



# 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

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*By POST Executive Director Manuel Alvarez Jr.*

**T**he 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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**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**

**The Field Training Program**

## Agency Mission Statement

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## Agency/Department Values

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# Program Orientation

**F**IELD 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.

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## 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.

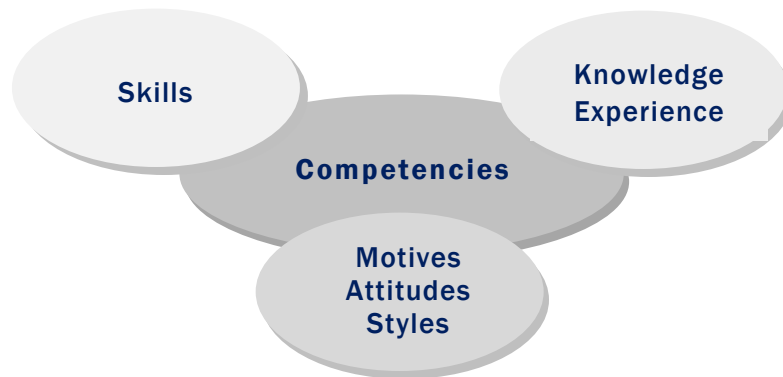
To accomplish the field training task requires the utmost dedication and patience throughout the department. All levels must support the training mission and accommodate training needs. The future of the department rests in the implementation of a well organized and administered field training program. 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

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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.

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## 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

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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

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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

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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

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

### 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

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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

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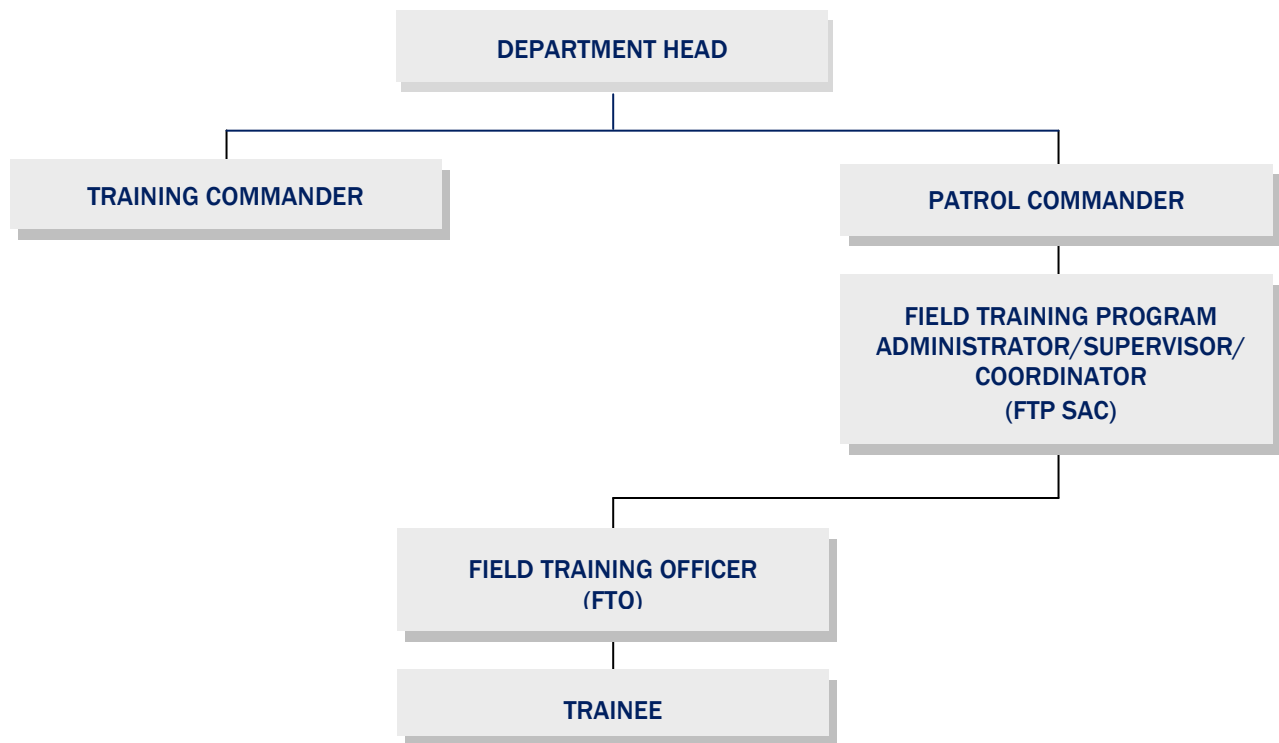
Most field training programs are administered/supervised by the patrol division. This usually includes the selection, training, and daily supervision of the FTOs, as well as the day-to-day operation of the program. Each department must assign at least one FTP SAC to coordinate tasks such as trainee/FTO 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

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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)

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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

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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.

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### 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.

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### 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](#).

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### 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

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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

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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.

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## 1.3 Role/Expectations of Trainees

### Role of the Trainee

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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

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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.

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## 1.4 Role/Expectations of Field Training Officers

### Role of the Field Training Officer

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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

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### 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.

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## **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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## Evaluation, Documentation, and Remediation

**D**URING 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.

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### 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

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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

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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

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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

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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

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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.

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## 2.2 Performance Evaluation Documents

### Daily Observation Report (DOR) and Narrative Evaluation

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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)**

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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)**

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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**

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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)

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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

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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

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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.

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## 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**

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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**

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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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## Field Training Program Package (Application Process)

**P**OST 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.

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### 3.1 Elements of a Field Training Program Guide

#### Section 1: Overview

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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**

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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**

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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.

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## **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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## The POST Field Training Program

**T**HE 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.

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### 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

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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](#))

- |  |   |
|--|---|
| <b><u>1</u> – Agency Orientation/Department Policies</b><br>(including Standards and Conduct, General Orders, Local Policies, and Philosophies ) | <b><u>11</u> – Report Writing Requirements</b>  |
| <b><u>2</u> – Officer Safety</b>   | <b><u>12</u> – Control of Persons/Prisoners/Mentally Ill</b><br>(Adults and Juveniles)  |
| <b><u>3</u> – Ethics</b>   | <b><u>13</u> – Patrol Procedures</b><br>(including Domestic Violence and Pedestrian and Vehicle Stops)                        |
| <b><u>4</u> – Use of Force</b>   | <b><u>14</u> – Investigations/Evidence</b>  |
| <b><u>5</u> – Patrol Vehicle Operations</b><br>(including SAFE Driving)  | <b><u>15</u> – Tactical Communication/Conflict Resolution</b>   |
| <b><u>6</u> – Community Relations/Professional Demeanor</b><br>(including Cultural Diversity, Community Policing, and Problem Solving)           | <b><u>16</u> – Traffic</b><br>(including DUI)   |
| <b><u>7</u> – Radio Communication Systems</b>  | <b><u>17</u> – Self-Initiated Activity</b>  |
| <b><u>8</u> – Leadership</b>   | <b><u>18</u> – Additional Agency-Specific Topics</b><br>(may include Community Specific Problems, Special Needs Groups, etc.) |
| <b><u>9</u> – California Codes and Laws</b>  |   |
| <b><u>10</u> – Search and Seizure</b>  |   |

## Format

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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 Microsoft 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

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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
<ul style="list-style-type: none"> <li>• Orientation/ Department Policies</li> <li>• Officer Safety</li> <li>• Ethics</li> <li>• Use of Force</li> <li>• Patrol Vehicle Operations</li> <li>• Community Relations/ Professional Demeanor</li> <li>• Radio Communications</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• California Codes and Law</li> <li>• Search and Seizure</li> <li>• Report Writing</li> <li>• Control of Persons/ Prisoners/Mentally Ill</li> <li>• Patrol Procedures (Part 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Patrol Procedures (Part 2)</li> <li>• Investigations/Evidence</li> <li>• Tactical Communications/ Conflict Resolution</li> <li>• Traffic</li> </ul>	<ul style="list-style-type: none"> <li>• Self-initiated Activity</li> <li>• Primary FTO Observation Phase (usually in plain clothes)</li> </ul>

### 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.

<b>In these appendices:</b>		<b>Page #</b>
<b>A.1</b>	Standardized Evaluation Guidelines (SEGs).....	A.1-1
<b>A.2</b>	Daily Observation Report (DOR) and Narrative Evaluation ( <i>Numeric or NICS Rating Scales</i> ) .....	A.2-1
<b>A.3</b>	Supervisors' Weekly Report (SWR) .....	A.3-1
<b>A.4</b>	End of Phase Report (EPR).....	A.4-1
<b>A.5</b>	Daily Training Notes .....	A.5-1
<b>A.6</b>	Weekly Training Progress Report (TPR) .....	A.6-1
<b>A.7</b>	Phase Evaluation Report .....	A.7-1
<b>A.8</b>	Remedial Training (RT) Assignment Worksheet.....	A.8-1
<b>A.9</b>	FTP Completion Record/Competency Attestation .....	A.9-1
<b>A.10</b>	Field Training Officer Critique Form .....	A.10-1
<b>A.11</b>	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.

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### 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.

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### 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. Officer Safety: General**

Evaluates the trainee's ability to perform police tasks without injuring self or others, and without exposing self or others to unreasonable danger or risk.

1 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. Officer Safety: Suspicious Persons, Suspects, and Prisoners**

Evaluates the trainee's ability to perform police-related tasks safely while dealing with suspicious persons, suspects, and prisoners.

1 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.

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### 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.*

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### 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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# 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*):

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**PART D. SUPERVISOR’S COMMENTS REGARDING PROGRESS TO DATE**

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- 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   _____

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# 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 _____
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Print FT SAC Name	Badge / ID	_____  _____ Date _____
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Additional page(s) attached

REPORT DATE: \_\_\_\_\_ PHASE: \_\_\_\_ START DATE: \_\_\_\_\_ END DATE: \_\_\_\_\_

Trainee (Last, First MI)	Badge / ID	Evaluation Period
		From: _____ To: _____

**ADDITIONAL COMMENTS**

Area for additional comments with horizontal lines.

Trainee Initials  FTO Initials  FT SAC Initials



# Daily Training Notes

DATE \_\_\_\_\_ PHASE \_\_\_\_ WEEK \_\_\_\_

Page 1 of \_\_\_\_

Trainee (Last, First MI)	Badge / ID	Field Training Officer (FTO)	Badge / ID
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Performance Area	Notes
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Trainee Signature  ▶ Date:	FTO Signature  ▶ Date:
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DATE \_\_\_\_\_ PHASE \_\_\_\_ WEEK \_\_\_\_

Page \_\_\_\_ of \_\_\_\_

Trainee (Last, First MI)	Badge / ID	Field Training Officer (FTO)	Badge / ID
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Performance Area <i>cont</i>	Notes <i>cont</i>
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Trainee Initials

FTO Initials

# 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:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following areas are noteworthy (*see next page for additional comments*):

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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





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# 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:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following areas are noteworthy (see next page for additional comments):

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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 \_\_\_\_\_

<b>Print FTO Name</b>	<b>Badge / ID</b>	
		▶ <span style="float: right;">Date _____</span>

<b>Print FT SAC Name</b>	<b>Badge / ID</b>	
		▶ <span style="float: right;">Date _____</span>

Additional page(s) attached







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# 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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## Field Training Program Completion Record/ Competency Attestation

REPORT DATE \_\_\_\_\_

Page 1 of 1

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 <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span>

### 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 <span style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></span>

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# Field Training Officer (FTO) Critique Form

DATE: \_\_\_\_\_

Page 1 of 2

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

- 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:

- Indicate how you perceived your FTO related to you:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I WAS JUST ONE OF A NUMBER OF RECRUITS		INTERACTION WAS ADEQUATE		I WAS RECOGNIZED AS AN INDIVIDUAL

- What type of role model was the FTO for you?

