

Montague Police Department

FIELD TRAINING AND EVALUATION
PROGRAM

Staff Manual



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MISSION

In Support of the Montague Police Department's overall mission, the mission of the Montague Police Department Field Training and Evaluation Program is to cultivate highly trained, professional, and effective police officers for the Town of Montague and the Commonwealth of Massachusetts. This *Field Training and Evaluation Program Manual* has been developed to support that mission.

FOREWORD

The Training Supervisor of the Department has developed this *Field Training and Evaluation Program Manual* for the purposes of defining the training criteria for the program and furnishing complete guidelines for all Training Staff involved in the program.

The *Field Training and Evaluation Program* (FTEP) is a complex management system with the goal of improving the department's overall professionalism, competency, effectiveness and efficiency.

The Montague Police Department's FTEP has been designed to improve the overall quality of police officers for the Town of Montague by providing training to, and evaluation of, student officers. The program also adds a critical component to the overall officer candidate screening process through on-the-job observation.

The FTEP is an essential component of the department's overall applicant/student screening and hiring process. It provides a measure of the performance level of student officers and documentation for the decision regarding their retention on the department. As part of the department's training process, the FTEP Program is designed to place maximum emphasis on post academy and on the job training. It also provides a standardized program to guide the department's Field Training Officers (FTOs) in the initial orientation and field training of newly assigned student officers. The program is devised to assist new officers in making the transition from what they learned in the academy to performing general law enforcement patrol duties competently in the field.

In developing the FTEP, the department considered its management responsibilities, weighing the legal issues raised by the courts. Court decisions regarding the negligent training, appointment, and retention of employees coupled with the vicarious liability of the department mandates that department management makes every effort to hire and retain only the most qualified employees. To this end, the Montague Police Department has developed an applicable, job-related FTEP.

LAW ENFORCEMENT CODE OF ETHICS

As a Law Enforcement Officer, my fundamental duty is to serve the citizens of the Commonwealth, to safeguard lives and property, to protect the innocent against deception, the weak against oppression or intimidation, the peaceful against violence or disorder, and to respect the constitutional rights of all people to liberty, equality and justice.

I will strive to keep my private life unsullied, to 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 they confide that to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never 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 of favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

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

OVERVIEW

Description

The Montague Police Department's FTEP is intended to ease a police officer's transition from the academic setting into the performance of general law enforcement patrol duties of the department. Although an officer graduating from an MPTC approved academy has received an introduction to basic law enforcement subjects, that officer cannot be expected to immediately function safely or efficiently as an experienced officer. Newly assigned officers must receive additional training in the field, where they can learn from officers who have already gained a great deal of practical patrol experience. The FTEP introduces a newly assigned officer to the personnel, procedures, policies, and practices of the department, as well as providing the initial formal and informal training specific to the day-to-day duties of police officers.

In order to make the student officers' field training as effective as possible, they are assigned to Field Training Officers (FTOs). An FTO is an experienced officer specifically selected and trained to conduct this type of training. It is the responsibility of the FTO to thoroughly review the field training guide materials with the newly assigned officer and to demonstrate proper patrol procedures. Student Officers will be required to perform various law enforcement duties under the guidance and supervision of their assigned FTO and Field Training Coordinator (FTC). The student's performance will be evaluated daily by the FTO and monitored weekly by the FTC through Daily Observation Reports (DOR's). This one-on-one style of training, and the fact that the FTEP Staff must guide the trainee in real law enforcement situations, sets it apart from any academic training endeavor.

Field training has a significant impact on the individual student officer in terms of imprinting attitudes, styles, values, and ethics in carrying out the duties of police work that may remain throughout a career. Consequentially, it is likely the most effective influence on the future direction of a department. The FTEP Staff must, therefore, be certain that the field training program which introduces officers to the department not only develops the necessary technical skills and knowledge, but also reflects the policing philosophy of the department and the community that it serves.

The field training staff has the monumental responsibility of building the future of the department through the people they train. To assure success in this task, the field training program must have a training philosophy that ensures that every student is given the maximum opportunity to demonstrate that he or she can do the job. In order to accomplish this, the program must create a positive environment in which learning is maximized and in which students are able to perform to the best of their ability. The approach must be fair, firm, friendly, and, above all, professional. The example set by training staff must be beyond reproach. Evaluation must be fair, objective, sincere, and given in a straightforward manner

emphasizing the positive, as well as the negative aspects of a student officer's performance. At no time should student officers be demeaned or ridiculed. Even the least capable student must be treated with respect and compassion. No student shall ever be treated in a way that deprives that student of his or her dignity. Every effort must be made to ensure that the stress felt by the student is caused by realistic stressors of the job and not from the incongruent words or actions of the FTEP staff.

The Chief of Police and FTEP staff have a responsibility to the community they serve. This responsibility requires that the departments retain only the most competent and proactive officers. Not everyone has the capability to perform the complex, demanding tasks of a police officer. If the field training staff determines, even after appropriate time and remediation, that a Student Officer does not meet the acceptable standards, the department will have both the grounds and the responsibility to terminate the Student Officer.

Scope of the Program

The field training program is designed to be completed in its entirety by both Full-Time and Part-Time police officers that have completed a MPTC Full-Time or Intermittent/Reserve Police Academy, and who have been selected as potential candidates to perform the department's general law enforcement patrol duties. Reserve Police Officers will be required to complete the same FTEP, but with more flexible time deadlines. Lateral Transfers will complete a modified FTEP on a case by case basis, as approved by the Chief of Police and the Field Training Staff.

Goals & Objectives of the Program

The Montague Police Department FTEP is a complex management system with the goal of continuous quality improvement while improving the overall effectiveness of the Department by producing Police Officers who are competent, compassionate, ethical, motivated, and well trained, and by ensuring that they have the knowledge and skills necessary to perform the duties of a police officer in an proficient, safe, prudent, and professional manner. To achieve this goal, the Program has established the following objectives:

To improve the overall applicant screening process: The FTEP is a critical phase of the Department's overall applicant screening and hiring process. It has been designed to extend the department's selection process to include on-the-job observation, training, and performance evaluation prior to committing to retaining a student officer as a police officer. *It is critical to understand that the FTEP is not something a student officer participates in after being hired but is an actual extension of the hiring process upon which the student officer's employment is contingent.*

To establish a review procedure: The FTEP provides a means by which to measure the department's hiring criteria, the effectiveness of the department's selection and training process, and academy training by allowing feedback to the respective phases regarding the student officer's strengths and weaknesses in specific categories.

To establish a new officer appraisal system: The FTEP is designed to provide a valid, job-related, post academy evaluation of student officer performance. The system uses a standardized and systematic approach to the documented measurement of both overall and specific areas of performance, with the standards for rating and evaluation clearly provided. Deficiencies are promptly and specifically identified, and appropriate remediation can be taken. FTEP Staff can then make a well informed, responsible recommendation to the Chief of Police in regard to a prospective candidate's retention and advancement within the hiring process.

To improve, standardize, and formalize the student officer training process: The FTEP provides post academy, on-the-job practical training to student officers in a manner that seeks to quantify a minimum standard of knowledge and ability required of all police officers.

To establish career opportunities within the department: Field Training Officers serve as role models to new officers in the development of the knowledge/skills/abilities needed to perform patrol duties. While performing the duties of an FTO, an officer gains experience, accountability, responsibility, and knowledge; all of which contribute to leadership and evaluation skills. This not only creates the career path of being an FTO in and of itself but cultivates officers for future leadership positions within the department, all while allowing management to observe and evaluate them in these roles.

To establish an improved retraining program for the department: The FTEP provides systems to train and evaluate the performance of officers returning from extended leave or re-appointed to the department.

To supplement and improve department in-service training: By virtue of their role(s), members of the FTEP Staff gain a tremendous amount of insight and experience into the training of police officers. This experience and insight, along with the various certifications training expertise, can be utilized throughout the department's entire training division, including veteran officer training.

ORGANIZATIONAL STRUCTURE

Chain of Command

A specific chain of command exists for the FTEP. This chain of command is to be adhered to as long as the business being conducted relates to the FTEP. There may be times when an FTO or the Field Training Coordinator is not available. In this case, a departure from this procedure is allowable only if a matter of urgency exists and action must be taken immediately. In the rare instance that a matter of such urgency cannot be addressed within the FTEP chain of command, the Staff Sergeant of Patrol will be the officer in charge until the matter can be turned over to FTEP staff. In most cases, however, time is not such a factor and the FTEP chain of command should be used.

It is important to stress upon each participant in the FTEP a sense of organizational loyalty. When information flows up and down the appropriate chain of command properly, the program runs smoothly and effectively. Decisions that are made at an inappropriate level tend to interfere with the attainment of the unit's goal(s) and create feelings of unrest among the members as well as with the student officers. FTEP personnel operate as a team and, consequently, decisions made affect every member of that team. Decisions made at the proper level have proven the most effective and efficient operational model for any organization.

Chief of Police

The Chief of Police, as the head of the police department, retains final authority in the administration of the FTEP, including all standards and appointments. While the Lieutenant makes final recommendations with input from the Field Training Coordinator and the FTO's for consideration, the Chief of Police retains the final authority (and responsibility) over which candidates will enter, complete, or be terminated from the FTEP.

Lieutenant

The Lieutenant is the commanding officer of the Police Department, reporting directly to the Chief of Police. The Lieutenant administers the FTEP, setting all standards, required hours, appointments, and curricula. The Lieutenant may serve as, or work directly with, the Field Training Coordinator. If someone other than the Lieutenant is acting as the Field Training Coordinator, the Lieutenant is (in the absence of the Field Training Coordinator), the point of contact in any FTEP matter of such an emergent nature that a supervisory response was immediately required. The Lieutenant is responsible for assigning all staff involved in the field training program (including their duties/assignments), for making recommendations to the Chief of Police regarding a student officer's completion or termination from the FTEP, and will prepare the Termination Report for submission to the Chief of Police for a student officer if it is necessary.

Field Training Coordinator

The Field Training Coordinator (FTC) is responsible for general overseeing of the Field Training Program, including selecting, training, and supervising Field Training Officers, and assisting in creating and administering the FTEP standards, required hours, and curricula. The FTC is responsible for reviewing the DOR's for each student officer and preparing any reports for submission to the Lieutenant. The FTC will primarily look for problems on a larger scale than the FTO's, and devise strategies with the FTO's for correcting any foreseeable deficiencies. The FTC makes the determination regarding accelerating or remediating a student officer upon request by the Field Training Staff. The Field Training Coordinator reports directly to the Lieutenant for all FTEP matters and shall keep him or her promptly apprised of the general goings on within the FTEP, as well as any incongruities or issues that arise with any FTO or student officer.

Field Training Officer

The Field Training Officer (FTO) is responsible for conducting the daily training of student officers and complete Daily Observation Reports (DORs), as well as end of phase reports upon completion of a given phase with the Student Officer. FTOs will also assist in the instructing of the Student officer Training Course, as well as be required to attend all FTEP Staff meetings. FTO's are responsible for keeping the FTC apprised of any issues arising with a student officer, and for making recommendations to the FTC regarding a student officer's need for acceleration or remediation in the program. FTO's report directly to the Field Training Coordinator for all FTEP matters.

Student Officer

The Student officer (SO) is the newly appointed candidate of the police department with the intention of becoming a solo patrol officer. The SO's requirements are listed in the *Student officers Manual*. The Student Officer reports directly to his or her Field Training Officer.

PROGRAM PHASES

The FT program is divided into phases, each of which the Student Officer will be required to pass. The phases of the Montague Police Department FTEP are outlined below. All phases may be modified depending on the requirements of the individual officer, and the times of the classes may be adjusted to meet specific needs by the Field Training Coordinator. The administration, observation, and in-house phases may be partially or fully waived by the Lieutenant upon request of the FTC in such cases where the requisite knowledge, certifications, or proficiencies are already possessed by the student officer and have been verified by the FTC.

Administration Phase

Is an introductory phase to the department. This phase is approximately 8 hours, with the student officer spending 4 hours in a classroom setting for department orientation and 4 hours with FTEP Staff. It involves the in-processing of the student officer, as well as the student officer's orientation to the department, the FTEP and the FTO's. Student Officer's will also receive their introduction to the administrative/clerical functions of the department (dispatch, radio, information technology, etc.) during this phase, as well as be instructed on the use of all departmental paperwork, Policies and Procedures, General Orders and rules and regulations of the department. During this phase student officers will be supplied with their uniforms, paperwork, and other items required for completion of the program.

Observation Phase

Is a 40 hour phase. The student officer will be assigned to specific FTOs during the period of this phase. This phase is instructional. During this phase the student officer is not evaluated. The FTO will be responsible for 100% of the workload. The student officer will spend this time observing the FTO, other officers, and dispatch during their normal course of duty. The purpose of this phase is to familiarize the student officer with the normal duties of a solo patrol officer as well as providing an opportunity to focus on orientation to patrol and radio traffic in a low stress environment. This Phase may be participated in simultaneously or overlapping with the Administrative Phase. An End of Phase Summary Report is to be prepared by the FTO assigned to this phase.

In-House Training Phase 1 – Legal/Procedural

Is a 16 hour phase taught in the classroom setting. During this phase the student officer will be instructed in constitutional law, criminal procedure, criminal law, and motor vehicle law at the introductory level, as well as related department policies and procedures. The purpose of this phase is to ensure the student officer has a basic, working knowledge of constitutional context, the legal process, and the most commonly encountered statutes and regulations. This phase is not intended to replace an MPTC approved academy curriculum (which must be completed as a prerequisite to the FTEP), but to supplement it, focusing on the practical application of the law, how it is most commonly applied, and how it relates to various police department operations and regulations. Student officers must demonstrate a basic understanding of the topics covered, and score at least 80% on any written exam to continue

on to the next phase; an End of Phase Summary Report may be required by the Lieutenant from the FTEP staff responsible for this phase. Up to 4 hours of remedial training may be provided to a student officer who is unable to meet the prescribed standards. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

In-House Training Phase 2 – Certifications

Is a phase in which the student officer will be brought up to date in all relevant certifications. The time requirement of this phase is dependent on the Student Officer's current status/standing of certifications. Instruction in the appropriate use of force, including the use of force model and its practical application will be provided to all student officers. This phase also covers Firearms, Defensive Tactics (handcuffing, chemical irritant sprays, and baton), Radar, CPR/First Responder, and TASER. During this phase, Student Officers will be trained in the use of their sidearm, as well as the applicable department shotgun and patrol rifle. Reserve Student Officers will complete the reserve officer firearms curriculum during this phase; previously trained officers may only require an abbreviated firearms curriculum based on their previous level of training, to be determined on a case by case basis by the Field Training Coordinator and Department Firearms Instructor(s). During this phase, Student Officer's will be issued each tool as they successfully meet and demonstrate the required proficiency with it. Student officers must demonstrate a basic understanding and minimum proficiency of the topics covered, and score at least 80% on any written exam to continue on to the next phase; an End of Phase Summary Report may be required by the Lieutenant from the FTEP staff responsible for this phase. Up to 8 hours of remedial training may be provided to a student officer who is unable to meet the prescribed standards. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

In-House Training Phase 3 – Patrol Procedures

Is an 8 hour phase, and may be conducted congruently with Field Training based on the Student Officer and at FTEP Staff discretion. During this phase the student officers will be instructed on the use of equipment, building searches, searches of persons, working with other agencies and specialized units, containment and perimeter, cruiser operation, responding to calls, basic motor vehicle stops, felony vehicle stops, and other necessary skills. This phase is meant as an introduction to Patrol Procedures with the goal of familiarization to them; each of the topics and the practice of their practical application will be further covered as part of the Field Training Phases with their assigned FTOs. Student officers must demonstrate a basic understanding and minimum proficiency of the topics covered, and score at least 80% on any written exam to continue on to the next phase. An end of phase summary report is required from FTEP staff if this phase is conducted independently of other phases. Up to 4 hours of remedial training may be provided to a student officer who is unable to meet the prescribed standards. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

Field Training Phase One

Is a 32-hour phase, to be completed within a 2-week period. The student officer will be assigned to a specific FTO during the period of this phase and will schedule with that FTO for the Phase. This phase is primarily instructional. During this Phase, the FTO will be performing up to 70% of the duties, and the student officer at least 30%. To pass Phase One, the student officer will be required to demonstrate acceptable performance on all required categories of the DORs, complete all of the assigned Tasks for the phase, and pass any written exam with a score of 80%. An End of Phase Report is to be prepared by the FTO for submission to the FTC. If a student officer is incapable of completing the phase in the time allotted, the student officer may be extended up to (2) four-day rotations within the phase upon the FTO's written request to the FTC documenting both the student officer's particular area of deficiency, and the proposed remediation plan to provide the greatest chance of success for the student officer. If after the extension and prescribed remediation the Student Officer is able to complete the requirements of the phase, they may advance to the next phase with approval from the Field Training Coordinator. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

Field Training Phase Two

Is a 32-hour phase, to be completed within a 2-week period. The student officer will be assigned to a specific FTO during the period of this phase and will schedule with that FTO for the Phase. This phase is primarily instructional. During this Phase, the FTO will be performing up to 50% of the duties, and the student officer at least 50%. To pass Phase Two, the new officer will be required to demonstrate acceptable performance on all required categories of the DORs, complete all of the assigned Tasks for the phase, and pass any written exam with a score of 80%. An End of Phase Report is to be prepared by the FTO for submission to the FTC. If a student officer is incapable of completing the phase in the time allotted, the student officer may be extended up to (2) four-day rotations within the phase upon the FTO's written request to the FTC documenting both the student officer's particular area of deficiency, and the proposed remediation plan to provide the greatest chance of success for the student officer. If after the extension and prescribed remediation the Student Officer is able to complete the requirements of the phase, they may advance to the next phase with approval from the Field Training Coordinator. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

Field Training Phase Three

Is a 32-hour phase, to be completed within a 2-week period. The student officer will be assigned to a specific FTO during the period of this phase and will schedule with that FTO for the Phase. This phase is primarily instructional. During this Phase, the FTO will be performing up to 30% of the duties, and the student officer at least 70%. To pass Phase Three, the new officer will be required to demonstrate acceptable performance on all required categories of the DORs, complete all of the assigned Tasks for the phase, and pass any written

exam with a score of 80%. An End of Phase Report is to be prepared by the FTO for submission to the FTC. If a student officer is incapable of completing the phase in the time allotted, the student officer may be extended up to (2) four-day rotations within the phase upon the FTO's written request to the FTC documenting both the student officer's particular area of deficiency, and the proposed remediation plan to provide the greatest chance of success for the student officer. If after the extension and prescribed remediation the Student Officer is able to complete the requirements of the phase, they may advance to the next phase with approval from the Field Training Coordinator. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

Field Training Phase Four

Is a 32-hour phase, to be completed within a 2-week period. The student officer will be assigned to a specific FTO during the period of this phase, with this FTO being the same FTO the student officer was assigned to during Field Training Phase One when possible. This phase is primarily an "observe and evaluate" phase, with the FTO in subdued uniform (i.e. approved street clothes, with a radio, firearm, handcuffs, and concealable body armor required at a minimum) in order to give the student officer every opportunity to gain and maintain control and command presence. During Field Training Phase Four, the student officer becomes the principle officer. By the end of this phase the student will be required to do 100% of all police functions. FTO's will require the student to perform all police functions in a solo capacity and will not assist in any manner (i.e. taking radio calls, handling calls, or answering questions from citizens). They will avoid interfering with the student officer's police performance except to point out observations that should/could require the new officer's action, in emergencies or in situations that have developed beyond the student's ability or control. An FTO will **always** take immediate action to prevent unlawful or unethical acts. The FTO must have his or her badge and identification readily available during such times. As the student officer will be operating at a 100% solo level; the FTO's responsibility is to override the student officer only in the event of an emergency.

To pass Phase Four, the student officer will be required to demonstrate acceptable performance on all required categories of the DORs, complete all of the assigned Tasks for the phase, and pass any written exam with a score of 80%. An End of Phase Report is to be prepared by the FTO for submission to the FTC. If a student officer is incapable of completing the phase in the time allotted, the student officer may be extended up to (2) four-day rotations within the phase upon the FTO's written request to the FTC documenting both the student officer's particular area of deficiency, and the proposed remediation plan to provide the greatest chance of success for the student officer. If after the extension and prescribed remediation the Student Officer is able to complete the requirements of the phase, they may advance to the next phase with approval from the Field Training Coordinator. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

Shadow Phase

Is a 32-hour phase, to be completed within a 2-week period. The student officer will be assigned to a shift when an FTO is on duty during this phase. This phase is an “observe and evaluate” phase, intended to verify the student officer’s successful completion of the FTEP. The student officer will be operating alone in the vehicle. An FTO will back up the student officer on all calls and stops as appropriate. The FTO will evaluate the student officer on all observable activity and prepare an End of Phase Report for submission to the FTC. If problems arise within the Shadow Phase, then the student officer can be assigned up to 2 remedial Phase 4 four-day rotations of additional training (with an FTO in the vehicle). The student officer will then attempt the Shadow Phase again. If during the second Shadow Phase rotation, they are unable to complete the shadow phase with at least acceptable levels in all observable categories, they will not be approved to graduate from the program by the FTEP Staff.

LENGTH OF THE PROGRAM

The length of time required to successfully complete the entire FTEP, while outlined in the “Program Phases” section of this manual, is highly circumstantial; it is dependent upon each individual student officer.

The **Administrative, Observation, and In-House (1, 2 and 3)** Training Phases are primarily task based, therefore their completion is dictated by the prescribed tasks, certifications, and attendances. Any student officer who is unable to meet the criteria set forth for a given phase in the allotted time may be provided the allotted remedial training time for that phase based upon FTEP Staff recommendation; inability to meet a phase’s requirements after the allotted remedial time may result in dismissal from the FTEP.

