

# Downey Police Department Park Ranger Training Manual

Park Ranger Alexander Pacheco



Dean Milligan, Chief of Police

August 2018

***Phase One***

Parent FTO:		
Watch:	From	(Dates) To

***Phase Two***

FTO:		
Watch:	From	(Dates) To

***Phase Three***

FTO:		
Watch:	From	(Dates) To

***Additional Phase (if necessary)***

FTO:		
Watch:	From	(Dates) To

***Additional Phase (if necessary)***

FTO:		
Watch:	From	(Dates) To

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# Introduction to the FTO Program

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TO: New Personnel  
FROM: Field Training Staff

This Park Ranger Training Manual was developed by the Field-Training Officer Staff to enhance your training. In the following pages, you will find some of the department policies relating to such things as vehicle pursuits and use of force. Keep in mind that this manual contains only a portion of the many departmental guidelines relating to your job as a Downey Park Ranger. You must also familiarize yourself with the Department Police Manual to learn the many other areas of importance to your successful training.

Oftentimes, while completing areas of training within the Park Ranger Training Manual, you will find it helpful to refer to specific areas within the Department Police Manual. For example, in the Field-Training Officer Manual under training Phase 1, you will find the heading, **“Patrol Vehicle Operations”** followed by the Numbers **4.3.** and **11.0.030.** These numbers refer to applicable sections within the Downey Police Manual that correspond to the training task **“Patrol Vehicle Operations”** of the Field-Training Officer Manual.

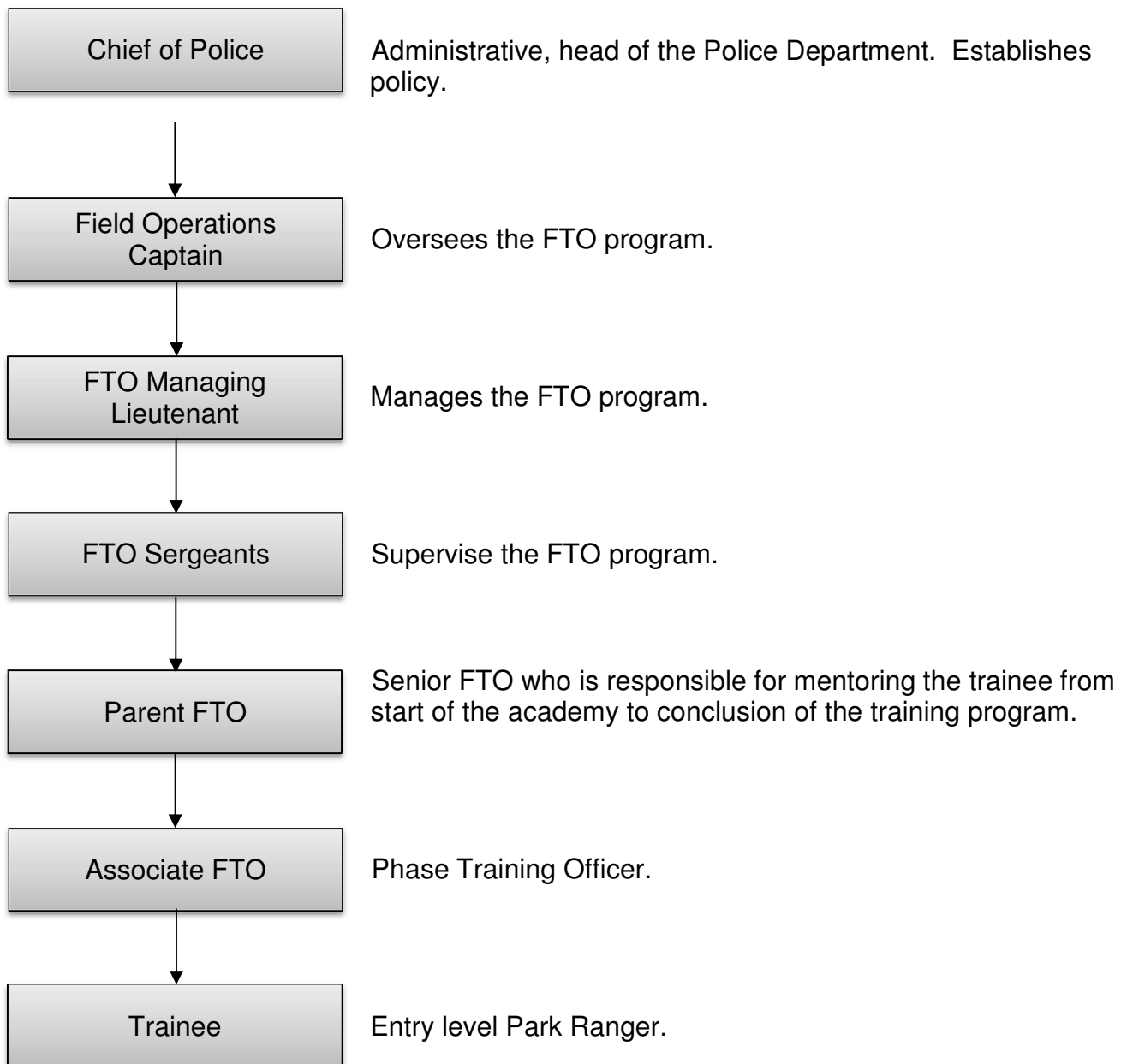
Also within the pages of this manual are the standardized evaluation guidelines for which your training performance will be measured. Please review this area so you are familiar with the specific training tasks required.

Each phase of training consists of several learning objectives. The learning objectives will be introduced to you through verbal and written communication, field activity, and scenario and role playing. After the learning objectives have been introduced, you will demonstrate that you understand the learning objectives through your field performance and written and verbal tests. Proficiency in the Park Ranger Training Manual, in conjunction with the Downey Police Manual, **must** be demonstrated prior to successfully completing the training program.

The Field Training Staff is committed to providing you with the tools and training necessary to become a professional Park Ranger. However, it is ultimately **your** commitment that will ensure your successful completion of the Downey Police Department Field Training Program. On behalf of the Field Training Staff, we wish you success in your endeavor as a Downey Police Officer.

# FTO Chain of Command

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# FTO/Trainee Relationship

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The relationship between the FTO and the trainee will be a teacher/student and/or supervisor/subordinate relationship. To ensure this professional relationship, the following guideline shall be adhered to:

1. The hallmark of this relationship will be one of mutual respect. FTOs will treat trainees with respect at all times, and trainees will be expected to respect the FTO and to follow his/her directions. Trainees will not be harassed, intimidated, intentionally embarrassed or treated in a demeaning manner. Name calling or use of derogatory terms by the FTO are not acceptable. FTOs will try not to show their anger or frustration while they are working with the trainee. Remember, praise in public, correct in private.
2. While trainees are going through the Field Training Program, FTOs will not socialize with them. Any relationship between the FTO and trainee shall be strictly professional in nature.
3. FTO personnel will not date or attempt to date trainees while they are in the FTO program. If an FTO Sergeant or FTO is related to a trainee, or if he/she had a special relationship with the trainee which began before the trainee was hire by the City of Downey, the FTO Sergeant will advise the FTO Lieutenant of this before the start of the training program.
4. FTO personnel will not make discriminatory or sexist remarks.
5. FTO personnel will not make sexual remarks or advances toward any trainee.
6. FTOs will not live with or rent rooms to any trainee or enter into any financial arrangements with them.
7. FTOs will not accept gifts from, or give gifts to trainees while they are in the Field Training Program.



# Daily Rating Form

## DOWNEY POLICE DEPARTMENT DAILY RATING

**TRAINEE:** \_\_\_\_\_ **PHASE:** \_\_\_\_\_ **WEEK:** \_\_\_\_\_  
**FTO:** \_\_\_\_\_ **DATE COMPLETED:** \_\_\_\_\_

Rating Instructions: Rate observed behavior with reference to the scale below using the numerical value definitions contained in the FTO Manual Evaluation Guidelines. You must comment on the most and least acceptable performance. Although specific comments are required for all ratings of two (2) or less, six (6) or above, and NRT, you are encouraged to comment on any behavior you wish. Use the category number to reference the comments. Check "NO" if any activity is not observed and/or "NRT" if the trainee fails to respond to training. "RT" is used to show remedial training time.