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

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

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
NEVER	SELDOM	OFTEN	USUALLY	ALWAYS

- Rate the FTO's knowledge of the training material covered:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

- Describe the FTO's skill as a trainer and his/her training methods, such as handouts, visual aids, scenarios, role-play, etc.:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

- Rate the FTO's ability to communicate with you:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

- Rate the FTO's honesty, fairness, and objectivity in evaluating you:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 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):

- |   |                            |                            |                            |                                |
|---|----------------------------|----------------------------|----------------------------|--------------------------------|
| <input type="checkbox"/> 1              | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5     |
| TOO NEGATIVE /<br>TOO CRITICAL / UNFAIR |                            | SATISFACTORY /<br>FAIR     |                            | VERY POSITIVE /<br>ENCOURAGING |

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

- |                            |                            |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| NEVER                      | SELDOM                     | OFTEN                      | USUALLY                    | 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.):

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

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13. Were there any conflicts or inconsistencies with the FTO’s training and your academy training?  YES  NO

If YES, explain:

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14. Did you experience any discrepancies between the FTOs?  YES  NO

If YES, explain:

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15. Please list any additional comments or suggestions here:

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Trainee Signature ► \_\_\_\_\_ Date \_\_\_\_\_



# Field Training Program (FTP) Critique Form

DATE: \_\_\_\_\_

Page 1 of 2

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:*

\_\_\_\_\_

\_\_\_\_\_

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- Y  N     **2.** Was the length of the program adequate?  
*Please comment:*

\_\_\_\_\_

\_\_\_\_\_

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- 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:*

\_\_\_\_\_

\_\_\_\_\_

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- 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):*

\_\_\_\_\_

\_\_\_\_\_

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- Y  N     **5.** Was the instruction and training provided by the FTOs generally consistent with one another?  
*Please comment:*

\_\_\_\_\_

\_\_\_\_\_

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- 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:*

\_\_\_\_\_

\_\_\_\_\_

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- 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:*

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**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:*

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

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Trainee Signature ► \_\_\_\_\_ Date \_\_\_\_\_

## Glossary

<b>BEHAVIOR/PERFORMANCE ANCHORED RATINGS</b>	An appraisal of performance which measures the trainee's ability to perform as a solo patrol officer based upon standardized evaluation guidelines ( <a href="#">SEGs</a> ).
<b>COMPETENCY</b>	Demonstration of the knowledge, skills, abilities, and attitudes to safely and effectively perform the duties of a solo patrol officer within a department.
<b>DAILY OBSERVATION REPORT (DOR)</b>	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.
<b>DEPARTMENT</b>	The local law enforcement agency providing the Field Training Program to the officer/deputy trainee.
<b>END OF PHASE REPORT (EPR)</b>	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.
<b>FEEDBACK</b>	Verbal or written response to trainee performance provided to the trainee from the field training staff.
<b>FIELD TRAINING OFFICER (FTO)</b>	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.
<b>LEARNING ACTIVITY</b>	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.
<b>LEARNING DOMAIN</b>	An instructional unit that covers related subject matter from the <a href="#">Regular Basic Course</a> (Academy).
<b>MINIMUM TRAINING STANDARDS</b>	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.
<b>NICS RATING SCALE</b>	The <a href="#">Daily Observation Report</a> (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.
<b>NUMERIC RATING SCALE</b>	The <a href="#">Daily Observation Report</a> (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.
<b>PERFORMANCE OBJECTIVE</b>	Description of skills, knowledge, ability, attitude, or action the trainee must have or do to demonstrate mastery of a training goal.
<b>REMEDIAL TRAINING</b>	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.

<p><b>STANDARDIZED EVALUATION GUIDELINES (SEGS)</b></p>	<p><a href="#">SEGS</a> are categorized behavioral descriptions of the levels of performance that are applied to all trainees and reported on the Daily Observation Report (DOR).</p>
<p><b>SUPERVISOR'S WEEKLY REPORT (SWR)</b></p>	<p>The <a href="#">SWR form</a> is completed by a Field Training Supervisor/Administrator/ Coordinator (FT SAC). The form addresses the trainee's progress and performance for each week.</p>
<p><b>TEST</b></p>	<p>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 <i>minimally</i> through one of the following types of tests:</p> <ul style="list-style-type: none"> <li>a) <b>Agency-Constructed Knowledge Tests</b> – An agency-constructed written or verbal test that measures the knowledge required to achieve one or more training goals.</li> <li>b) <b>Scenario Tests</b> – A job-simulation test that measures the skills, knowledge, and/or abilities required to achieve one or more training goals.</li> <li>c) <b>Field Performance Tests</b> – 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.</li> </ul>
<p><b>TOPIC</b></p>	<p>A word or phrase that succinctly describes subject matter associated with a training goal.</p>
<p><b>TRAINEE</b></p>	<p>Officer or deputy assigned to an approved Field Training Program under the direct and immediate supervision of a qualified (POST-certified) Field Training Officer.</p>
<p><b>TRAINING GOAL</b></p>	<p>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.</p>



California POST-Certified Training

# Cypress Police Department

# FTP

# Field Training Program Guide

Transition to Becoming an Effective Patrol Officer



## Part 5: POST Field Training Model

January 2020

Vol. 2

## PART 5

## POST Field Training Model

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**WHEN COMBINED** with a valid trainee evaluation program, this field training program, properly administered and supervised, can and should be one of the most important phases of basic training for law enforcement officers.

POST field training regulations and this sample model provide the foundation for 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.

It is recommended that both trainee and FTO sign off on each area of instruction as the trainee progresses through each training phase. Each topical area coincides with the **Field Training Approval Checklist** ([POST Form 2-230](#)).

The following pages include a complete table of contents for the entire program model. Each section (1 through 17) identifies the *minimum* competency requirements and provides a suggested format to document the trainee's performance and progress.

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SECTION **1**

## Agency Orientation/Department Policies

### **1.1 – 1.4**      **COMPETENCY REQUIREMENTS**

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#### In this section:

- [1.1](#)      Agency-Specific Training
- [1.2](#)      Agency Orientation
- [1.3](#)      Community Orientation/Geographic Locations
- [1.4](#)      Support Services

See [Instructions](#) on how to modify or add text.

## 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**

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- 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
- 1.2.08 Procurement and Use

### **1.3 COMMUNITY ORIENTATION/GEOGRAPHIC LOCATIONS**

---

- 1.3.01 Community Facilities
- 1.3.02 Problem Areas
- 1.3.03 Roadways
- 1.3.04 Agency Jurisdiction

### **1.4 SUPPORT SERVICES**

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- 1.4.01 Municipal Agencies and Departments
- 1.4.02 Special Teams/Units

**SECTION 1 AGENCY ORIENTATION/DEPARTMENT POLICIES**

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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

Comments: \_\_\_\_\_

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

1.1.01 Additional References / Agency-Specific Information: CYPD POLICY - FIREARMS

**1.1.02 Arrest and Control Techniques**

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

Comments: \_\_\_\_\_

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

1.1.02 Additional References / Agency-Specific Information: CYPD POLICY - CONTROL DEVICES AND TECHNIQUES



1.1.03 Impact Weapons Qualification								
Reference(s):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

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):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

**1.2.02 Agency Directives, Rules, and Regulations**

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

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

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**1.2.03 General Orders**

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

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

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>1.2.04 Work Area</b> The trainee shall be oriented to the work area, including A. Introduction to personnel B. Equipment and supply locations								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
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<b>Trainee:</b>								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>1.2.05 Authorized Equipment</b> The trainee shall know the operation of and agency policy regarding authorized personal equipment, safety equipments, and agency equipment used by officers in the field: A. Authorized personal equipment B. Safety equipment C. Agency equipment								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

1.2.05 Additional References / Agency-Specific Information: CYPD POLICY - PERSONAL COMMUNICATION DEVICES AND PORTABLE AUDIO / VIDEO RECORDERS

<b>1.2.06 Unauthorized Equipment</b>								
The trainee shall review and explain what constitutes unauthorized equipment.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>1.2.07 Uniforms/Equipment Damage</b>								
The trainee shall review and explain agency policy on uniforms and equipment damage.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>1.2.08 Procurement and Use</b>								
The trainee shall demonstrate the procedures for obtaining and using the following items:								
A. Vehicle		E. Special equipment (i.e., helmet, face shield, gas mask, oleoresin capsicum (OC) spray, etc.)						
B. Hand-held radio		F. Report forms						
C. Firearms/Weapon								
D. Flares								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>1.3 COMMUNITY ORIENTATION / GEOGRAPHIC LOCATIONS</b>								
<b>1.3.01 Community Facilities</b>								
The trainee shall know how to locate the following facilities which service their agency's jurisdiction:								
A. Hospitals		D. Community service organizations						
B. Firehouses		E. Park and recreation areas						
C. Schools								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>1.3.02 Problem Areas</b>								
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.		C. Known gang territories		B. Local “hang outs” and/or “hot spots”		D. Areas known for drug and prostitution activity		
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>1.3.03 Roadways</b>								
The trainee shall know the names and locations of important types of roadways in the community or assigned area, including:								
A. Major arteries		D. Freeways		B. “Through streets”		E. Fire trails or other special access routes		
C. Dead-end streets								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>1.3.04 Agency Jurisdiction</b>								
The trainee shall know the jurisdictional boundaries, beats, districts, or sector assignments utilized by the agency.								
Reference(s):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>1.4 SUPPORT SERVICES</b>								
<b>1.4.01 Municipal Agencies and Departments</b>								
The trainee shall identify the location and general functions of each of the following:								
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):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_

Case Report #: \_\_\_\_\_

(If applicable)



SECTION **2**  
**Officer Safety Procedures**

**2.1 – 2.3**      **COMPETENCY REQUIREMENTS**

---

**In this section:**

[2.1](#)      Contact and Cover

[2.2](#)      Body Armor

[2.3](#)      Officer Survival

See [Instructions](#) on how to modify or add text.

## **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**

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:

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

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**2.1.02 Cover Officer Tactics and Responsibilities**

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

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>A. Approach</li> <li>B. Cover positions with vehicles(s)/person(s)</li> <li>C. Position of advantage</li> <li>D. What to watch for:                             <ul style="list-style-type: none"> <li>1. Hands in pockets or otherwise concealed</li> <li>2. Weapons or contraband</li> <li>3. Hostility or anger</li> <li>4. Approach of other persons or vehicles</li> <li>5. Symptoms of intoxication or illness</li> <li>6. Potential reactions and escape</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>E. Communications with contact officer (hand signals, other verbal and nonverbal signals)</li> <li>F. Provide assistance, if needed, during arrest</li> <li>G. Provide assistance as directed by contact officer</li> </ul> |
|---|--|

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
*(If applicable)*

**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:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>A. Radio responsibilities</li> <li>B. Firearms/weapons systems</li> </ul> | <ul style="list-style-type: none"> <li>C. Position to assume after the vehicle or person is stopped</li> <li>D. Officer to officer communication</li> </ul> |
|--|---|

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
*(If applicable)*

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

SECTION **3**  
**Ethics**

## **3.1 – 3.2**      **COMPETENCY REQUIREMENTS**

---

### **In this section:**

[3.1](#)      Ethical Standards

[3.2](#)      Decision Making

See [Instructions](#) on how to modify or add text.

## LIST OF SUBTOPICS

### **3.1 ETHICAL STANDARDS**

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- 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**

Phase 1   
  Phase 2   
  Phase 3   
  Phase 4   
  Phase 5

Trainee  FTO

<b>3.1 ETHICAL STANDARDS</b>								
<b>3.1.01 Ethical Decision Making</b>								
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.								
<i>Reference(s):</i>								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

3.1.01 Additional References / Agency-Specific Information: CYPD POLICY - STANDARDS OF CONDUCT

<b>3.1.02 Accepting Responsibility</b>								
The trainee shall demonstrate the ability to accept responsibility for his/her actions.								
<i>Reference(s):</i>								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

**3.1.03 Additional References / Agency-Specific Information: CYPD POLICY - OFF-DUTY LAW ENFORCEMENT ACTIONS**

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>3.1.05 Handling Unethical or Criminal Conduct by Other Officers</b>								
The trainee shall identify and evaluate methods for handling unethical or criminal conduct on the part of a fellow officer.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>3.1.06 Problems Associated with Unethical Decision Making</b>								
The trainee shall identify and discuss problems associated with some common unethical decisions, including:								
A. Non-enforcement of specific laws by personal choice                      C. Acceptance of gratuities B. Disproportionate enforcement targeting specific groups by personal choice                      D. Misuse of sick time, etc.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>3.1.07 General Orders</b>								
The trainee shall review and explain the General Orders and/or policy and procedures associated with conduct both on and off duty.								
<i>Reference(s):</i>								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>3.2 DECISION MAKING</b>								
<b>3.2.01 Limitations of Authority</b>								
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								
<i>Reference(s):</i>								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

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

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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	D. Give verbal warning
B. Cite and release	E. Take no action
C. Give a referral	

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

SECTION 4  
Use of Force

## 4.1 – 4.2 COMPETENCY REQUIREMENTS

---

### In this section:

[4.1](#) Legal and Ethical Issues

[4.2](#) Force Options

See [Instructions](#) on how to modify or add text.

## **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 Justification of Deadly Force

### **4.2 FORCE OPTIONS**

---

- 4.2.01 Explanation of Force Options and Examples

**SECTION 4 USE OF FORCE**

Phase 1     Phase 2     Phase 3     Phase 4     Phase 5

Trainee \_\_\_\_\_ FTO \_\_\_\_\_

<b>4.1 LEGAL AND ETHICAL ISSUES</b>								
<b>4.1.01 Legal and Ethical Considerations</b>								
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								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>							Incident #: _____ Case Report #: _____ (If applicable)	

<b>4.1.02 Agency Policy and Liability</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>							Incident #: _____ Case Report #: _____ (If applicable)	

4.1.02 Additional References / Agency-Specific Information: CYPD POLICY - OFFICER-INVOLVED SHOOTINGS AND DEATH



<b>4.1.03 Justification of Deadly Force</b>								
The trainee shall identify and evaluate situations that do and do not justify the use of deadly force.								
Reference(s): Penal Codes 196, 198, 835a, 843								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____  Case Report #: _____ (If applicable)		

**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  
 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
    - a. The trainee shall know when and how to effectively use the police baton and other impact weapons in an authorized manner.
    - b. The trainee shall identify the areas of the body recognized as baton/impact weapon “target” areas.
    - c. The trainee shall identify those vital body areas that are potentially lethal when struck by a baton/impact weapon.
- 3. Additional Less-Lethal Weapons  
 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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

SECTION **5**  
**Patrol Vehicle Operations**

**5.1 – 5.6**      **COMPETENCY REQUIREMENTS**

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**In this section:**

- [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

See [Instructions](#) on how to modify or add text.

