- 3.16.17 The trainee shall discuss the instances when a traffic accident must be investigated by law and agency policy. These instances shall minimally include any:
  - A. Injury accident
  - B. Hit and run accident
  - C. Accident involving suspected drunk driving
  - D. Accident involving city, county, or state property

#### Reference:

	INSTRU Name	JCTED Date	COMPET DEMONST Name	How Demonstrated?  Field Perform	REMEDI.	ATED Date	How Remediated?  Field Perform
F.T.O.				F Role Play	ivanie	Date	Role Play
Trainee				Written Test Verbal Test			Written Test Verbal Test
Commen	ts:						Case/Report No.:

3.16.18 The trainee shall define the term "primary collision factor."

#### Reference:

	INSTRUCT Name	ED Date		OMPETEN EMONSTRA		How Demonstrated?  Field Perform	REMEDIATED Name	Date	How Remediated
F.T.O.			4000	- 5	M F69.	Role Play	rvaine	Date	Role Play
Trainee			1	The state of	107	Written Test Verbal Test	id a		Written Test
Comment	S:			100		verbal lest			Verbal Test  Case/Report No.

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

#### Reference:

F.T.O. Trainee Commen	INSTRUC Name	Date	COMPET DEMONST Name	How Demonstrated?  Field Perform Role Play Written Test Verbal Test	REMEDIATED Name D	Ate   How Remediated?    Field Perform   Role Play   Written Test   Verbal Test
Commen	115.					Case/Report No.:

3.16.20 The trainee shall define the term "coefficient of friction" as it pertains to roadways.

#### Reference:

	INSTRU	JCTED	DEMONSTRATED		How Demonstrated?	REMEDIA	How Remediated?	
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play
Trainee					Verbal Test			Written Test Verbal Test
Commen	ts:		v,					Case/Report No.:

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

#### Reference:

	INSTRUC Name	CTED Date	COMPET DEMONST Name	And the second s	How Demonstrated?  Field Perform	REMEDI.	ATED Date	How Remediated?  Field Perform
F.T.O. Trainee					Note Play Written Test Verbal Test		Butt	Role Play Written Test Verbal Test
Commen	ts:				S.F			Case/Report No.:

- 3.16.22 The trainee shall identify the basic elements necessary to complete a factual diagram and/or sketch when investigating the scene of a traffic collision. The elements are:
  - A. Indications of compass direction
  - B. Measurements of the scene in proportion but not necessarily to scale

- C. Use of appropriate illustrations
- D. Determine the point of impact (P.O.I.) and the point of rest (P.O.R.)

#### Reference:

	_	RUCTED DEMO		COMPETENCY H DEMONSTRATED		REMEDIAT	How Remediated?	
F.T,O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play
Trainee	to				Verbal Test			Written Test Verbal Test
Commen	ts:							Case/Report No.:

- 3.16.23 The trainee shall identify types of physical evidence which are used to determine the cause of a collision, including:
  - A. Locked wheel skid, critical speed scuff, impending skid, side skids, and acceleration scuff
  - B. Debris, glass, vehicle parts, fluids, and other related property damage
  - C. Photographs of the scene

#### Reference:

F.T.O.  Trainee  Trainee		How Remedi	) Date	REMEDIATEI	Name	100	How Demons  Field Perfor	MPETĖŃ ONSTRA /		D Date	INSTRUCTE Name	
Comments: Case/Repo	y Γest	Role Play Written Tes Verbal Tes	Date		- Trume	,	Written Tes					
	rt No.:	Case/Report			//1	1-3		123	1			Commen

- 3.16.24 The trainee shall identify information to be obtained during a collision investigation interview, including:
  - A. Identity of the involved parties and vehicle information
  - B. Time and location of collision events
  - C. Chronology of collision events
  - D. Elements unique to hit and run collisions, if applicable

#### Reference:

F.T.O.	INSTRUCTE Name	D Date	COMPETEN DEMONSTR. Name	 How Demonstrated?  Field Perform Role Play Written Test Verbal Test	REMEDIA Name	TED Date	How Remediated?  Field Perform  Role Play  Written Test  Verbal Test
Commen	its:						Case/Report No.:

3.16.25 Given a traffic accident, the trainee shall respond in a safe, efficient, and effective manner, and shall properly and accurately report the accident according to agency policy, including identification of the primary collision factor, along with any associated collision factors.

#### Reference:

	INSTRUCTE Name	D Date	COMPETEN DEMONSTRA Name	 How Demonstrated?  Field Perform	REMEDIA Name	TED Date	How Remediated?  Field Perform
F.T.O.				Role Play Written Test			Role Play
Trainee				Verbal Test			Written Test Verbal Test
Commen	ts:	-11/					Case/Report No.:

#### TRAFFIC CONTROL/DIRECTION

- 3.16.26 The trainee shall demonstrate recognized traffic hand signals for a driver to include:
  - A. Stop
  - B. Turn right
  - C. Turn left
  - D. Start
  - E. Keep moving

#### Reference:

F.T.O. Trainee	INSTRU Name	Date	DEMONSTR Name		How Demonstrated?  Field Perform Role Play Written Test Verbal Test	REMEDI. Name	ATED Date	How Remediated?  Field Perform Role Play Written Test Verbal Test
Commen	its:			91100	04-77			Case/Report No.:

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

#### Reference:

	INSTRUCT:	ED Date	COMPETE DEMONSTR Name	 How Demonstrated?  Field Perform	REMEDIATE	Date	How Remediated?  Field Perform
F.T.O. Trainee				Nole Play Written Test Verbal Test	Trans	Date	Nole Play Written Test Verbal Test
Commen	ts:			 •			Case/Report No.:

3.16.28 The trainee shall explain flare patterns and be able to safely light and extinguish a flare.

#### Reference:

	INSTRU	JCTED	DEMONSTRATED		How Demonstrated?	REMEDIA	How Remediated?	
F.T.O. Trainee	Name	Date	Name	Date	Field Perform Role Play Written Test Verbal Test	Name	Date	Field Perform Role Play Written Test
Comment	ts:				, verbat rest			Verbal Test  Case/Report No.:

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

#### Reference:

	INSTRUC Name	CTED Date	COMPETEN DEMONSTRA Name		How Demonstrated?  Field Perform	REMEDI. Name	ATED Date	How Remediated?
F.T.O.			-14	Date	1 Role Play	Ivalite	Date	Role Play
Trainee			T-0/3	7	Written Test Verbal Test			Written Test Verbal Test
Comment	is:	1872		1		A PART AND A	13"	Case/Report No.:

#### DRIVING UNDER THE INFLUENCE

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

#### Reference:

F.T.O.	INSTRU- Name	CTED Date	COMPET DEMONST Name	 How Demonstrated?  Field Perform Role Play	REMEDI Name	ATED Date	How Remediated?  Field Perform Role Play
Trainee				Written Test Verbal Test			Written Test Verbal Test
Commen	ts:			1			Case/Report No.:

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

#### Reference:

	INSTRUC	ГЕД	COMPET DEMONST		How Demonstrated?	REMEDI/	ATED	How Remediated?
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.;

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

Reference: G.O. 428

	INSTRU Name	JCTED Date	COMPETE DEMONSTR Name		How Demonstrated?  Field Perform	REMEDIA Name	TED Date	How Remediated?  Field Perform
F.T.O.			/3		Role Play Written Test			Role Play Written Test
Trainee			T. 112 /53	/	Verbal Test			Verbal Test
Commen	ts:	100		9		WEWE AND		Case/Report No.:

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

Reference: G.O. 428

	INSTRUCT	TED Date	COMPETE DEMONSTE Name	 How Demonstrated?  Field Perform	REMEDIA'	TED Date	How Remediated?
F.T.O. Trainee				Role Play Written Test Verbal Test			Role Play Written Test Verbal Test
Comment	ts:			*.			Case/Report No.:

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

#### Reference:

Na	INSTRUCTED 1	Date	DEMONST: Name	RATED Date	How Demonstrated?  Field Perform	REMEDIAT		How Remediated?  Field Perform
F.T.O.		Date	Ivanic	Date	Role Play Written Test	Name	Date	Role Play Written Test
Trainee Comments:					Verbal Test			Verbal Test  Case/Report No.:

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

#### Reference:

	INSTRUC	CTED	COMPET DEMONS		How Demonstrated?	REMEDIA	ATED	How Remediated?
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play Written Test
Trainee					1 Verbal Test			Verbal Test
Commen	TS:							Case/Report No.:



## Self-Initiated Activity

The trainee shall explain the necessity of and demonstrate proficiency in the performance of self-initiated activities to minimally include:

#### 4.17.01 Vehicle Stops:

- A. Investigative
- B. Traffic enforcement

#### Reference:

	INSTRUCTED	)	COMPETER DEMONSTR		How Demonstrated?	REMEDIAT	ED	How Remediated?
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play Written Test
Trainee Comments	s:				7 Verbal Test			Verbal Test Case/Report No.:

#### 4.17.02 Pedestrian Stops:

- A. Suspicious persons
- B. Consensual encounters
- C. Traffic enforcement

#### Reference:

F.T.O.	INSTRUCT Name	TED Date	COMPETENCY DEMONSTRATED Name D	How Demonstrated?  I Field Perform Role Play Written Test	REMEDIA Name	ATED Date	How Remediated?  Field Perform Role Play Written Test
Commen	ts:		The same	J Verbal Test	200		Verbal Test Case/Report No.:

#### 4.17.03 Directed Patrol:

- A. Gang area/activities
- B. DUI enforcement
- C. Illegal vendors
- D. Pattern crimes
- E. COPS, POP Projects, School programs, NPEs

#### Reference:

	INSTRUCTEI	)	COMPET DEMONST		How Demonstrated?	REMEDIA	ATED	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					1 Verbal Test			Verbal Test
Commen	ts:	1						Case/Report No.:

#### 4.17.04 Arrests:

- A. Misdemeanor and felony
- B. Other (i.e., Municipal codes, local ordinances)

#### Reference:

Name Date DEMONSTRATED REMEDIATED  Name Date Field Perform Name	
F.T.O. Role Play  Written Test	Date    Field Perform   Role Play   Written Test
Trainee 1 Verbal Test  Comments:	Verbal Test  Case/Report No.:

#### 4.17.05 Other activities:

- A. Field Interview (FI) cards
- B. Bar checks
- C. Curfew violators
- D. Suspicious circumstances
- E. Additional agency-specific activities (list):
  - 1. Parking lot checks (10-85)
  - 2. Building interior checks
  - 3. Special Patrol area checks

#### Reference:

	INSTRUC	CTED	COMPETI DEMONST	The second secon	How Demonstrated?	REMEDI	ATED	How Remediated?
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play Written Test
Trainee					1 Verbal Test			Verbal Test
Comment	ts:			- 3	Y//			Case/Report No.:

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## Learning Domain Descriptions and Hours