Not Acceptable      Minimum Acceptable      Superior  
 1 2 3                      4                              5 6 7

		Daily Scores:									
		1	2	3	4	5	6	7	RT	NO	NRT
<b>Critical Performance Tasks</b>											
1.	Driving Skill: Stress conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Orientation Skill Under Stress Conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Field performance: Stress conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Officer Safety: General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Officer Safety: Prisoners & Susp. Persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Control of Conflict: Voice Command	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Control of Conflict: Physical Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Frequent and Other Performance Tasks</b>											
8.	Driving Skill: Non-stress conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Orientation Skill: Non-stress conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Proper Form Selection: Accurate/complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Report Writing: Organization/details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Report Writing: Grammar/spelling/neatness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Report Writing: Appropriate time used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Field Performance: Non-stress conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Self-initiated Field activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Problem solving: Decisions/judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Radio: Appropriate use of codes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Radio: Listens/ comprehends transmission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Radio: Articulation of transmissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Knowledge</b>											
20.	Of Department policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Of the Penal Code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Of the Vehicle Code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Reflected in verbal or written tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Reflected in field performance tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Attitude / Relationships</b>											
25.	Acceptance of feedback: Verbal behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Attitude towards police work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	With citizens: Specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	With Relationships: FTO/Sgt./Lt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	With other recruits / officers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	With ethnic groups other than trainee's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appearance</b>											
31.	General appearance: Specify if necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Most Acceptable Performance:

Least Acceptable Performance:

Additional Comments:

Reports Taken:

# Remediation Form

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<b>DOWNEY POLICE DEPARTMENT</b> <b>FIELD TRAINING OFFICER PROGRAM</b>		
<b>REMEDATION WORKSHEET</b>		
<b>TRAINEE:</b>	<b>DATE:</b>	<b>PHASE:</b>
<b>YOU ARE EXPECTED TO COMPLETE THE ASSIGNED TASK BY:</b>		<b>DATE:</b>
<b>PROBLEM</b>		
<small>DEFINE THE PROBLEM AREA, GIVING SPECIFIC EXAMPLES. DESCRIBE THE TRAINING ALREADY CONDUCTED.</small>		
<b>ASSIGNMENT</b>		
<small>DESCRIBE THE SPECIFIC ASSIGNMENT GIVEN TO THE TRAINEE TO CORRECT THE PROBLEM.</small>		
<b>TRAINEE'S SIGNATURE:</b>	<b>F.T.O. SIGNATURE:</b>	

# Section 1

## Department Policies

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### 2.0 Policy, Mission & Code of Ethics

#### 2.0.010 Policy

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Policy is a course of action selected from alternatives in light of given conditions to guide and determine present and future conditions.

Policy does not state what must be done, but does state principles which should be followed to achieve the Mission of the Department.

Policy is formed by objectives which have been formed, based upon the desires of the Community,

Police Ethics and experience and mandate of the law.

Policy is published to advise the public and Department personnel of the principles which will be followed in the carrying out of the law enforcement function. Policy also assists the Department employees in the exercising of discretion in discharging their duties, by establishing operation standards.

#### 2.0.020 Mission Statement

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The Mission of the Downey Police Department is to preserve the peace and protect and serve all who live or work in, as well as those who travel through, our City, and in so doing to make a meaningful contribution to the quality of life in our community.

As we endeavor to accomplish our Mission, we acknowledge the following:

- The Downey Police Department exists because of the community we serve. We are an organization of professionals committed to providing the highest level of police service in a sensitive and positive manner to all, regardless of race, creed or lifestyle. We recognize the value of human life and the dignity of all people and strive to treat those with whom we come in contact with fairness, compassion and respect.
- We recognize the importance of “working together” as members of the Downey Police Department to maintain a work environment which promotes trust, faith, respect and interpersonal support for all.
- The badge is a symbol of public trust and we wear ours with great pride. With this in mind we realize it is incumbent upon each of us to adhere to a higher ethical standard to maintain the confidence of the community.

- Our Department motto, “Our Community, Our Commitment,” characterizes the position we hold. We are committed, in partnership with the people of Downey, to the creation of mutual trust which will allow us to work together in preventing crime, in resolving mutual concerns and in establishing a safe and secure environment.

Excellence, Respect, Integrity, Pride and Cooperation serve as our “value anchors” as we strive each day to carry out our Mission.

### *2.0.030 Code of Ethics*

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As a Law Enforcement Officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional Rights of all men to liberty, equality and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, animosities, or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or violence and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession...law enforcement.

The Downey Police Department fully subscribes to the letter and intent of the "Law Enforcement Code of Ethics".

The Downey Police Department does not subscribe to, nor will the organization tolerate any, act of sexual, racial, disability, or religious discrimination by or against any member within the organization.

While the use of the chain of command is always encouraged to report any acts of (or perceived acts of) discrimination, members should feel free to go directly to the highest level of supervision, including the Chief of Police, to seek resolution or relief.

Truthfulness is the “Coin of Exchange” for a police officer or any member of a police agency.

## 8.0 Use of Force Policy

### 8.0.010 General

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The purpose of this policy is to provide officers of this Department with guidelines on the reasonable use of force. Even at its lowest level, the use of force is a serious responsibility and requires constant evaluation. The force review portion of this policy does not pertain to officer involved shootings or in-custody deaths. Those incidents are addressed by specific policy and will be handled accordingly.

### 8.0.020 Use of Force Philosophy

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The use of force by law enforcement personnel is a matter of critical concern both to the public and the law enforcement community. Officers are involved on a daily basis in numerous and varied human encounters and, when warranted, may use force in carrying out their duties.

Officers must have an understanding of, and true appreciation for, the limitations on their authority, particularly with respect to overcoming resistance from those with whom they come in official contact.

This Department recognizes and respects the value of human life and dignity without prejudice to anyone. It is also understood that vesting officers with the authority to use reasonable force to protect the public welfare requires a careful balancing of all human interests.

California Penal Code § 835(a) provides that:

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

### 8.0.030 Use of Force Policy

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It is the policy of this Department that each officer shall use only that amount of force which appears reasonably necessary, given the facts and the circumstances perceived by that officer at the time of the event, to effectively bring an incident under control. The "objective reasonableness" of the force used must be judged from the perspective of a reasonable officer on the scene at the time of the incident.

### 8.0.040 Use of Force - General

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Members of the Downey Police Department may use force in the performance of their duties if they reasonably believe any of the following conditions are met:

- A. In self-defense or in the defense of another person, or
- B. To prevent the commission of a public offense, or
- C. To effect a lawful arrest, or
- D. To overcome resistance, or

- E. To prevent escape, or
- F. To protect a person from injuring him/herself.

#### **8.0.050 Use of Force - Discretion**

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Given that no policy can realistically predict every possible situation an officer might encounter in the field, it is recognized that each officer must be entrusted with well-reasoned discretion in determining the appropriate use of force in each incident. Nothing in this policy requires an officer to actually sustain physical injury before applying reasonable force.

#### **8.0.060 Objective Reasonableness**

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Any application of force by a member of this Department must be judged by a standard of "objective reasonableness." When determining whether or not to apply any level of force, and evaluating whether an officer has used objectively reasonable force, a number of factors should be taken into consideration. These factors should include, but are not limited to:

- A. The conduct of the individual being confronted (as reasonably perceived by the officer at the time)
- B. Officer/subject factors (age, size, relative strength, skill level, injury/exhaustion, number of officers versus the number of subjects)
- C. Influence of drugs/alcohol (mental capacity)
- D. Proximity of weapons
- E. Availability of other options (what resources are reasonably available to the officer under the circumstances)
- F. Seriousness of the suspected offense or reason for contact with the individual
- G. Training and experience of the officer
- H. Potential for injury to citizens, officers and suspects
- I. Risk of escape
- J. Other exigent circumstances

#### **8.0.070 Decision Time**

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Officers are expected to make split-second decisions, and the amount of time available to evaluate and respond to changing circumstances may impact an officer's decision.

