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INTRODUCTION

The Field Training Officer program was developed to assist Field Training Officers in training new officers according to standardized guidelines and to enhance the ability of new officers to fulfill goals and objectives of the Department. It cannot be overemphasized that there must be strict adherence to the standards set forth in this program.

The Field Training Officer must realize that he/she has multiple roles: teacher, model, reference library and supervisor. These roles are simultaneously displayed while engaged in training a new officer.

For each of the five phases there is a list of critical tasks, which, each trainee must competently perform. Contained within this manual, at the beginning of each phase, is a list, which, is identical to those provided to the trainee and should be used by the FTO as a quick check-off guide. Following the overview of critical tasks is a detailed description of what elements are contained in each of the critical tasks and comprise what the FTO is expected to ensure the trainee learns. This detailed description is not given to the trainee, but is instead a guideline for the FTO.

A sign-off sheet for each individual area of job performance accompanies the critical task list given to each trainee. The sheets have spaces to indicate the date the task was demonstrated and the date the task was performed by the trainee, each of which must be initialed by both the trainee and the FTO. A space has also been provided for any comments that the FTO deems necessary. When all sub-areas listed on an individual sheet have been performed by the trainee with a satisfactory degree of competency, the task list sheet is then signed by the FTO attesting to the competency of the trainee. The FTO is required to carry the entire set of critical task lists throughout the training cycle and the FTO should review this list with the trainee on a daily basis.

This daily review serves two functions:

- As a check to ensure that the trainee has retained what was previously learned.
 - If performance of the trainee falls below a previously designated “competent” area, the FTO should line out the original competency signature, date it and document the action on the “Daily Observation Report” (DOR).
 - If the performance so warrants, a remediation worksheet should be completed.
- To identify those areas not completed during a current phase and in need of remediation during the following training phase. Again a remediation worksheet should be completed.

FIELD TRAINING PROGRAM

The Field Training Program of the El Monte Police Department was designed to be structured program wherein the trainee moves through a series of phases. Each phase has a distinct set of objectives wherein the trainer and trainee have a clear set of teaching and learning responsibilities they must perform toward achieving those objectives.

The individual training officer must note this phased approach to field training was designed to standardize the training process, both in the way of subject matter as well as the overall duration of training. Each training officer must therefore make a concerted effort to stay within the perimeters set forth in this program and ensure that the trainee passes through each phase within the time periods described. It is realized that various circumstances, including the abilities of the individual trainees, can and often do require an extension of the training process. With this in mind, the El Monte Police Field Training Program has identified and implemented a five phase program consisting of five core phases.

The following is a breakdown of the individual phases and their time lines. For a comprehensive review of the objectives and subject matter covered in each phase, refer to the Phase Field Training Guides.

Phase I:

- *ORIENTATION TO FIELD ENFORCEMENT AND DEPARTMENT POLICIES/PROCEDURES (TWO WEEKS):*

Organizational/facility review. Discussion of training process and expectations. Orientation to field enforcement and departmental policies/procedures.

Phase II:

- *INTENSIVE/PRIMARY TRAINING PHASE (FOUR WEEKS):*

Emphasis on participatory learning; trainee observes FTO and gradually assumes more responsibilities. Academic knowledge is tested (aided by study guides and quizzes).

Phase III:

- *TRANSITIONAL PHASE (FOUR WEEKS)*

Initial assignment to the Traffic Section for one day and one half day with Dispatch and Data Management. Trainee/FTO roles are now reversed. Trainee should now be able to begin full responsibility as a partner.

Phase IV:

□ *ADVANCED PHASE (FIVE WEEKS)*

Initial assignment to one week in specialized units, such as Community Relations, Investigations Bureau, Narcotics Task Force, POP, and half day with Air Support. Trainee performs all duties as FTO observes and evaluates while in an advisory role.

Phase V:

□ **FINAL EVALUATION/REMEDIAL OR EXTENDED TRAINING PHASE (TWO WEEKS)**

FTO determines suitability of trainee to function in a solo capacity at the end of this phase.

This is a two-phase purpose. Two conditions may exist that require a trainee to receive extended or remedial training in Phase V:

- The trainee did not develop at a pace dictated by the first four phases and fell behind in one or more phases. This should serve as a remedial phase.
- Due to other extenuating circumstances, the trainee lost training time that must now be made up.

Total Training Time: 17 weeks.

If after two weeks of training in Phase V, the trainee is not performing to standard, he/she may be released from the program and their probationary period may be terminated.

Duration of Exposure to FTO:

During the training process, each trainee will be exposed to a minimum of two FTO's. At a time period approximate to the eleventh week of training (beginning Phase IV), the trainee should receive a new training officer. This exposure will allow the department a second perspective on the trainee while giving the trainee additional perspective on the application of various enforcement practices.

WEEKLY STUDY GUIDES

Study guides are made part of the training program to, once again, create standardization in the training process. In this way some conformity can be achieved with the type of academic information taught while insuring that certain critical information is provided to the trainee. The FTO should consider these Study Guides as “lesson plans” to aid them in the presentation and discussion of information. With the Study Guides in place, it may help to lessen the burden of each individual FTO in developing their own lesson plans.

The FTO must keep in mind that the Study Guides are not an all-encompassing set of documents for providing information to the trainee. Although the guides serve to address critical job knowledge areas, the FTO must also refer to the FTO manual, as well as one’s own experience and knowledge. It remains important for the individual FTO to share with the trainee their own perspective of law enforcement and individual priorities.

Beginning the first week of Phase I, the first Study Guide should be presented to the trainee. One Study Guide should follow each subsequent week through the end of Phase IV. If at all possible, the Study Guide should be presented on the first day of each FTO/trainee workweek. This allows a full workweek, including days off, for the trainee to study and understand the information provided.

Much of the information in the Study Guides may require the FTO to review and become thoroughly knowledgeable with the information in order to given competent instruction and provide meaningful discussion with the trainee.

TRAINING GUIDES

The Training Guides have been put together to provide a progressive and structured training/learning process for the recruit officer.

It is impossible to write down everything an officer should know in a condensed form. In addition to the Department Manual, various codes, or any other training materials, these guides are designed to cover the major areas of learning. The trainee and the FTO are expected to bring up additional codes and hypothetical situations and their solutions for study during this training period.

The training guides are broken down into weekly areas of study, but they may be covered at any time. The weekly breakdown is designed to merely a minimum to be learned each week of training.

The trainee may keep the Training Guides for future reference.

EVALUATION

During the field training process, trainees must be guided, directed, and made aware of their progress through written evaluations. In this program, the written evaluations include Daily Observation Reports (DOR's), Weekly Supervisor Reports (WSR's), and End of Phase Reports (EPR's). The DOR's are the most crucial of the written evaluations. These evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program. The learning goals and performance objectives in the field training manual, the judgment used by the trainee, and the skills, knowledge, and competency demonstrated in performing the job-related duties of a patrol officer will serve as the basis for these evaluations.

Rating Behavior/Performance

Each category (listed on the DOR) is accompanied by a set of Standardized Evaluation Guidelines (SEGs). Our agency uses the "San Jose Model" which utilizes a 7-point rating scale. All trainees should be evaluated utilizing the solo patrol officer standard as the "acceptable" or "competent" standard.

The FTO's role is to examine the trainee's performance and choose the appropriate description as provided in the relevant SEGs. The FTO selects the description that "fits" the behavior that they are evaluating, i.e., 1, 4, or 7. Experience tells us that performance may be somewhat better or worse than those descriptors. In these cases where behavior is not "anchored" by the SEGs, the FTO must select the score. Although this may appear subjective, most field training officers, who have completed a basic field training officer course, will select one score over another because they are familiar with the job and have been trained to know "what it is supposed to look like." The most difficult part of the evaluation process for FTOs is to surrender their own opinion of what the trainee's performance should be. FTOs **MUST** rate the trainee pursuant to the language in the guidelines if the trainee's performance is consistent with the language of that guideline. FTOs **shall have no discretion in this matter**. It is the only way that objective evaluations will be accomplished. If the evaluator (FTO) uses the same measuring device (SEG), you should see the same results, the same scores.