## 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 EMERGENCY VEHICLE OPERATIONS/PURSUIITS**

---

- 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**

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

**SECTION 5 PATROL VEHICLE OPERATIONS**

- Phase 1   
  Phase 2   
  Phase 3   
  Phase 4   
  Phase 5

Trainee  FTO

<b>5.1 PATROL VEHICLE INSPECTION</b>								
<b>5.1.01 Purposes of Vehicle Inspections</b>								
The trainee shall explain the purposes of a vehicle inspection prior to driving. These shall minimally include:								
A. Prevention of accidents			C. Reduction of maintenance and repair costs					
B. Promotion of operational efficiency			D. Location of contraband, evidence, or property					
Reference(s):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

<b>5.1.02 Vehicle Components</b>								
The trainee shall describe the location and use of the following:								
A. Rear door locks			G. Radio					
B. Trunk and hood release			H. Spare tire					
C. Firearms/weapon release systems			I. Spare tire release					
D. Emergency lights and siren switches			J. Jack and handle					
E. Flares			K. Engine fluid compartments and dip sticks					
F. First-aid equipment								
Reference(s):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

<b>5.1.03 Requests for Vehicle Service</b>								
The trainee shall explain agency policy regarding requests for vehicle service in the field.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>5.1.04 Vehicle Maintenance</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

5.1.04 Additional References / Agency-Specific Information: CYPD POLICY - VEHICLE MAINTENANCE

**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	E. Inspection of the firearms/weapons release systems
B. Tires for wear and proper inflation	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
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.)	

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

5.1.05 Additional References / Agency-Specific Information: CYPD POLICY - MOBILE AUDIO / VIDEO

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

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>5.2.02 Stopping Distance</b>								
The trainee shall discuss the factors which influence the overall stopping distance of a vehicle, including:								
A. Driver condition		E. Reaction time and distance		F. Braking distance		G. Knowledge of anti-lock braking system		
B. Vehicle condition		C. Environmental conditions, including road surfaces		D. Vehicle speeds				
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>5.2.03 Defensive Driving</b>								
The trainee shall identify the components of defensive driving, including:								
A. Driver attitude		C. Vehicle capability		D. Seat belt usage		B. Driver skill		
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



<b>5.2.04 Driver Attitude</b>								
The trainee shall identify driver attitudes that can contribute to the occurrence of traffic accidents, including:								
A. Overconfidence		C. “Road rage”		B. Impatience		D. Self righteousness		
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>5.3 SITUATION-APPROPRIATE, FOCUSED, EDUCATED (SAFE) DRIVING</b>								
<b>5.3.01 Applying SAFE Driving Techniques</b>								
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: <ol style="list-style-type: none"> <li>1. Routine patrol vs. “Code 3” driving</li> <li>2. School zone vs. rural highway driving</li> <li>3. Transitioning from freeways and commercial/business/industrial areas into residential neighborhood streets</li> <li>4. Driving in inclement weather and/or at night vs. ideal dry/clear weather and/or daylight conditions</li> </ol>				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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_

Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

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Case Report #: \_\_\_\_\_  
 (If applicable)

**5.3.04 Driver Fatigue**

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

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

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								

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Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>5.4 USE OF SEATBELTS</b>								
<b>5.4.01 Seatbelt Use during Routine and Emergency Driving Conditions and Tactical Seatbelt Removal</b>								
<p>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.</p> <p>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.</p> <p>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.</p>								
Reference(s):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>5.5 EMERGENCY VEHICLE OPERATIONS/PURSUIITS</b>								
<b>5.5.01 Agency Policy</b>								
<p>The trainee shall review and explain the agency’s policy concerning pursuits and Code 3 driving.</p>								
Reference(s):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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5.5.01 Additional References / Agency-Specific Information: CYPD POLICY - VEHICLE PURSUIITS AND OFFICER RESPONSE TO CALLS

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>5.5.04 Handling Emergency Response or Pursuit</b>								
Given a simulated or an actual emergency response or pursuit, the trainee shall demonstrate safe and effective driving practices.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>5.6 VEHICLE OPERATION LIABILITY</b>								
<b>5.6.01 "Rules of the Road"</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



<b>5.6.02 Vehicle Code Exemptions</b>								
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		C. In pursuit of a violator		B. Engaged in a rescue operation		D. Responding to a fire alarm		
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>5.6.03 Exemption Requirements</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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 Case Report #: \_\_\_\_\_  
 (If applicable)



SECTION 6

## Community Relations/Professional Demeanor

### 6.1 – 6.6 COMPETENCY REQUIREMENTS

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#### In this section:

- [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

See [Instructions](#) on how to modify or add text.

## LIST OF SUBTOPICS

### **6.1 COMMUNITY RELATIONS AND SERVICE**

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- 6.1.01 Agency Responsibilities
- 6.1.02 Community Service

### **6.2 PROFESSIONAL DEMEANOR AND COMMUNICATIONS**

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- 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**

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

### **6.4 RACIAL PROFILING**

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- 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**

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- 6.5.01 Citizen Support
- 6.5.02 Forms of Crime Prevention

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

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- 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
- 6.6.04 Leadership in Community-Developed Problem Solving
- 6.6.05 Problem-Solving Model

**SECTION 6 COMMUNITY RELATIONS/PROFESSIONAL Demeanor**

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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**6.1.02 Community Service**

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

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>A. To protect life and property</li> <li>B. To maintain order</li> <li>C. Crime prevention</li> <li>D. Public education</li> <li>E. Delivery of service</li> <li>F. Enforcement of laws</li> </ul> | <ul style="list-style-type: none"> <li>G. Community partnerships, such as:</li> <li>H. Community Oriented Policing Services (COPS)</li> <li>I. Police Athletic League/Police Activities League (PAL)</li> <li>J. Drug Abuse Resistance Education (DARE)</li> <li>K. Any other agency-approved programs</li> </ul> |
|---|---|

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>6.2 PROFESSIONAL DEMEANOR AND COMMUNICATIONS</b>								
<b>6.2.01 Professional Principles</b>								
The trainee shall identify the basic principles that generally apply to professions, and discuss how those principles relate to the profession of law enforcement.								
<i>Reference(s):</i>								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

<b>6.2.02 Citizen Evaluations</b>								
The trainee shall explain the various methods by which citizens evaluate law enforcement agencies and their officers.								
<i>Reference(s):</i>								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

6.2.02 Additional References / Agency-Specific Information: CYPD POLICY - PERSONNEL COMPLAINTS

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>6.2.05 Explaining Actions to Citizens</b>								
The trainee shall discuss why it may be beneficial to explain the reasons for his/her actions to inquiring citizens.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.2.06 Phone Communication</b>								
The trainee shall conduct phone conversations in a professional manner.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.2.07 Other Forms of Communication</b>								
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				D. Positive role modeling				
B. Business contacts				E. Mentoring				
C. Community involvement								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.3 CULTURAL DIVERSITY</b>								
<b>6.3.01 Community Cultures</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.3.02 Cultural Motivations and Biases</b>								
The trainee shall identify cultural motivations and biases that may affect professional ethics.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.3.03 Increasing Trust within Communities</b>								
The trainee shall assess and explain ways in which he/she can increase the trust of the community he/she serves.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



**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): Penal Code 13519.4

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.4.03 Constitutional Amendments</b>								
The trainee shall explain the 4 <sup>th</sup> Amendment and 14 <sup>th</sup> Amendment of the U.S. Constitution and how they define law enforcement activities that pertain to racial profiling.								
Reference(s): 4 <sup>th</sup> and 14 <sup>th</sup> Amendments of the U.S. Constitution								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.4.04 Community History</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.4.05 Agency Policy</b>								
The trainee shall review and be able to summarize the agency’s policy regarding racial profiling.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.4.06 Focusing on Behavior</b>								
The trainee shall demonstrate the ability to perform effective police work focusing on behavior rather than race.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.5 CRIME PREVENTION</b>								
<b>6.5.01 Citizen Support</b>								
The trainee shall demonstrate the knowledge and skills necessary to gain citizen support and participation in the prevention of crime.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

<b>6.5.02 Forms of Crime Prevention</b>								
The trainee shall give examples of general forms of crime prevention, including:								
A. Advice concerning mechanical and electronic devices (alarms, locks, and target hardening)				D. Property identification (marking, engraving, etc.)				
B. Control of conditions (lighting, access and architecture)				E. Neighborhood Watch programs				
C. Public awareness								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

<b>6.6 COMMUNITY-ORIENTED/PROBLEM-ORIENTED POLICING (COP/POP)</b>								
<b>6.6.01 Community/Problem Oriented Policing and Community Priorities</b>								
The trainee shall review and explain the agency’s concept of community/problem oriented policing as it relates to community priorities and needs, focusing on specific violations, crimes, or circumstances.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.6.02 The Crime Triangle</b>								
The trainee shall explain the crime triangle (offender, victim, and location).								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.6.03 Working with the Community to Solve Problems</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.6.04 Leadership in Community Developed Problem Solving</b>								
The trainee shall demonstrate leadership in facilitating, assisting, and motivating community members to develop solutions to their problems.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>6.6.05 Problem-Solving Model</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

SECTION 7

## Radio Communication Systems

### 7.1 – 7.2 COMPETENCY REQUIREMENTS

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#### In this section:

[7.1](#) Radio Communication

[7.2](#) Information Systems/Telecommunications

See [Instructions](#) on how to modify or add text.

## LIST OF SUBTOPICS

### **7.1 RADIO COMMUNICATION**

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- 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 INFORMATION SYSTEMS / TELECOMMUNICATIONS**

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- 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 COMMUNICATION SYSTEMS**

Phase 1   
  Phase 2   
  Phase 3   
  Phase 4   
  Phase 5

Trainee \_\_\_\_\_ FTO \_\_\_\_\_

<b>7.1 RADIO COMMUNICATION</b>								
<b>7.1.01 Agency Policy Regarding Communications</b>								
The trainee shall review and briefly summarize agency policy on communications control and coordination and radio call numbers.								
<i>Reference(s):</i>								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

<b>7.1.02 Memorizing Codes</b>								
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.								
<i>Reference(s):</i>								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>7.2 INFORMATION SYSTEMS / TELECOMMUNICATIONS</b>															
<b>7.2.01 Examples of Inquiries</b>															
The trainee shall give examples where inquires into a law enforcement information system would be necessary. These may include:															
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">A. To locate information on lost, stolen, or recovered property, including vehicles</td> <td style="width: 50%; border: none;">E. To determine if a person is wanted</td> </tr> <tr> <td style="border: none;">B. To establish probable cause for a search or an arrest</td> <td style="border: none;">F. To determine the status of a person on parole or probation</td> </tr> <tr> <td style="border: none;">C. To verify the validity of a warrant</td> <td style="border: none;">G. To report or locate a missing person</td> </tr> <tr> <td style="border: none;">D. To verify the validity of a driver's license, vehicle registration, or occupational license</td> <td style="border: none;"></td> </tr> </table>								A. To locate information on lost, stolen, or recovered property, including vehicles	E. To determine if a person is wanted	B. To establish probable cause for a search or an arrest	F. To determine the status of a person on parole or probation	C. To verify the validity of a warrant	G. To report or locate a missing person	D. To verify the validity of a driver's license, vehicle registration, or occupational license	
A. To locate information on lost, stolen, or recovered property, including vehicles	E. To determine if a person is wanted														
B. To establish probable cause for a search or an arrest	F. To determine the status of a person on parole or probation														
C. To verify the validity of a warrant	G. To report or locate a missing person														
D. To verify the validity of a driver's license, vehicle registration, or occupational license															
<i>Reference(s):</i>															
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?							
	Signature	Date	Signature	Date		Signature	Date								
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Trainee:															
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>									

<b>7.2.02 Law Enforcement Information Systems</b>													
The trainee shall be able to identify the law enforcement information systems used by the agency, including:													
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">A. Automated Property Systems (APS)</td> <td style="width: 50%; border: none;">D. Automated Firearms System (AFS)</td> </tr> <tr> <td style="border: none;">B. Stolen Vehicle System (SVS)</td> <td style="border: none;">E. Domestic Violence Restraining Order System (DVROS)</td> </tr> <tr> <td style="border: none;">C. Wanted Persons System (WPS)</td> <td style="border: none;">F. Missing Unidentified Person System (MUPS)</td> </tr> </table>								A. Automated Property Systems (APS)	D. Automated Firearms System (AFS)	B. Stolen Vehicle System (SVS)	E. Domestic Violence Restraining Order System (DVROS)	C. Wanted Persons System (WPS)	F. Missing Unidentified Person System (MUPS)
A. Automated Property Systems (APS)	D. Automated Firearms System (AFS)												
B. Stolen Vehicle System (SVS)	E. Domestic Violence Restraining Order System (DVROS)												
C. Wanted Persons System (WPS)	F. Missing Unidentified Person System (MUPS)												
<i>Reference(s):</i>													
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?					
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Trainee:													
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>							

<b>7.2.03 System Inquiries to Complete an Investigation</b>								
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		D. DMV information		E. Miscellaneous information				
B. Property, vehicles, and firearms								
C. Criminal histories								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>7.2.04 Agency Policy for Use of MCTs and Laptops</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

7.2.04 Additional References / Agency-Specific Information: CYPD POLICY - MOBILE DATA COMPUTER USE AND DEPARTMENT/OFFICE USE OF SOCIAL MEDIA

<b>7.2.05 Inappropriate Use of Information Systems</b>								
The trainee shall identify inappropriate use(s) of law enforcement information systems according to agency policy and law.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

SECTION 8  
Leadership

## 8.1 COMPETENCY REQUIREMENTS

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### In this section:

[8.1](#) Leadership

See [Instructions](#) on how to modify or add text.