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Citations       3.16.05 – 3.16.07       146       28         Civil Disputes       3.15.13 – 3.15.18       141       6, 24         Community Orientation       1.1.12 – 1.1.14       4       A/8*         Community Policing       1.6.20 – 1.6.24       32       3         Community Service       1.6.01 – 1.6.02       26       1, 3         Conflict Resolution       3.15.01 – 3.15.05       137       3, 24         Contact and Cover       1.2.01 – 1.2.04       9       21, 33         Court Orders       3.13.64 & 3.13.69       95       25         Courtroom Testimony/Demeanor       3.14.41 – 3.14.46       135       17, 30         Crime Prevention       1.6.18 – 1.6.19       32       3         Crimes in Progress       2.13.62 – 2.13.63       94       23	Burden of Proof	3.14.16	<u>125</u>	A/S*
Civil Disputes       3.15.13 – 3.15.18       141       6, 24         Community Orientation       1.1.12 – 1.1.14       4       A/S*         Community Policing       1.6.20 – 1.6.24       32       3         Community Service       1.6.01 – 1.6.02       26       1, 3         Conflict Resolution       3.15.01 – 3.15.05       137       3, 24         Contact and Cover       1.2.01 – 1.2.04       9       21, 33         Court Orders       3.13.64 & 3.13.69       95       25         Courtroom Testimony/Demeanor       3.14.41 – 3.14.46       135       17, 30         Crime Prevention       1.6.18 – 1.6.19       32       3         Crimes in Progress       2.13.62 – 2.13.63       94       23	Chemical Agents	1.4.04	<u>17</u>	35
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Community Service       1.6.01 – 1.6.02       26       1, 3         Conflict Resolution       3.15.01 – 3.15.05       137       3, 24         Contact and Cover       1.2.01 – 1.2.04       9       21, 33         Court Orders       3.13.64 & 3.13.69       95       25         Courtroom Testimony/Demeanor       3.14.41 – 3.14.46       135       17, 30         Crime Prevention       1.6.18 – 1.6.19       32       3         Crimes in Progress       2.13.62 – 2.13.63       94       23	Community Orientation	1.1.12 – 1.1.14	<u>4</u>	A/S*
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Crime Prevention       1.6.18 – 1.6.19       32       3         Crimes in Progress       2.13.62 – 2.13.63       94       23	Court Orders	3.13.64 & 3.13.69	95	25
Crimes in Progress 2.13.62 – 2.13.63 94 23	Courtroom Testimony/Demeanor	3.14.41 – 3.14.46	<u>135</u>	17, 30
	Crime Prevention	1.6.18 – 1.6.19	32	3
Criminal Law 2.9.01 – 2.9.04 <u>41</u> 5	Crimes in Progress	2.13.62 – 2.13.63	<u>94</u>	23
	Criminal Law	2.9.01 – 2.9.04	<u>41</u>	5

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Subject	Performance Objectives/ Learning Goal(s)	FTP Page Number	Academy Learning Domain
Crowd Control	3.13.116 – 3.13.118	114	24
Cultural Diversity	1.6.10 – 1.6.12	29	42
Dead Bodies	3.13.112 – 3.13.114	112	30
Decision Making	1.3.08 – 1.3.10	<u>14</u>	A/S*
Department Policies/General Orders	1.1.04 – 1.1.06	1	A/S*
Developmentally Disabled Persons	2.12.28 – 2.12.32	<u>68</u>	37
Domestic Violence	3.13.64 – 3.13.70	95	24, 25
Driving/Patrol Vehicle Ops.	1.5.06 – 1.5.11	<u>20</u>	19
Driving Under the Influence Cases	3.16.30 – 3.16.35	154	28
Elder Abuse	3.13.73	98	7
Emergency Protective Orders (EPO)	3.13.69	97	25
Emergency Vehicle Operations/Pursuits	1.5.12 – 1.5.15	<u>22</u>	19
Emotionally Disturbed People (EDPs)	2.12.33 – 2.12.41	<u>70</u>	23
Ethics	1.3.01 – 1.3.07	<u>12</u>	1
Evidence, Concepts	3:14.17 -3:14.22	<u>126</u>	1, 17
Evidence, Collection and Preservation	3.14.25 – 3.14.32	<u>129</u>	10, 16, 17
Evidence, Rules	3.14.23 – 3.14.24	128	16, 17
Felony/High-Risk Vehicle Stops	2.13.51 – 2.13.57	91	22
Field Notes & Notebook	2.11.01 – 2.11.04	<u>54</u>	18
Firearms/Firearms Qualifications	1.1.01	1	35
Fires	3.13.91 – 3.13.95	105	26
First Aid	3.13.106 – 3.13.111	110	34
Foot Pursuits	2.13.20	<u>80</u>	21
Force Options	1.4.04	16	20
Forgery/Fraud	2.9.04	42	6
Gang Awareness	3.13.79 – 3.13.86	<u>101</u>	38

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Subject	Performance Objectives/ Learning Goal(s)	FTP Page Number	Academy Learning Domain
Handcuffing	2.12.04 – 2.12.07	<u>60</u>	33
Handling Disputes	3.15.06 – 3.15.12	139	24
Hate Crimes	3.13.75 – 3.13.78	99	42
Hazardous Materials/Occurrences	3.13.96 – 3.13.100	106	26
Homicides	2.9.04	<u>42</u>	7, 30
Hostage/Barricaded Suspects	3.13.123	<u>116</u>	23
Identity Theft	2.9.04	<u>42</u>	63
Impact Weapons	1.4.04	<u>17</u>	20, 33
Impounding/Storing Vehicles	3.16.08 – 3.16.11	147	28
Informants	3.14 <del>.36</del> – 3.14.38	133	16, 31, 62
Information Systems	1.7.07 – 1.7.11	<u>37</u>	36
Interviewing	3.14.01 – 3.14.05	<u>120</u>	4, 23, 29, 30
Investigations	3.14.06 – 3.14.15	122	18, 28, 30, 62
Juvenile Law and Procedure	2.9.18	<u>47</u>	2, 11
Labor Disputes	3.15.13 -3.15.18	<u>141</u>	24
Landlord-Tenant Disputes	3.15.13 - 3.15.18	141	6, 24
Laws of Arrest	2.9.08 - 2.9.17	44	5-17
Leadership	2.8.01 - 2.8.03	<u>40</u>	1
Line-Ups	3.14.33 – 3.14.35	132	16
Lost, Found, Recovered Property	3.13.115	113	6
Low-Risk Vehicle Stops	2.13.36 - 2.13.50	<u>85</u>	22
Major Disasters	3.13.96 – 3.13.100	106	8, 26
Mental Illness Cases	2.12.33 – 2.12.41	70	37
Missing Persons	3.13.87 – 3.13.90	103	27
News Media	3.13.119 – 3.13.122	<u>115</u>	3
Observation Skills	2.13.06	<u>75</u>	16, 21

Subject	Performance Objectives/ Learning Goal(s)	FTP Page Number	Academy Learning Domain
Officer Survival	1.2.06	11	20, 23, 30
Parental Notification	2.9.18 & 2.12.18	<u>47</u> & <u>64</u>	11
Patrol Safety	2.13.15 – 2.13.21	<u>78</u>	23
Patrol Vehicle Inspection	1.5.01 – 1.5.05	<u>18</u>	19
Patrol Vehicle Operation Safety	1.5.06 – 1.5.11	20	19
Pedestrian Stops	2.13.22 – 2.13.28	<u>81</u>	21
Personal Equipment	1.1.08 – 1.1.11	<u>3</u>	A/S*
Persons with Disabilities	2.12.28 – 2.12.32	<u>68</u>	31, 37
Police Patrol Techniques	2.13.01 – 2.13.05	74	21
Preliminary Investigation	3.14.06 – 3.14.09	122	30
Preventing and Detecting Crime	2.13.07 – 2.13.14	<u>76</u>	3
Primary/Back-up Officer Responsibilities	1.2.01 – 1.2.04	9	22, 23, 33
Prisoners, Responsibilities & Requirements	2.12.08 – 2.12.14	<u>61</u>	31
Private Person Arrests	2.9.10	44	15
Probable Cause	2.9.05 – 2.9.07	43	6-10, 12, 13, 15, 16
Problem-Oriented Policing	1.6.20 – 1.6.24	<u>32</u>	3
Problem Solving	1.6.24	<u>33</u>	3, 24
Professional Demeanor & Communications	1.6.03 – 1.6.09	<u>27</u>	3, 1
Protective Custody	2.9.18	47	27, 30, 31
Pursuits	1.5.12 – 1.5.15	22	19
Racial Profiling	1.6.13 – 1.6.17	<u>30</u>	42
Radio Communications	1.7.01 – 1.7.06	<u>35</u>	21
Report Writing	2.11.05 – 2.11.14	<u>55</u>	18
Repossessions	3.15.19	143	6, 24
Rules of Evidence	3.14.23 – 3.14.24	128	17
Search & Seizure Concepts	2.10.01 - 2.10.06	<u>50</u>	16

Subject		Performance Objectives/ Learning Goal(s)	FTP Page Number	Academy Learning Domain
Searching Buildings		2.13.60 – 2.13.61	94	23
Searching Persons		2.13.29 – 2.13.35	<u>83</u>	33
Searching Vehicles		2.13.58 – 2.13.59	93	22
Self-Initiated Activity		4.17.01 – 4.17.05	157	A/S*
Sick, Injured, and Deceased Pers	ons	3.13.112 – 3.13.114	112	26, 34
Sniper Attack		3.13.124 – 3.13.126	<u>117</u>	23
Sources of Information		3.14.36 – 3.14.38	133	36
Stalking	100	2.9.04	<u>42</u>	7, 25, 63
Subpoenas		3.14.39 – 3.14.40	134	17
Support Services		1.1.15 – 1.1.16	<u>6</u>	4, A/S*
Tactical Communication		3.15.01 – 3:15.05	137	3
Telecommunications	14/8/	1.7.07 – 1.7.11	<u>37</u>	36
Traffic Control		3.16.26 – 3.16.29	<u>153</u>	28
Transportation of Prisoners		2.12.15 – 2.12.17	<u>63</u>	31, 33
Use of Force		1.4.01 – 1.4.04	<u>16</u>	20
Vandalism	(212) has	2.9.04	<u>42</u>	6, 24
Vehicle Code		3.16.01 - 3.16.04	144	28
Vehicle Collisions		3.16.12 – 3.16.25	148	19, 29
Vehicle Operations Liability		1.5.16 – 1.5.19	<u>23</u>	19
Vehicle Searches		2.13.58 – 2.13.59	<u>93</u>	22
Vehicle Stops		2.13.36 – 2.13.50	<u>85</u>	22
Victims of Violent Crimes		3.13.71 – 3.13.74	98	4, 9
Voluntary Compliance		3.15.01 – 3.15.05	137	3
Warrants		2.10.07 – 2.10.09	<u>53</u>	16, 31, 36

<sup>\*</sup> Denotes training that is specific to the employing agency only and addressed in very general terms in the Regular Basic Course (not found in specific Learning Domains).