Common Performance Evaluation Errors

The *ERROR OF LENIENCY* occurs when the rater assigns scores beyond those, which are deserved. In a FTO Program, this often occurs because the FTO introduces the variable of "experience" or the amount of time the trainee has spent in the program. In other words, the FTO recognizes the performance as less than adequate, but considers it "OK" given the amount of experience the trainee has had. The same performance, seen several weeks later, may result in the awarding of an Unacceptable score. If the performance does not change, the score should remain the same regardless of how long

the employee has been in the program. Standards don't fluctuate...a mile is 5,280 feet long no matter where in the country measure it!

The *ERROR OF PERSONAL BIAS* (also called the Halo or Horns Effect) occurs when the rater allows personal feeling about the employee to affect the rating. Particular "likes" or dislikes" limit appraisal objectivity. What is rated in the Field Training Program is whether or not an individual can do the job as described...period! This is seen most often when FTOs are not familiar with the guidelines and with the language therein.

The *ERROR OF CENTRAL TENDENCY* is seen when the rater routinely "bunches" scores toward the center of the rating scale. Some FTOs, not wishing to take time to document, will assign scores of 3, 4, or 5 routinely to avoid the "mandatory" reporting rule. Central tendency errors also occur when the rater does not give close attention to performance and, to be on the "safe side," or to avoid any controversy, rates in the middle of the scale.

The *ERROR OF RELATED TRAITS* happens when the rater gives the same rating to traits that he/she considers related in some way. The value of rating each trait separately is lost and the overall rating loses specificity.

The *EVENT BIAS* comes into play when one or two traits (or a particular behavior) dominate the appraisal. The rater may evaluate all remaining traits based on the dominant trait or performance. An outstanding bit of work or a severe mistake, not treated as an individual occurrence, may bring about the Halo/Horns Effect.

"*NO ROOKIE EVER GETS A 7*" (or Exceeds Standards, Superior, etc.) is a belief too often expressed. The SEGs should be based on real-life experiences and should not reflect artificial standards. While it may be difficult for many trainees to perform at a Superior level in a number of categories, that score could be attainable for some. There is no place for unrealistic expectations/goals in a job-related performance valuation system.

"*NOT ENOUGH*" improvement to get a higher score is judgment that an FTO may make when the trainee's performance is slightly better than that described as "needs improvement" performance in the SEGs. This posture is in violation of a rating rule that is part of the Behavioral Anchor approach. Any time performance exceeds the guideline definitions; the improvement must be graphically displayed. In other words, it must be "visible to the eye" via a greater score.

The *ROOM TO GROW*" theory has been around for a long time, too long as a matter of fact. The evaluator, wanting to "motivate" the trainee to work harder, assigns a score less than what the employee deserves. As human beings we know when we have done well and not so well. When someone fails to get recognition that they deserve they experience a loss, rather than a gain, in terms of motivation.

AVERAGING SCORES has no place in an evaluation system! FTOs who assign a score based on an average of the trainee's performance for the day have selected a score that is not accurate nor is it indicative of the true nature of performance. A trainee, stopping at thirty or more traffic lights during the day, goes through one without stopping. Some will say that "on the average" the trainee obeys traffic signals and an acceptable rating is given. It is not acceptable to go through a red light but the score suggests to the trainee that it is "OK". Additionally, no one will know what the trainee did unless the FTO includes a written comment about the fault. *Inconsistency results when the rater assigns an acceptable score but documents unacceptable performance.*

FTOs are often uncomfortable about giving an Unacceptable rating when a trainee has performed well in an area throughout the day with one or two exceptions. Objective evaluation requires that the rater acknowledge the mistake(s) by assigning a score less than Acceptable. The FTO **must** give the trainee an Unacceptable rating in an area regardless of how minor or infrequent the mistake when weighed against the trainee's otherwise good performance. The FTO will mediate hard feelings on the part of the trainee by adding documentation that acknowledges the good performance as well as the mistake.

Evaluation Comments/Narratives/Documentation

To make the most effective use of the narrative portions of written evaluations, it is most important for the FTO and Training Supervisor to remember the "goal" of documentation. To meet these goals, the documentation should be:

- ❑ CLEAR
- ❑ CONCISE
- ❑ COMPLETE
- ❑ CORRECT

The following suggestions will aid the FTO and Training Supervisor in accomplishing these goals.

- ❑ *Set the stage.*
Provide a description of the situation or conditions that are present when the trainee performs. This will allow the reader to more fully understand why the FTO is pleased or unhappy with the behavior.

Example: The trainee, using excellent defensive driving techniques, brought an eighty-mile-an-hour, high-speed pursuit to a successful halt.

- ❑ *Use verbatim quotes.*
It is sometimes clearer to report *what was said* rather than attempt to describe the effect of the words.

Example: The trainee, when logging an arrestee's property and finding \$565 in his wallet, remarked, "Where does a low life jerk like you get this money?" This angered the arrestee and resulted in an unneeded physical confrontation.

- *Report the facts, avoid conclusions.*
Let the facts speak for themselves. Do not form conclusions unless they are clear from the facts.

Example: The trainee lacks motivation or confidence. Despite training in vehicle violation stops, the trainee, although admitting that he saw the violation, had to be told to make these stops on five separate occasions.

- *Remember your audience.*
Who is going to read this report? Your boss will for one. It could also be a Federal Court Judge or a member of the Federal Appeals Bench, an Attorney for a trainee, a member of the union, or your immediate supervisor. Write as though someone, other than the trainee, will read your documentation.
- *Watch your grammar, spelling, and legibility. Avoid slang, jargon and swearing.*
Your credibility and professionalism are at stake. Be a good role model!
- *Speak to performance, not personality.*
Criticize the act, not the person. Criticizing the person brings about the defensiveness. While more difficult to do in written vs. verbal form, the "Impersonal" style of documentation relieves some of the stress.

Example: Rather than write, "You did a poor job of handling call..." try "Trainee Jones did a poor job of handling, etc..."

- *Use lists if appropriate.*
The use of a "List" approach will sometimes save time and space.

Example: The trainee when asked, failed to accurately identify the following 10-code definitions: 10-7, 10-8, 10-16, 10-28, 10-35 and 10-42.

- *Think remedial.*
What has been tried, how did it work, what will you try next? Got a plan or idea? Document it and the results thereof.
- *Use quantification whenever possible*
Quantification or the documentation of a standard that is familiar to every reader adds clarity to the definition.

Example: It took Trainee Jones five tries to successfully complete a burglary report. See attached.

- ❑ *Do not predict.*
Avoid statements such as “I am sure that Mary will, with a little more effort, be able to master the radio” or “Charley’s skills will no doubt improve as the weeks go by.” Rather than make statements of this nature, the FTO should write what the behavior should produce, i.e., “When Bill can complete reports of this nature within 30 minutes or less, he will be performing at an acceptable level.”
Predictions set up false and inaccurate expectations and goals.

Writing narratives should be no mystery to any person selected to be an FTO. If an FTO can write an acceptable report, he/she can write an evaluation narrative! A way to keep documentation of this type in perspective is to write as though you are telling a story to a close friend or coworker who was not present when the behavior was observed. Would you include all the details or talk in generalities? When in doubt, reread what you have written and then ask yourself if you would REALLY know what happened from what you have written. Another excellent approach is to have another FTO or Supervisor read you narrative. Do they have any questions? If so, your documentation may need some additional work.

Discussing Evaluations

The FTO and trainee’s discussion of the evaluation is extremely important aspect of the field-training program. Merely completing the evaluation and having the trainee sign it will not achieve the objective of a proper evaluation. Failing to hold a discussion serves to destroy the practical aspect of the evaluation system.

To preserve this practical aspect and put it to use, the performance evaluation must:

- ❑ Be understood and accepted by the trainee. This does not mean the trainee has to be in agreement with the entire evaluation.
- ❑ Be the basis for plans to help the trainee improve performance as needed.
- ❑ Give the trainee recognition for strong points and also call attention to weak areas.
- ❑ Result in a better understanding between the FTO and the trainee.