#### **8.0.080 Level of Force**

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While various levels of force exist, each officer is expected to respond with that level of force that reasonably appears appropriate, under the circumstances at the time, to successfully accomplish the legitimate law enforcement purpose in accordance with this policy.

### **8.0.090**      *Use of Force Reporting and Review Procedures*

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Any use of force which is greater than that required for un-resisted Department-approved searching or handcuffing, including the use of oleoresin capsicum (OC) (pepper) spray, must be reported in an incident report or supplemental report. Additionally, any use of force that results in an injury, or complaint of pain, must be reported in the same manner.

### **8.0.100**      *Responsibilities for Reporting the Use of Force*

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Members shall, without unnecessary delay, make verbal notification to their immediate supervisor in all cases in which they use reportable force. Members witnessing reportable force shall, without unnecessary delay, advise their supervisor, who will determine whether a separate report by the witness(es) is required.

Whenever an incident involving force requires a report, all details reasonably necessary to describe the use of force shall be included in that report. A reference to the verbal notification and the name of the supervisor to whom it was made shall be included. Each assisting member, who used force, shall submit a supplemental report detailing his or her actions.

Each member reporting force in a report or memorandum shall describe in detail the actions of the suspect necessitating the use of force and the specific force used in response to the suspect's actions. Any injuries or complaints of injuries, and any medical treatment or refusal of medical treatment, shall be documented.

### **8.0.120**      *Medical Treatment*

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A suspect must be transported to a medical facility for examination/treatment by qualified personnel whenever the person:

- Strikes his or her head on a hard object, or sustains a blow to the head/face as a result of the application of force by an officer
- Is restrained with a carotid restraint, or any kind of throat/neck restraint, whether or not he is rendered unconscious
- Is hit with a specialized weapon projectile (such as an Arwen round, Stunbag, etc.)
- Has injuries that appear to require medical treatment
- Alleges any injury and requests medical treatment, whether or not he has any apparent injuries

Any doubt regarding the need for medical treatment shall be resolved by transporting the suspect to an appropriate medical facility.

When anyone in custody is in need of medical treatment, officers should make every effort to get the individual treated. However, if after being taken to a medical facility, the suspect refuses medical treatment, a supervisor shall be notified and the refusal shall be documented in the appropriate report or memorandum with a copy of the medical paperwork included.



## 8.4 Use of Force – Chemical Agents Support Personnel

### 8.4.010 Purpose

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To establish policy and procedures for use of Oleoresin Capsicum (“pepper spray”) by support personnel.

### 8.4.020 Policy

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Oleoresin Capsicum is a defensive weapon used to minimize the potential for injury to police personnel, citizens or offenders. It should be used only as a response weapon when the employee is in fear of an immediate and present threat of physical harm. This Department authorizes only Oleoresin Capsicum (pepper spray) for use by support personnel.

### 8.3.030 Procedures

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- A. At the discretion of each Division Commander, the Department will provide and authorize the use of Oleoresin Capsicum spray for support personnel of the Department whose duties include regular field assignments.
- B. Those employees who are authorized must meet the requirements specifies in California Penal Code § 12403.7.
- C. Persons in custody who have been affected by the use of Oleoresin Capsicum shall be afforded the opportunity to cleanse the affected areas. Those persons in custody who complain of further severe effects shall be afforded a medical examination by competent medical personnel.
- D. When a member of this Department uses Oleoresin Capsicum he/she shall notify a supervisor as soon as practicable. He/she shall include in the crime report detailed documentation of the use of the chemical agent including:
  - 1. Name(s), address(s), case number and other relevant data identifying the subject(s) known to have been affected by the agent.
  - 2. A statement clearly reflecting the reason for the agent’s use.
  - 3. A statement clearly reflecting the effect of the agent on the subject(s) involved.

If a crime report is not filed, the documentation shall be placed in an inter-office memorandum directed to the Administrative Captain via chain of command.

# Section 2

## Evaluation Guidelines

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The daily/weekly rating completed by the FTO at the end of each day, provides the essential documentation to ensure that relative progress is being made by the trainee officer. Observations made by the FTO are entered on the daily/weekly rating along with the appropriate rating number, which is taken from our seven-point scale. The rating scale and form can be found in Section IV. Please note that a rating score of (3) or less is considered **Not Acceptable**. That is, prior to successfully completing the training program, the trainee must consistently perform at a level of (4) or above.

Acceptability or non-acceptability by “FTO Program standards” is evaluated on the basis of observed behavior and demonstrated skills necessary to satisfactorily perform the duties and functions of a competent police officer within the City of Downey. For the purposes of rating, a “Satisfactory competent police officer” would be an officer who, after completion of a basic academy and the field training process, could work a patrol area in the City safely and skillfully alone.

The daily evaluation form is divided into (6) categories.

- Critical performance tasks
- Frequent performance tasks
- Knowledge
- Attitude
- Relationships
- Appearance

These categories are divided into (31) performance objectives.

### ***Critical Performance Tasks***

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#### **(1) DRIVING SKILL MODERATE AND STRESS CONDITIONS**

- #1. **Unacceptable** Involved in preventable traffic collision(s). Unnecessary Code 3. Overuses red lights and siren. Excessive speed. Fails to slow for intersections or loses control on corners.
- #4. **Acceptable**: Maintains control of vehicle. Evaluates driving situations and reacts properly (e.g., proper speed for conditions).
- #7. **Superior**: High degree of reflex ability and competence in driving skills.

#### **(2) USE OF MAP BOOK: ORIENTATION SKILL/STRESS CONDITIONS**

- #1. **Unacceptable**: Unaware of his/her location while on patrol. Does not understand proper use of map book. Unable to relate location to destination. Not familiar with area and Beat boundaries.
- #4. **Acceptable**: Reasonable knowledge of location in most situations. Can quickly use map book to find streets and then apply orientation skills to get there.
- #7. **Superior**: Retains prior information and is able to get to destination by shortest route.

### (3) FIELD PERFORMANCE (STRESS SITUATIONS)

- #1. **Unacceptable**: Becomes emotional and panic stricken. Unable to function, loses temper.
- #4. **Acceptable**: Exhibits calm and controlled attitude. Does not allow situation to further deteriorate.
- #7. **Superior**: Maintains control. Brings order under any circumstances without assistance.

### (4) OTHER SAFETY - GENERAL

- #1. **Unacceptable**: Frequently fails to exercise officer safety, e.g.
  - a) Exposes weapons to suspects (baton, mace, handgun, etc.)
  - b) Stands directly in front of violator's car door.
  - c) Fails to keep gun hand free during enforcement situations.
  - d) Fails to control suspect's movements.
  - e) Fails to maintain sight of violator while writing citation.
  - f) Fail to use illumination when necessary.
  - g) Fails to advise radio when leaving a vehicle.
  - h) Fails to maintain good physical condition.
  - i) Fails to utilize or maintain personal safety equipment properly.
  - j) Fails to foresee potentially dangerous situations.
  - k) Points gun at other officers.
  - l) Stands too close to vehicular traffic.

- m) Stands in front of door when knocking.
- n) Fails to have weapon ready when appropriate.
- o) Fails to cover other officers.
- p) Fails to search police vehicle prior to duty or after transporting.
- q) Fails to check equipment.

#4. **Acceptable**: Understands principles of officer safety and generally applies same.

#7: **Superior**: Always keeps in a safe position. Always watchful on his approach to a call and able to do the same for his partner. Does not become paranoid or overconfident.

**(5) OFFICER SAFETY: PRISONERS AND SUSPICIOUS PERSONS**

#1. **Unacceptable**: Frequently violates officer safety standards. Fails to properly plan handling of call and coordinate with fellow officers. Such as, fails to “pat search” or confronts suspicious persons while seated in police vehicle, fails to handcuff potentially hazardous prisoners or felons, and fails to thoroughly search prisoners or their vehicles. Fails to maintain position of advantage with prisoners to prevent attack or escape.

#4. **Acceptable**: Generally displays awareness of potential danger from suspects and prisoners. Maintains position of advantage.

#7. **Superior**: Always maintains position of advantage and is alert to changing conditions.

**(6) CONTROL OF CONFLICT: VOICE COMMAND**

#1. **Unacceptable**: Improper voice inflection, too soft, too loud, confused voice command. Indecisive, poor officer bearing.