While the **Administrative, Observation, and In-House (1, 2 and 3)** Training Phases will be completed in the initial stages of the FTEP, a student officer may complete portions of these phases in conjunction with Field Training Phases as approved by the Lieutenant. Student officers **MUST** successfully complete the firearms portion of their training, including meeting all necessary department and MPTC qualification standards prior to beginning any of the Field Training Phases.

The **Field Training Phases (1, 2, 3, and 4)** are performance based, as such their lengths are dependent upon each individual student officer. Many student officers will enter the program with some relevant work experience in one or even all of the subject phases (A student officer who is a full time lateral transfer from another agency with years of experience may be able to demonstrate full minimum competency of a phase or portion of a phase in days or even hours), and the time spent in any given phase prior to its successful completion will be reflective of such. The prescribed hours outlined in the manual are intended as guidelines for the time in which those candidates with little to no practical field experience in any of the respective areas of instruction are allotted to complete each phase.

However, while the actual *time* a candidate spends on a particular phase remains flexible, the *requirements* that must be met to successfully complete a given phase are not. All student officers must be rated in all performance rating categories using the established standardized evaluation guidelines as well as meeting all task frequency requirements prior to successful completion of any phase. Keeping the goals of the FTEP in mind, the purpose of the program is to evaluate student officers based upon successful completion and competency in a particular subject area, not upon completion of a specific number of hours.

Any student officer who is unable to meet the criteria set forth for a given phase in the allotted time may be provided the allotted remedial training time for that phase based upon FTEP Staff recommendation; inability to meet a phase’s requirements after the allotted remedial time may result in dismissal from the FTEP.

TRAINING EVALUATION OVERVIEW

During the field training process, student officers must be guided, directed, and made aware of their progress through written evaluations. In this model, the written evaluations include Daily Observation Reports (DOR), End of Phase Summary Reports, and other documentation. The DOR is 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 student officer, 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.

The Process

Each student officer shall be evaluated in a number of categories which, when taken together, reflect the totality of the job for which the student officer was hired (these categories are designed to reflect general law enforcement patrol duties). When possible, these categories are rooted in a Job Task Analysis that has been completed specifically for the job of being a police officer. Job Task Analysis is the process of obtaining information about a job, and its requirements, in order to determine the knowledge, skills, and behaviors that are required for satisfactory performance of the job in question. Research by other law enforcement agencies has indicated that the key job task elements for the peace officer position are similar or identical throughout the nation. Therefore, the department shall utilize a model of job task analysis developed, court tested, and utilized through the proven *San Jose Model*.

The evaluation procedure should be based on the behavioral anchor approach, which uses Behavior Anchored Ratings. Once the relevant job-related categories have been defined, *what* is to be evaluated has been identified. *How* to rate these categories now becomes the issue. *How* is based upon the employee's performance as measured against Performance Categories using Standardized Evaluation Guidelines (SEG's). These "SEGs", as they are called, have been established to ensure each FTO's rating of a student will be equal and standard throughout the program. They are designed to provide a definition, in behavioral terms, of various levels of performance. The Performance Categories SEGs must be applied equally to all students, regardless of their experience, time in the program, or other incidental factors. Standardized Evaluation Guidelines are provided for every category listed on the face sheet of the Daily Observation Report (DOR).

Standardized Evaluation Guidelines (SEGs)

Because law enforcement, like so many other professions, has within it a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occurs. Evaluation without standardization is not possible. In order to promote standardization of the evaluation process for each student officer, there is a need to

articulate and document reference points. These reference points need to be properly articulated to explain the rationale supporting a numerical score, such as "1" (Unacceptable), "3" (Acceptable), or "5" (Superior) along with "NO" (Not Observed) or "NRT" (Not Responding to Training”).

The Performance Categories/Standardized Evaluation Guidelines and the explanations for Unacceptable, Acceptable, and Superior reflect the operational standards for the department. The SEGs utilized in the FTEP have been chosen to accurately reflect the levels of knowledge and skill in the department. The categories selected for rating should, (1) cover the totality of what an employee is required to do and (2) should be anchored in behaviorally descriptive terms.

The language in the Performance Categories SEGs cannot include everything that would represent the various levels of performance. It is of paramount importance that each rater (FTO) uses the Standardized Evaluation Manual lines in the rating (evaluation) process.

Rating Behavior/Performance

As has been presented, each category (listed on the Daily Observation Report) is accompanied by a set of Performance Categories SEGs. The Montague Police Department, like *most* agencies, uses the "*San Jose Model*" which has been adapted as the POST program in the majority of states. Some utilize a 7-point rating scale, while other agencies use other point variation scales, commonly either 3 or 5-point scale. **The Montague Police Department uses a rating scale with 5 points. All students are evaluated utilizing the solo patrol officer standard as "Unacceptable, Acceptable or Superior".**

The FTO's role is to examine the student officer's performance and choose the appropriate description as provided in the relevant Performance Categories SEG. The FTO selects the description that "fits" the behavior that they are evaluating, i.e., 1, 3, 5, or "NO" (not observed). The most difficult part of the evaluation process for FTOs is to surrender their own opinion of what the student's performance should be based on perceived potential or past experience. FTOs **MUST** rate the student pursuant to the language in the manual lines if the student's performance is consistent with the language of that manual line. FTOs shall have no discretion in this matter. It is the only way that objective evaluations will be accomplished.

Evaluation Process

Each new student officer's progress, as he/she proceeds through the training program, is recorded by means of written evaluations. The evaluation process is as important as the training process itself.

The obvious purpose of evaluation is to record and document a student officer's progress, but there are other purposes as well. Evaluations are excellent tools for informing the student officer of his or her performance level at a particular given point in time. They are also excellent devices for identifying training needs and documenting training efforts. Further, they chronicle the skill and efforts of the FTO as well. In short, evaluation equals feedback.

Collectively, over the duration of the program, evaluations tell a chronological story, category by category. They tell of a student officer's successes and failures, improvements and digressions, and of the attempts to manage each of these occurrences. These documents are critical in the career of each student officer and should be treated as such. Honest and objective evaluations of students shall be a top priority of all members of the FTEP staff.

Each student officer will be evaluated in a number of categories. These categories cover as much of each aspect of the police environment and responsibilities as practical. The Standardized Evaluation Guidelines (Performance Categories) have been established to ensure each FTO's rating of a student officer will be equal and standard throughout the program. The Standardized Evaluation Guidelines (Performance Categories) are actually "behavioral task anchors". They provide a definition, in behavioral terms, of *Unacceptable*, *Acceptable*, and *Superior* levels of performance that must be applied to all student officers, regardless of their experience level, time in the Field Training and Evaluation Program, or other incidental factors. There are Standardized Evaluation Guidelines for every category listed on the face of the Daily Observation Report.

Evaluation Frequency

The primary responsibility for evaluating a student officer's performance lies in the Field Training Officer's Daily Observation Report (DOR).

FTO's complete a DOR on each student officer each shift. Part of completing a DOR is reviewing the DOR with the Student Officer. This daily evaluation must be completed and turned in at the end of the shift and, except for extraordinary circumstances, **shall not be left to be done at a later time**. In this way, the student officer is provided the opportunity to ask questions and seek clarification not received earlier in the workday. End of shift feedback also serves to reinforce instructions, criticism, and praise given during or after each earlier incident.

At end of each phase, the FTO will complete a Phase Summary Report (PSR) for every student officer assigned to the program. This report will keep track of the overall performance of the student officer as well as serve as a record for their progress in the program.

An FTO working with a student providing additional or remedial training will complete the DOR on a daily basis during that time, as well as the Additional Training Summary (ATS) at the end of the remedial training. The Additional Training Summary will be used to record the training provided and progress of a student officer during that additional training.

The Field Training Coordinator is responsible for reviewing all DOR's at least weekly. This is useful not only to monitor a student officer's performance, but also to monitor the FTO's evaluation(s) of a student officer. This monitoring also provides information for any meetings the FTC may deem relevant with the Lieutenant, an FTO, or a Student Officer, as well as FTEP Staff meetings. Upon the Student Officer's completion of Phase 2 and completion of the Shadow Phase, the FTC shall prepare a progress report of the Student Officer and provide

it to the Lieutenant for review. It shall reflect the Coordinator's observations and review of DORs, other officers and supervisors' remarks, written reports from the student, etc. The report will reflect the student's performance over a period of time, with the Coordinator providing another independent evaluation. The Coordinator review will reinforce program guidelines, provide evaluation of the FTO's as an instructor, and update the Lieutenant as to the Student Officer's overall progress in the program.

Daily Observation Reports

When completing the Daily Observation Report, FTO's will refer to the "Performance Categories" guidelines while completing the DOR to ensure that they are abiding with them and to ensure standardization of evaluations in the program.

A student officer must obtain an acceptable rating in all of the Performance Tasks to complete the *Field Training Program* satisfactorily.

TRAINING and CONDUCT POLICY

Training

Any officer who becomes a Field Training Officer must commit himself to the philosophy of teaching. He must realize that training is the first priority, and that evaluation is secondary. ***The FTO must be willing to bear the responsibility for the progress of the student officer or lack of it until he is sure that other non-controllable factors are the cause of the student officer's performance.***

FTO's will keep in mind at all times the FTEP philosophy, which states FTO personnel will make every effort to train and to direct each student officer in ways that maximize the opportunities for the student officer to succeed. FTO's must remember to ensure that each student officer receives the maximum opportunity to show he can do the job. FTEP Staff must always attempt to set a positive training atmosphere for the student officer in which learning potential is maximized and the student officer has the opportunity to perform to the best of his or her ability. ***Every effort must be made to ensure that the stress felt by the student is caused by realistic stressors of the job and not from the incongruent words or actions of the FTEP staff.*** While it is impossible to entirely eliminate stress caused by evaluation, it should be minimized as much as realistically possible.

FTO's must conduct themselves in a professional manner at all times. FTO's should lead by example by virtue of their knowledge, decorum, professionalism, and appearance. FTO's must remember the student will be a product of what he or she is taught and of the behavior that is demonstrated to them. "Do as I say and not as I do" is an unacceptable attitude on the part of any member of the FTEP staff at any time.

The productivity and appearance of the FTO should exceed the Department's median average, and the FTO should strive to maintain the highest level of knowledge and skill.

Solo Officer Concept

FTO's will utilize the Solo Officer Concept, always training to develop and produce an officer fully capable of working as a one-man unit. They will keep in mind the proper ratio between training and evaluation with this end in mind. While the FTO may direct the student officer to observed actives and will intervene when safety, law or departmental policy becomes at question, allowing the student officer to make non-critical errors on their own provide some of the best opportunities for learning and teaching. Evaluation will be given in an honest, straightforward, professional manner that stresses positive as well as negative performance.

Continuing Learning in the Field

The FTO will provide continuing learning while the student officer is in the field by using various techniques/teaching tools. The student will undergo, “On the job” learning while with the FTO and receive daily feedback on their performance of same.

Court Attendance

While the student officer is in the FTEP, the FTO is required to attend court with the new officer should the student officer be required to go to court on a police related matter. The student officer will also be required to attend court with the FTO for the purposes of observation and familiarization of the courthouse and of the court process. The FTO will utilize the court appearance to demonstrate, train and evaluate. Attendance and performance in court should be documented on the next DOR.

Field Training Scenarios

Students will always be told when a training situation is a mock situation. Training scenarios will be done only with FTC approval. Loaded firearms will never be used in a training scenario. The lead instructor will assign one of the instructors to do a weapon’s check of all instructors and student officers at the training.

FTO/Student Relationship

The relationship between the FTO and the new officer is a student/teacher and supervisor/subordinate relationship. As part of this relationship, the following is expected of FTEP staff during the time a student officer is participating in the FTEP, to be considered the time from which they begin the program until the time they officially have completed or been removed from the program:

- * The hallmark of this relationship will be one of mutual respect. Student officers will be treated with respect at all times and they will be expected to respect the FTO and to follow his or her directions. Student officers will not be harassed, intentionally embarrassed or treated in a demeaning manner. Name-calling or use of derogatory terms by the FTO is unacceptable. FTO's will not show their anger or frustration while they are working with the student officer. Any corrective action with a student officer is to be taken in private unless emergent circumstances make it impossible or detrimental to do so.
- * While a new officer is going through the FTEP, the FTO or any other employee will not associate with or socialize with the student officer when he/she is off duty. Any relationship with him/her shall be strictly professional. In an instance of chance

encounter, while the FTO shall always be responsible for his or her actions, it is the responsibility of the student officer to avoid fraternizing situations.

- * Field Training personnel will not make discriminatory or sexist remarks as per departmental Policies and Procedures and Rules and Regulations.
- * Field Training personnel will not make sexual remarks or advances towards any student officer while in the program.
- * Field Training personnel will not live with or enter into any financial arrangements with any student officer.
- * Field Training personnel will not accept gifts from nor give gifts to any student officer.
- * Field Training personnel will not date or attempt to date student officers while they are in the *Field Training Program*. If an FTO is related to a student officer or if he/she had a special relationship with the student officer that began before the new officer was in the program, the FTC and Lieutenant must be advised of this. Consideration can then be given to placing the student with another FTO other than the person with whom the relationship exists. This requirement is to eliminate allegations of possible bias by the FTO or FTC regarding the student officer. The intent is to maintain the maximum effectiveness of the FTO's and FTC's ability to do the job.

FTO Instructor Time Off

In order to maintain consistency with FTO's, FTO's must have prior approval from the FTC to take time off on a day they would have been scheduled to be with a student officer.

Report Requirements

Every effort should be made to complete the DOR's by the end of the shift, including staying after assigned duty times. If this is not possible the DOR should be turned in the next working day. In any event all DOR's must be turned in within three days of the reporting date.

FTO's will complete one DOR and any assigned Lesson Plans each working day with the student officer (even if they are not the assigned regular FTO). This may be done during the shift or at the end during the training/evaluation time.

The Task Frequency List items will be initialed off daily when applicable.

A copy of all reports, citations, parking tickets, affidavits or forms completed by the student officers will be attached with the DOR for review by the Field Training Coordinator. The FTO may attach any additional items needed to support the student officers report package.

Student Officer Training Rules

- A. Student Officers will conduct themselves in an exemplary manner at all times, both on duty and off, while participating in the FTEP.
- B. Student Officers will be fully prepared for duty prior to their scheduled start time.
- C. Student Officers will maintain their physical appearance, uniforms, and equipment to the highest level and to department standards at all times.
- D. Student Officers shall commit enough of their time to participate effectively in the FTEP and to meet its time constraints.
- E. Student Officers are prohibited under any circumstance from speaking to any member of the public or press about any aspect of the FTEP, the goings on within the police department, or any cases, investigations, incidents, persons, or evidence related to or encountered during their involvement with the police department, unless specifically authorized by the Lieutenant or Chief of Police. Communications with members of other agencies regarding police department matters shall only take place under the direction of FTEP Staff.
- F. Student Officers are responsible for reporting *immediately* to their assigned FTO any incident or circumstance, on or off duty, in which the student officer was involved with another law enforcement agency, or any situation that could result in a poor perception by anyone of either themselves or the police department. The Student Officer shall immediately make the initial report verbally, followed by a TO/FROM within 24 hours.
- G. Student Officers will cooperate fully and honestly with all internal investigations.
- H. Student Officers will follow the chain of command and all rules and guidelines of the program.
- I. Student officers will be prepared for all daily training assignments as outlined by the FTO. FTO's will review training material with the student after the student has studied the assignment.
- J. Manuals/Task Books will be submitted to FTOs or FTC when requested for training or review. If the student officer has not completed all training material when due, an Additional Training period will be started to bring the student officer up to-date.
- K. Student Officers are responsible for their task book/manual and having it with them at all times, but it remains the property of the police department and shall be presented or surrendered immediately upon request of any member of the FTEP staff.
- L. Fraternization of any kind between Student officers and any Montague Police Department employee is ***prohibited***. If an interpersonal relationship between a Student officer and a Montague Police Department employee is pre-existing at the

time a student officer enters the FTEP, said relationship must be disclosed to the Lieutenant prior to admission into the program, and may be subject to conditions as prescribed by the Lieutenant or FTC. Unless approved by the FTC *in advance*, Student officers will not participate in any social or off-duty functions at which Montague Police Department employees might be present until they have completed the FTEP.

Officer Relations

Officers will maintain an appropriate and professional relationship with citizens, witnesses, dispatchers, peers, suspects, and prisoners at all times.

Violations of FTEP Policy

Violation of Field Training policy and rules could result in disciplinary action to include removal from the FTEP. Any member of the department shall document any violations of FTEP rules or regulations and forward them to through the proper chain of command to the Lieutenant without delay. If appropriate, this documentation should include a statement of any disciplinary action taken or recommended by the FTC.

RESPONSIBILITIES OF THE FIELD TRAINING OFFICER

Field Training Officer is a position that includes the multiple responsibilities of:

Role Model

As a role model their performance serves as an example for the student officer to follow. The Field Training Officer serves as a field training officer for the new or veteran officers returning or transferring into patrol operations. They act as a role model, demonstrating professional standards of law enforcement, providing limited supervision and work direction for student officers. The FTO conducts post-academy field patrol training, develops and implements instructional plans in accordance with FTEP guidelines, provides explanations, demonstrations, and clarification of field procedures and departmental norms.

The FTO's role is essentially a matter of coaching student officers by being a role model for them to follow and by giving encouragement and direction to apply what has been taught. Giving feedback on the student officer's performance enhances this. As the training proceeds, an evaluation of the student officer's suitability to be a law enforcement officer will take shape in the mind of the FTO, because he/she is closest to the performance or product that is being evaluated. It is important that this assessment have a positive impact on the performance of the student officer. The FTO's appraisal of the new officer's abilities should always be followed with positive reinforcement and encouragement to continue good performance or an adjustment of training techniques or presentation to meet the needs of the student officer.

Patrol supervisors and commanders generally focus on technically competent and highly motivated officers when recommending candidates to be FTOs. It follows that the system will select FTOs who, not only set very high standards for themselves, but for the student officer as well. In discussing the role of the FTO it should be understood that ***although high standards are desirable, the new officer must measure up to the specific prescribed standards that the department sets through the FTEP, not higher standards set by the FTO.***

It would be impossible to list every conceivable aspect of the FTO's role in this program. They can change hourly or sometimes by the second. FTOs must be flexible and able to adapt as the challenges and situations change; otherwise, the student officer, the program, and the department will suffer. A weak FTO can disrupt the entire training process. A great deal of trust and responsibility go with this assignment; each member of the FTEP Staff must be willing to accept it.

The performance of the FTO is subject to evaluation and so their personal *and* professional conduct and ethics should be exemplary. The FTO should understand that the effectiveness, image, and future of the Department training are substantially determined by the quality of

FTO's. This is done by maintaining a professional demeanor and appearance, adhering to rules and regulations, and having a positive attitude toward the department, training program, the profession, and the student.

Instructor/Mentor Officer Attitude

FTOs receive significant additional responsibilities over and above their law enforcement duties when assigned to train a newly assigned officer. In addition to performing in an exemplary manner, FTOs must "step outside the box" and slow their pace to review the purpose and detail of every new encounter. FTOs must guide new officers through a comprehensive curriculum that requires the blending of knowledge, skills, and the good judgment of when, where, and how to apply them.

Each time a student officer is introduced to a new FTO, the FTO should establish a friendly, open, and professional rapport with the student. Development and learning are enhanced through effective communication. Rapport is extremely important to communication because people are not likely to share their ideas, questions, or feelings unless they feel their listener is open or empathetic to them.

FTOs should convey an open and positive attitude that new officers can succeed in the training program. Student officers are not likely to develop when they feel, or they are told that success is not possible. ***They need to believe that their FTOs want them to succeed and that the FTOs will help them achieve success.*** There is nothing more disconcerting to a student than the belief that they are facing a "stacked deck". Everyone needs to know that they have a fair chance to succeed. ***FTOs should always view their responsibility as ensuring student officer's success, and never as "weeding out" inadequate candidates.***

It is particularly important that an FTO maintain a positive and objective attitude when assigned a student officer who has not performed well with another FTO. The subsequent FTO must give the new officer every opportunity to succeed in that: (1) the student officer should not be stereotyped or be discriminated against, and (2) judgments should be based on independent observations, not on the comments of others or prior circumstances. It is entirely possible that the change of FTOs and the application of a positive attitude by the subsequent FTO may, in and of itself, be sufficient to elicit an improved performance from the student officer. The emphasis should be placed on succeeding in developing a competent, proactive solo patrol officer, rather than on finding a way to discharge the new officer.

What FTOs expect from their student officers and how they treat them largely determines the student officer's career success. ***Students, more often than not, perform at a level they believe is expected of them.*** The expectation of an event can actually make it happen in field training. FTOs cannot avoid the cycle of events that stem from low expectations by merely hiding their feelings toward the new officer. It is virtually impossible to do this because messages are constantly being conveyed through non-verbal communications. People will often communicate the most when they think they are communicating the least. To say nothing, for example, may be viewed as coldness, anger, or disinterest. ***What is critical in the communication of expectations is not what the FTO says, but how the FTO behaves.***

The goals of the program, the department, the student officer, and the FTO can be simultaneously achieved through open, honest, professional, and positive attitudes.

The FTO must strive to maintain an instructor/mentor relationship with the student officer. The FTO shall ensure that all training requirements are completed before the end of each phase and documented in the Manual. FTO's will review and approve student officer reports and initial reports in the officer reporting section.

Evaluator/Counselor

As an evaluator, the Field Training Officer is expected to appraise the performance of student officers. This appraisal is based on observation of actual field behavior and is completed according to FTEP appraisal guidelines. As a counselor, the Field Training Officer is expected to provide the student officer with constructive criticism and suggestions for improved performance. Through the evaluation process, the FTO has direct input into the decision of retention of prospective officers.