FTOs should allow ample time to discuss evaluations with trainees. Discussions should be held where privacy can be maintained with little or not interruptions. These discussions should be a “two-way conversation.” Trainees should be encouraged to express how they feel.

FTOs should listen to what the trainees have to say and not show disapproval when they do respond to the evaluation. FTOs should get across the idea that performance is being discussed and not a defense of the evaluation. Trainees should be encouraged to analyze their own deficiencies and motivations.

Once a discussion has been completed, the FTO should ensure that the trainee signs the evaluation and has the opportunity to provide written comments, if desired.

PERFORMANCE EVALUATIONS

Daily Observation Report (DOR)

The Daily Observation Report is to be completed by the FTO at the end of each and every shift the trainee is assigned to work during field training, including days where no evaluation is given (i.e., Orientation period, days off sick or injured, etc.). The DOR is used to record the trainee's performance, specific training or instruction presented, and any other information of importance related to the trainee's activities in the training program that day.

This report is the permanent record of the training's progress in terms of his/her performance and knowledge, the improvements that are needed, and the FTO's efforts to bring about change. It is the principle document used for determining the trainee's status in the program.

The form shall be completed at or near the end of each shift unless unusual circumstances exist. It is important that this documentation be provided as immediate feedback to the trainee.

The DOR is designed to rate observed behavior with reference to a numerical scale (i.e., 1, 4, and 7). The form lists specific categories of behavior (i.e., officer safety, driving skill, appearance, etc.). Each category must be rated or an indication made that the performance was "not observed" (NO) during the shift covered by that DOR. Circling or marking the appropriate number records the numeric rating, based on the Standardized Evaluation Guidelines for each category. Ratings such as Unacceptable, Below Standards, and/or Superior should be explained on the DOR Narrative form.

The DORs have a "NRT" box on the face form. "NRT" means Not Responding to Training. In addition to a numerical rating in the particular category, this box may also be marked or the box alone may be marked. "NRT" is assigned after reasonable remedial efforts have failed to result in improvement. Citing "NRT" is a serious step and is considered a "red flag" for the trainee and should get the commanding staff's attention. Simply put, if improvement is not made, termination may result. It is expected that there will be significant documentation about the problem before this step is taken. The decision to assign "NRT" is somewhat subjective but one that can be reasonably justified. The rater must first get a sense of the difficulty of the task. Is it an easy task or one that is rather difficult to learn? Once the difficulty or complexity is known, the rater then must get an idea of how many tries the trainee has had at task completion. What we are searching for in this process is the presence or absence of balance (i.e., Has the trainee had enough opportunities to complete the task given the difficulty?) If the answer is "Yes", "NRT" is appropriate. If "NO", continue with remediation.

Note: We must be sure that any remediation that may have been given is perceived as that likely to bring about the desired change. The **quantity and quality** of remediation

will be examined to ensure that the strategies employed would likely lead to improvement.

The “RT” found on the DORs refers to remedial training or the time spent by the FTO in the correction or review of previously taught information or procedure. When 15 minutes or more is spent in any one category, the FTO shall record the number of minutes in the appropriate box. If the FTO spends less than 15 minutes in the task area, a check mark or “X” is sufficient. The amount of time the FTO spends is based on an estimate and does not have to be accurate. A “reasonable” estimate, one that is reasonable to the trainee as well, is all that is required.

The DOR Narrative is designed for detailed comments. Both negative and positive performance should be noted by the FTO. Steps taken to assist the trainee in improving their performance should also be noted.

The Daily Report Activity Log is designed to assist the FTO with keeping track of what types of reports and investigations the trainee has completed.

All Daily Observation Reports are to be signed and dated by both the trainee and the FTO. These forms are also to be signed by the Field Supervisor and the Training Supervisor. The Field Training Supervisor must monitor the trainee’s progress through the review and signing of these DORs and a Weekly Report (WR).

Weekly Report (WR)

In an effort to ensure accountability, supervision, and participation from a higher level within the agency, it requires the Field Supervisor or a designee to complete an evaluation of the trainee’s performance and progress each week. The evaluation will be completed and administered to the trainee by the Field Supervisor or a designee. This report is useful not only to report a trainee’s performance, but also to serve as a check and balance of the FTO’s evaluation of the trainee.

The SWR contains a sentence in which the Supervisor advises the trainee that his/her performance for that week was either “acceptable” or “unacceptable”. Each week the trainee will be advised by the Field Supervisor or a designee as to the level of his/her overall performance for the week just completed. This report provides additional feedback to the trainee and opportunity for the trainee to discuss other training issues with a supervisor, if needed.

The SWR should be signed and dated by both the trainee and the Field Supervisor or a designee.

End of Phase Report (EPR)

At the end of each phase of training, FTO's will complete an End of Phase Report detailing the trainee's significant strengths and weaknesses, as well as a list of specific training provided during the phase, with recommendations for training during the upcoming phase of instruction.

In this report, FTO's will indicate their judgment as the actual level of performance demonstrated by the trainee. The EPR should be discussed in a field training staff meeting with the Training Supervisor, the trainee's current FTO, and the trainee's next FTO. Special training problems should be clarified with the development of a specific training regimen for the next phase of instruction.

The EPR should be signed and dated by the trainee, FTO, and the Training Supervisor.

Competency Attestation

It will be the responsibility of the primary FTO, upon the trainee's successful completion of the final phase of field training, to complete a competency attestation of the trainee's ability to perform the duties of a solo patrol officer.

After assuring that all the materials from the field training manual have been covered and signed off and after personally observing the trainee's acceptable performance in **all** of the functional areas or categories, the primary FTO will initiate a completion record/competency attestation form to be routed through the chain of command. This form should become a permanent part of the trainee's training record. This form should be signed and dated by the trainee, the primary FTO, the Training Supervisor, and the agency head (or his/her designate).

FIELD TRAINING GUIDE PHASE I

Phase I of the field training cycle spans the first two weeks in the field. The primary objective is to stress the importance of safety and cover responsibilities, with heavy emphasis in learning through observation.

What does learning through observation mean? Although Phase I is very heavily oriented towards observation, the trainee should not “sit back” and passively observe. Observation means actively recording all actions of the Field Training Officer so that by the second Phase, the trainee is capable of being a cover officer. The objective of field training is not to obtain a good evaluation, but to become a competent police officer. The trainee’s participation, based on careful observation, will be encouraged at all times.

The trainee’s first day in the field will include a beat/watch, station orientation. This will provide familiarization with the beat system and the location of the necessary supplies and equipment at the station.

The basic skills the trainee will be taught during the first week fall into two major categories: (1) those safety skills that have been identified as having a serious consequence of error; e.g., high risk vehicle stops, and (2) basic mechanical skills required for police situations with high frequency of occurrence and low consequence of error, e.g., traffic warning. The issue of traffic warnings is one of the most commonly engaged patrol practices. Any errors made can be quickly corrected. High-risk vehicle stops, on the other hand, occur very rarely. Here, however, the consequence of error can be death.

The following is a list of areas enumerated on the trainee critical task list. This list should be utilized by the FTO as a quick check off guide on a daily basis to ensure all areas are covered with the trainee and to identify those areas, which need to be stressed.

Overview of Training Program and Expectations

Discuss the five Phases of training, study guide process, the Field Training Manual, use of Training Guides, and the evaluation process.

Roll Call

Roll call is very important to a police officer. This is the time to prepare both mentally and physically. Roll Call is designed to provide updated information on wanted suspect(s), vehicles, in-service training, etc. This is also time to check appearance and personal equipment, before actually going to work.

Vehicle Inspection

Although inspecting the patrol vehicle is a very routine daily task, never underestimate its importance. Aside from the fact that the process ensures that the vehicle is operating properly, a thorough inspection may prevent embarrassing moments, such as having to explain unreported damage to the vehicle, or the patrol officer on the following watch finds a weapon, or evidence that a suspect left undetected under the seat.