#4. **Acceptable**: Speaks with authority in a calm, clear voice.

#7. **Superior**: Always gives appearance of complete command through voice tone and bearing.

**(7) CONTROL OF CONFLICT: PHYSICAL SKILL**

#1. **Unacceptable**: Cowardly, physically weak or uses too little or too much force for given situation. Unable to use proper restraint.

- #4. **Acceptable**: Maintains control without excessive force. Good physical condition.
- #7. **Superior**: Excellent knowledge and ability to use restraining holds. Prepared to use reasonable force when necessary. Above average physical conditioning.

### *Frequent Performance Tasks*

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#### **(8) DRIVING SKILL: NORMAL CONDITIONS**

- #1: **Unacceptable**: Violates Vehicle Code. Involved in chargeable accident. Lacks dexterity and coordination during vehicle operation.
- #4. **Acceptable**: Ability to maintain control of vehicle while being alert to activity outside of vehicle. Practices good defensive driving techniques.
- #7. **Superior**: Sets good example of lawful, courteous driving while exhibiting good manipulative skill required of a patrol officer (e.g., operate radio, utilize field notebook, etc.).

#### **(9) ORIENTATION SKILL: NON-STRESS CONDITIONS**

- #1: **Unacceptable**: Unaware of his/her location while on patrol. Does not understand proper use of map book. Unable to relate location to destination. Not familiar with Beat boundaries.
- #4: **Acceptable**: Reasonable knowledge of location in most situations. Can quickly use map book to find streets and then apply orientation skills to get there.
- #7: **Superior**: Retains prior information and is able to get to destination by shortest route.

#### **(10) PROPER FORM SELECTION: ACCURACY/COMPLETENESS**

- #1. **Unacceptable**: Unable to determine proper form for given situations. Forms incomplete.
- #4. **Acceptable**: Knows most standard forms and understands format. Completes forms with reasonable accuracy and thoroughness.
- #7. **Superior**: Consistently and rapidly completes detailed forms with no assistance. High degree of accuracy.

#### **(11) REPORT WRITING/DICTATION: ORGANIZATION/DETAILS**

- #1. **Unacceptable**: Incapable of effectively organizing events into written/verbal form.
- #4. **Acceptable**: Converts field situations into a logical sequence of thought to include all elements of the situation.
- #7. **Superior**: A complete and detailed account of what occurred from beginning to end, written or dictated, organized so as to allow any reader to sufficiently comprehend the occurrence.

**(12) REPORT WRITING: LEVEL OF USAGE/GRAMMAR/SPELLING/NEATNESS**

- #1. **Unacceptable**: Illegible. Misspelled words. Incomplete sentence structure.
- #4. **Acceptable**: Good grammar and spelling. Errors are rare and do not impair understanding.
- #7. **Superior**: Very neat and legible. No spelling mistakes. Excellent grammar.

**(13) REPORT WRITING: APPROPRIATE TIME USED**

- #1. **Unacceptable**: Requires excessive time to complete basic reports.
- #4. **Acceptable**: Completes basic reports in reasonable amount of time.
- #7. **Superior**: Completes basic reports taking no more time than that of a skilled officer. Varies with the type of report and the complexity of the incident.

**(14) FIELD PERFORMANCE (NON-STRESS CONDITIONS)**

- #1. **Unacceptable**: Seemingly confused and disoriented as to what action should be taken in a given situation.
- #4. **Acceptable**: Able to assess situation and take proper action.
- #7. **Superior**: Requires no assistance and always takes proper course of action.

**(15) SELF-INITIATED FIELD ACTIVITY**

- #1. **Unacceptable**: Avoids or does not see activity. Fails to adequately follow-up on situations. Rationalizes suspicious circumstances.
- #4. **Acceptable**: Recognizes suspicious circumstances, suspects, and criminal activity. Takes action based on observations.

- #7. **Superior:** Catalogs, maintains and uses information given at briefings and from crime bulletins for reasonable cause to stop vehicles and persons. Makes subsequent good quality arrests.

**(16) USE OF COMMON SENSE AND GOOD JUDGMENT**

- #1. **Unacceptable:** Acts without thought. Indecisive. Naïve.
- #4. **Acceptable:** Able to reasonably deal with a problem and apply training knowledge. Good perception and ability to make independent decisions.
7. **Superior:** Excellent perception in foreseeing problems and arriving at advanced solutions.

**(17) RADIO: APPROPRIATE USE OF CODES**

- #1. **Unacceptable:** Misinterprets Radio Code definitions. Fails to use radio codes in accordance with set policy. Fails or refuses to improve.
- #4. **Acceptable:** Has good working knowledge of majority of Radio Code definitions.
- #7. **Superior:** Effectively uses Radio Code with ease in all receiving and sending situations.

**(18) RADIO: LISTENS AND COMPREHENDS TRANSMISSION**

- #1: **Unacceptable:** Repeatedly misses individual call number. Is unaware of traffic in adjoining areas. Frequently has to ask dispatcher to repeat transmission.
- #4. **Acceptable:** Copies radio transmissions directed to him/her and is generally aware of adjoining area traffic.
- #7. **Superior:** Always comprehends radio transmissions and quickly makes a written record, always aware of, and quickly reacting to, traffic in adjoining areas.

**(19) RADIO: ARTICULATION OF TRANSMISSION**

- #1. **Unacceptable:** Does not preplan before transmitting message. Under- or over-modulation.
- #4. **Acceptable:** Uses proper procedure with short concise transmissions.
- #7. **Superior:** Always uses proper procedure with clear, calm voice, even under stress situations.

**(20) KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES**

- #1. **Unacceptable**: Has insufficient knowledge of department policies procedures.
- #4. **Acceptable**: Familiar with commonly applied departmental policies and procedures.
- #7. **Superior**: Exceptional working knowledge of department policies and procedures.

**(21) KNOWLEDGE OF PENAL CODE**

- #1. **Unacceptable**: Does not know elements of basic sections.
- #4. **Acceptable**: Good working knowledge of commonly used sections. Relates elements to observed criminal activity.
- #7. **Superior**: Outstanding knowledge of Penal Code. Applies knowledge to both commonly encountered and unusual criminal activity.

**(22) KNOWLEDGE OF VEHICLE CODE**

- #1: **Unacceptable**: Does not know elements of basic sections.
- #4: **Acceptable**: Working knowledge of commonly used sections. Relates elements to observed traffic related activity.
- #7: **Superior**: Outstanding knowledge of the vehicle code. Applies knowledge to both commonly and unusual traffic related situations.

**(23) KNOWLEDGE REFLECTED IN VERBAL OR WRITTEN TESTS**

- #1. **Unacceptable**: Unable to sufficiently answer F.T.O.'s questions.
- #4. **Acceptable**: Sufficiently answers F.T.O.'s questions.
- #7. **Superior**: Promptly and thoroughly answers all of F.T.O.'s questions.

**(24) KNOWLEDGE REFLECTED IN FIELD-PERFORMANCE TESTS**

- #1. **Unacceptable**: Unable to sufficiently apply training to knowledge.
- #4. **Acceptable**: Sufficiently able to apply knowledge.



- #7. **Superior**: Promptly and thoroughly applies knowledge.

## *Attitude*

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### **(25) ACCEPTANCE OF FEEDBACK: VERBAL BEHAVIOR**

- #1. **Unacceptable**: Rationalizes. Argumentative. Considers criticism as negative.
- #4. **Acceptable**: Accepts criticism in positive manner and applies it to further learning process.
- #7. **Superior**: Solicits criticism in order to improve performance. Never argues or blames others.

### **(26) ATTITUDE TOWARD POLICE WORK**

- #1. **Unacceptable**: Takes police work as only a job; not dedicated. Fails to use authority in a common sense manner.
- #4. **Acceptable**: Expresses active interest toward the job. Appropriately uses authority.
- #7. **Superior**: Utilizes time to further professional knowledge. Maintains high ideals and application toward professional responsibilities.