## LIST OF SUBTOPICS

### **8.1 LEADERSHIP**

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



**SECTION 8 LEADERSHIP**

Phase 1     Phase 2     Phase 3     Phase 4     Phase 5

Trainee \_\_\_\_\_ FTO \_\_\_\_\_

**8.1 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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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   | E. Duty    |
| B. Credibility | F. Loyalty |
| C. Trust       | G. Honesty |
| D. Discretion  |            |

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>8.1.03 The Role of Leadership</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

SECTION 9

## California Codes and Laws

### 9.1 – 9.5 COMPETENCY REQUIREMENTS

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#### In this section:

- [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

See [Instructions](#) on how to modify or add text.

## LIST OF SUBTOPICS

### 9.1 CRIMINAL LAW

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- 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

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- 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

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- 9.4.01 Investigating Juvenile Offenses

### 9.5 ADDITIONAL LAWS

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- 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 CALIFORNIA CODES AND LAWS**

Phase 1   
  Phase 2   
  Phase 3   
  Phase 4   
  Phase 5

Trainee \_\_\_\_\_ FTO \_\_\_\_\_

<b>9.1 CRIMINAL LAW</b>								
<b>9.1.01 Terminology</b>								
The trainee shall certain terms as recognized in California criminal law. These shall minimally include::								
A. Accessory				F. Implied Intent				
B. Accomplice				G. Principal				
C. Criminal negligence				H. Specific intent				
D. <i>Corpus delecti</i>				I. Transferred intent				
E. Entrapment								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

<b>9.1.02 Crime Elements</b>								
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								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

<b>9.1.03 Persons Legally Incapable of Committing a Crime</b>								
The trainee shall describe those persons who are legally incapable of committing a crime in the state of California.								
Reference(s): Penal Code 26								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____  Case Report #: _____ (If applicable)		

<b>9.1.04 Crime Identification</b>								
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:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">                     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                 </td> <td style="width: 50%; vertical-align: top;">                     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                 </td> </tr> </table>							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
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Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____  Case Report #: _____ (If applicable)		

<b>9.2 REASONABLE SUSPICION/PROBABLE CAUSE</b>								
<b>9.2.01 Reasonable Suspicion</b>								
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):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
		Signature	Date	Signature		Date	Signature	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

<b>9.2.02 Probable Cause to Arrest</b>								
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):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
		Signature	Date	Signature		Date	Signature	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		



<b>9.2.05 Recognizing Probable Cause for Police Action</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>9.3 LAWS OF ARREST</b>								
<b>9.3.01 Authority to Make an Arrest</b>								
The trainee shall explain a peace officer’s authority to make an arrest.								
Reference(s): Penal Code 836; Vehicle Code 40300.5 through 40302								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>9.3.02 Arrest Requirements</b>								
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				C. What must be done with the person once they are arrested, and what are the required procedures for handling him or her				
B. The information the person arrested must be provided and when it must be provided								
<i>Reference(s): Penal Codes 825; 840; 841; 848; 849; 851.5; 853.5; and 853.6</i>								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>9.3.03 Private Person Arrest</b>								
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.								
<i>Reference(s): PC 837; PC 847</i>								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>9.3.04 Miranda Rights</b>								
The trainee shall explain the requirements for advising a person of his/her Miranda rights.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>9.3.05 Admittance onto Property</b>								
The trainee shall explain the requirements regarding gaining admittance into a location to make an arrest.								
Reference(s): Penal Code 844								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>9.3.06 Allowable Use of Force</b>								
The trainee shall explain the amount of force that may be used when effecting an arrest.								
Reference(s): Penal Codes 835 and 843								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>9.3.07 Reasonable Force</b>								
The trainee shall explain the term “reasonable” as it applies to the use of force.								
Reference(s): Penal Code 835								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>9.3.08 Use of Physical Force and Deadly Force</b>								
The trainee shall review and explain California law and department policy concerning the use of physical force and deadly force.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

9.3.08 Additional References / Agency-Specific Information: CYPD POLICY - USE OF FORCE

<b>9.3.09 False Imprisonment Liability</b>								
The trainee shall explain instances where he/she is not civilly liable for false imprisonment arising out of an arrest.								
Reference(s): <i>Penal Codes 142(c), 836.5, and 847</i>								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>9.3.10 Legal Exceptions to an Arrest</b>								
The trainee shall explain situations where legal exceptions to an arrest might exist, including:								
A. Diplomatic immunity (22 U.S. Constitution, Chapter 6)		B. Stale 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):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>9.4 JUVENILE LAW AND PROCEDURE</b>								
<b>9.4.01 Investigating Juvenile Offenses</b>								
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		C. Laws pertaining to schools, including PC 626 sections and Education Codes 48906, 48260-66, etc.		D. Secure/Non-secure detention of juveniles: WIC 206, 207, 207.1, 207.2				
B. Welfare and Institutions Codes (WIC) 300, 305, 601, 602, 625, 627, 707 and any additional local ordinances and/or curfews								
Reference(s):								
<b>FTO:</b>	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>9.5 ADDITIONAL LAWS</b>								
<b>9.5.01 Alcoholic Beverage Control Act</b>								
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		C. Selling/providing alcoholic liquor to a person who is visibly intoxicated						
B. Selling/providing alcoholic liquor to any person under the age of 21 years								
Reference(s): <i>Business and Professions Codes 23000 through 25762</i>								
<b>FTO:</b>	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**9.5.02 Probation/Parole Laws**

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

A. PC 1203.2  
 B. PC 3056

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)



<b>9.5.04 Constitutional Amendments Granting Individual Rights</b>								
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. <i>First Amendment</i> – Freedom of religion, speech, press, and public assembly		D. <i>Sixth Amendment</i> – Right to a speedy trial		E. <i>Eighth Amendment</i> – Excessive bail prohibited		F. <i>Fourteenth Amendment</i> – Civil rights (see 18 USC Section 242 – Color of law/authority)		
B. <i>Fourth Amendment</i> – Search and seizure only by warrant or good cause		C. <i>Fifth Amendment</i> – Right to trial, no double jeopardy, no self-incrimination, no punishment without due process, and no confiscation without compensation						
Reference(s): <i>U.S. Constitution, Bill of Rights</i>								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>9.5.05 State Legislative Mandates</b>								
The trainee shall review, explain, and/or give examples of any new/revised state legislative mandates.								
Reference(s): <i>POST Legislative Update Telecourses and CD ROMs; POST Required Updated or Refresher Training Requirements</i>								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



<b>9.5.06 Marsy's Law</b>								
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.								
<i>Reference(s): California Constitution, Article I, Section 28(b)</i>								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

SECTION **10**  
**Search and Seizure**

**10.1 – 10.3**      **COMPETENCY REQUIREMENTS**

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**In this section:**

[10.1](#)      Search Concepts

[10.2](#)      Seizure Concepts

[10.3](#)      Warrants

See [Instructions](#) on how to modify or add text.

## LIST OF SUBTOPICS

### **10.1 CRIMINAL LAW**

---

- 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**

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- 10.2.01 Lawful Evidence Seizure

### **10.3 WARRANTS**

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- 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**

- 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           | E. Instrumentalities of a crime |
| B. Scope of Searches | F. Contraband                   |
| C. Contemporaneous   | G. Knock and Notice             |
| D. Probable Cause    | H. Container search doctrine    |

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

10.1.01 Additional References / Agency-Specific Information: CYPD POLICY - SEARCH AND SEIZURE

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

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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	D. Contraband
B. Fruits of the crime	E. Suspects
C. Instruments of the crime	F. Additional victims

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>10.1.05 Exclusionary Rule</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>							Incident #: _____  Case Report #: _____ <i>(If applicable)</i>	

<b>10.2 SEIZURE CONCEPTS</b>								
<b>10.2.01 Lawful Evidence Seizure</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>							Incident #: _____  Case Report #: _____ <i>(If applicable)</i>	

<b>10.3 WARRANTS</b>								
<b>10.3.01 Obtaining Search and Arrest Warrants</b>								
The trainee shall explain the laws and procedures for obtaining search and arrest warrants, to minimally include:								
A. Probable cause necessity			C. Process for obtaining warrants during and after business hours					
B. Allowable exclusions (including hot pursuit and emergency situations)								
<i>Reference(s):</i>								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

<b>10.3.02 Serving Search and Arrest Warrants</b>								
The trainee shall describe the process for serving search and arrest warrants, including:								
A. Hours of service for felony arrest warrants			D. Knock and notice for search warrants, and exemptions to					
B. Hours of service for misdemeanor arrest warrants			E. "Signing off" warrants/return					
C. Hours of service for search warrants								
<i>Reference(s):</i>								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



SECTION **11**  
**Report Writing**

**11.1 – 11.2**      **COMPETENCY REQUIREMENTS**

---

**In this section:**

11.1    Field Notes and Notebook

11.2    Report Writing Requirements

*See Instructions on how to modify or add text.*

## 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**

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- 11.2.01 Flow of Completed Reports
- 11.2.02 Report Depository
- 11.2.03 Records Unit
- 11.2.04 Investigative Units and the District Attorney's Office
- 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**

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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**11.1.02 Discoverable Contents**

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

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>11.2 REPORT WRITING REQUIREMENTS</b>								
<b>11.2.01 Flow of Completed Reports</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>11.2.02 Report Depository</b>								
The trainee shall give the location of the report depository.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>11.2.03 Records Unit</b>								
The trainee shall describe the function for the records unit in the reporting process.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>11.2.04 Investigative Units and the District Attorney’s Office</b>								
The trainee shall describe the functions of the investigative unit(s) and the District Attorney’s Office in the reporting process.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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	D. Providing statistical data
B. Providing coordination of follow-up activities	E. Providing a source for trainee evaluation
C. Providing investigative leads	F. Providing reference material

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (if applicable)

**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	F. Objectivity
B. Brevity	G. Grammatical and structure correctness
C. Completeness	H. Timeliness
D. Clarity	I. First person/active voice/past tense
E. Legibility/Neatness	

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (if applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



**11.2.09 Preparing a Written Report**

The trainee shall prepare a report that minimally includes:

A. Organizing facts in chronological order	D. Properly establishing who, what, when, where, why, how, and how many
B. Relating facts in appropriate sentence form	E. Properly establishing the elements of the crime(s), when appropriate
C. Correctly filling in all appropriate boxes	

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

11.2.09 Additional References / Agency-Specific Information: CYPD POLICY - REPORT PREPARATION

**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	C. Complete description of all physical evidence, where it was found, and its disposition
B. Complete documentation of reasonable/probably cause	D. Complete listing of all suspects, including whether or not they are in custody

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

SECTION **12**

## Control of Persons/Prisoners/Mentally Ill

### **12.1 – 12.7**      **COMPETENCY REQUIREMENTS**

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#### In this section:

- [12.1](#)      Control/Searching 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

See [Instructions](#) on how to modify or add text.

## LIST OF SUBTOPICS

### **12.1 CONTROL/SEARCHING OF PERSONS**

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- 12.1.01 Safety Tactics
- 12.1.02 Search Techniques
- 12.1.03 Searching the Opposite Sex

### **12.2 HANDCUFFING**

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- 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**

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- 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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- 12.4.01 Agency Policy
- 12.4.02 Transport of Prisoner(s) in a Patrol Vehicle
- 12.4.03 Prior to Booking a Prisoner

### **12.5 BOOKING PRISONERS**

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- 12.5.01 Booking Juveniles
- 12.5.02 Jail Facility
- 12.5.03 Securing Weapons Prior to Entering Custody Facility
- 12.5.04 Booking Documents/Procedures
- 12.5.05 Booking Adult Prisoners
- 12.5.06 Other Types of Prisoners
- 12.5.07 Inmate Classification
- 12.5.08 Legalities of Prisoner/Inmate Searches
- 12.5.09 Prisoner Release
- 12.5.10 Response to Jail Emergencies

### **12.6 PEOPLE WITH DISABILITIES**

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- 12.6.01 Americans with Disabilities Act (ADA)
- 12.6.02 Behavior Due to Disabilities
- 12.6.03 Dealing with Cognitive Impairment
- 12.6.04 Non-compliance as a Warning Sign
- 12.6.05 Standard Tactical Assessments and Safeguards

### **12.7 MENTAL ILLNESS CASES**

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- 12.7.01 State Law and Agency Policy
- 12.7.02 Considerations When Handling or Dealing with Mentally Ill/Emotionally Disturbed Persons
- 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**

- 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 effectively and immediately control (verbally and physically) one or more suspects, applying all officer safety tactics, including:

- |  |   |
|--|---|
| A. Approach                                      | D. What to watch out for                            |
| B. Cover position with vehicles(s) and person(s) | E. Communications with cover officer/danger signals |
| C. Position of advantage                         |   |

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
*(if applicable)*

**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 | C. Standing, kneeling, and prone position searches |
| B. Maintaining control and position of advantage       | D. Safeguarding of weapons                         |

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
*(if applicable)*

<b>12.1.03 Searching the Opposite Sex</b>								
The trainee shall review and explain agency policy regarding searching individuals of the opposite sex.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>12.2 HANDCUFFING</b>								
<b>12.2.01 Purpose of Handcuffing</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>12.2.02 Handcuffing/Restraint Device Principles</b>								
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		E. Other approved restraints devices (i.e. flex cuffs, hobbles, etc.)		B. Proper positioning of the suspect’s hands, key outlets, and double locking mechanisms		F. Safe and controlled removal of handcuffs and other restraint devices		
C. Reasonable degree of tightness		D. Observation of restrained suspects						
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>12.2.03 Agency Policy Regarding Handcuffing Prisoners</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