### DESCRIPTIONS AND HOURS FOR THE REGULAR BASIC COURSE (ACADEMY)

Domain	Domain Description	Min Hours
01	Leadership, Professionalism & Ethics	8 hours
02	Criminal Justice System	4 hours
03	Policing the Community	12 hours
04	Victimology/Crisis Intervention	6 hours
05	Introduction to Criminal Law	6 hours
06	Property Crimes	10 hours
07	Crimes Against Persons	10 hours
08	General Criminal Statutes	4 hours
09	Crimes Against Children	6 hours
10	Sex Crimes	6 hours
11	Juvenile Law and Procedure	6 hours
12	Controlled Substances	12 hours
13	ABC Law	4 hours
15	Laws of Arrest	12 hours
16	Search and Seizure	12 hours
17	Presentation of Evidence	8 hours
18	Investigative Report Writing	40 hours
19	Vehicle Operations	24 hours
20	Use of Force	12 hours
21	Patrol Techniques	12 hours
22	Vehicle Pullovers	14 hours
23	Crimes in Progress	16 hours
24	Handling Disputes/Crowd Control	12 hours
25	Domestic Violence	8 hours
26	Unusual Occurrences	4 hours
27	Missing Persons	4 hours
28	Traffic Enforcement	22 hours
29	Traffic Accident Investigation	12 hours
30	Preliminary Investigation	42 hours
31	Custody	4 hours
32	Lifetime Fitness	40 hours
33	Arrest and Control/Baton	60 hours
34	First Aid and CPR	21 hours
35	Firearms/Chemical Agents	72 hours
36	Information Systems	4 hours
37	People with Disabilities	6 hours
38	Gang Awareness	8 hours
39	Crimes Against the Justice System	4 hours
40	Weapons Violations	4 hours
41	Hazardous Materials Awareness	4 hours
42	Cultural Diversity/Discrimination	24 hours
	Minimum Instructional Hours	599 hours

The minimum number of hours allocated to testing in the Regular Basic Course are shown below1

Test Type	Hours 40 hours	
Scenario Tests		
POST-Constructed Knowledge Tests	25 hours	
Total Minimum Required Hours	664 hours	

Time required for exercise testing, instructional activities, and physical abilities testing is included in instructional time



## Appendices I–XI

Modoc Hall	114 118 120 123	217 220 221 222	Physical Science	109 301
Yolo Hall	143 146 171	178 217		





# Daily Observation Report (DOR)

NUMERIC RATING SCALE

#### CSU, CHICO POLICE DEPARTMENT

#### Daily Observation Report - No. \_\_\_\_\_

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#### ■ APPENDIX II

# Standardized Evaluation Guidelines

#### STANDARDIZED EVALUATION GUIDELINES

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

#### **ATTITUDE**

- **1. ACCEPTANCE OF FEEDBACK-FTO/PROGRAM** Evaluates the way the trainee accepts criticism and how that feedback is used to further learning and improve performance.
  - (1) Unacceptable Rationalizes mistakes. Denies that errors were made. Is argumentative. Refuses to, or does not attempt to, make corrections. Considers criticism a personal attack.
  - (4) Acceptable Accepts criticism in a positive manner and applies it to improve performance and further learning.
  - (7) Superior Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame other persons/things for errors.
- 2. **ATTITUDE TOWARD POLICE WORK** Evaluates the trainee in terms of personal motivation, goals and his/her acceptance of the job's responsibilities.
  - (1) Unacceptable Sees position as a job vs. a career. Uses job to boost ego. Abuses authority. Demonstrates little dedication to the principles of the profession. Is disinterested. Lacks motivation and does not attempt to improve performance.
  - (4) Acceptable Demonstrates an active interest in new career and in their responsibilities
  - (7) Superior Utilizes off-duty time to further professional knowledge, actively soliciting assistance from others to increase knowledge and improve skills.

    Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibilities.
- **3. INTEGRITY/ETHICS** Evaluates the manner in which the trainee understands, accepts, and employs his/her own integrity and ethics.
  - (1) Unacceptable Accepts and employs a standard of mediocrity. Has no sense of accountability and/or responsibility to department or community.
  - (4) Acceptable Demonstrates ability to build/maintain public trust through honesty, community awareness, and professionalism. Able to resolve ethical situations through prior planning and decision-making.

A-4

- (7) Superior Consistently demonstrates high degree of internal strength, courage, and character. Models responsibility of service and enhances public trust.
- **LEADERSHIP** Evaluates the trainee's ability to exercise influence among people using ethical values and goals for an intended change.
  - (1) Unacceptable Does not demonstrate strength of character by appropriate use of command presence. Does not prevent/reduce conflict. Fails to show empathy.
  - (4) Acceptable Understands difference between influence and authority. Provides expected level of competency to the community through effective collaboration, communication/mediation, and compassion.
  - (7) Superior Will not rationalize to compromise integrity. Has the courage to be flexible and employ discretion. Consistently demonstrates trust, respect, and genuineness.

#### **APPEARANCE**

- **5. GENERAL APPEARANCE** Evaluates physical appearance, dress, demeanor, and equipment.
  - (1) Unacceptable Fails to present a professional image. Uniform fits poorly or is improperly worn or wrinkled. Hair not groomed and/or in violation of Department regulation. Dirty shoes, weapon, and/or equipment. Equipment is missing or inoperative. Offensive body odor and/or breath.
  - (4) Acceptable Uniform neat, clean. Uniform fits and is properly worn. Weapon, leather, equipment are clean and operative. Hair within regulations. Shoes and brass are shined.
  - (7) Superior Uniform is neat, clean, and tailored. Leather gear is shined. Shoes are polished. Displays command bearing.

#### **RELATIONSHIPS**

- **RELATIONSHIP WITH CITIZENS/COMMUNITY -** Evaluates the trainee's ability to interact with citizens (including suspects) and diverse members of the community in an appropriate and efficient manner.
  - (1) Unacceptable Abrupt, belligerent, overbearing, arrogant, uncommunicative.

    Overlooks or avoids "service" aspects of the job. Is inaccessible to the public.

    Introverted, overly sympathetic, ineffective, prejudicial, biased. Fails to explain actions to citizens. Does not follow up on citizen requests. Poor "non-verbal" skills.

- (4) Acceptable Courteous, friendly and empathetic to citizen's perceptions of problems. Communicates in a professional, unbiased manner. Fully explains police actions to public contacts and follows up on public inquiries and requests. Is service oriented and contacts the public in non-enforcement situations. Good "non-verbal" skills.
- (7) Superior Is very much at ease with citizen and suspect contacts. Effectively manages time to allow increased citizen contact. Quickly establishes rapport and leaves people with the feeling that the officer is interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills.
- 7. **RELATIONSHIP WITH OTHER DEPARTMENT MEMBERS (SPECIFY)** Evaluates the trainee's ability to effectively interact with other Department members of various ranks and in various capacities.
  - (1) Unacceptable Patronizes FTO/superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative, and/or sarcastic. Resists instruction. Considers himself/herself superior. Belittles others. Is not a "team player." Relies on others to carry his/her share of the work.
  - (4) Acceptable Adheres to the Chain of Command and accepts his/her role in the organization. Good FTO, superior, and peer relationships. Accepted as a member of the group.
  - (7) Superior Is at ease in contact with all members of the organization while displaying proper consideration for their position. Understands superiors' responsibilities and respects their position. Peer group leader. Actively assists others.
- **8. COMMUNITY ORGANIZING** Evaluates the manner in which the trainee assists members of the community in handling neighborhood issues.
  - (1) Unacceptable Makes little attempt to establish or attend crime-watch meetings. Does not know the resources available to the community for problem-solving. Acts as "sole authority" and does not include the public in problem-solving process.
  - (4) Acceptable Assists members of the community in establishing crime-watch programs. Attends established group meetings as time allows. Provides the community lists of available resources. Includes the public in problem-solving.
  - (7) Superior Actively seeks out public involvement in crime-watch programs. Makes time to attend crime-watch programs and other neighborhood activities. Researches possible resources for neighborhoods to use. Encourages citizens to participate in decisions affecting their community.

#### **PERFORMANCE**

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

- (1) Unacceptable Frequently violates traffic laws. Involved in chargeable accidents. Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operation. Drives too fast or too slow for conditions.
- (4) Acceptable Obeys traffic laws when appropriate. Maintains control of the vehicle while being alert to activity outside of the vehicle. Drives defensively.
- (7) Superior Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio, checking hot sheet, etc.
- 10. DRIVING SKILL: MODERATE/HIGH STRESS CONDITIONS Evaluates the trainee's skill in vehicle operation under Code 3 situations, in situations calling for other than usual driving, and under conditions calling for other than normal driving skill.
  - (1) Unacceptable Involved in chargeable accidents. Uses red lights and siren unnecessarily or improperly. Drives too fast or too slow for conditions/situation. Loses control of the vehicle.
  - (4) Acceptable Maintains control of the vehicle and evaluates driving conditions/situation properly. Adheres to department policies and procedures regarding Code 3 pursuit enforcement driving. Practices defensive driving techniques.
  - (7) Superior Displays high degree of reflex ability and driving competence.

    Anticipates driving situations in advance and acts accordingly. Responds well relative to the degree of stress present.
- 11. USE OF MAP BOOK: ORIENTATION/RESPONSE TIME Evaluates the trainee's awareness of surroundings, ability to find locations, and ability to arrive at destination within an acceptable amount of time.
  - (1) Unacceptable Unaware of location on patrol. Does not properly use map book. Unable to relate location to destination. Gets lost. Spends too much time getting to destination.
  - (4) Acceptable Is aware of location while on patrol. Properly uses map book. Can relate location to destination. Arrives within reasonable amount of time using the most practical route to reach destination.
  - (7) Superior Remembers locations from previous visits and seldom needs map book. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and the community.
- **12. ROUTINE FORMS: ACCURACY/COMPLETENESS** Evaluates the trainee's ability to properly utilize departmental forms.
  - (1) Unacceptable Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation. Forms are incomplete, inaccurate, or improperly used.

- (4) Acceptable Knows of the commonly used forms, consistently makes accurate form selection, and understands their use. Completes them with accuracy and thoroughness.
- (7) Superior Rapidly completes detailed forms without assistance. Displays high degree of accuracy in form completion.
- **REPORT WRITING: ORGANIZATION/DETAILS** Evaluates the trainee's ability to organize reports, supply the necessary details for a good report and obtain all necessary information from reporting person and/or witnesses.
  - (1) Unacceptable Fails to elicit necessary information. Unable to organize information in a logical manner and reduce it to writing. Omits pertinent details in the report. Report is inaccurate and/or incorrect.
  - (4) Acceptable Elicits most information and records same. Completes reports, organizing information in a logical manner. Reports contain the required information and details.
  - (7) Superior Reports are a complete and detailed account of events, written and organized so that any reader understands what occurred.
- 14. **REPORT WRITING: GRAMMAR/SPELLING/NEATNESS** Evaluates the trainee's ability to use proper grammar, to spell correctly, and to prepare reports that are neat and legible.
  - (1) Unacceptable Reports are illegible. Reports contain an excessive number of misspelled words. Sentence structure and/or word usage is incorrect or incomplete. Excessive erasures or use of correction fluid.
  - (4) Acceptable Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are few. Errors, if present, do not distract from understanding the report. Report is neat and clean in appearance.
  - (7) Superior Reports are very neat and legible. Contain no spelling or grammatical errors.
- **REPORT WRITING: APPROPRIATE TIME USED** Evaluates the trainee's ability to complete a report in an appropriate amount of time.
  - (1) Unacceptable Requires an excessive amount of time to complete a report. Takes three or more times the amount of time an experienced officer would take to complete the report.
  - (4) Acceptable Completes reports within a reasonable amount of time.
  - (7) Superior Completes complex reports very quickly and efficiently without assistance from FTO.