## *Relationships*

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### **(27) WITH CITIZENS: GENERAL**

- #1. **Unacceptable**: Overbearing. Inconsiderate. Uncommunicative.
- #4. **Acceptable**: Courteous, friendly and empathetic. Communicates in a professional and unbiased manner.
- #7. **Superior**: Establishes rapport and is always objective. Appears to be at ease in any person-to-person situation.

### **(28) WITH FIELD TRAINING OFFICER/SERGEANT/LIEUTENANT**

- #1. **Unacceptable**: Rationalization of mistakes. Resists instruction Patronizing. Disrespectful.
- #4. **Acceptable**: Asks pertinent questions and is objective in desire to learn. Accepts suggestions for improvement.
- #7. **Superior**: Understands and maintains excellent student-teacher

relationship.

**(29) WITH OTHER OFFICER/RECRUITS**

- #1. **Unacceptable**: Relates poorly to other recruits or officers. Gossips. Does not interact with other officers.
- #4. **Acceptable**: Good peer relationships. Accepted as a team player.
- #7. **Superior**: Peer group leader. Actively assists recruits and others.

**(30) WITH MINORITIES**

- #1. **Unacceptable**: Displays evidence of prejudice, bias or pity.
- #4. **Acceptable**: Appears open to diversity.
- #7. **Superior**: Understands cultural differences and effects on relations.

***Appearance***

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**(31) GENERAL APPEARANCE**

- #1. **Unacceptable**: Overweight. Dirty shoes and uniform. Poor grooming.
- #4. **Acceptable**: Neat, clean uniform. Well-groomed.
- #7. **Superior**: Well-tailored, clean uniform. Impeccable grooming. Command bearing.

In addition to specific narrative comments for behaviors rated as either (2) or less, or (6) or more, the FTO is required to select that particular performance which he/she thinks best describes the “most acceptable” and the “least acceptable” performances of the Probationary Officer for the rating period.

The FTO shall have the option of making any additional comments he/she feels would aid in the evaluation of the Probationary Officer. All ratings will be signed by both the FTO and the Probationary Officer.

Specific comments are required when the rater checks the NRT (Non Response to Training) column of the Evaluation Form. The column is used to reflect performance deficiencies that continue to occur after training.

Each of the thirty-one (31) categories must be addressed daily and marked with a numerical rating, (NRT) “Not Responding to Training,” or (NO) “Not Observed.” When a point value on the seven-point scale has been decided on by the FTO, it should be circled. The daily

observation report form is then presented to the trainee who writes the numbers circled by the FTO into the appropriate boxes at the far left-hand margin of the form. This process further ensures that the Probationary Officer being rated knows where he/she stands at any given time in a given category of performance.

# Phase 1: Weeks 1-3

## Agency Orientation

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

- A. Administration Bureau
- B. Field Operations Bureau
- C. Professional Standards
- D. Detective Bureau
- E. Forensics Unit
- F. Jail / Juvenile Detention Rooms
- G. Locker Rooms
- H. Workout Room
- I. Break Room
- J. Briefing Room
- K. Records Bureau
- L. Parking Lot / Sally Ports
- M. Report Room
- N. Interview Room
- O. Dispatch
- P. Armory / Gun Cleaning Room
- Q. Sleep Room
- R. Intoxilyzer Room

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

## Report Writing

The trainee shall identify the proper report forms to be utilized in given situations (i.e. missing persons, DUI, found property, etc.) and where these reports can be found.

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

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

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

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

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

- A. Date, day, time, and vehicle number
- B. Name(s) of additional personnel and supervisor
- C. Type of incident
- D. Pertinent information
- E. Names of suspects, victims, witnesses, and reporting persons

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

The trainee shall demonstrate knowledge of how to use the Department's computer system for writing police reports.

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

The trainee shall exhibit an appropriate knowledge of the flow of completed reports and the relative importance of the information that they contain. The trainee shall review and explain agency policies on late reports, report approval and report rejections.

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

## Use of Force

The trainee shall explain agency policy regarding the use of physical force (*Manual Sections 8.0 & 8.2*).

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

The trainee shall explain what is meant by 'force options' and provide examples of each that would fall within legal and moral limits, to minimally include:

- A. Nonverbal/police presence
- B. Verbal (tactical communication)
- C. Physical (weaponless)
- D. Less lethal weapons, including:
  - a. Chemical Agents:

- i. The trainee shall explain the regulations governing the use of chemical agents, including the follow-up procedures for those to whom they have been applied, and the reporting procedures in cases where they were used.

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

The trainee shall explain applicable laws and policies pertaining to the differences between the use of force on adults and juveniles.

Use of Force – Adults / Juveniles								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

The trainee shall explain the legal ramifications and civil liability regarding the use of physical force for both the park ranger and the agency.

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

The trainee shall review and explain a park ranger's responsibilities associated with reporting and documenting use of force.

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

The trainee shall review and explain the Department's use of force review procedures.

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

### Department Policies Introduction

The trainee shall be introduced to and review agency rules, and regulations with emphasis on the policies of:

- A. Use of Force Policy 8.0
- B. Mission and Code of Ethics 2.0
- C. Hostile Workplace Administrative Regulation AR 425
- D. Computer / Network Use Administrative Policy

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



## Manual of the Downey Police Department

The trainee acknowledges that he/she knows where to access the police manual. The trainee is also responsible for reviewing and being familiar with its content.

Manual of the Downey Police Department								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

## Patrol Vehicle Inspections

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

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

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

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

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

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

## Vehicle Components

The trainee shall describe the location and use of basic vehicle components.

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

## Vehicle Maintenance

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

- A. The procedure for regular maintenance and service of city vehicles
- B. The procedure for turning in and requesting repair for a damaged or mechanically deficient vehicle
- C. Completion of proper forms/documentation
- D. City Maintenance Yards location and hours of operation

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

## Vehicle Mobile Computer Terminals (MCTs)

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

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

## Patrol Vehicle Operations - Safety

The trainee shall review and explain agency policy on approved driving techniques, including backing, parking, right of way violations, passing and excessive speed.

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

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

- A. Driver condition
- B. Vehicle condition
- C. Environmental conditions, including road surfaces
- D. Vehicle speeds
- E. Reaction time and distance
- F. Braking distance

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

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

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

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

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

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

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

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

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

## Use of Seatbelts

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

Tactical seatbelt removal (removing the seatbelt as the patrol vehicle slows just prior to safely coming to a stop, so the driver/passenger can quickly exit the vehicle) will be discussed by the FTO. The trainee will demonstrate when to appropriately use a tactical removal of the seatbelt. The FTO will continually monitor seatbelt use (and tactical removal of the seatbelt when appropriate) to ensure that the trainee is habitually wearing the seatbelt while on patrol, and is only removing it during a safe and opportune time, given the situation at hand.

Seatbelt Use during Routine and Emergency Driving Conditions and Tactical Seatbelt Removal								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

## Vehicle Operation Liability

The trainee shall review and explain the agency's policy regarding employee involved traffic collision investigation and reporting.

Agency Policy Regarding Officer Involved Traffic Collisions								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

## Radio Communications

The trainee shall review and briefly summarize agency policy on communications, demonstrate knowledge of the various frequencies/channels, demonstrate use of both the portable and in car radios control.

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

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

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

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

- A. Waiting until the air is clear before pressing the transmit button
- B. Pressing the transmit button firmly and speaking calmly and clearly into the microphone
- C. Avoiding over-modulation by speaking moderately into the microphone
- D. Knowing the meaning of "10-33 Emergency Traffic Only" and always saving routine and non-emergency transmissions until "emergency traffic only" status is terminated
- E. Knowing the call signs, assignments, and beat locations of other units in the area

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

The trainee shall properly utilize the radio to complete a crime broadcast. This description shall minimally include:

- A. Type of incident and number of suspects
- B. Complete known description of suspect(s), including height, weight, hair color and style, eye color, clothing description, and distinguishing characteristics

- C. Loss (if any), including approximate value and denomination of bills
- D. Weapon(s) used
- E. Vehicle(s) used
- F. Direction(s) of flight

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

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

- A. Voice control so as not to escalate the situation
- B. Control of response of other police units

Control During In-Progress Call								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

The trainee shall give examples where inquiries into a law enforcement information system would be necessary (10-28's & 10-29's, U.S. DMV). These may include:

- A. To locate information on lost, stolen, or recovered property, including vehicles
- B. To verify the validity of a driver's license, vehicle registration, or occupational license
- C. To report or locate a missing person

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

The trainee shall demonstrate knowledge of how and when to request emergent and non-emergency assistance.