The FTO is required to submit daily documentation of a student officer's performance and submit additional reports as required. FTOs will reference the Performance Categories SEGs when completing the DOR. They will be able to identify remedial training needs. FTOs have the ability to use or identify the proper resource(s) to bring about the desired learning. This aspect of the job is time consuming, but it is a primary aspect of the training process.

FTOs are expected to be evaluators. They must develop and use skills to determine if learning is occurring and whether or not remedial training is necessary. Evaluation skills are of primary importance to the field training program. If FTOs cannot evaluate, then they cannot train. Evaluation is accomplished by the use of Daily Observation Reports, Standardized Evaluation Guidelines, and through the use of worksheets, additional or remedial training, evaluation sessions, and verbal feedback. The principle element of effective evaluation is objectivity through standardization. Use of Performance Categories known as, Standardized Evaluation Guidelines (SEGs), when completing the Daily Observation Report (DOR) and FTEP staff meetings are ways to ensure standardization of the training program. ***The principle goal of documentation is evaluation.***

Field Training Officers should not discuss their student officer's progress with other department personnel, other than those who have a need and right to know. Supervisors involved in evaluations should ensure that positive as well as negative aspects of a student's performance are discussed and documented. They should also ensure that the comments are based on direct observation and not on speculation.

Leader/Limited Supervisor

As a leader, the Field Training Officer is expected to provide limited supervision and work direction to the student.

Patrol Officer

Besides assuming the above responsibilities, the Field Training Officer performs all the duties of a regularly assigned patrol officer.

FIELD TRAINING OFFICER DUTIES

The Field Training Officer's procedures, functions, responsibilities and training skills are:

1. A Field Training Officer is expected to attend required FTEP meetings. During the meetings the FTOs are expected to discuss the strengths, weaknesses, remedial training efforts and suggestions for the future training of the student officer. These meetings will offer an opportunity for field training officers to discuss in length the progress and problems pertaining to each new officer. Each member attending the meeting is free to ask questions and suggest strategies. As these meetings often become workshops the FTO may also receive additional in-service training.
2. The Field Training Officer is expected to produce a Daily Observation Report (DOR) at the end of each shift as an evaluation of the student for that particular day. The FTO will maintain the Task Frequency List located in the manual, which is a short record of incidents that the student officer has been exposed to.
3. If extenuating circumstances do not allow the DOR to be completed at the end of the shift, it is due the next working day. If the next day is not a working day, the FTO must contact the FTC and arrange the prompt completion of the DOR.
4. The Field Training Officer will possess the skills and knowledge necessary to convey the material that the student officer must learn.
5. FTOs will be knowledgeable of current SOP's, Rules, Regulations and Procedures, State Statutes, Town Ordinances and Departmental General Orders.
6. All FTO's will satisfactorily complete an FTO Instructional/Evaluator Course. Newly assigned FTO's are permitted to act in their role under the supervision of the FTC until course attendance is available and feasible.
7. FTO's must provide guidance and maintain control of student officers in the program.
8. FTO's must ensure that the student officer maintains a working knowledge of materials.
9. Providing the student officer with continuing learning by using Department Training Bulletins, Department Policy and Procedures and other acceptable training materials. All materials utilized for this purpose shall be attached to the daily observation report.
10. Assisting in the preparation of regular and additional training.
11. Forwarding all reports in a timely manner to supervisor.

12. Keeping abreast of new information that would assist the program.
13. Fostering student officer safety and situational awareness.
14. Providing a fair and objective evaluation of student officer performance.
15. Reviewing, evaluating, and suggesting changes to the FTEP when needed.
16. Assist in development of additional and remedial training plans for student officers.
17. Keeping the FTC abreast of all pertinent goings on within the FTEP

DISCRETIONARY OVERRIDE

The FTO has a duty and responsibility to “take over” from the student officer whenever:

1. The SO is about to or has committed an unethical, illegal, or unlawful act.
2. The SO is about to or has placed themselves and/or others in a position of a safety threat or possible harm.
3. The SO is clearly unable to respond or uncertain of what to do or how to accomplish the task at hand.
4. The SO is about to/has seriously compromised the quality of law enforcement service delivery.
5. The SO is about to or has embarrassed him or herself, or the department.
6. The SO either can’t or won’t make a decision.
7. Before the FTO utilizes “Discretionary Override”, consider... ***“Is the student officer performing incorrectly, or merely differently than I would?”***

FTO ASSIGNMENT

The position of Field Training Officer (FTO) is an assignment and at the discretion of the Field Training Coordinator (FTC). New FTOs will be chosen for their leadership, teaching, and patrol skills.

Selection Process

The process for assigning new officers to the FTO program will consist of:

- * The officer requesting an assignment to the FTO program will present a memo in writing to the FTC. This memo must contain the officer's request for the assignment along with any specific information regarding the officer's ability to carry out the assignment, such as prior experience as a FTO or courses taken in preparation for becoming a FTO.
- * A recommendation from the officer's immediate supervisor detailing the officer's performance as a solo patrol officer and any observations regarding his ability to conduct training may be included and considered.
- * A minimum of 2 years of full-time law enforcement experience with the Montague Police Department.

Every opportunity will be made to send the new FTO to an accepted basic FTO school.

FUNDAMENTALS OF TEACHING

Professionalism: Professionalism in instruction is vital to ensure the success of the FTEP. The Field Training Officer must be not only a fully qualified police officer, but also a professional instructor. Although much discussed, the concept of professionalism is rarely defined. Listed below are several qualities of a professional instructor.

- * Professionalism exists when we perform a service for another.
- * We achieve professionalism through training, attitude, and preparation.
- * Professionalism requires an intellectual requirement. The professional must be able to reason logically.
- * Professionalism requires good decision-making and judgment. The professional's actions are not limited to standard practice.
- * Professionalism demands a code of ethics governing behavior.

Field Training Officer/Student Relationship: The FTO's first step in teaching is to gain the student officer's confidence and trust. Failure to gain and hold the respect of the new officer will result in ineffective instruction. Gaining the individual's confidence is a personal matter, therefore consideration should be given to the student officer's point of view and interests in planning each day's instruction.

From the first meeting, the FTO must analyze the personality, thinking, and abilities of the new officer. The capability to analyze an individual correctly and apply appropriate instruction is essential to good training.

No two individuals are alike. The same methods of instruction will not be equally effective for everyone. An FTO must review the student officer's background, way of thinking, and temperament to decide the most effective method of instruction; however, this method may change as the new officer progresses through successive stages of training.

A Field Training Officer who has incorrectly analyzed a student officer may find instruction is not producing the desired results. For example, the FTO may incorrectly identify a student officer who is actually a "quick thinker", but is hesitant to act, as a "slow thinker". This student may fail to respond at the proper time though he understands the situation and knows the procedures. The delay in action is probably a result of a lack of confidence by the student. Correction should be directed toward developing self-confidence, rather than reviewing the procedures.

The slower progressing student officer requires instructional methods that combine tact, perception, and balanced handling. If we provide too much help and encouragement, the trainee may develop a feeling of incompetence or reliance. Too much criticism of performance may completely subdue a student officer who lacks confidence.

A student officer whose slow progress is due to discouragement and lack of confidence should be assigned "sub-goals" that they can attain more easily than normal learning goals. Complex situations should be separated into elements. We should discuss each element, analyze, and practice until they achieve expected performance. Only then should another situation or operation be attempted. As the individual gains confidence, we should increase goals in difficulty until progress is normal.

The capable new officer may also be a problem. If few mistakes are made, they may assume that correction of errors is unimportant. We learn from our mistakes, repeated proper instruction of unacceptable behavior raises the standard of performance. This does not mean that we should invent deficiencies. Unfair criticism destroys the student officer's confidence in the instructor. We should make the new officer aware of his progress. The FTO's failure to communicate an evaluation of the student officer's performance establishes a barrier that blocks effective instruction. Some new officers have a natural awareness of their progress and can derive an accurate idea of their progress from the FTO's directions, corrections, and comments. Others may be less perceptive and require an actual review of each lesson to satisfy the need for assessment of progress.

Safety Practices: The habits of the Field Training Officer, both during instruction and in other operations, affect officer safety. The student officer's observations of the FTO are not limited to instruction. Therefore, if they observe that an FTO violated safety practices, his advocacy of them becomes meaningless. An FTO must meticulously follow safety practices taught to the student officer.

To preserve the image of a professional instructor, the FTO must carefully observe all safety regulations and practices. Habitual observance of safety precautions will enhance the FTO's image of professionalism.

The FTO must go beyond the requirements of developing technically proficient student officers who are knowledgeable in equipment and law. They must carefully teach respect for the principals involved.

THE TEACHING PROCESS

There are four basic steps in the teaching process:

- 1) Preparation;
- 2) Explanation and demonstration;
- 3) Trial and practice; and
- 4) Review and evaluation.

These steps are vital to effective instruction.

Preparation: Before beginning a lesson, the Field Training Officer must determine the topics to be covered, the objectives of the lesson, and the goals to be attained. The FTO's preparation may be relatively informal; it may include actual reference to a syllabus or training brief. A training brief or lesson plan is simply a statement of the lesson's topic, objective to be attained, and an outline of material to be presented.

Explanation and Demonstration: Explanation and demonstration are the FTO's presentation of the knowledge and skills required for the lesson. Explanations/examples must be clear and relevant to the lesson's objectives. Demonstrations should be presented to show how to implement what has been explained. As little extraneous activity as possible should be included. The FTO should accurately perform the actions described. Deviation of performance from what has been described should be acknowledged and explained. Failure to do so may diminish the student's confidence in the training.

Trial and Practice: Trial and practice represent the student officer's active participation in the lesson. In classroom instruction this may be recitation, testing, or problem solving. In field instruction, it is actual performance of a task. Corrections of the student officer's performance are vital to this phase of training.

Review and Evaluation: Review and evaluation are critical parts of training and not afterthoughts. Before instruction is to be considered complete, the FTO should summarize what has been covered, and require the new officer demonstrate that the lesson objectives have been met. The FTO's evaluation may be informal, or it may be recorded in detail to certify the student officer's progress. In either case, the student should be made aware of his progress.

Advances and deficiencies should be noted at the conclusion of each lesson. The FTO's failure to ensure the student officer is aware of progress (or lack thereof) will impose a barrier to training. Though this barrier may be slight, it will make farther instruction difficult.

If the evaluation reveals a deficiency in the knowledge on which the present lesson is predicated, it must be corrected before a new lesson can begin. If deficiencies or faults not associated with the present lesson are revealed, they must be noted and reviewed with the student officer and be given particular attention in future lessons to verify the student has modified the behavior.

The Field Training Officer must remember that obtaining a clear picture of progress when there is no opportunity for direct comparison with others is difficult for an individual. This is particularly true in the early phases of training. Both the FTO and student officer must recognize that the unseen competitor is the "proficiency" that must be achieved, not any other individual.

Besides evaluating the knowledge and skills learned during each instruction period, the lesson should include a review and evaluation of topics previously presented.

Planning Instructional Activity: Any training activity, whether it is at the kindergarten or college level, must be planned if it is to be effective. The principles governing the effectiveness of planning are equally applicable to all types of training activity. Most of the basic planning needed for field instruction is already provided to the FTO. Personal police knowledge and skill requirements, approved curriculums, authoritative texts on police and legal training, training briefs and instructional material contained in the standardized training schedule are important planning aids.

Determination of Overall Objectives: Before instruction can begin, objectives and standards for training must be set. In police training, the overall objective is obvious; the qualification of student officers as competent, efficient, and safe police officers. State regulations provide the standards for training.

Identification of Blocks of Learning: Often it is impractical for a Field Training Officer to proceed immediately toward the overall objective established for a training activity. Training for the complicated and involved skill of police work requires the development of many "blocks" of learning. If we allow a student officer to master segments of overall performance requirements and progressively combine these with other related segments, the final objective can be met. Seen in this manner, training is much like building a pyramid - each block is an identity in itself, but the pyramid is incomplete if a part is missing. The FTO and the student officer must recognize the interrelationship of the blocks, and the place of each in the total lesson. Lesson Plans are used when necessary to assist the FTO with blocks of learning.

Teaching from the Known to the Unknown: All learning proceeds from the known to the unknown. The FTO takes the experiences and knowledge the new officer has and relates it to the subject matter being taught. An FTO should not hesitate to add his direct experiences, perceptions, and insights when pertinent, but must also temper interjecting to the point of "telling war stories".

The Field Training Officer arranges what is taught into blocks. This is the principal of the "building block" concept of learning. Each new field experience should be isolated and identified as one piece of the totality of policing. In a like manner, each lesson should help the student officer tie a specific piece of learning to the overall task of policing.

To guarantee retention and understanding, they must experience each new bit of learning in many ways and with different associations. Instruction that disregards past learning leads to inadequate learning and is a waste of time. Accomplishing a new operation without recognizing and understanding previously learned elements leading up to it is fruitless, resulting in disinterest and a lack of retention. Each lesson should present some new knowledge or skill. However, each lesson should also require the individual to recall and apply previous learning.

Presenting experiences that are not based upon, or associated with, skills and knowledge previously learned will have little meaning to the student officer, because they are without context. Little learning will occur under such circumstances. To ensure that instruction is meaningful. The FTO must base training on the new officer's previous knowledge and experiences.

TRAINING STRATEGIES

During the course of the Field Training Program it may become necessary for the FTO to utilize training tactics to enhance and improve the learning process. The following tactics can be used at any time throughout the training; however, they are most effective when remedial training has been deemed necessary to improve the student officer's performance.

Oral Quizzing: Regular and continual evaluation of the student officer's learning is necessary to judge the effectiveness of instruction, retention by the student officer, and to aid in lesson planning. Proper oral quizzing of the student officer by the FTO can assist in this process by:

- * Revealing the effectiveness of training procedures
- * Checking the student officer's retention of what is learned
- * Reviewing material already covered by the student officer
- * Retaining the student officer's interest and stimulating thinking
- * Emphasizing the important points of training
- * Identifying points needing more emphasis
- * Checking the student officer's comprehension of what is learned
- * Confirming readiness to move on to further instruction
- * Promoting active participation in the lesson by the student officer

Effective quizzing requires preparation. Good questions are rarely spontaneous. ***Questions that are ambiguous, not clearly associated with the subject at hand, or do not solicit specific answers are of little value.*** They provide little information useful to the FTO and are frustrating to the new officer.

Trick questions should be avoided always. The student officer will soon develop the feeling that he is engaged in a battle of wits with the FTO. The whole significance of the subject of instruction will be lost.

Irrelevant questions should be avoided. The teaching process must be an orderly procedure of building one block of learning on another until the desired goal is reached. Diversions and the introduction of unrelated facts and thoughts will only obscure this orderly process and retard the student officer's progress. Answers to unrelated questions are not helpful in evaluating the individual's knowledge of the subject at hand.

Leading questions are a waste of instructional time. A question that suggests its own answer is a much less efficient means of teaching than is a direct explanation. ***Questions should be framed so the answers may be specific and factual.*** Whenever possible, avoid questions that prompt only a yes or no answer. One-word answers may well be the product of a good guess and not truly representative of the student officer's learning.

Flash Cards: Have the student officer prepare flash cards to enhance the learning process. Preparing the cards will cause the new officer to utilize multi-sensory learning. Flash cards are particularly effective with subjects such as Radio Codes, Chapters and Sections, Case Report Process, and Report Form selection.

Commentary Driving: This technique involves the senses of touch, sight, and hearing in the learning process. The recruit is advised to maintain a running commentary on what is observed while operating the vehicle. This can be used to improve driving skill or sensory perception while patrolling.

The intent of commentary driving is to move the student officer who from looking at situations and conditions as a civilian to seeing the world around him or her as a police officer does. Commentary driving is also an excellent tool for teaching orientation and spatial skills.

Commentary Thinking: This is an excellent technique to aid the student officer who may know what to do but their thought patterns, once introduced to a stressful situation, become muddled or disjointed.

Commentary thinking is simply thinking aloud. The student officer is required to talk out his/her thoughts. If they are enroute to a particularly stressful call, then they must explain to the FTO how they will get to the call, what the call is about, and what their actions will be upon arrival.

Several immediate benefits are derived from this exercise; one benefit is that the recruit begins to organize his/her thoughts prior to arrival at the call, and it slows his/her thought processes down and prevents "overload"

Using the Map: The Map is an essential tool in teaching spatial orientation to surroundings. The student officer can identify specific locations or trace intended route to a call either actual or simulated. Using a piece of plastic laid over the map with a grease pencil is an effective method.

Role Playing: This is an excellent tool to teach interview and interrogation techniques, field interviews, and officer safety. Construct a scenario and have the FTO's and other role players play the parts of all of the participants other than the student officer. This forces the student officer to interact with the FTO's in a manner similar to real life, but in a teaching environment.

Role Reversals: This is basically the same as role playing except the recruit changes places with the FTO and observes how the FTO handles the particular situation. The FTO may even elect to perform the task in the same incorrect manner the recruit did earlier so he/she can see the mistakes. If this is done, have the recruit critique the action.

Simulations: Similar to the role playing, but usually involving task achievement such as handcuffing, vehicle positioning for car stops, loading/unloading weapons, handling radio traffic, searches, etc.

Self-Evaluation: This is another excellent technique, especially valuable with a recruit who seems to have difficulty taking constructive criticism. The FTO can begin the shift by providing the recruit with a DOR, advising him that he/she will complete the evaluation report on himself at the end of the shift. To aid the recruit, the FTO should have him/her critique activity during the shift. This technique should be employed infrequently because it will lose its effect if used too often. The FTO should review the DOR with the student officer at the end of the shift.

COMMON PERFORMANCE EVALUATION ERRORS

The evaluation process is a tool and, like any tool, if it is used in a way other than how it was designed to be used, it will not be effective. There are a number of common performance evaluation errors, which, if present in your field training program, may destroy the goals of the program and the morale of its participants.

If the objectivity of the evaluation process is called into question, it is most likely because a rater or raters (FTOs) did not follow the manual lines and one or more of the following "evaluation errors" crept into the evaluation process.

Person-oriented appraisal methods suffer from numerous shortcomings and inevitably result in some degree of rating error. By promoting awareness of these errors common to evaluation, the FTEP Staff can take every precaution against committing them, thus providing the most objective evaluations possible.

The **"ERROR OF LENIENCY"** occurs when the rater assigns scores beyond those which are deserved. In an FTO program, this often occurs because the FTO introduces the variable of "experience" or the amount of time the student 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 student has had. The same performance, if observed several weeks later, would result in the awarding of an Unacceptable score. The score must remain the same and based solely on performance regardless of how long the student has been in the program. Standards don't fluctuate... a mile is 5,280 feet long no matter where you may measure it!

The **"ERROR OF PERSONAL BIAS"** (also called the Halo or Horns Effect) occurs when the FTO allows personal feelings about the student officer to affect the ratings. Particular "likes" or "dislikes" limits appraisal objectivity. Taking into account a person's standing in the academy class; his or her relationship to another member of the department; the presence or absence of educational achievement; his or her age, gender, race or sexual orientation; physical appearance; etc. are only a few of a person's characteristics that dilute objectivity. Employees want their performances, not their personalities, measured during a performance review. Giving a rating based on who someone is or is presumed to be rather than their performance creates mistrust of the FTO and destroys the rapport with the student officer.

The **"ERROR OF CENTRAL TENDENCY"** is seen when the FTO routinely "bunches" scores toward the center of the rating scale. This error is often present in FTO programs when agencies using the numeric scale require written comments only for unacceptable or exemplary ratings in a given category. Some FTOs, not wishing to take the time to document, will assign scores of 3 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. Performance Categories are broken down individually for a reason and must be rated individually as such.

“**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 5**” 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 students to perform at a Superior level in a number of categories, that score could be attainable for some, and they should be credited as such.

“**NOT ENOUGH**” improvement to get a higher score is a judgment that an FTO may make when the student'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 manual line 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 consists of the FTO, wanting to "motivate" the student officer to work harder, assigning a score less than what is deserved. As human beings we know when we have done well and not so well. When someone fails to get the 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 student's performance for the day have not selected a score that is not accurate nor is it indicative of the true nature of performance. A student, stopping at thirty or more traffic lights during the day, goes through one without stopping. Some will say that "on the average" the student 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 student that it is "OK". Additionally, no one will know what the student did unless the FTO includes a written comment about the fault. **Inconsistency results when the rater assigns an acceptable score but documents unacceptable performance.**

Unacceptable Ratings

FTOs are often uncomfortable about giving an Unacceptable rating when a student 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 does not want to appear "picky" to the student, particularly with one who is doing very well, is in the latter stages of the program, and will likely be retained. The FTO **must** give the student an Unacceptable rating in an area regardless of how minor or

infrequent the mistake when weighed against the student's otherwise good performance. The FTO will mediate any hard feelings on the part of the student by adding documentation that acknowledges the good performance as well as the mistake.

Remember: The only measure that an FTO should use when evaluating the behavior and performance of a student is the Standardized Evaluation Manual lines. The objective rater deliberately avoids all of the many other subjective influences that are present.

Results-Oriented approaches to rating tend to be more objective, center on job performance rather than individual traits, and generally result in more effective motivation. Moreover, when performance is the primary metric being rated, the FTO does not have to be a personality expert to identify level of performance.

EVALUATION DOCUMENTATION

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

- (1) CLEAR
- (2) CONCISE
- (3) COMPLETE
- (4) CORRECT

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

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

Example: The new officer, using excellent defensive driving techniques, brought an eighty-mile-an-hour, high-speed chase to a successful halt.
2. **Use verbatim quotes.**
Reporting what was said is as important as an attempt to describe the effect of the words.

Example: The student, when logging an arrestee's property and finding \$535 in his wallet, remarked, "Where does a low life jerk like you get this much money?" This angered the arrestee and resulted in an unneeded physical confrontation.
3. **Report the facts, avoid conclusions.**
Let the facts speak for themselves. Do not form conclusions unless they are clear from the facts.

