to local animal hospital.

13.28.03 Handling an Animal Control Situation

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

Reference(s): Penal Code § 597.1.

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

13.28.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

806 - Animal Control, 806.3 OFFICER RESPONSIBILITIES,806.5 ANIMAL CRUELTY COMPLAINTS, 806.6 ANIMAL BITE REPORTS, 806.7 STRAY DOGS, 806.8 DANGEROUS ANIMALS, 806.9 PUBLIC NUISANCE CALLS RELATING TO ANIMALS, 806.10 DECEASED ANIMALS, 806.11 DESTRUCTION OF ANIMALS, 806.12 INJURED ANIMALS, 806.12.1 VETERINARY CARE, 806.12.2 INJURED WILDLIFE,

13.28.03 Part B - Agency Training Details *(field will expand automatically)*

If not ablt to handle during a call for service, the trainee will be presented with several different types of animal control scenarios and must determine proper course of actions.

See next page for Attestation

Part 5 – Section 13: Patrol Procedures

ATTESTATION FOR SECTION 13

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   - Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   - Below each table:
     - *Part A:* Enter applicable references from your agency's Policies & Procedure Manual.
     - *Part B:* Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   - Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   - Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   - Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   - Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 14

Investigations/Evidence

14.1 – 14.10 COMPETENCY REQUIREMENTS

Contents

14.1 Interviewing and Interrogation
14.2 Preliminary Investigation
14.3 Burden of Proof
14.4 Concepts of Evidence
14.5 Rules of Evidence
14.6 Evidence Collection and Preservation
14.7 Lineups
14.8 Sources of Information
14.9 Subpoenas
14.10 Courtroom Testimony and Demeanor
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

14.1 INTERVIEWING AND INTERROGATION

14.1.01 Preparing for an Interview
14.1.02 Taking Statements
14.1.03 Contents of a Good Statement
14.1.04 Miranda Warning
14.1.05 Conducting an Interview

14.2 PRELIMINARY INVESTIGATION

14.2.01 Investigating Cold Crimes
14.2.02 Crimes Against Property
14.2.03 Handling Crimes Against Property
14.2.04 Crimes Against Persons
14.2.05 Handling Crimes Against Persons
14.2.06 Investigating Specific Crimes
14.2.07 Serious Injury or Death Scenes
14.2.08 Evidence Technicians/Criminalists
14.2.09 Preliminary Investigations

14.3 BURDEN OF PROOF

14.3.01 Understanding the Burden of Proof

14.4 CONCEPTS OF EVIDENCE

14.4.01 Evidence Definition and Types
14.4.02 Evidence and Related Materials
14.4.03 Purpose of Evidence
14.4.04 Tests of Admissibility
14.4.05 Witness Qualifications
14.4.06 Privileged Communication

14.5 RULES OF EVIDENCE

14.5.01 Exclusionary Rule
14.5.02 Hearsay Rule

14.6 EVIDENCE COLLECTION AND PRESERVATION

14.6.01 Locating Physical Evidence
14.6.02 Weather Conditions
14.6.03 Preserving Evidence
14.6.04 Agency Policy
14.6.05 Storage of Evidence
14.6.06 Taking Evidence to Laboratories and Court
14.6.07 Chain of Custody/Evidence
14.6.08 Demonstrate Handling of Evidence

14.7 LINEUPS

14.7.01 Methods for Identifying Suspects
14.7.02 Agency Policy and Procedures
14.7.03 Photographic Identifications

14.8 SOURCES OF INFORMATION

14.8.01 Networking with the Community
14.8.02 Informants
14.8.03 Public and Private Records

14.9 SUBPOENAS

14.9.01 Definition, Authority, and Immunities
14.9.02 Agency Practices

14.10 COURTROOM TESTIMONY AND DEMEANOR

14.10.01 Professional Demeanor and Appearance
14.10.02 Pre-Trial Conference
14.10.03 Principles of Effective Testimony
14.10.04 Dealing with Attorney Personalities
14.10.05 Courtroom Security Policies and Procedures
14.10.06 Perjury and Falsifying Police Reports
14.10.07 Courtroom Testimony Preparation and Demonstration

SECTION 14 INVESTIGATIONS/EVIDENCE

CHECK ONE ONLY: ☐ **PHASE 1** ☐ **PHASE 2** ☐ **PHASE 3** ☐ **PHASE 4** ☐ **PHASE 5**

Trainee _____ FTO _____

14.1 INTERVIEWING AND INTERROGATION

14.1.01 Preparing for an Interview

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

Reference(s): Learning Domain #18

Case # *(If applicable)* | **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

333.13 INVESTIGATIVE FIELD INTERVIEWS

14.1.01 Part B - Agency Training Details *(field will expand automatically)*

POST Interview and Interrogation Couse will be part of Department core training for officers after FTO. The training will include verbal instruciton on how to prepare for planned and unplanned interview or interrogationsituations and that there is a differencein both who and where we are contacting. The trainee will deomstrate that they have all the appropriate tools and paperwork, and research needed prior to conducting a interview or interrogation.

14.1.02 Taking Statements

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; Minimize 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 person being interviewed
F. Not improvising or making assumptions

Reference(s): Learning Domain #18 ,Welfare and Institutions Code § 625.6, Penal Code 859.5

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

312.13 INTERVIEWING OR INTERROGATING JUVENILE SUSPECTS, 312.13.1 MANDATORY RECORDINGS OF JUVENILES,

14.1.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be able to review past recorded interviews both in the field and in the department and the written reports for reference. POST Interview and Interrogation Couse will be part of Department core training for officers after FTO

14.1.03 Contents of a Good Statement

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 people were involved
H. Who else was involved

Reference(s): Learning Domain #18

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

333.13 INVESTIGATIVE FIELD INTERVIEWS

14.1.03 Part B - Agency Training Details *(field will expand automatically)*

POST Interview and Interrogation Couse will be part of Department core training for officers after FTO, The trainee will be presneted scenarios to which they must preform a interview.

14.1.04 Miranda Warning

The trainee shall explain the ramifications of issuing the Miranda warning and describe when and why it should or should not be used during interrogations.

Reference(s): Miranda v Arizona,Welfare and Institutions Code § 627, Welfare and Institutions Code § 207.1(d),

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.1.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

312.5 ADVISEMENTS, 312.13 INTERVIEWING OR INTERROGATING JUVENILE SUSPECTS, 312.13.1 MANDATORY RECORDINGS OF JUVENILES, 333.13 INVESTIGATIVE FIELD INTERVIEWS, 333.14 CUSTODIAL INTERROGATIONS, 600.4 CUSTODIAL INTERROGATION REQUIREMENTS,

14.1.04 Part B - Agency Training Details *(field will expand automatically)*

The trainee will review Miranda v Arizona. The trainee will be shown how to recite Miranda and how to determine understanding in each part. THe trainee will be given situations to determine if Miranda was applicable.

14.1.05 Conducting an Interview

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(s): Learning Domain #18

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.1.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.1.05 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be prresented a scenarios where they must ask the FTO questions regarding a call for service.

14.2 PRELIMINARY INVESTIGATION

14.2.01 Investigating Cold Crimes

The trainee shall properly obtain all information necessary for the completion of a thorough preliminary investigation of a "cold" crime.

Reference(s): Learning Domain #18

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.2.01 Part B - Agency Training Details *(field will expand automatically)*

Prior to taking a call the officer will practice in scenarios on how to interview and obtain information in a cold case.

14.2.02 Crimes Against Property

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. Conducting a witness check
G. Pursuit and/or apprehension of suspects, if possible

Reference(s): Learning Domain #6, #23

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.2.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.2.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be provided scenarios and will be shown how to respond to different types of calls or simular types of calls with different informaiton provided.

14.2.03 Handling Crimes Against Property

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(s): Learning Domain #6

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.2.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.2.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee wil have exmaples of previous reports and will be provided scenarios where they must create practice reports and dcoument all actions.

14.2.04 Crimes Against Persons

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. These responsibilities should minimally include:

A. Identity or description of suspect(s)
B. Description of injury and/or loss
C. Direction of flight of suspect(s)
D. Possibility of weapons being involved
E. Radio broadcasts of all known and important information
F. Conducting a witness check
G. Pursuit and/or apprehension of suspects, if possible

Reference(s): Learning Domain #7

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.2.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.2.04 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be provided scenarios and will be shown how to respond to different types of calls or simular types of calls with different informaiton provided.

14.2.05 Handling Crimes Against Persons

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(s): Learning Domain #7

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.2.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.2.05 Part B - Agency Training Details *(field will expand automatically)*

The trainee wil have exmaples of previous reports and will be provided scenarios where they must create practice reports and dcoument all actions.

14.2.06 Investigating Specific Crimes

The trainee shall explain the steps to take while investigating various crimes against persons, including:

A. Rape/Sexual assault
B. Robbery
C. Kidnapping
D. Child Abuse
E. Elder Abuse
F. Felonious assault

Reference(s): Learning Domain #7, #9,

Case # *(If applicable)* , #9

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.2.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

337 - Child and Dependent Adult Safety, 601 - Sexual Assault Investigations

14.2.06 Part B - Agency Training Details *(field will expand automatically)*

THe trainee will review prior reports and will be presented scenariosand must explain to the FTO what actions they would need to take. , Trainee will complete POST Learning Domain Training.

14.2.07 Serious Injury or Death Scenes

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(s): DRO Major Crime response manual.

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.2.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

329 - Death Investigation, 328 - Major Incident Notification

14.2.07 Part B - Agency Training Details *(field will expand automatically)*

A presentation will be made by our and local major crime investigators and crime scene techs.

14.2.08 Evidence Technicians/Criminalists

The trainee shall recognize what types of situations require the skills of an evidence technician or criminalist.

Reference(s): Learrning Domain #17,

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.2.08 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.2.08 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown specific crimes where brining in CSI would be important to preserve and collect evidence for prosecution. Criminal scenarios will be shown to the trainee to determine if those situation require alling in CSI.

14.2.09 Preliminary Investigations

The trainee shall demonstrate the ability to conduct thorough and complete preliminary investigations.

Reference(s): Learning Domain #7, #9,

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.2.09 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

329 - Death Investigation, 310 - Domestic Violence,315 - Child Abuse, 316 - Missing Persons, 319 - Hate Crimes, 330 - Identity Theft, 322 - Report Preparation

14.2.09 Part B - Agency Training Details *(field will expand automatically)*

THe trainee will review prior reports and will be presented scenariosand must explain to the FTO what actions they would need to take. , Trainee will complete POST Learning Domain Training.

14.3 BURDEN OF PROOF

14.3.01 Understanding the Burden of Proof

The trainee shall define the term "burden of proof" and determine whether the burden of proof falls upon the prosecution or defense during a criminal trial in the following situations:

A. Criminal Guilt
B. *Corpus delicti*
C. Jurisdiction
D. Double jeopardy as a defense
E. Self-defense as a defense
F. Insanity as a defense

Reference(s): Learning Domain #5

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.3.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.3.01 Part B - Agency Training Details *(field will expand automatically)*

The FTO and trainee will go voer each of the above terms and will review court cases regarding these topics.

14.4 CONCEPTS OF EVIDENCE

14.4.01 Evidence Definition and Types

The trainee shall review the term "evidence" as defined by California law, and recognize the various concepts of evidence, including:

A. Direct evidence

B. Indirect/Circumstantial evidence

Reference(s): Evidence Codes 140 and 410

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.4.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.4.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will review the evidence codes and will be provided examples of both types of evidence in different criminal situaitons.

14.4.02 Evidence and Related Materials

The trainee shall discuss and give examples of the following evidence and related materials:

A. Fruits of a crime
B. Instrumentalities of a crime
C. Contraband

Reference(s): Learning Domain #17

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.4.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

602 - Asset Forfeiture

14.4.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be provided examples of both types of evidence in different criminal situaitons.

14.4.03 Purpose of Evidence

T he 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(s): Learning Domain #17

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.4.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.4.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be provided scenarios invovling types of crimes and potential sources of evidence and idenitfy what the evidence is and what importance it is to the case.

14.4.04 Tests of Admissibility

The trainee shall explain the tests which an item of evidence must successfully pass before it may be admitted into any criminal court, including that the evidence must:

A. Be relevant to the matter in issue

B. Be competently presented in court

C. Have been legally obtained

Reference(s): Evidence Code 210

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.4.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.4.04 Part B - Agency Training Details *(field will expand automatically)*

The trainee wil review "Fruits of the Poisionous tree" principal. The trainee will be provided scenarios invovling types of crimes and potential sources of evidence and idenitfy what the evidence is and what importance it is to the case.

14.4.05 Witness Qualifications

The trainee shall identify at least three of the following as qualifications that a witness must meet before testifying in a criminal trial in the State of California:

A. Know the difference between right and wrong

B. Understand his/her duty to tell the truth

C. Possess the ability to express himself/herself concerning the matter to be understood

D. Testify only to those facts that are personal knowledge (with the exception of those areas covered by the Hearsay Rule)

Reference(s): Evidence Code 701

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.4.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.4.05 Part B - Agency Training Details *(field will expand automatically)*

If possible having a training session with a District Attorney and sit on criminal trials.

14.4.06 Privileged Communication

The trainee shall explain the privileged communication rule and provide examples to include:

A. Husband and wife
B. Attorney and client
C. Clergyperson and confessor
D. Physician and patient

Reference(s): Evidence Codes 950, 970, 980, 990, and 1030

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.4.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.4.06 Part B - Agency Training Details *(field will expand automatically)*

The trainee will review the above evidence codes and will be required to known the meaning of each section when questioned. The trainee will be presented with several scenarios and will need to determine if there is a privilege issue.

14.5 RULES OF EVIDENCE

14.5.01 Exclusionary Rule

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(s): Learning Domain #1, 4th & 14th Admendendment

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.5.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.5.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will review, Weeks v. United States, 232 U.S. 383, 34 S. Ct. 341, 58 L. Ed. 652 (1914), and MAPP V. OHIO, 367 U.S. 643, 81 S. Ct. 1684, 6 L. Ed. 2d 1081 and write a case review on each. The trainee will review State cases where cases were dropped due to the exclusionary rule.

14.5.02 Hearsay Rule

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(s): Evidence Codes 1200 and 1220

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.5.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.5.02 Part B - Agency Training Details *(field will expand automatically)*

Trainee will review, https://www.legalzoom.com/articles/objection-hearsay-what-is-the-hearsay-rule-and-what-are-the-exceptions-to-it and the two evidence code sections. The traiee will be presented with different scenarios and will nee to determine which type of statement it is and if it is hearsay and if it is still usable in court.

14.6 EVIDENCE COLLECTION AND PRESERVATION

14.6.01 Locating Physical Evidence

The trainee shall search a crime scene and locate physical evidence through the use of an organized method which may include:

A. Strip
B. Quadrant
C. Spiral

Reference(s): Learning Domain #17, 30

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.6.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.6.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown each of the above techniques and different reasons why each would be used. The trainee will then be presented with scenarios and must choose the approprite search method.

14.6.02 Weather Conditions

The trainee shall explain and/or demonstrate the methods for preserving evidence at a crime scene in fair and inclement weather.

Reference(s): Learning Domain #17, 30

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.6.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.6.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown that the idea is to document evidence as it was found, photograph, sketch and collect. The trainee will be shown circumstacnes where evidence would be covered to keep rain and or wind from affecting it, to keep it in place. The trainee will also be presented with scenarios where the evidence simply has to be collected without proper documentation due to weather or hazard conditions that would alter or destroy the evidence.

14.6.03 Preserving Evidence

The trainee shall demonstrate the ability to properly preserve evidence in a way that ensures it is received by the examining authority or court in as nearly as possible to the same condition as it was found.

Reference(s): Learning Domain #17, 30

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.6.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

800.3 PROPERTY HANDLING, 800.3.1 PROPERTY BOOKING PROCEDURE, 800.4 PACKAGING OF PROPERTY, 800.4.1 PACKAGING CONTAINER, 800.4.2 PACKAGING NARCOTICS,

14.6.03 Part B - Agency Training Details *(field will expand automatically)*

The training will be conducted using hands on training, the trainee will be shown how to book various types of evidence. An emphasis will be made on how to preserve, Drugs, guns, knives, DNA and money. The Trainee will understand how to request evidence for court, how to maintain the chain of custody in court and how to return the evidence.

14.6.04 Agency Policy

The trainee shall review and explain the agency's policies and procedures regarding the following:

A. Handling controlled substances
B. Depositing property, evidence, and money
C. Calling out Crime Scene Investigators and/or detectives to process a crime scene
D. Depositing firearms, miscellaneous weapons, and explosives
E. Withdrawing and returning property

Reference(s): Learning Domain #17, 30, DRO Major Crime Maunal

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.6.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

800.3 PROPERTY HANDLING, 800.3.1 PROPERTY BOOKING PROCEDURE, 800.3.2 NARCOTICS AND DANGEROUS DRUGS, 800.3.3 EXPLOSIVES, 800.3.4 EXCEPTIONAL HANDLING, 800.3.5 RELINQUISHED FIREARMS, 800.4 PACKAGING OF PROPERTY

14.6.04 Part B - Agency Training Details *(field will expand automatically)*

The training will be conducted using hands on training, the trainee will be shown how to book various types of evidence. An emphasis will be made on how to preserve, Drugs, guns, knives, DNA and money.

4.6.05 Storage of Evidence

The trainee shall explain the provisions of the agency's rules, policies, and procedures regarding the storage of evidence.

Reference(s): Learning Domain #17, 30

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.6.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

800.3 PROPERTY HANDLING, 800.3.1 PROPERTY BOOKING PROCEDURE, 800.4 PACKAGING OF PROPERTY, 800.4.1 PACKAGING CONTAINER, 800.4.2 PACKAGING NARCOTICS, 800.6 PROPERTY CONTROL, 800.6.1 RESPONSIBILITY OF OTHER PERSONNEL

14.6.05 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown the temporary storage for both normal items and bulk items. The trainee will know where the Evidence storage area is but understand that they are not allowed inside unless the evidence officer allows them inside.

14.6.06 Taking Evidence to Laboratories and Court

The trainee shall review and explain the agency's policies and procedures regarding taking evidence to laboratory examination facilities and court.

Reference(s): Learning Domain #17, 30

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.6.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

800.6.2 TRANSFER OF EVIDENCE TO CRIME LABORATORY, 800.6.3 STATUS OF PROPERTY, 800.5 RECORDING OF PROPERTY

14.6.06 Part B - Agency Training Details *(field will expand automatically)*

The Trainee will understand how to request evidence for court, how to maintain the chain of custody in court and how to return the evidence. The trainee will be shown where the primary places DRO takes evidence, CA DOJ Freedom Labs, MSCO Labs and Salinas PD Firearms Lab.

14.6.07 Chain of Custody/Evidence

The trainee shall explain the meaning of "chain of custody" or "chain of evidence."

Reference(s): Learning Domain #17, 30

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.6.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

800.6.2 TRANSFER OF EVIDENCE TO CRIME LABORATORY, 800.6.3 STATUS OF PROPERTY, 800.3 PROPERTY HANDLING

14.6.07 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be told what the "Chain of Custody" is and why it is so important. The trainee will review major California crime cases where crucial evidence was withheld due to officer mistakes. The trainee will be shown scenarios and must be able to ciorrectly identify how to properly handle the evidence and if there are chain of custody issues.

14.6.08 Demonstrate Handling of Evidence

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 document the chain of custody.

Reference(s): Learning Domain #17, 30

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.6.08 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

800.3 PROPERTY HANDLING, 800.3.1 PROPERTY BOOKING PROCEDURE, 800.4 PACKAGING OF PROPERTY, 800.4.1 PACKAGING CONTAINER, 800.4.2 PACKAGING NARCOTICS, 800.6 PROPERTY CONTROL, 800.6.1 RESPONSIBILITY OF OTHER PERSONNEL, 800.6.2 TRANSFER OF EVIDENCE TO CRIME LABORATORY, 800.6.3 STATUS OF PROPERTY,

14.6.08 Part B - Agency Training Details *(field will expand automatically)*

If the trainee is not presented patrol opprtunities to book specific types of evidence the trainee will be presented with scenario evidence that they will need to properly document and collect.

14.7 LINEUPS

14.7.01 Methods for Identifying Suspects

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(s): Learning Domain #30

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.7.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

604 - Eyewitness Identification, 604.3 INTERPRETIVE SERVICES, 604.4 EYEWITNESS IDENTIFICATION PROCESS AND FORM, 604.5 EYEWITNESS IDENTIFICATION, 604.6 DOCUMENTATION, 604.7 PHOTOGRAPHIC LINEUP AND LIVE LINEUP CONSIDERATIONS , 604.8 FIELD IDENTIFICATION CONSIDERATIONS

14.7.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown how to cunduct a in-field show up, how to properly advise the witness or victim and the reasons we bring them to the suspect. The trainee will be shown ho to obtain a photo lineup, will be shown the advisement form and how to present the lineup and how not to influence it.

14.7.02 Agency Policy and Procedures

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(s): Learning Domain #30

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

14.7.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

604 - Eyewitness Identification, 604.3 INTERPRETIVE SERVICES, 604.4 EYEWITNESS IDENTIFICATION PROCESS AND FORM, 604.5 EYEWITNESS IDENTIFICATION, 604.6 DOCUMENTATION, 604.7 PHOTOGRAPHIC LINEUP AND LIVE LINEUP CONSIDERATIONS , 604.8 FIELD IDENTIFICATION CONSIDERATIONS

14.7.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown how to cunduct a in-field show up, how to properly advise the witness or victim and the reasons we bring them to the suspect. The trainee will be shown ho to obtain a photo lineup, will be shown the advisement form and how to present the lineup and how not to influence it.

14.7.03 Photographic Identifications

The trainee shall explain and/or demonstrate the following procedures for a photographic identification:

A. Use of multiple photos
B. Witness instructions
C. Control of the situation
D. Similar appearances

Reference(s): Learning Domain #30

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

14.7.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

604 - Eyewitness Identification, 604.3 INTERPRETIVE SERVICES, 604.4 EYEWITNESS IDENTIFICATION PROCESS AND FORM, 604.5 EYEWITNESS IDENTIFICATION, 604.6 DOCUMENTATION, 604.7 PHOTOGRAPHIC LINEUP AND LIVE LINEUP CONSIDERATIONS , 604.8 FIELD IDENTIFICATION CONSIDERATION

14.7.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown how to cunduct a in-field show up, how to properly advise the witness or victim and the reasons we bring them to the suspect. The trainee will be shown ho to obtain a photo lineup, will be shown the advisement form and how to present the lineup and how not to influence it.

14.8 SOURCES OF INFORMATION

14.8.01 Networking with the Community

The trainee shall discuss the importance of identifying and developing sources of information through networking with persons in the community.

Reference(s): Learning Domain #3	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

14.8.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

603 - Informants,

14.8.01 Part B - Agency Training Details *(field will expand automatically)*

The part of the trainee will be dealing with Community Oriented Policing types of contacts, not criminal informans. The trainee will be shown how making connections with residents and business owners can lead to them assisting police in solving and stopping criminal activities. The trainee if possible will go to a local neighborhood watch meeting.

14.8.02 Informants

The trainee shall describe techniques for identifying and developing "informants," including:

A. The hazards of divulging too much information to informants

B. The danger of breaking confidentialities

Reference(s): Learning Domain #3

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

14.8.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

603 - Informants, 603.1.1 DEFINITIONS, 603.2 POLICY, 603.3 USE OF INFORMANTS, 603.3.1 INITIAL APPROVAL, 603.3.2 JUVENILE INFORMANTS, 603.3.3 INFORMANT AGREEMENTS, 603.4 INFORMANT INTEGRITY, 603.4.1 UNSUITABLE INFORMANTS, 603.5 INFORMANT FILES, 603.5.1 FILE SYSTEM PROCEDURE, 603.6 INFORMANT PAYMENTS

14.8.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee wil review our policy in detail and speak with the Seargeant involved with this issue for specific training. The trainee will review major cases where Officers crossed the line with informants.

14.8.03 Public and Private Records

The trainee shall explain the types of public and private records that may be of assistance when collecting investigative information.

Reference(s): Learning Domain #3, 36

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

14.8.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.8.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be shown different governemnt data sources to obtain investigative information. The trainee will also be shown ho to use public information, such as Facebook, intagram, twitter, google search, DNA registry and how these tools can help in a investigation.

14.9 SUBPOENAS

14.9.01 Definition, Authority, and Immunities

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(s): Learning Domain #2

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

14.9.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

324 - Subpoenas and Court Appearances, 324.3 SUBPOENAS, 324.3.1 SPECIAL NOTIFICATION REQUIREMENTS, 324.3.2 CIVIL SUBPOENA, 324.3.3 OFF-DUTY RELATED SUBPOENAS, 324.5 STANDBY, 324.6 COURTROOM PROTOCOL, 803.6 SUBPOENAS AND DISCOVERY REQUESTS

14.9.01 Part B - Agency Training Details *(field will expand automatically)*

14.9.02 Agency Practices

The trainee shall review and explain the agency's practices and policies concerning the subpoena process.

Reference(s): Learning Domain #2

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

14.9.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

324 - Subpoenas and Court Appearances, 324.3 SUBPOENAS, 324.3.1 SPECIAL NOTIFICATION REQUIREMENTS, 324.3.2 CIVIL SUBPOENA, 324.3.3 OFF-DUTY RELATED SUBPOENAS, 324.5 STANDBY, 324.6 COURTROOM PROTOCOL, 803.6 SUBPOENAS AND DISCOVERY REQUESTS

14.9.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will understand that the only subpoena they will deal with is court subpoena to appear in court either themselves or witnesses and how to serve them. All evidence requests, will go through the evidence officer.

14.10 COURTROOM TESTIMONY AND DEMEANOR

14.10.01 Professional Demeanor and Appearance

The trainee shall explain the value of impressive and professional courtroom demeanor and appearance.

Reference(s): Learning Domain #2

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

14.10.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

324.6 COURTROOM PROTOCOL,

14.10.01 Part B - Agency Training Details *(field will expand automatically)*

The trainee will understand that when they appear in court they must either be in their class A uniform, unless on duty or in a suit and tie.

14.10.02 Pre-Trial Conference

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(s): Learning Domain #2

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

14.10.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.10.02 Part B - Agency Training Details *(field will expand automatically)*

The trainee will understand that speaking with the DA prior to going into court has the benefit of both parties getting on the same page of how the case will progress in court and any issues that the DA believes may appear to prepare the officer.

14.10.03 Principles of Effective Testimony

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(s): Learning Domain #2

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

14.10.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.10.03 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be taken to observe criminal and traffic court cases and if possible be part of a mock cross examination by the DA and review why the DA would like an officers reposnes to be.

14.10.04 Dealing with Attorney Personalities

The trainee shall explain the value of furnishing testimony in a professional manner, even when confronted with attorneys that are:

A. Irate
B. Offensive
C. Threatening
D. Argumentative
E. Overly friendly

Reference(s): Learning Domain #2

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

14.10.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.10.04 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be taken to observe criminal and traffic court cases and if possible be part of a mock cross examination by the DA and review why the DA would like an officers reposnes to be. The trainee will understadn that Attorneys will try and obtain a emotional response from witnesses and officers in order to weaken their credability. The trainee will understad that they just need to answer the question asked, to the best of their ability.

14.10.05 Courtroom Security Policies and Procedures

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(s): Learning Domain #2

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

14.10.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

14.10.05 Part B - Agency Training Details *(field will expand automatically)*

The trainee as part of their courtroom expierence will speak with the courtroom bailiff regarding any emergecny situaitons that may arise and the baliff would like them to respond.

14.10.06 Perjury and Falsifying Police Reports

The trainee shall recognize that perjury and the falsification of police reports are crimes, and may result in the following consequences:

A. Criminal and civil action against the officer
B. Irreparable damage to the officer's credibility (Brady List)
C. Irreparable damage to the prosecution of a case
D. May result in civil actions against the agency

Reference(s): Learning Domain #2

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

14.10.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

607 Brady Disclosure, 607.2 POLICY

14.10.06 Part B - Agency Training Details *(field will expand automatically)*

The trainee will have explained to him what the Brady List is and how a Officer may get on the list. The trainee will review major cases where a officer was placed on a Brady list and explain to the FTO what happened,.

14.10.07 Courtroom Testimony Preparation and Demonstration

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(s): Learning Domain #2

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments *(field will expand automatically)*

Additional Information:

14.10.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

324.6 COURTROOM PROTOCOL

14.10.07 Part B - Agency Training Details *(field will expand automatically)*

The trainee will be taken to observe criminal and traffic court cases and if possible be part of a mock cross examination by the DA and review why the DA would like an officers reposnes to be.

See next page for Attestation

Part 5 – Section 14: Investigation/Evidence

ATTESTATION FOR SECTION 14

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.

- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   - Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   - Below each table:
     Part A: Enter applicable references from your agency's Policies & Procedure Manual.
     Part B: Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   - Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   - Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   - Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   - Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 15

Tactical Communication/Conflict Resolution

15.1 – 15.4 COMPETENCY REQUIREMENTS

Contents

15.1 Tactical Communications
15.2 Handling Disputes (General)
15.3 Civil Disputes
15.4 Repossessions
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

15.1 TACTICAL COMMUNICATION

15.1.01 Verbal and Nonverbal Cues
15.1.02 Benefits of Tactical Communication
15.1.03 Demonstration of Tactical Communication
15.1.04 Deflection Techniques
15.1.05 Five-Step Process for Generating Voluntary Compliance

15.2 HANDLING DISPUTES (GENERAL)

15.2.01 Basic Responsibilities at the Scene of a Dispute
15.2.02 Social Service Organizations
15.2.03 Inherent Dangers to Officers
15.2.04 Separating Parties in a Dispute
15.2.05 Private Person Arrest Procedures
15.2.06 Use of Different Techniques
15.2.07 Handling a Dispute Situation

15.3 CIVIL DISPUTES

15.3.01 Agency Policy on Landlord-Tenant Disputes
15.3.02 California Law and Agency Procedures Regarding Landlord-Tenant Disputes
15.3.03 Agency Policy on Labor-Management Disputes
15.3.04 Policing Problems During Labor-Management Disputes
15.3.05 Small Claims Court
15.3.06 Handling a Civil Dispute

15.4 REPOSSESSIONS

15.4.01 Rules and Agency Policy Regarding Repossessions

SECTION 15 TACTICAL COMMUNICATION/CONFLICT RESOLUTION

CHECK ONE ONLY: ☐ **PHASE 1** ☐ **PHASE 2** ☐ **PHASE 3** ☐ **PHASE 4** ☐ **PHASE 5**

Trainee _____ FTO _____

15.1 TACTICAL COMMUNICATION

15.1.01 Verbal and Nonverbal Cues

The trainee shall discuss how tactical communication involves both professional demeanor and words (verbal and nonverbal cues).

Reference(s): LD #24 - Handling Disputes/Crowd Control

Case # *(If applicable)* **Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #320.5.9 - Conduct
DROPD Policy #345.12 - Training - Effective Communication

15.1.01 Part B - Agency Training Details *(field will expand automatically)*

15.1.02 Benefits of Tactical Communication

The trainee shall identify and explain the benefits of tactical communication, including:

A. Enhanced safety (reduced likelihood of physical confrontation and injury)

B. Enhanced professionalism (decreased citizen complaints, personal and professional stress, and civil liability)

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #345.12 - Training - Effective Communication

15.1.02 Part B - Agency Training Details *(field will expand automatically)*

15.1.03 Demonstration of Tactical Communication

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 violence).

Reference(s): LD #24 - Handling Disputes/Crowd Control

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #320 - Standards of Conduct

15.1.03 Part B - Agency Training Details *(field will expand automatically)*

15.1.04 Deflection Techniques

The trainee shall explain and demonstrate the ability to use deflection techniques in response to verbal abuse. Every word that follows "but" should be professional language that is goal directed. Examples might include:

A. "I appreciate that, but I need to see your driver's license, vehicle registration, and proof of insurance."

B. "I understand that, but I need you to move your vehicle."

Reference(s): LD #24 - Handling Disputes/Crowd Control

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.1.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

15.1.04 Part B - Agency Training Details *(field will expand automatically)*

15.1.05 Five-Step Process for Generating Voluntary Compliance

Given a scenario or an actual incident involving an uncooperative subject(s), the trainee shall be able to generate voluntary compliance using the five-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. For example,
"Is there anything I can say to gain your cooperation at this time?"