12.2.03 Additional References / Agency-Specific Information: CYPD POLICY - HANDCUFFING AND RESTRAINTS

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>12.3.02 Prisoner Provisions</b>								
The trainee shall discuss the legal responsibilities for providing prisoners with shelter, food, and medical care.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____  Case Report #: _____ (If applicable)		

<b>12.3.03 Prisoner's Right to Make Calls</b>								
The trainee shall review and explain prisoners' rights to telephone calls.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____  Case Report #: _____ (If applicable)		

<b>12.3.04 Property Receipts</b>								
The trainee shall explain the requirements for issuing property receipts								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____  Case Report #: _____ (If applicable)		



**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

<b>12.4 TRANSPORTING PRISONERS</b>								
<b>12.4.01 Agency Policy</b>								
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.)				F. Search of area where prisoner is to be placed prior to transportation				
B. Sick, injured, mentally ill, physically challenged, or pregnant prisoners				G. Search of area where prisoner has been following transportation				
C. Juveniles with/without adults				H. Proper positioning of officer(s) and prisoner(s) within the vehicle				
D. Females				I. Close and constant observation of prisoner(s)				
E. Use of seat belts								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

<b>12.4.02 Transport of Prisoner(s) in a Patrol Vehicle</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_

Case Report #: \_\_\_\_\_  
(if applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_

Case Report #: \_\_\_\_\_  
(if applicable)

12.5.01 Additional References / Agency-Specific Information: CYPD POLICY - TEMPORARY CUSTODY OF JUVENILES

<b>12.5.02 Jail Facility</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>12.5.03 Securing Weapons Prior to Entering Custody Facility</b>								
The trainee will review and explain reasons and procedures for securing his/her weapon prior to entering any custody facility.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**12.5.06 Other Types of Prisoners**

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

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

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**12.5.07 Inmate Classification**

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

A. Sex	E. Assaultive behavior
B. Age	F. Medical disabilities
C. Criminal sophistication	G. Gang affiliation
D. Seriousness of offense	H. Overt sexual behavior

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>12.5.08 Legalities of Prisoner/Inmate Searches</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>12.5.09 Prisoner Release</b>								
The trainee will review and explain methods and procedures for releasing a prisoner.								
Reference(s): Penal Code 849(b)								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

12.5.09 Additional References / Agency-Specific Information: CYPD POLICY - CITE AND RELEASE POLICY

<b>12.5.10 Response to Jail Emergencies</b>								
The trainee shall discuss his/her agency's response, if any, to a jail emergency, including:								
A. Fire		C. Civil disorder		B. Earthquake		D. Escape		
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>12.6 PEOPLE WITH DISABILITIES</b>								
<b>12.6.01 Americans with Disabilities Act (ADA)</b>								
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		C. Requires that the safety and civil rights of people with disabilities be protected during transport and while detained		B. Prohibits the arrest of an individual for behavioral manifestations of a disability that is not criminal in nature		D. Requires officers to make accommodations for persons with disabilities, except where safety is compromised		
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



<b>12.6.02 Behavior Due to Disabilities</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>12.6.03 Dealing with Cognitive Impairment</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>12.6.04 Non-compliance as a Warning Sign</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>12.6.05 Standard Tactical Assessments and Safeguards</b>								
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 <ul style="list-style-type: none"> <li>• Tone (Present a calm and firm demeanor/Maintain respect and dignity)</li> <li>• Atmosphere (Reduce distractions/Respect personal space)</li> <li>• Communication (Establish contact/Develop rapport)</li> <li>• Time (Slow down/Reassess)</li> </ul>				
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>12.7 MENTAL ILLNESS CASES</b>								
<b>12.7.01 State Law and Agency Policy</b>								
The trainee shall review and explain state law and agency policy regarding mental illness cases.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

12.7.01 Additional References / Agency-Specific Information: CYPD POLICY - MENTAL ILLNESS COMMITMENTS

<b>12.7.02 Considerations When Handling or Dealing with Mentally Ill/Emotionally Disturbed Persons</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>12.7.03 Mental Health Facility or Regional Center</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>12.7.04 72-Hour Hold</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**12.7.05 Required Procedures for 5150 WIC**

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

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

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>12.7.07 Required Documentation and/or Reports</b>								
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)				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				
B. Verbal admonishment and supplementary written documentation as specified in WIC 5157								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

<b>12.7.08 Demonstrating Knowledge of Proper Procedure</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

**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 de-escalation techniques for potentially dangerous situations
- Alternatives to 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 server persons with mental illness or intellectual disability, and how these resources can be best utilized by law enforcement

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		



SECTION **13**  
**Patrol Procedures**

**13.1 – 13.26**      **COMPETENCY REQUIREMENTS**

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**In this section:**

- |  |   |
|--|---|
| <a href="#">13.1</a> Police Patrol Techniques          | <a href="#">13.16</a> Missing Persons                               |
| <a href="#">13.2</a> Observation Skills                | <a href="#">13.17</a> Fires   |
| <a href="#">13.3</a> Preventing and Detecting Crime    | <a href="#">13.18</a> Hazardous Occurrences/<br>Major Disasters     |
| <a href="#">13.4</a> Additional Patrol Safety          | <a href="#">13.19</a> Bombs/Explosive Devices                       |
| <a href="#">13.5</a> Pedestrian Stops                  | <a href="#">13.20</a> Aircraft Crashes                              |
| <a href="#">13.6</a> Searching Persons                 | <a href="#">13.21</a> First Aid                                     |
| <a href="#">13.7</a> Vehicle Stops                     | <a href="#">13.22</a> Sick, Injured, or Deceased<br>Persons         |
| <a href="#">13.8</a> Felony/High-Risk Vehicle<br>Stops | <a href="#">13.23</a> Lost, Found, and Recovered<br>Property        |
| <a href="#">13.9</a> Searching Vehicles                | <a href="#">13.24</a> Crowd Control                                 |
| <a href="#">13.10</a> Searching Building Areas         | <a href="#">13.25</a> News Media Relations                          |
| <a href="#">13.11</a> Handling Crimes in Progress      | <a href="#">13.26</a> Hostage Situations and<br>Barricaded Suspects |
| <a href="#">13.12</a> Domestic Violence                | <a href="#">13.27</a> Sniper Attack                                 |
| <a href="#">13.13</a> Victims of Violent Crime         | <a href="#">13.28</a> Animal Control                                |
| <a href="#">13.14</a> Hate Crimes                      |   |
| <a href="#">13.15</a> Gang Awareness                   |   |

See [Instructions](#) on how to modify or add text.



## LIST OF SUBTOPICS

### **13.1 POLICE PATROL TECHNIQUES**

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- 13.1.01 Types of Police Patrol
- 13.1.02 Preventive Patrol Methods
- 13.1.03 Foot Patrol and Bicycle Patrol
- 13.1.04 Motorized Patrol
- 13.1.05 Positive Daily Contacts

### **13.2 OBSERVATION SKILLS**

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- 13.2.01 Perception Skills

### **13.3 PREVENTING AND DETECTING CRIME**

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- 13.3.01 Crime Prevention Techniques
- 13.3.02 Becoming Familiar with the Community
- 13.3.03 Preparing for a Patrol Shift
- 13.3.04 Frequent Checks
- 13.3.05 Night Patrol
- 13.3.06 Determining if a Parked Vehicle Has Been Recently Operated
- 13.3.07 Conducting Surveillance
- 13.3.08 Locating Vehicle Identification Numbers

### **13.4 ADDITIONAL PATROL SAFETY**

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- 13.4.01 Plain Clothes Officers
- 13.4.02 Plain-Clothes and Off-Duty Arrests
- 13.4.03 Hazards of Silhouetting
- 13.4.04 Telltale Noises
- 13.4.05 Keeping Subject's Hands in View
- 13.4.06 Initiating Foot Pursuits
- 13.4.07 Mutual Aid and Jurisdiction

### **13.5 PEDESTRIAN STOPS**

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- 13.5.01 Consensual Encounters and Reasonable Suspicion
- 13.5.02 Lawful Pedestrian Stop
- 13.5.03 Tactical Variables
- 13.5.04 Positions When Interviewing Suspicious Person(s)
- 13.5.05 Field Interview Form
- 13.5.06 Use of CLETS (California Law Enforcement Telecommunications System)
- 13.5.07 Approach and Disposition

***(continued)***

## **LIST OF SUBTOPICS (cont.)**

### **13.6 SEARCHING PERSONS**

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- 13.6.01 Degrees of Searches of Persons
- 13.6.02 Principles of Searches of Persons
- 13.6.03 Weapons and Contraband Concealment
- 13.6.04 Legal Pat-Down Search
- 13.6.05 Field Search
- 13.6.06 Backup Officer Responsibilities
- 13.6.07 Serve as Backup Officer

### **13.7 VEHICLE STOPS**

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- 13.7.01 Types of Vehicle Stops
- 13.7.02 Vehicle Stop Locations
- 13.7.03 Vehicle Information Prior to Stop
- 13.7.04 Proper Distance and Position of Patrol Vehicle
- 13.7.05 Gaining Driver's Attention
- 13.7.06 Hazards of Vehicle Stops
- 13.7.07 Observing Vehicle Occupants
- 13.7.08 Directing Occupants During a Stop
- 13.7.09 Approaching Vehicles Other than Automobiles
- 13.7.10 Dealing with Violator Reactions
- 13.7.11 Do Not Argue with Violator
- 13.7.12 Discretion during Traffic Stops
- 13.7.13 Procedure Advantages
- 13.7.14 Signature Is a Promise to Appear
- 13.7.15 Promoting a Positive Image

### **13.8 FELONY/HIGH-RISK VEHICLE STOPS**

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- 13.8.01 Important Considerations
- 13.8.02 Vehicle Positioning
- 13.8.03 Ordering Suspect(s) from the Vehicle
- 13.8.04 Use of Verbal Commands
- 13.8.05 Waiting for Backup
- 13.8.06 Roles of Primary and Backup Officer(s)
- 13.8.07 Demonstrating a Felony/High-Risk Stop

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- 13.9.02 Demonstrating Vehicle Search

**(continued)**

## **LIST OF SUBTOPICS (cont.)**

### **13.10 SEARCHING BUILDINGS/AREAS**

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- 13.10.02 Demonstrating Safe and Effective Building Searches

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- 13.11.01 Responding to Crimes in Progress
- 13.11.02 Responding to Prowler Calls

### **13.12 DOMESTIC VIOLENCE**

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- 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
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- 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**

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- 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**

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- 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 Reducing Gang Activity

**(continued)**

## **LIST OF SUBTOPICS (cont.)**

### **13.16 MISSING PERSONS**

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- 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**

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- 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**

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- 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

### **13.19 BOMBS/EXPLOSIVE DEVICES**

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- 13.19.01 Agency Policy and Procedures
- 13.19.02 Tactical Considerations
- 13.19.03 Handling of Bomb Scene

### **13.20 AIRCRAFT CRASHES**

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- 13.20.01 Agency Policy
- 13.20.02 Tactical Considerations

### **13.21 FIRST AID**

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- 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

**(continued)**

## **LIST OF SUBTOPICS (cont.)**

### **13.22 SICK, INJURED, OR DECEASED PERSONS**

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- 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**

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- 13.23.01 Disposition of Property Other than Evidence

### **13.24 CROWD CONTROL**

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- 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**

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- 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**

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- 13.26.01 Tactical Considerations

### **13.27 SNIPER ATTACK**

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- 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**

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- 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**

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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.1.05 Positive Daily Contacts</b>								
The trainee shall explain the importance of positive daily personal contact with citizens.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.2 OBSERVATION SKILLS</b>								
<b>13.2.01 Perception Skills</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

**13.3.02 Becoming Familiar with the Community**

The trainee shall identify factors to consider in becoming familiar with the community, including:

- |  |  |
|--|--|
| <p>A. General population information</p> <p>B. Appropriate geographic information</p> <p>C. Recent criminal activity</p> | <p>D. Specific factors that may influence patrol functions<br/>(e.g., location of emergency hospitals, high-activity areas, community activities and events, etc.)</p> |
|--|--|

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

<b>13.3.03 Preparing for a Patrol Shift</b>								
The trainee shall explain and demonstrate how to prepare for a patrol shift.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

<b>13.3.04 Frequent Checks</b>								
The trainee shall identify those locations and/or situations that exist in a “patrol area” that warrant frequent checks.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

<b>13.3.05 Night Patrol</b>								
The trainee shall explain and demonstrate what an officer on nighttime patrol should be looking for, including:								
A. Broken glass			E. Persons on foot					
B. Open doors and windows			F. Differences in normal lighting (on or off)					
C. Pry marks			G. Unusual sounds					
D. Suspicious vehicles			H. Access to rooftop or upper floors					
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.3.06 Determining If a Parked Vehicle Has Been Recently Operated</b>								
The trainee shall identify ways to determine if a parked vehicle has been recently operated.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_

Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_

Case Report #: \_\_\_\_\_  
 (If applicable)