Example: The student officer lacks motivation or confidence. Despite training in vehicle violation stops, the new officer, despite admitting that he saw the violation, had to be told to make these stops on five separate occasions.
4. **Remember your audience.**
Who is going to read this report? Anyone could. It Could it be a Federal District Judge or a member of the Appeals Court, an attorney for a student officer, a member of the union, etc.? Write as though someone other than the new officer will read your documentation.

5. **Watch your grammar, spelling, and legibility. Avoid slang, jargon and swearing.**

Your credibility and professionalism are represented by what you present!

6. **Speak to performance, not personality.**

Criticize the act, not the person. Criticizing the person brings about defensiveness. While more difficult to do in written vs. verbal form, the "Impersonal" style of documentation relieves some of the stress.

Example: Rather than write that "You did a poor job of handling call..." use "Student Officer Jones did a poor job of handling _____, etc."

7. **Use lists, if appropriate.**

When making documentation the use of a "List" approach will sometimes save time and space.

Example: The student officer, when asked, failed to accurately identify the following bank locations:

8. **Think additional training not remedial training.**

What has been tried, how did it work, what will/should be tried next? Got a plan or idea? Document it and the results thereof.

9. **Use quantification whenever possible.**

Quantification or the documentation of a standard adds clarity to the documentation.

Example: "It took student officer Smith five tries to successfully complete a burglary report. See attached."

10. **Do not predict.**

Avoid statements such as "I am sure that student officer Clark will, with a little more effort, be able to master the radio" or "student officer white'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 student officer Grey 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. A way to keep documentation of this type in perspective is to write to tell a story to a close friend or co-worker who was not present when the behavior was observed. Would you include all the details or talk in generalities? Reports should be reread before submission and held to the standard of "would someone REALLY know what happened from what is written"? Another

excellent approach is to have another FTO or your supervisor read the narrative. Do they have any questions? If so, the documentation may need additional work.

DISCUSSING EVALUATIONS

The FTO and student officer's discussion of evaluations is an extremely important aspect of the FTEP. Merely completing the evaluation and having the student sign it will not achieve the objectives of a proper evaluation. Failing to hold a discussion impairs the practical aspect of the evaluation system.

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

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

FTOs should allow ample time to discuss evaluations with student officers. Discussions should be held where privacy can be maintained with little or no interruptions. These discussions should be a "two-way conversation". Students should be encouraged to express their thoughts.

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

Once a discussion has been completed, the FTO should ensure that the student signs the evaluation and has the opportunity to provide his or her own written comments, if desired.

FIELD TRAINING FILE

The FTC is responsible for starting a training file for each new trainee. The Field Training File is a composition of documentation of the performance (positive or negative) of a student officer. The information in the file shall be treated as confidential.

The reason for confidentiality should be obvious, aside from moral implications. Credibility of the program and its staff depends in part, on how information is treated and to whom it is given. The Field Training File will be open to the following personnel:

1. Chief of Police
2. Lieutenant of Police
3. Field Training Coordinator
4. Field Training Officers

Expressed permission from the Chief of Police or the Lieutenant must be obtained before files are made available to anyone else.

The FTO's are responsible for insuring that the appropriate documentation is placed in the student officer's file. It is the FTC's job to ensure that the following documents or copies of the documents are included in the Field Training File:

1. Daily Observations Reports
2. Phase Summary Reports
3. Lesson Plans
4. Any other necessary documentation

TERMINATION PROCESS

If a student officer is unable to complete the program at a satisfactory level, the field training staff will request termination. The termination process will begin if a student officer cannot meet the requirements to pass from any phase of the program and they have used all of their 4 day extension times. There are also some behavior patterns that can indicate a need for termination, regardless of whether or not extensions have been granted. If the student officer exhibits any of the following behavior the FTO Staff will consider recommending termination.

1. Recruit is not responding to training and attempts to motivate the recruit are not working.
2. It is determined through documented incidents that the recruit has a propensity to resorting to abusive or excessive language or force when dealing with the public
3. The recruit is not progressing at an acceptable rate. This should be measured against the mean progression rate of recruits who have completed the program or against recruit's current peers.
4. If recruit commits unsafe acts during patrol, placing himself, the FTO or the public in danger (These acts should be documented on the DOR).
5. The student officer is insubordinate a senior officer or FTO, particularly when an FTO is intervening in an "Override" situation.

Termination Procedure

If, during any phase of training, it is concluded by a consensus of the FTEP Staff that a student officer should be recommended for termination, it then becomes necessary that all information having relevance to the eventual decision be gathered. A memorandum from the Field Training Officer's summarizing the student officer's performance reflecting positive, as well as negative aspects of his/her work, shall be directed to the FTC and shall include recommendations concerning retention or dismissal. This information shall be held in strict confidence.

Although the FTO is encouraged to continually keep the student officer apprised of his level of performance, it is not the FTO's role to notify the recruit of impending termination. The decision to terminate will be made only after all reports on file are reviewed by the Field Training Coordinator, and ultimately the Lieutenant, who shall make the recommendation to the Chief of Police. The Lieutenant is responsible for notifying the student officer as soon as possible of the Chief of Police's intention to recommend termination to the Board of Selectmen when it is appropriate.

Upon the Lieutenant determining his or her intention to recommend termination of the student officer to the Chief of Police, the student officer should be removed from assignment until the recommendation for termination has been decided upon by the Chief of Police. At no point should the student officer be allowed to conduct police officer duties until after the Chief's determination of termination or retention has been made.

If, after reviewing the reports and facts presented, the Chief concurs with the Lieutenant's recommendation for termination, the student officer, the Lieutenant, and the Board of Selectmen will be notified in writing by the Chief of Police.

After being informed of pending termination from the department, the student officer should be informed of the alternative of resignation, if deemed appropriate by the Chief of Police. Even though the student officer may elect to resign, all equipment, uniforms, memoranda, reports, and evaluation material shall be completed and maintained in the student officers file for possible future reference.

The student officer's training file is confidential and shall be reviewed only by personnel connected with the FTEP. Others requesting review of any such file shall first secure approval from the Lieutenant or Chief of Police. Agencies conducting background checks for employment must have a release signed by the student officer and approval from the Lieutenant or Chief of Police prior to accessing any training files.

APPLICATION OF PERFORMANCE EVALUATION SCALE

Perhaps the most difficult task facing the Field Training Officer in completing the Daily Observation Report is the application of the numerical rating that represents the behavior being evaluated. The FTO's dilemma usually involved his/her rating philosophy versus another's and the question of whom is correct. The following explanation attempts to clarify this issue and ease the concern of the FTO and the new officer being evaluated.

The first principle of value application is that everyone has different perceptions on nearly everything. While a standardization of ratings is a necessity, any attempt to standardize perceptions is doomed to failure at the start. For example, an FTO, based on prior negative experience, may see a new officer's exposure of his/her weapon to a suspect as a "1" rating in Officer Safety, while another FTO may see the same behavior as a "2" rating. Should the student officer or the FTEP staff really be concerned? The answer is no, as long as both FTOs see the performance as "Unacceptable" (scale values 1, AND 2), under the guideline quoted. A lack of standardization ensues when one FTO sees the performance as "Unacceptable" (Scale values 1, or 2) and the other sees the same behavior as "Acceptable" (scale values 3, 4, or 5). In summary then, we have no difficulty accepting differences in officers' perceptions unless these perception differences vary between "Unacceptable" and "Acceptable" ratings for the same performance.

The second principle concerns the value assigned to performance where additional efforts have been undertaken and the student officer has not responded to training. A new student officer who performs at less than an acceptable level will be assigned a 1, or 2 for that task. The FTO is then under an obligation to provide training to the student officer and assess the new officer's performance when the next opportunity arises. If the FTO has provided remedial training and the new officer continues not to meet the minimum standard, how should the FTO evaluate the new officer? A reduction in the scale value might seem contradictory if the new officer does no worse than before. The N.R.T. (Not Responding to Training) section of the report form allows the FTO to report continued failure to improve on the part of the new officer, while maintaining the integrity of the rating first given. Thus, an N.R.T. is an indication of a problem that has occurred in the past, which has been the object of appropriate remedial training effort, and has not improved with said remedial training. A rating of N.R.T. might be compared to the waving of a "red flag", indicating that the student officer is in danger of failing the FTEP unless performance improves.

PERFORMANCE CATEGORIES

(Standardized Evaluation Guidelines)

The following provides guidelines as to when "1," "3," and "5" scale value ratings are to be used when rating a trainee's behavior in each of the performance categories. It is through the use of these guidelines that program standardization and rating consistency are achieved.

<u>Unacceptable</u>	<u>Acceptable</u>	<u>Superior</u>
(1) 2	(3) 4	(5)

APPEARANCE

1. **General Appearance:** Evaluates the trainee's physical appearance, dress, and demeanor.
 - (1) **Unacceptable:** Overweight, dirty shoes or wrinkled uniform. Uniform fits poorly or is improperly worn. Hair in violation of department regulations. Dirty weapon, leather or equipment. Equipment missing or inoperative. Offensive body odor or breath. Hat not worn in accordance with department regulations.
 - (3) **Acceptable:** Uniform neat and clean. Uniform fits and is worn properly. Weapon, leather, and equipment are clean and operative. Hair and equipment within regulations and shoes are shined. Wears hat properly.
 - (5) **Superior:** Uniform neat and clean. Uniform fits and is worn properly. Weapon, leather, and equipment are exceptionally kept and operative. Hair and equipment within regulations and shoes are shined. Portrays an obvious command presence.

ATTITUDE

2. **Acceptance of Feedback:** Evaluates the way the trainee accepts the trainer's criticism and how that feedback is used to further the learning process and improve performance.
 - (1) **Unacceptable:** Rationalizes mistakes, denies that errors were made, is argumentative, refuses to, or does not attempt to, make corrections. Considers criticism to be a personal attack.
 - (3) **Acceptable:** Accepts criticism in a positive manner and applies it to improve performance and further learning.
 - (5) **Superior:** Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame others for errors.

KNOWLEDGE

3. **Department Policies and Procedures:** Evaluates the trainee's knowledge of departmental procedures and ability to apply this knowledge under field conditions.

Reflected in Field Performance

- (1) **Unacceptable:** Fails to display knowledge of department policies, rules and regulations, procedures or violates same.
 - (3) **Acceptable:** Familiar with most commonly applied department policies, rules and regulations, procedures and complies with same.
 - (5) **Superior:** Has an excellent working knowledge of department policies, rules and regulations, procedures, including some lesser known and seldom used ones.
4. **Mass General Laws:** Evaluates the trainee's knowledge of the General Laws and the ability to apply that knowledge in field situations.

Reflected in Field Performance

- (1) **Unacceptable:** Does not know the elements of basic sections of the law. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes. Unable to discern criminal from civil matters.
 - (3) **Acceptable:** Recognizes commonly encountered criminal offenses and applies appropriate section of the law. Knows the difference between criminal and non-criminal activity, and between criminal and civil matters.
 - (5) **Superior:** Has outstanding knowledge of the criminal laws and applies that knowledge to normal and unusual criminal activity.
5. **Motor Vehicle Laws:** Evaluates the trainee's knowledge of motor vehicle laws and ability to apply that knowledge to traffic situations encountered in the field.

Reflected in Field Performance

- (1) **Unacceptable:** Does not know the most used section of the laws. Does not recognize violations when committed and/or incorrectly identifies violation.
- (3) **Acceptable:** Knows and recognizes commonly used sections of the law. Applies appropriate sections of the law. Able to locate lesser-known sections in reference material.

- (5) **Superior:** Has outstanding knowledge of the motor vehicle laws, including lesser-known sections. Quickly and effectively applies laws.

PERFORMANCE

- 6. **Criminal Investigation Procedures:** Evaluates the trainee's knowledge of criminal procedures, including laws of arrest and search and seizure. Evaluates ability to apply those procedures in field situations.

Reflected in Field Performance

- (1) **Unacceptable:** Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, attempts to arrest unlawfully.
 - (3) **Acceptable:** Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Arrests within legal guidelines.
 - (5) **Superior:** Follows required procedure in all cases, accurately applying law relative to searching, seizing evidence, and affecting arrests.
- 7. **Accident Investigation Procedures:** Procedures/Policies/Techniques: Does the student officer have the ability to conduct a basic accident investigation? To what degree of acceptability does student officer complete the necessary paperwork? Is the student officer capable of completing the investigation in a timely manner?

Reflected in Field Performance

- (1) **Unacceptable:** Fails to use proper safety techniques while investigating the accident. Does not render aid to injured people, or fails to request additional resources. Does not follow proper protocols to adequately investigate the accident.
- (3) **Acceptable:** Follows proper procedures to safely investigate an accident, renders aide to the injured, requests all necessary personnel (Fire, EMS, tow truck, other agencies if needed). Properly documents all aspects of the accident, including statements, photos, measurements and diagram.
- (5) **Superior:** Shows exemplary knowledge in accident scene safety and investigative knowledge in properly handling the accident scene.

8. **Knowledge of department computer systems:** Evaluates the student officer's familiarity with the Departments Reporting System(s), to include CAD/RMS.

Reflected in Field Performance

- (1) **Unacceptable:** Does not know how to properly use the departments reporting system (IMC). Fails to use proper forms in documenting cases.
 - (3) **Acceptable:** Has the ability to utilize the department computer and reporting system with minimal help
 - (5) **Superior:** Mastered the use of the department computer and reporting system and uses without assistance from the FTO.
9. **Report Writing: Content & Organization:** Evaluates the trainee's ability to prepare reports that accurately reflect the situation and in a detailed, organized manner.
- (1) **Unacceptable:** Unable to organize information and to reduce it to writing. Leaves out pertinent details in report; Report is inaccurate.
 - (3) **Acceptable:** Completes reports, organizes information in a logical manner. Reports contain the required information and details.
 - (5) **Superior:** Reports are a complete and detailed accounting of events from beginning to end, written and organized so that any reader understands what occurred.
10. **Report Writing: Grammar, Spelling, & Syntax:** Evaluates the trainee's ability to use proper English; to follow the rules for spelling and to write neatly.
- (1) **Unacceptable:** Reports are choppy or ineffective at providing a detailed reporting of events. Reports contain excessive number of misspelled words. Sentence structure, tense, or word usage is improper or incomplete.
 - (3) **Acceptable:** Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are rare. Errors, if present, do not impair an understanding of the report.
 - (5) **Superior:** Reports are very neat and legible. Contains no spelling or grammatical errors.

11. Orientation to Town & Response Time to Calls: Evaluates the trainee's awareness of surroundings, ability to find locations, and arrive at a destination within an acceptable period of time.

- (1) **Unacceptable:** Unaware of location while on patrol. Unable to utilize a map. Unable to relate location to destination. Gets lost. Expends too much time getting to destination.
- (3) **Acceptable:** Is aware of location while on patrol. Properly uses map. Can relate location to destination. Arrives within reasonable amount of time.
- (5) **Superior:** Remembers locations from previous visits and does not need the map or GPS to get there. Is aware of shortcuts and utilizes them to save time. High level of orientation to the sector, village and town.

12. Driving Skills: Non Stress/ Normal Conditions: Evaluates the trainee's skill in the operation of the police vehicle under normal driving conditions.

Reflected in Field Performance

- (1) **Unacceptable:** Frequently violates traffic laws. Involved in an “at-fault” accidents. Fails to maintain control of vehicle or displays poor skills in vehicle operation. Engages self in distractions to safe operation.
- (3) **Acceptable:** Obeys traffic laws as appropriate. Maintains control of the vehicle. Performs vehicle operation while maintaining alertness to surrounding activity. Drives defensively.
- (5) **Superior:** Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio, managing MDT, etc. Is a superb defensive driver.

13. Driving Skills: Stress & Emergency Conditions: Evaluates the trainee's skill in vehicle operation under emergency situations and in situations calling for other than usual driving skill.

Reflected in Field Performance

- (1) **Unacceptable:** Involved in an “at-fault” accident. Uses blue lights and siren unnecessarily or improperly. Drives too fast or too slow for the situation. Loses control of the vehicle. Violates traffic laws.
- (3) **Acceptable:** Maintains control of vehicle and evaluates driving situations properly. Obeys traffic laws
- (5) **Superior:** Displays high degree of reflex ability and driving competence. Anticipates driving situations in advance and acts accordingly. Practices defensive techniques. Responds very well relative to the degree of stress present. Obeys traffic laws.

14. Field Performance: Non-Stress Conditions: Evaluates the trainee's ability to perform routine, non-stress police activities.

Reflected in Field Performance

- (1) **Unacceptable:** When confronted with a routine task, becomes confused and disoriented. Does not/cannot complete task. Takes wrong course/avoids taking action.
- (3) **Acceptable:** Properly assesses routine situations, determines appropriate action and takes same.
- (5) **Superior:** Properly assesses situations including unusual or complex ones. Determines appropriate course of action and takes same.

15. Field Performance: Stress Conditions: Evaluates the trainee's ability to perform in moderate and high stress situations.

Reflected in Field Performance

- (1) **Unacceptable:** Becomes emotional, is panic-stricken, can't function, holds back, loses temper or displays cowardice. Places self or others in danger. Over reacts to situations.
- (3) **Acceptable:** Maintains calm and self-control in most situations, determines proper course of action and takes it. Does not allow the situation to further deteriorate.
- (5) **Superior:** Maintains calm and self-control in even the most extreme situations. Quickly restores control in the situation and takes command. Determines best course of action and takes it.

16. Interview/Interrogation/Statement taking skills: Evaluates the trainee's ability to use proper questioning techniques or varies techniques to fit persons being interviewed and/or interrogated to follow proper procedure.

- (1) **Unacceptable:** Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to give Miranda warnings when necessary.
- (3) **Acceptable:** Generally uses proper questioning techniques. Elicits most available information and records same. Establishes proper rapport with most victims/witnesses. Controls the interrogation of most suspects and generally conducts a proper Miranda administration.
- (5) **Superior:** Always uses proper questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of them and conducts a proper Miranda administration.

17. Officer Safety: General & Situational Awareness: Evaluates the trainee's ability to perform police tasks without injuring self or others or exposing self or others to unnecessary danger/risk.

- (1) **Unacceptable:** Fails to follow accepted safety procedures or to exercise officer safety; i.e.:
 - A. Exposes weapons to suspect (baton, mace, handgun, etc.)
 - B. Fails to keep gun hand free during enforcement situations.
 - C. Stands in front of violator's car door.
 - D. Fails to control suspect's movements.
 - E. Does not keep suspect/violator in sight.
 - F. Fails to use illumination when necessary or uses it improperly
 - G. Fails to advise dispatcher when leaving police vehicle;
 - H. Fails to maintain good physical condition;
 - I. Fails to utilize or maintain personal safety equipment;
 - J. Does not anticipate potentially dangerous situations;
 - K. Stands too close to passing vehicular traffic;
 - L. Is careless with firearms or other weapons;
 - M. Stands in front of doors when knocking;
 - N. Makes poor choice of which tool to use and when to use it;
 - O. Fails to cover other officers;
 - P. Stands between police and violator's vehicles on a car stop;
 - Q. Fails to search police vehicle prior to duty and after transporting suspect.
 - R. Unaware of potential threats/additional suspects

- S. Continues past “un-cleared” areas
- T. Fails to wait or call for backup when applicable

- (3) **Acceptable:** Follows accepted safety procedures. Understands and applies them.
- (5) **Superior:** Always works safely. Foresees dangerous situations and prepares for them. Keeps partners informed and determines the best position for self and partner. Displays Is not overconfident. Is in good physical condition.

18. Officer Safety: Suspects/MV Stops/Prisoners: Evaluates the trainee's ability to perform police tasks in a safe manner while dealing with suspects, suspicious persons, or prisoners.

- (1) **Unacceptable:** Violates officer safety principles. Additionally, fails to "pat search," confronts people while seated in the patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails to maintain a position of advantage to prevent attack or escape.
- (3) **Acceptable:** Follows accepted safety procedures with suspects, suspicious persons, and prisoners (control and search).
- (5) **Superior:** Foresees potential danger and eliminates or controls it. Maintains position of advantage in even the most demanding situations. Is alert to changing situations and prevents opportunities for danger from developing.

19. Problem Solving & Decision Making: Evaluates the trainee's performance in terms of ability to perceive, form valid conclusions, arrive at sound judgments, and make proper decisions.

- (1) **Unacceptable:** Acts without thought or good reason. Is indecisive, naïve, or unnecessarily paranoid. Is unable to reason through a problem and come to a conclusion. Can't recall previous solutions and apply them in like situations.
- (3) **Acceptable:** Able to reason through a problem and come to an acceptable conclusion in routine situations. Makes reasonable decisions based on information available. Perceives situations as they really are. Makes decisions without assistance.
- (5) **Superior:** Able to reason through even the most complex situations and is able to make appropriate conclusions. Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to present situations.

20. Radio: Appropriate use of codes and procedures: Evaluates the trainee's ability to use the police radio in accordance with department policy and procedure.

- (1) **Unacceptable:** Violates policy concerning use of radio. Does not follow or follows wrong procedure. Forgets or does not understand or use proper radio codes/language or phonetic alphabet. Does not communicate locations or information.
- (3) **Acceptable:** Follows policy and acceptable procedures. Communicates pertinent information. Has good working knowledge of most often used sections of the code/language or phonetic alphabet.
- (5) **Superior:** Always follows proper procedures, adheres to policy. Has superior working knowledge of all codes/language and applies knowledge when using the police radio.