Rules of Conduct – El Monte Police Rules and Regulations Manual

An overview of the various sections contained in section 340.3, with emphasis on a select number of sections.

Radio Familiarization

A thorough explanation should be given to the trainee of the unit radio, MDC, and light bar control unit. The purpose of each of the four radio channels should be fully understood by the trainee before any attempt at transmitting messages. It is beneficial to use radio codes in conversations to assist the trainee in becoming competent in knowledge of the radio codes. As the trainee progresses in this phase it is expected that the trainee will properly monitor radio traffic, know what major calls are progressing elsewhere in the city, and know how and when to properly transmit messages. By the end of this phase, the trainee should be fully responsible for all but the most urgent or complex communications.

Beat Plan Familiarization

The beat plan and geographic boundaries for the city should be fully explained to the trainee. Ensure that the trainee fully understands the street numbering system in use in the city along with the oddities: cul-de-sacs, county numbers, etc. Familiarize the trainee with the landmarks of the assigned beat in order that the trainee will be sufficiently familiar with his/her location if asked. The trainee should be able to competently use the city map by the end of this phase.

Driving Procedures and Skills

Police driving must serve as a model to the citizenry as the police vehicle is extremely distinctive. It is also recognized that the police officer, is also responsible for the simultaneous operation of a variety of electronic equipment as well as observation of the surrounding area for any criminal activity. The trainee should properly use safety equipment such as seat belts and rear view mirrors as well as allowing for sufficient room to maneuver should it become necessary. The trainee should fully understand the legal conditions necessary for Code 3, and Departmental policies that govern it. Vehicle pursuit policies should be thoroughly explained. The trainee should be able to demonstrate safe driving skills when conducting vehicle and pedestrian stops as well as proper speed while on patrol to ensure that accurate observations can be accomplished.

Basic Information Forms

In almost all police activities the most important single factor is obtaining and retaining facts. One of the easiest and most efficient ways of retaining this information is through the use of police reports. The police report also ensures that the information gets to the proper investigative unit. The Field Interview Card is one of the best learning/teaching aids available. This form will contain most of the information an officer will need on an individual to complete any other forms. In the area of basic forms, instruct the trainee in the proper use and reason for all departmental report forms.

Citizen Contacts

New terms associated with this topic are body language, spatial intrusion, and many more which help to understand why people become irritated for what seems to be no reason at all. Ensure that the trainee is aware of the effect of taking notes while conducting a field interview. Quite often valuable information is lost by the presence of the notebook. Spatial intrusion can be demonstrated as: "That distance that you feel is safe between the front of your car and the rear of the car in front of you. If a car pulls into this space, you'll feel uneasy until you can slow enough to regain that distance which makes you comfortable."

The same reaction takes place with people. Body language (stance, placement of hands, etc.) will directly affect the results of the contact. Be aware of these things and ensure that the trainee understands their importance. To demonstrate these points, try to find where the trainee feels threatened by standing progressively closer until that point is reached. Additional field contacts often lead to arrest. The trainee must be able to differentiate between citizen contacts (consensual encounters), detentions and arrests. When contact is initiated, many factors must be considered: time of day, surroundings, number of people, etc. Explain the legal basis for weapons pat down and stress the importance of accurately recording these reasons in the event an arrest is made.

Use of Force

Covers the Department's policy on force (basic overview in preparation for Study Guide 1). How does the law apply to private persons? Familiarity with 195, 196, 197, 198, and 198.5 P.C.

Commonly Used Facilities

Officers commonly use many facilities outside of the Department. These facilities, and the procedures involving their use must become familiar to the trainee. The trainee's ability to work in relation to these outside facilities will make the trainee's and other officer's job that much easier. Most important, this portion of training shows the trainee the necessity and the importance of having a good working relationship with other

officers and employees of departments and facilities utilized by EMPD. Refer to the trainee sign off sheet for a full list of facilities.

“Routine”: Radio Call Response

Acknowledge that there is **no such thing as a “routine” call**. Watch for the trainee to recognize that the possibility of a violent confrontation exist in **all** calls. Impress upon the trainee the fact that the police unit should be exited with all equipment: flashlight, baton, notebook, etc. This will provide the trainee with all the necessary tools to handle any routine situation that suddenly turns hostile. Being prepared, along with being observant, and following safety procedures will aid in preventing a fatal surprise. Using past experiences, discuss several “routine” calls with the trainee and ask about approach, where to park, who to contact and at what point it should be recognized that the situation is going sour.

“Routine” Vehicle Stops

Impress upon the trainee that there is **no such thing as a “routine” vehicle stop**. The vehicle that is stopped on a minor infraction may be the same care that was just involved in an unreported robbery or aggravated assault. When making vehicle stops, stress to the trainee that initially, every vehicle stop is an “unknown” and every stop should be made with this in mind. A training officer should explain the value of recording or calling in the license plate number of the vehicle being stopped **before** initiating the traffic stop. Ensure that the trainee is aware of proper vehicle positioning and the necessity of having all the required equipment before approaching the violator’s vehicle. Have the trainee practice making routine stops on cars parked in parking lots or side streets and critique each one. Once the trainee is able to affect the vehicle stop correctly, practice making contact with the FTO, acting as the driver. Is the trainee able to explain the reason for the stop to the motorist and what action is going to be taken? Does the trainee explain what action the motorist must take to clear the citation, by what date it must be done, and the location of the court?

One good training method would be to have the trainee practice issuing a citation on a photocopy and point out any mistakes, if any.

Traffic Control

Traffic control is one of those police functions that no one likes to become involved in, but it is a necessary part of the duties sometimes assigned. A trainee should have a good working knowledge of the different methods that are used to control both vehicular and pedestrian traffic. The trainee should be instructed in the use and proper placement of such equipment as flares, cones, barricades and the police unit. It is important to emphasize to the trainee that high visibility is necessary in performing this function so the drivers and pedestrians will know who is in charge. Impress upon the trainee that the most important job while directing traffic is to let the drivers and pedestrians know what

they are to do. In order to accomplish this, the trainee should have a good working knowledge of the hand signals and signaling aids.

Have the trainee perform some traffic control functions on a vacant parking lot and then perform a critique.

Arrests

This section is one of the most important areas that an FTO will teach. The laws surrounding this topic stem from the Constitution and case law, which affect all police. Discuss laws pertaining to arrest in the Penal Code (section 834 through 840 P.C.) and those in California Vehicle Code (43002a V.C.). Insure that the trainee knows when to issue a misdemeanor citation (853.3).

Talk a trainee through an arrest, discussing officer safety, pat down, body searches, restraint holds, and handcuffing techniques.

Explain the difference between a detention and an arrest. Explain the legal basis for both, and from where it was derived.

High Risk Vehicle Stops

This is usually referred to as a felony stop, but do not use that term with the trainee. The reason for this is because we have found that some officers will not use this type of stop when necessary, such as a 417 P.C., because it is not a felony. The term high risk should be used to avoid confusion.

The high-risk stop is rare, but if done wrong, can bring about death or serious injury. Explain the techniques and stress officer safety above all else.

Departmental Facility Familiarization

This section covers all the resources that the department has and what a field officer has access to. Explain to the trainee all the different functions that each division has and its responsibilities.

Supervisor's Vehicle

The supervisor's car carries special equipment, i.e., bullhorn, bolt cutters, cameras, etc., and the trainee should be familiar with the equipment because of the frequency of its use. Ensure that the trainee knows how to request the supervisor and specialized equipment.

Officer Safety

Identify and explain the importance of physical, mental, and emotional conditioning in officer survival. Discuss and demonstrate the contact and cover officer tactics and

responsibilities. Discuss the roles of the contact and cover during and after a pursuit, felony car stop, or foot chase.

Off Duty Safety/Incidents

The following topics regarding off-duty officer safety and off-duty incidents should be discussed with trainee during this phase.

□ *Off Duty Officer Safety*

Concealed Weapons Carry

- Appropriate Attire.