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

## Patrol Techniques

The trainee shall explain the principle types of park ranger patrol (self-initiated, observation skills, directed enforcement, etc.).

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

The trainee shall explain discretion by giving examples of situations where a warning may be more beneficial.

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

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

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



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

The trainee shall know the jurisdictional boundaries and beats utilized by the Department.

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

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

- A. General population information
- B. Appropriate geographic information
- C. Recent criminal activity
- D. Specific factors that may influence patrol functions (i.e. location of emergency hospitals, high-activity areas, community activities and events, etc.
- E. Locations of interest such as banks, motels, schools, etc.

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

The trainee shall identify those locations and/or situations that exist that warrant frequent checks or extra patrols.

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

The trainee shall review and explain basic preventive patrol methods utilized by a park ranger:

- A. Frequent checks throughout the parks
- B. Fluctuating patrol patterns
- C. Maintenance of visibility and personal contact
- D. Daily individual patrol and community action plan

Crime Prevention / High Visibility Patrol Methods								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:					Incident #: _____ Case Report #: _____ <i>(if applicable)</i>			

The trainee shall review and explain agency policy on uniforms, appearance and replacing damaged uniforms and equipment.

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

## Missing Persons

The trainee shall review and explain the criteria for missing persons, critical missing persons and runaways.

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

The trainee shall review and explain the Department's policies and procedures for handling missing persons, critical missing persons and runaways.

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

The trainee shall explain the Department's policies and procedures for notifying supervision and/or the Detective Bureau in regard to missing persons, critical missing persons and runaways.

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

The trainee shall identify and explain the proper report forms to be utilized for handling missing person cases (i.e. missing persons face page, dental records release form, medical records release form, etc.) and where these reports can be found.

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

The trainee shall review and explain state law (including statutory reporting requirements) and the Department's policies and procedures regarding giving broadcast information associated with missing persons.

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

The trainee shall review and explain state law (including statutory reporting requirements) and the Department's policies and procedures regarding the timely reporting of missing persons.

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

# Phase 2: Weeks 4-6

## Community Relations / Professional Demeanor

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

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

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

- A. To protect life and property
- B. To maintain order
- C. Crime prevention
- D. Public education
- E. Delivery of service
- F. Enforcement of laws
- G. Community partnerships, such as:
  - a. Neighborhood Watch/Neighborhood Preservation
  - b. School Resource Officers
  - c. Any other agency-approved programs

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

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

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

The trainee shall explain the various methods by which citizens evaluate law enforcement agencies and their officers, including off-duty conduct and social media (*Manual Section 4.2.380*).

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

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

- A. Profanity
- B. Derogatory remarks
- C. Offensive terms regarding gender, race, ethnicity, sexual orientation, nationality, religion, and/or socioeconomic status
- D. Officious and disrespectful attitude
- E. Improper use of body language
- F. Improper cultural response

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

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

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

The trainee shall conduct phone conversations in a professional manner.

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

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

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

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

The trainee shall explain how the culture of the community can have an effect on the community's relationship with the Department.

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

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

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

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

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

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

- A. Is prohibited by law
- B. "Presents a great danger to the fundamental principles of a democratic society"
- C. "Is abhorrent and cannot be tolerated"
- D. Causes community distrust and harms police relations with the community
- E. May have legal consequences



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

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

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

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

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

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

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

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

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

The trainee shall discuss how the history of the community can have an effect on the community's relationship with the Department.

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

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

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

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

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

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

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

Community/Problem Oriented Policing and Community Priorities								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

The trainee shall describe the advantages of working with the community to find solutions to problems related to community safety and quality of life issues. Such dealings with the community can take place informally throughout an officer's shift or through formal programs such as Neighborhood Watch and Neighborhood Preservation.

Working with the Community to Solve Problems								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

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

Leadership in Community Developed Problem Solving								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

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

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

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

- A. A Park Ranger shall not engage in any conduct or activities on or off duty that reflect discredit on the officer, bring the department into disrepute, or impair its efficient and effective operation.
- B. Park Rangers shall conduct themselves in a manner that will foster cooperation among members of the department, showing respect, courtesy, and professionalism in their dealing with one another.
- C. Park Rangers shall not use language or engage in acts that demean, harass, or intimidate another.
- D. Park Rangers shall conduct themselves toward the public in a civil and professional manner that implies a service orientation and that will foster public respect and cooperation.
- E. Park Rangers shall treat violators with respect and courtesy, shall guard against employing an officious or overbearing attitude, shall not use language that may belittle, ridicule, or intimidate the individual, and shall not act in a manner that unnecessarily delays the performance of duty.
- F. While recognizing the need to demonstrate authority and control over criminal suspects and prisoners, Park Rangers shall adhere to the department's policy regarding use-of-force, and shall respect the civil rights of and protect the well-being of those in their charge.

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

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

Responsibility Regarding Unlawful/Unethical Acts by Other Employees								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

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

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

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

Handling Unethical or Criminal Conduct by Other Officers								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:					Incident #: _____ Case Report #: _____ <i>(if applicable)</i>			

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

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

Problems Associated with Unethical Decision Making								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:					Incident #: _____ Case Report #: _____ <i>(if applicable)</i>			

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

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

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

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

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

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

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

### Injured / Sick Persons

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

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

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

- A. Ignoring verbal abuse
- B. Avoiding excitement
- C. Avoiding unnecessary deception
- D. Requesting backup to minimize resistance
- E. Requesting an ambulance prior to confronting subject, if necessary
- F. Keeping the disturbed person in sight constantly
- G. Continual alertness
- H. Seizing firearms for safekeeping

Considerations When Handling or Dealing with Mentally Ill/Emotionally Disturbed Persons								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

The trainee shall identify and explain the health risks and using universal precautions with mentally ill or emotionally disturbed persons.

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

The trainee shall review and explain Department policies and procedures concerning found senile persons.

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



## Tactical Communications

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

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

The trainee shall identify and explain the benefits of tactical communication, including:

- A. Enhanced safety (reduced likelihood of physical confrontation and injury)
- B. Enhanced professionalism (decreased citizen complaints, personal and professional stress, and civil liability)

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

The trainee shall demonstrate an ability to perform in a calm, professional demeanor while de-escalating hostilities or conflicts (i.e., without resorting to physical violence).

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

The trainee shall explain and demonstrate the ability to use deflection techniques in response to verbal abuse. Every word that follows “but” should be professional language that is goal directed. Examples might include:

- A. "I appreciate that, but I need to see your driver's license, vehicle registration, and proof of insurance."
- B. "I understand that, but I need you to move your vehicle."

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

Given a scenario or an actual incident involving an uncooperative subject(s), the trainee shall be able to generate voluntary compliance using the five-step process:

- A. Ask (Ethical Appeal) – The subject is given an opportunity to voluntarily comply by simply being asked to comply
- B. Set Context (Reasonable Appeal) – The "why" questions are answered by the identification or explanation of the law, policy, or rationale that applies to the situation.
- C. Present Options (Personal Appeal) – Explain possible options
- D. Confirm (Practice Appeal) – Provides one last opportunity for voluntary compliance. For example, "Is there anything I can say to gain your cooperation at this time?"
- E. Act (Take appropriate action)

Five-step Process for Generating Voluntary Compliance								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

### Municipal Codes

The trainee shall demonstrate a working knowledge of the city's local ordinances and the proper format for documenting such offenses (misc. report, narrative on citation). These local ordinances shall minimally include:

- A. City Permits
- B. Business License
- C. Seizing Evidence
- D. Reporting Party Contact
- E. Adult and Juvenile Citations
- F. Referring Code Enforcement
- G. Administrative Citations

## H. City Prosecutor

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

## Property

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

- A. Lost / found property
- B. Safekeeping
- C. Personal property
- D. Bicycle reports

Disposition of Property Other Than Evidence								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

## Watch Commander Notifications / Log

The trainee shall identify and discuss need to inform the Watch Commander of any shootings, major crimes, unusual arrests, outside agencies in town, park ranger involved altercations, special events, and all incidents of unusual interest.