21. Radio: Ability to Listen, Comprehend, & Speak clearly: Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted. Evaluates the trainee's ability to communicate with others via the police radio

- (1) **Unacceptable:** Repeatedly misses own call sign and is unaware of traffic in adjoining beats. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission. Does not pre-plan transmissions. Over or under modulates. Cuts message off through improper use of the microphone. Speaks too fast or too slowly. Unaware of other officer's activity.
- (3) **Acceptable:** Aware of own radio transmissions and is generally aware of radio traffic directed to adjoining beats. Uses proper procedures with clear, concise, and complete transmissions.
- (5) **Superior:** Is aware of own radio traffic, other officer's traffic, and traffic in the surrounding area. Is aware of radio traffic in other communities/frequencies and uses previously transmitted information to advantage. Transmits clearly, calmly, concisely, and completely in even the most stressful situations. Transmissions are well thought out and do not have to be repeated

22. Self-Initiated Field Activity: Evaluates the trainee's interest and ability to initiate police-related activity and to act on even low-priority situations when appropriate.

- (1) **Unacceptable:** Does not see or avoids activity. Does not properly follow up situations. Rationalizes suspicious circumstances. Does not have broad orientation of the job.
- (3) **Acceptable:** Recognizes and identifies police-related activity. Has a broad orientation to the job including low-priority activity. Develops cases from observed activity. Displays inquisitiveness.

- (5) Superior - Seldom misses observable activity. Maintains shift bulletins and information given at briefing and uses that information as "probable cause". Makes good quality arrests and/or proper dispositions from observed activity.

23. Judicious Use of Time & Time Management: Evaluates the trainee's efficiency relative to the amount of time taken to write a report and to determine the appropriate amount of time to allot for a given task.

- (1) **Unacceptable:** Requires an excessive amount of time to complete a report. Takes three or more times the amount of time a non-probationary officer would take to complete a report. Allows 5 minutes at end of shift to complete an hour of citation entries, an arrest report, etc.
- (3) **Acceptable:** Completes reports and other tasks within a reasonable amount of time that a student officer would take to complete, and budgets appropriate time to do so.
- (5) **Superior:** Completes reports very quickly, as quickly as a skilled, veteran officer.

RELATIONSHIPS

24. With General Public: Evaluates the trainee's ability to interact with citizens (including suspects) in an appropriate, efficient manner.

- (1) **Unacceptable:** Abrupt, belligerent, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspect of the job. Introverted to the point of interference with the job. Insensitive and uncaring. Poor "non-verbal" skills.
- (3) **Acceptable:** Courteous, friendly, and empathetic. Communicates in a professional, unbiased manner. Is service oriented. Good "non-verbal" skills.
- (5) **Superior:** Is very much at ease with citizen contacts. Quickly establishes rapport and leaves people with the feeling that the officer was interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills.

25. With Peers(Other Department Members): Evaluates the trainee's ability to effectively interact with other Department members of various ranks and in various capacities.

- (1) **Unacceptable:** Patronizes FTO/Superiors/Peers, or is antagonistic toward them. Gossips. Is insubordinate, argumentative, sarcastic, or resists instructions. Considers self superior. Belittles others, is not a "team" player.

- (3) **Acceptable:** Adheres to the chain of command and accepts role in the organization. Good peer and FTO relationship, and is accepted as a group member.
 - (5) **Superior:** Is at ease in contact with all, including superiors. Understands superiors' responsibilities, respects and supports their position. Peer group leader. Actively assists others.
26. **Maintenance of assigned vehicle and equipment:** Evaluates the student officer's ability to utilize their department vehicle and assigned equipment in a safe manner and not damage town property.
- (1) **Unacceptable:** Violates department policy or procedures causing damage to either the vehicle or equipment assigned to them. Fails to maintain the motor vehicle or assigned equipment causing damage or allows equipment to fall below standards or into disrepair..
 - (3) **Acceptable:** Adheres to department policy resulting in no damage to occur to either the motor vehicle or to assigned equipment.
 - (5) **Superior:** Maintains all assigned equipment in perfect working order. Keeps cruiser clean and fueled at all times for the next shift. Takes corrective action for problems when appropriate, or immediately notifies correct person to do so.
27. **Ability to comprehend/comply with directives: Written:** Can the trainee read and understand written directives from a superior officer and follow the directive to accomplish the objective.
- (1) **Unacceptable:** Fails to follow lawful written directives from a superior officer. Does not check or familiarize with new directives or keep abreast of department e mail or bulletin board. Fails to ask for clarification in the written directives if it is ambiguous or they do not understand it. Does not respond To email or other requests for a response.
 - (3) **Acceptable:** Follows written directives provided to them. Trainee will ask for clarification if they do not understand the directives. Maintains email and department communication appropriately.
 - (5) **Superior:** Follows written directives with little or no supervision. Checks department e-mail or read and sign book for all new directives without having to be told to do so. Show self-initiation in learning all new policies and directives.
28. **Ability to comprehend/Comply with directives: Verbal:** Evaluates the student officers' ability to understand verbal directives and follow them to accomplish the directive.

- (1) **Unacceptable:** Does not follow a verbal command or directive issued to them by a Superior Officer. Does not ask for clarification if they do not understand the verbal directives. Does not obey a superior officer in an “override”.
 - (3) **Acceptable:** Follows verbal directive. They will ask for clarification if they do not understand the directive.
 - (5) **Superior:** Follows verbal directive given to them by a Superior officer with little or no supervision.
29. **Multitasking Ability:** Evaluates the student officers ability to recognize, process, prioritize, and address multiple tasks at once
- (1) **Unacceptable:** Becomes immediately flustered when faced with even routine multiple tasks, fails to recognized additional tasks due to “tunnel vision” on a particular task at hand, prioritizes tasks in such a manner that safety may be compromised.
 - (3) **Acceptable:** Able to recognize, prioritize and address multiple tasks under most reasonable and common circumstances.
 - (5) **Superior:** Excels in handling multiple tasks simultaneously, prioritizes tasks properly, even under high stress and extraordinary circumstances.

TASK FREQUENCY LIST

The *Task Frequency List* is a form used to document the number of times a student officer has been exposed to a particular task. The student officer is responsible for ensuring the Task Frequency List is maintained properly and kept up to date. The task frequency list is found at the end of the Student Officer's task book, and is to be filled out in the same manner as all the other tasks in the book.

Student officers will have certain goals that must be accomplished during the FTEP. These goals are set by the FTOs to ensure that the student officer comprehends and demonstrates proficiency in the proscribed tasks emphasized during the program. Certain tasks are of such a nature that their repeated performance is necessary to ensure competence. The following is a list of tasks, as well as the number of times each of those tasks must be accomplished at an acceptable level (3) or above to graduate from each phase. Each time an applicable task is completed by the student officer and graded by the FTO as a (3) or above, that task will count towards the requirements of the task frequency list. Performance of a given task at a level of (2) or below shall not count towards the task frequency requirements, regardless of the number of times performed.

The tasks under each given phase must be completed before that phase is considered completed. However, tasks listed under later phases may be completed at any point in the program to count towards the total goal, meaning if a student officer completes a task listed under phase four while the student officer is currently in phase one, that task will still be recorded as successfully completed and count towards the total goal.

If a task cannot be completed due to an applicable circumstance not presenting itself to the student officer, the FTEP staff may use mock scenarios to give the student officer the chance to demonstrate competency of said task.

Phase One Tasks

1. Driving Skill: Stress/Emergency Conditions..... 3
2. Location/Orientation to Town and Response Time to Calls..... 12
3. Vehicle Stops: Tactics/Techniques..... 15
4. Radio: Transmission/Reception/Procedure/MDT..... 12
5. Radio: Comprehension/Listening, Speaking Clearly.....12

Phase Two Tasks

1. Prisoner Control: Verbal/Physical/Search 3
2. Self-Initiated Field Activity6
3. Knowledge of Massachusetts Motor Vehicle Laws12
4. Knowledge of Department Computer Systems12
5. Field Encounters.....6

Phase Three Tasks

1. Problem Solving and Decision Making..... 6

2. Interview/Interrogation/Statement Taking Skills.....	8
3. Knowledge of Massachusetts General Laws (Via Arrest/Crim App).....	6
4. Knowledge of Departmental Policies and Procedures.....	6
5. Field Performance (Stress Conditions).....	8

Phase Four Tasks

1. Loud Party/Disturbance/Disorderly Conduct Calls.....	4
2. Traffic Accidents (Including one PI).....	4
3. Domestic Violence Calls.....	4
4. Operating Under the Influence.....	1
5. Report Writing	12
6. Fingerprinting.....	4

Montague Police Department

FIELD TRAINING AND EVALUATION
PROGRAM

STUDENT OFFICER MANUAL



Revision 1.7
Effective July 1, 2019

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ACKNOWLEDGEMENT OF UNDERSTANDING

As a student officer with the Montague Police Department, I understand that I am required to graduate from the *Field Training and Evaluation Program*. Failure to graduate from the program will result in the termination of my employment with the Montague Police Department.

I also understand that the requirements for graduation from the *Field Training and Evaluation Program* are located in writing in the Student Officers Training Manual. The Field Training Officers will attempt to teach me all of the necessary skills for acceptable completion of the program; however, it is my responsibility to learn those skills.

In addition, I will follow all the specific rules of the program, as well as all department policies and procedures and local, state, and federal laws and ordinances. I will conduct myself in a manner that reflects positively on myself, the department, and the profession of policing at all times.

I have been informed that my performance will be evaluated in job related activities during the program. That evaluation will include Daily Observation Reports, Daily Observation Supplemental Reports, Weekly Managers Reports, Phase Summery Reports and any required Additional Training Summaries. My performance and evaluations will be shared with members of the Field Training Staff to increase my educational opportunities.

I have also been advised that during my training I will be assigned to various shifts and Field Training Officers. I understand that the Field Training Officer is my immediate "Supervisor." I will follow his/her directions/orders at all times during any police incident.

During the program, any requests for time off or schedule changes must be cleared through the Field Training Staff *in advance*.

Signature of Student Officer:

Date:

Signature of Field Training Officer:

Date:

LAW ENFORCEMENT CODE OF ETHICS

As a Law Enforcement Officer, my fundamental duty is to serve the citizens of the Commonwealth, to safeguard lives and property, to protect the innocent against deception, the weak against oppression or intimidation, the peaceful against violence or disorder, and to respect the constitutional rights of all people to liberty, equality and justice.

I will strive to keep my private life unsullied, to 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 they confide that to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never 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 of favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

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

WELCOME

Congratulations on your hiring as a police officer candidate and welcome to the Montague Police Department. The *Field Training and Evaluation Program* (FTEP) is designed to give the student officer all of the necessary knowledge, skills, and abilities to be a productive and successful member of the department. This program will provide evaluation, training and guidance for the Student Officers.

INTRODUCTION

Student Officers entering the FTEP should be aware that upon completion of this phase of their training, they will be prepared to operate as a solo officer. This training will be under the direct supervision of a Field Training Officer (FTO). The Student Officer's performance will be monitored closely during this period of training. Not only will he/she be monitored for safety, but also to ensure the standardization and equality of training that is being received.

The FTEP has two purposes in mind:

First: By continual evaluation of the probationary officer's performance under actual field conditions, specific weaknesses or deficiencies can be identified and additional training programs developed to improve weaknesses and correct deficiencies.

Second: By continual evaluation, those individuals who are unable to attain the level of proficiency expected of the Montague Police Department may be identified and corrective action taken.

This manual is used to instruct new officers not only in the various duties which they will perform during their careers, but also to keep a record of their abilities and performance throughout the program. All situations and problems, which can be encountered in a law enforcement career, are not and cannot be included, but the information found in this manual will constitute a basis, which will help the student officer to build a good foundation for his/her future activities on the job. The FTEP does not claim to produce fully experienced law enforcement officer's, however, it does produce officers who can perform at the level of a competent solo officer by the standards of the department.

The FTOs have been selected and trained to perform on-the-job training. It is their responsibility to know all subjects contained in the Field Training Manual to ensure that they are taught to the student officer and to ensure the concepts of the program are carried out.

In addition to the instruction that the student officer will be receiving under the direct supervision of the FTO, it is recommended that the student officer do home studying on a voluntary basis. The broad background of knowledge needed by a law enforcement officer cannot be gained entirely at the academy or on the job.

STUDENT OFFICER TRAINING RULES

- A. Student Officers will conduct themselves in an exemplary manner at all times, both on duty and off, while participating in the FTEP.
- B. Student Officers will be fully prepared for duty prior to their scheduled start time.
- C. Student Officers will maintain their physical appearance, uniforms, and equipment to the highest level and to department standards at all times.
- D. Student Officers shall commit enough of their time to participate effectively in the FTEP and to meet its time constraints.
- E. ***Student Officers are prohibited under any circumstance from speaking to any member of the public or press about any aspect of the FTEP, the goings on within the police department, or any cases, investigations, incidents, persons, or evidence related to or encountered during their involvement with the police department,*** unless specifically authorized by the Lieutenant or Chief of Police. Communications with members of other agencies regarding police department matters shall only take place under the direction of FTEP staff.
- F. Student Officers are responsible for reporting *immediately* to their assigned FTO any incident or circumstance, on or off duty, in which the student officer was involved with another law enforcement agency, or any situation that could result in a poor perception by anyone of either themselves or the police department. The Student Officer shall immediately make the initial report verbally, followed by a TO/FROM within 24 hours.
- G. Student Officers will cooperate fully and honestly with all internal investigations.
- H. Student Officers will follow the chain of command and all rules and guidelines of the program.
- I. Student officers will be prepared for all daily training assignments as outlined by the FTO. FTO's will review training material with the student after the student has studied the assignment.
- J. Manuals/Task Books will be submitted to FTOs or the FTC when requested for training or review. If the student officer has not completed all training material when due, an Additional Training period will be started to bring the student officer up to-date.
- K. Student Officers are responsible for their task book/manual and having it with them at all times, but it remains the property of the police department and shall be presented or surrendered immediately upon request of any member of the FTEP staff.

- L. Fraternization of any kind between Student officers and any Montague Police Department employee is ***prohibited***. If an interpersonal relationship between a Student officer and a Montague Police Department employee is pre-existing at the time a student officer enters the FTEP, said relationship must be disclosed to the Lieutenant prior to admission into the program, and may be subject to conditions as prescribed by the Lieutenant or FTC. Unless approved by the FTC ***in advance***, Student officers will not participate in any social or off-duty functions at which Montague Police Department employees might be present until they have completed the FTEP.

Officer Relations

Officers will maintain an appropriate and professional relationship with citizens, witnesses, dispatchers, peers, suspects, and prisoners at all times.

Violations of FTEP Policy

Violation of Field Training policy and rules could result in disciplinary action to include removal from the FTEP. Any member of the department shall document any violations of FTEP rules or regulations and forward them to through the proper chain of command to the Lieutenant without delay. If appropriate, this documentation should include a statement of any disciplinary action taken or recommended by the FTC.

OVERVIEW

Description

The Montague Police Department's FTEP is intended to ease a police officer's transition from the academic setting into the performance of general law enforcement patrol duties of the department. Although an officer graduating from an MPTC approved academy has received an introduction to basic law enforcement subjects, that officer cannot be expected to immediately function safely or efficiently as an experienced officer. Newly assigned officers must receive additional training in the field, where they can learn from officers who have already gained a great deal of practical patrol experience. The FTEP introduces a newly assigned officer to the personnel, procedures, policies, and practices of the department, as well as providing the initial formal and informal training specific to the day-to-day duties of police officers.

In order to make the student officers' field training as effective as possible, they are assigned to Field Training Officers (FTOs). An FTO is an experienced officer specifically selected and trained to conduct this type of training. It is the responsibility of the FTO to thoroughly review the field training guide materials with the newly assigned officer and to demonstrate proper patrol procedures. Student Officers will be required to perform various law enforcement duties under the guidance and supervision of their assigned FTO and Field Training Coordinator (FTC). The student's performance will be evaluated daily by the FTO and monitored weekly by the FTC through Daily Observation Reports (DOR's). This one-on-one style of training, and the fact that the FTEP Staff must guide the trainee in real law enforcement situations, sets it apart from any academic training endeavor.

Field training has a significant impact on the individual student officer in terms of imprinting attitudes, styles, values, and ethics in carrying out the duties of police work that may remain throughout a career. Consequentially, it is likely the most effective influence on the future direction of a department. The Chief of Police and his or her field training coordinator must, therefore, be certain that the field training program which introduces officers to the department not only develops the necessary technical skills and knowledge, but also reflects the policing philosophy of the department and the community that it serves.

The field training staff has the monumental responsibility of building the future of the department through the people they train. To assure success in this task, the field training program must have a training philosophy that ensures that every student is given the maximum opportunity to demonstrate that he or she can do the job. In order to accomplish this, the program must create a positive environment in which learning is maximized and in which students are able to perform to the best of their ability. The approach must be fair, firm, friendly, and, above all, professional. The example set by training staff must be beyond reproach. Evaluation must be fair, objective, sincere, and given in a straightforward manner emphasizing the positive, as well as the negative aspects of a student officer's performance. At no time should student officers be demeaned or ridiculed. Even the least capable student

must be treated with respect and compassion. No student shall ever be treated in a way that deprives that student of his or her dignity. Every effort must be made to ensure that the stress felt by the student is caused by realistic stressors of the job and not from the incongruent words or actions of the FTEP staff.

The Chief of Police and FTEP staff have a responsibility to the community they serve. This responsibility requires that the departments retain only the most competent and proactive officers. Not everyone has the capability to perform the complex, demanding tasks of a police officer. If the field training staff determines, even after appropriate time and remediation, that a Student Officer does not meet the acceptable standards, the department will have both the grounds and the responsibility to terminate the Student Officer.

Scope of the Program

The field training program is designed to be completed in its entirety by both Full-Time and Part-Time police officers that have completed a MPTC Full-Time or Intermittent/Reserve Police Academy, and who have been selected as potential candidates to perform the department's general law enforcement patrol duties. Reserve Police Officers will be required to complete the same FTEP, but with more flexible time deadlines. Lateral Transfers will complete a modified FTEP on a case by case basis, as approved by the Chief of Police and the Field Training Staff.

Goals & Objectives of the Program

The Montague Police Department FTEP is a complex management system with the goal of continuous quality improvement while improving the overall effectiveness of the Department by producing Police Officers who are competent, compassionate, ethical, motivated, and well trained, and by ensuring that they have the knowledge and skills necessary to perform the duties of a police officer in an proficient, safe, prudent, and professional manner. To achieve this goal, the Program has established the following objectives:

To improve the overall applicant screening process: The FTEP is a critical phase of the Department's overall applicant screening and hiring process. It has been designed to extend the department's selection process to include on-the-job observation, training, and performance evaluation prior to committing to retaining a student officer as a police officer. *It is critical to understand that the FTEP is not something a student officer participates in after being hired but is an actual extension of the hiring process upon which the student officer's employment is contingent.*

To establish a review procedure: The FTEP provides a means by which to measure the department's hiring criteria, the effectiveness of the department's selection and training process, and academy training by allowing feedback to the respective phases regarding the student officer's strengths and weaknesses in specific categories.

To establish a new officer appraisal system: The FTEP is designed to provide a valid, job-related, post academy evaluation of student officer performance. The system uses a

standardized and systematic approach to the documented measurement of both overall and specific areas of performance, with the standards for rating and evaluation clearly provided. Deficiencies are promptly and specifically identified, and appropriate remediation can be taken. FTEP Staff can then make a well informed, responsible recommendation to the Chief of Police in regard to a prospective candidate's retention and advancement within the hiring process.

To improve, standardize, and formalize the student officer training process: The FTEP provides post academy, on-the-job practical training to student officers in a manner that seeks to quantify a minimum standard of knowledge and ability required of all police officers.

To establish career opportunities within the department: Field Training Officers serve as role models to new officers in the development of the knowledge/skills/abilities needed to perform patrol duties. While performing the duties of an FTO, an officer gains experience, accountability, responsibility, and knowledge; all of which contribute to leadership and evaluation skills. This not only creates the career path of being an FTO in and of itself but cultivates officers for future leadership positions within the department, all while allowing management to observe and evaluate them in these roles.

To establish an improved retraining program for the department: The FTEP provides systems to train and evaluate the performance of officers returning from extended leave or re-appointed to the department.

To supplement and improve department in-service training: By virtue of their role(s), members of the FTEP Staff gain a tremendous amount of insight and experience into the training of police officers. This experience and insight, along with the various certifications training expertise, can be utilized throughout the department's entire training division, including veteran officer training.

ORGANIZATIONAL STRUCTURE OF THE FTEP

Chain of Command

A specific chain of command exists for the FTEP. This chain of command is to be adhered to as long as the business being conducted relates to the FTEP. There may be times when an FTO or the Field Training Coordinator is not available. In this case, a departure from this procedure is allowable only if a matter of urgency exists and action must be taken immediately. In the rare instance that a matter of such urgency cannot be addressed within the FTEP chain of command, the Staff Sergeant of Patrol will be the officer in charge until the matter can be turned over to FTEP staff. In most cases, however, time is not such a factor and the FTEP chain of command should be used.

It is important to stress upon each participant in the FTEP a sense of organizational loyalty. When information flows up and down the appropriate chain of command properly, the program runs smoothly and effectively. Decisions that are made at an inappropriate level tend to interfere with the attainment of the unit's goal(s) and create feelings of unrest among the members as well as with the student officers. FTEP personnel operate as a team and, consequently, decisions made affect every member of that team. Decisions made at the proper level have proven the most effective and efficient operational model for any organization.

Chief of Police

The Chief of Police, as the head of the police department, retains final authority in the administration of the FTEP, including all standards and appointments. While the Lieutenant makes final recommendations with input from the Field Training Coordinator and the FTO's for consideration, the Chief of Police retains the final authority (and responsibility) over which candidates will enter, complete, or be terminated from the FTEP.