<b>13.4 ADDITIONAL PATROL SAFETY</b>								
<b>13.4.01 Plain Clothes Officers</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.4.02 Plain-Clothes and Off-duty Arrests</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.4.03 Hazards of Silhouetting</b>								
The trainee shall explain and/or demonstrate ways to avoid the hazards of “silhouetting.”								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.4.04 Telltale Noises</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.4.05 Keeping Subject's Hands in View</b>								
The trainee shall explain the importance of always keeping a subject's hands in view								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.4.06 Initiating Foot Pursuits</b>								
The trainee shall explain and/or demonstrate safe and effective tactics for initiating a foot pursuit of a fleeing suspect.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

13.4.06 Additional References / Agency-Specific Information: CYPD POLICY - FOOT PURSUITS

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)



<b>13.5.02 Lawful Pedestrian Stop</b>								
The trainee shall explain the circumstances of making a lawful pedestrian stop. This explanation shall minimally include:								
A. The existence of suspicious activity				C. Reasonable suspicion to believe that the person being stopped may be involved in criminal activity				
B. The time of day or night								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.5.03 Tactical Variables</b>								
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				C. Methods to utilize in stopping the person (approach on foot vs. in the vehicle)				
B. When and where to stop the person								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.5.04 Positions When Interviewing Suspicious Person(s)</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.5.05 Field Interview Form</b>								
The trainee shall properly and legibly complete the field interview (FI) report form.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.5.06 Use of CLETS</b>								
The trainee shall explain the role and use of the California Law Enforcement Telecommunications System (CLETS) in determining a person’s wanted status.								
<i>Reference(s):</i>								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.5.07 Approach and Disposition</b>								
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.								
<i>Reference(s):</i>								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.6.03 Weapons and Contraband Concealment</b>								
The trainee shall identify those places on the person of both males and females where dangerous weapons or contraband may be concealed.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.6.04 Legal Pat-down Search</b>								
The trainee shall safely and effectively conduct a legal pat-down search of one or more suspect(s).								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.6.05 Field Search</b>								
The trainee shall safely and effectively conduct a field search (standing, kneeling, or prone) of one or more suspect(s).								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.7 VEHICLE STOPS</b>									
<b>13.7.01 Types of Vehicle Stops</b>									
The trainee shall explain the various types of vehicle stops to minimally include:									
A. Traffic violations B. Investigative C. High-risk									
<i>Reference(s):</i>									
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?	
	Signature	Date	Signature	Date		Signature	Date		
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	
<b>Trainee:</b>									
<b>Comments:</b>						Incident #: _____			
						Case Report #: _____ <i>(If applicable)</i>			

<b>13.7.02 Vehicle Stop Locations</b>									
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									
<i>Reference(s):</i>									
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?	
	Signature	Date	Signature	Date		Signature	Date		
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	
<b>Trainee:</b>									
<b>Comments:</b>						Incident #: _____			
						Case Report #: _____ <i>(If applicable)</i>			

<b>13.7.03 Vehicle Information Prior to Stop</b>								
The trainee shall explain the advantages of recording the license number and description of the vehicle prior to the stop.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.7.04 Proper Distance and Position of Patrol Vehicle</b>								
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			C. Enough to create a safety corridor (patrol vehicle offset left or right) for the safety of the officer(s) and vehicle occupant(s)					
B. Not so close as to present a hazard								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



**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:
  - Not blinding the driver while the vehicle is moving
  - Illuminating the interior of the stopped vehicle
  - Focusing on rear and side mirrors to blind the occupants of the officer’s approach

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

<b>13.7.07 Observing Vehicle Occupants</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.7.08 Directing Occupants During a Stop</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**13.7.10 Dealing with Violator Reactions**

The trainee shall identify common violator reactions and shall discuss techniques for appropriately dealing with those reactions. These reactions may include:

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

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**13.7.11 Do Not Argue with Violator**

The trainee shall explain why an officer should not argue with a violator.

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_

Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_

Case Report #: \_\_\_\_\_  
 (If applicable)

<b>13.7.15 Promoting a Positive Image</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>							Incident #: _____  Case Report #: _____ <i>(If applicable)</i>	

<b>13.8 FELONY/HIGH-RISK VEHICLE STOPS</b>								
<b>13.8.01 Important Considerations</b>								
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:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">                     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                 </td> <td style="width: 50%; vertical-align: top;">                     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.)                 </td> </tr> </table>							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.)
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>							Incident #: _____  Case Report #: _____ <i>(If applicable)</i>	

<b>13.8.02 Vehicle Positioning</b>								
The trainee shall discuss the proper positioning of the police vehicle for a felony/high-risk vehicle stop.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.8.03 Ordering Suspect(s) from the Vehicle</b>								
The trainee shall discuss the advantages of verbally ordering the suspect(s) from the vehicle prior to approaching on foot.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.8.04 Use of Verbal Commands</b>								
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				C. Assume position of disadvantage outside of the vehicle				
B. Exit the vehicle (in accordance with agency policy)								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.8.05 Waiting for Backup</b>								
The trainee shall discuss the advantages of waiting for additional backup before approaching the vehicle or the occupants.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



<b>13.8.06 Roles of Primary and Backup Officer(s)</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.8.07 Demonstrating a Felony/High-risk Stop</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.9 SEARCHING VEHICLES</b>								
<b>13.9.01 Safe and Effective Vehicle Search</b>								
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								
<i>Reference(s):</i>								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

<b>13.9.02 Demonstrating Vehicle Search</b>								
Given an incident, the trainee shall safely and effectively conduct a vehicle search.								
<i>Reference(s):</i>								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>A. Proceeding directly to the scene as quickly and silently as possible</li> <li>B. Proceeding directly to the scene utilizing emergency lights and/or siren</li> <li>C. Proceeding to the location most likely to intercept fleeing suspects</li> <li>D. Proceeding to the scene and coordinating arrival and/or deployment with other units</li> <li>E. Distance to location</li> <li>F. Availability of assisting units</li> </ul> | <ul style="list-style-type: none"> <li>G. Nature of crime</li> <li>H. Traffic and environmental conditions</li> <li>I. Concern for possible lookouts and/or accomplices</li> <li>J. Watching for fleeing suspects</li> <li>K. Parking and securing vehicle</li> <li>L. Apprehension of suspect(s)</li> <li>M. Broadcasting additional information</li> <li>N. Securing the scene</li> </ul> |
|--|---|

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>A. Coordination of responding units</li> <li>B. Using a quiet and/or “blacked-out” approach</li> <li>C. Containment of the area</li> <li>D. Parking and securing the vehicle</li> <li>E. Locating “warm” vehicles</li> </ul> | <ul style="list-style-type: none"> <li>F. Advantages and disadvantages of immediately contacting the reporting party (RP)</li> <li>G. Controlled search of the area or location</li> <li>H. Looking for telltale signs, footprints, barking dogs, etc.</li> </ul> |
|---|---|

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>13.12 DOMESTIC VIOLENCE</b>									
<b>13.12.01 Legal Issues and Officer Duties</b>									
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):									
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>	
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Trainee:									
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)			

13.12.01 Additional References / Agency-Specific Information: CYPD POLICY - DOMESTIC VIOLENCE

<b>13.12.02 Inherent Dangers</b>									
The trainee shall recognize the inherent dangers to officers who enter the residence of parties involved in a dispute.									
Reference(s):									
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>	
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Trainee:									
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)			

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.12.05 Mandatory Custody Arrest</b>								
The trainee shall discuss the mandatory custody arrest requirements related to domestic disputes and domestic violence situations.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.12.06 Enforcement of Protective Orders</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



<b>13.12.07 Handling Domestic Violence Incident</b>								
Given a domestic dispute or domestic violence incident, the trainee shall be able to assess and handle the situation safely and effectively.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

<b>13.13 VICTIMS OF VIOLENT CRIME</b>								
<b>13.13.01 Notification of Victim Assistance</b>								
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 GC 13957.7)								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		



<b>13.13.02 Crimes Against Children</b>								
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				D. Follow-up investigative procedures				
B. Preliminary investigation procedures				E. Referral to additional support agencies (Child Protective Services, Social Services, etc.)				
C. Reporting laws								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

13.13.02 Additional References / Agency-Specific Information: CYPD POLICY - CHILD ABUSE

<b>13.13.03 Crimes Against the Elderly</b>								
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				D. Follow-up investigative procedures				
B. Preliminary investigation procedures				E. Referral to additional support agencies (Adult Protective Services, Public Guardian, etc)				
C. Reporting laws								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

13.13.03 Additional References / Agency-Specific Information: CYPD POLICY - ADULT ABUSE

**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): Penal Codes 16590, 18010 (a)–(c), 18250, 18255, 18265, and Welfare and Institutions Code 8102

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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.14.02 Consequences of Hate Crimes</b>								
The trainee shall identify and discuss the possible consequences of hate crimes including:								
A. Psychological effect on victim				C. Community divisiveness				
B. Denial of basic constitutional rights				D. Potential escalation of violence				
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.14.03 Enforcement Requirements</b>								
The trainee shall identify and explain the legislative mandates and agency policy and procedures related to the enforcement of hate crimes.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.14.04 Handling Hate Crimes</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

13.14.04 Additional References / Agency-Specific Information: CYPD POLICY - HATE CRIMES

<b>13.15 GANG AWARENESS</b>								
<b>13.15.01 Characteristics and Recognizing Gangs</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
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<b>13.15.04 Common Characteristics of Gangs</b>								
The trainee shall discuss characteristics that are common to most gangs, including:								
A. Cohesiveness		C. Rivalries		D. Revenge				
B. Code of silence								
Reference(s):								
<b>FTO:</b>	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>13.15.05 Methods Gangs Use to Distinguish Themselves</b>								
The trainee shall identify methods that gangs use to distinguish their members from members of other gangs, including:								
A. Tattoos		C. Use of monikers		D. Use of hand signs				
B. Attire and accessories								
Reference(s):								
<b>FTO:</b>	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.15.06 Gang Graffiti</b>								
The trainee shall identify gang graffiti factors significant to law enforcement, including:								
A. Identifying individuals and/or a specific gang B. Identifying gang boundaries C. Indications of pending and/or past gang conflicts								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.15.07 Criminal Activities by Gangs</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



<b>13.15.08 Reducing Gang Activity</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

<b>13.16 MISSING PERSONS</b>								
<b>13.16.01 Requirements for Handling Missing Persons</b>								
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)								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

13.16.01 Additional References / Agency-Specific Information: CYPD POLICY - MISSING PERSONS



<b>13.16.02 Search Procedures</b>								
The trainee shall explain the agency’s policy regarding search procedures for missing persons.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.16.03 Thorough Search of a Missing Child’s Home and Nearby Area</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.16.04 Amber Alert</b>								
The trainee shall review and explain the criteria and initiation process for an Amber Alert.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.17.02 Initial Steps at a Building Fire</b>								
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		D. Isolation of the immediate area		E. Establishment of a perimeter for crowd control				
B. Request for additional law enforcement assistance if needed		C. Immediate evacuation of any occupants						
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.17.03 Search for Victims</b>								
The trainee shall identify and discuss the best methods of conducting a safe and effective search for victims in a burning building.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.17.04 Building Unsafe to Enter</b>								
The trainee shall recognize signs that indicate a burning building is unsafe to enter.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.17.05 Handling a Fire Incident</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.18 HAZARDOUS OCCURRENCES/MAJOR DISASTERS</b>								
<b>13.18.01 Responsibilities and Actions Required</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.18.02 Hazardous Materials Policy and Procedures</b>								
The trainee shall review and explain the agency’s policy and procedures on hazardous materials, substances, or chemical spills/leaks (HAZMAT).								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.18.03 First Responders Responsibilities</b>								
The trainee shall explain the responsibilities and considerations of first responders to a hazardous materials incident, including:								
A. Recognition				C. Notification of proper authorities				
B. Safety/Isolation/Area containment				D. Basic first responder limitations				
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.18.04 Major Accident/Disaster Scene</b>								
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				F. Advising additional units of potential hazards (e.g., large roadway spills, wind direction of fumes/gases, etc.)				
B. Providing for emergency medical aid				G. Identifying and admitting only authorized personnel				
C. Undertaking immediate coordination with appropriate outside agencies				H. Dealing with the media				
D. Establishing a secure perimeter								
E. Establishing safe ingress and egress corridors								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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	F. Chemical spills
B. Malfunctioning traffic signals	G. Conditions caused by inclement weather such as fog, snow, ice, flooding, and mud slides
C. Roadway hazards	H. Military incidents requiring police intervention
D. Damaged fire hydrants	I. Wildland-Urban Interface fires
E. Gas leaks	

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>13.19 BOMBS/EXPLOSIVE DEVICES</b>								
<b>13.19.01 Agency Policy and Procedures</b>								
The trainee shall review and explain the agency’s policy and procedures for handling explosives.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.19.02 Tactical Considerations</b>								
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				C. Isolation of the device and the area				
B. Request for technician or Explosive Ordnance Disposal (E.O.D)				D. Evacuation of civilian personnel				
E. Possibility that more than one explosive device								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



<b>13.19.03 Handling of Bomb Scene</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.20 AIRCRAFT CRASHES</b>								
<b>13.20.01 Agency Policy</b>								
The trainee shall review and explain the agency’s policy on aircraft crashes.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**13.20.02 Tactical Considerations**