Police Identification

- Flat Badge
- Police I.D. Card
- “Sanitized” Wallet

Attire Indicative of an Off Duty Officer

- Tee Shirts/Hats with Law Enforcement Graphics
- Oversized “Fanny Packs”
- “Vanity” License Plates/Stickers on Personal Vehicles

Education of Family/Friend

- “He’s/She’s a Cop!”

□ *Off Duty Incidents*

Need to Act vs. Duty to Act

- Being a Good Witness

Identifying Oneself to Responding Uniformed Police Officers.

- “I’m an Off Duty Police Officer. What do you want me to do?”
- Complying with Responding Uniformed Officers
- Be prepared to be “Proned Out”

Duty to Notify Supervisors

- EMPD Manual Section

Personal Liability

Educating Family and Friends

- Discuss a Plan of Action if You’re Placed in a Situation
- “Drop-a-Dime”
- Provide Your Physical Description to Local Law Enforcement

Study Guide Completion Inventory

As each Study Guide is researched, studied and discussed, the FTO should check off the appropriate section in this manual. In addition, the FTO should document in the evaluations any trainee's strong areas for improvement related to subject matter within the Study Guides.

FIELD TRAINING GUIDE PHASE II

Phase II of Field Training is four weeks in length. It concentrates principally on participatory learning. Having functioned primarily as an observer during Phase I, the trainee will now be expected to contribute more actively and assume more responsibility.

Basic skills review initiated in Phase I will be reviewed and further developed at this time, the major categories to be covered are:

Driving Procedures and Skills

Police driving must serve as a model to citizens who will be watching closely. It is recognized that while driving, an officer is also responsible for the simultaneous operation of a variety of electronic equipment as well as observing the surrounding roadway for criminal and other activity. During routine police vehicle operation, an officer shall always maintain complete control of the vehicle and obey all traffic laws. Areas to be checked are: Does the trainee drive slow enough on patrol to make accurate observations? Is the trainee using safety equipment, seat belts, and rear view mirrors? Is the trainee leaving enough room to maneuver if it becomes necessary?

Impress on the trainee that it will become necessary to back up officers in situations other than Code 3 responses. Explain that all other responses are responding immediately, **obeying all** traffic laws.

Talk through a high speed pursuit, department procedures on speed limits, when to back off, time of day, road conditions, reason for the pursuit, is it worth the potential injury to others?

The FTO should talk the trainee through all items that would affect all types of stops, time of day, location, and number of persons, circumstances leading to the stop.

Pursuit Policy

A discussion of Departmental guidelines and limitations, as well as Vehicle Code authorities and limitations.

Radio Communications

During this phase, the trainee will be responsible for all but the most urgent or complex communications. This is not an immediate expectation, but one, which the trainee is to achieve during this phase. The trainee should monitor all calls, not only the ones that he/she is assigned, but all calls involving adjacent beats. The trainee should be aware of suspect vehicle descriptions, large disturbances, or incidents, which are likely to entail further involvement. Ensure that the trainee understands the term “monitor the air” and is

aware of what it means. In contrast, will a trainee “jump in on” urgent or emergency traffic?

Have the trainee run a records check on every stop until satisfactory performance is achieved. Can the trainee tell what a “10-29” or “10-28” means? Does the trainee understand what Code 4 is and when to broadcast it? Has the trainee explained or demonstrated an understanding of the need to give the location and direction of travel when needed? Are his/her transmissions clear, concise, necessary and to the point? Is the trainee aware of the reasons why an officer must transmit a 10-97 on a call and why a 10-20 is automatically given when called by the dispatcher or when the first unit arrives at the scene?

Laws of Arrest and Jail Procedures

The trainee will have a basic knowledge of the Penal Code and its sections, but application and enforcement policy will be taught in the field. Talk through different arrests; i.e., felony, misdemeanor, and private persons arrest. Ensure that the trainee understands the difference between a misdemeanor committed in one’s presence and one committed not in one’s presence.

Once the decision is made to arrest, ensure that the trainee moves quickly to affect the arrest. Handcuffing suspects is a routine exercise, but if not done properly, it could lead to serious injury to an officer or another person. Be sure that the trainee is able to show proper procedures for safely applying and removing handcuffs from single and multiple suspects. Does the trainee know how to handcuff two/three or more suspects together? Is the trainee able to maintain control of multiple suspects?

The trainee should be questioned about the use of deadly force as it affects the arrest. Give situational examples and have the trainee explain the type of force, which should be used. The trainee should talk through a prisoner search while explaining what is being looked for and why. Is the trainee familiar with narcotics; how they are packaged and transported?

Ensure that the trainee is aware of improvised weaponry, how they are used and the effect of their use. Discuss with the trainee the various illnesses which affect personal behavior; epilepsy, diabetic reactions, etc.

Have the trainee explain what reports are necessary in different situations; warrant arrests, felonies, private persons arrests, misdemeanor citations, etc. The trainee should also understand the various subsections of 849 P.C., as well as how and why each is used.

Ensure the trainee knows the jail intake procedures, not only at EMPD, but also L.A. County Jail, and L.A. County Hospital Jail Ward.

The trainee must be fully aware of Constitutional obligations when an arrest is made. All Statute laws are governed by the freedoms guaranteed by the Constitution and the trainee

must understand the Constitution as it relates to search and seizure, detention and arrest. It is the responsibility of the FTO to ensure that the trainee fully understands and practices these Constitutional obligations.

Detentions vs. Citizen Contacts

In conjunction with category Laws of Arrest and Jail Procedures, the trainee will develop a working knowledge of case law (Study Guides 2 and 3), and understand the various “thresholds” that must be met in order to make a stop, make an arrest, and/or obtain successful prosecution.

Geography

The trainee should have a substantial understanding of where various city parks, schools, bars, banks, convenience stores, etc., are located. The trainee should establish the ability to find major streets and arteries in the city.

Information Gathering Techniques/ Report Writing

In this phase the trainee will be responsible for writing traffic citations and for conducting simple investigations, leading to completion of the report. Property forms, booking sheets and CHP 180’s should also be included in the trainee’s responsibilities.

During this phase the trainee will be made aware that it will be his/her responsibility to gather the necessary information for anything from a citation through a serious felony. The trainee will be required to demonstrate intermediate skills in information gathering and report writing. Stress the court’s premise that “if it’s not in the report, it didn’t happen.” Is the trainee familiar with the different routing of different reports?

The trainee should always carry and use the field notebook. Ensure that the trainee knows and understands the guidelines for the different types of reports. A learning tool that might be used is to give the trainee simulated reports and write the reports as homework. Introduce the trainee to judgment type decisions, i.e., (1) “Mom and Pop” grocery store held up with a \$10,000 cash loss, (2) a prostitute who says she was raped or (3) a school girl accusing a teacher of an alleged sex act. Can the trainee objectively evaluate citizen’s statement without being offensive or giving the appearance of disbelief?

Ensure all elements are present and are presented in the proper sequence.

Department Policies and Procedures

The rules and regulations are designed to give Department personnel guidance and support. It is the responsibility of each officer to be familiar with Department policy and procedures. All members will be required to exercise good judgment in determining a proper course of conduct in the general orders, special orders and administrative orders.

Department training bulletins are issued on a regular basis. They usually cover recent court decisions and outline new procedures. Individual officers should ensure thorough familiarization with each bulletin when it is issued.

Penal Code

A working knowledge of the most commonly used Penal Code sections will be developed.

Vehicle Code

The trainee will develop a working knowledge of the Vehicle Code and understand its importance as basis for probable cause.

Municipal Code

Cover basic code sections and those, which are applicable to police enforcement. The trainee should also develop insight as to how Municipal Code regulations and violations can be a tool for the development of probable cause.

Basic Field Tactics

A broad area of instruction, this section deals with a review of low risk vehicle stops (discusses in Phase I), high-risk felony stops, and crimes in progress, field searches, suspect control, etc. Hazardous call responses should also be covered through simulated training exercises if necessary to provide trainee exposure.

Impounds and Recoveries

The trainee should have a working knowledge of the required reports on both impound, stored, recovered vehicles and property. Discuss the different forms to be used and the routing of these forms once they are completed. The trainee should also be made aware of the SVS system. Does the trainee know the guidelines and laws (Vehicle Code, Penal Code, EMMC) as they apply to impound, stored, recovered vehicle and property?