E. **Act** (Take appropriate action)

Reference(s): LD #24 - Handling Disputes/Crowd Control

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.1.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

15.1.05 Part B - Agency Training Details *(field will expand automatically)*

15.2 HANDLING DISPUTES (GENERAL)

15.2.01 Basic Responsibilities at the Scene of a Dispute

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 appropriate referrals
H. Considering arrest as a reasonable alternative if a crime has been committed

Reference(s): LD #24 - Handling Disputes/Crowd Control

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

15.2.01 Part B - Agency Training Details *(field will expand automatically)*

15.2.02 Social Service Organizations

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
B. Alcohol problems
C. Family counseling and child guidance
D. Drug problems
E. Humane Society/Society for the Prevention of Cruelty to Animals (SPCA)
F. Any additional city/county agencies or organizations

Reference(s): DROPD Reference Packet, County References

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.2.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

15.2.02 Part B - Agency Training Details *(field will expand automatically)*

15.2.03 Inherent Dangers to Officers

The trainee shall explain the inherent dangers to officers who enter the home of a family (or other occupants) involved in a dispute.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.2.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #320.5.10 - Safety

15.2.03 Part B - Agency Training Details *(field will expand automatically)*

15.2.04 Separating Parties in a Dispute

The trainee shall explain the advantages and disadvantages of separating parties in a dispute and gathering information from them individually.

Reference(s): LD #24 - Handling Disputes/Crowd Control

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.2.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

15.2.04 Part B - Agency Training Details *(field will expand automatically)*

15.2.05 Private Person Arrest Procedures

The trainee shall explain private person arrest procedures at disputes.

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.2.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #331.3 - Arrest by Private Persons

15.2.05 Part B - Agency Training Details *(field will expand automatically)*

15.2.06 Use of Different Techniques

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 dispute
D. Loud parties/loud noise

Reference(s): LD #24 - Handling Disputes/Crowd Control

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.2.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DROPD Policy #320.5.10 - Safety

15.2.06 Part B - Agency Training Details *(field will expand automatically)*

15.2.07 Handling a Dispute Situation

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(s): LD #24 - Handling Disputes/Crowd Control

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.2.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DOPD Policy #320.5.10 - Safety

15.2.07 Part B - Agency Training Details *(field will expand automatically)*

15.3 CIVIL DISPUTES

15.3.01 Agency Policy on Landlord-Tenant Disputes

The trainee shall review and explain the agency's policy on handling landlord-tenant disputes.

Reference(s): State Landlord - Tenant laws

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.3.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

15.3.01 Part B - Agency Training Details *(field will expand automatically)*

15.3.02 California Law and Agency Procedures Regarding Landlord-Tenant Disputes

The trainee shall identify and explain California law (civil and criminal) 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(s): LD #24 - Handling Disputes/Crowd Control, Chapter 3

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.3.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

15.3.02 Part B - Agency Training Details *(field will expand automatically)*

15.3.03 Agency Policy on Labor-Management Disputes

The trainee shall review and explain the agency's policy on labor-management disputes.

Reference(s): LD #24 - Handling Disputes/Crowd Control

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.3.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

15.3.03 Part B - Agency Training Details *(field will expand automatically)*

15.3.04 Policing Problems During Labor-Management Disputes

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
E. Trespasses

Reference(s): LD #24 - Handling Disputes/Crowd Control

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.3.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

15.3.04 Part B - Agency Training Details *(field will expand automatically)*

15.3.05 Small Claims Court

The trainee shall explain the role of the small claims court relative to civil disputes.

Reference(s): Information on Small Claims Court: https://www.dca.ca.gov/publications/small_claims/basic_info.shtml#what

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.3.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

15.3.05 Part B - Agency Training Details *(field will expand automatically)*

15.3.06 Handling a Civil Dispute

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(s): LD #24 - Handling Disputes/Crowd Control

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.3.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

15.3.06 Part B - Agency Training Details *(field will expand automatically)*

15.4 REPOSSESSIONS

15.4.01 Rules and Agency Policy Regarding Repossessions

The trainee shall explain and discuss the general rules and agency policies regarding property repossessions. These shall minimally include:

A. What property is subject to repossession
B. Who may make a repossession
C. To what lengths a repossessor may go
D. When a repossession is complete

Reference(s): http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=CIV&sectionNum=2983.2.

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

15.4.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

15.4.01 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 15: Tactical Communication/Conflict Resolution

ATTESTATION FOR SECTION 15

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

X _____

Primary Field Training Officer: Print Full Name: _____

X _____

Trainee: Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   b. Below each table:
      – *Part A:* Enter applicable references from your agency's Policies & Procedure Manual.
      – *Part B:* Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   b. Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   d. Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 16
Traffic

16.1 – 16.5 COMPETENCY REQUIREMENTS

Contents

16.1 Vehicle Codes
16.2 Impounding/Storing Vehicles
16.3 Vehicle Collisions
16.4 Traffic Control/Direction
16.5 Driving Under the Influence (DUI)
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

6.1 VEHICLE CODES

16.1.01 Vehicle Code Laws
16.1.02 Vehicle Code Terminology
16.1.03 Vehicle Code Authority to Arrest
16.1.04 Common Vehicle Code Violations
16.1.05 Enforcement Options
16.1.06 Completing a Citation
16.1.07 Promise to Appear

16.2 IMPOUNDING/STORING VEHICLES

16.2.01 Agency Policy Regarding Tows
16.2.02 Towing Authorities
16.2.03 Impounds from Public or Private Property
16.2.04 Handling a Vehicle Impound/Storage

16.3 VEHICLE COLLISIONS

16.3.01 Preventing Accidents
16.3.02 Primary Duties at Traffic Accident Scene
16.3.03 Agency Policy Regarding Collision Investigations
16.3.04 Removing Vehicles from the Highway
16.3.05 Mandatory Investigations
16.3.06 Collision Investigation Terminology
16.3.07 Factual Diagram
16.3.08 Types of Physical Evidence
16.3.09 Collision Investigation Information
16.3.10 Handling a Traffic Collision

16.4 TRAFFIC CONTROL/DIRECTION

16.4.01 Traffic Hand Signals
16.4.02 Directing Traffic Using a Flashlight
16.4.03 Use of Flares
16.4.04 Demonstrating Appropriate Traffic Control

16.5 DRIVING UNDER THE INFLUENCE (DUI)

16.5.01 Recognizing Suspected DUI Drivers
16.5.02 Sobriety Tests
16.5.03 Chemical Tests
16.5.04 Chemical Test Refusals
16.5.05 DUI Report Forms
16.5.06 Handling a Driving Under the Influence Case

SECTION 16 TRAFFIC

CHECK ONE ONLY: ☐ PHASE 1 ☐ PHASE 2 ☐ PHASE 3 ☐ PHASE 4 ☐ PHASE 5

Trainee _____ FTO _____

16.1 VEHICLE CODES

16.1.01 Vehicle Code Laws

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.1.01 Part B - Agency Training Details *(field will expand automatically)*

16.1.02 Vehicle Code Terminology

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
L. Pedestrian

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.1.02 Part B - Agency Training Details *(field will expand automatically)*

16.1.03 Vehicle Code Authority to Arrest

The trainee shall review and explain the elements of vehicle code sections giving authority to arrest.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.1.03 Part B - Agency Training Details *(field will expand automatically)*

16.1.04 Common Vehicle Code Violations

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 license 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. Equipment violations
N. Fleeing/evading an officer
O. Reckless driving
P. Seatbelt violations
Q. Other public offenses

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.1.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.1.04 Part B - Agency Training Details *(field will expand automatically)*

16.1.05 Enforcement Options

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

A. Verbal warning
B. Issuing a citation
C. Physical Arrest

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.1.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #500.4 ENFORCEMENT

16.1.05 Part B - Agency Training Details *(field will expand automatically)*

16.1.06 Completing a Citation

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.1.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #500.4.2 CITATIONS

16.1.06 Part B - Agency Training Details *(field will expand automatically)*

16.1.07 Promise to Appear

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.1.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #500.4.2 CITATIONS

16.1.07 Part B - Agency Training Details *(field will expand automatically)*

16.2 IMPOUNDING/STORING VEHICLES

16.2.01 Agency Policy Regarding Tows

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #502.2 STORAGE AND IMPOUNDS

16.2.01 Part B - Agency Training Details *(field will expand automatically)*

16.2.02 Towing Authorities

The trainee shall identify and explain situations where he or she may have the authority to remove, store, and/or impound vehicles, including:

A. Abandoned vehicles – VEH 22669(a)
B. Traffic hazards– VEH 22651(b)
C. Incident to an arrest– VEH 22651(h)
D. Stored for safekeeping – VEH 22651(g)
E. Stolen, recovered, and not released in the field – VEH 22651(c) and VEH 22653(a)
F. Held for investigation –VEH 22655.5
G. Involved in hit and run – VEH 22655 or VEH 22653(b)
H. VIN removed – VEH 10751
I. Held for operation by unlicensed driver – VEH 22651(p)

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.2.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #502.2 STORAGE AND IMPOUNDS

16.2.02 Part B - Agency Training Details *(field will expand automatically)*

16.2.03 Impounds from Public or Private Property

The trainee shall discuss the legal authorities and instances, which permit an officer to remove, impound, and/or store a vehicle from public and/or private property.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.2.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #502.2 STORAGE AND IMPOUNDS

16.2.03 Part B - Agency Training Details *(field will expand automatically)*

16.2.04 Handling a Vehicle Impound/Storage

Given an incident in which a vehicle is to b e 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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.2.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #502.2 STORAGE AND IMPOUNDS

16.2.04 Part B - Agency Training Details *(field will expand automatically)*

16.3 VEHICLE COLLISIONS

16.3.01 Preventing Accidents

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 inter-agency relationships with road/street department, public works, planning, and traffic safety commission.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.3.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.3.01 Part B - Agency Training Details *(field will expand automatically)*

16.3.02 Primary Duties at Traffic Accident Scene

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 (away from flammable materials, spilled fuel, etc.)
D. Ascertaining the need for medics/ambulance service
E. Considering the need for tow services
F. Determining the need for further assistance

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.3.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #501 TRAFFIC COLLISION

16.3.02 Part B - Agency Training Details *(field will expand automatically)*

16.3.03 Agency Policy Regarding Collision Investigations

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

Reference(s):									**Case #** *(If applicable)*	**Incident #**
	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**		
	Signature	Date	Signature	Date		Signature	Date			
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test		
Trainee:										

Comments:

Additional Information:

16.3.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #501 TRAFFIC COLLISION

16.3.03 Part B - Agency Training Details *(field will expand automatically)*

16.3.04 Removing Vehicles from the Highway

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.3.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.3.04 Part B - Agency Training Details *(field will expand automatically)*

16.3.05 Mandatory Investigations

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 accidents
B. Hit and run accidents
C. Accidents involving suspected drunk drivers
D. Accident involving city, county, or state property

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.3.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #501.3 REPORTING SITUATIONS

16.3.05 Part B - Agency Training Details *(field will expand automatically)*

16.3.06 Collision Investigation Terminology

The trainee shall review and discuss the terms relevant to traffic collision investigations, to include:

A. **Accident or Collision** – An unintentional event that causes damage, injury, or death

B. **Area of Impact** – The geographical location at which the involved parties came into contact, as a result of the vehicle collision, with one another, another object, or a surface

C. **Classification of Injuries** – Complaint of pain, fatal injury, severe injury, and other visible injuries

D. **Coefficient of Friction** – Measure of adhesion between two surfaces (e.g., a tire and the roadway); the lower the coefficient of friction, the more slippery the road surface

E. **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

F. **In Transport** – The state or condition of a vehicle when it is in use primarily for moving persons or property (including the vehicle itself) from one to place to another

G. **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)

H. **Primary Collision Factor** – The one element or driving action, which in the officer's opinion best describes the primary or main cause of the collision

I. **Witness** – A person other than an involved party or a passenger who can provide information relevant to the accident

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.3.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.3.06 Part B - Agency Training Details *(field will expand automatically)*

16.3.07 Factual Diagram

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. Measurement of the scene in proportion, but not necessarily to scale
C. Use of appropriate illustrations
D. Determining the area of impact and the point of rest

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Additional Information:

16.3.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.3.07 Part B - Agency Training Details *(field will expand automatically)*

16.3.08 Types of Physical Evidence

The trainee shall identify types of physical evidence 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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.3.08 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.3.08 Part B - Agency Training Details *(field will expand automatically)*

16.3.09 Collision Investigation Information

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.3.09 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.3.09 Part B - Agency Training Details *(field will expand automatically)*

16.3.10 Handling a Traffic Collision

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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.3.10 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.3.10 Part B - Agency Training Details *(field will expand automatically)*

16.4 TRAFFIC CONTROL/DIRECTION

16.4.01 Traffic Hand Signals

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

A. Stop
B. Start
C. Keep moving
D. Turn right
E. Turn left
F. Make a U-turn

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.4.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.4.01 Part B - Agency Training Details *(field will expand automatically)*

16.4.02 Directing Traffic Using a Flashlight

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.4.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.4.02 Part B - Agency Training Details *(field will expand automatically)*

16.4.03 Use of Flares

The trainee shall explain flare patterns, and be able to safely light and extinguish a flare.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.4.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.4.03 Part B - Agency Training Details *(field will expand automatically)*

16.4.04 Demonstrating Appropriate Traffic Control

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 presences of flammable materials and traffic flow.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.4.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.4.04 Part B - Agency Training Details *(field will expand automatically)*

16.5 DRIVING UNDER THE INFLUENCE (DUI)

16.5.01 Recognizing Suspected DUI Drivers

The trainee shall recognize and explain the common behaviors and driving patterns of a person suspected of driving under the influence.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.5.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

DRO PD Policy #504 IMPAIRED DRIVING

16.5.01 Part B - Agency Training Details *(field will expand automatically)*

16.5.02 Sobriety Tests

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.5.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #504 IMPAIRED DRIVING

16.5.02 Part B - Agency Training Details *(field will expand automatically)*

16.5.03 Chemical Tests

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.5.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #504 IMPAIRED DRIVING

16.5.03 Part B - Agency Training Details *(field will expand automatically)*

16.5.04 Chemical Test Refusals

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.5.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

DRO PD Policy #504 IMPAIRED DRIVING

16.5.04 Part B - Agency Training Details *(field will expand automatically)*

16.5.05 DUI Report Forms

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

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.5.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.5.05 Part B - Agency Training Details *(field will expand automatically)*

16.5.06 Handling a Driving Under the Influence Case

Given a situation where a vehicle operator may be driving under the influence, 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(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

16.5.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

16.5.06 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 16: Traffic

ATTESTATION FOR SECTION 16

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   - Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   - Below each table:
     Part A: Enter applicable references from your agency's Policies & Procedure Manual.
     Part B: Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   - Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   - Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   - Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   - Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 17

Self-Initiated Activity

17.1 COMPETENCY REQUIREMENTS

Contents

17.1 Types of Activities
List of Subtopics
Attestation
Instructions to Administrators
Instructions to FTOs

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

17.1 TYPES OF ACTIVITIES

17.1.01 Vehicle Stops
17.1.02 Pedestrian Stops
17.1.03 Directed Patrol
17.1.04 Arrests
17.1.05 Other Activities

SECTION 17 SELF-INITIATED ACTIVITY

CHECK ONE ONLY: ☐ **PHASE 1** ☐ **PHASE 2** ☐ **PHASE 3** ☐ **PHASE 4** ☐ **PHASE 5**

Trainee _____ FTO _____

17.1 TYPES OF ACTIVITIES

17.1.01 Vehicle Stops

The trainee shall explain the necessity of and demonstrate proficiency in the performance of self-initiated vehicle stops to minimally include:

A. Investigative stops

B. Traffic enforcement

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

17.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

Field Training Officer and Trainee will discuss.

17.1.01 Part B - Agency Training Details *(field will expand automatically)*

17.1.02 Pedestrian Stops

The trainee shall explain the necessity of and demonstrate proficiency in the performance of self-initiated pedestrian stops to minimally include:

A. Suspicious persons
B. Consensual encounters
C. Enforcement of pedestrian related violations

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

17.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

Field Training Officer and Trainee will discuss.

17.1.02 Part B - Agency Training Details *(field will expand automatically)*

17.1.03 Directed Patrol

The trainee shall explain the necessity of and demonstrate proficiency in the performance of self-initiated directed patrol to minimally include:

A. Gang area / Gang activities
B. DUI enforcement
C. Illegal vendors
D. Pattern crimes
E. COPS/POP projects, School programs

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

17.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

Field Training Officer and Trainee will discuss.

17.1.03 Part B - Agency Training Details *(field will expand automatically)*

17.1.04 Arrests

The trainee shall explain the necessity of and demonstrate proficiency in the performance of self-initiated arrests to minimally include:

A. Misdemeanors
B. Felonies
C. Others (e.g. Municipal codes, local ordinances)

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

17.1.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

17.1.04 Part B - Agency Training Details *(field will expand automatically)*

17.1.05 Other Activities

The trainee shall explain the need and demonstrate proficiency in additional self-initiated activities to minimally include:

A. Field interview (FI) cards
B. Bar checks
C. Curfew violators
D. Suspicious circumstances
E. Additional agency-specific activities (listed below if applicable)

Reference(s):								**Case #** *(If applicable)*	**Incident #**
	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**	
	Signature	Date	Signature	Date		Signature	Date		
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test	
Trainee:									

Comments:

Additional Information:

17.1.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☒ N/A

17.1.05 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 17: Self-Initiated Activity

ATTESTATION FOR SECTION 17

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (https://www.post.ca.gov/field-training--police-training.aspx). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. ***Front cover*** *(optional):* To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. ***For each section (1–18):***
   a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
   b. Below each table:
      – *Part A:* Enter applicable references from your agency's Policies & Procedure Manual.
      – *Part B:* Enter your agency's training details.
4. ***After completing ALL sections (1–18),*** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
   1) **Your completed FTP Guide**
   2) **FTP Approval Checklist** (POST Form 2-230)
      NOTE: Guides submitted without this form *will NOT be reviewed*.
   3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Basic Training Bureau (BTB)
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. ***Set up:*** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. ***Tracking your training sessions:***
   a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
   b. Enter any note-worthy comments related to the trainee's performance.
3. ***If trainee requires remedial training:***
   c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
   d. Enter any additional note-worthy comments related to the trainee's performance.
4. ***Attestation:*** After all competencies have been performed, including any remedial training, the primary FTO and Trainee MUST enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section

SECTION 18

Agency-Specific Activities

18.1 COMPETENCY REQUIREMENTS

Contents

18.1 Types of Activities
List of Subtopics
Attestation
Instructions for Section 18 only
Instructions to Administrators
Instructions to FTOs
Add-on Table

Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

1) The POST FTP Approval Checklist (Form 2-230)
2) Your department's *Policy & Procedure Manual*
3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

LIST OF SUBTOPICS

18.1 TYPES OF ACTIVITIES

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18.1.02 Activity:
18.1.03 Activity:
18.1.04 Activity:
18.1.05 Activity:
18.1.06 Activity:
18.1.07 Activity:
18.1.08 Activity:
18.1.09 Activity:
18.1.10 Activity:
18.1.11 Activity:
18.1.12 Activity:

INSTRUCTIONS FOR SECTION 18 ONLY
(See additional instructions for Administrators and FTOs at end of file)

PORTIONS OF THIS FILE ARE NOT PROTECTED.
USE CAUTION WHEN EDITING TO PREVENT ALTERING THE LAYOUT.

Section 18 contains four "blank" tables. Fill in the agency-specific activities and descriptions for each subtopic entered. The space provided for descriptions will expand automatically.

To add new table(s):

The last page of this file contains an add-on table for additional activities.

1. Create blank space for the new table after the last activity entered (press RETURN at least twice).
2. Select the entire add-on table, *including* the blank line below the "Additional Information" boxes and choose copy.
3. Go to the desired location and paste the table within the blank space created.

To remove table(s):

Select the entire table, *including* the blank line below the "Additional Information" boxes, and press delete.

Useful links: The following links access California legislative codes and U.S.

SECTION 18 AGENCY-SPECIFIC ACTIVITIES

CHECK ONE ONLY: ☐ **PHASE 1** ☐ **PHASE 2** ☐ **PHASE 3** ☐ **PHASE 4** ☐ **PHASE 5**

Trainee _____ FTO _____

18.1 TYPES OF ACTIVITIES

The trainee shall explain the necessity of, and demonstrate proficiency in, the performance of agency-specific activities to minimally include the following.

18.1.01 Activity:

[Replace this text with description]

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

18.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

18.1.01 Part B - Agency Training Details *(field will expand automatically)*

18.1.02 Activity:

[Replace this text with description]

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

18.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

18.1.02 Part B - Agency Training Details *(field will expand automatically)*

18.1.03 Activity:

[Replace this text with description]

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

18.1.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

18.1.03 Part B - Agency Training Details *(field will expand automatically)*

18.1.04 Activity:

[Replace this text with description]

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

18.1.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

18.1.04 Part B - Agency Training Details *(field will expand automatically)*

Add-on Table

18.1.05 Activity:

[Replace this text with description]

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

18.1.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

18.1.05 Part B - Agency Training Details *(field will expand automatically)*

Add-on Table

18.1.06 Activity:

[Replace this text with description]

Reference(s):

Case # *(If applicable)*

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

18.1.06 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

18.1.06 Part B - Agency Training Details *(field will expand automatically)*

Add-on Table

18.1.07 Activity:

[Replace this text with description]

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

18.1.07 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

18.1.07 Part B - Agency Training Details *(field will expand automatically)*

18.1.08 Activity:

[Replace this text with description]

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

18.1.08 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

18.1.08 Part B - Agency Training Details *(field will expand automatically)*

18.1.09 Activity:

[Replace this text with description]

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

18.1.09 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

18.1.09 Part B - Agency Training Details *(field will expand automatically)*

18.1.10 Activity:

[Replace this text with description]

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		**Competency Demonstrated**		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

18.1.10 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

18.1.10 Part B - Agency Training Details *(field will expand automatically)*

18.1.11 Activity:

[Replace this text with description]

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

18.1.11 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

18.1.11 Part B - Agency Training Details *(field will expand automatically)*

18.1.12 Activity:

[Replace this text with description]

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Trainee:								

Comments:

Additional Information:

18.1.12 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

18.1.12 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 18: Agency-Specific Activities

ATTESTATION FOR SECTION 18

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

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1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
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3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

X_____

Primary Field Training Officer: Print Full Name: _____

X_____

Trainee: Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

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      NOTE: Guides submitted without this form *will NOT be reviewed*.
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5. MAIL YOUR ELECTRONIC MEDIA TO:
   Commission on POST
   860 Stillwater Road, Suite 100
   West Sacramento, CA 95605
   Attn: Phil Caporale – BTB
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

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3. ***If trainee requires remedial training:***
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End Section

CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Basic Course Workbook Series

Student Materials

Learning Domain 37
People with Disabilities
Version 6.0

Basic Course Workbook Series
Student Materials
Learning Domain 37
People with Disabilities
Version 6.0

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From POST's Web Site:
www.post.ca.gov
Go to Ordering Student Workbooks

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THE ACADEMY TRAINING MISSION

The primary mission of basic training is to prepare students mentally, morally, and physically to advance into a field training program, assume the responsibilities, and execute the duties of a peace officer in society.

FOREWORD

The California Commission on Peace Officer Standards and Training sincerely appreciates the efforts of the many curriculum consultants, academy instructors, directors and coordinators who contributed to the development of this workbook. We must also thank the California law enforcement agency executives who allowed their personnel to participate in the development of these training materials.

This student workbook is part of the POST Basic Course Training System. The workbook component of this system provides a self-study document for every learning domain in the Basic Course. Each workbook is intended to be a supplement to, not a substitute for, classroom instruction. The objective of the system is to improve academy student learning and information retention and ultimately contribute to you becoming a peace officer committed to safety, and to the communities you will serve.

The content of each workbook is organized into sequenced learning modules to meet requirements as prescribed both by California law and the POST Training and Testing Specifications for the Basic Course.

It is our hope that the collective wisdom and experience of all who contributed to this workbook will help you, the student, to successfully complete the Basic Course and to enjoy a safe and rewarding career as a peace officer.

STEPHANIE C. SCOFIELD
Interim Executive Director

LD 37: People with Disabilities

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Preface

Introduction

Student workbooks

The student workbooks are part of the POST Basic Course Instructional System. This system is designed to provide students with a self-study document to be used in preparation for classroom training.

Regular Basic Course training requirement

Completion of the Regular Basic Course is required, prior to exercising peace officer powers, as recognized in the California Penal Code and where the POST-required standard is the POST Regular Basic Course.

Student workbook elements

The following elements are included in each workbook:

- chapter contents, including a synopsis of key points
- supplementary material
- a glossary of terms used in this workbook

How to Use the Student Workbook

Introduction

This workbook provides an introduction to the training requirements for this Learning Domain. It is intended to be used in several ways: for initial learning prior to classroom attendance, for test preparation, and for remedial training.

Workbook format

To use the workbook most effectively, follow the steps listed below.

Step	Action
1	Begin by reading the: Preface and How to Use the Workbook, which provide an overview of how the workbook fits into the POST Instructional System and how it should be used
2	Refer to the Chapter Synopsis at the end of each chapter to review the key points that support the chapter objectives
3	Read the text
4	Complete the Workbook Learning Activities at the end of each chapter. These activities reinforce the material taught in the chapter
5	Refer to the Glossary for a definition of important terms. The terms appear throughout the text and are bolded and underlined the first time they appear (e.g., **term**)

Chapter 1

Disability Laws

Overview

Learning need

Peace officers must understand the laws affecting, and the peace officers responsibility to protect, the rights of people with disabilities.

Learning objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• State the intent of the Americans with Disabilities Act of 1990	37.01.13
• Recognize the role of peace officers when interacting with a person with a disability – Applying culturally responsible community policing principles – Reducing stigma – Increasing and maintaining peace officer and public safety	37.01.15

Continued on next page

Overview, Continued

In this chapter

This chapter focuses on understanding the laws protecting the rights of people with disabilities. Refer to the chart below for specific topics.

Topic	See Page
Americans with Disabilities Act	1-3
Types of Disabilities	1-5
Peace Officer Interactions with People with Disabilities	1-7
Chapter Synopsis	1-9
Workbook Leaning Activities	1-10

Continued on next page

Americans with Disabilities Act

Introduction

The **Americans with Disabilities Act** (ADA) of 1990 *(42 US Code 2101 et seq.*) and the Rehabilitation Act of 1973, Section 504, were written to provide clear and comprehensive mandates for the elimination of discrimination against individuals with mental and physical impairments.

> *"No qualified individual with a disability shall, on the basis of the disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by the public entity."*

Guidelines offered by ADA

The guidelines offered by ADA are separated under five categories.

- Employment
- State and Local Government
- Transportation
- Public Accommodations
- Telecommunications

In law enforcement, the ADA is used as a guide for the development of agency specific policies.

Impact on law enforcement

The ADA applies to all law enforcement facilities (including local detention facilities). Not only must these facilities be accessible to the general public but accommodations must be made for inmates with specified disabilities.

Continued on next page

Impact on law enforcement (continued)

Individual agencies are responsible for addressing issues such as, but not limited to:

- providing qualified and certified sign language translators to ensure proper communication (e.g., Miranda admonishments, interviews, etc.)
- having TDD availability for phone calls from law enforcement facilities
- transporting individuals with disabilities who require special equipment (e.g., wheelchairs, lifts, ramps, tie downs in vans, ramps, etc.)
- protecting arrested people with disabilities from exploitation by other prisoners
- instituting specific procedures for emergency evacuation
- providing special accommodations (e.g., showers, toilets, etc.)

Community policing

For many years, people with disabilities struggled to live in a world that paid them little attention. It was assumed that they had to manage somehow on their own. The Americans with Disabilities Act (ADA) was legislated to ensure that people with disabilities are provided equal opportunity and access to services. The ADA has caused law enforcement to modify their response to incidents involving those with disabilities. People with disabilities are entitled to protection and services that are equal to the general population even if providing that level of protection and service requires additional effort. In addressing special needs, we should be careful not to confuse special with equal.

Leadership

Learning the behavior signs and indicators of various special conditions can assist officers in identifying the proper intervention to bring the situation to a quick and safe conclusion. Take control of a situation by using proper communication techniques for people with disabilities.

Agency policy

Officers should become familiar with their own agency's policies and guidelines for compliance with the Americans with Disabilities Act.

Types of Disabilities

Introduction

A **disability** may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these. A disability may be present from birth, or occur during a person's lifetime. People with disabilities have the same constitutional rights and protections as everyone else.

Disability

To understand the laws pertaining to people with disabilities, peace officers must first understand what the term disability means:

A physical or mental impairment that substantially limits a person from actively taking part in one or more **major life activities**, has a record of a physical or mental impairment, or is regarded as having a physical or mental impairment.

A major life activity can be any one of the major functions that an average person can perform with little or no difficulty. These include, but are not limited to:

- walking
- seeing
- hearing
- speaking
- breathing
- learning
- performing manual tasks
- thinking or concentrating
- interacting with others
- working

Continued on next page

Types of Disabilities, Continued

Physical/ developmental disability

A disability is a functional limitation. There are two types of disabilities:

- **Physical disabilities**
  Limitations can include but not be limited to:
  - deaf or hard of hearing
  - visual impairment
  - neurologically based disorders (e.g., Alzheimer's disease, brain or spinal cord injury, etc.)
  - other physical impairments (e.g., amputation, etc.)

- **Developmental disabilities**
  Limitations can include but not be limited to:
  - intellectual disability
  - cerebral palsy
  - epilepsy
  - autism spectrum disorder
  - other disabling conditions (e.g., Down's Syndrome, Tourette's Syndrome, etc.)

Mental disability

A **mental disability** refers to a group of disorders that can cause disturbances in thinking, feeling, or relating to others. They often result in an inability to cope with the ordinary demands of life.

The two primary categories of mental disability are:

- thought disorders (e.g., **Schizophrenia** or other psychotic disorders)
- mood disorders (e.g., bipolar or major depression)

Peace Officer Interactions with People with Disabilities

Introduction

Any type of call for peace officer assistance may potentially involve a person with a disability. In day-to-day contact, officers must not allow stereotypes or prejudices to cloud decisions on intervention, investigation and enforcement.

Role of the peace officer

Although it is not the role of or within the capacity of peace officers to attempt to diagnose a person's disability, officers need to recognize cues and other indicators in order to make appropriate decisions regarding intervention strategies.

In order to reduce stigma, the officer should avoid prejudging the contact and remain aware of an underlying disability. It is every peace officer's responsibility to treat everyone with respect and integrity no matter what their disability, race, creed, gender identity, or religion.

To the extent possible, responding officers should observe the behavior exhibited by the person in an effort to determine *what is happening* and *what might be prompting the observed behavior*.

Victims and witnesses

If an officer suspects or concludes that a victim of or witness to a criminal act is a person with a disability, the officer should consider the person's special needs.

Initial contact

People with disabilities are capable of committing crimes. They are not relieved from their obligation to obey the law.

Officers should treat a person who has a disability with the same caution that they would use with any other suspect regarding judgments about enforcement of the law and personal safety. Although the individual may have a disability, that individual may still be capable of injuring the officer.

Once the scene is stabilized and there is no threat to life then the officer has a duty to reasonably accommodate the person's disability, but not before. (*Hainze v Richards, No. 99-50222, 207 F 3d 795 [5th Cir. 2000]*)

Continued on next page

Agency policy

Specific procedures will depend upon agency policies and the availability of resources and equipment. It is each officer's responsibility to become familiar with and comply with all departmental or agency specific policies and guidelines regarding arrest, restraint, documentation, and resources and referral information regarding people with disabilities.