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

## On-Duty Injuries - Employees

The trainee shall review and explain the Department policies and procedures concerning on-duty injuries, including:

- A. Supervisory notification
- B. Documentation, including:
  - a. Medical treatment sought forms
  - b. No medical treatment sought forms
  - c. Exposure reports
- C. Medical facilities used by the City
  - a. Presbyterian Intercommunity Hospital – Downey Campus (P.I.H.)
  - b. Kaiser Permanente Hospital

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

## Leave Procedures

The trainee shall review and explain the Department policy concerning leave procedures, including:

- A. Sick Leave
- B. Emergency Leave
- C. Vacation Leave
- D. L.O.T. Leave

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

## Malicious Mischief/Vandalism

The trainee shall identify the aspects of vandalism to include:

- A. City Property
- B. Report vs Incident Number

- C. Misdemeanor vs. Felony
- D. Value Assessment / Damage Formula
- E. Tagging Crews
- F. Gang Monikers
- G. Photographs of Damage
- H. City Graffiti Removal

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

### Auto Theft

The trainee shall identify the aspects and considerations of auto theft to include:

- A. Timely Reporting
- B. Locating Prints/Evidence
- C. Witness Info/Notification to Reporting Party
- D. Unreported Stolen/Arrest
- E. Crime Broadcast/Required Info
- F. CHP 180 Form
- G. Private Party Impound/Repossessions
- H. Recovery Reports
- I. Embezzled Vehicles
- J. Civil Matters

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

### Burglary Investigations

The trainee shall identify the aspects and considerations of burglary investigations to include:

- A. Auto/Residential/Business
- B. Approach and Containment
- C. Broken windows and open doors
- D. Suspicious Vehicles and Persons

- E. Investigation Reports/Probable Cause Arrests
- F. Supervisor/Detective Notification
- G. I.D. Requests
- H. Alarms/Audible and Silent Alarms
- I. Commercial Burglary/Shoplift
- J. False Alarms/Notices

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

### Grand Theft / Petty Theft

The trainee shall identify the aspects and considerations of theft investigations to include:

- A. Property/Person/Vehicle
- B. Shoplift
- C. 666PC
- D. Citizen Arrests
- E. Cite vs. Booking
- F. Juveniles
- G. Trick or Device
- H. Bicycle Reports

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

# Phase 3: Weeks 7-9

## Enforcement Contacts

The trainee shall review and explain the use of the radio when conducting an enforcement contact.

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

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

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

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

The trainee shall explain why park ranger should not argue with a violator.

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

The trainee shall explain the process of writing and issuing a citation.

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

The trainee shall explain discretion during an enforcement contact by giving examples of situations where a warning may be more beneficial.

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

The trainee shall recognize that the required signature of the violator on a citation is not an admission of guilt, but a promise to appear (PTA).

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



The trainee shall review and explain California law and the Department's policies and procedures concerning violators who refuse to sign a citation.

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

The trainee shall review and explain the Department's policies and procedures concerning voiding a citation.

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

The trainee shall explain the advantages matching the vehicle's identification number to the license plate.

Matching VIN's and Plate								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

The trainee shall explain the advantages of obtaining a thumb print along with a signature on a citation.

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

### Suspicious Incidents

The trainee shall explain and demonstrate the handling of a suspicious incident call at a park.

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

### Civil Disputes

The trainee shall identify the aspects and considerations of civil disputes to include:

- A. Keeping the peace
- B. Repossessions
- C. Business disputes
- D. Small claims court
- E. Court orders
- F. Referral to sheriff's department

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

## Conflict Resolution

The trainee shall discuss how to deal with hostile individuals.

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

The trainee shall discuss the advantages of using audio / video recorders to record interactions with hostile individuals.

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

## Evidence Booking

The trainee shall explain the Department's rules, policies, and procedures regarding the processing / booking / storage of evidence. These shall minimally include:

- A. Proper evidence envelopes and tags
- B. Evidence lockers
- C. Property descriptions
- D. Marking for Forensics
- E. Weighing and packaging
- F. Narcotics
- G. Currency & valuables
- H. Firearms & knives
- I. Miscellaneous weapons
- J. Explosives & ammunition
- K. Air tanks
- L. Blood & urine
- M. Handling in field / station
- N. Preservation of evidence
- O. Bicycles
- P. Syringes
- Q. Forensic Specialist Responsibilities
- R. Chain of custody

- S. Handling in court
- T. Prisoner property

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

### Communicable Diseases

The trainee shall identify the aspects and considerations of communicable diseases to include:

- A. Handling the sick / injured
- B. Use of latex gloves, mask and / or spit mask
- C. Exposure procedures / supervisory notification
- D. Department Policy
- E. "Universal Caution" advisement

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

### Vehicle Reports

The trainee shall identify the aspects and considerations of vehicle reports to include:

- A. 72 hour notification / tow
- B. Abandoned public
- C. Impound and storage authorities
- D. Release procedures

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

## Traffic Collision Reports

The trainee will review and explain the policies and procedures associated with traffic collision reporting shall identify the proper report forms to be utilized. This shall minimally include:

- A. Reporting policy
- B. Investigation reports (CHP-555)
- C. Property damage only reports
- D. Exchange of information
- E. Incident number only
- F. Where to turn in traffic collision reports / citations
- G. Submitting collision reports and DUI reports together

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

## Traffic Collision Investigations

The trainee will review and explain the policies and procedures when handling a traffic collision investigation, including:

- A. Appropriate response
- B. Securing scene
- C. Checking for injuries
- D. Requesting paramedics / fire department
- E. Assessing severity / advising "S-Code"
- F. Requesting Forensics for photographs
- G. Traffic detective notification
- H. Contacting involved drivers, passengers and witnesses
- I. Determining primary collision factor
- J. Issuing citation for primary collision factor
- K. Collection of evidence
- L. Measurement of skids, area of impact(s), point(s) of rest

## M. Diagrams

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

## Traffic Control

The trainee will review and explain the policies and procedures when conducting traffic control, including:

- A. First responder duties
- B. Signal boxes / skeleton key
- C. Requesting Public Works / Edison / phone company for repairs
- D. Cone & flare patterns
- E. Directing traffic
- F. Use of reflective safety vest
- G. Requesting Community Service Officers for traffic control

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

## Traffic Enforcement

The trainee will discuss the policies and procedures associated with traffic enforcement and demonstrate a working knowledge of associated law, including:

- A. Identifying moving violations
- B. Identifying equipment
- C. Identifying municipal code violations
- D. Identifying pedestrians violations
- E. Use of the vehicle code
- F. Driver license status (none issued, expired, suspended, expired with pending application within one year, permits)
- G. Notice of service of suspended or revoked license
- H. Owner responsibility citations (4000(a)&(b) VC)
- I. Change of venue (40502(b) VC)

- J. Affidavits
- K. Refusal to sign (40302(b)(c) & 40504(a) VC)
- L. No satisfactory evidence of identity (40302(a) VC)
- M. Thumb prints (40500(a) & 40504(a) VC)
- N. Eligible for dismissal (40610(b) VC)
- O. Voiding citations
- P. Declaration for continuance
- Q. Court dates
- R. Multiple officer names on a citation

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

### Impounding Vehicles

The trainee will review and explain the policies and procedures associated with impounding vehicles, including:

- A. Authorities (22651, 22655, 14602.6 VC)
- B. Vehicle inspection and inventory
- C. Release policy
- D. Contract tow services

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

### Hazardous Material

The trainee will review and explain the following policies and procedures for exposure and / or responses to hazardous materials, including:

- A. Environmental factors such as wind and rain when responding into an area
- B. Evacuation and traffic control
- C. Emergency response guidebook
- D. Fire Department Haz-Mat Team
- E. Disposal / Cleanup

- F. Issued Haz-Mat gear
- G. Department Policy
- H. Exposure report and medical treatment

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

### Alcoholic Beverage Control (A.B.C.) Laws

The trainee shall identify the aspects and considerations of enforcing A.B.C. laws, including:

- A. Citations and reporting procedures
- B. Applicable Municipal Code laws

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

### Indecent Exposure

The trainee will discuss with the FTO the following procedures and training points for Indecent Exposure investigations:

- A. Misdemeanor vs. Felony
- B. Juvenile Sensitivity
- C. 314.1PC / 647(a)PC
- D. Interview of the Victim, Witnesses, and Suspect

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



## Administrative Procedures

The trainee will discuss with the FTO the following procedures and documentation regarding Administrative Procedures:

- A. Internal Affairs / Professional Standards
- B. Personnel Complaints
- C. Ethics
- D. Code of Conduct

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

## Court Preparation / Testimony / Demeanor

The trainee shall explain the value of impressive and professional courtroom demeanor and appearance.