- **16. FIELD PERFORMANCE: NON-STRESS CONDITIONS** Evaluates the trainee's ability to perform routine, non-stress police activities.
  - (1) Unacceptable Becomes confused and disoriented when confronted with routine, non-stress tasks. Does not or cannot complete tasks. Unable to determine the appropriate course of action or avoids taking action.
  - (4) Acceptable Properly assesses aspects of routine situations, determines appropriate action, and takes same.
  - (7) Superior Properly assesses aspects of routine situations, including the more unusual and/or complex ones. Quickly determines appropriate course of action and takes same.
- 17. **FIELD PERFORMANCE: STRESS CONDITIONS** Evaluates the trainee's ability to perform in moderate to high stress conditions.
  - (1) Unacceptable Becomes emotional, panic stricken, unable to function. Holds back, loses temper, or displays cowardice. Over/under reacts.
  - (4) Acceptable Maintains calm and self-control in most situations. Determines proper course of action and takes it. Does not allow a situation to further deteriorate.
  - (7) Superior Maintains calm and self-control in even the most extreme situations. Quickly restores control of the situation and takes command. Determines best course of action and takes it.
- 18. INVESTIGATIVE SKILLS Evaluates the trainee's ability to conduct a proper investigation with an emphasis on crime scene investigatory procedures.
  - (1) Unacceptable Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately identify offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting, or submitting evidence. Does not connect evidence with suspect when apparent. Lacks skill in collection and preservation of fingerprints. Does not protect crime scene. Fails to identify and follow-up obvious investigative leads.
  - (4) Acceptable Follows proper investigatory procedure in routine cases. Is generally accurate in identifying the nature of offense committed. Collects, tags, logs, and submits evidence properly. Connects evidence with suspect when apparent. Collects "readable" fingerprints from most surfaces when available.
  - (7) Superior Always follows proper investigatory procedure and always accurate in identifying the nature of offense committed. Connects evidence with suspect even when not apparent. Has "Evidence Technician" level skill in the collection and identification of evidence. Collects "readable" fingerprints from any possible surface when available.

- 19. INTERVIEW/INTERROGATION SKILLS Evaluates the trainee's ability to use proper questioning techniques; to vary techniques to fit persons being interviewed/interrogated; to follow proper and lawful procedure.
  - (1) Unacceptable Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to give Miranda warning. Fails to elicit enough information to determine what is occurring. Fails to identify citizens contacted during the course of the investigation.
  - (4) Acceptable Uses proper questioning techniques. Elicits available information and records same. Establishes proper rapport with victims/witnesses. Controls the interrogation of suspects and properly conducts a Miranda admonishment.
  - (7) Superior Always uses proper investigative questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of suspects.
- **SELF-INITIATED FIELD ACTIVITY** Evaluates the trainee's desire and ability to observe and initiate police-related activity.
  - (1) Unacceptable Fails to observe or avoids suspicious activity. Does not investigate those situations. Rationalizes suspicious circumstances.
  - (4) Acceptable Recognizes and identifies police-related activities. Develops cases from observed activity. Displays inquisitiveness.
  - (7) Superior Seldom misses observable police-related activity. Maintains "Watch Bulletins" and information provided at roll call. Uses the information as "probable cause" to initiate activity. Makes quality contacts and/or arrests from observed activity. "Sees" beyond the obvious.
- **21. OFFICER SAFETY: GENERAL** Evaluates the trainee's ability to perform police tasks without injuring self or others and without exposing self or others to unreasonable danger or risk.
  - (1) Unacceptable Fails to follow acceptable safety procedures. Fails to exercise officer safety including but not limited to:
    - A. Exposes weapons to suspect (handgun, baton, mace, etc.).
    - B. Fails to keep weapon hand free in enforcement situations.
    - C. Stands in front of/next to violator's vehicle door.
    - D. Fails to control suspect's movements.
    - E. Fails to use illumination when necessary or uses it improperly.
    - F. Does not keep violator/suspect in sight.
    - G. Fails to advise Communications when leaving vehicle.
    - H. Fails to maintain good physical condition.
    - I. Fails to properly maintain personal safety equipment.
    - J. Does not anticipate potentially dangerous situations.
    - K. Stands too close to passing vehicular traffic.
    - L. Is careless with gun and/or other weapons.

- M. Fails to position vehicle properly on car stops.
- N. Stands in front of door when making contact with occupants.
- O. Makes poor choice of which weapon to use and when to use it.
- P. Fails to cover other officers or maintain awareness of their activities.
- Q. Stands between police and violator's vehicle on a car stop.
- R. Fails to search police vehicle prior to duty and after transporting other than police personnel.
- (4) Acceptable Follows acceptable safety procedures. Understands and applies them.
- (7) Superior Always works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines best position for self and partner. Is not overconfident. Serves as an "officer safety" model for others.
- **22. OFFICER SAFETY: SUSPICIOUS PERSONS, SUSPECTS, AND PRISONERS** Evaluates the trainee's ability to perform police-related tasks safely while dealing with suspicious persons, suspects, and prisoners.
  - (1) Unacceptable Violates officer safety practices as outlined in SEG 21 (above). Additionally, fails to "pat search," allows people to approach while seated in patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails to maintain a position of advantage that could prevent attack or escape.
  - (4) Acceptable Follows acceptable safety procedures with suspicious persons, suspects, and prisoners.
  - (7) Superior Foresees potential danger and eliminates or controls it. Maintains position of advantage in even the most demanding situations. Is alert to changing situations and prevents opportunities for danger to develop. Serves as a model for safety.
- 23. CONTROL OF CONFLICT: VOICE COMMAND Evaluates the trainee's ability to gain and maintain control of situations through verbal command and instruction.
  - (1) Unacceptable Speaks too softly or timidly, speaks too loudly, confuses or angers listener by what is said and/or how it is said. Speaks when inappropriate. Unable to use a confident/commanding tone of voice.
  - (4) Acceptable Speaks with authority in a calm, clear voice. Proper selection of words and knowledge of how and when to use them. Commands usually result in compliance.
  - (7) Superior Completely controls situations with voice tone, word selection, inflection, and command bearing. Restores order in even the most trying situation through voice and language usage.
- **24. CONTROL OF CONFLICT: PHYSICAL SKILL** Evaluates the trainee's ability to use the proper level of force for the given situation.
  - (1) Unacceptable Uses too little or too much force for the given situation. Is physically unable to perform the task. Does not use proper restraints or is unable to properly use restraints.

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- (4) Acceptable Obtains and maintains control through use of the proper amount of force. Uses restraints effectively.
- (7) Superior Excellent knowledge and skill level in use of restraints (physical/mechanical). Extremely adept in the proper use of force for the given situation.
- **PROBLEM-SOLVING/DECISION-MAKING** Evaluates the trainee's performance in terms of ability to perceive problems accurately, form valid conclusions, arrive at sound judgments, and make proper decisions.
  - (1) Unacceptable Acts without thought or good reason. Is indecisive, naive. Is unable to reason through a problem and come to a conclusion. Cannot recall previous solutions and apply them in similar situations.
  - (4) Acceptable Able to reason through a problem and come to an acceptable conclusion in routine situations. Makes reasonable decisions based on information available. Perceives situations as they really are. Makes decisions without assistance.
  - (7) Superior Able to reason through even the most complex situations and reach appropriate conclusions. Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to present situations.
- **26. PROBLEM-SOLVING TECHNIQUES** Evaluates the trainee's ability to recognize problems and generate possible solutions.
  - (1) Unacceptable Avoids problems. Demonstrates a failure to understand problem-solving techniques by not using them or not applying them effectively. Fails to ask the right questions. Is unable to choose alternative solutions. Does not assess a proper or effective response to the problem.
  - (4) Acceptable Is capable of explaining what a problem-solving model is. Generates proper questions designed to identify problem. Generally able to choose a solution. Analyzes response for further action.
  - (7) Superior When confronted with a problem, uses SARA (Scan–Analyze–Respond–Assess) problem-solving model. Identifies root causes of problems, not just symptoms. Selects workable solution. Properly assesses response and plans for follow-up.
- **27. COMMUNICATIONS: APPROPRIATE USE OF CODES/PROCEDURE** Evaluates the trainee's use of communications equipment in accordance with department policy and procedure.
  - (1) Unacceptable Violates policy concerning use of communications equipment. Does not follow procedures or follows wrong procedures. Does not understand or use proper codes/language.
  - (4) Acceptable Follows policy and accepted procedures. Has good working knowledge of most-often-used code sections/language.

- (7) Superior Always follows proper procedure. Adheres to policy in every instance. Has superior working knowledge of all codes/language and applies that knowledge when using communication equipment.
- **28. RADIO: LISTENS AND COMPREHENDS** Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.
  - (1) Unacceptable Repeatedly misses own call sign and is unaware of traffic in adjoining beats. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.
  - (4) Acceptable Copies own radio transmissions and is normally aware of radio traffic directed to adjoining beats.
  - (7) Superior Is aware of own traffic and what is occurring throughout the service area. Recalls previous transmissions and uses that information to advantage.
- **29. RADIO: ARTICULATION OF TRANSMISSIONS** Evaluates the trainee's ability to communicate with others via the telecommunications network.
  - (1) Unacceptable Does not pre-plan transmissions. Over/under modulates. Improperly uses microphone. Speaks too rapidly or too slowly.
  - (4) Acceptable Uses proper procedure with clear, concise, and complete transmissions. Few complaints from communication center re: articulation skill.
  - (7) Superior Transmits clearly, calmly, concisely, and completely in even the most stressful situations. Transmissions are well thought out and do not have to be repeated.
- **30. MDT: USE/COMPREHENSION/ARTICULATION** Evaluates the trainee's ability to operate the terminal and receive and send clear communications via MDT.
  - (1) Unacceptable Does not understand dispatch and/or message formats. Does not recognize messages addressed to his/her unit. Fails to properly update the status of the unit. Is unfamiliar with formats necessary for routine operation and inquiries. Is unable to compose understandable text. Does not recognize officer safety issues involved in dispatch calls. Violates FCC regulations and/or department policy.
  - (4) Acceptable Understands the operation and formats required for all function and status keys. Can communicate by administrative message. Understands message, dispatch, and database formats used daily by officers. Properly updates status. Readily recognizes officer safety issues involved in the disposition of calls. Clear and brief in transmissions. Adheres to FCC regulations and department policy.
  - (7) Superior Consistently recalls dispatch information without running summaries. Can make rarely used free format inquiries from memory. Understands CAD, DMV, and CLETS error messages. Proficient in use of all function keys and in multiple administrative messages and BOLO file retrieval.

#### **KNOWLEDGE**

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

#### Reflected by Verbal/Written/Simulated Testing

- (1) Unacceptable When tested, answers with less than 70% accuracy.
- (4) Acceptable When tested, answers with at least 70% accuracy.
- (7) Superior When tested, answers with 100% accuracy.

#### Reflected in Field Performance

- (1) Unacceptable Fails to display knowledge of department policies, regulations, and/or procedures, or violates same.
- (4) Acceptable Familiar with most commonly applied department policies, regulations, procedures and complies with same.
- (7) Superior Has an excellent working knowledge of department policies, regulations, procedures, including those less known and seldom used.
- 32. KNOWLEDGE OF CRIMINAL STATUTES Evaluates the trainee's knowledge of the criminal statutes (i.e., Penal, Vehicle, W & I, B & P, H & S, and all City/County Codes) and his/her ability to apply that knowledge to field situations.