Chapter Synopsis

Learning need	Peace officers must understand the laws affecting, and the peace officers responsibility to protect, the rights of people with disabilities.
Americans with Disabilities Act of 1990 [37.01.13]	The Americans with Disabilities Act of 1990 *(42 US Code 2101 et seq.)* and the Rehabilitation Act of 1973, Section 504, were written to provide clear and comprehensive mandates for the elimination of discrimination against individuals with mental and physical impairments. "No qualified individual with a disability shall, on the basis of the disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by the public entity."
Peace Officer interactions with people with disabilities [37.01.15. 37.01.16]	Any type of call for peace officer assistance may potentially involve a person with a disability. Officers must not allow stigmas, stereotypes, or prejudices to cloud decisions on intervention, investigation, and/or enforcement.

Workbook Learning Activities

Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity questions

1. Think back on your activities and the places you have been over the last seven days. In what ways has the Americans with Disabilities Act impacted the facilities in which you have been, the actions you have taken, or the individuals with whom you have interacted? List at least three ways the Americans with Disabilities Act has had an impact on law enforcement officers' actions.

2. Describe the differences between a physical disability and a mental disability.

Chapter 2

Intellectual/Developmental Disabilities

Overview

Learning need

In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with intellectual/developmental disabilities (I/DD).

Learning objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	**Objective ID**
• State the intent of the Lanterman Developmental Disabilities Services Act *(Welfare and Institutions Code Sections 4500 et. seq.)*	37.02.11
• Define the term intellectual/developmental disability	37.02.12
• Recognize general behavioral indicators associated with all intellectual/developmental disabilities	37.02.13
• Recognize behavioral indicators specifically associated with the following intellectual/developmental disabilities:	
- Intellectual Disability (including Down Syndrome)	37.02.14
- Cerebral Palsy	37.02.15
- Autism Spectrum Disorder	37.02.16
- Epilepsy	37.02.17

Continued on next page

Learning objectives (continued)

After completing study of this chapter, the student will be able to:	Objective ID
• Recognize appropriate peace officer response(s) during field contacts with people with the following intellectual/developmental disabilities: - Intellectual Disability (including Down Syndrome) - Cerebral Palsy - Autism Spectrum Disorder - Epilepsy	 37.02.18 37.02.19 37.02.20 37.02.21
• Recognize the causes and nature of intellectual/developmental disabilities	37.02.22
• Discuss the referral process and state/local resources available to people with intellectual/developmental disabilities	37.02.23

In this chapter

This chapter focuses on peace officer interactions with people with developmental disabilities. Refer to the chart below for specific topics.

Topic	See Page
Lanterman Developmental Disabilities Services Act	2-3
People with Intellectual/Developmental Disabilities	2-5
Intellectual Disability	2-7
Cerebral Palsy	2-14
Autism Spectrum Disorder	2-19
Epilepsy	2-24
Resources and Referrals	2-27
Chapter Synopsis	2-28
Workbook Learning Activities	2-29

Lanterman Developmental Disabilities Services Act

Introduction

The Lanterman Developmental Disabilities Services Act was written to establish the State of California's responsibility for, and the coordination of, services for people with Intellectual/Developmental Disabilities (I/DD). The author's intent was to maximize, to the extent feasible, the services available throughout the state and to prevent the dislocation of people with I/DD from their home communities. These services are coordinated statewide through a system of 21 regional centers.

Regional centers offer the following services in part:

- Case management
- Emergency/residential relocation
- Forensic/functional capacity assessments
- Independent living services
- Medical authorization/medical support
- Alternative sentencing options
- Cost of transportation/housing/special diets

NOTE: These facilities are non-crisis and non-medical.

Protections of the law

People with developmental disabilities have the same legal rights guaranteed to all individuals by the state and federal Constitutions as well as the laws of the State of California.

People with developmental disabilities may be under conservatorship. This may impact their legal rights.

I/DD

A **developmental disability** means a disability which:

- manifests before an individual attains age 18
- continues, or can be expected to continue, indefinitely
- constitutes a substantial disability for that individual *(Welfare and Institutions Code Section 4512(a))*

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Developmental disability (continued)

The Lanterman Developmental Disabilities Services Act includes, but is not limited to people with:

- intellectual disability
- cerebral palsy
- autism spectrum disorder
- epilepsy

Impact on law enforcement

The Lanterman Developmental Disabilities Services Act is not written specifically for law enforcement application; however, it does impact law enforcement agencies and department policies and guidelines.

One of the rights noted in the Lanterman Developmental Disabilities Services Act is the right to be free from harm, *including unnecessary physical restraint.*

NOTE: Additional information regarding peace officer interactions with people with developmental disabilities is offered in later chapters of this workbook.

Agency policy

Officers are responsible for being aware of and abiding by their own agency policies and guidelines for restraining people with developmental disabilities.

People with Intellectual/Developmental Disabilities

Introduction

Intellectual/developmental disabilities originate before adulthood (age 18) and continue throughout the person's lifetime. A person's ability to communicate, comprehend, move about, and generally interact within the community depends on the nature and severity of the disability. Depending on that individual's specific abilities and needs, standard law enforcement procedures may have to be adjusted when officers interact with people with developmental disabilities.

General indicators

The behaviors associated with intellectual/developmental disabilities vary by individual and the type and extent of each specific disability.

General behavioral indicators can include, but are not limited to:

- confusion and/or disorientation
- slow response to commands/directions/questions
- slurred speech and/or other speech disorders
- muscle control difficulty
- limited mobility
- seizure disorders
- lethargy
- self-endangering behavior
- inappropriate responses to a situation
- lack of awareness of dangerous situations
- inability to understand and/or respond to commands, directions, and questions
- sensitivity to touch/sound

NOTE: Behavioral indicators for specific disabilities are noted in later portions of this chapter.

Continued on next page

Field contacts

The behavior of a person with a developmental disability can be misinterpreted by the reporting party and by responding officers. If possible, officers should take time to observe the behaviors exhibited by the person in an effort to determine possible reasons for the person's behavior.

Example: A person with cerebral palsy may have slow and/or slurred speech, move with jerky motions, or have an erratic gait. At first observation, it might be falsely assumed that the person is under the influence of alcohol or drugs.

Intellectual Disability

Introduction

Intellectual disability, formerly mental retardation, is characterized by below-average intelligence or cognitive ability and a lack of skills necessary for day-to-day living. People with intellectual disabilities can and do learn new skills, but they learn them more slowly. There are varying degrees of intellectual disability, from mild to profound.

Intellectual disability is *not* the same as mental illness.

Behavioral indicators

The following table identifies several behavioral cues and indicators which may lead an officer to believe that a person is affected by intellectual disability.

Indicators	Additional Information
Impaired Communication	• Has difficulty understanding or answering questions • Mimics responses or answers • Has difficulty with abstract concepts or reasoning • Has limited vocabulary • Takes a longer time to answer questions
Shortened Attention Span	• Is easily distracted • Has difficulty sticking to a subject • May appear to be fascinated by shiny objects (e.g., an officer's badge, safety lights)
Poor Sense of Time	• May not be able to judge how much time has passed since an event

Continued on next page

Behavioral indicators (continued)

Indicators	Additional Information
Immature Social Relationships	• Drawn to younger people or children for friends • Is easily influenced by others • Tries hard to please others • Is vulnerable to threats and coercion NOTE: Because of their desire to be accepted into the group, individuals may unwittingly involve themselves with criminal activities and become the "scapegoat" for others.
Overly Compliant	• Is overly willing to confess • Agrees with everything, even if statements are contradictory
Difficulty with Simple Tasks	• Completing daily task (hygiene) • Finding telephone numbers in a book • Using a phone • Dealing with money • Using public transportation if different from a routine, memorized route
Poor Understanding of Consequences of Actions	• May act impulsively • May not differentiate between appropriate and inappropriate behavior for a given situation (e.g., attempting to touch/grabbing safety equipment) • Not recognizing appropriate boundaries

NOTE: Approximately 90 percent of all individuals affected by intellectual disability are considered to be mildly impaired.

NOTE: Officers must always take into account that each individual is different and may have different levels of skills and abilities depending on the severity of the intellectual disability.

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Field contacts

An officer's course of action during a field contact with a person affected by intellectual disability will depend on that individual's mental capacity. The following table identifies many guidelines for officers.

Process	Guidelines
Initial Contact	• Approach in a calm and respectful manner • Be patient • Use simple language and ask short open ended questions • Speak slowly and clearly in a normal tone of voice • Do not exaggerate inflections or speak louder than normal • Proceed slowly; allow the individual to set the pace • Give praise and encouragement NOTE: Officers should keep in mind that the person may be extremely fearful and may appear to be uncooperative.
Instructions or Commands	• Give specific instructions • Verify the individual understands by repeating back information • Refrain from giving more than one command at a time

Continued on next page

Field contacts (continued)

Process	Guidelines
Evaluation	• Recognize cues that could identify possible causes for a behavior - Is the person exhibiting behaviors characteristic of a physical or developmental disability? - Is the person exhibiting behaviors characteristic of a mental illness? - Is the person under the apparent influence of alcohol or drugs? - If under the apparent influence of drugs, is it the result of illegal abuse or a reaction to prescribed medications?
Assessment	• Assess the safety level of the situation for: - the responding officers - the person being contacted - any nearby bystanders and members of the public • Do not automatically assume or dismiss criminal activity based on the individual's behavior • Look for: - subtle behavioral cues of impairments (e.g., slow thought process, difficulty speaking, confusion, not responding to questions, etc.)

Continued on next page

Field contacts (continued)

Process	Guidelines
Questioning	• Allow plenty of time for the individual to respond • If the individual does not understand, rephrase the questions using simpler terms • Ask for simple and clear descriptions (e.g., colors, clothing, etc.) • Ask open ended questions • Avoid questions regarding time or complex sequences • Avoid questions that deal with abstract ideas (e.g., "Why do you think he did that?") • Avoid questions that tell the person the answer that is expected (e.g., "You saw him take the purse, didn't you?") NOTE: Officers should be aware that the individual may attempt to answer questions in a way that would please the questioner rather than to communicate factual information.
Information Gathering	• Gather additional information regarding the person's condition from: - bystanders who may have observed the person's behavior over a span of time - family members or acquaintances - other forms of information that a person may carry (e.g., special ID cards in wallets, etc.)

NOTE: Officers should be aware that persons in positions of trust may be abusers.

Continued on next page

Field contacts (continued)

Process	Guidelines
Resolution Options	• Take appropriate steps to resolve the situation - Detention for evaluation - Cite and release - Referral to support services - Arrest - No action

NOTE: Each situation is distinctly different. Officers must learn the behavior patterns and characteristics for each in order to make an appropriate decision concerning intervention strategies.

Additional information regarding each is provided in later chapters of this workbook.

Arrests

If it becomes necessary to arrest a person affected by intellectual disability, officers need to take additional care to assure that the individual's legal rights are not violated. For example, the admissibility of statements or confessions may be brought into question if the individual did not clearly understand those rights.

Documentation

The questions asked, the individual's responses, and all officer actions (e.g., Miranda advisement) should be recorded in the investigating officer's field notes and subsequent report. This provides a written record establishing that the individual's legal rights were not violated and can help others in case preparation.

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Examples

(1) Officers were called to a public park in response to a complaint that a man was bothering young children on the playground. When the officers arrived, they saw a man laughing and playing with several young children. One officer called to the man who did not seem to notice and continued to play. The officer approached the man and asked him what he was doing. When the man saw the officer, he became fearful and slowly backed away as the officer approached. The officer continued to speak to the man in a calm manner, reassuring him that everything was okay. The officer told the man that he just wanted to talk to him. The man relaxed and smiling, told the officer, "I play tag! These are my friends!" The officer was able to determine that the man meant no harm to any of the children and that he was with a caregiver who was nearby.

(2) Officers responded to a call at a gas station/convenience store regarding a theft. When the officers arrived, they found an employee of the station holding onto a man who was calling for his mother. When the officers took control of the man, he became even more fearful and started to cry. The station manager told the officers that the man was "mentally retarded" and that he had started hanging out with a number of local teens in the neighborhood. The group had entered the station and when the clerk became busy with a customer, they started grabbing boxes of candy, beer, and other items from the shelves. One of the customers was able to grab the man but the boys ran away. The sobbing man who was now in the custody of the officers told them, "Bobby's my friend. He said it's okay. Why is everyone mad? Why did they run?" The officers attempted to calm the man and told him that they were going to take him to a place where he could call his mother.

Agency policy

It is the responsibility of all officers to become familiar with, and comply with, their respective agency policies and guidelines regarding officer procedures involving people affected by intellectual disability.

Cerebral Palsy

Introduction

The word *cerebral* refers to the brain. The word *palsy* describes a disorder that impairs control of body movement. The term **cerebral palsy** refers to a large group of chronic conditions that affect an individual's body movements and coordination. Because of the lack of muscle control, the condition can also affect speech, hearing, vision, bowel/bladder control and eating/swallowing.

Indicators

The behaviors exhibited by a person affected with cerebral palsy will depend on which area of the brain is damaged and the degree of involvement of the central nervous system.

Some of the most common behavioral indicators of cerebral palsy include, but are not limited to:

- loss of motor control including, but not limited to:
  - an awkward gait and poor balance
  - impaired coordination of movements
  - grimacing or drooling due to poorly controlled facial muscles
- use of mobility aid such as wheelchairs or service animal (not all people with cerebral palsy require mobility aids)
- limited range of motion
- involuntary, jerky movements
- slow and/or slurred speech
- limited sensation of touch or pain

NOTE: There is no relationship between the extent of physical impairment and the person's intelligence. People with cerebral palsy may be highly intelligent and gifted or have normal levels of intelligence.

NOTE: This condition may mimic the signs and symptoms of a person under the influence of drugs or alcohol.

Continued on next page

Field contacts

An officer's course of action during a field contact with a person affected with cerebral palsy will depend on that individual's cognitive capacity. The following table identifies several guidelines for officers.

Process	Guidelines
Initial Contact	• Do not automatically assume the person has intellectual disability or is under the influence of alcohol or drugs • Look directly at the person and not at a behavioral or physical characteristic • Ask first if the person requires any assistance. Allow the person to suggest appropriate manners of assistance. • Be prepared to use non-verbal methods of communication if necessary (e.g. hand gestures, written notes) • Watch for signs of fatigue. Living with cerebral palsy can consume a great deal of energy • Determine if the person uses any prescription medications • Be encouraging, not correcting • Try to calm the person and be patient with them
Evaluation	• Evaluate behavioral cues that could identify possible causes for a behavior - Is the person under the apparent influence of alcohol or drugs? - If under the apparent influence of drugs, is it the result of illegal abuse or a reaction to prescribed medications? - Is the person exhibiting behaviors characteristic of a mental illness? - Is the person exhibiting behaviors characteristic of a physical or developmental disability?

Continued on next page

Field contacts (continued)

Process	Guideline
Assessment	• Assess the safety level of the situation for: - the responding officers - the person being contacted - any nearby bystanders and members of the public • Do not immediately assume or dismiss criminal activity based on the individual's behaviors • Look for: - assistive devices (e.g., cane or other walking aids, hearing aid, language board) - obvious behavioral indicators of impairments (e.g., tremors, hand signals, difficulty speaking, unsteady gait, etc.) - subtle behavioral indicators of impairments (e.g., slow thought process, confusion, not responding to questions, etc.)
Questioning	• Allow extra time for the person to speak and answer questions • Do not attempt to "fill in" words or speak for the person • Ask questions that require short answers, a nod, or simple gesture rather than long worded responses • Ask the person to repeat what he or she has said if the officer did not understand • Speak directly to the person rather than to an assistant or others present

Continued on next page

Field contacts (continued)

Process	Guidelines
Information Gathering	• Gather additional information regarding the person's condition from: - bystanders who may have observed the person's behavior over a span of time - family members or acquaintances - medical alert bracelets or necklaces - other forms of medical alert information that a person may carry (e.g., special ID cards in wallets, etc.)
Resolution Options	• Take appropriate steps to resolve the situation - Detention for evaluation and treatment - Cite and release - Referral to support services - Arrest - No action

NOTE: Officers should be aware that persons in positions of trust may be an abuser.

Arrests

Officers should keep the following points in mind if they are required to arrest a person with cerebral palsy.

- Allow the person to retain mobility aids if possible
- Some individuals with cerebral palsy can lose their balance if handcuffed. It may be almost impossible to handcuff suspects with muscular rigidity without harming them. Alternate methods of restraint may be required.

Continued on next page

Arrests (continued)

- An individual with cerebral palsy may be easily exhausted. Stress and pressure (e.g., interrogation) can overload the individual and lead the person to wrongfully confess or agree with anything.

NOTE: Officers should always be mindful of personal safety when dealing with mobility aids.

Example

(1) Officers received a report of an assault and attempted robbery in front of a local market. The victim had been knocked to the ground by two teens who then attempted to take her purse. The teens were chased away by a store employee who then reported the incident. The victim appeared to have poor motor control and her movements were jerky. Although her speech was slow and slurred, she told the officers that she was all right and did not need medical attention. The woman's actions and speech led the officers to think that the woman had cerebral palsy. They encouraged the woman to take her time and assured her that they were there to help. The officers offered to call a family member for the woman. When they questioned the woman, they allowed her to take as much time as she needed to answer. Because of their patience, the officers were able to obtain a detailed description of the suspects.

Agency policy

It is the responsibility of all officers to become familiar with and comply with their agency policies and guidelines regarding officer interactions and procedures involving people with disabilities such as cerebral palsy.

Autism Spectrum Disorder

Introduction

Autism spectrum disorder is an ongoing I/DD usually evident by early childhood that affects the ability to function and interact with others and the environment. It is more commonly seen in males than females.

Indicators

People with autism spectrum disorder may exhibit one or more of the following behavioral indicators, ranging from mild to profound.

- Difficulty relating to people
- Aversion to being touched, especially by strangers
- Sensitivity to noise
- May act as if hurt when touched lightly, while totally ignoring painful injuries
- May cover their eyes or ears to prevent unpleasant stimulus
- May appear to be fascinated by shiny objects (e.g., an officer's badge, safety lights)
- Repetitive movements (e.g., rocking, spinning, hand twisting, etc.)
- Few social skills
- Social isolation
- Impaired communication skills
- Echolalia (repeating what others say)
- May be nonresponsive to questions and or commands
- May stare or avoid eye contact
- May not recognize appropriate physical or social boundaries/cues
- Insistence that the environment and daily routine remain exactly the same
- Possible limited intellectual ability
- Tantrums, self-stimulation, or self-mutilation
- Eating nonfood items or objects
- Inability to respond to commands, directions, and questions

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Field contacts

Individuals with autism spectrum disorder may be accompanied by family members or under some other form of supervision. Officers may come into contact with people with autism spectrum disorder who have become lost or who have wandered away from their companions.

The following table identifies some guidelines for officers who come into contact with a person with autism spectrum disorder.

Process	Guidelines
Initial Contact	• Observe the person from a distance. Approach of a stranger in unfamiliar surroundings may result in agitation, screaming, screeching, or violent outbursts. - Limit amount of outside stimulation (e.g., noise, lights, and sirens) - Be observant. The individual may make unusual noises or movements. - Remain calm - Speak in a normal tone of voice - Do not rush the person - Do not attempt to touch the person unless necessary
Evaluation	• Evaluate behavioral cues that could identify possible causes for a behavior - Is the person under the apparent influence of alcohol or drugs? - If under the apparent influence of drugs, is it the result of illegal use or a reaction to prescribed medications? - Is the person exhibiting behaviors characteristic of a mental illness? - Is the person exhibiting behaviors characteristic of a physical or I/DD?

Continued on next page

Field contacts (continued)

Process	Guidelines
Assessment	• Assess the safety level of the situation for: - the responding officers - the person being contacted - any nearby bystanders and members of the public • Do not immediately assume or dismiss criminal activity based on the individual's behaviors • Look for: - repetitive language, noises or behavior (e.g., rocking or hand flapping) lack of social connection/social skills, self-involved - obvious behavioral indicators of impairments (e.g., hand signals, difficulty speaking, etc.) - subtle behavioral indicators of impairments (e.g., slow thought process, confusion, not responding to questions, etc.)
Questioning	- Ask questions one at a time - Give the person choices between two alternatives - Allow time for the person to process information
Information Gathering	• Gather additional information regarding the person's condition from: - bystanders who may have observed the person's behavior over a span of time - family members or acquaintances - medical alert bracelets or necklaces - other forms of medical alert information that a person may carry (e.g., special ID cards in wallets, etc.)

NOTE: Officers should be aware that persons in positions of trust may be abusers.

Continued on next page

Field contacts (continued)

Process	Guidelines
Resolution Options	• Take appropriate steps to resolve the situation - Detention for evaluation and treatment - Cite and release - Referral to support services - Arrest - No action

NOTE: An individual affected by autism spectrum disorder may refuse to answer or ignore questions causing an officer to assume the individual is deaf.

Arrests

Officers should keep the following points in mind if they are required to arrest a person with autism spectrum disorder.

- When physical contact is necessary, force may be required because individuals with autism spectrum disorder may react violently to physical contact or changes in environment or routine
- Advise jail/medical staff to contact the local regional center as soon as possible for further information and alternative placement assistance
- The use of physical restraint may unintentionally cause individuals with autism spectrum disorder to harm themselves or others in an attempt to avoid restraint
- When possible, explain in simple clear terms, the chain of events that will occur with detention and/or arrest

Agency policy

It is the responsibility of all officers to become familiar with and comply with their agency policies and guidelines regarding officer interactions and procedures involving people with disabilities such as autism spectrum disorder.

Continued on next page

Example	(1)	An officer responded to a call regarding a suspicious boy who had been sitting on the edge of a fountain at the entrance of a local museum. The boy failed to respond when the officer spoke to him. As the officer approached the boy she saw that he was rocking back and forth and wringing his hands. The boy avoided any eye contact and did not appear to be aware of the officer's presence. The officer thought that the boy might be autistic. She did not attempt to touch him. The officer attempted to identify the boy and contact family members.

Epilepsy

Introduction

Epilepsy is a brain disorder that causes people to have recurring seizures. The seizures happen when clusters of nerve cells (neurons) in the brain send out the wrong signals.

A **seizure** is a symptom of a brain problem. They happen because of sudden, abnormal electrical activity in the brain. If only part of the brain is affected, it may cloud awareness, block normal communication, and produce a variety of undirected, unorganized movements.

Epilepsy cannot be cured, but may be controlled through the use of medications. Seizures may be isolated incidents or recurrent.

Indicators of a seizure

Often, people who are affected by epilepsy function in the general community without any outward behavioral indicators of their disability. Generally there are two broad categories of seizures generalized as full and partial.

Partial seizures involve one or more areas of the brain impacting one or more parts of the body.

Full seizures involve all areas of the brain, impacting all parts of the body.

Continued on next page

Indicators of a seizure (continued)

Indicators of a seizure may include:

NOTE: Symptoms may vary.

- staring spells
- disorientation
- lethargy
- slurred speech
- staggering or impaired gait
- tic-like movements
- rhythmic movements of the head (e.g., jerking uncontrollably)
- purposeless sounds and body movements
- dropping of the head
- lack of response
- eyes rolling upward
- lip smacking, chewing, or swallowing movements
- partial or complete loss of consciousness
- picking at clothing
- bluish skin tone
- urination

NOTE: Individuals with epilepsy may exhibit characteristics similar to the effects of drug use or alcohol intoxication.

Field contacts

Convulsions, confusion, and episodes of agitated behavior during an episode should not be perceived as deliberate hostility or resistance to the officer.

After the seizure has ended, individuals may experience a period of post-seizure confusion. Officers should remain with the individual until the individual is reoriented to the surroundings or in the care of a responsible person.

NOTE: For more information about administering first aid to a person experiencing an epileptic seizure, see LD 34

Continued on next page

Medications

Depriving medications could trigger a seizure.

Officers should be guided by agency policy regarding the administering of prescribed medications.

Example

(1) While on patrol, two officers were stopped by a man who stated that there was a woman on the sidewalk who seemed to be "sick or something." When the officers approached, they saw the woman on the ground. She was unconscious and jerking back and forth. One officer recognized that the woman was experiencing a seizure and told his partner to keep everyone else away while he contacted EMS. The officer took steps to ensure the woman's safety. After a couple of minutes the woman's actions stopped. When the woman regained consciousness, the officer reassured her that it was all right and that medical aid was on the way. The woman appeared to be dazed and confused so the officers remained with her until medical personnel arrived and assisted her.

Agency policy

It is the responsibility of all officers to become familiar with and comply with their specific agency policies and guidelines regarding officer interactions and procedures involving people with disabilities such as epilepsy and the management of seizures.

Resources and Referrals

Resources and referrals

Several resource services are available to peace officers and individuals with mental illness, physical disabilities, and developmental disabilities. Examples of the types of resources available include but are not limited to the following:

- Agency-related assessment or crisis teams
- Private organizations offering support groups
- Substance abuse facilities
- County mental health agencies
- Community counseling centers
- Regional developmental disabilities centers
- Independent/assisted living centers
- National support/information organizations such as the National Alliance for the Mentally Ill (NAMI)
- Local missions or shelters
- Faith based organizations
- Senior citizens centers or dependent adult resources
- Veterans Administration

NOTE: Peace officers should become familiar with the organizations that are available within their respective regions.

Chapter Synopsis

Learning need	In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with developmental disabilities.
Lanterman-Developmental Disabilities Services Act [37.02.11, 37.02.12]	The Lanterman Developmental Disabilities Services Act was written to establish the State of California's responsibility for, and the coordination of, services for people with developmental disabilities. The author's intent was to maximize, to the extent feasible, the services available throughout the state and to prevent the dislocation of people with developmental disabilities from their home communities. These services are coordinated statewide through regional centers.
Intellectual disability [37.02.13, 37.02.14, 37.02.18]	The term intellectual disability refers to a below average intellectual functioning or deficits in adaptive behavior. Individuals affected by intellectual disability have a limited capacity to learn which may have been caused by a birth defect, deprivation in early childhood, disease, consumption of toxins or poisons, or numerous other reasons. Intellectual disability is *not* the same as mental illness.
Cerebral palsy [37.02.13, 37.02.15, 37.02.19]	The word *cerebral* refers to the brain. The word *palsy* describes a disorder that impairs control of body movement. The term cerebral palsy refers to a large group of chronic conditions that affect an individual's body movements and coordination. Because of the lack of muscle control, the condition can also affect speech, hearing, or vision.

Continued on next page

Autism spectrum disorder [37.02.13, 37.02.16, 37.02.20]	Autism spectrum disorder is an ongoing developmental disability usually evident by early childhood. It is more commonly seen in males than females. All areas of functioning and interacting with others are affected by this disorder.
Epilepsy [37.02.13, 37.02.17, 37.02.21]	Epilepsy is a term for a convulsive disorder which causes brief, temporary changes in the brain's electrical system, known as a seizure. Generally there are two broad categories of seizures generalized as full and partial. Partial seizures involve one or more areas of the brain impacting one or more parts of the body. Full seizures involve all areas of the brain, impacting all parts of the body.
Resources and Referrals [37.02.23]	Peace officers are responsible to become familiar with and comply with their specific agency policies and become familiar with the guidelines and with organizations and resources that are available within their regions.

Workbook Learning Activities

Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity questions

1. A young man is a witness to a crime. While interviewing the young man, you find that he is easily distracted by the activities around him. You realize that he has given you contradictory information regarding the specific time of the event. When you ask him for general descriptions, he appears confused and does not appear to understand, but rather appears to be more interested in impressing you with the fact that he watches all the "cop" shows on TV. How would you proceed with the interview? Explain your answers.

Continued on next page

Activity questions (continued)

2. In your own words, describe what behaviors you would look for to determine if a person has intellectual disability.

3. An officer receives a complaint regarding a "strange guy staggering down the street." When the officer approaches, the man appears startled. He appears to be having difficulty with balance and with obtaining his identification from his pocket. The man appears to have difficulty speaking and when he does respond his speech is slurred. How should the officer proceed? What should the officer look for to determine whether the man is intoxicated or whether there may be other reasons for his behavior?

Continued on next page

Activity questions (continued)

4. Officers are called to a parking lot of a local convenience store. A woman is wandering about slowly with a blank stare on her face and appears not to be conscious of her surroundings. She is pulling at her clothing and does not respond to the officers' questions. What actions should the officer take?

5. Officers are on patrol on a rainy day. They observe an adult male standing on the uncovered front porch of a single-family residence. He is rocking back and forth. He is only dressed in his underwear. The officers stop to check on the well-being of this person. Upon asking some routine questions, they notice that the male does not answer any of the questions and only responds by repeating everything the officers say. The male is exhibiting indicators of what, if any, developmental disability? What actions should the officers take?

Chapter 3

Physical Disabilities

Overview

Learning need

In order to make appropriate decisions and serve those with physical disabilities, peace officers must be able to recognize indicators of people with physical disabilities.

Learning objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• Recognize behavioral indicators specifically associated with the following neurological disorders including: - Acquired - Traumatic	37.03.08
• Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are: - Affected by traumatic disorders - Neurological - Traumatic brain injuries - Affected by dementia and stroke	37.03.16
• List the types of mobility assistance equipment and devices	37.03.09
• Recognize behavioral or other indicators that may lead an officer to identify a person as being: - Blind or visually impaired - Deaf or hard of hearing	 37.03.10 37.03.11
• Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are: - Blind or visually impaired - Deaf or hard of hearing	 37.03.12 37.03.13

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Learning objectives (continued)

After completing study of this chapter, the student will be able to:	Objective ID
• Discuss additional laws that protect the rights of people with physical disabilities, including: - Rehabilitation Act of 1973, Section 504 - Right of Way *(Vehicle Code Section 21963)* - White Cane Law *(Civil Code Section 54.4)* - Service Animals *(Penal Code Section 365.5 et seq.)*	37.03.15
• Discuss the referral process and state/local resources available to people with physical disabilities	37.03.17

In this chapter

This chapter focuses on peace officer interactions with people with physical disabilities. Refer to the chart below for specific topics.

Topic	See Page
Neurological Disorders	3-3
Blindness and Visual Impairments	3-9
Deaf or Hard of Hearing	3-16
Additional Laws Protecting the Rights of People with Physical Disabilities	3-24
Resources and Referrals	3-31
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Neurological Disorders

Introduction

Physical disabilities referred to as neurological disorders can be caused by illness or injury. Many people with neurological disorders require assistance such as wheelchairs, walkers, service dogs, or canes.

Acquired disorders

An **acquired neurological disorder** can be the result of any of a number of illnesses. Two of the most common of these disorders are stroke and dementia.

Affected by	Signs and Symptoms
Stroke	• Muscular weakness • Facial paralysis • Incontinence • Loss of balance • Labored breathing • No or slurred speech • Loss of basic motor skills
Dementia	• Memory loss • Verbal repetition • Same questions repeated • Unable to follow directions • Loss of communication skills • Disorientation of time and place • Neglectful personal care and safety • Wandering or lost • Erratic driving • Mistakenly reporting crimes • Indecent exposure

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Field contacts

Peace officers come in contact with people affected by dementia or stroke. They may appear to be intoxicated (e.g., slurred speech, lack of motor function, disorientation, non-responsive or slow to respond) and this may require further investigation to determine the cause.

The success of an officer's contact with a person who is affected is often determined by the officer's conduct during the first moments of an encounter.

Gather additional information regarding the person's condition from:

- bystanders who may have observed the person's behavior over a span of time
- family members or acquaintances
- medical alert bracelets or necklaces
- other forms of medical alert information that person may carry

Communication

Initial contact may require utilizing alternative means of communication. Persons affected by stroke may be unable to communicate clearly due to impaired motor or cognitive skills. As a result officers may be required to establish alternate communication methods (e.g. blink your eyes to answer yes/no questions). Do not assume the person doesn't understand your questions or commands.