Lieutenant

The Lieutenant is the commanding officer of the Police Department, reporting directly to the Chief of Police. The Lieutenant administers the FTEP, setting all standards, required hours, appointments, and curricula. The Lieutenant may serve as, or work directly with, the Field Training Coordinator. If someone other than the Lieutenant is acting as the Field Training Coordinator, the Lieutenant is (in the absence of the Field Training Coordinator), the point of contact in any FTEP matter of such an emergent nature that a supervisory response was immediately required. The Lieutenant is responsible for assigning all staff involved in the field training program (including their duties/assignments), for making recommendations to the Chief of Police regarding a student officer's completion or termination from the FTEP, and will prepare the Termination Report for submission to the Chief of Police for a student officer if it is necessary.

Field Training Coordinator

The Field Training Coordinator (FTC) is responsible for general overseeing of the Field Training Program, including selecting, training, and supervising Field Training Officers, and assisting in creating and administering the FTEP standards, required hours, and curricula. The FTC is responsible for reviewing the DOR's for each student officer and preparing any reports for submission to the Lieutenant. The FTC will primarily look for problems on a larger scale than the FTO's, and devise strategies with the FTO's for correcting any foreseeable deficiencies. The FTC makes the determination regarding accelerating or remediating a student officer upon request by the Field Training Staff. The Field Training Coordinator reports directly to the Lieutenant for all FTEP matters and shall keep him or her promptly apprised of the general goings on within the FTEP, as well as any incongruities or issues that arise with any FTO or student officer.

Field Training Officer

The Field Training Officer (FTO) is responsible for conducting the daily training of student officers and complete Daily Observation Reports (DORs), as well as end of phase reports upon completion of a given phase with the Student Officer. FTOs will also assist in the instructing of the Student officer Training Course, as well as be required to attend all FTEP Staff meetings. FTO's are responsible for keeping the FTC apprised of any issues arising with a student officer, and for making recommendations to the FTC regarding a student officer's need for acceleration or remediation in the program. FTO's report directly to the Field Training Coordinator for all FTEP matters.

Student Officer

The Student officer (SO) is the newly appointed candidate of the police department with the intention of becoming a solo patrol officer. The SO's requirements are listed in the *Student officers Manual*. The Student Officer reports directly to his or her Field Training Officer.

STUDENT OFFICER TRAINING DUTIES

A student officer has certain duties, which are required during the FTEP. While the foremost duty is for the student officer to learn, it is not the sole duty. The following are required duties for the probationary officer.

- A. Student Officer are expected to enter the FTEP with the knowledge and skills required for graduation by Massachusetts Police Training Counsel.
- B. Student Officer shall be responsible for completing all assignments.
- C. Student Officer shall be expected to progress through extensive field training and evaluation periods during their assignment to the FTEP.
- D. Student Officer shall comply with all Department General Orders, Rules and Regulations, Policies and Procedures, State laws and Town Ordinances.
- E. Student Officer work schedules and assignments are at the direction of the FTEP Staff, and not at the convenience of the student officer.
- F. Student Officer shall check their mailbox, voice mail, and E-mail each shift.
- G. Student Officer shall abide by all student officer training rules.
- H. Student Officer will have available to them all necessary issued equipment, tickets, reports and other forms used by the department while on duty.
- I. Student Officer will come to work in a timely manner and be prepared to study and learn.
- J. Student Officer will complete all work assigned to them by the date required by the respective instructor or FTO.
- K. Student Officer will photocopy any Citations, Warnings, Affidavits, and any other paperwork to be turned in with DOR at the end of shift. The staff or FTO may require attachments later as needed for review of training progress. This material will be added to the student officer's FT file.

PATROL OFFICER DUTIES

What is a patrol officer? What is a patrol officer expected to do? Most Student Officers already have an idea what is expected of them; however, the position is usually more extensive than they realize. The following is an overview of a patrol officer's duties.

1. Patrols assigned area in vehicle and on foot; performs active problem identifications and solving; attend neighborhood meetings; maintain high patrol visibility to assist in crime prevention; actively perform cruiser and walking patrols, concentrating on high incident areas to detect possible criminal activities or needs for service; regularly check businesses and residential areas; monitor radio broadcasts by dispatch and other officers to ensure awareness of activities in area and to provide assistance if needed; identifies, reports, and responds to suspicious activities or calls for service.

2. Performs duties relating to service and assistance (disturbances, medical emergencies, lock-outs, suspicious persons, disputes, alarms, etc.); responds to scenes through radio calls, citizen notification, or observation; evaluates situation to determine needs (assistance from others, other agencies, ambulance, etc.); identifies and implements appropriate course of action.

3. Prepares reports (case/incident reports, supplemental reports, takes statements, accident reports, arrest reports, property cards etc.), observes and records events; checks reports for accuracy; submits to appropriate personnel; maintains field notebook of activities.

4. Performs duties relating to traffic enforcement; observes traffic violations; stops vehicles; checks registration and licenses for status; advises driver of violation committed and need to maintain safe driving practices; conducts or requests breathalyzer tests, if indicated; issues citations and makes arrests to enforce law, advises violator of rights; conducts search of arrested violator; ensures arrested violator is transported to appropriate detention area and vehicle is properly towed/secured.

5. Performs duties relating to criminal investigation and apprehension; secures crime scenes; responds to scenes of possible criminal activity using siren and emergency lights in emergencies, assesses scene to determine situation needs (assistance from other officers, ambulance, detective, K-9, etc.); provides assistance to victim(s); notifies Dispatch of descriptions for broadcast; assists in pursuit (foot and vehicular) and/or apprehension of suspects; interview/interrogate suspects, advising of Constitutional rights; makes arrests using only that force necessary; conducts search of arrested suspects; ensures suspects are transported to appropriate detention area and evidence is secured.

6. Performs duties relating to accident investigation and assistance; responds to accident scenes through radio calls, citizen notification, or observation; assesses scene to determine situation needs (assistance from others, ambulance, accident reconstruction, fire department, DPW, Towing Company, etc.); assists in extraction of victims and provision of first aid; secures scene to prevent further incidents; conducts investigation, gathers evidence, takes

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statements, prepares diagrams; issues citations and makes arrests to enforce law, advising violator of rights; conducts search of arrested violator; secures evidence; releases vehicles and clears scene.

7. Testifies in court; prepares for testimony, reviews reports and notes; meets with victims, witnesses, detectives, defense attorneys, and representatives from District Attorney's Office to review case; obtains appropriate evidence from Property Room Officer for Court; appears in court as required; presents testimony in accordance with Departmental policy.

8. Performs variety of police-community relations functions; meets and talks with citizens, providing information and advising of safety measures; visits local businesses to determine needs for service; assists motorists, providing directions; talks with juveniles in beat to establish rapport; participates in departmental ride-along programs to provide first-hand knowledge of police operations.

9. Attends training sessions to include; in-service, defensive driving, firearms, etc, present at shift change to obtain information on new procedures and maintain compliance with departmental standards.

10. Assists in traffic control (both pedestrian and vehicular) at scenes of special events or disasters (i.e., sporting events, concerts, parades, fires and accidents) to ensure orderly and safe flow of traffic.

11. Maintains liaison with detectives, officers, supervisors, other Departmental personnel, prosecutors, and personnel in adjacent jurisdictions, to share information and coordinate activities.

12. Maintains uniform and equipment in accordance with General Orders and SOPs; maintains supply of forms and reports needed to perform duties; ensures assigned vehicle is kept in good working order; maintains weapons in accordance with departmental policy.

13. Serves search and arrest warrants and criminal summonses issued by courts, securing location and maintaining officer safety.

14. Performs other duties as directed.

REQUIRED SKILLS FOR PATROL OFFICERS

WORKING CONDITIONS:

Shifts: Permanent shifts (by bid/assignment/per contract) with rotating days off for full time officers, per-deim (*at least* one per month) shifts for reserve officers

Field Conditions: exposure to extreme weather conditions, armed and/or dangerous persons, arrest of felons, individuals with contagious diseases, and hazards associated with emergency driving and traffic control.

OFFICER CHARACTERISTICS:

A. Knowledge of:

- 1) Montague Police Department Rules and Regulations;
- 2) Montague Police Department Policy and Procedure Manual;
- 3) Law enforcement theories, methods, and procedures;
- 4) Patrol theories, methods, and procedures;
- 5) Criminal, traffic, and juvenile laws;
- 6) Laws and procedure of search and seizure, arrest, interrogation and confession, evidence, and crime scene protection;
- 7) Interview procedures and methods;
- 8) Court policy and procedures;
- 9) Officer safety procedures;
- 10) Law enforcement information systems (IMC, LEAPS, CJIS, and NCIC);
- 11) Police report writing;
- 12) Juvenile delinquency;
- 13) Crime prevention;
- 14) Community relations;
- 15) Community service agency functions;
- 16) Crisis intervention and Mental Health Emergencies;
- 17) First aid/CPR/Defibrillation;
- 18) Town geography;
- 19) Defensive driving techniques;
- 20) Firearms responsibility;
- 21) Police radio procedures;
- 22) Mobile Data Terminal use;
- 23) Radio Procedures and Use;
- 24) Substance Abuse;
- 25) Evidence Collection;
- 26) Domestic Violence;
- 27) Hazardous Materials Safety;
- 28) Suicide Prevention;

B. Ability to:

- 1) Apply principles to solve practical problems;
- 2) Analyze problems quickly and take appropriate action under stress;
- 3) Handle sensitive and hostile public contacts;
- 4) Communicate effectively, both orally and in writing;
- 5) Observe and record events accurately and completely;
- 6) Write routine reports;
- 7) Establish rapport with citizens.

C. Skills Proficiency In:

- 1) Automobile operation under emergency conditions;
- 2) Issued equipment, weapons, and chemical agents;
- 3) Department computer and technology systems

D. Physical Abilities:

- 1) Maintenance of physical condition needed to effect arrests, subdue resisting individuals, chase fleeing suspects, lift and carry equipment and injured persons, force entry into buildings, climb flights of stairs, scale fences, stand or sit for long periods of time, endure exposure to extreme weather and disease, perform lifesaving procedures (CPR, etc.);
- 2) Maintenance of mental alertness needed to observe activities and implement appropriate action;
- 3) Ability to maintain composure and decision-making ability under high levels of stress
- 4) Emotional and psychological stability.

ROLE/EXPECTATIONS OF STUDENTS

Role of the Student

The role of the field training program student is to demonstrate the ability to perform at a solo patrol officer level by the end of the field training program. This is the standard by which the student will be measured throughout the training program.

The student's primary responsibility while assigned to the field training program is to devote his/her full attention and efforts toward successfully completing that program. This may be a very intense, time consuming, and stressful time in the student's life. The field training program staff will make every effort to provide the tools necessary for the student to succeed in this task. Students must simply give their best effort each and every moment they are assigned to the program.

Expectations of Students

Students are to be respectful to the Field Training Officers and other program staff. The FTO's direction is to be accepted and followed at all times. If the student believes that a specific order is improper, or an evaluation is not fair, he/she should discuss it with the FTO. If the student is still unable to resolve the issue, the student should ask to meet with the FTC. If the student still has a concern or problem, the student may ask the FTC to set up a meeting with the Lieutenant for final disposition of the matter.

Students are expected to complete all assignments in a prompt, timely manner. They will follow all policy and procedures, as outlined in the department General Orders, Rules and Regulations and Departmental Policy and Procedures. TO/FROM reports, tests, and other assignments are all to be expected to be assigned to student officer's and must be completed as directed.

Students should ask questions when they arise. FTOs are an information resource and students should not wait for the FTO to cover an area of concern they may have. **Students are expected to make mistakes.** They should not be overly concerned with errors when they are made. Instead they must channel their efforts into recognizing and correcting the error(s).

When off duty, students must always conduct themselves in a manner that reflects well on themselves, the department, and the police profession. Students should not involve themselves in police calls, ride-along with on duty officers, or conduct police business of any kind unless the situation is life threatening. Students should discuss these types of situations with their FTO and follow department policy when dealing with off-duty situations.

Students will receive Daily Observation Reports, Weekly Reports, Phase Summary Reports and required Additional Training Summary Reports. Students should use these forms to track their progress and to help identify any areas requiring additional effort on their part. Students should be open and honest during these reviews. Should any problems arise that cause concern, they should be discussed during these times.

Students shall be receptive to constructive criticism given by FTOs and field training program staff. They may verbalize an explanation for their action; however, repeated rationalization, excessive verbal contradictions and hostility are not acceptable and are counterproductive to the field training program itself.

Student's relationships with field training program and department staff (including other students, FTOs, and FTC) shall be respectful and strictly professional, both on and off duty, while they are going through the training program. Dating and socializing is prohibited unless the relationship began before the student was hired or assigned and the Lieutenant and FTC are aware of the relationship.

Training and Testing Methods

The Montague Police Department FTEP is written with performance-based objectives (training performance goals). The field training staff determines a schedule and/or manner for training and testing new officers. Because of the very nature of patrol work, not every field incident that the FTEP requires a student to perform will occur within the time frame of the program. The FTO should improvise by volunteering when possible, for assignments that will assist in meeting the training objectives. In some cases, it may be necessary for the FTO to set up a scenario exercise or rely on the student's verbal or written explanation of handling the situation coupled with his/her performance in similar incidents.

Initially, the student will be provided with, and allowed the opportunity to study written documents, policy directives, training study guides, or general orders that the student is responsible for knowing. The FTO should then proceed through the field training officers Manual discussing, instructing, or demonstrating each performance objective. The FTO will encourage the student to take increasing responsibility for field performance based on the nature of incidents and the amount of experience the student has in the program. This responsibility ultimately includes the satisfactory completion of each performance objective. It is the intention of the field training program to have the new officers demonstrate their satisfactory completion of or competency in these performance objectives (training goals) through actual, on-duty handling of field situations. This is, for obvious reasons, the preferred method of demonstrating that the student comprehends and can apply what has been taught. Based on a variety of reasons (calls for service, type of agency, demographics, location, etc.), students may have to demonstrate successful comprehension and competency through alternative ways.

The methods for "competency demonstration" used in the FTEP are:

(1) **Department Constructed Knowledge Tests.** Some portions of the field training program will require department constructed knowledge tests that measure the skills and knowledge required to achieve one or more training goals. These tests may be in written or verbal format. With the department constructed knowledge written test, students must earn a

score equal to or greater than the minimum passing score (80%) established by the department. Students who fail a written department constructed knowledge test Phase exams, daily quizzes and final evaluation on the first attempt should: (a) be provided with an opportunity to review the test results in a manner that does not compromise test security; (b) have a reasonable time, established by the department, to prepare for a single retest; and (c) be provided with an opportunity to be retested with an department constructed, parallel form of the same test. Special Note - These tests are standardized to ensure accuracy and fairness as much as possible.

(2) **Scenario Tests.** Some portions of the field training program may require scenario tests which are job simulation tests that measure the skills and knowledge required to achieve one or more training goals. When a scenario test is used, students should demonstrate their competency in performing the tasks required by the scenario test. Competency means that the student performed at a level that demonstrates that he or she is able to perform as a solo patrol officer (after final evaluations).

Special Note - Officer Safety must be of the utmost concern during the use of any simulated / scenario exercises. At no time are loaded weapons to be used in any scenario testing during the field training program.

(3) **Field Performance Tests.** Most portions of the field training program will require field performance tests which are generally in the form of calls for service, traffic enforcement, arrests, self-initiated activity, etc. When field performance tests occur, students must demonstrate their competency in performing the tasks required of a solo patrol officer. A qualified field training officer should make this determination. Students who fail to clearly demonstrate competency during a field performance test should be provided additional training/remedial training. The additional training/remedial training should be provided and documented by a qualified field training officer, up to final evaluation. The FTEP Staff shall determine the duration of and subject matter covered in the additional training/remedial training.

PROGRAM PHASES

The FT program is divided into phases, each of which the Student Officer will be required to pass. The phases of the Montague Police Department FTEP are outlined below. All phases may be modified depending on the requirements of the individual officer, and the times of the classes may be adjusted to meet specific needs by the Field Training Coordinator. The administration, observation, and in-house phases may be partially or fully waived by the Lieutenant upon request of the FTC in such cases where the requisite knowledge, certifications, or proficiencies are already possessed by the student officer and have been verified by the FTC.

Administration Phase

Is an introductory phase to the department. This phase is approximately 8 hours, with the student officer spending 4 hours in a classroom setting for department orientation and 4 hours with FTEP Staff. It involves the in-processing of the student officer, as well as the student officer's orientation to the department, the FTEP and the FTO's. Student Officer's will also receive their introduction to the administrative/clerical functions of the department (dispatch, radio, information technology, etc.) during this phase, as well as be instructed on the use of all departmental paperwork, Policies and Procedures, General Orders and rules and regulations of the department. During this phase student officers will be supplied with their uniforms, paperwork, and other items required for completion of the program.

Observation Phase

Is a 40 hour phase. The student officer will be assigned to specific FTOs during the period of this phase. This phase is instructional. During this phase the student officer is not evaluated. The FTO will be responsible for 100% of the workload. The student officer will spend this time observing the FTO, other officers, and dispatch during their normal course of duty. The purpose of this phase is to familiarize the student officer with the normal duties of a solo patrol officer as well as providing an opportunity to focus on orientation to patrol and radio traffic in a low stress environment. This Phase may be participated in simultaneously or overlapping with the Administrative Phase. An End of Phase Summary Report is to be prepared by the FTO assigned to this phase.

In-House Training Phase 1 – Legal/Procedural

Is a 16 hour phase taught in the classroom setting. During this phase the student officer will be instructed in constitutional law, criminal procedure, criminal law, and motor vehicle law at the introductory level, as well as related department policies and procedures. The purpose of this phase is to ensure the student officer has a basic, working knowledge of constitutional context, the legal process, and the most commonly encountered statutes and regulations. This phase is not intended to replace an MPTC approved academy curriculum (which must be completed as a prerequisite to the FTEP), but to supplement it, focusing on the practical application of the law, how it is most commonly applied, and how it relates to various police department operations and regulations. Student officers must demonstrate a basic understanding of the topics covered, and score at least 80% on any written exam to continue

on to the next phase; an End of Phase Summary Report may be required by the Lieutenant from the FTEP staff responsible for this phase. Up to 4 hours of remedial training may be provided to a student officer who is unable to meet the prescribed standards. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

In-House Training Phase 2 – Certifications

Is a phase in which the student officer will be brought up to date in all relevant certifications. The time requirement of this phase is dependent on the Student Officer's current status/standing of certifications. Instruction in the appropriate use of force, including the use of force model and its practical application will be provided to all student officers. This phase also covers Firearms, Defensive Tactics (handcuffing, chemical irritant sprays, and baton), Radar, CPR/First Responder, and TASER. During this phase, Student Officers will be trained in the use of their sidearm, as well as the applicable department shotgun and patrol rifle. Reserve Student Officers will complete the reserve officer firearms curriculum during this phase; previously trained officers may only require an abbreviated firearms curriculum based on their previous level of training, to be determined on a case by case basis by the Field Training Coordinator and Department Firearms Instructor(s). During this phase, Student Officer's will be issued each tool as they successfully meet and demonstrate the required proficiency with it. Student officers must demonstrate a basic understanding and minimum proficiency of the topics covered, and score at least 80% on any written exam to continue on to the next phase; an End of Phase Summary Report may be required by the Lieutenant from the FTEP staff responsible for this phase. Up to 8 hours of remedial training may be provided to a student officer who is unable to meet the prescribed standards. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

In-House Training Phase 3 – Patrol Procedures

Is an 8 hour phase and may be conducted congruently with Field Training based on the Student Officer and at FTEP Staff discretion. During this phase the student officers will be instructed on the use of equipment, building searches, searches of persons, working with other agencies and specialized units, containment and perimeter, cruiser operation, responding to calls, basic motor vehicle stops, felony vehicle stops, and other necessary skills. This phase is meant as an introduction to Patrol Procedures with the goal of familiarization to them; each of the topics and the practice of their practical application will be further covered as part of the Field Training Phases with their assigned FTOs. Student officers must demonstrate a basic understanding and minimum proficiency of the topics covered, and score at least 80% on any written exam to continue on to the next phase. An end of phase summary report is required from FTEP staff if this phase is conducted independently of other phases. Up to 4 hours of remedial training may be provided to a student officer who is unable to meet the prescribed standards. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

Field Training Phase One

Is a 32-hour phase, to be completed within a 2-week period. The student officer will be assigned to a specific FTO during the period of this phase and will schedule with that FTO for the Phase. This phase is primarily instructional. During this Phase, the FTO will be performing up to 70% of the duties, and the student officer at least 30%. To pass Phase One, the student officer will be required to demonstrate acceptable performance on all required categories of the DORs, complete all of the assigned Tasks for the phase, and pass any written exam with a score of 80%. An End of Phase Report is to be prepared by the FTO for submission to the FTC. If a student officer is incapable of completing the phase in the time allotted, the student officer may be extended up to (2) four-day rotations within the phase upon the FTO's written request to the FTC documenting both the student officer's particular area of deficiency, and the proposed remediation plan to provide the greatest chance of success for the student officer. If after the extension and prescribed remediation the Student Officer is able to complete the requirements of the phase, they may advance to the next phase with approval from the Field Training Coordinator. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

Field Training Phase Two

Is a 32-hour phase, to be completed within a 2-week period. The student officer will be assigned to a specific FTO during the period of this phase and will schedule with that FTO for the Phase. This phase is primarily instructional. During this Phase, the FTO will be performing up to 50% of the duties, and the student officer at least 50%. To pass Phase Two, the new officer will be required to demonstrate acceptable performance on all required categories of the DORs, complete all of the assigned Tasks for the phase, and pass any written exam with a score of 80%. An End of Phase Report is to be prepared by the FTO for submission to the FTC. If a student officer is incapable of completing the phase in the time allotted, the student officer may be extended up to (2) four-day rotations within the phase upon the FTO's written request to the FTC documenting both the student officer's particular area of deficiency, and the proposed remediation plan to provide the greatest chance of success for the student officer. If after the extension and prescribed remediation the Student Officer is able to complete the requirements of the phase, they may advance to the next phase with approval from the Field Training Coordinator. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

Field Training Phase Three

Is a 32-hour phase, to be completed within a 2-week period. The student officer will be assigned to a specific FTO during the period of this phase and will schedule with that FTO for the Phase. This phase is primarily instructional. During this Phase, the FTO will be performing up to 30% of the duties, and the student officer at least 70%. To pass Phase Three, the new officer will be required to demonstrate acceptable performance on all required categories of the DORs, complete all of the assigned Tasks for the phase, and pass any written

exam with a score of 80%. An End of Phase Report is to be prepared by the FTO for submission to the FTC. If a student officer is incapable of completing the phase in the time allotted, the student officer may be extended up to (2) four-day rotations within the phase upon the FTO's written request to the FTC documenting both the student officer's particular area of deficiency, and the proposed remediation plan to provide the greatest chance of success for the student officer. If after the extension and prescribed remediation the Student Officer is able to complete the requirements of the phase, they may advance to the next phase with approval from the Field Training Coordinator. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

Field Training Phase Four

Is a 32-hour phase, to be completed within a 2-week period. The student officer will be assigned to a specific FTO during the period of this phase, with this FTO being the same FTO the student officer was assigned to during Field Training Phase One when possible. This phase is primarily an "observe and evaluate" phase, with the FTO in subdued uniform (i.e. approved street clothes, with a radio, firearm, handcuffs, and concealable body armor required at a minimum) in order to give the student officer every opportunity to gain and maintain control and command presence. During Field Training Phase Four, the student officer becomes the principle officer. By the end of this phase the student will be required to do 100% of all police functions. FTO's will require the student to perform all police functions in a solo capacity and will not assist in any manner (i.e. taking radio calls, handling calls, or answering questions from citizens). They will avoid interfering with the student officer's police performance except to point out observations that should/could require the new officer's action, in emergencies or in situations that have developed beyond the student's ability or control. An FTO will **always** take immediate action to prevent unlawful or unethical acts. The FTO must have his or her badge and identification readily available during such times. As the student officer will be operating at a 100% solo level; the FTO's responsibility is to override the student officer only in the event of an emergency.