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

The trainee shall identify and explain principles of effective testimony. These principles shall minimally include:

- A. Honesty
- B. Clarity
- C. Brevity
- D. Objectivity
- E. Poise
- F. Testifying to known facts only
- G. Making proper eye contact with the judge and jury

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

The trainee shall explain the value of furnishing testimony in a professional manner, even when confronted with attorneys that are:

- A. Irate
- B. Offensive
- C. Threatening
- D. Argumentative
- E. Overly friendly

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

The trainee shall recognize that perjury and the falsification of police reports are crimes (Penal Code 118.1, Brady v. Maryland, 373 U.S. 83 (1963)) and may result in the following consequences:

- A. Criminal and civil action against the officer
- B. Irreparable damage to the officer's credibility (Brady List)
- C. Irreparable damage to the prosecution of a case
- D. May result in civil actions against the Department

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

The trainee shall demonstrate the ability to prepare and furnish courtroom testimony in such a manner as to promote professionalism and the administration of justice, which minimally should include:

- A. Reviewing all reports
- B. Reviewing all evidence
- C. Reviewing all audio and video recordings
- D. Revisit of the scene
- E. Contacting the handling detective

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

The trainee shall be familiar with the local courthouses. These shall minimally include:

- A. Downey Superior Court
  - a. Traffic Division-Testimony/Traffic Excusal Form
- B. Norwalk Superior Court
- C. Los Padrinos Juvenile Court

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

The trainee shall review and explain the Department's practices and policies concerning the subpoena process, including the electronic subpoena system.

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

The trainee shall demonstrate the ability to prepare and furnish courtroom testimony in traffic court hearing:

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

The trainee shall review and explain the Department's practices and policies concerning the bringing evidence to court.

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

### Courtroom Testimony

The trainee will discuss with the FTO the following procedures and training points for Courtroom Testimony:

- A. Courtroom Demeanor, Attire, and Protocol
- B. Testimony on the stand
- C. Investigating Officer

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

The trainee shall observe Traffic Court testimony at Downey Court.

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

The trainee shall observe Criminal Court testimony at Downey or Norwalk Superior Court.

Criminal Court testimony at Downey or Norwalk Superior Court								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Name	Date	Name	Date		Name	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:						Incident #: _____ Case Report #: _____ <i>(if applicable)</i>		

# Report Log

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In this section the trainee will record the DR# of an actual incident he/she handled in the appropriate category. It is possible that a trainee may not handle a particular crime, such as a 187 PC, during their training period. The FTO may retrieve a 187 PC report from Records, and discuss it with the recruit. The DR# will be entered in the appropriate category, and the word "MOCK" should be written above the DR#. Another method would be to have a "MOCK" situation, and the FTO would discuss the appropriate report. With this method, simply write the word "MOCK" where the DR# would normally be entered. In addition to recording DR'S for reports completed by trainee, FTO shall correct and retain in the training manual all original reports that require rewriting.

## PENAL CODES

166.4	DR#	DR#	DR#
242	DR#	DR#	DR#
243(A)	DR#	DR#	DR#
314.1	DR#	DR#	DR#
415	DR#	DR#	DR#
417	DR#	DR#	DR#
459 COMM	DR#	DR#	DR#
459 RES	DR#	DR#	DR#
484	DR#	DR#	DR#
537(A)1	DR#	DR#	DR#
594	DR#	DR#	DR#
537(E)(A)	DR#	DR#	DR#

## MISCELLANEOUS REPORTS

SUPPLEMENTAL	DR#	DR#
INJURY	DR#	DR#
MISSING PERSONS	DR#	DR#
LOST PROPERTY	DR#	DR#
FOUND PROPERTY	DR#	DR#
DEATH	DR#	DR#
MENTAL/5150WIC	DR#	DR#

## VEHICLE CODES

10851	DR#	DR#
22651(O)	DR#	DR#
22651(P)	DR#	DR#
23152	DR#	DR#

## TRAFFIC COLLISION REPORTS

<b>LONG FORM</b>	<b>DR#</b>	<b>DR#</b>
<b>SHORT FORM</b>	<b>DR#</b>	<b>DR#</b>
<b>20002(A)</b>	<b>DR#</b>	<b>DR#</b>
<b>H&amp;R DELAYED</b>	<b>DR#</b>	<b>DR#</b>

## ADDITIONAL REPORTS

<b>451</b>	<b>DR#</b>	<b>DR#</b>
<b>470</b>	<b>DR#</b>	<b>DR#</b>
<b>496</b>	<b>DR#</b>	<b>DR#</b>
<b>503</b>	<b>DR#</b>	<b>DR#</b>
<b>602(L)</b>	<b>DR#</b>	<b>DR#</b>
<b>4149 B&amp;P</b>	<b>DR#</b>	<b>DR#</b>
<b>4103 DMC</b>	<b>DR#</b>	<b>DR#</b>
<b>4109.5 DMC</b>	<b>DR#</b>	<b>DR#</b>

<b>Report Type</b>	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>
	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>
	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>
	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>
	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>
	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>
	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>
	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>
	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>
	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>
	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>
	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>	<b>DR#</b>

# FTO Program Completion Record

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The Field Training Officer Program Completion Record form contained on the following page shall be completion by the trainee, all his/her field training officers, the FTO program manager and the Chief of Police following the trainee's successful completion of training.



## FIELD TRAINING PROGRAM COMPLETION RECORD / COMPETENCY ATTESTATION

Trainee	Employee #	Date of Completion
Name of Field Training Officer	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

# Exit Interview

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1. What would you do to improve the program?
  
2. What was the best part of the training?
  
3. What part of the training program needs improvement?
  
4. Identify the training officers who you learned the most from.
  
5. What abilities, methods or techniques did each of your training officers use which helped you to learn.
  
6. Did any training officers use methods or techniques which inhibited your training?  
Yes            No
  
7. If yes to #6, what were those techniques or methods?
  
8. Were there enough exercises such as tests, role playing, etc.?
  
9. Are there training subjects that should have been covered more thoroughly?
  
10. Are there training subjects which should have had less time and effort devoted to them?
  
11. Does the FTO Manual sufficiently cover the subject matter you expected to learn as a trainee?

12. If no to #11, what material needs to be added or corrections need to be made to the manual to further assist you in your training?

13. What suggestions do you have for other trainees who are about to enter the training program?

14. Is there anything that supervisors on the training committee should be doing which will improve training?

15. Please provide any comments, suggestions, or observations about the training program you wish to share?

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Park Ranger / Employee #

# FTO Critique

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

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

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

This critique is for FTO: \_\_\_\_\_ Phase: \_\_\_\_\_

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

Training            %            Evaluation            %

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

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

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

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

POOR      FAIR      AVERAGE      GOOD      EXCELLENT

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

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

POOR      FAIR      AVERAGE      GOOD      EXCELLENT

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

POOR      FAIR      AVERAGE      GOOD      EXCELLENT

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

POOR      FAIR      AVERAGE      GOOD      EXCELLENT

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

POOR      FAIR      AVERAGE      GOOD      EXCELLENT

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

POOR      FAIR      AVERAGE      GOOD      EXCELLENT

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

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

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13. Were there any conflicts with the FTO's training and your academy training?

YES \_\_\_\_\_ NO \_\_\_\_\_

If there were conflicts/discrepancies, please explain.

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

If yes, in what context did they occur?

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15. Please list any additional comments or suggestions here.

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Trainee Signature \_\_\_\_\_

Date \_\_\_\_\_