When dealing with dementia, identify yourself as a peace officer. Explain the circumstances for the contact in a non-threatening manner. Maintain eye contact. Speak slowly in a calm manner. Consider non-verbal communication methods. Reduce radio volume or external loud noises if possible. Avoid confinement where possible, while maintaining officer safety. Only the contact officer should communicate with the person, whenever possible.

Traumatic disorders

Traumatic neurological disorders are caused by injury to the brain or spinal cord due to military combat, a vehicle accident, sports injury, fall, act of violence, or any number of other forms of trauma. One type of injury is **Traumatic Brain Injury** (TBI). TBI may be caused by a bump, blow to the head, violent shaking, or pressure wave from an explosion. This sudden movement causes the brain to move quickly back and forth within the skull, damaging brain cells and creating chemical changes to the brain. This altered state can result in an impairment of the individual's cognitive abilities, physical functioning, and/or emotional functioning.

Continued on next page

Traumatic disorders (continued)

Traumatic neurological disorders can range from barely noticeable by others to a level of severity where the individual requires constant mechanical support or assistance.

NOTE: Traumatic neurological disorders should not be confused with mental disorders.

Field contacts

Officers are not trained to diagnose TBI, but should watch for the possible symptoms to be able to refer the person to seek medical assistance.

- Awareness of the signs and symptoms of TBI.
- May initially appear to be intoxicated.
- TBI is not just restricted to military veterans; it can include anyone who has gone through any traumatic event (e.g., traffic accident, sexual assault, combat situations, etc).
- Peace officers should provide information to the public on available local resources (e.g., Veterans Administration (VA), local resources, county veterans' service office), and Internet resources to help educate such as www.nimh.nih.gov.
- If a head injury is a recent event, brain swelling or other injury is a possibility and requires immediate medical attention.

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Officer safety

When making any contact with a person using a mobility aid, officers must always be aware of their personal safety and the safety of others. It is important to remember that even though the person may be disabled, that person may be capable of injuring the officer or others.

Officers should consider any piece of mobility equipment as an extension of the person. Such devices should be searched at the same time the person is being searched. These devices may be used to conceal/smuggle contraband and weapons.

Officers should also consider devices that can extend the reach of the individual and take these devices into consideration when establishing a safety zone (e.g., canes, crutches, etc.).

Mobility equipment and devices

People with physical disabilities may use several types of aids for mobility. These aids can include:

- canes
- crutches
- walkers
- braces
- prosthesis
- motorized scooters
- manual or motorized wheelchairs
- service dogs
- personal attendants

People with severe spinal cord injuries may also use mobile respiratory devices or other equipment necessary for bodily support.

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Examples

(1) Officers respond to a theft from a jewelry store with the suspect still at the scene. The store owner tells officers that the female suspect, in a wheelchair, had asked to look at several rings from the display case. The store owner saw her put one of the rings into the seat cushion of her wheelchair. The woman denied taking the ring but consented to a search of her wheelchair. The officers searched the seat cushion and found nothing. The woman told the officers she had not taken the ring and that they were violating her rights. The officers continued their search and found the ring underneath the plastic armrest. The officers placed her under arrest and conducted a cursory search then asked her what assistance she would need to get into the back seat of the patrol vehicle or if other accommodations would be required. The woman was able to get into the back seat of the patrol vehicle without assistance. She was handcuffed to the back of the front seat. The wheelchair would not fit in the trunk of the car so the officers made special arrangements to have the wheelchair transported to the jail.

(2) Officers were called to investigate a report of a man ranting and cursing in front of a restaurant. His actions were scaring patrons away. When the officers asked questions he had trouble comprehending what was being said, had trouble speaking, and became increasingly agitated. The officers directed him away from the restaurant to quieter surroundings and allowed him to maintain his personal space. Only one officer gave directions or asked questions, using a calm, firm, and non-threatening approach. The officer directed the man to stop yelling and proceeded to ask questions one at a time. The man gradually calmed down. He revealed that he had sustained a brain injury from a car accident several years earlier. He was supposed to meet a friend at the restaurant for lunch, but the friend had not shown up. He was frustrated and angry because he wanted to call his friend, but couldn't remember the phone number. He told the officers that since his accident he sometimes goes into a rage when frustrated. The restaurant manager did not want to press charges and the man agreed to go home.

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Examples continued	(3)	Peace officers respond to a suspicious person call. The subject was going door to door trying to enter residences. When asked where he lived, the subject pointed to a house and it was determined the person did not live there. The subject was disoriented as to time and place, and unable to answer basic questions (e.g., address, birth date, etc.). The officer should check for any form of identification and determine if there is a missing person report on file. The officer should also contact the appropriate adult protective agency if the person is unable to provide for their basic needs, and obtain any medical treatment necessary.

Blindness or Visual Impairments

Introduction

The historical misconception about people who are blind or visually impaired is that they are helpless or inferior. Because they have impaired vision, others have patronized them or made false assumptions regarding their intelligence, ability to care for themselves, or credibility as witnesses.

Legal blindness

Visual impairments include all conditions limiting sight. Approximately 80 percent of all individuals who are ***legally* blind** have some usable vision. The degree to which a person's mobility is affected depends on that person's visual impairment.

Indicators

The following table identifies some indicators of blindness and visual impairment.

Indicators	Additional Information
Service Animals	• A visually impaired person using a guide dog is usually, but not always, totally blind
Canes	• Most common mobility tool • Can be all white with or without a red tip, and be collapsible or noncollapsible • Mobility training is required to acquaint a visually impaired person with the proper use and capabilities of a cane
Eyes	• Jerky eye movements • Milky appearance • Person does not make eye contact • Person appears to be tracking the sound of someone's voice

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Indicators (continued)

Indicators	Additional Information
Body Movements	• Rocking body motions • Unusual positioning of the head or head movements • Moving unusually close to printed material or objects • Use of biopic lens, thick clear lenses, or sunglasses • Holding onto the arm of another person who appears to be sighted

NOTE: Some of the indicators of a visual impairment may also lead an officer to believe that a person is under the influence of alcohol or drugs. Officers must be cautious to investigate the cause of the behavior before making any judgments.

Field contacts

There are several guidelines for officers when interacting with a person who is visually impaired. These include, but are not limited to the following:

Actions	Additional Information
Communication	• Talk directly to the person, not through an intermediary • Speak clearly in a *normal* voice and volume • Do not attempt to avoid words such as “look,” “see,” “read,” etc • Give detailed descriptions • Attempt to describe visual scenes vividly • Advise the person first before leaving the room or area • End any conversation in such a manner that the person knows the other person is leaving

Continued on next page

Field contacts (continued)

Actions	Additional Information
Sighted Guide Technique	• Ask the person about the extent of his or her visual impairment • Ask first if assistance is needed. If the person says "Yes," ask what form of assistance he or she may need. • When guiding a person who is visually impaired, officers should let that person hold the officer's hand or elbow. This will allow the person to feel the officer's body movements. • Walk normally • Inform the person about impending obstacles or conditions before reaching them (e.g., curbs, steps, surface conditions, etc.) • Do not grab, pull, or lead the person • If taking the person into unfamiliar surroundings, explain where he or she is and why they have been moved there. Describe the location (e.g., location of chairs, obstacles, etc.).

Continued on next page

Field contacts (continued)

Actions	Additional Information
Assessment	• Assess the threat level of the situation for: - the responding officers - the person being contacted - any nearby bystanders and members of the public • Do not immediately assume criminal activity based on the individual's behaviors • Look for: - assistance devices (e.g., cane, hearing aid, service dog, etc.) - obvious behavioral cues of impairments (e.g., tremors, hand signals, difficulty speaking, unsteady gait, etc.) - subtle behavioral cues of impairments (e.g., slow thought process, confusion, not responding to questions, etc.) • Evaluate behavioral cues that could identify possible causes for a behavior - Is the person under the apparent influence of alcohol or drugs? - If under the apparent influence of drugs, is it the result of illegal abuse or reaction to prescribed medications? - Is the person exhibiting behaviors characteristic of a mental disability? - Is the person exhibiting behaviors characteristic or physical or developmental disability?

Continued on next page

Field contacts (continued)

Actions	Additional Information
Assessment (continued)	• Gather additional information regarding the person's condition from: - bystanders who may have observed the person's behavior over a span of time - family members or acquaintances - medical alert bracelets or necklaces - other forms of medical alert information that person may carry (e.g., special ID cards in wallets, etc.) • Take appropriate steps to resolve the situation - Detention for evaluation and treatment - Cite and release - Referral to support services - No action - Arrest
Entering Vehicles	• Indicate the type of vehicle and whether a car is a two-door or four-door • Open the door for the person • Place one of the person's hands on the car roof and the other on the door. This allows the person to move into the car and sit down by that person's own efforts • Make sure the person is sitting far enough away from the door so he or she will not be struck or bumped by the door when it is closed
Other	• Offer assistance if the person is not capable of filling out official forms or other printed documents • If necessary, read materials to the person

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Service animals

Service animals provide assistance with routine tasks. By law, a service animal must be allowed to accompany the individual anywhere the individual goes (with the exception of some animal parks and zoos).

Some service animals are protective of their owners. Officers should convey any actions to the animal's owner first so the owner can caution or calm the animal if necessary. Care should be taken not to separate the animal from its owner.

NOTE: Additional information regarding the laws related to the use of service animals is included later in this chapter.

People with visual impairment as witnesses

Officers must be aware that people with visual impairment are capable of compensating for their limited sight by relying on hearing, touch, and other senses. Sight may be an important means of identifying people, the environment, or objects, but it is not the only means.

Officers should never discount a person with a visual impairment as a credible witness.

Agency policies

It is the responsibility of all officers to become familiar with, and comply with, their specific agency policies and guidelines regarding officer interactions and procedures involving people who are blind or visually impaired.

Continued on next page

Examples

(1) While on foot patrol in a commercial area, an officer saw a man hesitate, stagger, and then fall while he was attempting to step off a sidewalk onto a gravel walking path. When the officer went to the man's aid, he suspected that the man might be intoxicated. The officer did not smell alcohol though and then noticed the man's eyes had a milky appearance. The officer asked the man if he had any trouble seeing and the man stated that his eyesight was poor, but that he thought he would be all right running the short errand. Because the man lived in an apartment nearby, the officer accompanied the man to make sure he made it home safely.

(2) Two officers were dispatched to a domestic violence call in an apartment building. During their investigation, they contacted the reporting party, a neighbor in the only other apartment on that floor. When the neighbor opened the door, the officers saw a large dog at the person's side. The officers recognized that the woman was blind and asked her to calm the animal and reassure it that they were not a threat to the woman. The woman told the officers that she knew the couple next door well and was quite familiar with their loud arguments and past problems. The woman was able to support a number of statements that had been made earlier by the victim.

Deaf or Hard of Hearing

Introduction

The term **deaf or hard of hearing** means a substantial or complete loss of hearing. Deaf or hard of hearing affects all levels of society regardless of age, race, education level, or occupation. The ability to rapidly identify and properly treat people who are deaf or hard of hearing will enhance officers' abilities to accomplish their duties in a professional manner.

People who are deaf or hard of hearing often are concerned or even fearful about contacts with peace officers. They may be concerned that they will be misunderstood by officers and perhaps be:

- arrested or shot for not responding to an officer's commands
- mistaken for being under the influence of alcohol or drugs
- perceived as uncooperative or disrespectful
- appear to be anxious or confused because of an inability to communicate

Indicators

Many indicators can alert an officer that an individual may be deaf or hard of hearing. These indicators include, but are not limited to the following:

- use of signing
- wearing hearing aid(s)
- use of a signal dog
- speaking with difficulty or in an unconventional method
- pointing to an ear and shaking the head negatively
- pointing to an ear and then the lips
- reaching for a pad and pencil
- failing to respond to an officer's questions or statements
- failing to follow an officer's instructions or commands
- attempting to gain attention through body movement or touching (e.g., foot stomping, hand waving, clapping hands, etc.)

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Field contact

Peace officers come into contact with people who are deaf or hard of hearing during the course of their duties.

Officers must be aware of the fact that if a person does not answer a question or obey a command or instruction, he or she may not be refusing to cooperate. If the person is deaf or hard of hearing, he or she may not hear the officer or even been aware of the officer's presence.

The success of an officer's contact with a person who is deaf or hard of hearing is often determined by the officer's conduct during the first moments of an encounter.

People who are deaf or hard of hearing may attempt to reach into a glove compartment for a pad and pencil, or place their hands into pockets or purses for identification cards, medic-alert tags, or artificial speech devices. Officers may mistake the person's motion to reach for something that may pose a threat to the officer.

Although officers must always be conscious of their own safety, they should also be aware of the possibility that such movements can be innocent and indicate that the person is deaf or hard of hearing.

Communication

People who are deaf or hard of hearing may use a number of different means of communicating. Some may use speech while others use a combination of speech and sign language.

Some deaf or hard of hearing people may have learned to speak through unconventional methods. Their speech may sound unclear or unintelligible at first. Officers should not confuse their speech as a symptom of intoxication.

One's age at the onset of becoming deaf or hard of hearing may affect language skills, writing, reading, speech abilities and will vary with each individual. This should have no bearing on their intelligence or everyday functions.

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Communication methods

Assessing the best way to communicate should be the officers' first task upon recognizing that an individual is deaf or hard of hearing. When coming in contact at a traffic stop or any other location, officers should take their cue from the individual regarding that individual's preferred method of communication.

Written communication

The most commonly used form of communicating with a person who is deaf or hard of hearing is through writing. The following list suggests a number of ways officers can use this method to their advantage:

- Offer the person paper and pencil rather than waiting for person to retrieve his or her own. This shows that the officer understands, and also precludes the person from reaching into unseen areas.
- Use simple and concise language and brief sentences to inform the person of the reason for being stopped, questioned, detained, or arrested.
- Make every effort to explain violations when issuing traffic citations. Also explain the person's obligation for resolving the citation.
- Be patient and allow for adequate time for the person to respond and ask questions in writing.
- Recognize that the individual's statements may not be written in a standard grammatical format.
- Officers should refer to agency policy regarding the retention of notes exchanged during field contact.

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Lip reading

Officers should ***not*** automatically assume that a person who is deaf or hard of hearing can read lips. Even a skilled lip reader may understand a minimal amount of spoken language.

When communicating with a person who is skilled in reading lips, officers should:

- look directly at the person when speaking
- speak slowly and clearly
- speak in a normal tone and volume
- be aware that bright spotlights or insufficient lighting can hinder the person's ability to see an officer's lips

NOTE: Shouting, exaggerating or over emphasizing words will distort a person's lips and make lip reading more difficult.

Hearing aids

Officers may be able to recognize that a person is deaf or hard of hearing by noticing that the person is wearing one or more hearing aids. Even if the person is wearing a hearing aid, that person may still have difficulty understanding an officer. Officers should speak slowly and distinctly, and face the person when speaking.

Hearing aids can also amplify background sounds (such as traffic noise) in addition to normal speech. It may be necessary to move the person to another location, if possible, where it is less noisy.

Partial hearing

Some individuals may be deaf in only one ear or hear better in one ear than the other. People with partial hearing will often turn their heads so their "good ear" faces the speaker. Following the person's head movements can indicate to an officer where to stand so that the person will hear the officer better. Officers should also ask if the person would like them to speak louder.

NOTE: In such circumstances, officers should always talk to the person rather than to the person's ear.

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Sign translators

Another means of communicating with a person who is deaf or hard of hearing may be through a *qualified* and *agency-certified* sign language translator. Sign language translators are similar to foreign language translators.

When communicating through a translator, officers must remember to *speak directly to the person being addressed*, not to the translator. Qualified translators will translate everything that is said by officers and the individual. Officers should make no remarks that they would not want to have communicated.

NOTE: Use of an unqualified translator may result in the information being inaccurately translated or conveyed.

TTY/TDD

The majority of people who are deaf or hard of hearing have access to TTY/TDD systems. These systems enable the person to transmit typewritten messages over the telephone which can be received at other locations with similar equipment.

California Relay Service

The California Relay Service can also be used. This service relays calls placed by a person using a TDD system to any other phone user within the United States. The system also allows a person without a TDD to call another person who uses a TDD.

Some TDD systems may also have a special feature that allows TDD equipment to communicate with computers equipped with a compatible modem and communications software.

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Additional communication recommendations

The following table identifies a number of additional recommendations that officers can use when communicating with a person who is deaf or hard of hearing.

Recommendations	Additional Information
Get the Person's Attention	• Gain the person's attention before speaking • Since a deaf or hard of hearing person may not hear calls for attention, tap the person lightly on the shoulder or use other signals to gain the person's attention
Maintain Eye Contact	• Maintaining eye contact conveys that the officer's attention is on the person and enhances the feeling of direct communication
Use Nonverbal Methods	• All conventional means of face to face communication involve nonverbal cues and messages • Additional use of body language, facial expressions, and gestures can aid other means of communicating
Use Clear and Concise Words	• Keep sentences short • If the individual does not understand, rephrase the thought rather than repeating the same words
Use Standard Hand Signals	• To request a drivers license, place both thumbs together and extend index fingers upward • When not in uniform, identify oneself as an officer by making a "C" with the right hand over the heart

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Officer safety

People who are deaf or hard of hearing may be no less dangerous than other individuals to the safety of officers or others. Officers should not jeopardize their safety or the safety of others by adopting an overly sympathetic attitude.

Just as with other interactions with the public, officers must remain constantly aware of potential danger signal (e.g., any unusual behaviors, location of the individual's hands, etc.). If a situation warrants, they should not be reluctant to place any person in handcuffs or use other means to ensure officer safety.

Agency policy

It is the responsibility of all officers to become familiar with, and comply with, their agency policies and guidelines regarding officer interactions and procedures involving people who are deaf or hard of hearing.

Examples

(1) Two officers arrived at a hospital emergency room to interview a man involved in a traffic collision. They find the man sitting on a gurney in the examination room. As the officers introduce themselves the man points to the side of his head without speaking. The officers attempt to obtain information from him but he responds by making unintelligible sounds and waving his hands. When the officers continue to ask questions the man becomes increasingly agitated. One of the officers takes a pen and pad of paper from his pocket and writes a note, asking if the man is deaf. The man calms down and nods his head indicating "yes." The officers apologize to the man for not recognizing the hearing difficulty sooner then ask in writing if he would like them to call a translator. The man declines and the interview continues by writing notes to each other.

Continued on next page

Examples (continued)

NOTE: It is important to be aware that you may make some erroneous assumptions when first coming in contact with a person who is deaf. Some of these assumptions are:

- the person is versed in your native language
- the person can read
- the person can write
- the person has normal eyesight

(2) When a 10-year-old boy did not come home from school at the designated time, his mother became worried. The woman, who was deaf, was concerned that she would not be understood over the phone, so she flagged down a law enforcement vehicle that was on patrol in her neighborhood. She attempted to speak with the officers, but became more upset when she felt that the officers could not understand her. One of the officers pointed to his own ear and used hand motions to ask the woman if she could hear. When she shook her head no, the officer produced a pad and a pencil and wrote her a message asking her if she would like to go with them to the station where they could arrange to have a translator help them communicate. With the aid of the certified translator, the officers were able to determine the names and address of a number of her son's friends. After making some phone calls they learned that the boy had gone to a friend's house and forgotten to let his mother know.

Additional Laws Protecting the Rights of People with Physical Disabilities

Introduction

People with physical disabilities have the same rights as people without disabilities to the full and free use of the streets, highways, sidewalks, walkways, public buildings, public facilities, and other public spaces. *(Civil Code Section 54)*

Equal access

A violation of an individual's rights under the Americans with Disabilities Act of 1990 also constitutes a violation of *Civil Code Section 54.1*.

Individuals with disabilities:

- shall be entitled to
- full and equal access
- as other members of the general public have to:
  - accommodations
  - advantages
  - facilities
  - privileges

NOTE: This includes access to public streets and byways, buildings, facilities, modes of transportation, lodging, amusement, and other places to which the general public has access.

Rehabilitation Act of 1973; Section 504

- Section 504 is a civil rights law that requires that school districts that receive <u>any</u> federal funding make programs and activities accessible to individuals with disabilities.
- The Office of Civil Rights (OCR) has expanded the definition of accessible to include all major life activities including learning, seeing, walking, taking care of oneself, etc. OCR enforces Section 504 compliance.

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Additional Laws Protecting the Rights of People with Physical Disabilities, Continued

Failure to comply

Officers who fail to abide by the provisions of the Americans with Disabilities Act and *Civil Code Section 54.1* may be subject to any or all of the following:

- Criminal liability for a violation of civil rights
- Civil liability
- Departmentally imposed disciplinary action

Blind or visually impaired pedestrians

Individuals who are blind or visually impaired are not required to carry a white cane (with or without a red tip) or to use a guide dog.

Civil Code Section 54.4 stipulates that a totally or partially blind pedestrian shall have all the rights and privileges conferred by law upon other people in any of the places, accommodations, or conveyances specified in *Civil Code Sections 54* and *54.1*, even when that individual is *not* carrying a white cane or using a guide dog.

Service animals

According to the ADA service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with **Posttraumatic Stress Disorder (PTSD)** during an anxiety attack, or performing other duties.

NOTE: Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

Continued on next page

Service animals (continued)

Service animals can include:

- *guide dogs* or seeing-eye dogs for use by individuals who are blind or visually impaired
- *signal dogs* trained to alert a deaf person or a person whose is hard of hearing to intruders or specific sounds
- *service dogs* trained to a physically disabled person's requirements, including but not limited to:
  - minimal protection work
  - rescue work
  - pulling a wheelchair
  - fetching dropped items

This definition does not affect or limit the broader definition of "assistance animal" under the Fair Housing Act, the broader definition of "service animal" under the Air Carrier Access Act, or local laws that define service animals more broadly than the ADA. Officers should refer to their animal control department for licensing requirements.

When it is not obvious what service an animal provides, only limited inquiries are allowed. Officers may ask two questions: (1) is the dog a service animal required because of a disability, and (2) what work or task has the dog been trained to perform. Officers cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.

Officers should use discretion before taking enforcement action.

Continued on next page

Additional Laws Protecting the Rights of People with Physical Disabilities, Continued

Service animals (continued)

The following table identifies several laws that pertain specifically to the use of service animals by people with disabilities.

	Elements of the Law	Code Section
Use of Guide, Signal, or Service Dogs	• Every person who is: - totally blind or partially blind - deaf or hard of hearing • shall have the right to be accompanied by a: - guide dog - signal dog - service dog • especially trained for that purpose • in any of the places specified in *Civil Code Section 54.1* • without being required to pay an extra charge for the animal • provided that the person is liable for any damage done to the premises or faculties by such dog	*Civil Code Section 54.2*

Continued on next page

Service animals (continued)

	Elements of the Law	*Code Section*
Zoos and Wild Animal Parks	• Notwithstanding any other provision of law, the provisions of this part shall not be construed to require zoos or wild animal parks to allow guide dogs, signal dogs, or service dogs to accompany individuals with a disability in areas of the zoo or park where zoo or park animals are not separated from members of the public by a physical barrier. As used in this section, "physical barrier" does not include an automobile or other conveyance.	*Civil Code Section 54.7(a)*
	• Any zoo or wild animal park that does not permit guide dogs, signal dogs, or service dogs to accompany individuals with a disability therein shall maintain, free of charge, adequate kennel facilities for the use of guide dogs, signal dogs, or service dogs belonging to these persons. These facilities shall be of character commensurate with the anticipated daily attendance of individuals with a disability. The facilities shall be in an area not accessible to the general public, shall be equipped with water and utensils for the consumption thereof, and shall otherwise be safe, clean, and comfortable.	*Civil Code Section 54.7(b)*

Continued on next page

Additional Laws Protecting the Rights of People with Physical Disabilities, Continued

Service animals (continued)

	Elements of the Law	*Code Section*
Access to Public Transportation	• Any person who is blind, deaf or disabled • a passenger on any public conveyance or mode of transportation operating within the state • shall be entitled to have with them a specially trained guide dog, signal dog, or service dog	*Penal Code Section 365.5(a)*
Access to Public Accommodations	• No person who is blind, deaf or disabled that person's specially trained guide dog, signal dog, or service dog • shall be denied admittance to places to which the general public is invited within the state • because of that person's guide dog, signal dog, or service dog	*Penal Code Section 365.5(b)*

Continued on next page

Service animals (continued)

	Elements of the Law	*Code Section*
Failure to Comply	• Any: - person - firm - association - corporation • who - prevents or interferes with • a disabled person in the exercise of the rights specified in *Penal Code Sections 365.5(a)* and *(b)* • is guilty of a misdemeanor	*Penal Code Section 365.5 (c)*

Right-of-Way

Vehicle Code Section 21963 stipulates that:

- a pedestrian totally or partially blind
- who is carrying a predominantly white cane (with or without a red tip)
- or using a guide dog
- shall have the right-of-way

The driver of any vehicle approaching a person using a white cane or guide dog who fails to yield or take reasonable necessary precautions to avoid injury to the person is guilty of a *misdemeanor*.

Resources and Referrals

Resources and referrals [37.03.17]

Several resource services are available to peace officers and individuals with mental illness, physical disabilities, and developmental disabilities. Examples of the types of resources available include but are not limited to the following:

- Agency-related assessment or crisis teams
- Private organizations offering support groups
- Substance abuse facilities
- County mental health agencies
- Community counseling centers
- Regional developmental disabilities centers
- Independent/assisted living centers
- National support/information organizations such as the National Alliance for the Mentally Ill (NAMI)
- Local missions or shelters
- Faith-based organizations
- Senior citizens centers or dependent adult resources
- Veterans Administration

NOTE: Peace officers should become familiar with the organizations that are available within their respective regions.

Chapter Synopsis

Learning need	In order to make appropriate decisions and serve those with physical disabilities, peace officers must be able to recognize indicators of people with physical disabilities.
Neurological disorders [37.03.8, 37.03.9]	Physical disabilities referred to as neurological disorders can be caused by illness or injury. Many people who have a neurological disorder require assistance such as wheelchairs, walkers, service dogs, or canes.
Blind or visually impaired [37.03.10, 37.03.13]	The historical misconception about people who are blind or visually impaired is that they are helpless or inferior. Because they have impaired vision, others have patronized them or made false assumptions regarding their intelligence, ability to care for themselves, or credibility as witnesses.
Deaf or hard of hearing [37.03.12, 37.03.13]	The term deafness means a substantial or complete loss of hearing. Deaf or hard of hearing affects all levels of society regardless of age, race, education level, or occupation. The ability to rapidly identify and properly treat people who are deaf or hard of hearing will enhance officers' abilities to accomplish their duties in a professional manner. People who are deaf or hard of hearing often are concerned or even fearful about contacts with peace officers. They may be concerned that they will be misunderstood by officers.
Additional laws protecting the rights of people with physical disabilities [39.03.15]	People with physical disabilities have the same rights as people without disabilities to the full and free use of the streets, highways, sidewalks, walkways, public buildings, public facilities, and other public spaces. *(Civil Code Section 54)*
Resources and Referrals [37.03.17]	Peace officers are responsible to become familiar with and comply with their specific agency policies and become familiar with the guidelines and with organizations and resources that are available within their regions.

Workbook Learning Activities

Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity questions

1. An officer on patrol spotted a van that was swerving erratically down the street. The officer stopped the vehicle and could clearly smell alcohol on the driver's breath. The officer saw that the van was specially equipped with hand controls and that there was a folded wheelchair in the back of the van. The driver explained that he was a paraplegic and had no control of his lower limbs. How would you proceed with the stop if you were the officer? What modifications would you make from handling the same stop with a person without a physical disability?

Continued on next page

Activity questions (continued)

2. You are called to a scene where two juveniles have assaulted an elderly woman and stolen her purse. The woman has been knocked to the ground during the assault and is upset and unable to provide information regarding her attackers. While you are questioning the woman, a bystander approaches and tells you that he had been there during the assault and was a witness to the crime. The bystander is carrying a white cane and wearing dark glasses. How would you proceed? What type of questions would you ask during your field interview of the witness? What information would you include in your report regarding the witness?

Continued on next page

Activity questions (continued)

3. Two officers are called to a neighborhood dispute involving two men. When the officers arrive, they find the men loudly arguing in the driveway of one of the men's home. One of the men is in a wheelchair and appears to be very agitated. When the officers try to calm the man and ask questions, the man in the wheelchair tells the officers to leave his property and that he doesn't need them to "fight his battles." When the officers fail to leave, the man lunges forward with the wheelchair in an attempt to knock one of the officers down. Has the man committed a crime? What actions should the officers take to safeguard their safety? Assuming a crime has been committed, what factors will the officers have to consider when searching the man, taking the man into custody, and transporting the man?

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Student notes

Chapter 4

Persons with Mental Illness

Overview

Learning need

In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with mental illness.

Learning objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	**Objective ID**
• Define the term mental illness	37.04.10
• List the categories of mental illness: - Thought disorders including schizophrenia - Mood disorders, including depression and bipolar - Anxiety related disorders - Post Traumatic Stress Disorder (PTSD) - Co-occurring/dual diagnosis disorders	 37.04.11 37.04.12 37.04.22 37.04.23 37.04.24
• Recognize the causes and nature of mental illness	37.04.25
• Recognize behavioral indicators that may be generally associated with people affected by mental illness	37.04.13
• Recognize appropriate peace officer response(s) and methods of communication when responding to a call that involves a person with a mental illness	37.04.15
• Explain and discuss the referral process and state/local resources available to people with mental illness	37.04.26
• Identify appropriate resolution options	37.04.27

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Overview, Continued

In this chapter

This chapter focuses on peace officer recognition and interactions with persons with mental illness. Refer to the chart below for specific topics.

Topic	See Page
Persons with Mental Illness	4-3
Persons with Mental Illness - Field Contacts	4-13
Resources and Referrals	4-17
Resolution Options	4-18
Chapter Synopsis	4-20
Workbook Learning Activities	4-21

Persons with Mental Illness

Introduction

Law enforcement routinely encounters persons with mental illness in a variety of settings. The causes and impacts of mental illness vary and are not bound by race, gender, or socioeconomic status.

How peace officers respond to persons living with a mental disorder can have tremendous impact on how these encounters will be resolved. The basic philosophy of any law enforcement officer should be to respond in a manner that is humane, compassionate, and supportive.

Mental illness

Mental illnesses are a medical condition that affect a person's thinking, feeling, mood, ability to relate to others, and disrupts daily functioning. Persons managing a mental illness can have a substantially diminished capacity for coping with the ordinary demands of life. Mental illnesses can affect people of any age, race, religion, income, or background. Several million people in this country are diagnosed with a serious long term mental illness. The good news about mental illness is that recovery is possible.

Mental disorders

Mental disorder is not defined by law, and peace officers are not required to make a medical diagnosis of a mental disorder.

A mental disorder:

- is primarily a brain disorder
- creates problems with feeling, thinking, and perception
- affects a person's behavior by causing bizarre and/or inappropriate behavior
- can be short term (acute) or long term (chronic)
- can occur at any time during a person's life

NOTE: Intellectual disability, epilepsy, or other developmental disabilities, alcoholism, other drug abuse, or repeated antisocial behavior do not, by themselves, constitute a mental disorder. *(WIC 5585.25)*

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Thought disorders

A **thought disorder** is a condition where the person's *thought process* is disrupted causing that person to experience delusions, hallucinations, and/or irrational fears, or they may exhibit unusual behaviors.

Mood disorders

A **mood disorder**, also referred to as an affective disorder, is a condition where the person experiences periodic disturbances in mood, concentration, sleep, activity, appetite, or social behavior. Mood disorders can be marked by periods of extreme sadness (depression) or excitement (mania).

Mood disorders tend to be episodic. Between episodes the individual may have no remarkable symptoms or difficulties.

Recognizing behaviors associated with mental illness

Officers should not attempt to diagnose mental illness. A mental illness is often difficult for even the trained professional to define in a given individual. Officers must be able to recognize general indicators of mental illness so that appropriate actions can be taken.

The following table identifies several indicators that officers may consider when determining whether a behavior is related to mental illness.