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

- |   |   |
|---|---|
| <p>A. Civil Aviation/Non-Military Aircraft</p> <ol style="list-style-type: none"> <li>1. Federal Aviation Agency (FAA) and/or National Transportation Safety Board (NTSB) will investigate</li> </ol> | <p>B. Military Aircraft</p> <ol style="list-style-type: none"> <li>1. Military authorities are in charge</li> <li>2. There may be dangerous weapons issues</li> <li>3. There may be classified materials present</li> <li>4. Police cannot authorize news media to enter</li> </ol> |
|---|---|

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.21.02 Agency Policy</b>								
The trainee shall review and explain the agency’s policy on administering first aid.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.21.03 Proficiency Requirements</b>								
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								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.21.04 Potential Consequences of Improper Application</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.21.05 Handling a First Aid Emergency</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.21.06 Occupational Exposure to Blood and Airborne Pathogens</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.22 SICK, INJURED, OR DECEASED PERSONS</b>								
<b>13.22.01 Providing Aid and Transportation</b>								
The trainee shall review and explain agency policies concerning providing aid and transportation to sick or injured persons.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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 27491.3; Title 13 California Code of Regulations 1100.2(f)

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.23 LOST, FOUND, AND RECOVERED PROPERTY</b>									
<b>13.23.01 Disposition of Property Other than Evidence</b>									
The trainee shall review and explain California law and agency policies and procedures concerning the disposition of property other than evidence, including:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">                             A. Property recovered by officer                              B. Property found by citizen                              C. Property (real or personal) of injured, ill, or deceased persons                         </td> <td style="width: 50%; border: none;">                             D. How Law Enforcement Data Systems (LEDS) can assist in determining property status.                         </td> </tr> </table>								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.
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):									
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?	
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<b>Trainee:</b>									
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>			

<b>13.24 CROWD CONTROL</b>								
<b>13.24.01 First Amendment Rights</b>								
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):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

<b>13.24.02 Agency Philosophy and Law Enforcement Objective</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.24.03 Maintaining Objectivity</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



<b>13.24.04 Restoring Order</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.24.05 Crowd Management Incidents</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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 the 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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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:

- |   |   |
|---|---|
| <p>A. Isolation and containment</p> <ol style="list-style-type: none"> <li>1. Establishment of a perimeter around the crowd</li> <li>2. Consideration of barricades and placement of additional personnel to maintain the perimeter</li> <li>3. Maintaining the integrity of squads and platoons and avoiding becoming isolated in the crowd</li> </ol> | <p>B. Law enforcement presence</p> <ol style="list-style-type: none"> <li>1. Coordination of resources</li> <li>2. Communication</li> <li>3. Deploying sufficient personnel with proper equipment</li> <li>4. The announcement of dispersal orders (prepared announcement/amplified sound, multiple announcements in appropriate language)</li> <li>5. Use of force options</li> <li>6. Law enforcement documentation of its own response (video/audio)</li> <li>7. Making selective arrests (arrest teams/communication)</li> <li>8. Establishing a unified chain of command</li> <li>9. Preparing to handle multiple arrests</li> <li>10. Planning and coordinating the response of medical personnel or additional resources, if needed</li> <li>11. Authorized/designated law enforcement personnel interacting with media</li> </ol> |
|---|---|

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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:

<p>A. Containment</p> <ol style="list-style-type: none"> <li>1. Flexible outer perimeter controlling ingress and egress of the crowd</li> <li>2. Denying access and preventing others from joining the existing crowd</li> </ol> <p>B. Isolation</p> <ol style="list-style-type: none"> <li>1. Developing an inner perimeter so officers can focus on gaining control and rioters may be more likely to disperse</li> </ol> <p>C. Dispersal</p> <ol style="list-style-type: none"> <li>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</li> </ol>	<p>D. Restoration of order</p> <ol style="list-style-type: none"> <li>1. Medical aid</li> <li>2. Detention, arrest, cite and release, transportation of arrestees</li> <li>3. Criminal investigation</li> <li>4. Authorized/designated law enforcement personnel interacting with the media</li> </ol>
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Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Trainee:								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
*(If applicable)*

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Trainee:								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
*(If applicable)*



**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)



<b>13.25 NEWS MEDIA RELATIONS</b>									
<b>13.25.01 Common Practices for Release of Information</b>									
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):									
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>	
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)			

<b>13.25.02 Press Credentials</b>									
The trainee shall recognize press credentials most commonly honored by law enforcement agencies.									
Reference(s):									
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>	
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<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)			

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>A. Statements as to the character or reputation of a victim, an accused person, or prospective witness</li> <li>B. Admissions, confessions, or alibis attributed to an accused person</li> <li>C. Performance or results of a test taken by a victim, suspect, or witness</li> <li>D. Refusal of a victim, suspect, or witness to take any test(s)</li> <li>E. The presumed credibility of an accused person or witness</li> </ul> | <ul style="list-style-type: none"> <li>F. The probability of an accused person entering a guilty plea</li> <li>G. The opinioned value of evidence against an accused person</li> <li>H. Information prohibited by agency policy</li> <li>I. Information that would be detrimental to the investigation of the case</li> <li>J. Information that may jeopardize the rights of the individual</li> </ul> |
|---|--|

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>13.26 HOSTAGE SITUATIONS AND BARRICADED SUSPECTS</b>													
<b>13.26.01 Tactical Considerations</b>													
The trainee shall explain and/or demonstrate tactical considerations in dealing with hostage situations and/or barricaded suspects, including:													
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">A. Safe approach</td> <td style="width: 50%; border: none;">D. Evacuation</td> </tr> <tr> <td style="border: none;">B. Containment of the scene</td> <td style="border: none;">E. Communication/negotiation with the suspect</td> </tr> <tr> <td colspan="2" style="border: none;">C. Requesting appropriate assistance (e.g., hostage negotiator, specialized unit(s), etc.)</td> </tr> </table>								A. Safe approach	D. Evacuation	B. Containment of the scene	E. Communication/negotiation with the suspect	C. Requesting appropriate assistance (e.g., hostage negotiator, specialized unit(s), etc.)	
A. Safe approach	D. Evacuation												
B. Containment of the scene	E. Communication/negotiation with the suspect												
C. Requesting appropriate assistance (e.g., hostage negotiator, specialized unit(s), etc.)													
<i>Reference(s):</i>													
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?					
	Signature	Date	Signature	Date		Signature	Date						
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Trainee:													
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>							

<b>13.27 SNIPER ATTACK</b>											
<b>13.27.01 Initial Response to Attack</b>											
The trainee shall explain the steps which should be immediately taken when confronted with a “set-up”, ambush, or sniper attack, including:											
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">A. Seeking cover and/or concealment</td> <td style="width: 50%; border: none;">C. Isolating and clearing the area(s)</td> </tr> <tr> <td style="border: none;">B. Calling for assistance</td> <td style="border: none;">D. Determining possible location(s) of assailant(s)</td> </tr> </table>								A. Seeking cover and/or concealment	C. Isolating and clearing the area(s)	B. Calling for assistance	D. Determining possible location(s) of assailant(s)
A. Seeking cover and/or concealment	C. Isolating and clearing the area(s)										
B. Calling for assistance	D. Determining possible location(s) of assailant(s)										
<i>Reference(s):</i>											
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?			
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Trainee:											
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>					

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Trainee:								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**13.28 ANIMAL CONTROL**

**13.28.01 Agency Policy and Procedure**

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:

- |  |  |
|--|--|
| <p><b>A. Animals that are:</b></p> <ol style="list-style-type: none"> <li>1. Dead</li> <li>2. Injured</li> <li>3. Noisy</li> <li>4. Rabid</li> <li>5. Strays</li> <li>6. Wild / Feral</li> </ol> | <p><b>B. Nuisances created by unsanitary keeping of animals</b></p> <p><b>C. Protective custody of animals</b></p> <p><b>D. Animal bites</b></p> |
|--|--|

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

**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:

- |   |  |
|---|--|
| <p><b>A. Whom to notify prior to shooting the animal</b></p> <p><b>B. Who may shoot the animal</b></p> <p><b>C. Proper and most humane method for shooting the animal</b></p> | <p><b>D. What report(s) must be completed following the shooting of the animal</b></p> <p><b>E. Proper disposal of the dead animal</b></p> |
|---|--|

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (if applicable)		

<b>13.28.03 Handling an Animal Control Situation</b>								
Given an incident, the trainee shall effectively assess and handle an animal control situation.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

SECTION **14**  
**Investigations/Evidence**

**14.1 – 14.10**      **COMPETENCY REQUIREMENTS**

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**In this section:**

- [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

See [Instructions](#) on how to modify or add text.

## LIST OF SUBTOPICS

### **14.1 INTERVIEWING AND INTERROGATION**

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- 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**

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- 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**

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- 14.3.01 Understanding the Burden of Proof

### **14.4 CONCEPTS OF EVIDENCE**

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- 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**

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- 14.5.01 Exclusionary Rule
- 14.5.02 Hearsay Rule

***(continued)***



## **LIST OF SUBTOPICS (cont.)**

### **14.6 EVIDENCE COLLECTION AND PRESERVATION**

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- 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**

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- 14.7.01 Methods for Identifying Suspects
- 14.7.02 Agency Policy and Procedures
- 14.7.03 Photographic Identifications

### **14.8 SOURCES OF INFORMATION**

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- 14.8.01 Networking with the Community
- 14.8.02 Informants
- 14.8.03 Public and Private Records

### **14.9 SUBPOENAS**

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- 14.9.01 Definition, Authority, and Immunities
- 14.9.02 Agency Practices

### **14.10 COURTROOM TESTIMONY AND Demeanor**

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- 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**

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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**14.1.02 Taking Statements**

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

- |   |   |
|---|---|
| <p>A. Asking direct and brief questions; Let the person being interviewed do the majority of the talking</p> <p>B. Controlling the interview; Minimize rambling by the person being interviewed</p> <p>C. Avoiding leading questions except when absolutely necessary</p> | <p>D. Putting the person being interviewed at ease</p> <p>E. Writing statements verbatim (when appropriate) from person being interviewed</p> <p>F. Not improvising or making assumptions</p> |
|---|---|

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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	E. How it happened
B. When it happened	F. Why it happened
C. Where it happened	G. How many people were involved
D. Who it happened to	H. Who else was involved

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>14.1.05 Conducting an Interview</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.2 PRELIMINARY INVESTIGATION</b>								
<b>14.2.01 Investigating Cold Crimes</b>								
The trainee shall properly obtain all information necessary for the completion of a thorough preliminary investigation of a "cold" crime.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>14.2.04 Crimes Against Persons</b>								
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)		E. Radio broadcasts of all known and important information		F. Conducting a witness check		G. Pursuit and/or apprehension of suspects, if possible		
B. Description of injury and/or loss								
C. Direction of flight of suspect(s)								
D. Possibility of weapons being involved								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.2.05 Handling Crimes Against Persons</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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	D. Child Abuse
B. Robbery	E. Elder Abuse
C. Kidnapping	F. Felonious assault

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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	D. Making proper notifications
B. Determining the need for first aid and summoning medical assistance	E. Locating visible physical evidence
C. Identifying and apprehending suspect(s), if possible	F. Locating and interviewing witnesses or possible witnesses as appropriate

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>14.2.08 Evidence Technicians/Criminalists</b>								
The trainee shall recognize what types of situations require the skills of an evidence technician or criminalist.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.2.09 Preliminary Investigations</b>								
The trainee shall demonstrate the ability to conduct thorough and complete preliminary investigations.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



<b>14.3 BURDEN OF PROOF</b>													
<b>14.3.01 Understanding the Burden of Proof</b>													
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:													
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">A. Criminal Guilt</td> <td style="width: 50%; border: none;">D. Double jeopardy as a defense</td> </tr> <tr> <td style="border: none;">B. <i>Corpus delicti</i></td> <td style="border: none;">E. Self-defense as a defense</td> </tr> <tr> <td style="border: none;">C. Jurisdiction</td> <td style="border: none;">F. Insanity as a defense</td> </tr> </table>								A. Criminal Guilt	D. Double jeopardy as a defense	B. <i>Corpus delicti</i>	E. Self-defense as a defense	C. Jurisdiction	F. Insanity as a defense
A. Criminal Guilt	D. Double jeopardy as a defense												
B. <i>Corpus delicti</i>	E. Self-defense as a defense												
C. Jurisdiction	F. Insanity as a defense												
<i>Reference(s): Evidence Codes 500, 520, 522, 550, and 666</i>													
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?					
	Signature	Date	Signature	Date		Signature	Date						
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test					
Trainee:													
<b>Comments:</b>						Incident #: _____							
						Case Report #: _____ <i>(If applicable)</i>							

<b>14.4 CONCEPTS OF EVIDENCE</b>											
<b>14.4.01 Evidence Definition and Types</b>											
The trainee shall review the term “evidence” as defined by California law, and recognize the various concepts of evidence, including:											
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">A. Direct evidence</td> <td style="width: 50%; border: none;"></td> </tr> <tr> <td style="border: none;">B. Indirect/Circumstantial evidence</td> <td style="border: none;"></td> </tr> </table>								A. Direct evidence		B. Indirect/Circumstantial evidence	
A. Direct evidence											
B. Indirect/Circumstantial evidence											
<i>Reference(s): Evidence Codes 140 and 410</i>											
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?			
	Signature	Date	Signature	Date		Signature	Date				
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			
Trainee:											
<b>Comments:</b>						Incident #: _____					
						Case Report #: _____ <i>(If applicable)</i>					

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**14.4.03 Purpose of Evidence**