#### Reflected by Verbal/Written/Simulated Testing

- (1) Unacceptable When tested, answers with less than 70% accuracy.
- (4) Acceptable When tested, answers with at least 70% accuracy.
- (7) Superior When tested, answers with 100% accuracy.

#### Reflected in Field Performance

- (1) Unacceptable Does not know the elements of basic code sections. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes. Incorrectly identifies violation(s). Provides incorrect court assignments or dates.
- (4) Acceptable Recognizes commonly encountered criminal offenses and applies appropriate code section. Recognizes differences between criminal and non-criminal activity. Correctly identifies violation(s). Provides correct court assignments and dates.

- (7) Superior Has outstanding knowledge of all codes and applies that knowledge to normal and unusual activity quickly and effectively. Consistently able to locate lesser known code sections in reference material.
- **33. KNOWLEDGE OF CRIMINAL PROCEDURE** Evaluates the trainee's knowledge of criminal procedures including laws of arrest, search and seizure, warrants, juvenile law, etc. Evaluates ability to apply those procedures to field situations.

### Reflected by Verbal/Written/Simulated Testing

- (1) Unacceptable When tested, answers with less than 70% accuracy.
- (4) Acceptable When tested, answers with at least 70% accuracy.
- (7) Superior When tested, answers with 100% accuracy.

### Reflected in Field Performance

- (1) Unacceptable Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, and arrest unlawfully.
- (4) Acceptable Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Makes arrests within guidelines.
- (7) Superior Follows required procedure in all cases, accurately applying law relative to searching, seizing evidence, release of information and effecting arrests.

### ■ APPENDIX III

# Supervisor's Weekly Report (SWR)



# CSU, CHICO POLICE DEPARTMENT FIELD TRAINING PROGRAM SUPERVISOR'S WEEKLY REPORT (SWR)

I have reviewed the above listed trainee's Daily Observation Reports for the week of to I have also discussed his/her overall performance with 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)  Regarding the trainee's performance:  I (have / have not) discussed the trainee's most significant strengths with him/her.  I (have / have not) discussed the trainee's most significant weaknesses with him/her.  The trainee's significant weaknesses (have / have not) required remedial training.  Remedial training, if provided, consisted of:  Comments regarding significant strengths, weaknesses, and progress to date:	Trainee	Badge #	Supervisor	Badge
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)  Regarding the trainee's performance:  I (have / have not) discussed the trainee's most significant strengths with him/her  I (have / have not) discussed the trainee's most significant weaknesses with him/her  The trainee's significant weaknesses (have / have not) required remedial training.  Remedial training, if provided, consisted of:  Comments regarding significant strengths, weaknesses, and progress to date:	have reviewed the above l	isted trainee's Daily Obse	ervation Reports for the w	eek of
Conferences Field Visit Radio Traffic Daily Briefing Daily Briefin	o I have also dis	scussed his/her overall per	formance with FTO	
Conferences Field Visit Radio Traffic Daily Briefing Daily Briefin	Additional method(s) by v	which the trainee's perfo	ormance was evaluated:	
Report Review Ride-a-long Daily Briefing Other (explain)  Regarding the trainee's performance:  I (have / have not) discussed the trainee's most significant strengths with him/her  I (have / have not) discussed the trainee's most significant weaknesses with him/l  The trainee's significant weaknesses (have / have not) required remedial training.  Remedial training, if provided, consisted of:  Comments regarding significant strengths, weaknesses, and progress to date:	End of Phase meetings	Citizen Contacts	Other (FTOs)	
Regarding the trainee's performance:  I (have / have not) discussed the trainee's most significant strengths with him/her  I (have / have not) discussed the trainee's most significant weaknesses with him/l  The trainee's significant weaknesses (have / have not) required remedial training.  Remedial training, if provided, consisted of:  Comments regarding significant strengths, weaknesses, and progress to date:	Conferences	Field Visit	Radio Traffic	
Regarding the trainee's performance:  I (have / have not) discussed the trainee's most significant strengths with him/her  I (have / have not) discussed the trainee's most significant weaknesses with him/l  The trainee's significant weaknesses (have / have not) required remedial training.  Remedial training, if provided, consisted of:  Comments regarding significant strengths, weaknesses, and progress to date:	Report Review	Ride-a-long	Daily Briefing	
Regarding the trainee's performance:  I (have / have not) discussed the trainee's most significant strengths with him/her  I (have / have not) discussed the trainee's most significant weaknesses with him/l  The trainee's significant weaknesses (have / have not) required remedial training.  Remedial training, if provided, consisted of:  Comments regarding significant strengths, weaknesses, and progress to date:	Other (explain)	THE STATE		
	The trainee's significan	nt weaknesses (have / hav	A SEL	
The trainer's progress to date is not acceptable / acceptable hand as the share is a first	Comments regarding sign	ificant strengths, weakn	esses, and progress to da	nte:
The trainee's progress to date is <b>not acceptable / acceptable</b> based on the above infor				



# End of Phase Report (EPR)

FOR USE WITH NUMERIC DORS AND SWRS

# CSU, CHICO POLICE DEPARTMENT FIELD TRAINING PROGRAM END OF PHASE REPORT (EPR)

•	Trainee	FTO
Phase:	Date Phase Began:	Date Phase Ended:
ignificant Str	engths:	
•		
2.		
3.		
Significant We	aknesses:	
l	STAT	25/41
9 <del>9</del>		
2.		
9		
3.		
-		
Additional Tra	ining/Remedial Efforts: (attach addi	tional sheets, if necessary)
	- AMOUNT VILL	
	1 21 10	
0 4 1 6		9
Optional Comi	nents:	
This traings is i	a tha synale of two in in a In may	indoment this tunings is not called a the
	g in terms of performance.	judgment, this trainee is actually in the
	la mada a sufa una la serie de la contra del contra de la contra del contra de la contra del contra de la contra del contra de la contra de la contra de la contra de la contra del contra de la contra	- , ,
Plan 4	is not performing at a solo patrol of	icer level.
The trainee is / i		
The trainee is / i		



# Remedial Training Assignment Worksheet

# CSU, CHICO POLICE DEPARTMENT FIELD TRAINING PROGRAM REMEDIAL TRAINING ASSIGNMENT WORKSHEET

Trainee:	Date:	Week #:
Your FTO has identified one or attention for improvement. You below by	will be expected to ful	performance that need your immediate lly complete the training assignment listed
Butt		
PERFORMANCE DEFICIENCE Define the problem specifically giving	IES: examples. Describe the tra	uining already conducted.
TRAINING ASSIGNMENT Describe the specific assignments give	n to the trainee to correct th	e above problem. [FTO will describe the specific
assignment given the trainee to correct the above	e-described problem(s) Assignme	nt will be given in terms of specific performance goals; i.e., 2 citations per shift. Trainee will be expected to perform at a
24.57.5 24.57.5	/92/07 1 10	78 - NO.
1000		
W. Commission of the Commissio		
Trainee Signature:	FTO Si	onature:
(Name, Badge	#, and Date)	(Name, Badge #, and Date)
ASSIGNMENT COMPLETION:	The state of the s	*/351
	sfactorily completed the	training plan?
Yes [ ]	No [ ]	
	performing at a competen	t level?
	No [ ] assignment been given?	
	No [ ]	
COMMENTS:		
If the training plan is not satisfactor	rily completed, specific re	ecommendations MUST be made regarding the
trainee's continued substandard per should be generated outlining a foll	formance. Additional RI	EMEDIAL TRAINING WORKSHEETS
** It is the responsibility of the OR trainee's next FTO so that follow-u	IGINATING FTO to ensite p can be monitored.	ure that this assignment is communicated to the
Trainee Signature:		Date:
FTO Signature:		
FTP SAC Signature:		

# ■ APPENDIX VII

# Field Training Program Critique Form

# CSU, CHICO POLICE DEPARTMENT FIELD TRAINING PROGRAM CRITIQUE FORM

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

YES	NO	1.	Did the orientation process help you prepare for the Field Training Program and did you understand the program's expectations of you?  Please comment:
YES	NO	2.	Was the length of the program adequate?  Please comment:
YES	NO	3.	Do you feel that the training you received in the program was meaningful in relation to
			the job you are now doing? Please comment:
YES	NO	4.	Were there any areas of training you felt were ignored which should have been included or extended?  If so, which areas?
YES	NO	5.	Was the instruction and training provided by the FTOs generally consistent with one another?  Please comment:
YES	NO	6.	Do you feel the evaluations in the Field Training Program (DORs, Supervisor Weekly Reports, etc.) were necessary for your development as a police officer?  Please comment:
YES	NO	7.	Do you feel program personnel were objective in making evaluations, judgments, and decisions about you?  Please comment:

YES 1	OV	8.	projects	feel there was sufficient time available for spe or other beat activities?		
		9.	Upon co	mpletion of the Field Training Program, do yo	ou feel you v	vere proficient in eac
			A.	Department Policies and Procedures	YES	NO
			В.	Patrol Vehicle Operations	YES	NO
			C.	Officer Safety	YES	NO
			D.	Report Writing	YES	NO
			E.	Codes and Law	YES	NO
			F.	Patrol Procedures	YES	NO
			G.	Handcuffing & Searching Techniques	YES	NO
			H.	Use of Force	YES	NO
			I,	Traffic (including DUI & Accident Inv.)	YES	NO
			$J_{\star}$	Search and Seizure	YES	NO
			K.	Radio Procedures	YES	NO
			L.	Investigations and Evidence	YES	NO
			M.	Conflict Resolution	YES	NO
			N.	COPPS/POP	YES	NO
			O.	Courtroom Procedures	YES	NO
		10.	Are there	e any changes that need to be made to improve	e the prograi	m?
		11.	Use the	space below to add anything that may not have	e been cover	red above.
			<del> </del>	Trainee Signature	Г	Pate

### ■ APPENDIX VIII

# Field Training Program Completion Record/ Competency Attestation

### CSU, CHICO POLICE DEPARTMENT FIELD TRAINING PROGRAM

# **COMPLETION RECORD / COMPETENCY ATTESTATION** Trainee NameBadge # Date of Completion Name of Field Training Officer Sector/Beat Assignment Field Training Dates (inclusive) **FROM** TO I have been instructed in all items recorded in the Field Training Program Guide. Signature of Trainee Date I certify that Officer has received the instruction outlined in the Field Training Program Guide and that Officer has performed competently in all structured learning content areas. I also certify that all tests have been completed in a satisfactory manner. I further certify that he/she is now prepared to work as a solo patrol officer. Primary Field Training Officer Signature Date Field Training Program SAC Signature Date 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. Agency Head Date

# ■ APPENDIX IX

# Field Training Program Terminology

### FIELD TRAINING PROGRAM TERMINOLOGY

**Behavior/Performance Anchored Ratings** An appraisal of performance which measures the trainee's ability to perform as a solo patrol officer based upon standardized evaluation guidelines.

<u>Competency</u> Demonstration of the knowledge, skills, abilities, and attitudes to safely and effectively perform the duties of a solo patrol officer within a department.

<u>Daily Observation Report (DOR)</u> The form completed by the Field Training Officer (FTO) that records the trainee's performance for each work day.

**<u>Department</u>** The local law enforcement agency providing the Field Training Program to the officer/deputy trainee.