Indicator	Additional Information
Fearfulness	• Signs of strong and unrelenting fear of people, places, or things • Such fears may make the individual extremely reclusive or aggressive without apparent provocation • Extreme fright over something that a reasonable person would consider of little or no threat

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Recognizing behaviors associated with mental illness (continued)

Indicator	Additional Information
Inappropriate Behavior	• Extreme expression of emotion out of context for the situation • Nudity, extremely odd or inappropriate dress, self-mutilation • Belief that they are affected by extraordinary physical maladies that are not possible (e.g., belief that their heart stops beating for an extended period) • Impulsive activity • Reckless behavior (e.g., walking on the freeway)
Extreme Rigidity or Inflexibility	• Easily frustrated • Acting out with inappropriate or aggressive behavior • Unable to compromise or adjust
Excitability	• People who are affected by **bipolar disorder** may experience periods of excessive energy, reduced response to pain, or feel they require little or no sleep • Symptoms appear similar to those of a person on stimulants
Impaired Self-care	• A reduced capacity to take care of basic needs (e.g., stops bathing or eating, sleeps very little or more than normal, failure to find adequate shelter, etc.)
Hallucinations	• A **hallucination** is a false perception experienced through any of the five senses (e.g., hearing voices, feeling one's skin crawl, smelling strange odors, seeing visions, etc.) • When hallucinating, individuals may be so overwhelmed that they have little or no awareness of their surroundings

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Recognizing behaviors associated with mental illness (continued)

Indicator	Additional Information
Delusions	• A **delusion** is a persistent false belief or thoughts and actions that are not based on reality (e.g., delusions of grandeur, self-importance, being persecuted or conspired against, etc.) • Delusions can be caused by either thought or mood disorders
Disorganized Speech, Thought Patterns, or Disorientation	• Inability to make logical thought connections or to concentrate • Rapid flow of unrelated thoughts • Speech that is unclear or does not communicate an idea (e.g., talking in rhymes, repetition of words or phrases, speech that is rapid or non-stop) • Failure to or slow to respond to simple questions or commands (e.g., blank stare) • Memory loss related to common facts (e.g., name, awareness of time, identity of others)
Clinical Depression	**Clinical depression** is the most common of the mood disorders. It is usually recurring, often many times in an individual's lifetime. Symptoms may include, but are not limited to: - Isolation - Sadness, inactivity and self-depreciation - Feelings of guilt, hopelessness, helplessness, or pessimism - Eating disturbances - Fatigue, decreased energy - Loss of motivation

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Recognizing behaviors associated with mental illness (continued)

Indicators	Additional Information
Clinical Depression (continued)	- Crying spells - Chronic pain - Sleep disturbances - Relentlessness or irritability - Difficulty concentrating or making decisions - Thoughts of death (including gestures, attempts or threats of suicide) NOTE: The risk of suicide attempts, **suicide, and suicidal behavior** is significantly higher for people who are affected by any form of depressive disorder.
Bipolar Disorder	• Also referred to as manic depression and characterized by cycles of low and high mood swings. Swings between cycles can be rapid and unpredictable • When in a depressive cycle, a person with bipolar disorder may demonstrate the same behaviors as with clinical depression • When in a manic cycle a person may exhibit behavior such as: - boundless energy and enthusiasm - decreased need for sleep - rapid loud or disorganized speech - short temper and argumentative speech - impulsive and erratic behavior - possible delusional thoughts - religiosity (excessive devotion to religion)

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Recognizing behaviors associated with mental illness (continued)

Indicators	Additional Information
Schizophrenia	• Is not a single disorder. It is a group of related disorders in which a person's ability to function is marked by severe distortion of thought, perception, feelings, and bizarre behavior • Is the most common of the thought disorders. It most often develops in young adults aged 16 to 25 and remains throughout their adult lives • Characterized by a deterioration of a person's ability to work, relate to others, or to take care of oneself • Behaviors include: - bizarre delusional thinking - hallucinations - incoherent, disconnected thoughts and speech - expression of irrational fear - deteriorated self-care - poor reasoning - strange and erratic behaviors NOTE: Officers may come into contact with people affected by schizophrenia because certain medications taken by individuals who are affected by schizophrenia may cause agitation that can lead to a buildup of tension, anxiety, or panic. This may lead to potentially dangerous situations. When frightened, a person with this disorder may act out with even more bizarre or paranoid behavior.

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Recognizing behaviors associated with mental illness (continued)

Indicator	Additional Information
Postpartum-Depression	• **<u>Postpartum depression</u>** is the onset/increase of mental disorder which can occur after the birth of a child. The symptoms may include the above mentioned categories of disorders as well as fluctuations in mood, agitation, severe ruminations, delusions, and/or hallucinations • Postpartum depression episodes occur in 1/500 to 1/1000 individuals • These episodes should be distinguished from "baby blues" which affect up to 70% of individuals within 10 days of delivery, and does not result in significant impairment in functioning • Postpartum depression episodes may impact maternal attitudes towards infants and children and may include: - pre-occupation with the care of the child - child abuse - homicidal thinking - disinterest of the infant
Postpartum Psychosis	• **<u>Postpartum psychosis</u>** is a rare illness experienced by approximately one in every 1,000 women after giving birth, which - can substantially diminish the mother's capacity for coping with ordinary life demands - is not the same as a milder form of depression that some women experience after giving birth, commonly referred to as "baby blues"

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Recognizing behaviors associated with mental illness (continued

Indicator	Additional Information
Psychosis	Psychosis is a major disabling symptom of several severe mental illnesses. In particular, schizophrenia, which is a thought disorder; and bipolar disorder, which is a mood disorder. NOTE: Substance abuse by an individual may lead to behaviors that mimic a number of different types of thought and mood disorders. Additional information regarding drug induced psychotic behavior can be obtained from LD 12: *Substance Abuse*.
Posttraumatic Stress Disorder (PTSD)	• Posttraumatic Stress Disorder (PTSD) is an anxiety disorder that can develop after exposure to a traumatic event or ordeal in which grave physical harm occurred or was threatened to the individual or someone close to them • Symptoms can include dreams and nightmares about the incident, flashbacks, hyper-arousal, distress caused by reminders of the event, survivor's guilt, hyper-vigilance, emotional numbing, exaggerated, startled response (usually to loud noises) • Anyone who has gone through a life-threatening event can develop PTSD. These events can include: - combat or military exposure - child sexual or physical abuse - terrorist attacks - sexual or physical assault - serious accidents, such as a car wreck - natural disasters, such as a fire, tornado, hurricane, flood, or earthquake

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Recognizing behaviors associated with mental illness (continued)

Indicator	Additional Information
Personality Disorder	• Occur when personality traits (enduring patterns of perceiving, relating and thinking) become inflexible and maladaptive • Cause significant functional impairment or subjective distress • Person may not see the problem • The most common personality disorders are: - narcissistic (entitlement) - antisocial (manipulative) - borderline (abandonment) - histrionic (theatrical)

NOTE: The risk of suicide, suicide attempts, and suicidal behavior is significantly higher for people who are affected by any form of depressive disorder.

NOTE: Officers should be aware that substance abuse (drugs and/or alcohol) can also cause delusions, hallucinations, and violent mood swings in an individual. Likewise, mentally disabled persons may use drugs or alcohol to mitigate their symptoms.

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Example	(1)	An officer responded to a request from a neighbor for a welfare check of a woman who had not been seen for three weeks. After the officer knocked several times, the woman opened the door. The officer immediately noted a strong odor coming from the woman's home. The woman appeared to be wearing dirty clothes and had not bathed recently. Upon entering the home, the officer also noted that it had not been cleaned for some time and that the rooms were in disarray. The woman was not able to tell the officer when she had last eaten or left her home. When the officer inspected the woman's kitchen, she found only outdated or spoiled food. The officer also noted a number of empty prescription medication bottles near the kitchen sink. The woman was unable to remember how long it had been since she ran out of her medications. Based on the indicators that were apparent, the officer suspected that the woman was affected by a mental illness.

Persons with Mental Illness - Field Contacts

Introduction

Officers must make difficult judgments and decisions about the behaviors and intent of any individual they think may be affected by a mental illness. This requires special considerations to avoid unnecessary violence or civil liability.

Officer safety

People affected by mental illness can be unpredictable and sometimes violent. Officers should never compromise or jeopardize their own safety or the safety of others when dealing with individuals who display symptoms of a mental illness.

Once the scene is stabilized and there is no threat to life then the officer has a duty to reasonably accommodate the person's disability, but not before.

Indicators

Not all people with mental illness are dangerous, while some may represent danger only under certain circumstances or conditions. Some may be capable of going very quickly from a state of calm to being extremely agitated.

There are many indicators that officers may use to help determine if people who appear to be affected by mental illness are dangerous to others or themselves.

- The availability of any weapons to the person
- Statements made by the person that suggests that he or she is prepared to commit a violent or dangerous act. These could range from subtle innuendos to direct threats.
- A personal history of prior violent acts under similar or related conditions. Information may come from a previous law enforcement contact or others familiar with that person
- Signs of violence at the scene prior to the officer arriving
- Officers shall consider statements made by a credible third party indicating that the subject may be prepared to commit a violent or dangerous act

Continued on next page

Indicators (continued)

- The amount of self-control the person is able to demonstrate. This can include signs of rage, anger, fright or agitation. Signs of lack of control can include an inability to sit or stand still, wide eyes, rambling speech, etc.
- Begging to be left alone or offering frantic assurances that one is fine may also suggest that a person is close to losing control

Suicide awareness

There are several factors that may help officers determine how serious a threat is. Officers should ask:

- if the person has the intent, a plan, or the means to carry out the act of attempting suicide
- if he or she has made previous attempts to commit suicide
- the method used in a previous attempt
- about knowledge and/or history of someone who has completed suicide
- individuals close to the person about the person's history and mental state

NOTE: Excessive use of alcohol and/or other drugs can markedly increase the danger of a person successfully attempting suicide.

NOTE: Officers are responsible for knowing and complying with specific policies and guidelines regarding contacts with individuals who may be suicidal.

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Field contacts

The following table identifies appropriate tactical actions officers should be aware of.

Action	Additional Information
Request Backup	• Situation can be unpredictable and escalate quickly
Stabilize the Scene	• Once the scene is stabilized and there is no threat to life then the officer has a duty to reasonably accommodate the person's disability, but not before
Calm the Situation	• Take time to assess the situation • Provide reassurance that officers are there to help • If possible give the person time to calm down • Move slowly • When possible, eliminate emergency lights and sirens and disperse any crowd that may have gathered • Reduce environmental distractions such as radio or television noise • Assume a quiet nonthreatening manner when approaching and conversing with the individual • If possible, avoid physical contact if no violence or destructive acts have taken place • If possible, explain intended actions before taking action

Continued on next page

Field contacts (continued)

Action	Additional Information
Communicate	• Keep sentences short • Determine if the person is taking medication • Talk with the individual in an attempt to determine what is bothering that person • Acknowledge the person's feelings • Ask the person if he or she is hearing voices and, if so, what they are saying • Avoid topics that may agitate the person • Guide the conversation toward subjects that will bring the individual back to reality (e.g., where are you?, day of the week?) • Allow time for the person to consider questions and be prepared to repeat them • Do not mock the person or belittle his or her behavior • Do not agree or disagree with the delusions or hallucinations, but validate the feelings (i.e. "It must be frustrating for you to feel this way.")
Do Not Make Threats	• Do not threaten the individual with arrest or in any other manner • Threats may create additional fright, stress, or potential aggression
Be Truthful	• If the individual becomes aware of deception, that person may: - withdraw from any contact in distrust - become hypersensitive - retaliate in anger

Resources and Referrals

Resources and referrals

Several resource services are available to peace officers and individuals with mental illness, physical disabilities, and developmental disabilities. Examples of the types of resources available include but are not limited to the following:

- Agency-related assessment or crisis teams
- Private organizations offering support groups
- Substance abuse facilities
- County mental health agencies
- Regional developmental disabilities centers
- Independent/assisted living centers
- National support/information organizations such as the National Alliance for the Mentally Ill (NAMI)
- Local missions or shelters
- Faith-based organizations
- Senior citizens' centers or dependent adult resources

NOTE: Peace officers should become familiar with the organizations that are available within their respective regions.

Resolution Options

Introduction

Officers must make careful decisions about how to resolve situations involving people who are affected by mental illness.

Resolution options

If an officer determines that a person appears to be affected by a mental illness, but does not meet detention action under *Welfare and Institutions Code Section 5150* "as detailed in Chapter 5" there are several actions the officer can consider taking. The following table identifies some of these actions.

Option	Additional Information
Provide Urgent Medical Attention	• Once an officer has taken control of a situation, that officer must render medical attention or summon medical personnel if required • After medical care is rendered, disposition of the individual can be determined
Arrest of Individual	• Arrest if a crime has been committed • Officer discretion should be used regarding arrests for minor issues
Referral for Mental Health Services	• Individuals and families who may be in need of treatment can be referred to available mental health services • Officers should become familiar with the services that are available within the community
Report to Child Protective Services	• Peace officers are required by law to report conditions of child abuse to local child protective agencies
Cite and Release	• If it is determined that the individual meets the criteria under *Penal Code Section 849(b)* and it is safe to release the individual, officers may consider citing and releasing the individual
No Further Action	• If no urgent medical care is necessary, no crime has been committed, and no referral is needed, the officer may choose to take no further action

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Resolution Options, Continued

Agency policy	Officers are responsible for being aware of and complying with all agency specific policies and guidelines regarding procedures, officer discretion, and referrals when interacting with a person who appears to be affected by a mental disorder.
Confidentiality of medical reports	Officers are responsible for being aware of state and federal statutes that govern the release of medical records. The privacy rule protects all individually identifiable health information held or transmitted by a covered entity or its business associate in any form or media, whether electronic, paper or oral. The act strikes a balance that permits important uses of information while protecting the privacy of people who seek care and healing. *(Health Insurance Portability and Privacy Act [HIPPA], Title 42 Code of Federal Regulations, and California Welfare and Institution Code 5328)*
Example	(1) Officers responded to a call from neighbors regarding a man with a dog taking items from trash cans in a residential neighborhood. When the officers located the man, he told them that he and his dog lived in a makeshift tent under a nearby freeway. He also told the officers that he was a war veteran and that the dog was his closest friend. The man was turned away from one shelter because they would not allow the dog to go with the man. The man told the officers that he had not been able to hold any type of regular work because he had bouts of post-traumatic stress. He also told them that he was hungry and was worried about his dog getting enough to eat. The officers were able to refer the man to a local veterans' organization where he could get assistance.

Chapter Synopsis

Learning need	Peace officers must become familiar with the causes and nature of mental illness in order to determine if an individual is gravely disabled or dangerous.
Mental illness [37.04.10, 37.04.11, 37.04.12, 37.04.13, 37.04.22, 37.04.23, 37.04.24, 37.04.25]]	Mental illness is a term used for a group of disorders causing severe disturbances in a person's thinking, feeling, and ability to relate to others. A person affected by a mental illness usually has a substantially diminished capacity for coping with the ordinary demands of life.
Field contacts with mentally disabled persons [37.04.15]	Officers must make difficult judgments and decisions about the behaviors and intent of any individual they think may be affected by a mental illness. This requires special considerations to avoid unnecessary violence or civil liability.
Resolution options [37.04.27]	Officers must make careful decisions about how to resolve situations involving people who are affected by mental illness.
Resources and Referrals [37.04.26]	Peace officers are responsible to become familiar with and comply with their specific agency policies and become familiar with the guidelines and with organizations and resources that are available within their regions.

Workbook Learning Activities

Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity questions

1. Officers are dispatched to a location where a man has been standing alone on the sidewalk outside of his apartment house for several hours. The reporting party tells the officers that the man has been staring at the wall and has not moved for over four hours. The man is wearing shorts and a tee shirt and it is now nighttime and growing cold. When initially questioned by the officers, the man does not respond. Is the man exhibiting behaviors that may indicate that he may be affected by a mental disorder? If so, what are they? What other possible explanations could there be for the mans' behavior? What questions should the officers ask? What actions, if any, should the officers take?

Continued on next page

Activity questions (continued)

2. Continuing the scenario in question number one: One of the officers asks the man "Are you hearing voices?" The man does not respond initially, but after approximately one minute replies, "Yeah, voices." The man does not say anything further and appears not to hear any other questions the officers ask. Under the circumstances, should the officers detain the man under *Welfare and Institutions Code Section 5150* "as detailed in Chapter 5"? Explain your answer.

3. Describe your most recent interaction with a person whom you felt might have been affected by a mood or thought disorder. What led you to make that conclusion?

Continued on next page

Activity questions (continued)

4. Officers are called to a home after receiving a call about a disturbance. When they arrive, the door is answered by a distraught woman who tells the officers that she is afraid that her brother is going to harm himself or possibly try to commit suicide. The woman tells the officers that her brother has a history of bipolar disorder, has just lost his job, and attempted suicide once when he was a teenager. When the officers enter the room where the man is, they find him sitting quietly, looking out the window. When they question the man for his name, he smiles and pauses but eventually answers calmly. What questions should the officers ask the man? What actions, if any, should the officers take? Explain the reasons for your answers.

Continued on next page

Activity questions (continued)

5. An officer on patrol sees an elderly man at an entrance to a popular local park. The man appears to be a local "street person" and is dressed in old and worn clothing and has numerous bundles of what appear to be blankets and other possessions. He is stepping in front of anyone who tries to enter the park, apparently asking for money. The officer decides to observe the man before taking any action. What behaviors or other indicators should the officer look for to determine if the man could be affected by any form of mental illness?

6. Continuing the scenario in question number five: While the officer watches, the elderly man appears to become agitated after a number of people fail to give him any money. The man starts yelling and ranting at no one in particular. What indicators should the officer look for to determine if the man is dangerous?

Continued on next page

Activity questions (continued)

7. Continuing the scenario in questions number five and six: Assume that you determine that the elderly man is potentially dangerous. Although he does not seem to pose an immediate threat at this time, what actions should you take?

Continued on next page

Activity questions (continued)

8. Officers encounter a "street person" who has been living in a cardboard refrigerator box in an alleyway. Upon investigation they find the man is dressed in pants, a tee-shirt, a sweatshirt, and shoes with no socks. Temperatures have been ranging from 40-60 degrees for the last few days. Inside the box, officers find cans of dog food, two blankets, and paper bags of empty cans and old newspapers. When they question the man, he tells the officers that he can't live anywhere there are four walls because the walls always move in and try to crush him. When the officers suggest a local shelter, the man becomes visibly agitated and backs away from the officers. Based on the information presented in this scenario, would the man qualify as being gravely disabled under *Welfare and Institutions Code 5150* "as determined in Chapter 5"? Give a rationale for your answer.

Chapter 5

Welfare and Institutions Code

Overview

Learning need

Peace officers must become familiar with the application of *Welfare and Institutions Code Section 5150* in order to determine if an individual is a danger to others, or to himself or herself, or gravely disabled and to determine an appropriate response and resolution option.

Learning objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• Explain the intent of the Lanterman-Petris-Short Act *(Welfare and Institutions Code Section 5150)*	37.05.01
• Recognize the authority of peace officers to take a person into custody pursuant to *Welfare and Institutions Code Section 5150*	37.05.02
• Recognize behavioral indicators peace officers may use to help determine if a person affected by mental illness is a danger to others, or to himself or herself, or gravely disabled	37.05.03
• Recognize the rights of individuals who have been taken into custody, pursuant to *Welfare and Institutions Code Section 5150*	37.05.04
• Recognize the documentation requirements pursuant to *Welfare and Institution Code Section 5150.2*	37.05.05

Continued on next page

Overview, Continued

In this chapter

This chapter focuses on peace officer recognition and interactions with persons with mental illness. Refer to the chart below for specific topics.

Topic	See Page
Lanterman-Petris-Short Act	5-3
Chapter Synopsis	5-14
Workbook Learning Activities	5-15

Lanterman-Petris-Short Act (Welfare and Institutions Code Section 5150)

Introduction

The Lanterman-Petris-Short Act (LPS) was established in 1968 with the intent of reforming commitment laws pertaining to mental health treatment. The Legislature's intent was to end the inappropriate, indefinite, and involuntary commitment of persons with mental health disorders, developmental disabilities, and chronic alcoholism.

The laws related to LPS are noted in the California Welfare and Institutions Code, beginning with *Welfare and Institutions Code (WIC) Section 5150*.

Role of peace officers

- Peace officers have been given great authority to detain individuals who meet specific criteria in the law.
- Most individuals living with mental health disorders will not require peace officer assistance pursuant to 5150 WIC.
- Peace officers' actions must be based on probable cause that a person is a danger to self or others, or **gravely disabled** due to a mental health disorder.
- Peace officers must also recognize that individuals in crisis can pose potential officer safety concerns.

Detention for evaluation

Welfare and Institutions Code Section 5150 states that:

- when a person
- as a result of a mental health disorder
- is:
  - *a danger to* others, ***or***
  - *a danger to himself or herself,* ***or***
  - *gravely disabled*
- A peace officer or other designated person
- may, upon probable cause
- take or cause to be taken
- the person into custody
- for a period of up to 72 hours for
  - assessment, evaluation, and crisis intervention, **or**
  - placement for evaluation and treatment in a designated facility

Continued on next page

Detention for evaluation (continued)

Welfare and Institutions Code Section 5150.05 states that:

When determining if probable cause exists to take a person into custody or cause a person to be taken into custody, pursuant to Section 5150 any person who is authorized to take that person, or cause that person to be taken shall consider available relevant information from the person, service providers, or family members about the historical course of the person's mental disorder.

If the authorized person determines that the information has a reasonable bearing on the determination as to whether the person is a danger to others, or self, or is gravely disabled as a result of the mental disorder.

Explicit probable cause

Because deprivation of personal liberty is involved, the courts have established explicit elements for probable cause for *Welfare and Institutions Code Section 5150*.

To establish probable cause to detain a person pursuant to *Welfare and Institutions Code Section 5150*, an officer must clearly articulate the circumstances under which the person's condition was brought to the officer's attention. The officer must:

- be able to state known facts
- that would lead a person of ordinary care and prudence to believe or to entertain a strong suspicion
- that the person detained
- is a danger to others, or self, or is gravely disabled

By "known facts" the officers must be able to point to specifics and facts, which if taken together with rational inferences, reasonably warrant the officer's belief or suspicion.

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Danger to others

Danger to others as a result of a mental health disorder often involves words or actions that are interpreted as aggressive or threatening.

Indicators that might lead an officer to believe that a person may be a danger to others include, but are not limited to the individual's:

- use of words or actions that indicate the intent to cause bodily harm to another person
- appearance of being agitated, angry or explosive (even when not focused at a particular person)
- engagement in or intent to engage in acts or behavior of such an irrational, impulsive or reckless nature as to put others directly in danger of harm (e.g., the destruction of property or misuse of a vehicle)
- acts or words regarding an intent to cause harm to another person being based on or caused by the individual's mental state which indicated the need for psychiatric evaluation and treatment

Danger to self

Danger to self as a result of a mental illness typically means the presence of suicidal thoughts, statements, or behaviors.

Indicators that might lead an officer to believe that a person may be a danger to self include, but are not limited to the individual's:

- words or actions that imply an intent to commit suicide or inflict bodily harm on self
- exhibition of gross neglect for personal safety which could lead to that person receiving or being at risk of receiving serious injury
- statements or action implying a specific plan to commit suicide or inflict harm on self
- plans and the means available or within that individual's ability to carry out

NOTE: Self-endangering or high-risk activities, such as sky-diving, are generally not associated with a mental illness.

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Gravely disabled

The W & I Code defines gravely disabled as "a condition in which a person, as a result of a mental health disorder, is unable to provide for his or her basic personal needs for food, clothing or shelter."

Indicators may include, but are not limited to the following:

- The person must be unable to avail themselves of food, shelter and clothing.
- Mere inability to provide for needs is not sufficient nor is refusal of treatment evidence of grave disability.
- Regardless of person's past, the question is whether they are presently gravely disabled.

Interpretation of what food, clothing, and shelter may not be what most of us would consider "humane." For example:

- a person had a plan to sleep under a bridge and collect food from a trash can

Continued on next page

Not gravely disabled

Examples may include but not be limited to:

- surviving safely with the help of responsible family, friends, or others who are both willing and able to help to provide basic personal needs (food, clothing and shelter)
- using poor judgment or displaying eccentric behavior does not necessarily mean a person is incompetent
- chosen lifestyle or lack of funds

NOTE: To meet gravely disabled criteria, the person must "presently" be gravely disabled and be unable to provide and/or utilize food, clothing, and shelter due to a mental disorder.

NOTE: Courts have ruled that if a person can survive safely in freedom with the help of willing and responsible family members, friends, or third parties, then he or she is not considered gravely disabled.

Gravely disabled minor

Gravely disabled minor is a person 17 years old or younger who, as the result of a mental health disorder, is unable to utilize the elements of life, which are essential to health, safety and development, including food, clothing, or shelter, even though provided to the minor by others, *(WIC 5585.25)*.

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Deprivation of personal liberties

It is important that peace officers recognize that detention and commitment under *Welfare and Institutions Code Section 5150* is a *serious deprivation of personal liberty.*

Detention under *Welfare and Institutions Code Section 5150* can mean the individual:

- may be deprived of contacts with friends and family,
- may be subject to:
  - medical and psychological examination, and/or
  - the administration of medications
- can be held against that person's will for up to 72 hours

Because of these issues, peace officers must be aware of the responsibility involved when they evoke *Welfare and Institutions Code Section 5150*. A person cannot be detained under *Welfare and Institutions Code Section 5150* for vague, ambiguous, unspecific, or *potentially* dangerous behavior.

Rights of detained person

People who are detained under *Welfare and Institutions Code Section 5150* are entitled to basic federal and state constitutional rights.

Welfare and Institutions Code Section 5150 requires that prior to transporting the person to a designated facility, officers must give the person the following advisement:

> "My name is (officer's name), I am a (type of peace officer) with (employment agency's name). You are not under criminal arrest, but I am taking you to for an examination by mental health professionals to (name of the mental health facility). You will be told your rights by the mental health staff."

Continued on next page

Rights of detained person (continued)

If the person is detained under *Welfare and Institutions Code Section 5150* at that person's own residence, officers must also inform the individual of the following:

> "You may bring a few personal items with you which I will have to approve. Please inform me if you need assistance turning off any appliance or water. You can make a phone call and/or leave a note to tell your friends and/or family where you have been taken."

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Protection of personal property

Welfare and Institutions Code Section 5150 also states that it is the officer's responsibility to:

- take reasonable precautions to preserve and safeguard personal property in possession of or on the premises occupied by the person who is being detained, *and*
- provide the court with a report describing any property that is under law enforcement protection and its disposition

Confiscation of weapons

Whenever a person who has been detained under *Welfare and Institutions Code Section 5150* is found to own, have possession of, or have control of any firearms or deadly weapons, peace officers will confiscate those weapons. (*Welfare and Institutions Code Section 8102*)

Mandatory documentation

Welfare and Institutions Code Section 5150.2 requires officers who transport a person to a designated facility for assessment under *Welfare and Institutions Code Section 5150* to complete the written Applications for 72-Hour Detention, Evaluation and Treatment form (DHCS 1801). A standard application includes:

- verification that the detainment advisement was given
- the name of the designated facility to which the person is taken
- the name and address of the individual who is being detained
- factual circumstances and observations constituting probable cause for the officer to believe that the individual is in fact a danger to others, self, or is gravely disabled
  - If the person is compliant to the officer's directions, it does not mean the individual is consenting.

NOTE: **There is no such thing as a voluntary *5150 W & I*.**

It is the officer's responsibility to check agency policy for reporting policies.

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Lanterman-Petris-Short Act (Welfare and Institutions Code Section 5150), Continued

Designated facilities

Evaluation and treatment facilities must be designated by the county and approved by the State Department of Health Care Services.

Federal and State law require all licensed health facilities to provide or arrange for emergency services for all patients experiencing an emergency medical condition, including a psychiatric condition.

Initial evaluation

When an officer detains an individual under *Welfare and Institutions Code Section 5150* and transports that individual to a designated facility, the individual must be evaluated by a mental health professional. The mental health professional then determines if the individual should be detained for further evaluation and treatment (*Welfare and Institutions Code Section 5150.3*).

When an officer detains an individual under *Welfare and Institutions Code Section 5150* and transports that individual to a designated facility, the officer shall be detained no longer than the time necessary to complete documentation of the factual basis of the detention and a safe and orderly transfer of physical custody of the person.

Continued on next page

Examples

(1) An officer responded to a call regarding a man, shoeless and dressed only in his underwear, walking in the median of a four-lane highway. The officer found a man matching the description and attempted to detain and question him. Even though the officer's appearance was obvious and the officer repeatedly asked for the man to stop, the man continued to walk as if the officer were not there. The officer moved in front of the man and was finally able to get the man's attention. The man appeared confused and frightened by the sight of the officer. He told the officer that he had to pick up his mother; that she was waiting for him; and that she would be mad if he was late. The officer was able to find out that the man was attempting to walk to a town that was over 200 miles away. When the officer suggested that he give the man a ride to somewhere that would be safer, the man suddenly became agitated and bolted into the roadway screaming "You've killed her! Stay away! You've killed her!" Because of the man's inability to relate to the reality of the situation and because he was in immediate danger of seriously injuring himself along the roadway, the officer detained the man under *Welfare and Institutions Code Section 5150* and transported him to an evaluation facility.

Continued on next page

Examples (continued)

(2) Two officers responded to a call regarding a family dispute. When they arrived, they were told by a young woman that her 19-year-old brother was in the kitchen threatening to harm her father. The officers saw that the young man was holding a large kitchen knife and yelling, "Don't tell me what to do! You don't have the power anymore. I have the power now!" The young man's father was also yelling and ordering his son to put the knife down. When the young man saw the officers, he dropped the knife. The officers quickly took control of the situation and physically subdued the young man. The young man's mother then approached the officers holding several bottles of medications. She told the officers that her son stopped taking his medication two weeks ago and had become increasingly more paranoid and violent. Even though she and her husband had tried to care for their son on their own, they did not know what to do anymore. Because the young man was a threat to others and possibly to himself, the officers detained him for evaluation and treatment under *Welfare and Institutions Code Section 5150*.

(3) Officers were dispatched to a local college dormitory. The reporting party told the officers that a male student had remained locked in his room for three days. Friends of the student told the officers that the young man's grades had dropped and that his girlfriend had broken up with him about two weeks ago. They also told the officers that the student had spoken of suicide numerous times over the last week. Since the dorm room was on the first floor, one of the officers was able to look through a window and saw the young man naked and lying in a fetal position on the bed. Officers entered the room and determined that the student was suicidal because the young man was in immediate danger of harming himself; the officers detained him under *Welfare and Institutions Code Section 5150* for evaluation and treatment.