The trainee shall explain the purposes for offering evidence in court including,

- A. As an item of proof
- B. To impeach a witness
- C. To rehabilitate a witness
- D. To assist in determining sentence

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>14.4.06 Privileged Communication</b>								
The trainee shall explain the privileged communication rule and provide examples to include:								
A. Husband and wife		C. Clergyperson and confessor		B. Attorney and client		D. Physician and patient		
Reference(s): Evidence Codes 950, 970, 980, 990, and 1030								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform			<input type="checkbox"/> Field Perform
Trainee:					<input type="checkbox"/> Role Play			<input type="checkbox"/> Role Play
					<input type="checkbox"/> Written Test			<input type="checkbox"/> Written Test
					<input type="checkbox"/> Verbal Test			<input type="checkbox"/> Verbal Test
<b>Comments:</b>						Incident #: _____		
						Case Report #: _____ (If applicable)		

<b>14.5 RULES OF EVIDENCE</b>								
<b>14.5.01 Exclusionary Rule</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform			<input type="checkbox"/> Field Perform
Trainee:					<input type="checkbox"/> Role Play			<input type="checkbox"/> Role Play
					<input type="checkbox"/> Written Test			<input type="checkbox"/> Written Test
					<input type="checkbox"/> Verbal Test			<input type="checkbox"/> Verbal Test
<b>Comments:</b>						Incident #: _____		
						Case Report #: _____ (If applicable)		

**14.5.02 Hearsay Rule**

The trainee shall define the Hearsay Rule and give examples of exceptions to the rule, including:

A. Spontaneous statements                      C. Confessions  
 B. Admissions                                      D. Dying declarations

Reference(s): Evidence Codes 1200 and 1220

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>14.6.02 Weather Conditions</b>								
The trainee shall explain and/or demonstrate the methods for preserving evidence at a crime scene in fair and inclement weather.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.6.03 Preserving Evidence</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

14.6.04 Additional References / Agency-Specific Information: CYPD POLICY - PROPERTY AND EVIDENCE

**14.6.05 Storage of Evidence**

The trainee shall explain the provisions of the agency’s rules, policies, and procedures regarding the storage of evidence.

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.6.06 Taking Evidence to Laboratories and Court</b>								
The trainee shall review and explain the agency’s policies and procedures regarding taking evidence to laboratory examination facilities and court.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.6.07 Chain of Custody/Evidence</b>								
The trainee shall explain the meaning of “chain of custody” or “chain of evidence.”								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>14.8 SOURCES OF INFORMATION</b>								
<b>14.8.01 Networking with the Community</b>								
The trainee shall discuss the importance of identifying and developing sources of information through networking with persons in the community.								
Reference(s):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.8.02 Informants</b>								
The trainee shall describe techniques for identifying and developing “informants,” including the:								
A. Hazards of divulging too much information to informants B. Danger of breaking confidentiality								
Reference(s):								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.8.03 Public and Private Records</b>								
The trainee shall explain the types of public and private records that may be of assistance when collecting investigative information.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

<b>14.9 SUBPOENAS</b>								
<b>14.9.01 Definition, Authority, and Immunities</b>								
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				E. What immunities from arrest are granted to a person traveling in answer to a subpoena				
B. Who may serve a subpoena				F. How a subpoena is enforced				
C. How a subpoena is served								
D. Who is subject to the power of a subpoena								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

<b>14.9.02 Agency Practices</b>								
The trainee shall review and explain the agency’s practices and policies concerning the subpoena process.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.10 COURTROOM TESTIMONY AND Demeanor</b>								
<b>14.10.01 Professional Demeanor and Appearance</b>								
The trainee shall explain the value of impressive and professional courtroom demeanor and appearance.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.10.02 Pre-trial Conference</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.10.03 Principles of Effective Testimony</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
		Signature	Date	Signature		Date	Signature	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.10.04 Dealing with Attorney Personalities</b>								
The trainee shall explain the value of furnishing testimony in a professional manner, even when confronted with attorneys that are:								
A. Irate		D. Argumentative						
B. Offensive		E. Overly friendly						
C. Threatening								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.10.05 Courtroom Security Policies and Procedures</b>								
The trainee shall become familiar with local courtroom security policies and procedures such as:								
A. Prisoner Escort		C. Screening of Courtroom Audience						
B. Prisoner Restraint		D. Disturbance Procedures						
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.10.06 Perjury and Falsifying Police Reports</b>								
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		C. Irreparable damage to the prosecution of a case		B. Irreparable damage to the officer's credibility (Brady List)		D. May result in civil actions against the agency		
Reference(s): Penal Code 118.1; Brady v. Maryland, 373 U.S. 83 (1963)								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>14.10.07 Courtroom Testimony Preparation and Demonstration</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



SECTION **15**

## Tactical Communication/Conflict Resolution

### **15.1 – 15.4**      **COMPETENCY REQUIREMENTS**

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#### In this section:

- [15.1](#)      Tactical Communications
- [15.2](#)      Handling Disputes (General)
- [15.3](#)      Civil Disputes
- [15.4](#)      Repossessions

See [Instructions](#) on how to modify or add text.

## LIST OF SUBTOPICS

### **15.1 TACTICAL COMMUNICATION**

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- 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)**

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- 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**

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- 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**

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- 15.4.01 Rules and Agency Policy Regarding Repossessions

**SECTION 15 TACTICAL COMMUNICATION/CONFLICT RESOLUTION**

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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>15.1.03 Demonstration of Tactical Communication</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>15.1.04 Deflection Techniques</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

**Comments:**

Incident #: \_\_\_\_\_

Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

**Comments:**

Incident #: \_\_\_\_\_

Case Report #: \_\_\_\_\_  
 (If applicable)

**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	E. Humane Society/Society for the Prevention of Cruelty to Animals (SPCA)
B. Alcohol problems	F. Any additional city/county agencies or organizations
C. Family counseling and child guidance	
D. Drug problems	

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>15.2.04 Separating Parties in a Dispute</b>								
The trainee shall explain the advantages and disadvantages of separating parties in a dispute and gathering information from them individually.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>15.2.05 Private Person Arrest Procedures</b>								
The trainee shall explain private person arrest procedures at disputes.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		





<b>15.3 CIVIL DISPUTES</b>								
<b>15.3.01 Agency Policy on Landlord-Tenant Disputes</b>								
The trainee shall review and explain the agency’s policy on handling landlord-tenant disputes.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>15.3.02 California Law and Agency Procedures Regarding Landlord-Tenant Disputes</b>								
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		C. Trespasses						
B. Lockouts		D. Confiscation of property						
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>15.3.03 Agency Policy on Labor-Management Disputes</b>								
The trainee shall review and explain the agency’s policy on labor-management disputes.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>15.3.04 Policing Problems During Labor-Management Disputes</b>								
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				D. Violence and vandalism				
B. Blocking of sidewalks and roadways				E. Trespasses				
C. Outside agitators								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>15.3.05 Small Claims Court</b>								
The trainee shall explain the role of the small claims court relative to civil disputes.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>15.3.06 Handling a Civil Dispute</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**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 reposessor may go
- D. When a repossession is complete

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

SECTION **16**  
**Traffic**

## **16.1 – 16.5**      **COMPETENCY REQUIREMENTS**

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### **In this section:**

- [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)

See [Instructions](#) on how to modify or add text.

## LIST OF SUBTOPICS

### **16.1 VEHICLE CODES**

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- 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**

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- 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**

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- 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 Investigations 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**

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- 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)**

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- 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**

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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

**16.1.02 Vehicle Code Terminology**

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

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

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.1.03 Vehicle Code Authority to Arrest</b>								
The trainee shall review and explain the elements of vehicle code sections giving authority to arrest.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.1.04 Common Vehicle Code Violations</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		



<b>16.1.05 Enforcement Options</b>								
The trainee shall discuss enforcement options after observing a traffic violation, including:								
A. Verbal warning B. Issuing a citation C. Physical Arrest								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.1.06 Completing a Citation</b>								
The trainee shall properly and legibly complete a citation for an observed traffic offense within a reasonable amount of time.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.1.07 Promise to Appear</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.2 IMPOUNDING/STORING VEHICLES</b>								
<b>16.2.01 Agency Policy Regarding Tows</b>								
The trainee shall review and explain the agency’s policy regarding towing procedures.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

16.2.01 Additional References / Agency-Specific Information: CYPD POLICY - VEHICLE TOWING AND RELEASE

**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 – CVC 22669(a)
- B. Traffic hazards– CVC 22651(b)
- C. Incident to an arrest– CVC 22651(h)
- D. Stored for safekeeping – VEH 22651(g)
- E. Stolen, recovered, and not released in the field – CVC 22651(c) and 22653(a)
- F. Held for investigation – CVC 22655.5
- G. Involved in hit and run – CVC 22655 or 22653(b)
- H. VIN removed – CVC 10751
- I. Held for operation by unlicensed driver – CVC 22651(p)

Reference(s):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
Comments:						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.2.04 Handling a Vehicle Impound/Storage</b>								
Given an incident in which a vehicle is to be impounded or stored, the trainee shall impound or store the vehicle in an authorized manner. This shall minimally include:								
A. Compliance with state law		B. Compliance with agency policy		C. Completion of all required reports in a satisfactory manner				
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.3 VEHICLE COLLISIONS</b>											
<b>16.3.01 Preventing Accidents</b>											
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):											
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>			
	Signature	Date	Signature	Date		Signature	Date				
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			
Trainee:											
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)					

<b>16.3.02 Primary Duties at Traffic Accident Scene</b>								
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		D. Ascertaining the need for medics/ambulance service		E. Considering the need for tow services		F. Determining the need for further assistance		
B. Protecting the scene, including persons and property involved		C. Appropriate use of flares (away from flammable materials, spilled fuel, etc.)						
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.3.03 Agency Policy Regarding Collision Investigations</b>								
The trainee shall review and explain the agency’s policy regarding traffic collision investigation and reporting.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

16.3.03 Additional References / Agency-Specific Information: CYPD POLICY - TRAFFIC COLLISION REPORTING

<b>16.3.04 Removing Vehicles from the Highway</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.3.05 Mandatory Investigations</b>								
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		C. Accidents involving suspected drunk drivers		D. Accident involving city, county, or state property				
B. Hit and run accidents								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

**16.3.06 Collision Investigation Terminology**

The trainee shall review and discuss the terms relevant to traffic collision investigations, to include:

- A. *Accident of 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 place to another
- G. *Other parties* - A person other than the operator of the motor vehicle (includes driver-less 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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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<b>Trainee:</b>								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (if applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Trainee:								

Comments:

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)



<b>16.3.09 Collision Investigation Information</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>16.3.10 Handling a Traffic Collision</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
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<b>16.4 TRAFFIC CONTROL/DIRECTION</b>								
<b>16.4.01 Traffic Hand Signals</b>								
The trainee shall demonstrate recognized traffic hand signals used to direct a driver to include:								
A. Stop		D. Turn right		E. Turn left		F. Make a U-turn		
B. Start		C. Keep moving						
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.4.02 Directing Traffic Using a Flashlight</b>								
The trainee shall demonstrate a method for using the flashlight to direct traffic in the hours of darkness.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.4.03 Use of Flares</b>								
The trainee shall explain flare patterns, and be able to safely light and extinguish a flare.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.4.04 Demonstrating Appropriate Traffic Control</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.5 DRIVING UNDER THE INFLUENCE</b>								
<b>16.5.01 Recognizing Suspected DUI Drivers</b>								
The trainee shall recognize and explain the common behaviors and driving patterns of a person suspected of driving under the influence (DUI).								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.5.02 Sobriety Tests</b>								
The trainee shall explain and demonstrate the sobriety tests used by the agency.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.5.03 Chemical Tests</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.5.04 Chemical Test Refusals</b>								
The trainee shall explain the law and agency policy regarding processing persons who refuse chemical testing.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.5.05 DUI Report Forms</b>								
The trainee shall identify the report forms to be used for driving under the influence cases.								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

<b>16.5.06 Handling a Driving Under the Influence Case</b>								
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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ (If applicable)		

16.5.06 Additional References / Agency-Specific Information: CYPD POLICY - IMPAIRED DRIVING

SECTION **17**  
**Self-Initiated Activity**

## **17.1** COMPETENCY REQUIREMENTS

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**In this section:**

[17.1](#) Types of Activities

See [Instructions](#) on how to modify or add text.

## **LIST OF SUBTOPICS**

### **17.1 TYPES OF ACTIVITIES**

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- 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**

- Phase 1   
  Phase 2   
  Phase 3   
  Phase 4   
  Phase 5

Trainee \_\_\_\_\_ FTO \_\_\_\_\_

<b>17.1 TYPES OF ACTIVITIES</b>								
<b>17.1.01 Vehicle Stops</b> 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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

<b>17.1.02 Pedestrian Stops</b> 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):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
<b>Comments:</b>						Incident #: _____ Case Report #: _____ <i>(If applicable)</i>		

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

**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):

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
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Trainee:								

**Comments:**

Incident #: \_\_\_\_\_  
 Case Report #: \_\_\_\_\_  
 (If applicable)

<b>17.1.05 Other Activities</b>								
The trainee shall explain the need and demonstrate proficiency in additional self-initiated activities to minimally include:								
A. Field interview (FI) cards		D. Suspicious circumstances						
B. Bar checks		E. Additional agency-specific activities (listed below if applicable)						
C. Curfew violators								
Reference(s):								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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