End of Phase Report (EPR) A 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.

<u>Feedback</u> Verbal or written response to trainee performance provided to the trainee from the field training staff.

**Field Training Officer (FTO)** Any officer assigned the responsibility of training and evaluating trainees during the Field Training Program who meets the minimum standards as set forth in POST regulations and who has completed a POST-certified FTO Course.

**Learning Activity** An activity designed to achieve or facilitate one or more training goals. Trainees participating in a learning activity 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.

<u>Learning Domain</u> An instructional unit that covers related subject matter from the Regular Basic Course (Academy).

<u>Minimum Training Standards</u> 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.

<u>Performance Objective</u> Description of skills, knowledge, ability, attitude, or action the trainee must have or do to demonstrate mastery of a training goal.

**Remedial Training** A correction or review of previously taught information or procedures (excluding academy training). 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.

<u>Standardized Evaluation Guidelines (SEGs)</u> Categorized behavioral descriptions of the levels of performance that are applied to all trainees and reported on the Daily Observation Report.

<u>Supervisor's Weekly Report (SWR)</u> A form completed by a Field Training Supervisor/ Administrator/Coordinator (SAC) that addresses the trainee's progress and performance for each week.

<u>Test</u> 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 through, minimally, one of the following types of tests:

- (A) **Agency-Constructed Knowledge Tests.** An agency-constructed written or verbal test that measures the knowledge required to achieve one or more training goals.
- (B) **Scenario Tests.** A job-simulation test that measures the skills, knowledge, and/or abilities required to achieve one or more training goals.
- (C) **Field Performance Tests.** Any tests other than an agency-constructed knowledge test or scenario test that measures the skills, knowledge, abilities, and attitudes required to achieve one or more training goals. These will generally be in the form of calls for service, traffic enforcement, and self-initiated activity.

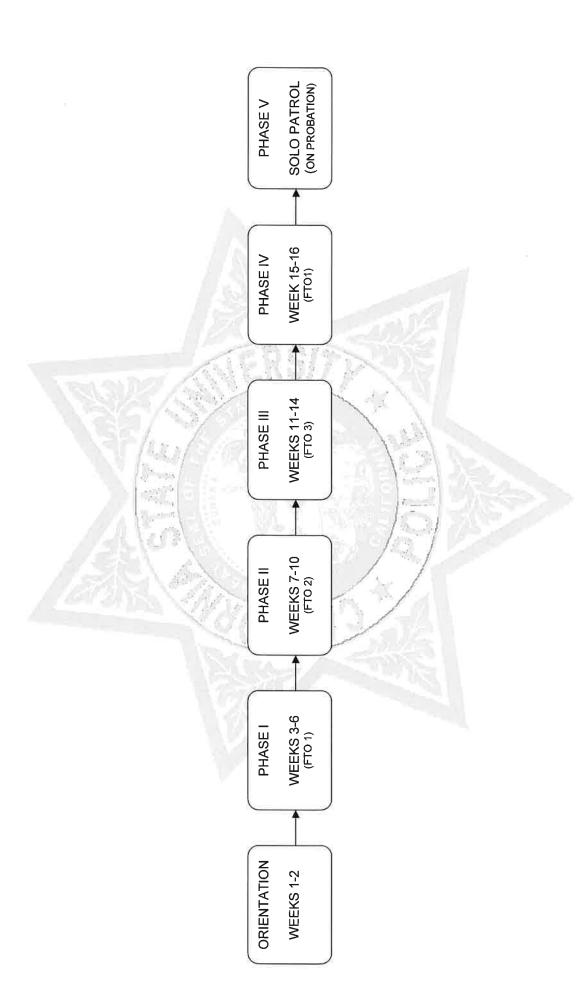
**Topic** A word or phrase that succinctly describes subject matter associated with a training goal.

<u>Trainee</u> Officer/Deputy assigned to an approved field training program under the direct and immediate supervision of a qualified (POST-certified) field training officer.

<u>Training Goal</u> 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.

# CSU, CHICO POLICE DEPARTMENT FIELD TRAINING MODEL FLOW CHART

# CSU, CHICO POLICE DEPARTMENT FIELD TRAINING MODEL FLOW CHART



# CSU, CHICO POLICE DEPARTMENT LIST OF SMART CLASSROOMS

### California State University, Chico List of "Smart Classrooms"\*

Building:	Room Number	er:	Building:	Room	Numbe	<u>er:</u>
Ayers Hall	106 120 201		O'Connell Technology Center	120 121 123 124 136	251 254 334 337 339	
Butte Hall	101 113 102 201 103 209 104 227 109 229	307 329 319 505 321 323 327		237 239 241 244	340 341 344 346	
			Performing Arts Center	116 134	144 206	210
Glenn Hall	102 216 104 223 112 225 123 310 125 312 202 314 210 212 214		Plumas Hall Siskiyou Hall	102 106 201 205	312	
Holt Hall	111 350 113 352 119 359 170 173 266 268		Tehama Hall	106 107 108 113 115 117	119 121 130 134 210	
Langdon Engineering Center	104 300 105 302 106 303 107		Meriam LIB. Shurmer Gym		027B	

<sup>\* &</sup>quot;Smart Classrooms" contain computers and/or technical equipment

# COPS Problem-Based Learning/ Police Training Officer

Program

Sample Learning Activity Packages (LAPs)



06/12 POST.BTB.2003-01

### PROBLEM-ORIENTED POLICING

### Introduction

Problem-oriented policing (POP), developed by Herman Goldstein (1979), is a comprehensive framework for improving law enforcement's capacity to perform job functions. POP seeks to shift from a reactive, instance-oriented stance to one that actively addresses problems that continually drain police resources. This framework encourages police to think differently about their purpose, arguing problem resolution is the true work of police and police should actively identify and address the root causes of problems in a community that lead to repeat calls for service.

A core concept of POP is comprehensive problem analysis. POP looks for the deepest underlying conditions that are amenable to intervention, balancing what is knowable with what is possible.

Problem analysis involves four in-depth phases, including: 1) fully describing the problem, 2) describing multiple and conflicting interests, 3) describing the nature and costs of harm resulting from the problem, and 4) taking inventory and critiquing current responses. Thorough problem analysis enables police to begin the problem-solving process by determining the level of police responsibility for addressing the problem, identifying and developing problem-solving strategies, and evaluating their solution's effectiveness.

While there are many measures of problem-solving success, the general objective of POP is to decrease the harm caused by patterns of chronic offensive behavior and to increase the range of police responses to crime. Comprehensive evaluations of problem-solving solutions are necessary to determine the value of the police response.

### **Outcomes**

This Learning Activity Package discusses the concept of POP and the role of law enforcement in problem solving in the community. After completion of this LAP, the officer will be able to:

- Discuss key concepts of POP
- Discuss the problem analysis and problem-solving processes
- Identify and thoroughly analyze a problem in the community, developing a problem-oriented policing strategy to address root causes of the problem
- Develop a plan to measure the success of the strategy
- Determine who should be involved in the problem-solving process

### APPENDIX XIX

### **Comprehensive Questions**

What is POP? What are the goals of this policing concept?
What are the five operational strategies of policing?
What are the problem-solving steps? What are the goals of each step?

### Application

Identify and analyze a chronic crime problem in your community, carefully addressing each element in the analysis phase. Work through the problem-solving process and develop a strategy for addressing the problem. How would you implement this strategy and measure its effectiveness? Who should you involve in this process?

### Resources and Additional Reading

Scott, M. S. (October, 2000). *Problem-Oriented Policing: Reflections on the First 20 Years*. Washington, DC: Office of Community-Oriented Policing Services (COPS Office). [Online] Available: http://www.usdoj.gov/cops/cp\_resources/default.htm#problem oriented policing first 20

National Institute of Justice, Police Executive Research Forum, Office of Community-Oriented Policing. (2000). *Excellence in Problem-Oriented Policing: The 2000 Herman Goldstein Award Winners.* (NCJ No. 185279). [Online] Available: www.ncjrs.org

Office of Community-Oriented Policing (COPS Office). (April, 1998). Problem-solving tips: A guide to reducing crime and disorder through problem-solving partnerships. *COPS Tips*. [Online] Available: www.ncjrs.org or www.usdoj/gov.cops

### **COMMUNITY POLICING**

### Introduction

Community-oriented policing is a policing philosophy based on collaborative partnerships between police and the community. While community-oriented policing strategies vary according to the needs and responses of the community involved, there are certain basic principles common to all community policing efforts. These basic principles include: 1) community partnership, and 2) problem-solving.

Community Partnership: To develop the collaborative relationships necessary for community policing, police must establish and maintain mutual trust with the community. The idea behind this principle is that trust is built by increasing the positive daily interactions with community members. As patrol officers provide the majority of service needs for their community and become familiar with the daily working of the community and its members, trusting relationships will develop and enable collaborative problemsolving efforts to more effectively address crime and disorder.

Problem-solving: Problem-solving is a valid and important policing function in the community. As police become familiar with community members, concerns, crime problems and available resources, they will be more capable of identifying the root causes of community problems and applying effective solutions. As trusting relationships are developed, the community will want to take an active role in helping the police to identify the causes of crime problems, prioritize their concerns and help develop solutions. Community trust will also facilitate cooperation from community members to provide information necessary for crime solving in the area.

In general, community policing requires the active participation of all facets of the community and seeks to involve the community in sharing the responsibility of crime prevention with the police. Using problem-solving techniques, this approach facilitates a process for identifying community concerns and developing potential solutions to improve police effectiveness and community relationships. Central to this philosophy is working with the community to identify and address their crime and disorder priorities, rather than the priorities of the department or jurisdiction at-large.

### **Outcomes**

This Learning Activity Package discusses the community-oriented policing approach and how this approach improves community relationships and police crime-solving ability. After completion of this LAP, the patrol officer will be able to:

- Explain the philosophy of community-oriented policing and describe the core elements of this approach
- Discuss the benefits of community policing and cite successful applications of the community policing approach

### APPENDIX XIX

- Discuss how community-oriented policing activities build the relationships necessary to facilitate effective problem-solving
- Identify community crime and disorder issues in their community that may be reduced by increasing community-policing activities
- Develop a plan to incorporate community-oriented policing activities into daily policing and patrol routines

### **Comprehensive Questions**

- Discuss the trends toward community policing over the past decade. Why was this approach necessary and why has this approach helped to reduce street crime?
- Discuss the philosophy of community-oriented policing. Specifically: Why are community
  partnerships beneficial? What are the law enforcement benefits of participating in communityoriented policing activities and developing these partnerships? What are the community's
  benefits?
- How does community-oriented policing impact police crime-solving and crime prevention efforts in the community?

### **Application**

Identify and list opportunities for community-oriented policing activities in your community. Include both opportunities for relationship building and problem-solving activities. Develop a plan to use the opportunities to incorporate community-oriented policing activities in your daily policing/patrol activities. Describe how you would identify key community concerns and initiate a problem-solving effort with your community members during these activities and interactions.