To pass Phase Four, the student officer will be required to demonstrate acceptable performance on all required categories of the DORs, complete all of the assigned Tasks for the phase, and pass any written exam with a score of 80%. An End of Phase Report is to be prepared by the FTO for submission to the FTC. If a student officer is incapable of completing the phase in the time allotted, the student officer may be extended up to (2) four-day rotations within the phase upon the FTO's written request to the FTC documenting both the student officer's particular area of deficiency, and the proposed remediation plan to provide the greatest chance of success for the student officer. If after the extension and prescribed remediation the Student Officer is able to complete the requirements of the phase, they may advance to the next phase with approval from the Field Training Coordinator. If after the allotted remediation a student officer is unable to meet the standards, the FTC shall advise the Lieutenant of the deficiency and provide a recommendation as to the student officer's anticipated likelihood of success in the program.

Shadow Phase

Is a 32-hour phase, to be completed within a 2-week period. The student officer will be assigned to a shift when an FTO is on duty during this phase. This phase is an “observe and evaluate” phase, intended to verify the student officer’s successful completion of the FTEP. The student officer will be operating alone in the vehicle. An FTO will back up the student officer on all calls and stops as appropriate. The FTO will evaluate the student officer on all observable activity and prepare an End of Phase Report for submission to the FTC. If problems arise within the Shadow Phase, then the student officer can be assigned up to 2 remedial Phase 4 four-day rotations of additional training (with an FTO in the vehicle). The student officer will then attempt the Shadow Phase again. If during the second Shadow Phase rotation, they are unable to complete the shadow phase with at least acceptable levels in all observable categories, they will not be approved to graduate from the program by the FTEP Staff.

LENGTH OF THE PROGRAM

The length of time required to successfully complete the entire FTEP, while outlined in the “Program Phases” section of this manual, is highly circumstantial; it is dependent upon each individual student officer.

The **Administrative, Observation, and In-House (1, 2 and 3)** Training Phases are primarily task based, therefore their completion is dictated by the prescribed tasks, certifications, and attendances. Any student officer who is unable to meet the criteria set forth for a given phase in the allotted time may be provided the allotted remedial training time for that phase based upon FTEP Staff recommendation; inability to meet a phase’s requirements after the allotted remedial time may result in dismissal from the FTEP.

While the **Administrative, Observation, and In-House (1, 2 and 3)** Training Phases will be completed in the initial stages of the FTEP, a student officer may complete portions of these phases in conjunction with Field Training Phases as approved by the Lieutenant. Student officers **MUST** successfully complete the firearms portion of their training, including meeting all necessary department and MPTC qualification standards prior to beginning any of the Field Training Phases.

The **Field Training Phases (1, 2, 3, and 4)** are performance based, as such their lengths are dependent upon each individual student officer. Many student officers will enter the program with some relevant work experience in one or even all of the subject phases (A student officer who is a full time lateral transfer from another agency with years of experience may be able to demonstrate full minimum competency of a phase or portion of a phase in days or even hours), and the time spent in any given phase prior to its successful completion will be reflective of such. The prescribed hours outlined in the manual are intended as guidelines for the time in which those candidates with little to no practical field experience in any of the respective areas of instruction are allotted to complete each phase.

However, while the actual *time* a candidate spends on a particular phase remains flexible, the *requirements* that must be met to successfully complete a given phase are not. All student officers must be rated in all performance rating categories using the established standardized evaluation guidelines as well as meeting all task frequency requirements prior to successful completion of any phase. Keeping the goals of the FTEP in mind, the purpose of the program is to evaluate student officers based upon successful completion and competency in a particular subject area, not upon completion of a specific number of hours.

Any student officer who is unable to meet the criteria set forth for a given phase in the allotted time may be provided the allotted remedial training time for that phase based upon FTEP Staff recommendation; inability to meet a phase’s requirements after the allotted remedial time may result in dismissal from the FTEP.

TRAINING EVALUATION OVERVIEW

During the field training process, student officers must be guided, directed, and made aware of their progress through written evaluations. In this model, the written evaluations include Daily Observation Reports (DOR), End of Phase Summary Reports, and other documentation. The DOR is 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 student officer, 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.

The Process

Each student officer shall be evaluated in a number of categories which, when taken together, reflect the totality of the job for which the student officer was hired (these categories are designed to reflect general law enforcement patrol duties). When possible, these categories are rooted in a Job Task Analysis that has been completed specifically for the job of being a police officer. Job Task Analysis is the process of obtaining information about a job, and its requirements, in order to determine the knowledge, skills, and behaviors that are required for satisfactory performance of the job in question. Research by other law enforcement agencies has indicated that the key job task elements for the peace officer position are similar or identical throughout the nation. Therefore, the department shall utilize a model of job task analysis developed, court tested, and utilized through the proven *San Jose Model*.

The evaluation procedure should be based on the behavioral anchor approach, which uses Behavior Anchored Ratings. Once the relevant job-related categories have been defined, *what* is to be evaluated has been identified. *How* to rate these categories now becomes the issue. *How* is based upon the employee's performance as measured against Performance Categories using Standardized Evaluation Guidelines (SEG's). These "SEGs", as they are called, have been established to ensure each FTO's rating of a student will be equal and standard throughout the program. They are designed to provide a definition, in behavioral terms, of various levels of performance. The Performance Categories SEGs must be applied equally to all students, regardless of their experience, time in the program, or other incidental factors. Standardized Evaluation Guidelines are provided for every category listed on the face sheet of the Daily Observation Report (DOR).

Standardized Evaluation Guidelines (SEGs)

Because law enforcement, like so many other professions, has within it a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occurs. Evaluation without standardization is not possible. In order to promote standardization of the evaluation process for each student officer, there is a need to articulate and document reference points. These reference points need to be properly

articulated to explain the rationale supporting a numerical score, such as "1" (Unacceptable), "3" (Acceptable), or "5" (Superior) along with "NO" (Not Observed) or "NRT" (Not Responding to Training”).

The Performance Categories/Standardized Evaluation Guidelines and the explanations for Unacceptable, Acceptable, and Superior reflect the operational standards for the department. The SEGs utilized in the FTEP have been chosen to accurately reflect the levels of knowledge and skill in the department. The categories selected for rating should, (1) cover the totality of what an employee is required to do and (2) should be anchored in behaviorally descriptive terms.

The language in the Performance Categories SEGs cannot include everything that would represent the various levels of performance. It is of paramount importance that each rater (FTO) uses the Standardized Evaluation Manual lines in the rating (evaluation) process.

Rating Behavior/Performance

As has been presented, each category (listed on the Daily Observation Report) is accompanied by a set of Performance Categories SEGs. The Montague Police Department, like *most* agencies, uses the "*San Jose Model*" which has been adapted as the POST program in the majority of states. Some utilize a 7-point rating scale, while other agencies use other point variation scales, commonly either 3 or 5-point scale. **The Montague Police Department uses a rating scale with 5 points. All students are evaluated utilizing the solo patrol officer standard as "Unacceptable, Acceptable or Superior".**

The FTO's role is to examine the student officer's performance and choose the appropriate description as provided in the relevant Performance Categories SEG. The FTO selects the description that "fits" the behavior that they are evaluating, i.e., 1, 3, 5, or "NO" (not observed). The most difficult part of the evaluation process for FTOs is to surrender their own opinion of what the student's performance should be based on perceived potential or past experience. FTOs **MUST** rate the student pursuant to the language in the manual lines if the student's performance is consistent with the language of that manual line. FTOs shall have no discretion in this matter. It is the only way that objective evaluations will be accomplished.

Evaluation Process

Each new student officer's progress, as he/she proceeds through the training program, is recorded by means of written evaluations. The evaluation process is as important as the training process itself.

The obvious purpose of evaluation is to record and document a student officer's progress, but there are other purposes as well. Evaluations are excellent tools for informing the student officer of his or her performance level at a particular given point in time. They are also excellent devices for identifying training needs and documenting training efforts. Further, they chronicle the skill and efforts of the FTO as well. In short, evaluation equals feedback.

Collectively, over the duration of the program, evaluations tell a chronological story, category by category. They tell of a student officer's successes and failures, improvements and digressions, and of the attempts to manage each of these occurrences. These documents are critical in the career of each student officer and should be treated as such. Honest and objective evaluations of students shall be a top priority of all members of the FTEP staff.

Each student officer will be evaluated in a number of categories. These categories cover as much of each aspect of the police environment and responsibilities as practical. The Standardized Evaluation Guidelines (Performance Categories) have been established to ensure each FTO's rating of a student officer will be equal and standard throughout the program. The Standardized Evaluation Guidelines (Performance Categories) are actually "behavioral task anchors". They provide a definition, in behavioral terms, of *Unacceptable*, *Acceptable*, and *Superior* levels of performance that must be applied to all student officers, regardless of their experience level, time in the Field Training and Evaluation Program, or other incidental factors. There are Standardized Evaluation Guidelines for every category listed on the face of the Daily Observation Report.

Evaluation Frequency

The primary responsibility for evaluating a student officer's performance lies in the Field Training Officer's Daily Observation Report (DOR).

FTO's complete a DOR on each student officer each shift. Part of completing a DOR is reviewing the DOR with the Student Officer. This daily evaluation must be completed and turned in at the end of the shift and, except for extraordinary circumstances, **shall not be left to be done at a later time**. In this way, the student officer is provided the opportunity to ask questions and seek clarification not received earlier in the workday. End of shift feedback also serves to reinforce instructions, criticism, and praise given during or after each earlier incident.

At end of each phase, the FTO will complete a Phase Summary Report (PSR) for every student officer assigned to the program. This report will keep track of the overall performance of the student officer as well as serve as a record for their progress in the program.

An FTO working with a student providing additional or remedial training will complete the DOR on a daily basis during that time, as well as the Additional Training Summary (ATS) at the end of the remedial training. The Additional Training Summary will be used to record the training provided and progress of a student officer during that additional training.

The Field Training Coordinator is responsible for reviewing all DOR's at least weekly. This is useful not only to monitor a student officer's performance, but also to monitor the FTO's evaluation(s) of a student officer. This monitoring also provides information for any meetings the FTC may deem relevant with the Lieutenant, an FTO, or a Student Officer, as well as FTEP Staff meetings. Upon the Student Officer's completion of Phase 2 and completion of the Shadow Phase, the FTC shall prepare a progress report of the Student Officer and provide it to the Lieutenant for review. It shall reflect the Coordinator's observations and review of

DORs, other officers and supervisors' remarks, written reports from the student, etc. The report will reflect the student's performance over a period of time, with the Coordinator providing another independent evaluation. The Coordinator review will reinforce program guidelines, provide evaluation of the FTO's as an instructor, and update the Lieutenant as to the Student Officer's overall progress in the program.

Daily Observation Reports

When completing the Daily Observation Report, FTO's will refer to the "Performance Categories" guidelines while completing the DOR to ensure that they are abiding with them and to ensure standardization of evaluations in the program.

A student officer must obtain an acceptable rating in all of the Performance Tasks to complete the *Field Training Program* satisfactorily.

Court Attendance

While the student officer is in the FTEP, the FTO is required to attend court with the new officer should the student officer be required to go to court on a police related matter. The student officer will also be required to attend court with the FTO for the purposes of observation and familiarization of the courthouse and of the court process. The FTO will utilize the court appearance to demonstrate, train and evaluate. Attendance and performance in court should be documented on the next DOR.

Field Training Scenarios

Students will always be told when a training situation is a mock situation. Training scenarios will be done only with FTC approval. Loaded firearms will never be used in a training scenario. The lead instructor will assign one of the instructors to do a weapon check of all instructors and student officers at the training.

DISCRETIONARY OVERRIDE

The FTO has a duty and responsibility to “take over” from the student officer whenever:

1. The SO is about to or has committed an unethical, illegal, or unlawful act.
2. The SO is about to or has placed themselves and/or others in a position of a safety threat or possible harm.
3. The SO is clearly unable to respond or uncertain of what to do or how to accomplish the task at hand.
4. The SO is about to/has seriously compromised the quality of law enforcement service delivery.
5. The SO is about to or has embarrassed him or herself, or the department.
6. The SO either can’t or won’t make a decision.
7. Before the FTO utilizes “Discretionary Override”, consider... ***“Is the student officer performing incorrectly, or merely differently than I would?”***

TERMINATION PROCESS

If a student officer is unable to complete the program at a satisfactory level, the field training staff will request termination. The termination process will begin if a student officer cannot meet the requirements to pass from any phase of the program and they have used all of their 4 day extension times. There are also some behavior patterns that can indicate a need for termination, regardless of whether or not extensions have been granted. If the student officer exhibits any of the following behavior the FTO Staff will consider recommending termination.

1. Recruit is not responding to training and attempts to motivate the recruit are not working.
2. It is determined through documented incidents that the recruit has a propensity to resorting to abusive or excessive language or force when dealing with the public
3. The recruit is not progressing at an acceptable rate. This should be measured against the mean progression rate of recruits who have completed the program or against recruit's current peers.
4. If recruit commits unsafe acts during patrol, placing himself, the FTO or the public in danger (These acts should be documented on the DOR).
5. The student officer is insubordinate a senior officer or FTO, particularly when an FTO is intervening in an "Override" situation.

Termination Procedure

If, during any phase of training, it is concluded by a consensus of the FTET Staff that a student officer should be recommended for termination, it then becomes necessary that all information having relevance to the eventual decision be gathered. A memorandum from the Field Training Officer's summarizing the student officer's performance reflecting positive, as well as negative aspects of his/her work, shall be directed to the FTC and shall include recommendations concerning retention or dismissal. This information shall be held in strict confidence.

Although the FTO is encouraged to continually keep the student officer apprised of his level of performance, it is not the FTO's role to notify the recruit of impending termination. The decision to terminate will be made only after all reports on file are reviewed by the Field Training Coordinator, and ultimately the Lieutenant, who shall make the recommendation to the Chief of Police. The Lieutenant is responsible for notifying the student officer as soon as possible of the Chief of Police's intention to recommend termination to the Board of Selectmen when it is appropriate.

Upon the Lieutenant determining his or her intention to recommend termination of the student officer to the Chief of Police, the student officer should be removed from assignment until the recommendation for termination has been decided upon by the Chief of Police. At no point should the student officer be allowed to conduct police officer duties until after the Chief's determination of termination or retention has been made.

If, after reviewing the reports and facts presented, the Chief concurs with the Lieutenant's recommendation for termination, the student officer, the Lieutenant, and the Board of Selectmen will be notified in writing by the Chief of Police.

After being informed of pending termination from the department, the student officer should be informed of the alternative of resignation, if deemed appropriate by the Chief of Police. Even though the student officer may elect to resign, all equipment, uniforms, memoranda, reports, and evaluation material shall be completed and maintained in the student officers file for possible future reference.

The student officer's training file is confidential and shall be reviewed only by personnel connected with the FTEP. Others requesting review of any such file shall first secure approval from the Lieutenant or Chief of Police. Agencies conducting background checks for employment must have a release signed by the student officer and approval from the Lieutenant or Chief of Police prior to accessing any training files.

APPLICATION OF PERFORMANCE EVALUATION SCALE

Perhaps the most difficult task facing the Field Training Officer in completing the Daily Observation Report is the application of the numerical rating that represents the behavior being evaluated. The FTO's dilemma usually involved his/her rating philosophy versus another's and the question of whom is correct. The following explanation attempts to clarify this issue and ease the concern of the FTO and the new officer being evaluated.

The first principle of value application is that everyone has different perceptions on nearly everything. While a standardization of ratings is a necessity, any attempt to standardize perceptions is doomed to failure at the start. For example, an FTO, based on prior negative experience, may see a new officer's exposure of his/her weapon to a suspect as a "1" rating in Officer Safety, while another FTO may see the same behavior as a "2" rating. Should the student officer or the FTEP staff really be concerned? The answer is no, as long as both FTOs see the performance as "Unacceptable" (scale values 1, AND 2), under the guideline quoted. A lack of standardization ensues when one FTO sees the performance as "Unacceptable" (Scale values 1, or 2) and the other sees the same behavior as "Acceptable" (scale values 3, 4, or 5). In summary then, we have no difficulty accepting differences in officers' perceptions unless these perception differences vary between "Unacceptable" and "Acceptable" ratings for the same performance.

The second principle concerns the value assigned to performance where additional efforts have been undertaken and the student officer has not responded to training. A new student officer who performs at less than an acceptable level will be assigned a 1, or 2 for that task. The FTO is then under an obligation to provide training to the student officer and assess the new officer's performance when the next opportunity arises. If the FTO has provided remedial training and the new officer continues not to meet the minimum standard, how should the FTO evaluate the new officer? A reduction in the scale value might seem contradictory if the new officer does no worse than before. The N.R.T. (Not Responding to Training) section of the report form allows the FTO to report continued failure to improve on the part of the new officer, while maintaining the integrity of the rating first given. Thus, an N.R.T. is an indication of a problem that has occurred in the past, which has been the object of appropriate remedial training effort, and has not improved with said remedial training. A rating of N.R.T. might be compared to the waving of a "red flag", indicating that the student officer is in danger of failing the FTEP unless performance improves.

PERFORMANCE CATEGORIES

(Standardized Evaluation Guidelines)

The following provides guidelines as to when "1," "3," and "5" scale value ratings are to be used when rating a trainee's behavior in each of the performance categories. It is through the use of these guidelines that program standardization and rating consistency are achieved.

<u>Unacceptable</u>	<u>Acceptable</u>	<u>Superior</u>
(1) 2	(3) 4	(5)

APPEARANCE

1. **General Appearance:** Evaluates the trainee's physical appearance, dress, and demeanor.
 - (1) **Unacceptable:** Overweight, dirty shoes or wrinkled uniform. Uniform fits poorly or is improperly worn. Hair in violation of department regulations. Dirty weapon, leather or equipment. Equipment missing or inoperative. Offensive body odor or breath. Hat not worn in accordance with department regulations.
 - (3) **Acceptable:** Uniform neat and clean. Uniform fits and is worn properly. Weapon, leather, and equipment are clean and operative. Hair and equipment within regulations and shoes are shined. Wears hat properly.
 - (5) **Superior:** Uniform neat and clean. Uniform fits and is worn properly. Weapon, leather, and equipment are exceptionally kept and operative. Hair and equipment within regulations and shoes are shined. Portrays an obvious command presence.

ATTITUDE

2. **Acceptance of Feedback:** Evaluates the way the trainee accepts the trainer's criticism and how that feedback is used to further the learning process and improve performance.
 - (1) **Unacceptable:** Rationalizes mistakes, denies that errors were made, is argumentative, refuses to, or does not attempt to, make corrections. Considers criticism to be a personal attack.
 - (3) **Acceptable:** Accepts criticism in a positive manner and applies it to improve performance and further learning.
 - (5) **Superior:** Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame others for errors.

KNOWLEDGE

3. **Department Policies and Procedures:** Evaluates the trainee's knowledge of departmental procedures and ability to apply this knowledge under field conditions.

Reflected in Field Performance

- (1) **Unacceptable:** Fails to display knowledge of department policies, rules and regulations, procedures or violates same.
 - (3) **Acceptable:** Familiar with most commonly applied department policies, rules and regulations, procedures and complies with same.
 - (5) **Superior:** Has an excellent working knowledge of department policies, rules and regulations, procedures, including some lesser known and seldom used ones.
4. **Mass General Laws:** Evaluates the trainee's knowledge of the General Laws and the ability to apply that knowledge in field situations.

Reflected in Field Performance

- (1) **Unacceptable:** Does not know the elements of basic sections of the law. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes. Unable to discern criminal from civil matters.
 - (3) **Acceptable:** Recognizes commonly encountered criminal offenses and applies appropriate section of the law. Knows the difference between criminal and non-criminal activity, and between criminal and civil matters.
 - (5) **Superior:** Has outstanding knowledge of the criminal laws and applies that knowledge to normal and unusual criminal activity.
5. **Motor Vehicle Laws:** Evaluates the trainee's knowledge of motor vehicle laws and ability to apply that knowledge to traffic situations encountered in the field.