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Examples (continued)	(4)	Officers were dispatched in the early morning hours to a local law firm. The reporting party tells the officers that when she arrived at work, there was a woman sleeping in the doorway of the office building. She had asked the woman to leave, but the woman continued sleeping. Upon arrival, the officer determined the female subject was homeless and takes medication for schizophrenia. The subject informs officers that she sleeps in different outdoor locations at night and obtains her food from local restaurant dumpsters. Officers determine the subject is not a danger to herself, others, or gravely disabled, so she is sent on her way and is not detained under *Welfare and Institutions Code 5150.*

Chapter Synopsis

Lanterman-Petris-Short Act [37.05.01, 37.05.02, 37.05.03, 37.05.04, 37.05.06]	The Lanterman-Petris-Short Act (LPS) was established in 1968 with the intent of reforming commitment laws pertaining to mental health treatment. The Legislature's effort was to balance communities' rights with the right individuals to freedom and due process under the law. The laws related to LPS are noted in the California Welfare and Institutions Code, beginning with *Welfare and Institutions Code Section 5150.*

Workbook Corrections

Suggested corrections to this workbook can be made by going to the POST website at: www.post.ca.gov

Glossary

Introduction	**The following glossary terms apply only to Learning Domain 37: People with Disabilities.**
Americans with Disabilities Act (ADA)	federal law that provides mandates for eliminating discrimination against individuals with mental and physical impairments or disabilities
acquired neurological disorder	damage to the neurological system that can be the result of any of a number of illnesses (e.g., stroke, Alzheimer's disease)
autism spectrum disorder	a severe developmental disability which affects all areas of functioning and interacting with others; usually evident before the person reaches the age of three years and more common in males than females responsibilities
bipolar disorder	a mental disorder characterized by rapid and unpredictable mood swings from mania to severe depression
cerebral palsy	a large group of chronic conditions that affect an individual's body movements and coordination; because of the lack of muscle control speech, hearing, or vision can also be affected
clinical depression	a recurring, serious mood disorder marked by sadness, inactivity, and self-depreciation
deaf or hard of hearing	a substantial or complete loss of hearing

delusion	a persistent false belief or thoughts and actions that are not based on reality (e.g., delusions of grandeur, self importance, being persecuted or conspired against, etc.)
developmental disability	a severe, chronic disability which originates before an individual attains age 18, continues, or can be expected to continue, indefinitely, and constitutes a substantial limitations for that individual
disability	a physical or mental impairment that substantially limits a person from actively taking part in one or more major life activity, has a record of a physical or mental impairment, or is regarded as having a physical or mental impairment
epilepsy	a brain disorder that causes people to have recurring seizures. The seizures happen when clusters of nerve cells (neurons) in the brain send out the wrong signals
gravely disabled	a condition in which a person, as a result of a mental disorder, is unable to provide for basic personal needs such as food, clothing, or shelter
hallucination	a false perception experienced through any one of the five senses (e.g., hearing voices, feeling one's skin crawl, smelling strange odors, seeing visions, etc.)
legally blind	a person with visual acuity that does not exceed a specified level with corrective lenses or has a visual field is less than an angle of 20 degrees
major life activity	any one of the major functions that an average person can perform with little or no difficulty

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mental disability	a group of disorders that can cause disturbances in thinking, feeling, or relating to others. They often result in an inability to cope with the ordinary demands of life
mental disorder	a group of disorders that can cause disturbances in thinking, feeling, or relating to others; often resulting in an inability to cope with the ordinary demands of life
intellectual disability	a below average intellectual functioning or deficit in adaptive behavior; a limited capacity to learn which may have been caused by a birth defect, deprivation in early childhood, disease, consumption of toxins or poisons, or numerous other reasons
mood disorder	a condition where the person experiences periodic disturbances in mood, concentration, sleep, activity, appetite, or social behavior
personality disorder	occur when personality traits (enduring patterns of perceiving, relating and thinking) become inflexible and maladaptive
physical disability	functional limitation that interferes with a person's abilities
postpartum depression	is the onset/increase of mental illness can occur after the birth of a child
postpartum psychosis	a rare illness experienced after child birth; substantially diminishes a person's capacity for coping with ordinary demands of life

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posttraumatic stress disorder (PSTD)	an anxiety disorder that can develop after exposure to a traumatic event or ordeal in which grave physical harm occurred or was threatened to the individual or someone close to them
psychosis	a major disabling symptom of several severe mental illnesses and thought and mood disorders: in particular, schizophrenia and bipolar disorder
schizophrenia	a group of related disorders in which a person's ability to function is marked by severe distortion of thought, perception, feelings, and bizarre behavior
seizure	a symptom of a brain problem. They happen because of sudden, abnormal electrical activity in the brain. If only part of the brain is affected, it may cloud awareness, block normal communication, and produce a variety of undirected, unorganized movements
service animals	animals used by people with disabilities to assist them in everyday tasks (e.g., guide dogs, signal dogs, service dogs)
suicide	intentionally taking of one's own life
suicidal behavior	behavior tending toward or leading to suicide; often initiated by some mental states that relate to onset of depression
thought disorder	a condition where the person's *thought process* is disrupted causing that person to experience delusions or irrational fears, see visions, or a number of other irrational behaviors

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traumatic brain injury (TBI)	an alteration in brain function or other evidence of brain pathology, caused by an external force
traumatic neurological disorders	disorders caused by an injury to the brain or spinal cord due to military combat, a vehicle accident, sports injury, fall, act of violence, or any number of other forms of trauma
visual impairments	a phrase that refers to all conditions limiting sight

Monterey County Emergency Communications – Authorized Radio Codes

10 CODE

10-3 Restricted to emergency traffic on this channel
10-4 O.K. – message understood
10-5 Relay information
10-6 Busy – stand by unless urgent
10-7 Out of Service
10-8 In service, available
10-8a En route to a call
10-9 Repeat
10-15 Transporting to Jail (give location)
10-19 Go to station
10-20 Location
10-21 Telephone
10-22 Cancel - Disregard
10-25 Meet
10-27 Driver's License Request
10-28 Vehicle Registration Request
10-29 Check Wants
10-36 Confidential Information
10-97 On Scene
10-98 Detail Complete

MISCELLANEOUS CODES

CODE 1 When Convenient
CODE 2 Urgent, without delay
CODE 3 Emergency
CODE 4 No further help needed
CODE 5 Stakeout
CODE 7 Lunch Break
CODE 10 Bomb Threat
CODE 27 Coffee Break

DETAIL CODES

100 Gang - Related
101 Abandoned Vehicle
102 Traffic Accident
103 Domestic (no report)
104 Alarm – Outside Ringer
105 Alarm – Silent
106 Animal Call
107 Assist Fire Dept.
108 Assist Outside Agency
109 Assist Public
110 Civil Problem
111 Contact Citizen
112 Court
113 Death Report
114 Hazard - Roadway
115 Information Only
116 Lost or Found Person
117 Lost or Found Property
119 Miscellaneous Patrol
120 Sick or Wounded Person
121 Open Door or Window
122 Shots Fired
123 Station Detail
125 Suspicious Circumstances
126 Suspicious Person
127 Suspicious Vehicle
128 Traffic Stop
129 Transport Female (w/ mileage)
130 Transport Male (w/ mileage)
131 Subpoena Service
132 Welfare Check
133 Warrant Service
134 Party
135 Restraining Order Service

DETAIL CODES, *CONTINUED*

137 SRO Contact
138 Stranded Motorist
139 Translation Detail
140 Hazardous Citation
141 Non Hazardous/Mechanical Citation
142 Parking Citation
143 Felony Warrant Arrest
144 Misdemeanor Warrant Arrest
145 Vehicle Escort
146 Towed Vehicles
147 CSI Detail

GENERAL DISPOSITION CODES

01 Animal (dead)
02 Animal (live)
04 Beat information
06 Follow up (report # if available)
06a Follow up w/ Arrest (report # if available)
07 Regular (incident) Report made
07a Arrest Report made (include code section)
08 No Report
08a No Report – Arrest (B&P, CC, ETC…)
09 Cancel Report

ALARM DISPOSITION CODES

08N Act of Nature W/O Report
08E Employee Error
08M Mechanical Malfunction
08U Unregistered Alarm
08X Alarm Order

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APPENDIX 2

Daily Observation Report *(Numeric Scale)*

REPORT DATE _____ PHASE ___ SHIFT/WATCH _____

Trainee Name *(Last, First)*	Badge/ID	FTO Name *(Last, First)*	Badge/ID

INSTRUCTIONS: See Appendix 1, Standardized Evaluation Guidelines (SEGs) for how to rate observable behaviors. A rating of **4** is the *minimum* acceptable score within each category to meet the standard for solo patrol officer. Ratings of **1** or **7** ***require*** a Documented Situation (DS); check **DS** and describe the related event in the accompanying Narrative Evaluation. Check **N/O** if behavior is Not Observed or **NRT** if trainee is Not Responding to Training. Enter Remedial Training Minutes (**R/T MIN**) as minutes only (*e.g.,* 1 hr, 30 min = 90 min). *A completed and signed Narrative Evaluation* ***must*** *be attached.*

Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

RATING BY CATEGORY |- - - - - - - - - - - Scale Based on FTP Standards - - - - - - - - - - -|

ATTITUDE	DS	UNACCEPTABLE		ACCEPTABLE			SUPERIOR		N/O	NRT	R/T MIN
1 Acceptance of Feedback/FTO/FTP	○	1	2	3	4	5	6	7	○	○	
2 Attitude toward Police Work	○	1	2	3	4	5	6	7	○	○	
3 Integrity/Ethics	○	1	2	3	4	5	6	7	○	○	
4 Leadership	○	1	2	3	4	5	6	7	○	○	
APPEARANCE/PHYSICAL CONDITION											
5 General Appearance	○	1	2	3	4	5	6	7	○	○	
RELATIONSHIPS											
6 With Citizens/Community	○	1	2	3	4	5	6	7	○	○	
7 With Other Department Members	○	1	2	3	4	5	6	7	○	○	
8 Community Organizing and Problem-solving	○	1	2	3	4	5	6	7	○	○	
PERFORMANCE											
9 Driving Skill: *Normal Conditions*	○	1	2	3	4	5	6	7	○	○	
10 Driving Skill: *Moderate/High Stress Conditions*	○	1	2	3	4	5	6	7	○	○	
11 Use of Map Book/GPS: *Orientation/Response Time*	○	1	2	3	4	5	6	7	○	○	
12 Routine Forms: *Accuracy/Completeness*	○	1	2	3	4	5	6	7	○	○	
13 Report Writing: *Organization/Details/Use of Time*	○	1	2	3	4	5	6	7	○	○	
14 Report Writing: *Grammar/Spelling/Neatness*	○	1	2	3	4	5	6	7	○	○	
15 Field Performance: *Non-Stress Conditions*	○	1	2	3	4	5	6	7	○	○	
16 Field Performance: *Stress Conditions*	○	1	2	3	4	5	6	7	○	○	
17 Investigative Skills	○	1	2	3	4	5	6	7	○	○	
18 Interview/Interrogation Skills	○	1	2	3	4	5	6	7	○	○	
19 Self-initiated Field Activity	○	1	2	3	4	5	6	7	○	○	
20 Officer Safety: *General*	○	1	2	3	4	5	6	7	○	○	
21 Officer Safety: *Suspicious Persons/Suspects/Prisoners*	○	1	2	3	4	5	6	7	○	○	
22 Control of Conflict: *Voice Command*	○	1	2	3	4	5	6	7	○	○	
23 Control of Conflict: *Physical Skill*	○	1	2	3	4	5	6	7	○	○	
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25 Communications: *Use of Codes/Procedures*	○	1	2	3	4	5	6	7	○	○	
26 Radio: *Listens and Comprehends*	○	1	2	3	4	5	6	7	○	○	
27 Radio: *Articulation of Transmissions*	○	1	2	3	4	5	6	7	○	○	
28 Mobile Computer Terminal	○	1	2	3	4	5	6	7	○	○	
KNOWLEDGE											
29 Department Policies and Procedures:											
A Reflected by Verbal/Written/Simulated Testing	○	1	2	3	4	5	6	7	○	○	
B Reflected in Field Performance	○	1	2	3	4	5	6	7	○	○	
30 Criminal Statutes:											
A Reflected by Verbal/Written/Simulated Testing	○	1	2	3	4	5	6	7	○	○	
B Reflected in Field Performance	○	1	2	3	4	5	6	7	○	○	
31 Criminal Procedure:											
A Reflected by Verbal/Written/Simulated Testing	○	1	2	3	4	5	6	7	○	○	
B Reflected in Field Performance	○	1	2	3	4	5	6	7	○	○	
AGENCY-SPECIFIC (If used, provide SEGs in FTP Guide)											
32 _____	○	1	2	3	4	5	6	7	○	○	

Trainee Signature ▶	**TOTAL RT MINUTES TODAY:** (Identify specific remedial plan in Narrative Evaluation if applicable.)	0:00

CLEAR PAGE

Narrative Evaluation *(Numeric Scale)*

REPORT DATE _____ PHASE ___ SHIFT/WATCH _____

Trainee Name *(Last, First)*	Badge/ID	FTO Name *(Last, First)*	Badge/ID

INSTRUCTIONS: **Parts A & B –** 1) Based on the completed DOR, determine the trainee's MOST and LEAST satisfactory performance. Enter the applicable category numbers (1–32) to reference your comments. 2) Describe how the events support the ratings. 3) Check the appropriate **RT** box and enter the RT date if applicable. **Parts C & D –** If **DS** is checked in the DOR, provide an explanation to document the situation. **Continuation Page(s) –** Use as needed for additional comments; initial each page**.** *A completed and signed Narrative Evaluation **must** be attached to the DOR.*

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

EVALUATION CONSIDERATIONS:

- Set the stage or scene
- Include verbatim quotes
- Critique the performance — not the person
- Use lists when appropriate
- Report facts/avoid conclusions/don't predict
- Check spelling, grammar, organization, etc.
- Think remedial
- Quantify when appropriate
- Remember your audience

PART A. MOST SATISFACTORY PERFORMANCE	Category Number(s)									
The **MOST** satisfactory performance area of the day was in the following category(ies):										

Describe:

REMEDIAL TRAINING: ☐ N/A ☐ Completed ☐ Recommended – Date:

PART B. LEAST SATISFACTORY PERFORMANCE	Category Number(s)									
The **LEAST** satisfactory performance area of the day was in the following category(ies):										

Describe:

REMEDIAL TRAINING: ☐ N/A ☐ Completed ☐ Recommended – Date:

☐ **Continuation Pages Attached**

CLEAR PAGE

REPORT DATE _____ PHASE ___ SHIFT/WATCH _____

Trainee Name *(Last, First)*	Badge/ID	FTO Name *(Last, First)*	Badge/ID

NOTE: Any DOR rating of **1** or **7** **must** be documented. 1) Identify the event and enter the applicable category number(s) to reference your comments. 2) Explain how the rating was determined. 3) Check the appropriate **RT** box and enter the RT date if applicable. Use the Continuation Page(s) for additional comments as needed. Attach the completed and signed Narrative Evaluation to the DOR.

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

PART C. DOCUMENTED SITUATIONS (DS)

	Category Number(s)									
1. Event										

Describe:

REMEDIAL TRAINING: ☐ N/A ☐ Completed ☐ Recommended – Date:

2. Event										

Describe:

REMEDIAL TRAINING: ☐ N/A ☐ Completed ☐ Recommended – Date:

3. Event										

Describe:

REMEDIAL TRAINING: ☐ N/A ☐ Completed ☐ Recommended – Date:

PART D. REQUIRED SIGNATURES

Print Trainee Name	▶	**Date**
Print FTO Name	▶	**Date**
Print FT SAC Name	▶	**Date**

☐ **Continuation Pages Attached**

CLEAR PAGE

REPORT DATE _____ PHASE ___ SHIFT/WATCH _____

Trainee Name *(Last, First)*	**Badge/ID**	**FTO Name** *(Last, First)*	**Badge/ID**

NOTE: At the beginning of each new or continuing comment, reference the specific DOR category number. Use the additional pages to continue comments as needed. Enter the total number of continuation pages and be sure to initial each page. Attach all continuation pages to the completed Narrative Evaluation..

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

COMMENTS CONTINUED

Continuation Page 1 of ___

Trainee Initials ☐ **FTO Initials** ☐ **FT SAC Initials** ☐

CLEAR PAGE

REPORT DATE _____ PHASE ___ SHIFT/WATCH _____

Trainee Name *(Last, First)*	**Badge/ID**	**FTO Name** *(Last, First)*	**Badge/ID**

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

COMMENTS CONTINUED

Continuation Page ___ of ___

Trainee Initials ____ **FTO Initials** ____ **FT SAC Initials** ____

CLEAR PAGE

REPORT DATE _____ PHASE ___ SHIFT/WATCH _____

Trainee Name *(Last, First)*	**Badge/ID**	**FTO Name** *(Last, First)*	**Badge/ID**

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

COMMENTS CONTINUED

Continuation Page ___ of ___

Trainee Initials ____ **FTO Initials** ____ **FT SAC Initials** ____

Glossary

BEHAVIOR/PERFORMANCE ANCHORED RATINGS	An appraisal of performance which measures the trainee's ability to perform as a solo patrol officer based upon standardized evaluation guidelines (SEGs).
COMPETENCY	Demonstration of the knowledge, skills, abilities, and attitudes to safely and effectively perform the duties of a solo patrol officer within a department.
DAILY OBSERVATION REPORT (DOR)	The report and narrative evaluation form completed by the Field Training Officer (FTO), using either the numeric or NICS rating scale, to record the trainee's performance for each work day.
DEPARTMENT	The local law enforcement agency providing the Field Training Program to the officer/deputy trainee.
END OF PHASE REPORT (EPR)	The form completed by the Field Training Officer at the end of each training phase which addresses the trainee's strengths and weaknesses and provides an indication as to the trainee's level of performance and progress to date.
FEEDBACK	Verbal or written response to trainee performance provided to the trainee from the field training staff.
FIELD TRAINING OFFICER (FTO)	Any officer assigned the responsibility of training and evaluating trainees during the Field Training Program who meets the minimum standards as set forth in POST regulations and who has completed a POST-certified FTP course.
LEARNING ACTIVITY	An activity designed to achieve or facilitate one or more training goals. When participating in a learning activity, trainees should be coached and provided feedback. These learning activities should be used to bolster a trainee's confidence and abilities, and to prepare the trainee for competent performance in the field.
LEARNING DOMAIN	An instructional unit that covers related subject matter from the Regular Basic Course (Academy).
MINIMUM TRAINING STANDARDS	Those standards met when the trainee consistently demonstrates the knowledge and ability to perform tasks required to perform solo patrol duties. Demonstration of said ability must occur in actual or field-like scenario situations and must be performed in a safe and competent manner.
NICS RATING SCALE	The Daily Observation Report (DOR) offers two methods to rate the trainee's performance based on FTP standards (numeric or NICS). The NICS rating scale measures performance using the following scale: NI–Needs Improvement, C–Competent, and S–Superior.
NUMERIC RATING SCALE	The Daily Observation Report (DOR) offers two methods to rate the trainee's performance based on FTP standards (numeric or NICS). The numeric rating scale measures performance using a sliding scale between 1 and 7.
PERFORMANCE OBJECTIVE	Description of skills, knowledge, ability, attitude, or action the trainee must have or do to demonstrate mastery of a training goal.
REMEDIAL TRAINING	A correction or review of previously taught information or procedures (excluding academy training). RT is necessary when the trainee's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention which should have corrected and/or improved the job performance.

STANDARDIZED EVALUATION GUIDELINES (SEGS)	SEGs are categorized behavioral descriptions of the levels of performance that are applied to all trainees and reported on the Daily Observation Report (DOR).
SUPERVISOR'S WEEKLY REPORT (SWR)	The SWR form is completed by a Field Training Supervisor/Administrator/ Coordinator (FT SAC). The form addresses the trainee's progress and performance for each week.
TEST	An evaluation of the trainee's skills, knowledge, and/or ability to perform a specific task or training goal. The trainee's competency must be demonstrated or tested *minimally* through one of the following types of tests: a) **Agency-Constructed Knowledge Tests –** An agency-constructed written or verbal test that measures the knowledge required to achieve one or more training goals. b) **Scenario Tests –** A job-simulation test that measures the skills, knowledge, and/or abilities required to achieve one or more training goals. c) **Field Performance Tests –** Any tests other than an agency-constructed knowledge test or scenario test that measures the skills, knowledge, abilities, and attitudes required to achieve one or more training goals. These will generally be in the form of calls for service, traffic enforcement, and self-initiated activity.
TOPIC	A word or phrase that succinctly describes subject matter associated with a training goal.
TRAINEE	Officer or deputy assigned to an approved Field Training Program under the direct and immediate supervision of a qualified (POST-certified) Field Training Officer.
TRAINING GOAL	A general statement of the results that training is supposed to produce, such as identification of a behavior, job skill, or knowledge in which the trainee must develop competence.

DEL REY OAKS POLICE DEPARTMENT

Mission

"Supporting the mission of the City of Del Rey Oaks through professional law enforcement and responsive community service."

Vision

"…a model small town police department."

Values

"Dedication, Service, Accountability"

California POST-Certified Training

DEL REY OAKS POLICE DEPARTMENT

FTP

Field Training Program Guide

Transition to Becoming an Effective Patrol Officer

Vol. 1

Overview & Appendices

POST Field Training Program Guide 2014
Volume 1: Overview and Appendices

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POST Mission Statement

The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.

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Commission on POST

By POST Executive Director ***Manuel Alvarez Jr.***

The purpose of this *Field Training Program Guide* is to provide administrators of POST-participating agencies with information and assistance in applying POST field training program regulations within their field training program development and maintenance. A standardized program and forms have been developed to guide law enforcement departments and their Field Training Officers (FTOs) through the initial orientation and field training of newly assigned patrol officers. The program is designed to assist the new officers in making the transition from what they learned in the academy to performing general law enforcement uniformed patrol duties competently in the field.

The POST standardized program (with its structured learning content and applicable regulations) and the other program samples in this guide are an accumulation of the best aspects of existing field training programs throughout our state and the nation. They were designed and provided with the following criteria in mind:

- *Defensible/Fair* – The program 1) ensures proper selection and training of FTOs, 2) allows trainee feedback mechanisms, 3) provide a comprehensive list of performance objectives, and 4) utilizes a standardized evaluation process.
- *Effective/Manageable* – The program is performance-based and includes adequate documentation, minimum time completion requirements, and competency specifications.
- *Adaptable/Flexible* – The program is adaptable to any size or type of agency. Flexibility is afforded as agencies are able to incorporate agency-specific policies and procedures and other local references/ resources into the program.

The POST field training program regulations and POST-approved field training programs are intended to achieve the following goals:

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

The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities. This *POST Field Training* Program *Guide* has been developed to support this mission, drawing upon the expertise of and input from the law enforcement community statewide and nationally.

The Commission appreciates the contributions made by the Field Training Advisory Council, Reno Police Department (Nevada), the Police Executive Research Forum (PERF), and the Office of Community-Oriented Policing Services (COPS), US Department of Justice, in providing input to prepare this guide. Questions or comments regarding this document should be directed to the Basic Training Bureau at (916) 227-4252.

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Code of Ethics

As a law enforcement officer, my fundamental duty is to serve mankind, to safeguard lives and property, to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder, and to respect the Constitutional rights of everyone to liberty, equality, and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, animosities, or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence, and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession — law enforcement.

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The Field Training Program

[Replace this text with your agency's perspective on field training.]

The Field Training Program

[Replace this text with your agency's perspective on field training.]

Agency Mission Statement

[Replace this text with your agency's mission statement.]

Agency/Department Values

[Replace this text with your agency's and/or department's values]

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PART 1

Program Orientation

FIELD TRAINING IS INTENDED to facilitate a peace officer's transition from the academic setting (or custody assignment) to the performance of general law enforcement uniformed patrol duties of the employing department. Although an officer graduating from the POST Regular Basic Course (Academy) has received a thorough introduction to basic law enforcement subjects, that officer cannot be expected to immediately assume the full responsibilities of an experienced officer. Newly assigned officers must receive additional training in the field, on actual calls for service, where they can learn from officers who already have practical patrol experience.

1.1 Field Training Overview

Field training introduces a newly assigned officer to the personnel, procedures, policies, and purposes of the individual law enforcement department and provides the initial formal and informal training specific to the department and the day-to-day duties of its officers.

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

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

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

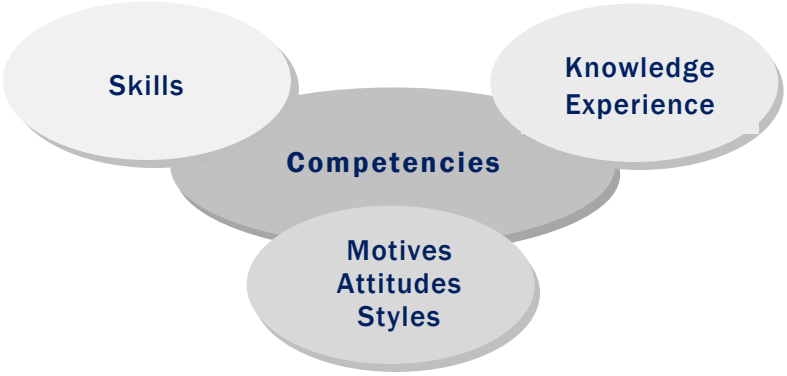
Department leaders and field training program staff have a responsibility to the community they serve. This responsibility requires that the department train and retain only the most competent officers. Not everyone has the capability to perform the complex, demanding tasks of the patrol officer position.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

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

POST's Role/Expectations of Field Training Programs

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

Figure 1.1
Objectives of Competency-Based Training System



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 depends on the effectiveness of this process.

1.2 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. The following program elements are designed to provide assistance to POST-participating departments seeking approval of their field training programs. 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 possess a POST Basic Certificate **and** has either completed a POST-approved Field Training Program or has a minimum of one year previous uniformed patrol experience performing general law-enforcement duties. However, a structured training program is highly recommended to introduce new officers to the department's philosophies, procedures, and community services.

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

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

Length of the Program

POST-Approved Field Training Programs must minimally be 10 weeks long. The *POST Field Training Program Guide* is presented in such a way as to provide maximum flexibility in the time required to present its objectives. 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 12 to 16 weeks long. This period allows sufficient time for the FTO and Field Training Program Supervisor/Administrator/Coordinator (FTP SAC) to provide further department-specific training, guidance, and evaluation to the trainee. It is incumbent upon the field training staff to work, within acceptable limits, to individualize a training approach for each trainee. **Trainees need time to learn**. Department administrators with input from their field training staff should establish a set time period for their field training program, based on department needs and philosophy, before they consider a recommendation to release a trainee from the program.

Orientation

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

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

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

Standardized/Phase Training

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

Following the *POST Field Training Program Guide* or using a training program based on the same structured learning content (topical areas of instruction and performance objectives) will *minimize problems* that arise from inconsistent training **and** will *ensure maximum uniformity* in the training process. A fundamental element of the field training program is phase training. Phase training is designed to provide the following:

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

During each phase, the trainee will complete a portion of the program including specific performance objectives designed to ensure that the trainee has learned specific skills. Many field training programs, including the *POST Field Training Program*, are divided into four phases.

- **Phase 1**

  The introductory phase consists of the orientation period (of at least one week) followed by several weeks of instruction and training. During this time, the trainee will be taught certain basic skills. These include officer safety and other areas of potential liability to the organization and the trainee. FTOs assigned to Phase 1 responsibility are identified as the "Primary FTO" (***Primary FTOs are sometimes assigned because they may be the best prepared to deal with what is believed to be the trainee's biggest challenge based on the information available***). The important elements of this phase are the molding of the trainee's attitude toward the experienced officers and making it clear that the program is not "just something else they have to get through." The FTO's function as a role model is particularly important here. The trainee's ultimate success may hinge on his/her attitude toward the training program and on the image projected by the FTO.

- **Phase 2**

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

- **Phase 3**

  The third phase is the last phase of formal training. Trainees will be expected to handle all patrol details, except those they have not yet been exposed to, without assistance. They should be initiating all patrol activities on their own. During Phase 3, training continues to a lesser extent in an environment where critical evaluation takes on ever increasing importance. This is also an opportunity for the FTO to review those tasks previously accomplished and to be sure the trainee is prepared for the final phase.

- **Phase 4**

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

  → ***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.

  → ***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.

  → ***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 Table 1.1.

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.

Table 1.1
Phase Training Overview

Phase 1	Phase 2	Phase 3	Phase 4
FTO A (*Primary FTO*) • Orientation (no evaluation) • Daily Evaluations • Weekly Progress Reports • End of Phase Report	**FTO B** • Daily Evaluations • Weekly Progress Reports • End of Phase Report	**FTO C** • Daily Evaluations • Weekly Progress Reports • End of Phase Report	**FTO A** (*Primary FTO*) • 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.

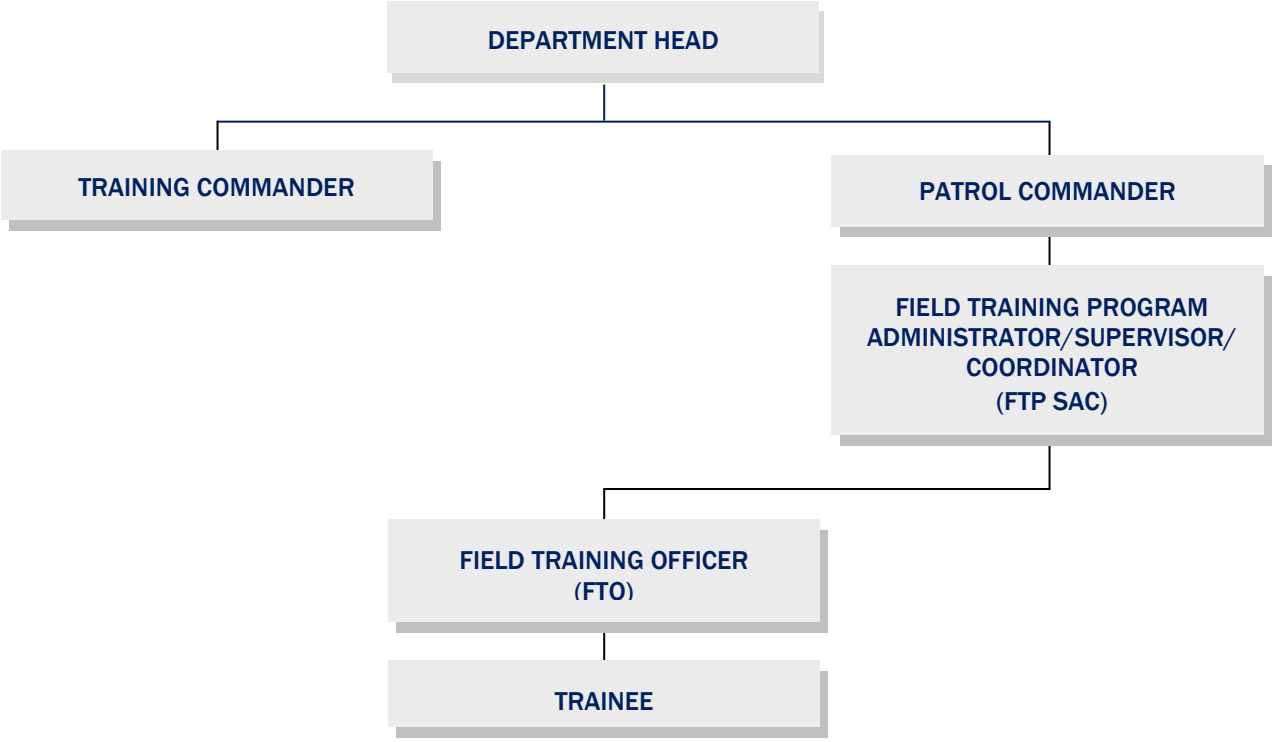
Organizational Structure/Chain of Command

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 1.3** represents a patrol-supervised chain of command for the field training program.

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 get made and the program runs smoothly. Decisions made at an inappropriate level may interfere with program staff and department goals and create feelings of anxiety among the staff as well as with the trainees. The field training program staff operates as a team and, consequently, decisions made affect every member of that team. Decisions made at the proper level, with sufficient input, benefit all.

Figure 1.2
Patrol-Supervised FTP Chain of Command



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 Program Supervisor/Administrator/Coordinator (FTP 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 24 hours of update training every three years, as 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 4 (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. Unfortunately, this level of competence 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 9.

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.

1.3 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).

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.

1.4 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.

1.5 Role/Expectations of the FT Supervisor/Administrator/Coordinator (FTP SAC)

Role of the FTP SAC

The role of the 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 FTP 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 District Attorney'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.

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PART 2

Evaluation, Documentation, and Remediation

DURING THE FIELD TRAINING PROCESS, trainees must be guided, directed, and apprised of their progress through verbal and written feedback and evaluations. This guide provides samples of evaluation forms, including *Daily Observation Report* (DOR), *Supervisor's Weekly Report* (SWR), and *End of Phase Report* (EPR); and alternatively, *Daily Training Notes*, *Weekly Training Progress Report* (TPR), and *Phase Evaluation Report* (See Appendices).

A department's choice of forms is not nearly as crucial as the actual feedback process and content of the evaluations. 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.