### Resources and Additional Reading

Bureau of Justice Assistance (BJA) (1994). *Understanding Community Policing: A Framework for Action*. (NCJ No. 148457). [Online] Available: www.communitypolicing.org/chap1fw.html

Community Policing Consortium (CPC) (2001). *About Community Policing* [Online] Available: www.communitypolicing.org.about2.html

National Institute of Justice (NIJ) (August 2001). The COPS program after 4 years—National evaluation NIJ Research in Brief [Online] Available: http://www.ojp.usdoj.gov/nij/pubs-sum/183643.htm

National Institute of Justice (NIJ) (July 1996). Law enforcement in a time of community policing *NIJ Research in Brief.* [Online] Available: http://www.ojp.usdoj.gov/nij/pubs-sum/184389.htm

### FIELD INTERROGATIONS: STOP AND FRISK

### Introduction

Field interrogations are an important responsibility of the patrol officer, especially in high crime areas. These procedures (often referred to as "stop and frisk" or "*Terry* stops") are one tool for evaluating suspicious circumstances or investigating situations where crime may be imminent. While stop and frisk is an important policing tool, the use of these procedures must be balanced with the citizen's rights as afforded by the Fourth Amendment. The Fourth Amendment states citizens have the right to be protected against unreasonable seizure (stop) and search (frisk).

In Terry v. Ohio (1968) the U.S. Supreme Court affirmed that patrol officers have a duty to investigate observed suspicious activity and an absolute right to protect themselves by frisking for weapons. The Supreme Court upheld the constitutionality of stop and frisk under specific guidelines. In general, these guidelines require two levels of suspicion for the officer: 1) to make a stop, and 2) to frisk the suspect.

For a Stop: An officer may stop someone on the street in situations where there is *reasonable suspicion* to believe that the individual may be engaged in criminal activity. A stop requires the officer to: 1) identify himself/herself as a police officer, and 2) make a reasonable inquiry as to the person's identity. A stop does not automatically justify a frisk.

### For a Frisk:

If after stopping the suspect: 1) nothing in the initial stages of the encounter dispels the officer's reasonable fear for his own or others' safety, and 2) the officer has reasonable suspicion to believe the person is armed and presently dangerous, then the officer may conduct a search (frisk) for weapons only over the outer clothing of the suspect.

### Plain Feel Doctrine:

In 1993, the Supreme Court expanded stop and frisk procedures to include the "plain feel" doctrine, meaning police officers can seize items detected during a frisk for weapons, as long as "plain feel" makes it "immediately apparent" that the item is contraband. Otherwise, objects may not be removed from a suspects clothing during a frisk

### **Outcomes**

This Learning Activity Package will enable the officer to identify circumstances where field interrogations or "stop and frisks" are appropriate and constitutionally permissible. Following the completion of this LAP, you will be able to:

• Discuss the balance between the Fourth Amendment's protection against unreasonable search and seizure and an officer's duty to ensure the safety of himself and others

### APPENDIX XIX

- Cite the requirements for stop and frisk as outlined in *Terry v. Ohio* (1968). Provide examples of circumstances that do and do not meet the requirements for a stop and frisk.
- Explain the "plain feel" doctrine and guidelines for seizing contraband during a frisk. Provide examples of situations in which items may or may not be seized from a suspect during a frisk.
- Determine when a frisk becomes a search incident to arrest

### **Comprehensive Questions**

- What level of suspicion is necessary for a field interrogation or stop? When should a stop be concluded?
- What level of suspicion is necessary for a frisk? How would you test the circumstances to ensure the situation meets the correct level of suspicion?
- What did the Supreme Court determine permissible under the "plain feel" doctrine?
- When does a frisk become a search incident to arrest?
- Why is "stop and frisk" important to a police officer's responsibility to ensure public safety?
- What rights does the Fourth Amendment guarantee and why is it important to ensure these rights?
- How does "stop and frisk" impact police-citizen relations?

### Application

Create a scenario in which you would stop and frisk a suspect. Articulate the reasons for your stop, what you would do during the stop, and what circumstances would require you to: 1) end the stop, and 2) frisk the suspect. According to the plain feel doctrine, what items may and may not be removed from the suspect's clothing during the frisk?

### Resources and Additional Reading

FindLaw: U.S. Constitution: Fourth Amendment. [Online] Available: http://caselaw.lp.findlaw.com/data/ constitution/amendment04/index.html

FindLaw: Cases and Codes: Terry v. Ohio. [Online] Available: http://caselaw.lp.findlaw.com/cgibin/getcase.pl?navby=case&court=us&vol=392&invol=1

Stop and Frisk. [Online] Available: http://members.tripod.com./~Methos 5000/stopfrisk.html

Terry v. Ohio, 392, U.S. 1 (1968)

### CUSTODIAL INTERROGATIONS: MIRANDA WARNINGS

### Introduction

Custodial interrogations refer to the "questioning initiated by law enforcement officers after a person has been taken into custody." Due to the "inherently coercive environment" of these interrogations, our legal system has continually challenged the validity of these confessions. To preserve the integrity of our justice system, citizens must be advised of their rights as guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.

In *Miranda v. Arizona* (1966), the U.S. Supreme Court set standards for ensuring suspects are aware of these rights and that they are not violated during interrogation. The holding in *Miranda v. Arizona* requires "prior to interrogation, the person must be warned that he has a right to remain silent, that any statement he does make may be used as evidence against him, and that he has the right to an attorney, either retained or appointed"<sup>2</sup>.

For a suspect's confession to be admissible in court, the confession must be made knowingly, voluntarily and intelligently. Initially, a suspect may waive these rights, but can choose to invoke them at any time during interrogation to stop the questioning. Requiring police officers to read rights or "Miranda warnings" provides a procedural safeguard that ensures suspects are afforded every right guaranteed to them as citizens, and that the integrity of a confession made in a custodial interrogation be maintained during court proceedings.

Individual state or department policies may guide when and how Miranda warnings will be issued. Most commonly, Miranda warnings are issued after taking a suspect into custody and prior to formal questioning. Signed waivers may be required once a suspect has chosen to relinquish these rights. As a general rule, when questioning a suspect in custody about an incident that may result in inculpatory statements, the police officer should inform the suspect of their rights.

### **Outcomes**

This Learning Activity Package reviews the history of *Miranda v. Arizona* and subsequent U.S. Supreme Court case decisions relevant to custodial interrogations and confessions. After completing this package, officers will be able to:

1 Miranda v. Arizona, 384 U.S. 436 (1966)

2 Ibid

### APPENDIX XIX

- Describe the importance of Miranda warnings in maintaining the integrity of a suspect's confession and ensuring a suspect's rights are not violated
- Properly read Miranda warnings to a suspect
- Identify how and when Miranda warnings should be issued, as outlined by the U.S. Supreme Court in *Miranda v. Arizona* and according to state statutes and/or department policy
- Know what to do if a suspect invokes his or her rights
- Determine when statements should be obtained in writing and when a signed waiver of rights should be obtained

### **Comprehensive Questions**

- What was the U.S. Supreme Court's decision in *Miranda v. Arizona?*
- What is the importance of reading a suspect their rights?
- Why is the Miranda decision important to you as a law enforcement officer? How does this
  impact you in carrying out your job responsibilities?
- What are your state/department guidelines regarding when Miranda warnings should be read?
- What should you do when a suspect invokes their rights? Waives their rights?
- When should you obtain a signed waiver of rights? Written statements or confessions?

### **Application**

Obtain a copy of your department's guidelines for when and how a suspect should be read their rights and commit this to memory. Practice reading the Miranda warning. Create a scenario in which the suspect waives their rights. What should you do? Create a scenario in which the suspect invokes their rights. What should you do?

### Resources and Additional Reading

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

FindLaw: Cases and Codes: U.S. Constitution [Online] Available: http://caselaw.lp.findlaw.com/scripts/getcase.pl/navby=search&court=US&case=/us/384/436.html

FindLaw: U.S. Constitution: Fifth Amendment: Annotations pg. 9 of 16. [Online] Available: wysiwyg://zoffsitebottom.13/http://..ta/constitution.amendment05/09.html

# Tactical Communication/ Conflict Resolution

### TACTICAL COMMUNICATION

3.15.01 The trainee shall discuss how tactical communication involves both professional demeanor and words (verbal and non-verbal cues).

### Reference:

	INSTRUCTED	)	COMPETEN DEMONSTRA		How Demonstrated?	REMEDIATE	D	How Remediated?
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play Written Test
Trainee Comments	·				Verbal Test			Verbal Test  Case/Report No.:

- 3.15.02 The trainee shall identify the benefits of tactical communication including:
  - A. Enhanced safety (reduces likelihood of physical confrontation and injury)
  - B. Enhanced professionalism (decreases citizen complaints, civil liability, personal, and professional stress)

### Reference:

F.T.O.	Da	te Name		Date				Field Perform
Trainee			-		Role Play Written Test Verbal Test	Name	Date	Role Play Written Test Verbal Test
Comments:		12	1		10 Jan /			Case/Report No.:

3.15.03 The trainee shall demonstrate an ability to perform in a calm, professional demeanor while deescalating hostilities or conflicts (i.e., without resorting to physical force).

### Reference:

	INSTRUCTED	)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI	)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					1 Verbal Test			1 Verbal Test
			Com	nents:				Case/Report No.:

- 3.15.04 The trainee shall explain and demonstrate the ability to use deflection techniques in response to verbal abuse. Every word that follows "but" is professional language that is goal directed. Examples might include:
  - A. I appreciate that, but I need to see your driver's license.
  - B. I understand that, but I need you to sign the citation.

### Reference:

	INSTRUCTEI	)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI	)	How Remediated?
F.T.O.	Name	Date	Name	Date	Field Perform Role Play	Name	Date	Field Perform Role Play
Trainee					Written Test Verbal Test			Written Test Verbal Test
Commen	ts:					•		Case/Report No.:

- 3.15.05 Given a scenario or an actual incident involving an uncooperative subject(s), the trainee shall be able to generate voluntary compliance using the 5-step process:
  - A. Ask (Ethical Appeal) The subject is given an opportunity to voluntarily comply being asked to comply
  - B. Set Context (Reasonable Appeal) The "why" questions are answered by the identification or explanation of the law, policy, or rationale that applies to the situation
  - C. Present Options (Personal Appeal) Explain possible options
  - D. Confirm (Practice Appeal) Provides one last opportunity for voluntary compliance; "Is there anything I can say to earn your cooperation at this time?"
  - E. ACT (Take appropriate action)

### Reference:

	INSTRUCTE	ED	COMPETE DEMONSTR		How Demonstrated?	REMEDIATE	)	How Remediated?
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play Written Test
Trainee					1 Verbal Test			1 Verbal Test
Comment	ts:			W		MI .		Case/Report No.:

### HANDLING DISPUTES

- 3.15.06 The trainee shall explain an officer's basic responsibilities at the scene of a dispute. These responsibilities shall minimally include:
  - A. Remaining impartial
  - B. Preserving the peace
  - C. Determining whether or not a crime has been committed
  - D. Conducting an investigation if a crime has been committed
  - E. Providing safety to individuals and property
  - F. Suggesting solutions to the problem
  - G. Offering names of referral agencies
  - H. Considering arrest as a viable alternative if a crime has been committed

### Reference:

F.T.O. Trainee	INSTRUC Name	Date	COMPET DEMONST Name	How Demonstrated?  1 Field Perform 1 Role Play 2 Written Test 1 Verbal Test	REMEDI Name	ATED Date	How Remediated?  Field Perform Role Play Written Test Verbal Test
Commen	ts:		- 1/8				Case/Report No.:

- 3.15.07 The trainee shall identify various social service organizations that are available within the city or county to render assistance in dispute situations. These organizations shall minimally include those dealing with:
  - A. Public health
  - B. Alcohol problems
  - C. Family counseling and child guidance
  - D. Drug problems
  - E. Humane society/SPCA
  - F. Any additional city/county agencies or organizations

### Reference:

F.T.O. Role Play Written Test		REMEDIATED	How Demonstrated?	TED				INSTRUC'	
Written Test	Date Field Perform	Name [	Field Perform	Date	Name	Date	Name		
Trainee 1 Verbal Test	Role Play Written Test		2					F.T.O.	
	1 Verbal Test		Verbal Test					Trainee	
Comments:	Case/Report No.:				•		ts:	Comment	

3.15.08 The trainee shall explain the inherent dangers to an officer who enters the home of a family involved in a dispute.