Talk through a blocked driveway situation and the different enforcement avenues available. The last item is to ensure that the trainee understands the importance of identification numbers. Discuss the laws regarding the removal, alteration, or forging of identification numbers and how to handle the cases involving it. There are several good publications on the type of and location of VIN numbers available. Ensure that the trainee knows where these publications are kept and how to use them.

Weapons Control Laws and Improvised Weapons

In this situation, ensure that the trainee knows the laws that apply to weapon control (PC, CVC, EMMC). Most weapons and control laws are general intent laws, which means

knowledge of the illegality of the act is not an element of the offense. Is the trainee aware of the laws as they apply to special weapons such as dirks, nunchakus, etc.”

Give the trainee situations to determine knowledge of laws pertaining to plain view of concealed weapons. Can the officer make an arrest?

Beneficial training for the trainee could be a review of the Penal Code laws on concealed weapons and the definition of plain view. Check to see if the trainee knows the legal definition of “possession of a weapon.” Does the trainee know what constitutes a “loaded weapon?”

Review section 12031 P.C.

Discuss with the trainee some of the disguised weapons which have been seen or illustrated in Departmental Bulletins; i.e., wallet guns, pipe guns, shotguns in car door panels, belt buckle guns and daggers, butterfly knives and aerosol cans which can be used as flame throwers. These weapons have become more popular in the last few years and disguised weapons have killed several officers throughout the country. Advise the trainee that disguised weapons are not seen very often, and he/she should guard against becoming complacent.

Search and Seizure

This section reinforces Phase I, and will expand to include vehicles, structures and open area searches. The first step is to ensure legal grounds for the search. Can the trainee give the legal basis for the search as it applies to the timeliness; i.e., search of a vehicle due to its mobile nature? Is the trainee able to justify searching immediately rather than obtaining a search warrant?

In vehicle searches, a recommended method is to start at the front and move to the rear. Stress the difference between a “total” search and an “access only” search. This point can be demonstrated by a DUI stop. A trunk and hood search is not reasonable unless something is found during the “access only” search that will substantiate it. Probable Cause can usually be found if the officers are patient and carefully document suspicions. Using a unit, expose the trainee to several different types of stops; i.e., Cite, DUI, 211 and possible 187. Have the trainee tell what area of the car can be searched, how it is to be searched, and whether or not a search warrant should be obtained. This same type of training holds true for buildings. The trainee should be aware of “knock and notice” as it applies to searches as well as hot pursuit. The manner in which the search is to be conducted in a house should be talked through before one is attempted. Ensure that the trainee is aware of the possibility of “booby traps.” Stress not putting hands in an area not visually checked. Drug users will hide dirty needles under cushions of chairs and couches, and pockets as well as dresser drawers. Have the trainee use a diagram of the building to mark the location of contraband or evidence, as it is located. An open area search is usually conducted with the aid of a supervisor but the trainee should still be

talked through the situation before it actually happens. Explain the different types of searches: spiral, strip, and quadrant.

Hazardous Calls

This section addresses itself to calls, which by their very nature raise the officer's level of excitement and/or apprehension (i.e., burglary, robberies, rapes, etc.). However, we must not forget the so-called routine calls that accelerate into a hazardous situation.

The response and arrival to these calls demands sound patrol practices, which insure officer safety!

Discuss with the trainee the importance of knowing where they are going and what they are going to do when they arrive. Have the trainee practice "thinking like a crook." Where would the suspect go, where would they park their car, how would they react to seeing officers?

These types of calls put officers under stress and we have all experienced it. How did we react? What mistakes did we make in handling suspects, evidence and using the radio?

Discuss options that we have and the consequences of the choices, i.e., (injuries to officers, destruction of evidence, etc.).

Ambush Response

Ambush is a situation to which all officers may be exposed. It has and can develop from traffic stops. The possibility of an ambush should be in the back of all officers' minds. In all things a police officer does, the officer should constantly evaluate his circumstances and surroundings for cover and hostile persons. This does not mean that an officer should be in a constant state of paranoia, but rather a state of readiness and alertness at all times.

Narcotics/Dangerous Drugs

The trainee will have a basic understanding of the five Controlled Substances Schedules contained within the Health and Safety Code, as well as the main drug categories. The trainee should be able to recognize various types of illegal drugs and how they are typically packaged on the street. Recognizing symptomology of use and influence will also be covered. Pertinent enforcement sections are covered in the various Study Guides.

Ethics

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

Officer Safety

The trainee will continuously display good officer safety techniques and explain the role of contact and cover officer.

Leadership

The trainee will identify and develop effective leadership skills that provides purpose, direction, and motivation to co-workers and community members.

FIELD TRAINING GUIDE PHASE III

The trainee will be assigned to the Traffic Section for one day, Dispatch for one-half day, and with Data Management for one-half day during this phase. The trainee will learn the various traffic related functions such as accident investigations, parking control and drunk driving enforcement. Traffic related incidents consume much of an officer's time.

Upon completion of the day with Traffic Section, the trainee will spend one-half day with Dispatch learning proper radio communications and 911 system, and one half day with Data Management learning the legal ramifications of using confidential computerized information. The trainee will then spend three and one-half weeks with an FTO in patrol.

The concept phase of Phase III is the trainee should now be able to begin full responsibility as a partner, sharing the workload with the FTO. The trainee should be able to respond to radio calls, initiate activities, and carry contacts through to a conclusion, with minimal assistance from the FTO. Phase III is four weeks in duration.

Evidence Gathering and Disposition

Evidence gathering and marking is one of the most critical tasks in which a field officer gets involved. Cases are won or lost on evidence. In this section, stress to the trainee to correct ways to mark and preserve evidence.

Does the trainee know the difference in marking a bullet and an empty casing?

Advise the trainee about shoplifting cases in which the evidence is generally not retained by EMPD, but is kept by the store personnel making the actual arrest. When marking routine evidence, ensure the trainee knows how to mark evidence clearly and where it will be visible. Remind the trainee that when marking evidence, do not mark it in such a manner as to ruin the looks or condition of the property. The trainee must be made aware of how to book a loaded or unloaded firearm. Evidence held for fingerprinting is very critical. Ensure the trainee knows how to store this type of evidence. Let the trainee know what surfaces can be fingerprinted successfully. Cite situations in which it would be proper and advisable to request the lab technician to gather, mark, and preserve the evidence.

The trainee must be aware of the proper procedures for gathering and packaging of narcotics. This should include methods of checking the suspect's pockets for debris. Let the trainee know that certain items are booked into places other than the evidence lockers, i.e., refrigerated storage, and outside evidence room.

Advanced Information Gathering and Report Writing

The key to this section is legible, thorough, and accurate information. The trainee has already learned the basic investigative and reporting techniques; these skills must be transported to more complex situations such as driving under the influence of alcohol or drugs, robbery, and rape. In handling the above cases, the trainee will need to know how to compile the facts received into a more complex report. It will be important for the trainee to know when, during an investigation, a suspect should receive a Miranda warning. Driving under the influence arrests have to be handled in a thorough manner or else the arresting officer may look incompetent in court. The trainee must have all the elements of the stop in mind so the facts can be placed in proper sequence in the report. The report has to be filled out completely, noting all movements during the tests. Also, the trainee should know the Departmental policies on misdemeanor citations and releases. If the opportunity does not arise to arrest a drunk driver, simulate the coordination test, and the wording of the arrest report. The trainee must be aware of the tests for drinking drivers, and how they are administered. The trainee should also be aware of the CVC 13353 advisement and CVC refusal form.

Witness and suspect interviews are critical in robbery cases. When talking to these people, the trainee should go over the story several times to make sure the facts stay constant. Make the trainee realize that some people (witness or suspect) do not give information unless they are asked. Many of the witnesses will have to be guided. The victims of serious crimes may also have to be assisted in relating the occurrences. The trainee must obtain all suspect and vehicle information.