2.1 Evaluation

Each trainee shall be evaluated in a number of categories which, when taken together, reflect the totality of the job for which the trainee was hired (this guide is designed to reflect general law enforcement uniformed patrol duties but could be modified to many other law enforcement jobs such as dispatching, custody, etc.). When possible, these categories should be rooted in a **Job Task Analysis** that has been completed specifically for the department. Job task analysis is the process of obtaining information about a job, and its requirements, in order to determine the knowledge, skills, behaviors, and attitudes that are required for satisfactory performance of the job in question. If the department has not completed a job task analysis specific to its uniformed patrol officer position, the department should utilize the job task analysis information collected by POST or utilize categories developed by a similar type of department. Research by POST and other law enforcement agencies has indicated that the key job task elements (competencies) for the patrol officer position are similar throughout the nation.

The evaluation procedure should be based on the behavioral anchor approach, which uses Behavior Anchored Ratings (BARs). Once the relevant job-related categories have been determined, the ***what*** to be evaluated has been identified. ***How*** to rate these categories now becomes the issue. ***How*** is based upon the employee's performance as measured against the department's standards. Most departments use Standardized Evaluation Guidelines (SEGs). The 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 (or whatever accepted standard is established by the department) must be applied equally to all trainees, regardless of their experience, time in the program, or other incidental factors. Departments using a DOR should provide SEGs for every category listed on the face sheet of the DOR. Departments using Daily Training Notes and Weekly Progress Reports should provide a clear evaluation "scale."

Because law enforcement has a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occurs. *Proper* evaluation without standardization is not possible. In order to promote standardization of the evaluation process within each department, there is a need to articulate and document reference points. These reference points need to explain the rationale supporting the scores used by each department, such as "1" (Unacceptable), "4" (Acceptable), "7" (Superior), "NI" (Needs Improvement), "C" (Competent), etc.

SEGs, evaluation "scales," and the explanations for Unacceptable, Acceptable, Superior, Needs Improvement, and Competent may be modified to reflect the operational standards for any given department. The SEGs, evaluation "scales," and such found in this guide may need to be modified to accurately reflect the levels of knowledge, skills, behaviors, and attitudes in a particular department. Likewise, the categories listed on the Daily Observation Reports or Weekly Training Progress Reports may also be modified to reflect the "job". For example, if a department requires that each officer be trained as an EMT, that category and the relevant guidelines should be included. The categories selected for rating should: 1) cover the totality of what an employee is required to do, and 2) be anchored in behaviorally descriptive terms.

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 **Numeric scale** which utilizes a 7-point rating system; while others use a modified point scale (a 3, 4, or 5-point). An alternative alphabetic scale uses descriptive ratings (for example, **NICS scale:** Needs Improvement–N/I, Competent–C, and Superior–S).

► **Whichever 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.

- **Error of Error of Leniency**

  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: Whichever rating scale a department chooses, all trainees should be evaluated throughout the entire program utilizing the solo patrol officer standard as "acceptable" or "competent."

- **Error of Personal Bias**

  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!

- **Error of Central Tendency**

  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.

- **Error of Related Traits**

  This error 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.

- **Error of Event Bias**

  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'"**

  The belief that no rookie ever exceeds standards (earns a "7" score, Superior, etc.) is 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.

- **Error of "Room to Grow"**

  This error 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.

- **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. 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 and Narratives

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:

Goals: **1 –** CLEAR

2 – CONCISE

3 – COMPLETE

4 – CORRECT

Ten Factors: How to Achieve the Four Goals

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, penal code sections, and other language common to law enforcement. 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 radio 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., "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.

2.2 Performance Evaluation Documents

Daily Observation Report (DOR) and Narrative Evaluation

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 in a timely manner 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 (1, 4, and 7 or N/I, ,C, and S). The form lists specific categories of behavior (e.g., Officer Safety, Driving Skill, Appearance, etc.) Each behavior must receive a rating or be marked "**Not Observed**" (**N/O**) during the shift covered by that DOR. Marking the appropriate rating records that behavior based on the Standardized Evaluation Guideline (SEG) for each category. Ratings such as Unacceptable, Below Standard, Far Exceeds Standards, and/or Superior should be explained in the narrative portion of the evaluation.

Some DORs have a "**NRT**" box on the face of the form. "NRT" means "**Not Responding to Training**." In addition to a numerical rating in the particular category, this box may also be marked or the NRT box alone may be marked. NRT is assigned after reasonable remedial efforts have failed to result in improvement. Citing NRT 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 NRT 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," NRT is appropriate. If "no," continue with remediation.

► **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 "**RT**" 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. See Section 2.3 for more information on remedial training.

In addition to the DOR, the **Narrative Evaluation** form is designed for expanded 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). *See Appendix 2 for DOR and Narrative Evaluation (Numeric or NICS Rating Scales). Also refer to Appendix 1 for Standard Evaluation Guidelines (SEGs).*

Supervisor's Weekly Report (SWR)

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. *See Appendix 3 for sample SWR.*

End of Phase Report (EPR)

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. *See Appendix 4 for a sample EPR.*

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. *See Appendix 5 for sample Daily Training Notes.*

Weekly Training Progress Report (TPR)

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 – ***Needs Improvement:*** Performance is progressing toward acceptable but does not yet meet the agency's standard.

1 – ***Unacceptable:*** Performance is not at an acceptable level.

NRT – ***Not Responding to Training:*** Trainee has been rated at level 1 or 2, and after remediation shows no improvement.

Performance Descriptions

- ***Better than Acceptable*** – Trainee performs significantly above what is expected and above the standard of the agency.
- ***Acceptable*** – Trainee's performance meets the required standard. 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 the trainee to his/her fullest potential.
- ***Needs Improvement*** – Trainee's performance is deficient. This rating 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*** – Trainee's 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 the category(ies) where performance is deficient.
- ***Not Responding to Training*** – Trainee has been rated at Levels 1 or 2, and after remediation shows no improvement in performance. The trainee should be notified that he/she is not responding to training. The NRT 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. *See Appendix 6 for sample TPR.*

Phase Evaluation Report

Departments using Daily Training Notes and Weekly Training Progress Reports will have FTOs complete a Phase Evaluation Report. These are for-matted 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.

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. *See Appendix 7 for sample Phase Evaluation Report.*

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. *See Appendix 9 for sample Field Training Program Completion Record/ Competency Attestation form.*

2.3 Remedial Training

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.

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. Be 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 8) 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 Play 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.
3. Notification of other potentially involved parties (e.g., 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 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 perspectives.

5. Request assignments for these types of calls.

Traffic Stops

1. Role play, in a parking lot, using other FTOs and vehicles.
2. Videos
   a. Professionally made.
   b. Film 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. Review some good and bad reports as examples. Be sure to remove the author's name. (If printed or copied, be sure to redact names, addresses, and other biographical information not available to the general public.)
3. Interviewing detectives, instructors, attorneys, and judges for what they think makes a good report.
4. Suggest trainee enroll in a writing class.
5. Suggest 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 use a dictionary (print, online, or electronic).
8. Have trainee recite the elements of a crime and describe how the elements were accomplished and in what sequence.
9. Suggest trainee spend time working with an in-house expert or academy instructor.

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.

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), mapping programs, and GPS tracking.

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 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.

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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PART 3

Field Training Program Package (Application Process)

POST REGULATIONS ***require*** departments seeking approval of their field training program (FTP) to submit a field training program package along with a POST-Approved Field Training Program Application (POST Form 2-229), signed by the department head. Prior to submitting the package and application, a department representative should review the department's current policies, procedures, and program content against POST's *minimum* standards/requirements for program content, operations, and personnel. When necessary, the department representative shall make changes to comply with the POST minimum standards/requirements *before* submitting the package.

A field training program package submitted for approval shall ***minimally*** include:

1. a detailed written description of the department's specific selection process for Field Training Officers (FTOs),
2. an outline of the proposed training for department trainees,
3. a detailed written description of the evaluation process for trainees and FTOs, and
4. copies of supporting documents (e.g., field training program guides, general orders related to FTP personnel and their training, policies and procedures, and/or evaluation forms).

Some departments may include all of the above information in their field training program guides while others will need to make and send copies of the separate documents, General Orders, policies and procedures, etc., with their field training program guide to complete the necessary package.

A field training program guide or manual is vital to the success of any field training experience. The guide should be used to instruct newly assigned patrol officers in the various duties that they will most likely perform during their careers. The guide should serve as the "lesson plan" for the Field Training Officer's instruction. Each department is encouraged to develop a training guide, manual, or workbook for its field training program. These guides should minimally contain two parts, a program orientation portion and a list of performance objectives.

3.1 Elements of a Field Training Program Guide

Section 1: Overview

The first part of the guide should contain information explaining the field training program and its operation. It should be provided to trainees at or prior to the time they enter the program. While this portion of the guide may not contain all the information found in the department administrative manuals and general orders, certain excerpts from these documents should be incorporated into this section of the training guide.

While a department may incorporate whatever it wishes in this part of the guide, the following items are recommended for inclusion:

1. Goals and Objectives of the Field Training Program
2. Chain of Command and Supervision Information
3. Explanation of the Elements of the Field Training Program
4. Role/Expectations of Trainees and Field Training Officers
5. Explanation of the Evaluation Process
6. Copies of the evaluation instruments (e.g., DORs, SEGs, Weekly Training Progress Reports, etc.) and other program forms with brief explanations (see Appendices for samples).

Providing trainees with this information at the start of the program serves several purposes. It clarifies the trainee's role in the training process, improves understanding of the mechanics of the program, enhances the credibility of the FTO, and reduces a good deal of apprehension normally found in any training program.

Section 2: Performance Objectives

The second part of the field training guide should contain performance objectives incorporating the knowledge, skills, abilities, and attitudes that the FTO is required to impart to the trainee and then evaluate the trainee's ability to retain and competently perform the same. These objectives are designed to ensure that trainees receive specific training in designated topics or areas. These training topics are generally broken into weekly and/or phase segments. Responsibility for covering the performance objectives and other listed tasks lies with the FTO to whom the trainee is assigned for that specific week, group of weeks, or phase. If the department has organized these topics or areas into a specific format, standardization will occur since each FTO will cover the same material with every trainee during the same assignment period. Training in and completion of the designated topics or areas will give trainees the foundation to draw from when handling incidents that have not been actively demonstrated. It will be impossible to train a newly assigned officer in every area that may be encountered throughout a career but this program should provide a firm foundation on which to build.

Field Training Officers should, at a minimum, instruct in the areas that are outlined in each specific topic. To further assure accountability, columns or sign-off boxes can be placed on each page of the guide wherein the FTO indicates, by placing his/her initials and badge number: 1) the date the material or objective was discussed, instructed, or demonstrated, and 2) the date the trainee displayed adequate competence. The FTO should also identify the manner in which the skill, knowledge, or ability was performed (e.g., written test, verbal test, scenario/role-play, or field performance). Additionally, there should be a place for the trainee's initials, badge number, and date wherein the trainee acknowledges having received the instruction.

Section 3: Resources

Finally, departments should strongly consider the inclusion of various resource materials in the guide or perhaps the development of a separate resource materials guide. Examples may include important policies, run maps, municipal codes, etc. The purpose of this is twofold. First, the material remains as a reference for the trainee and, secondly, the FTO will use these materials as the lesson plan rather than attempting to "ad lib" when it comes time to instruct on the particular topic. If a policy or procedure is included in the guide or a separate resource manual, it is much easier for the FTO to teach from the actual policy rather than from memory of the policy. This also allows for better documentation that the material was covered.

In addition to the instruction the trainee will be receiving from the FTO, it is possible the trainee will need to do some further studying. The training staff should maintain a library that could include the Regular Basic Course Training and Testing Specifications, Learning Domain Workbooks, POST training videos and telecourses, and any other department-developed training aids. Trainees are also advised to maintain copies of the Penal Code, Vehicle Code, and Municipal Codes (or Quick-codes of same), and know the location(s) of other reference materials including a list of community service resources.

3.2 Responsibility and Oversight

It should be the responsibility of the Field Training Program SAC to oversee the development and maintenance of the department's field training program guide. Each FTP SAC should designate a committee to review, and keep current, the materials presented in the department's guide. While the concepts, tasks, and performance objectives of field training programs statewide are extremely similar, the field training program guide, manual, or workbook is one item that should be individually developed (tailor-made) by and for each department. When done right, no one department's guide could be duplicated and used by a second because of the differences in the codes, policies, philosophies, service areas, streets and locations, and so on. Constant revision based on input from trainees, FTOs, and other program staff will make the department's field training program guide a viable resource and basis for a successful field training program.

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PART 4

The POST Field Training Program

THE POST FIELD TRAINING PROGRAM is a sample program designed to be used by a Field Training Officer (FTO) and trainee as a basis for instruction and study. The program contains statements of performance (i.e., objectives) that begin by introducing the newly assigned officer to the department and patrol duties, and progresses to performance independent of the FTO.

The program contains no policies, procedures, or specific methods to follow; it simply directs a training response to needs or situations that could be encountered by any police officer in the state who is assigned to general law enforcement uniformed patrol duties. Therefore, a department using this sample program should include its specific policies, procedures, or methods, *or* the trainee should be required to obtain and learn the department's directives and policies for each objective.

The FTO has a duty to assist by directing the study and diligently testing the trainee's knowledge. This program also requires the trainee to apply skills and knowledge that were acquired in the Regular Basic Course (Academy). The FTO must help the trainee apply these skills and knowledge in a real life environment with actual law enforcement incidents.

4.1 Program Components

The POST Field Training Program is as comprehensive and complete as possible for statewide application. However, any department using this program should compare POST's program objectives relative to its own objectives, policies, and responses, and add any additional objectives that may be needed. The objectives (skills, knowledge, abilities, and attitudes) included in the POST program are considered to be the *minimum* standards on which to base a field training program in the state.

► **Departments are strongly encouraged to add to this program or develop their own program (structured learning content) based on the same minimum standards.**

The POST Field Training Program can be used in training newly assigned officers and deputies who have recently graduated from the Regular Basic Course (Academy), who have been employed through lateral entry, or any others who are on their initial assignment to general law enforcement uniformed patrol duties. The following areas are intended to clarify the application of the POST Field Training Program.

Structured Learning Content/Areas of Instruction

As mentioned earlier, the duties of general law enforcement uniformed patrol officers are quite similar within the state and the nation. Research and experience have demonstrated that new officers should demonstrate competency in the topics or areas listed below.

MINIMUM COMPETENCY REQUIREMENTS

(Click on each link for competency requirements outlined in Part 5, POST Field Training Model)

1 – **Agency Orientation/Department Policies** (including Standards and Conduct, General Orders, Local Policies, and Philosophies)

2 – **Officer Safety**

3 – **Ethics**

4 – **Use of Force**

5 – **Patrol Vehicle Operations** (including SAFE Driving)

6 – **Community Relations/Professional Demeanor** (including Cultural Diversity, Community Policing, and Problem Solving)

7 – **Radio Communication Systems**

8 – **Leadership**

9 – **California Codes and Laws**

10 – **Search and Seizure**

11 – **Report Writing Requirements**

12 – **Control of Persons/Prisoners/Mentally Ill** (Adults and Juveniles)

13 – **Patrol Procedures** (including Domestic Violence and Pedestrian and Vehicle Stops)

14 – **Investigations/Evidence**

15 – **Tactical Communication/Conflict Resolution**

16 – **Traffic** (including DUI)

17 – **Self-Initiated Activity**

18 – **Additional Agency-Specific Topics** (may include Community Specific Problems, Special Needs Groups, etc.)

Format

The POST Field Training Program has the above listed 17 topics or areas of instruction segmented. Each contains knowledge- and performance-based objectives for the trainee to accomplish. Each topic may be presented, wholly or in portions, in a suitable training period that will meet the department's needs (i.e., one day, one week, one month). The objectives in each of the listed topics build from basic issues to more complex to assist in an incremental learning approach. This is intended to enhance retention so the trainee is able to relate some element of past instruction to each new subject. The department's training staff must determine the appropriate format for its field training program. If a department wishes to use the same performance objectives as listed in the POST Field Training Program, but prioritize the presentation order to their own needs, POST can provide these topics and performance objectives in Mircosoft Word format. A department can then add its specific policies, procedures, locations, references, etc. to further enhance the program. This POST format allows flexibility but is designed to hold the trainee responsible for each of the required performance objectives.

Additional Agency-Specific Topics (which may include Community Specific Problems, Special Needs Groups, etc.) is an optional topic that may be added by a department.

Training and Testing Methods

Although the POST Field Training Program is written in performance-based objectives, there is no intention to restrict a department's methods of presentation or measuring of the trainee's acceptable performance of the task(s).

The department's training staff should agree on a schedule and/or manner for training and testing new officers. Because of the very nature of patrol work, not every field incident that the POST Field Training Program requires a trainee to perform will occur within the time frame of the program. The FTO should improvise by volunteering, when possible, for assignments that will assist in meeting the training objectives. In some cases, it may be necessary for the FTO to set up a scenario exercise or rely on the

trainee's verbal or written explanation of handling the situation coupled with his/her performance in similar incidents.

Initially, the trainee must be provided with, and allowed the opportunity to study written documents, policy directives, training bulletins, or general orders that the trainee is responsible for knowing. The FTO should then proceed through the field training guide discussing, instructing, or demonstrating each performance objective. The FTO should encourage the trainee to take increasing responsibility for field performance based on the nature of incidents and the amount of experience the trainee has in the program. This responsibility ultimately includes the satisfactory completion of each performance objective. It is the intention of the field training program to have the new officers demonstrate their satisfactory completion of or competency in these performance objectives through actual, on-duty handling of field situations. This is, for obvious reasons, the preferred method of demonstrating that the trainee comprehends and can apply what has been taught. However, for a variety of reasons (calls for service, type of department, demographics, location, etc.), trainees may have to demonstrate successful comprehension and competency through alternative means. The methods for "competency demonstration" used in the POST Field Training Program are described below.

COMPETENCY DEMONSTRATION METHODS

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

   ► **These tests should be standardized to ensure accuracy and fairness and may also serve as an additional evaluation instrument.**

2. **Scenario Tests.** Some portions of the field training program may require scenario tests, which are job simulation tests, that measure the skills and knowledge required to achieve one or more performance objectives. When a scenario test is used, trainees should demonstrate their competency in performing the tasks required by the scenario test. Competency means that the trainee performed at a level that demonstrates he/she is able to perform as a solo patrol officer. A qualified field training officer should make this determination. Trainees who fail to clearly demonstrate competency when first tested should be provided with an opportunity to be retested. The retest should occur after a qualified field training officer has provided documented remedial training to the trainee. The duration of, and subject matter covered in, the remedial training shall be determined by the department. If the trainee fails to demonstrate competency on the retest, it will be the department's responsibility to determine if the trainee should be given another retest or terminated from the field training program.

   ► **Officer safety must be of the utmost concern during the use of any simulated/scenario exercises. At no time are loaded weapons to be used in any scenario testing during the field training program. (Departments may wish to refer to the POST Guidelines for Student Safety in Certified Courses that contain specific guidelines for scenario training and event simulations that may prove helpful in organizing such testing.)**

3. **Field Performance Tests.** Most portions of the field training program will require field performance tests which are generally in the form of calls for service, traffic enforcement, self-initiated activity, etc. When field performance tests occur, trainees must demonstrate their

competency in performing the tasks required of a solo patrol officer. A qualified field training officer should make this determination. Trainees who fail to clearly demonstrate competency during a field performance test should be provided remedial training. The remedial training should be provided and documented by a qualified field training officer. The duration of, and subject matter covered in, the remedial training shall be determined by the department. If the trainee does not respond to remedial training and fails to demonstrate competency on subsequent and/or repeated field performance tests, it will be the department's responsibility to determine if the trainee and/or department will benefit from additional remedial training and testing or if the trainee should be terminated from the field training program.

4.2 POST Field Training Program Model

This standardized POST Field Training Program has been developed through input from various departments and experts throughout the state and nation. It is not intended to be a stand alone, state-of-the-art program. It is intended to set a minimum standard on which each department can build its own specific field training program. It is further intended to assist the process in which the trainee receives on-the-job instruction to complement or reinforce class

room (academy) training.

When properly administered and supervised, this field training program can and should be one of the most important phases of basic training for law enforcement officers. POST field training regulations and this sample guide provide for the foundational field training needed to supplement classroom training as well as the appropriate guidance and supervision required to allow the trainee to safely, effectively, and competently apply basic law enforcement principles within the community being served.

Table **4.1** represents a phase training overview of the POST Field Training Program. (See Part 5 for the complete program model.)

Table 4.1
Phase Training Model Overview

Phase 1	Phase 2	Phase 3	Phase 4
• Orientation/ Department Policies • Officer Safety • Ethics • Use of Force • Patrol Vehicle Operations • Community Relations/ Professional Demeanor • Radio Communications	• Leadership • California Codes and Law • Search and Seizure • Report Writing • Control of Persons/ Prisoners/Mentally Ill • Patrol Procedures (Part 1)	• Patrol Procedures (Part 2) • Investigations/Evidence • Tactical Communications/ Conflict Resolution • Traffic	• Self-initiated Activity • Primary FTO Observation Phase (usually in plain clothes)

Phase 5

After successful completion of the field training program, the trainee will be expected to competently perform as a solo patrol officer. He/she will be evaluated by a supervisor periodically (usually every one to three months) until the end of his/her probationary period.

APPPENDICES
A.1 through A.11

In these appendices: Page #

A.1 Standardized Evaluation Guidelines (SEGs) A.1--1

A.2 Daily Observation Report (DOR) and Narrative Evaluation (*Numeric or NICS Rating Scales)* A.2-1

A.3 Supervisors' Weekly Report (SWR) A.3--1

A.4 End of Phase Report (EPR) A.4--1

A.5 Daily Training Notes A.5--1

A.6 Weekly Training Progress Report (TPR) A.6--1

A.7 Phase Evaluation Report A.7--1

A.8 Remedial Training (RT) Assignment Worksheet A.8--1

A.9 FTP Completion Record/Competency Attestation A.9--1

A.10 Field Training Officer Critique Form A.10--1

A.11 Field Training Program Critique Form A.11--1

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Appendix A.1 may be used as a handout for the 40-Hr FTP Course (Block 8 – HO4 and Block 10 – HO5) and for the 24-hr FTP Update Course (Block 7 – HO3).

APPENDIX 1

Standardized Evaluation Guidelines (SEGs)

The Standardized Evaluation Guidelines (SEGs) define the competency levels for all required performance categories and any agency-specific requirements. The SEGs are intended to provide a fair and uniform scoring method to assess each trainee's progress. It is through the use of these guidelines that the field training program achieves a recognized level of standard, competency, and credibility.

Overview

Throughout the Field Training Program, the FTO rates the trainee's performance. Each observed behavior is rated using the **Daily Observation Report** (**DOR**) described in Appendix 2 in the FTP Guide. The rating scales can be scored in two ways: the *Numeric Scale* (1–7) or the *NICS Scale* (NI–Needs Improvement/C–Competent/S–Superior). The numeric scale offers more flexibility to rate behaviors on a sliding scale between 1 and 7. The NICS scale provides a more direct scoring method. Agencies decide which method best meets their particular training approach.

A rating of "1" or "N/I" indicates the observed behavior is *Unacceptable* or *Needs Improvement*, a rating of "4" or "C" meets the **minimal** standard of *Acceptable* or *Competent*, and "7" or "S" indicates the trainee's performance is at a *Superior* level.

Any rating of "1" or "7" on the numeric scale or "N/I" or "S" on the NICS scale **requires** a Documented Situation (DS) to describe the event which resulted in the observed rating. The FTO fills out the **Narrative Evaluation** portion of the DOR to document the event (see Appendix 2).

The following SEGs correspond to the numbered observable behaviors listed in the DOR for each performance category. Use these value definitions when rating a trainee's level of performance.

Performance Categories

ATTITUDE

1. Acceptance of Feedback/FTO/FTP

Evaluates the way the trainee accepts criticism, how the trainee interacts with the FTO, and how the trainee accepts the training program, including how the FTO's feedback is received and used to further learning and improve performance.

1 or N/I *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 or C *Acceptable* – Accepts criticism in a positive manner and applies it to improve performance and further learning.

7 or S *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 or N/I *Unacceptable* – Abuses authority. Demonstrates little dedication to the principles of the profession. Is disinterested. Lacks motivation and does not attempt to improve performance.

4 or C *Acceptable* – Demonstrates an active interest in new position and responsibilities.

7 or S *Superior* – Strives to further professional knowledge by actively soliciting assistance from others to improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibility. Exhibits a desire to complete Field Training and become a productive member of the organization.

3. Integrity/Ethics

Evaluates the manner in which the trainee understands, accepts, and employs his/her own integrity and ethics.

1 or N/I *Unacceptable* – Accepts *and* employs a standard of mediocrity. Has little or no sense of accountability and/or responsibility to the department or community.

4 or C *Acceptable* – Demonstrates ability to build/maintain public trust through honesty, community awareness, and professionalism. Able to resolve ethical situations through planning, evaluation, and decision-making.

7 or S *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 or N/I *Unacceptable* – Does not use command presence appropriately. Does not prevent/reduce conflict. Fails to show empathy.

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

7 or S *Superior* – Will not rationalize to compromise integrity. Has the courage to be flexible and employ discretion. Consistently demonstrates trust, respect, and genuine concern.

APPEARANCE

5. General Appearance

Evaluates physical appearance, dress, demeanor, and equipment.

1 or N/I *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.

4 or C *Acceptable* – Uniform is neat/clean. Uniform fits and is properly worn. Weapon, leather, and equipment are clean and operative. Hair within regulations. Shoes and brass are shined.

7 or S *Superior* – Uniform is neat, clean, and tailored. Leather gear is shined. Shoes are polished. Displays command bearing.

RELATIONSHIPS

6. Relationship with Citizens/Community

Evaluates the trainee's ability to interact with citizens (including suspects) and diverse members of the community in an appropriate and efficient manner.

1 or N/I *Unacceptable* – Abrupt, belligerent, demeaning, 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. Communications are confusing to the public.

4 or C *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. Communicates well when interacting with the public.

7 or S *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. Routinely exhibits strong communication skills when interacting with the public.

7. Relationship with Other Department Members

Evaluates the trainee's ability to effectively interact with Department members of all ranks, capacities, and positions.

1 or N/I *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 or C *Acceptable* – Adheres to the Chain of Command. Good FTO, superior, and peer relationships. Demonstrates a teamwork attitude.

7 or S *Superior* – Is at ease in contact with all members of the organization while displaying professionalism. Understands supervisors' responsibilities and their positions. Actively assists others.

8. Community Organizing and Problem-solving

Evaluates the manner in which the trainee assists members of the community in handling neighborhood issues.

1 or N/I *Unacceptable* – Makes little attempt to establish or attend crime-watch meetings. Does not know the resources available to the community for problem-solving. Acts as "sole authority" and does not include the public in problem-solving process.

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

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

PERFORMANCE

9. Driving Skill: *Normal Conditions*

Evaluates the trainee's skill in the operation of department vehicles under normal and routine driving conditions.

1 or N/I *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 or C *Acceptable* – Obeys traffic laws. Maintains control of the vehicle while being alert to activity outside of the vehicle. Drives defensively.

7 or S *Superior* – Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio, checking mobile computer terminals (MCTs), etc. Consistently demonstrates Situation-Appropriate, Focused, and Educated (SAFE) driving concepts.

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 or N/I *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 or C *Acceptable* – Maintains control of the vehicle and evaluates driving conditions/situation properly. Adheres to department policies and procedures regarding Code 3 pursuit enforcement driving. Practices defensive driving techniques.

7 or S *Superior* – Displays high degree of reflex ability and driving competency. Anticipates driving situations in advance and acts accordingly. Responds well relative to the degree of stress present. Consistently demonstrates Situation-Appropriate, Focused, and Educated (SAFE) driving concepts.

11. Use of Map Book/GPS: *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 or N/I *Unacceptable* – Unaware of location on patrol. Does not properly use map book or GPS. Unable to relate location to destination. Gets lost. Spends too much time getting to destination.

4 or C *Acceptable* – Is aware of location while on patrol. Properly uses map book or GPS. Can relate location to destination. Arrives within reasonable amount of time using the most practical route to reach destination.

7 or S *Superior* – Remembers locations from previous visits and seldom needs map book or GPS. 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 or N/I *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 or C *Acceptable* – Knows of the commonly used forms, consistently makes accurate form selection, and understands their use. Completes them with accuracy and thoroughness.

7 or S *Superior* – Consistently completes detailed forms rapidly and accurately with little or no assistance.

13. Report Writing: *Organization/Details/Use of Time*

Evaluates the trainee's ability to organize reports, supply the necessary details for a good report, obtain all necessary information from reporting person and/or witnesses, and to complete a report in an appropriate amount of time.

1 or N/I *Unacceptable* – Fails to elicit necessary information. Unable to organize information in a logical manner and reduce it to writing. Omits pertinent details in the report. Report is inaccurate and/or incorrect. Routinely requires an excessive amount of time to complete a report.

4 or C *Acceptable* – Elicits most information and records same. Completes reports, organizing information in a logical manner. Reports contain the required information and details. Completes reports within a reasonable amount of time.

7 or S *Superior* – Reports are a complete and detailed account of events, written and organized so that any reader understands what occurred. Completes complex reports efficiently and in a timely manner with little or no assistance.

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 or N/I *Unacceptable* – Reports are illegible. Reports contain an excessive number of misspelled words. Sentence structure and/or word usage is incorrect or incomplete. Reports are confusing and not easily understood by the reader/evaluator.

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

7 or S *Superior* – Reports are *very* neat and legible. Contain no spelling or grammatical errors. Reports are thorough, complete, and easily understood by the reader/evaluator.

15. Field Performance: *Non-stress Conditions*

Evaluates the trainee's ability to perform routine, non-stress police activities.

1 or N/I *Unacceptable* – Becomes confused and disoriented when confronted with routine, non-stress tasks. Does not or cannot complete tasks. Unable to determine the appropriate course of action, avoids taking action, or employs inappropriate action for a given situation.

4 or C *Acceptable* – Properly assesses aspects of routine situations; determines appropriate action, and takes same.

7 or S *Superior* – Properly assesses aspects of both routine and complex situations. Quickly determines and employs appropriate course of action.

16. Field Performance: *Stress Conditions*

Evaluates the trainee's ability to perform in moderate to high stress conditions.

1 or N/I *Unacceptable* – Becomes emotional, panic stricken, unable to function. Holds back, loses temper, or displays cowardice. Over/under reacts, or acts in unsafe or ineffective manner.

4 or C *Acceptable* – Maintains calm and self-control in most situations. Determines proper course of action and takes it. Controls a situation and does not allow it to further deteriorate. Keeps safety in mind.

7 or S *Superior* – Maintains calm and self-control in even the most extreme situations. Quickly restores control of the situation and takes command. Determines and employs best course of action. Handles situations safely, efficiently, and effectively.

17. Investigative Skills

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

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

4 or C *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 useable fingerprints from crime scenes, with little assistance, when conditions allow. Knows when to consult a supervisor, investigator, or crime scene technician when processing is needed at involved or unusual crime scenes.

7 or S *Superior* – Consistently follows proper investigatory procedure and is routinely accurate in identifying the nature of the offense committed. Connects evidence with suspect even when not readily apparent. Collects useable fingerprints from crime scenes, with little to no assistance, when conditions allow. Actively seeks to improve evidence collection and processing skills.

18. Interview/Interrogation Skills

Evaluates the trainee's ability to use proper questioning techniques, to vary techniques to fit persons being interviewed/interrogated, and to follow proper and lawful procedure.

1 or N/I *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 recognize when to give the Miranda admonishment. Fails to obtain enough information to determine what is occurring. Fails to identify citizens contacted during the course of the investigation.

4 or C *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 or S *Superior* – Consistently 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. Fully understands the legalities associated with the Miranda admonishment, and administers the admonishment appropriately.

19. Self-initiated Field Activity

Evaluates the trainee's desire and ability to observe and act upon suspicious activity and to address situations where citizens may require law enforcement assistance.