### Reference:

	INSTRUCTE	D	COMPETE DEMONSTI	-	How Demonstrated?	REMEDIAT	ED .	How Remediated?
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play
Trainee					Verbal Test			Written Test Verbal Test
Comment	ts:							Case/Report No.:

3.15.09 The trainee shall explain the advantages and disadvantages of separating parties in a dispute and gathering information from them individually.

### Reference:

F.T.O.	Name Date		COMPETENCY DEMONSTRATED Name Date		How Demonstrated?  Field Perform Role Play Written Test	REMEDIATED Name Date		How Remediated?  Field Perform Role Play
Trainee			100 /ASS		Verbal Test	Part I		Written Test Verbal Test
Commen	ts:	188		7		VAVICE	7	Case/Report No.:
				RE P		2 75 6		

3.15.10 The trainee shall explain citizen arrest procedures to consider at disputes.

### Reference:

	INSTRU Name	CTED Date	COMPET DEMONST Name	How Demonstrated?  Field Perform	REMEDI Name	ATED Date	How Remediated?  Field Perform
F.T.O. Trainee				Note Play Written Test Verbal Test			Role Play Written Test Verbal Test
Commen	ts:	17	***************************************			11	Case/Report No.:

- 3.15.11 The trainee shall assess and explain different techniques to use in given dispute situations. These situations shall minimally include:
  - A. Family disputes
  - B. Neighbor disputes

- C. Juvenile disputes
- D. Loud parties

### Reference:

	INSTRUCTED	)	COMPETEN DEMONSTR		How Demonstrated?	REMEDIAT	ED	How Remediated?
F.T.O. Trainee	Name	Date	Name	Date	Field Perform Role Play Written Test Verbal Test	Name	Date	Field Perform Role Play Written Test Verbal Test
Commen	its;		N					Case/Report No.:

3.15.12 Given a scenario or an actual incident involving a dispute, the trainee shall assess and handle the dispute in a safe, efficient, reasonable, and discretionary manner.

### Reference:

F.T.O.	INSTRUCT Name	TED Date	COMPETE DEMONSTR Name		How Demonstrated?  Field Perform Role Play	REMED Name	IATED Date	How Remediated?  Field Perform Role Play
Trainee					Written Test Verbal Test	N. P. Time		Written Test Verbal Test
Commen	ts:	18				A STATE OF		Case/Report No.:
				2100				

### CIVIL DISPUTES (including Landlord/Tenant and Labor)

3.15.13 The trainee shall explain the proper handling of landlord-tenant disputes.

### Reference:

	INSTRUCTEI	)	COMPETEN DEMONSTRA		How Demonstrated?	REMEDIA	ATED	How Remediated?
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play Written Test
Trainee					Verbal Test	0		1 Verbal Test
Comment	s:							Case/Report No.:

- 3.15.14 The trainee shall identify and explain California civil and criminal law and agency procedures applicable to situations that arise from landlord-tenant disputes. These situations shall minimally include:
  - A. Evictions
  - B. Lockouts
  - C. Trespasses
  - D. Confiscation of property

Reference: Civil Code sections 1861a; 1161, 1161a, and 1162; 1946

	INSTRU	ICTED	COMPET DEMONS		How Demonstrated?	REMEDIA'	ГЕО	How Remediated?
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

3.15.15 The trainee shall review and explain the agency's policy on labor-management disputes.

### Reference:

	INSTRUCT	ED	COMPETEN DEMONSTRA	The state of the s	How Demonstrated?	REMEDIATE	D	How Remediated?
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play Written Test
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- 3.15.16 The trainee shall explain agency policy and procedures relative to typical policing problems that occur during labor-management disputes. These problems shall minimally include:
  - A. Obstruction of ingress or egress
  - B. Blocking of sidewalks and roadways
  - C. Outside agitators
  - D. Violence and vandalism

### Reference:

	INSTRUCTED Date		DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
F.T.O.	Name	Date	Name	Date	Field Perform Role Play	Name	Date	Field Perform Role Play
Trainee					Written Test Verbal Test			Written Test Verbal Test
Commen	ts:							Case/Report No.:

3.15.17 The trainee shall explain the role of the small claims court.

### Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
F,T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

3.15.18 Given any situation involving a civil dispute, the trainee shall assess and handle the situation in a safe and effective manner, consistent with agency policy and state law.

### Reference:

	INSTRU Name	UCTED Date	COMPET DEMONST Name	ALL OF THE RESERVE AND ADDRESS OF THE RESERVE AN	How Demonstrated?  Field Perform	REMEDI.	ATED Date	How Remediated?  Field Perform		
F.T.O. Trainee			2 61	Role Play  Written Test		Jule	Role Play Written Test Verbal Test			
			1	A Property	Verbal Test	1				
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### **REPOSSESSIONS**

- 3.15.19 The trainee shall explain the general rules that pertain to the repossession of items. These rules shall minimally include:
  - A. What property is subject to repossession
  - B. Who may make a repossession
  - C. To what lengths a repossessor may go
  - D. When a repossession is complete

### Reference:

	INSTRUCTEI	)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?	
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play Written Test	
Trainee					Verbal Test			Verbal Test	
Commen	ts:							Case/Report No.	



# FTO Critique Form

# CSU, CHICO POLICE DEPARTMENT FIELD TRAINING PROGRAM FTO CRITIQUE FORM

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

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

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

_				24					
Th	is critique is for	FTO:			Phase:				
1.	The Field Train the amount of e	The Field Training Program's emphasis is on both training and evaluation. Assign percentages (to total 100%) to the amount of effort your FTO exerted in each area. (Example: Training 50% - Evaluation 50%; Training 70% - Evaluation 30%; etc.)							
		Training _	% Evalua	tion%					
2.	Using percentag	ges, indicate how	you perceived your FT	O related to you.					
	I am one of	a number of recr	ruits%	I am an individu	nal%				
Ci	rcle the response	e below that bes	t answers the question	or comment.					
3.	3. What type of role model was the FTO for you?								
	POOR	FAIR	AVERAGE	GOOD	EXCELLENT				
4. Was the FTO attentive to your needs, problems, or concerns?									
	POOR	FAIR	AVERAGE	GOOD	EXCELLENT				
5.	. Rate the FTO's knowledge of the training material covered.								
	POOR	FAIR	AVERAGE	GOOD	EXCELLENT				
6.	How would you	ou describe the l enarios, role-pla	FTO's skill as a traine ays, etc?	r and his/her tra	ining methods such as handouts,				
	POOR	FAIR	AVERAGE	GOOD	EXCELLENT				

7.	Rate the FTO's al	bility to commun	icate with you.			
	POOR	FAIR	AVERAGE	GOOD	EXCELLENT	
8.	Rate the FTO's he	onesty, fairness,	and objectivity in rat	ing you.		
	POOR	FAIR	AVERAGE	GOOD	EXCELLENT	
9.	Describe the FTC	s method of crit	iquing your perform	ance, whether verb	ally or in writing.	
	TOO NEGAT	TIVE TOO	CRITICAL U	NFAIR GOO	DD VERY POSITIV	E
10.	Did the FTO work	k with you on are	eas he/she identified	as deficient or whe	re improvement was need	led?
	NEVER	SELDOM	OCCASIONALL	Y USUALLY	ALWAYS	
11.	List the area(s) you and law knowleds	ou consider to be ge, report writing	the FTO's greatest s, etc.).	trengths (i.e. trainin	ng skills, officer safety ta	ctics, codes
12.	List the area(s) in	which you feel t	he FTO needs impro	vement.		
13.	Were there any co	onflicts with the last the las	FTO's training and y es, please explain.	our academy traini	ng? YES NO	
14.	Did you experient		cies between FTOs? cur?	YES NO	-	
15.	Please list any add	ditional comment	s or suggestions here	S <sub>e</sub>		
	Train	nee Signature		Į <del>.</del>	Date	

### **Bryce A Davison**

From:

Bryce A Davison

Sent:

Wednesday, January 16, 2019 10:42 AM

To: Cc: UPD Officers

CC.

John Mark Reid

Subject:

Naloxone

Patrol.

We obtained four boxes of Naloxone for us to use on patrol. Each box contains two doses of Naloxone in the form of nasal spray. I will put one box (2 doses) in each of the patrol cars once everyone completes the required online training. The training takes 30-40 minutes and can be accessed at the following link:

https://www.getnaloxonenow.org/signup.aspx. You do not need to pay the \$10 fee to obtain a certificate of completion. Once you complete the online training, I need you to sign next to your name on the sheet located on the briefing table. By signing the sheet, you are attesting that you completed the Naloxone training. It should be noted that the Naloxone can become ineffective if exposed to extreme temperatures. It should be kept between 59 and 86 degrees. This means that we may need to temporarily remove the Naloxone from vehicles that are not being used during extreme temperatures. Also, the Naloxone expires September 2019. After these doses expire, I will collect them, transport them to the Health Center, and obtain new replacements.

In addition to completing the online training, please review the operational directive shown below that will become effective upon the issuance of the Naloxone.

### ADMINISTRATION OF OPIOID OVERDOSE MEDICATION

Officers may administer opioid overdose medication in accordance with protocol specified by the licensed health care provider who prescribed the overdose medication for use by the member and (Civil Code  $\S$  1714.22; 22 CCR 100019):

- a. When trained and tested to demonstrate competence following initial instruction.
- b. When authorized by the California Department of Public Health Statewide Standing Order for Naloxone.
- c. In accordance with California Peace Officer Standards and Training (POST) standards.

### OPIOID OVERDOSE MEDICATION USER RESPONSIBILITIES

Officers who are qualified to administer opioid overdose medication, such as naloxone, should handle, store and administer the medication consistent with their training. Officers should check the medication and associated administration equipment at the beginning of their shift to ensure they are serviceable and not expired. Any expired medication or unserviceable administration equipment should be removed from service and given to the Administrative Sergeant.

Any member who administers an opioid overdose medication should contact Dispatch as soon as possible and request response by EMS.

### OPIOID OVERDOSE MEDICATION REPORTING

Any officer administering opioid overdose medication should detail its use in an appropriate report. The Records Manager will ensure that all applicable state reporting requirements are met.

Please let me know if you have any questions or concerns.

Thank You and Stay Safe,

Bryce Davison
Police Sergeant
CSU, Chico Police Department

Office: 530-898-5781 Fax: 530-898-6313

Email: bdavison1@csuchico.edu



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