Rape cases are one of the hardest cases an officer has to handle. The trainee will have to learn how to interview a rape victim tactfully, in addition to getting all the elements of the crime (i.e., force, or fear, penetration). Also, show or tell the trainee where the physical examination should take place and why it is important to have it as soon as possible. The necessity of obtaining the victim's clothing as evidence must be made clear. Show the trainee where the rape/assault evidence kit is booked.

Non – Criminal Investigations

Almost any call can bring the trainee into contact with a mental patient. The trainee should be alert to spot disorientation, erratic movements, or other warning signs that a person is disturbed, not just upset. It is a good idea to take the trainee to Charter Oak Hospital to ensure knowledge of where it is and its layout. Talk to one of the doctors or case workers so that the trainee becomes more aware of the policies on commitment and why they do not accept everyone brought in. The doctor or caseworker could probably best discuss the philosophy behind 72-hour commitment. The trainee should know how to talk to mentally ill persons. These persons are generally not stupid and should not be talked down to. Carefully explain that certain words and references may trigger a violent response, especially if the person has been committed before. The officer should offer compassion and help. Remember that officers have been killed by disturbed persons. The key to handling a mentally disturbed person is to anticipate and not become complacent. Discuss the difference between eccentric or senile behavior as opposed to mental illness. The trainee should be made aware of the out patient clinics and

convalescent homes within and adjacent to the City. Patients often wander away from these facilities. The most important thing to remember when handling mentally ill persons is officer safety.

When investigating apparent natural death, is the trainee aware of what to look for at the scene of a deceased person? When is the field supervisor notified and what is the coroner's role in these cases?

These questions should be gone over in detail, since the trainee may actually be investigating a homicide.

Tactical Communication/Management Resolution

Identify the benefits of tactical communication. Understand and demonstrate the ability to use deflection techniques in response to verbal abuse. Identify an officer's basic responsibilities at the scene of a dispute. Identify various social service organizations, which are available within the city or county to render assistance in dispute situations. Discuss different techniques to use in given dispute situations. Identify and explain California civil and criminal law and agency procedures applicable to situations, which arise from landlord – tenant disputes. Explain the agency policy and procedure relative to typical policing problems, which occur during labor – management disputes. Explain the general rules that pertain to the repossession of items.

Collision Investigation and Traffic Control

While patrolling the beat, the trainee will encounter accidents requiring immediate attention. Ensure that the trainee can take charge at the accident scene. Discuss Officer's duties at serious injury, fatal, and hit and run accidents. One of the skills involved in investigating a routine traffic collision teaches the technique of separating the drivers, passengers and witnesses until completion of the interview. Check the thoroughness of the trainee's field notes for preparation of an accident report. Can the trainee explain when and how to tow a vehicle? Does the trainee understand the difference between public and private tows?

Ensure that the trainee understands not to make any statements at the scene concerning fault and try to minimize the hostilities between involved parties. During this phase, the FTO will ensure the trainee is able to accomplish certain mechanical tasks. These tasks include directing traffic by the use of hand signals, flashlights, how to safely light and extinguish a flare and how to lay a flare pattern that will best protect persons and property with due regard given to the presence of flammable materials and traffic flow. If these tasks do not come up during the phase, a mock situation or exercise should be set up.

Juvenile Procedures

The trainee should be aware of the fact that juvenile law is intended to protect and rehabilitate, not to incarcerate and punish. Any time a juvenile is arrested, he/she must be

advised of their Miranda rights, even if no questions are asked. Make sure the trainee is aware of all the necessary information to be obtained when juveniles are contacted/arrested (i.e., parents names, school attended, grade, etc.). Instill in the trainee that the juvenile's parents are to be contacted as soon as possible when a juvenile is to be detained for an extended period of time. The trainee should be aware of the relationship between the Juvenile Sections, school officials and other L.A. County juvenile services. Trainee should know to whom juveniles could be released: parents, older responsible family members, and responsible adult. Familiarize the trainee with why and when children are placed into Los Padrinos, and how to contact the juvenile Intercept Officer.

Disturbance Calls

Always approach the disturbance call with caution, as all disturbance calls are not the same. When a disturbance call is received the trainee should check out the scene of the disturbance for serious immediate hazards. Be very careful of the trainee's approach of disturbance calls. When it comes to mediating in a disturbance, remind the trainee to be a good listener. Is the trainee able to remember to separate the parties involved? After the situation is under control, does the trainee suggest referral agencies? Does the trainee know the difference between a family disturbance and domestic violence?

Watch the trainee carefully on disturbance calls involving civil disputes. Can the trainee tell the difference between criminal and civil complaint?

Disturbance calls at bars, or restaurants, can escalate very rapidly. It is important for the trainee to learn to separate the parties involved and, if possible, to get one or both of them outside so the mood inside the establishment will calm down.

Warrant Arrests

This section will cover warrant arrests, how to run 10'29s, and how to obtain abstracts. It is important for the trainee to know and use proper radio procedures when running 10-29s and 10-28s. Let the trainee practice running 10-29s off the air so the format can be learned. It should not take long for running inquiries to become second nature to the trainee. Have the trainee run as many persons for warrant checks as possible during field contacts in this phase. Explain how the CWS system works and how records obtains warrant abstracts when persons are wanted for crimes. Explain the difference between CWS, DMV FTA's, and NCIC systems and what information can be obtained from each one. Be sure that the trainee is aware of the requirements for day/night service and what constitutes a public place. For Example, would the trainee knock on someone's door at 10 o'clock at night with a warrant that is endorsed for day service/in a public place?

Explain 821 PC and 822 PC requirements on out-of-county warrants and NCIC hits.

Searches and Seizures

By the time Phase II has come, the trainee should have been exposed to most procedures for conducting searches. This phase should be used to reinforce the policies and

procedures to which the trainee has already been introduced. Again, stress safety, as a poor or incomplete search for weapons could cause someone serious bodily injury. The trainee should be able to show a working knowledge of the laws as they apply to search incidental to arrest. Does the trainee know how far to go on a search prior to an arrest (pat down for weapons)? Is the trainee able to conduct a large area search; i.e., 459 suspects hiding on a high school campus?

In a large search it is important to be able to coordinate the search to avoid having several officers checking the same area over and over again. To ensure the trainee understands the three different search methods, set up a simulated crime scene. The three types of search are strip, spiral, and quadrant. The strip search is long parallel lines, the spiral search starts in the center and works outward, and the quadrant divides the area in squares and searches each one. The trainee should be able to locate 75% of pre-designated physical evidence. When the trainee is searching a vehicle, is there some kind of plan formulated on how to search, or does the trainee just start checking in different areas at random. Remind the trainee to be careful when putting hands in places where sharp objects, such as hypodermic needles, or razors, could be lodged; i.e., between the seats in a car, pockets, under the carpet of a vehicle.

Use of Force

This will cover the Department Policy on the use of force. Discuss with your trainee the importance of documentation and the legal and moral ramifications involved when force is used.

Control of Persons / Prisoners / Mentally Ill

This will cover the officer's responsibilities when arresting adults, juveniles and mentally ill persons. Discuss and review the importance of officer safety when dealing with suspects and mentally ill persons.

Enforcement Policy

This phase should be used to review and reinforce Department policies on arrests, citations, citizen contacts, and personal behavior. Does the trainee know under what circumstances it is proper to issue misdemeanor citations?

Citizen contacts are good source of information and are an excellent public relations tool. Citizen contacts are effective, however, officers can get into trouble if they misuse them, such as frequent stops at bars.

FIELD TRAINING GUIDE PHASE IV

Phase IV will consist of two sub-phases. The trainee will spend one week in specialized investigations units, such as Community Relations, Investigations Bureau, Narcotic Task Force, and POP/Gang Office and the remaining four weeks in patrol with the FTO.

The trainee will be able to see how the work he/she performs as a patrol officer is related to the work done by these units. The concentrated time that the trainee spends with the units, will allow the trainee to begin developing expertise in this area. This should enable the trainee to more readily recognize violations in those areas when they are back in patrol and to handle these situations in a more professional and competent manner. While working these units, the trainee shall not be assigned to perform any obviously hazardous duties (e.g., entry team, undercover).