1 or N/I *Unacceptable* – Fails to observe and/or avoids suspicious activity. Does not investigate same. Rationalizes suspicious circumstances. Avoids or does not recognize situations where citizens may require law enforcement assistance.

4 or C *Acceptable* – Recognizes and acts upon situations requiring law enforcement contact or attention. Develops cases from observed activity. Displays inquisitiveness.

7 or S *Superior* – Routinely acts on situations requiring law enforcement contact. Maintains "Watch Bulletins" and information provided at roll call for later use in the field. Appropriately uses the information as reasonable suspicion to detain, or to develop probable cause to arrest. Makes quality contacts and/or arrests from observed activity. “Sees” beyond the obvious. Maintains vigilance for suspicious activity and/or situations where citizens may require law enforcement assistance.

20. <u>Officer Safety: *General*</u>

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 or N/I *Unacceptable* – Fails to follow acceptable safety procedures. Fails to exercise officer safety, including but not limited to:

a) Exposes weapons to suspect (handgun, baton, chemical agents, 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 during traffic 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) Cannot articulate why a particular weapon was employed.
q) Fails to cover other officers or maintain awareness of their activities.
r) Stands between police and violator's vehicle on a vehicle stop.
s) Fails to search police vehicle prior to duty and after transporting other than police personnel.

4 or C *Acceptable* – Follows acceptable safety procedures. Understands and applies them.

7 or S *Superior* – Consistently 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.

21. <u>Officer Safety: *Suspicious Persons, Suspects, and Prisoners*</u>

Evaluates the trainee's ability to perform police-related tasks safely while dealing with suspicious persons, suspects, and prisoners.

1 or N/I *Unacceptable* – Violates officer safety practices as outlined in SEG 20 (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 or C *Acceptable* – Follows acceptable safety procedures with suspicious persons, suspects, and prisoners. Routinely works with an officer safety mindset.

7 or S *Superior* – Foresees potential dangers or hazards and acts to mitigate or eliminate them. Consistently maintains control and a position of advantage during contacts in the field. Remains alert to changing events and adjusts accordingly to maintain safety and control. Serves as a model for officer safety.

22. Control of Conflict: *Voice Command*

Evaluates the trainee's ability to gain and maintain control of situations through verbal command and instruction.

1 or N/I *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 or C *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 or S *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.

23. Control of Conflict: *Physical Skill*

Evaluates the trainee's ability to use the proper level of force for the given situation.

1 or N/I *Unacceptable* – Employs too little or too much force for a given situation. Is physically unable to gain compliance or effect an arrest. Does not use proper restraints or uses them improperly.

4 or C *Acceptable* – Obtains and maintains control through the proper use and amount of force. Uses restraints effectively.

7 or S *Superior* – Displays above average knowledge and skill in the use of restraints. Extremely adept in employing the proper use of force for a given situation. Understands the legalities involved in the use of force.

24. Problem-solving Techniques/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 or N/I *Unacceptable* – Acts without thought or good reason. 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. Does not assess a proper or effective response to the problem. Is unable to reason through a problem and come to a conclusion. Is unable to choose alternative solutions. Is indecisive, naive. Cannot recall previous solutions and apply them in similar situations.

4 or C *Acceptable* – Able to reason through a problem and come to an acceptable conclusion in routine situations. Perceives situations as they really are. 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. Makes decisions with little assistance. Makes reasonable decisions based on information available.

7 or S *Superior* – Able to reason through most routine and complex situations and reach appropriate conclusions. When confronted with a problem, uses department-endorsed problem-solving approach/model. Has keen perception. Identifies root causes of problems, not just symptoms. Anticipates problems and prepares potential resolutions in advance. Relates past solutions to present situations, and selects workable solutions. Properly assesses response, adjusts accordingly, and plans for follow-up.

25. Communications: *Appropriate Use of Codes/Procedure*

Evaluates the trainee's use of communications equipment in accordance with department policy and procedure.

1 or N/I *Unacceptable* – Violates policy concerning use of communications equipment. Does not follow correct procedures. Does not understand or use proper communication codes/language.

4 or C *Acceptable* – Complies with policy and accepted procedures. Has good working knowledge of most common codes/language and uses communication equipment appropriately.

7 or S *Superior* – Consistently adheres to department communications policies. Has superior working knowledge of codes/language used during communications, and properly applies that knowledge as appropriate.

26. Radio: *Listens and Comprehends*

Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.

1 or N/I *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 or C *Acceptable* – Copies own radio transmissions and is normally aware of radio traffic directed to adjoining beats.

7 or S *Superior* – Is aware of own traffic and what is occurring throughout the service area. Recalls previous transmissions and uses that information to advantage.

27. Radio: *Articulation of Transmissions*

Evaluates the trainee's ability to communicate with others via the law enforcement radio.

1 or N/I *Unacceptable* – Does not pre-plan transmissions. Over/under modulates. Improperly uses microphone. Speaks too rapidly or too slowly. Multiple complaints regarding trainee's use of the radio.

4 or C *Acceptable* – Uses proper procedure with clear, concise, and complete transmissions. Few complaints regarding trainee's use of the radio.

7 or S *Superior* – Transmits clearly, calmly, concisely, and completely, even in stressful situations. Transmissions are well thought out and do not have to be repeated. No complaints regarding trainee's use of the radio.

28. Mobile Computer Terminal (MCT): *Use/Comprehension/Articulation*

Evaluates the trainee's ability to operate the terminal and receive and send clear communications via MCT.

1 or N/I *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 or C *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. Types clear and brief messages. Adheres to FCC regulations and department policy.

7 or S *Superior* – Consistently recalls dispatch information without running summaries. Understands CAD, DMV, and CLETS error messages. Proficient in use of all function keys, administrative messages, and BOLO file retrieval.

KNOWLEDGE

29. Department Policies and Procedures

Evaluates the trainee's knowledge of department policies/ procedures and ability to apply this knowledge under field conditions.

A. Reflected by Verbal/Written/Simulated Testing:

1 or N/I *Unacceptable* – When tested, answers with less than 70% accuracy.

4 or C *Acceptable* – When tested, answers with at least 70% accuracy.

7 or S *Superior* – When tested, answers with 100% accuracy.

B. Reflected in Field Performance:

1 or N/I *Unacceptable* – Fails to display knowledge of department policies, regulations, and/or procedures, or violates same.

4 or C *Acceptable* – Familiar with most commonly applied department policies, regulations, procedures, and complies with same.

7 or S *Superior* – Has an excellent working knowledge of department policies, regulations, and procedures, including those less known and seldom used.

30. Criminal Statutes

Evaluates the trainee's knowledge of the criminal statutes [Penal Code (PC), Vehicle Code (VC), Welfare & Institutions (W&I), Business & Professions Code (B&P or BPC), Health & Safety Code (H&S or HSC), and all city/county codes] and his/her ability to apply that knowledge to field situations.

A. Reflected by Verbal/Written/Simulated Testing:

1 or N/I *Unacceptable* – When tested, answers with less than 70% accuracy.

4 or C *Acceptable* – When tested, answers with at least 70% accuracy.

7 or S *Superior* – When tested, answers with 100% accuracy.

B. Reflected in Field Performance:

1 or N/I *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 or C *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 or S *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.

31. 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.

A. Reflected by Verbal/Written/Simulated Testing

1 or N/I *Unacceptable* – When tested, answers with less than 70% accuracy.

4 or C *Acceptable* – When tested, answers with at least 70% accuracy.

7 or S *Superior* – When tested, answers with 100% accuracy.

B. Reflected in Field Performance

1 or N/I *Unacceptable* – Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, and arrest unlawfully.

4 or C *Acceptable* – Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Makes arrests within guidelines.

7 or S *Superior* – Follows required procedure in all cases, accurately applying the law relative to searching, seizing evidence, release of information, and effecting arrests.

AGENCY-SPECIFIC

32. [To Be Filled in by Agency]

This performance category allows the agency to add a behavior that is of particular importance to their organization. If used, the agency MUST provide the applicable SEG descriptions for each rating:

1 or N/I *Unacceptable* – [To be determined by agency.]

4 or C *Acceptable* – [To be determined by agency.]

7 or S *Superior* – [To be determined by agency.]

(SEGs adapted from those first developed by the San Jose, California, Police Department, improved upon by the Houston, Texas, Police Department, revised by Glenn F. Kaminsky in 1986, 1991, 1997, and 1999, and added to by Jerry Hoover, Chief of the Reno Police Department and by the Sacramento County Sheriff's Department, and was further revised in 2011 by POST staff.)

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Appendix A.2 may be used as a handout for the 40-Hr FTP Course (Block 8 – HO1) and for the 24-hr FTP Update Course (Block 7 – HO3).

APPENDIX 2

Daily Observation Report (DOR) and Narrative Evaluation

The Daily Observation Report (DOR) and Narrative Evaluation are key components of the Field Training Program. In combination, these forms document the trainee's level of performance for each required category and clearly identify areas of competency, outstanding performance, or the need for remedial training.

Numeric and NICS Rating Scales

In order to effectively track the trainee's progress, the FTO uses the DOR to rate each observed behavior using one of two rating scales: **Numeric** or **NICS**. The Numeric Scale measures performance on a sliding scale between *1 and 7*. The NICS Scale uses three ratings: *NI–Needs Improvement, C–Competent, and S–Superior*. Each observed behavior is rated according to POST's Standardized Evaluation Guidelines (SEGs) as described in Appendix 1 in the FTP Guide. Agencies decide which rating method best meets their particular needs.

A rating of "1" or "N/I" indicates the observed behavior is *Unacceptable* or *Needs Improvement*, a rating of "4" or "C" meets the **minimal** standard of *Acceptable* or *Competent*, and "7" or "S" indicates the trainee's performance is at a *Superior* level. The DOR also provides checkboxes if a behavior is not observed (N/O) or if the trainee is not responding to training (NRT). *The trainee, FTO, and FTO SAC are required to sign all DORs.*

Narrative Evaluation

Any ratings of "1" or "7" on the numeric scale or "N/I" or "S" on the NICS scale **require** a documented situation (DS) to describe the event which resulted in either of those ratings. The FTO checks the DS box on the DOR and documents the event using the Narrative Evaluation form. *The trainee, FTO, and FTO SAC are required to sign all Narrative Evaluations.*

Both the DOR and Narrative Evaluation forms contain detailed instructions. They can be printed and filled in by hand or filled in electronically. The Narrative Evaluation form includes continuation pages for additional comments. *The trainee, FTO, and FTO SAC are required to initial all continuation pages.*

The following links will open the applicable files for the DOR and Narrative Evaluation form for either the Numeric or NICS rating scales:

DOR & Narrative Evaluation – Numeric Scale

DOR & Narrative Evaluation – NICS Scale

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APPENDIX 3

Supervisor's Weekly Report (SWR)

REPORT DATE _____ PHASE ___ WEEK ___

Trainee (Last, First MI)	**Badge / ID**	**Primary Field Training Officer (FTO)**	**Badge / ID**

PART A. REVIEW OF TRAINING

☐ I have reviewed this Trainee's Daily Observation Reports (DORs) for this evaluation period: **Week of: _____ to: _____.**

☐ I have also discussed his/her overall performance with Field Training Officer (FTO):_____.

Additional method(s) by which the trainee's performance was evaluated:

☐ End of Phase Meetings ☐ Citizen Contacts ☐ Other FTOs ☐ Conferences ☐ Field Visit

☐ Radio Traffic ☐ Report Review ☐ Ride-a-long ☐ Daily Briefing

☐ Other (explain): _____

PART B. TRAINEE'S PERFORMANCE: STRENGTHS / WEAKNESSES

☐ I have discussed the trainee's most significant **strengths** with him/her**.**

☐ I have discussed the trainee's most significant **weaknesses** with him/her.

PART C. REMEDIAL TRAINING (IF APPLICABLE)

☐ The following remedial training is required based on deficient performance *(see RT Assignment Worksheet)*:

PART D. SUPERVISOR'S COMMENTS REGARDING PROGRESS TO DATE

☐ The trainee's progress to date is **ACCEPTABLE** based on the above evaluation.

☐ The trainee's progress to date is **NOT ACCEPTABLE** based on the above evaluation.

PART E. REQUIRED SIGNATURES

☐ I have reviewed/discussed this Weekly Report with the FT Supervisor (FT SAC) and understand the evaluation given.

Trainee Signature ▶ _____ **Date** _____

Print FTO SAC Name	**Badge / ID**	▶ **Date**

Intentionally Blank

APPENDIX 4

End of Phase Report (EPR)

REPORT DATE: _____ PHASE: ___ START DATE: _____ END DATE: _____

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

PART A. SIGNIFICANT STRENGTHS / WEAKNESSES

Use the following page for any additional comment(s).

STRENGTHS:

1.

2.

3.

WEAKNESSES:

1.

2.

3.

PART B. ADDITIONAL TRAINING / REMEDIAL EFFORTS

PART C. ADDITIONAL COMMENTS (OPTIONAL)

PART D. REQUIRED SIGNATURES

☐ I have reviewed/discussed this End of Phase Report with my Field Training Officer (FTO) and understand the evaluation given.

Trainee Signature ▶ **Date**

Print FTO Name	**Badge / ID**	▶ **Date**
Print FT SAC Name	**Badge / ID**	▶ **Date**

☐ **Additional page(s) attached**

REPORT DATE: _____ PHASE: ___ START DATE: _____ END DATE: _____

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

ADDITIONAL COMMENTS

Trainee Initials ☐ **FTO Initials** ☐ **FT SAC Initials** ☐

APPENDIX 5

Daily Training Notes

DATE _____ PHASE ___ WEEK ___

Page 1 of ___

Trainee (Last, First MI)	**Badge / ID**	**Field Training Officer (FTO)**	**Badge / ID**

Performance Area	**Notes**

Trainee Signature	**FTO Signature**
▶ Date:	▶ Date:

DATE _____ PHASE ___ WEEK ___

Page ___ of ___

Trainee (Last, First MI)	**Badge / ID**	**Field Training Officer (FTO)**	**Badge / ID**

Performance Area *cont*	**Notes** *cont*

Trainee Initials ☐ **FTO Initials** ☐

APPENDIX 6

Weekly Training Progress Report (TPR)

REPORT DATE _____ PHASE ___ WEEK ___

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

INSTRUCTIONS

- This Weekly Training Progress Report evaluates the trainee's performance during the week and identifies specific areas which are noteworthy.
- **A rating of 1 or 2 requires a written statement** outlining the steps that the FTO or agency has taken and/or will take to bring performance up to an acceptable level. *Use the following page(s) to document the necessary steps and/or provide additional comments; initial each page.*

RATING SCALE:

- **4 – BETTER THAN ACCEPTABLE:** Performance exceeds agency's standard
- **3 – ACCEPTABLE:** Performance meets agency's standard
- **2 – NEEDS IMPROVEMENT:** Performance is progressing toward "acceptable" but does not yet meet agency's standard
- **1 – UNACCEPTABLE:** Performance is not at an acceptable level
- **NRT – NOT RESPONDING TO TRAINING:** Trainee has been rated at level 1 or 2 and after remediation shows no improvement in performance

PART A. PERFORMANCE AREA	**NRT**	**1**	**2**	**3**	**4**
Overall Performance for this evaluation period:	☐	☐	☐	☐	☐

The following areas are noteworthy (*see next page for additional comments):*

1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐
11.	☐	☐	☐	☐	☐
12.	☐	☐	☐	☐	☐
13.	☐	☐	☐	☐	☐
14.	☐	☐	☐	☐	☐

PART B. TRAINEE REVIEW / REQUIRED SIGNATURES

☐ I have reviewed this Weekly Training Progress Report with my Field Training Officer (FTO).

☐ I wish to discuss this evaluation with the FTP Supervisor/Administrator/Coordinator (FTP SAC).

Trainee Signature ▶ _____ **Date** _____

Print FTO Name	**Badge / ID**	▶ **Date**
Print FT SAC Name	**Badge / ID**	▶ **Date**

☐ **Additional page(s) attached**

REPORT DATE: _____ PHASE: ___ WEEK: ___ Comments Page 1 of ____

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

INSTRUCTIONS

If the Trainee received rating(s) of **1** or **2**, the steps taken to bring the trainee's performance level up to an acceptable level ***must*** be documented. Identify the specific performance area numbers and corresponding ratings from page 1. Continue on the additional page if needed.

PART C. REMEDIAL STEPS / COMMENTS

Area / Rating	Recommended RT Steps / Additional Comments

Trainee Initials ☐ **FTO Initials** ☐ **FT SAC Initials** ☐

REPORT DATE: _____ PHASE: ___ WEEK: ___

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

CONTINUATION PAGE

Comments Page ___ of ___

Area / Rating	Recommended RT Steps / Additional Comments

Trainee Initials ☐ **FTO Initials** ☐ **FT SAC Initials** ☐

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APPENDIX 7

Phase Evaluation Report

REPORT DATE _____ PHASE ___ WEEK ___

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

INSTRUCTIONS

- This Phase Evaluation Report provides feedback to the trainee so that good performance continues and/or deficient performance improves.
- **A rating of 1 or 2 requires a written statement** outlining the steps that the FTO or agency has taken and/or will take to bring performance up to an acceptable level. *Use the following page(s) to document the necessary steps and/or provide additional comments; initial each page.*

RATING SCALE:

- **4 – BETTER THAN ACCEPTABLE:** Performance exceeds agency's standard
- **3 – ACCEPTABLE:** Performance meets agency's standard
- **2 – NEEDS IMPROVEMENT:** Performance is progressing toward "acceptable" but does not yet meet agency's standard
- **1 – UNACCEPTABLE:** Performance is not at an acceptable level
- **NRT – NOT RESPONDING TO TRAINING:** Trainee has been rated at level 1 or 2 and after remediation shows no improvement in performance

PART A. PERFORMANCE AREA	**NRT**	**1**	**2**	**3**	**4**
Overall Performance for this evaluation period:	☐	☐	☐	☐	☐

The following areas are noteworthy (*see next page for additional comments):*

1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐
11.	☐	☐	☐	☐	☐
12.	☐	☐	☐	☐	☐
13.	☐	☐	☐	☐	☐
14.	☐	☐	☐	☐	☐

PART B. TRAINEE REVIEW / REQUIRED SIGNATURES

☐ I have reviewed this Phase Evaluation Report with my Field Training Officer (FTO).

☐ I wish to discuss this evaluation with the FTP Supervisor/Administrator/Coordinator (FTP SAC).

Trainee Signature ▶ _____ **Date** _____

Print FTO Name	**Badge / ID**	▶ **Date**
Print FT SAC Name	**Badge / ID**	▶ **Date**

☐ **Additional page(s) attached**

REPORT DATE: _____ PHASE: ___ WEEK: ___ Comments Page 1 of ____

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

INSTRUCTIONS

If the Trainee received rating(s) of **1** or **2**, the steps taken to bring the trainee's performance level up to an acceptable level ***must*** be documented. Identify the specific performance area numbers and corresponding ratings from page 1. Continue on the additional page if needed.

PART C. REMEDIAL STEPS / COMMENTS

Area / Rating	Recommended RT Steps / Additional Comments

Trainee Initials ☐ **FTO Initials** ☐ **FT SAC Initials** ☐

REPORT DATE: _____ PHASE: ___ WEEK: ___ Comments Page ___ of ___

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

CONTINUATION PAGE

Area / Rating	Recommended RT Steps / Additional Comments

Trainee Initials ☐ **FTO Initials** ☐ **FT SAC Initials** ☐

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APPENDIX 8

Remedial Training Assignment Worksheet

REPORT DATE: _____ PHASE: ___ START DATE: _____ END DATE: _____

Trainee (Last, First MI)	**Badge / ID**	**Field Training Officer (FTO)**	**Badge / ID**

PART A. PERFORMANCE DEFICIENCIES

Your FTO has identified one or more areas of deficient performance that require your immediate attention for improvement. You will be expected to fully complete this training assignment by this date: _____

Define the specific problem with example(s). Describe the training already conducted:

PART B. TRAINING ASSIGNMENT

Describe the specific assignment(s) given to the trainee to correct the above problem. The trainee will be expected to perform at a satisfactory level in identified area(s).

NOTE: Your FTO will describe the required assignment needed to improve your performance in terms of specific goals and objectives.
Example: Trainee will practice self-initiated car stops daily for 4 shifts, resulting in a minimum of 4 field interviews and 2 citations per shift.

☐ I have reviewed/discussed the above training assignment with my FTO and understand the specific goals and objectives.

Trainee's Signature ▶ _____ **Date** _____

PART C. ASSIGNMENT COMPLETION

- Has the trainee completed this training assignment satisfactorily? ..... ☐ Yes ☐ No
- Is the trainee now performing at a competent level? ..... ☐ Yes ☐ No
- Has an additional assignment been given? ..... ☐ Yes ☐ No

NOTE: If the training plan was not completed satisfactorily, specific recommendations **must** be made regarding the trainee's continued substandard performance. Additional RT Assignment Worksheets should be generated outlining a follow-up training plan. **It is the responsibility of the *originating* FTO to ensure that RT assignment(s) are communicated to the trainee's next FTO so that follow-up can be monitored.**

Comments regarding completion of assignment:

PART D. REQUIRED SIGNATURES

☐ I have reviewed/discussed all areas noted in this RT Assignment Worksheet and understand the evaluation given.

Trainee Signature ▶ _____ **Date** _____

FTO Signature ▶ _____ **Date** _____

Print FT SAC Name	**Badge / ID**	▶ **Date**

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APPENDIX 9

Field Training Program Completion Record/ Competency Attestation

REPORT DATE _____

Trainee (Last, First MI)	Badge / ID	Primary Field Training Officer (FTO)	Badge / ID

PART A. PROGRAM COMPLETION

Phase	Field Training Officer	Badge / ID	Shift/Watch	Training Dates (Inclusive)	
1				From:	To:
2				From:	To:
3				From:	To:
4				From:	To:

PART B. TRAINEE ATTESTATION

(ABOVE) WOULD AN ENTIRE PHASE BE DONE IN THE SHIFT/WATCH?

I have been instructed in each phase of the prescribed training contained in the Field Training Program Guide, and my training performance and stages of progress were documented and reviewed with me by training staff as required.

Trainee Signature ▶ _____ **Date** _____

PART C. TRAINING CERTIFICATION / REQUIRED SIGNATURES

I certify that Officer/Deputy _____ has received the instruction outlined in the Field Training Program Guide and has performed competently in all structured learning content areas. I also certify that all tests have been completed at a satisfactory level and that this trainee is now prepared to work as a solo patrol officer.

Primary FTO Signature ▶ _____ **Date** _____

Print FT SAC Name	Badge / ID	
		▶ **Date**

PART D. AGENCY HEAD ATTESTATION / REQUIRED SIGNATURES

I attest that the above named trainee has satisfactorily completed the prescribed Field Training Program and is competent to perform as a solo patrol officer.

Print Agency Head Name	Badge / ID	
		▶ **Date**

Intentionally Blank

APPENDIX 10

Field Training Officer (FTO) Critique Form

DATE: _____

Trainee (Last, First MI)	**Badge / ID**	**This critique is for Field Training Officer**	**Badge / ID**

PART A. PURPOSE

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

Your response to each item is important. Please take time to provide details about why you rated the FTO as you did. The more information that you can provide the better we can determine each FTO's level of skill and their continued suitability for the position.

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

PART B. FTO EVALUATION

1. The Field Training Program emphasizes two areas: Training **and** Evaluating Performance. Assign percentages (totaling 100%) to the amount of effort your FTO gave to each (*e.g.,* Training–50%, Evaluating Performance–50% / Training–70%, Evaluating Performance–30%)

TRAINING: _____% EVALUATING PERFORMANCE: _____%

On a scale of 1 to 5, rate the following:

2. Indicate how you perceived your FTO related to you:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
I WAS JUST ONE OF A NUMBER OF RECRUITS		INTERACTION WAS ADEQUATE		I WAS RECOGNIZED AS AN INDIVIDUAL

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

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

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

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
NEVER	SELDOM	OFTEN	USUALLY	ALWAYS

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

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

6. Describe the FTO's skill as a trainer and his/her training methods, such as handouts, visual aids, scenarios, role-play, etc.:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

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

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

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

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

DATE: _____

Trainee (Last, First MI)	**Badge / ID**	**This critique is for Field Training Officer**	**Badge / ID**

PART B. FTO EVALUATION *continued*

9. Describe the FTO's method of critiquing your performance (verbally or in writing):

☐ 1 TOO NEGATIVE / TOO CRITICAL / UNFAIR ☐ 2 ☐ 3 SATISFACTORY / FAIR ☐ 4 ☐ 5 VERY POSITIVE / ENCOURAGING

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

☐ 1 NEVER ☐ 2 SELDOM ☐ 3 OFTEN ☐ 4 USUALLY ☐ 5 ALWAYS

11. List the area(s) you consider to be the FTO's greatest strengths (e.g., training skills, officer safety, codes and laws, report writing, etc.):

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

13. Were there any conflicts or inconsistencies with the FTO's training and your academy training? ☐ YES ☐ NO

If YES, explain:

14. Did you experience any discrepancies between the FTOs? ☐ YES ☐ NO

If YES, explain:

15. Please list any additional comments or suggestions here:

Trainee Signature ▶ _____ **Date** _____

APPENDIX 11

Field Training Program (FTP) Critique Form

DATE: _____

Trainee (Last, First MI)	**Badge / ID**	**Field Training Officer (FTO)**	**Badge / ID**

PART A. PURPOSE

The Field Training Program personnel are dedicated to providing trainees with an effective training experience. Below is a list of questions pertaining to the training you received during the Field Training Program. The purpose of this evaluation is to present objective feedback to be used by personnel to improve and enhance the program's effectiveness. Please read each question carefully and respond honestly and directly. Your candidness and comments will be appreciated.

Return the completed and signed evaluation to the FTP SAC:

Supervisor (FTP SAC)

PART B. FTP evaluation

☐ Y ☐ N **1.** Did the orientation process help you prepare for the Field Training Program and did you understand the program's expectations of you?

Please comment:

☐ Y ☐ N **2.** Was the length of the program adequate?

Please comment:

☐ Y ☐ N **3.** Do you feel that the program training you received was meaningful in relation to the job you are now doing?

Please comment:

☐ Y ☐ N **4.** Were there any areas of training you felt were ignored, or which should have been included or extended?

If YES, which area(s):

☐ Y ☐ N **5.** Was the instruction and training provided by the FTOs generally consistent with one another?

Please comment:

☐ Y ☐ N **6.** Do you feel the documented evaluations in the program (DORs, Supervisor Weekly Reports, etc.) were beneficial for your development as a police officer?

Please comment:

☐ Y ☐ N **7.** Do you feel program personnel were objective in making evaluations, judgments, and decisions about you?

Please comment:

Trainee (Last, First MI)	**Badge / ID**	**Field Training Officer (FTO)**	**Badge / ID**

PART B. FTP EVALUATION *continued*

☐ Y ☐ N **8.** Do you feel there was sufficient time available for community-oriented projects or specialized beat activities?

Please comment:

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

A. Department Policies and Procedures ..... ☐ Y ☐ N
B. Patrol Vehicle Operations ..... ☐ Y ☐ N
C. Officer Safety ..... ☐ Y ☐ N
D. Report Writing ..... ☐ Y ☐ N
E. Codes and Law ..... ☐ Y ☐ N
F. Patrol Procedures ..... ☐ Y ☐ N
G. Handcuffing and Searching Techniques ..... ☐ Y ☐ N
H. Use of Force ..... ☐ Y ☐ N
I. Traffic (including DUI and Accident Investigation) ..... ☐ Y ☐ N
J. Search and Seizure ..... ☐ Y ☐ N
K. Radio Procedures ..... ☐ Y ☐ N
L. Investigations and Evidence ..... ☐ Y ☐ N
M. Conflict Resolution ..... ☐ Y ☐ N
N. COPPS/POP ..... ☐ Y ☐ N
O. Courtroom Procedures ..... ☐ Y ☐ N

☐ Y ☐ N **10.** Are there any changes that need to be made to improve the program?

Please comment:

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

Trainee Signature ▶ _____ **Date** _____

Glossary

BEHAVIOR/PERFORMANCE ANCHORED RATINGS	An appraisal of performance which measures the trainee's ability to perform as a solo patrol officer based upon standardized evaluation guidelines (SEGs).
COMPETENCY	Demonstration of the knowledge, skills, abilities, and attitudes to safely and effectively perform the duties of a solo patrol officer within a department.
DAILY OBSERVATION REPORT (DOR)	The report and narrative evaluation form completed by the Field Training Officer (FTO), using either the numeric or NICS rating scale, to record the trainee's performance for each work day.
DEPARTMENT	The local law enforcement agency providing the Field Training Program to the officer/deputy trainee.
END OF PHASE REPORT (EPR)	The form completed by the Field Training Officer at the end of each training phase which addresses the trainee's strengths and weaknesses and provides an indication as to the trainee's level of performance and progress to date.
FEEDBACK	Verbal or written response to trainee performance provided to the trainee from the field training staff.
FIELD TRAINING OFFICER (FTO)	Any officer assigned the responsibility of training and evaluating trainees during the Field Training Program who meets the minimum standards as set forth in POST regulations and who has completed a POST-certified FTP course.
LEARNING ACTIVITY	An activity designed to achieve or facilitate one or more training goals. When participating in a learning activity, trainees should be coached and provided feedback. These learning activities should be used to bolster a trainee's confidence and abilities, and to prepare the trainee for competent performance in the field.
LEARNING DOMAIN	An instructional unit that covers related subject matter from the Regular Basic Course (Academy).
MINIMUM TRAINING STANDARDS	Those standards met when the trainee consistently demonstrates the knowledge and ability to perform tasks required to perform solo patrol duties. Demonstration of said ability must occur in actual or field-like scenario situations and must be performed in a safe and competent manner.
NICS RATING SCALE	The Daily Observation Report (DOR) offers two methods to rate the trainee's performance based on FTP standards (numeric or NICS). The NICS rating scale measures performance using the following scale: NI–Needs Improvement, C–Competent, and S–Superior.
NUMERIC RATING SCALE	The Daily Observation Report (DOR) offers two methods to rate the trainee's performance based on FTP standards (numeric or NICS). The numeric rating scale measures performance using a sliding scale between 1 and 7.
PERFORMANCE OBJECTIVE	Description of skills, knowledge, ability, attitude, or action the trainee must have or do to demonstrate mastery of a training goal.
REMEDIAL TRAINING	A correction or review of previously taught information or procedures (excluding academy training). RT is necessary when the trainee's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention which should have corrected and/or improved the job performance.

STANDARDIZED EVALUATION GUIDELINES (SEGS)	SEGs are categorized behavioral descriptions of the levels of performance that are applied to all trainees and reported on the Daily Observation Report (DOR).
SUPERVISOR'S WEEKLY REPORT (SWR)	The SWR form is completed by a Field Training Supervisor/Administrator/ Coordinator (FT SAC). The form addresses the trainee's progress and performance for each week.
TEST	An evaluation of the trainee's skills, knowledge, and/or ability to perform a specific task or training goal. The trainee's competency must be demonstrated or tested *minimally* through one of the following types of tests: a) **Agency-Constructed Knowledge Tests –** An agency-constructed written or verbal test that measures the knowledge required to achieve one or more training goals. b) **Scenario Tests –** A job-simulation test that measures the skills, knowledge, and/or abilities required to achieve one or more training goals. c) **Field Performance Tests –** Any tests other than an agency-constructed knowledge test or scenario test that measures the skills, knowledge, abilities, and attitudes required to achieve one or more training goals. These will generally be in the form of calls for service, traffic enforcement, and self-initiated activity.
TOPIC	A word or phrase that succinctly describes subject matter associated with a training goal.
TRAINEE	Officer or deputy assigned to an approved Field Training Program under the direct and immediate supervision of a qualified (POST-certified) Field Training Officer.
TRAINING GOAL	A general statement of the results that training is supposed to produce, such as identification of a behavior, job skill, or knowledge in which the trainee must develop competence.