This phase of training, which is five weeks long, will cover advanced instruction in complex skills that were not covered in the first three phases. In this Phase of training, the FTO will act as an advisor. The FTO will cover the trainee's ability to function as an independent patrol officer.

The Complex skills to be covered during this Phase include:

Community Relations/Impact Program/Professional Demeanor

Identify roles encompassed in the El Monte Police Department's responsibilities to provide community service. The citizens of El Monte **expect and deserve** excellent community service. This will be accomplished through the IMPACT (Improving and Maintaining Public Awareness through Community Teamwork) Program. Ensure that the trainee understands the IMPACT Program emphasis on improving the quality of life for the citizens of El Monte. This is accomplished by contacting the residents and businesses in the officer's RD and by using all the available resources such as code enforcement, shopping cart retrieval, graffiti removal etc. The FTO will explain how to complete long and short-term projects in their respective RD's, how to recruit block captains and how to schedule RD meetings (park-meet-and greet).

The trainee will assist the FTO with his/her RD to learn and develop strategies to improve the quality of life for our citizens so the trainee will be fully prepared when assigned his/her own RD upon completion of the Field Training Program.

Professionalism in Traffic Contacts

Most officers don't like to go to court on traffic citations and none are fond of hostile, frustrating contacts with the public while enforcing traffic violations. Can the trainee make professional traffic contacts?

Not every stop will be a positive one. What should be stressed is that there are ways to change negative traffic contacts into every positive contacts and the FTO must instill these concepts in the trainee. A good working knowledge of traffic laws is important for good contacts. The trainee should know most violations are a result of someone taking unnecessary risks. A few basic aids the trainee should know for conflict-free contacts are:

- ❑ On the initial contact, tell the driver why the stop was made.
- ❑ Ask for the driver license and registration and move back to the curb.
- ❑ Do not berate the driver.
- ❑ Answer any reasonable question the driver may have, and questions about the reason for the stop. Answer in a friendly and courteous manner.
- ❑ Before the driver signs, advise the court date/time/location and the non-admission of guilt.
- ❑ End the contact with a pleasant salutation but don't act smug.

Observe the trainee on traffic contacts. Ensure that the trainee maintains a flexible approach. Advise the trainee of the proper procedure if a driver refuses to sign the citation.

Advanced Investigations

In this section, the FTO must prepare the trainee to act in an effective manner at a major crime scene such as a 187, 261, or 245 PC. As the first officer on the scene, they will be held responsible for making the preliminary investigation. The trainee's ability to evaluate a situation and to take immediate decisive action will have a definite effect on the case. How they will exercise judgment and take action from arrival until relieved will be a direct result of their training.

Realizing that there are no hard and fast rules that apply to every major crime scene, it still must be understood that some general guidelines do apply. The condition of the victim(s), type of crimes, presence of suspects or witnesses, relative fragility of evidence, and even weather and traffic conditions will dictate observation upon arrival and continues until the last report is completed. The FTO will ensure that the trainee is able to observe a crime scene for a period of time and describe the scene with at least 75% accuracy. A good exercise would be to have your trainee observe a liquor store or a supermarket and then quiz them on what they observed.

The on-scene responsibility belongs to the first officer at the scene and they must be ready to assign the arriving officers to do tasks that will assist them with the investigation. The first officer on scene must ensure the injured are cared for while also trying to protect the crime scene. A diagram should be made along with a rough outline

to show the sequence of events as they happen. The trainee must realize they cannot possibly do everything required at a major crime scene by themselves; therefore, they must be able to delegate tasks to other officers.

Although someone else may perform a task, they are responsible for including the results in the report. They must understand the overall responsibility is theirs even though one officer is recovering evidence, another officer is lifting prints, and another is conducting an area check for witnesses. It is up to them to coordinate and record the events as they happened. A good training aide is to have the trainee read several major crime reports and tell you their strong and weak points. An important item to be stressed with the trainee is that they do not give information to the press at the scene of a major crime unless it is cleared with the supervisor in charge at the scene. At the scene of a major crime, stress the importance of the first officer protecting the crime scene. The trainee must be able to tactfully tell other officers not to enter the crime scene.

Ramey Warrants

A review of home arrest requirements, recognizing “Ramey” situations, and preparation of a Ramey warrant.

Court Preparation and Testimony

The testimony that is given in court about incidents is the final step that an officer must take in a long progression of events. The final step can lead to the conviction or dismissal of the charges against a suspect. For this reason, it is very important that the trainee is taught the proper way to prepare and testify in court. In making preparations to testify in court, the trainee should be advised to review all written reports and any photographs that were taken of the incident. If possible the trainee should be instructed on how to pick up and take to court any evidence that is needed, being careful not to break the chain of evidence. The trainee should arrive at court in time to contact the DA that is handling the case and discuss it with him/her. The trainee should advise the DA of any weak points in the case so the DA can prepare for his/her presentation in court. The trainee should be reminded not to become defensive, hostile or overly friendly while on the stand.

Remember, every case cannot be won and any loss should be used as a training tool to improve upon the methods used to investigate, write and testify on cases in the future.

Subpoenas

Subpoenas are broken down into five types: criminal, civil, traffic, DMV Hearings, and depositions. Each should be reviewed with the trainee. Explanations should be given on how subpoenas are received, served and signed off. The trainee should be instructed on the proper method of preparing and submitting an overtime request for all off-duty court appearances.

Child Abuse and Neglect

This section deals with the conditions, which could be child abuse or neglect violations. The trainee will be given guidelines in determining the differences between the abuse vs. the neglected child. Neglect is the failure to provide necessities whereas abuse is physical or mental mistreatment. The trainee should know that abuse and neglect cases could be triggered by many different sets of circumstances. The most important idea to stress with these cases is to prevent a recurrence by immediately protecting the child. The trainee must know the law regarding abuse or neglect cases found in the Penal Code and Welfare and Institution Code. In the case of an abused or neglected child, does the trainee know what authority is used in taking the child from the parent's control?

The abuse and neglect cases have to be investigated thoroughly or else prosecution will be difficult and the City/officer may be held civilly liable for failure to take proper action in the matter. Carefully review all Departmental policies and procedures regarding child abuse/neglect. The trainee will view the one hour "Child Abuse" training tape.

Information Sources

In order for the trainee to be a complete and thorough field officer, the trainee must be aware of information sources available to him/her. Although the trainee was familiarized with these various information sources during the academy, it is unrealistic to expect him/her to remember how and why to obtain all the different types of data. For this reason, the FTO is charged with the working knowledge of the process of acquiring and interpreting the data. Is the trainee aware of the various information available from the records section, FI files, JDC, DOJ, NCIC, DMV, JAI, and WANT9. Other sources of information are the detective division, juvenile section, City Hall records dept., etc. All of the above information sources require certain amount of input from the other officer before the desired information can be obtained. When time allows, review the formats these sources require so the trainee will become familiar with the process.

Self-Initiated Activity

In this phase of training, the trainee must now be able to perform as if he/she is in a solo police unit. The training officer is now an observer and will only intervene when it is apparent the trainee is about to commit an error in officer safety. The trainee shall display good officer safety tactics, handle complex investigations, pedestrian checks, traffic stops, etc.

Officer's Bill of Rights

Review AB-301 and become familiar with the 3300 code of the California Government Code.

FIELD TRAINING GUIDE PHASE V

The fifth phase of field training is the trainee's last phase with an FTO. This training period will be two weeks long. The trainee will be assigned to his/her first FTO, if possible. The trainee's goal will be to demonstrate that he/she can now work as an independent police officer in a one-officer patrol unit. During this phase, techniques will be polished, and the trainee's decision making will be watched and evaluated. The overall goal is independence.

At the conclusion of Phase V, the FTO will complete an End of Phase Report and recommendation regarding the trainee. This report will attest to the fact that the trainee has received, and satisfactorily completed, the material contained in the FTO manual. This report will be maintained with the FTO manual.