Reflected in Field Performance

- (1) **Unacceptable:** Does not know the most used section of the laws. Does not recognize violations when committed and/or incorrectly identifies violation.
- (3) **Acceptable:** Knows and recognizes commonly used sections of the law. Applies appropriate sections of the law. Able to locate lesser-known sections in reference material.

- (5) **Superior:** Has outstanding knowledge of the motor vehicle laws, including lesser-known sections. Quickly and effectively applies laws.

PERFORMANCE

- 6. **Criminal Investigation Procedures:** Evaluates the trainee's knowledge of criminal procedures, including laws of arrest and search and seizure. Evaluates ability to apply those procedures in field situations.

Reflected in Field Performance

- (1) **Unacceptable:** Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, attempts to arrest unlawfully.
 - (3) **Acceptable:** Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Arrests within legal guidelines.
 - (5) **Superior:** Follows required procedure in all cases, accurately applying law relative to searching, seizing evidence, and affecting arrests.
- 7. **Accident Investigation Procedures:** Procedures/Policies/Techniques: Does the student officer have the ability to conduct a basic accident investigation? To what degree of acceptability does student officer complete the necessary paperwork? Is the student officer capable of completing the investigation in a timely manner?

Reflected in Field Performance

- (1) **Unacceptable:** Fails to use proper safety techniques while investigating the accident. Does not render aid to injured people, or fails to request additional resources. Does not follow proper protocols to adequately investigate the accident.
- (3) **Acceptable:** Follows proper procedures to safely investigate an accident, renders aide to the injured, requests all necessary personnel (Fire, EMS, tow truck, other agencies if needed). Properly documents all aspects of the accident, including statements, photos, measurements and diagram.
- (5) **Superior:** Shows exemplary knowledge in accident scene safety and investigative knowledge in properly handling the accident scene.

8. **Knowledge of department computer systems:** Evaluates the student officer's familiarity with the Departments Reporting System(s), to include CAD/RMS.

Reflected in Field Performance

- (1) **Unacceptable:** Does not know how to properly use the departments reporting system (IMC). Fails to use proper forms in documenting cases.
 - (3) **Acceptable:** Has the ability to utilize the department computer and reporting system with minimal help
 - (5) **Superior:** Mastered the use of the department computer and reporting system and uses without assistance from the FTO.
9. **Report Writing: Content & Organization:** Evaluates the trainee's ability to prepare reports that accurately reflect the situation and in a detailed, organized manner.
- (1) **Unacceptable:** Unable to organize information and to reduce it to writing. Leaves out pertinent details in report; Report is inaccurate.
 - (3) **Acceptable:** Completes reports, organizes information in a logical manner. Reports contain the required information and details.
 - (5) **Superior:** Reports are a complete and detailed accounting of events from beginning to end, written and organized so that any reader understands what occurred.
10. **Report Writing: Grammar, Spelling, & Syntax:** Evaluates the trainee's ability to use proper English; to follow the rules for spelling and to write neatly.
- (1) **Unacceptable:** Reports are choppy or ineffective at providing a detailed reporting of events. Reports contain excessive number of misspelled words. Sentence structure, tense, or word usage is improper or incomplete.
 - (3) **Acceptable:** Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are rare. Errors, if present, do not impair an understanding of the report.
 - (5) **Superior:** Reports are very neat and legible. Contains no spelling or grammatical errors.

11. Orientation to Town & Response Time to Calls: Evaluates the trainee's awareness of surroundings, ability to find locations, and arrive at a destination within an acceptable period of time.

- (1) **Unacceptable:** Unaware of location while on patrol. Unable to utilize a map. Unable to relate location to destination. Gets lost. Expend too much time getting to destination.
- (3) **Acceptable:** Is aware of location while on patrol. Properly uses map. Can relate location to destination. Arrives within reasonable amount of time.
- (5) **Superior:** Remembers locations from previous visits and does not need the map or GPS to get there. Is aware of shortcuts and utilizes them to save time. High level of orientation to the sector, village and town.

12. Driving Skills: Non Stress/ Normal Conditions: Evaluates the trainee's skill in the operation of the police vehicle under normal driving conditions.

Reflected in Field Performance

- (1) **Unacceptable:** Frequently violates traffic laws. Involved in an "at-fault" accidents. Fails to maintain control of vehicle or displays poor skills in vehicle operation. Engages self in distractions to safe operation.
- (3) **Acceptable:** Obeys traffic laws as appropriate. Maintains control of the vehicle. Performs vehicle operation while maintaining alertness to surrounding activity. Drives defensively.
- (5) **Superior:** Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio, managing MDT, etc. Is a superb defensive driver.

13. Driving Skills: Stress & Emergency Conditions: Evaluates the trainee's skill in vehicle operation under emergency situations and in situations calling for other than usual driving skill.

Reflected in Field Performance

- (1) **Unacceptable:** Involved in an “at-fault” accident. Uses blue lights and siren unnecessarily or improperly. Drives too fast or too slow for the situation. Loses control of the vehicle. Violates traffic laws.
- (3) **Acceptable:** Maintains control of vehicle and evaluates driving situations properly. Obeys traffic laws
- (5) **Superior:** Displays high degree of reflex ability and driving competence. Anticipates driving situations in advance and acts accordingly. Practices defensive techniques. Responds very well relative to the degree of stress present. Obeys traffic laws.

14. Field Performance: Non-Stress Conditions: Evaluates the trainee's ability to perform routine, non-stress police activities.

Reflected in Field Performance

- (1) **Unacceptable:** When confronted with a routine task, becomes confused and disoriented. Does not/cannot complete task. Takes wrong course/avoids taking action.
- (3) **Acceptable:** Properly assesses routine situations, determines appropriate action and takes same.
- (5) **Superior:** Properly assesses situations including unusual or complex ones. Determines appropriate course of action and takes same.

15. Field Performance: Stress Conditions: Evaluates the trainee's ability to perform in moderate and high stress situations.

Reflected in Field Performance

- (1) **Unacceptable:** Becomes emotional, is panic-stricken, can't function, holds back, loses temper or displays cowardice. Places self or others in danger. Over reacts to situations.
- (3) **Acceptable:** Maintains calm and self-control in most situations, determines proper course of action and takes it. Does not allow the situation to further deteriorate.
- (5) **Superior:** Maintains calm and self-control in even the most extreme situations. Quickly restores control in the situation and takes command. Determines best course of action and takes it.

16. Interview/Interrogation/Statement taking skills: Evaluates the trainee's ability to use proper questioning techniques or varies techniques to fit persons being interviewed and/or interrogated to follow proper procedure.

- (1) **Unacceptable:** Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to give Miranda warnings when necessary.
- (3) **Acceptable:** Generally uses proper questioning techniques. Elicits most available information and records same. Establishes proper rapport with most victims/witnesses. Controls the interrogation of most suspects and generally conducts a proper Miranda administration.
- (5) **Superior:** Always uses proper questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of them and conducts a proper Miranda administration.

17. Officer Safety: General & Situational Awareness: Evaluates the trainee's ability to perform police tasks without injuring self or others or exposing self or others to unnecessary danger/risk.

- (1) **Unacceptable:** Fails to follow accepted safety procedures or to exercise officer safety; i.e.:
 - A. Exposes weapons to suspect (baton, mace, handgun, etc.)
 - B. Fails to keep gun hand free during enforcement situations.
 - C. Stands in front of violator's car door.
 - D. Fails to control suspect's movements.
 - E. Does not keep suspect/violator in sight.
 - F. Fails to use illumination when necessary or uses it improperly
 - G. Fails to advise dispatcher when leaving police vehicle;
 - H. Fails to maintain good physical condition;
 - I. Fails to utilize or maintain personal safety equipment;
 - J. Does not anticipate potentially dangerous situations;
 - K. Stands too close to passing vehicular traffic;
 - L. Is careless with firearms or other weapons;
 - M. Stands in front of doors when knocking;
 - N. Makes poor choice of which tool to use and when to use it;
 - O. Fails to cover other officers;
 - P. Stands between police and violator's vehicles on a car stop;
 - Q. Fails to search police vehicle prior to duty and after transporting suspect.
 - R. Unaware of potential threats/additional suspects

- S. Continues past “un-cleared” areas
- T. Fails to wait or call for backup when applicable

- (3) **Acceptable:** Follows accepted safety procedures. Understands and applies them.
- (5) **Superior:** Always works safely. Foresees dangerous situations and prepares for them. Keeps partners informed and determines the best position for self and partner. Displays Is not overconfident. Is in good physical condition.

18. Officer Safety: Suspects/MV Stops/Prisoners: Evaluates the trainee's ability to perform police tasks in a safe manner while dealing with suspects, suspicious persons, or prisoners.

- (1) **Unacceptable:** Violates officer safety principles. Additionally, fails to "pat search," confronts people while seated in the patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails to maintain a position of advantage to prevent attack or escape.
- (3) **Acceptable:** Follows accepted safety procedures with suspects, suspicious persons, and prisoners (control and search).
- (5) **Superior:** Foresees potential danger and eliminates or controls it. Maintains position of advantage in even the most demanding situations. Is alert to changing situations and prevents opportunities for danger from developing.

19. Problem Solving & Decision Making: Evaluates the trainee's performance in terms of ability to perceive, form valid conclusions, arrive at sound judgments, and make proper decisions.

- (1) **Unacceptable:** Acts without thought or good reason. Is indecisive, naïve, or unnecessarily paranoid. Is unable to reason through a problem and come to a conclusion. Can't recall previous solutions and apply them in like situations.
- (3) **Acceptable:** Able to reason through a problem and come to an acceptable conclusion in routine situations. Makes reasonable decisions based on information available. Perceives situations as they really are. Makes decisions without assistance.
- (5) **Superior:** Able to reason through even the most complex situations and is able to make appropriate conclusions. Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to present situations.

20. Radio: Appropriate use of codes and procedures: Evaluates the trainee's ability to use the police radio in accordance with department policy and procedure.

- (1) **Unacceptable:** Violates policy concerning use of radio. Does not follow or follows wrong procedure. Forgets or does not understand or use proper radio codes/language or phonetic alphabet. Does not communicate locations or information.
- (3) **Acceptable:** Follows policy and acceptable procedures. Communicates pertinent information. Has good working knowledge of most often used sections of the code/language or phonetic alphabet.
- (5) **Superior:** Always follows proper procedures, adheres to policy. Has superior working knowledge of all codes/language and applies knowledge when using the police radio.

21. Radio: Ability to Listen, Comprehend, & Speak clearly: Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted. Evaluates the trainee's ability to communicate with others via the police radio

- (1) **Unacceptable:** Repeatedly misses own call sign and is unaware of traffic in adjoining beats. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission. Does not pre-plan transmissions. Over or under modulates. Cuts message off through improper use of the microphone. Speaks too fast or too slowly. Unaware of other officer's activity.
- (3) **Acceptable:** Aware of own radio transmissions and is generally aware of radio traffic directed to adjoining beats. Uses proper procedures with clear, concise, and complete transmissions.
- (5) **Superior:** Is aware of own radio traffic, other officer's traffic, and traffic in the surrounding area. Is aware of radio traffic in other communities/frequencies and uses previously transmitted information to advantage. Transmits clearly, calmly, concisely, and completely in even the most stressful situations. Transmissions are well thought out and do not have to be repeated

22. Self-Initiated Field Activity: Evaluates the trainee's interest and ability to initiate police-related activity and to act on even low-priority situations when appropriate.

- (1) **Unacceptable:** Does not see or avoids activity. Does not properly follow up situations. Rationalizes suspicious circumstances. Does not have broad orientation of the job.
- (3) **Acceptable:** Recognizes and identifies police-related activity. Has a broad orientation to the job including low-priority activity. Develops cases from observed activity. Displays inquisitiveness.

- (5) Superior - Seldom misses observable activity. Maintains shift bulletins and information given at briefing and uses that information as "probable cause". Makes good quality arrests and/or proper dispositions from observed activity.

23. Judicious Use of Time & Time Management: Evaluates the trainee's efficiency relative to the amount of time taken to write a report and to determine the appropriate amount of time to allot for a given task.

- (1) **Unacceptable:** Requires an excessive amount of time to complete a report. Takes three or more times the amount of time a non-probationary officer would take to complete a report. Allows 5 minutes at end of shift to complete an hour of citation entries, an arrest report, etc.
- (3) **Acceptable:** Completes reports and other tasks within a reasonable amount of time that a student officer would take to complete, and budgets appropriate time to do so.
- (5) **Superior:** Completes reports very quickly, as quickly as a skilled, veteran officer.

RELATIONSHIPS

24. With General Public: Evaluates the trainee's ability to interact with citizens (including suspects) in an appropriate, efficient manner.

- (1) **Unacceptable:** Abrupt, belligerent, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspect of the job. Introverted to the point of interference with the job. Insensitive and uncaring. Poor "non-verbal" skills.
- (3) **Acceptable:** Courteous, friendly, and empathetic. Communicates in a professional, unbiased manner. Is service oriented. Good "non-verbal" skills.
- (5) **Superior:** Is very much at ease with citizen contacts. Quickly establishes rapport and leaves people with the feeling that the officer was interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills.

25. With Peers(Other Department Members): Evaluates the trainee's ability to effectively interact with other Department members of various ranks and in various capacities.

- (1) **Unacceptable:** Patronizes FTO/Superiors/Peers, or is antagonistic toward them. Gossips. Is insubordinate, argumentative, sarcastic, or resists instructions. Considers self superior. Belittles others, is not a "team" player.

- (3) **Acceptable:** Adheres to the chain of command and accepts role in the organization. Good peer and FTO relationship, and is accepted as a group member.
 - (5) **Superior:** Is at ease in contact with all, including superiors. Understands superiors' responsibilities, respects and supports their position. Peer group leader. Actively assists others.
26. **Maintenance of assigned vehicle and equipment:** Evaluates the student officer's ability to utilize their department vehicle and assigned equipment in a safe manner and not damage town property.
- (1) **Unacceptable:** Violates department policy or procedures causing damage to either the vehicle or equipment assigned to them. Fails to maintain the motor vehicle or assigned equipment causing damage or allows equipment to fall below standards or into disrepair..
 - (3) **Acceptable:** Adheres to department policy resulting in no damage to occur to either the motor vehicle or to assigned equipment.
 - (5) **Superior:** Maintains all assigned equipment in perfect working order. Keeps cruiser clean and fueled at all times for the next shift. Takes corrective action for problems when appropriate, or immediately notifies correct person to do so.
27. **Ability to comprehend/comply with directives: Written:** Can the trainee read and understand written directives from a superior officer and follow the directive to accomplish the objective.
- (1) **Unacceptable:** Fails to follow lawful written directives from a superior officer. Does not check or familiarize with new directives or keep abreast of department e mail or bulletin board. Fails to ask for clarification in the written directives if it is ambiguous or they do not understand it. Does not respond To email or other requests for a response.
 - (3) **Acceptable:** Follows written directives provided to them. Trainee will ask for clarification if they do not understand the directives. Maintains email and department communication appropriately.
 - (5) **Superior:** Follows written directives with little or no supervision. Checks department e-mail or read and sign book for all new directives without having to be told to do so. Show self-initiation in learning all new policies and directives.
28. **Ability to comprehend/Comply with directives: Verbal:** Evaluates the student officers' ability to understand verbal directives and follow them to accomplish the directive.

- (1) **Unacceptable:** Does not follow a verbal command or directive issued to them by a Superior Officer. Does not ask for clarification if they do not understand the verbal directives. Does not obey a superior officer in an “override”.
 - (3) **Acceptable:** Follows verbal directive. They will ask for clarification if they do not understand the directive.
 - (5) **Superior:** Follows verbal directive given to them by a Superior officer with little or no supervision.
29. **Multitasking Ability:** Evaluates the student officers ability to recognize, process, prioritize, and address multiple tasks at once
- (1) **Unacceptable:** Becomes immediately flustered when faced with even routine multiple tasks, fails to recognized additional tasks due to “tunnel vision” on a particular task at hand, prioritizes tasks in such a manner that safety may be compromised.
 - (3) **Acceptable:** Able to recognize, prioritize and address multiple tasks under most reasonable and common circumstances.
 - (5) **Superior:** Excels in handling multiple tasks simultaneously, prioritizes tasks properly, even under high stress and extraordinary circumstances.

TASK FREQUENCY LIST

The *Task Frequency List* is a form used to document the number of times a student officer has been exposed to a particular task. The student officer is responsible for ensuring the Task Frequency List is maintained properly and kept up to date. The task frequency list is found at the end of the Student Officer's task book, and is to be filled out in the same manner as all the other tasks in the book.

Student officers will have certain goals that must be accomplished during the FTEP. These goals are set by the FTOs to ensure that the student officer comprehends and demonstrates proficiency in the proscribed tasks emphasized during the program. Certain tasks are of such a nature that their repeated performance is necessary to ensure competence. The following is a list of tasks, as well as the number of times each of those tasks must be accomplished at an acceptable level (3) or above to graduate from each phase. Each time an applicable task is completed by the student officer and graded by the FTO as a (3) or above, that task will count towards the requirements of the task frequency list. Performance of a given task at a level of (2) or below shall not count towards the task frequency requirements, regardless of the number of times performed.

The tasks under each given phase must be completed before that phase is considered completed. However, tasks listed under later phases may be completed at any point in the program to count towards the total goal, meaning if a student officer completes a task listed under phase four while the student officer is currently in phase one, that task will still be recorded as successfully completed and count towards the total goal.

If a task cannot be completed due to an applicable circumstance not presenting itself to the student officer, the FTEP staff may use mock scenarios to give the student officer the chance to demonstrate competency of said task.

Phase One Tasks

1. Driving Skill: Stress/Emergency Conditions..... 3
2. Location/Orientation to Town and Response Time to Calls..... 12
3. Vehicle Stops: Tactics/Techniques..... 15
4. Radio: Transmission/Reception/Procedure/MDT..... 12
5. Radio: Comprehension/Listening, Speaking Clearly.....12

Phase Two Tasks

1. Prisoner Control: Verbal/Physical/Search 3
2. Self-Initiated Field Activity6
3. Knowledge of Massachusetts Motor Vehicle Laws12
4. Knowledge of Department Computer Systems12
5. Field Encounters.....6

Phase Three Tasks

1. Problem Solving and Decision Making..... 6

2. Interview/Interrogation/Statement Taking Skills.....	8
3. Knowledge of Massachusetts General Laws (Via Arrest/Crim App).....	6
4. Knowledge of Departmental Policies and Procedures.....	6
5. Field Performance (Stress Conditions).....	8

Phase Four Tasks

1. Loud Party/Disturbance/Disorderly Conduct Calls.....	4
2. Traffic Accidents (Including one PI).....	4
3. Domestic Violence Calls.....	4
4. Operating Under the Influence.....	1
5. Report Writing	12
6. Fingerprinting.....	4

Montague Police Department

FIELD TRAINING AND EVALUATION
PROGRAM

STUDENT OFFICER TASK BOOK



S.O. Name

*Revision 1.8
Effective May 1, 2019*

STUDENT OFFICER TASK BOOK

As previously mentioned, there are numerous identifiable tasks that you must be able to accomplish in order to perform competently as a police officer. It is the FTO's job to help you develop the skills needed to master these tasks. To assist the FTO in this responsibility, this Trainee Task Book has been developed and is included in this manual.

The Student Officer Task book is to be kept in your possession during your training period. It will serve as the FTO's training guide and your reference to those tasks that must be learned. A certain number of tasks are identified for your accomplishment within each phase. The framework is developed so that easier and more common tasks are in the initial weeks. These are followed by increasingly more difficult tasks, which are built on the foundation of learning from previous phases. As mentioned above, some of the skills necessary to officer safety situations are included in the early phases. It is your FTO's responsibility to determine whether or not successful completion of a task has been accomplished. As you accomplish each task, the FTO will initial your Task List, thereby verifying completion. Successful completion of the FTO Program will not be accomplished until each of these tasks is signed off.

Each page of the Student Task List has a signature block under each block of tasks. Within that block are sections labeled **Discussed**, **Demonstrated**, **Understood**, and **Date**. Their use, and the definition of each of the terms, follows.

Discussed: refers to the FTO's teaching the trainee the block of tasks. This may be followed by the trainee illustrating knowledge of that information to the FTO verbally or in writing.

Demonstrated: refers to the FTO's showing the trainee the block of tasks. This may also be followed-up by the trainee demonstrating the task at hand to the FTO.

Understood: refers to the trainee's performing the particular block of tasks without any assistance from the FTO.

Date: refers to the date that the trainee's indicating that the particular block of tasks is understood and there are no questions.

The FTO will initial the "Discussed" and "Demonstrated" areas after they have done so. Then, each of the tasks within the block are to be completed by the Student Officer. The FTO will initial and date each task after checking it off. In rare instances, a task may not be applicable to the student officer (I.e. a task that would only apply to a full-time hire), in this case the FTO will mark the task "N/A" and initial. When all the tasks in a particular block have been checked and completed, the Student Officer and the FTO will sign off at the bottom of the task block. The FTO will review and verify with the Student Officer the block as a whole and sign off and date the "Understood" area. The block of tasks is then considered completed.

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
Code of Ethics				

☐ Review Code of Ethics

Trainee: _____ FTO: _____ Date: _____

Policy and Procedure				
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- ☐ Montague Police Department Policy and Procedure Manual Issued
- ☐ Patrol Officer Job Description
- ☐ Responsible for Maintaining Familiarization with All P & P
- ☐ Responsible for Keeping Manual Current With all Additions and Updates

Trainee: _____ FTO: _____ Date: _____

FTEP Task Book				
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Trainee: _____ FTO: _____ Date: _____

Uniforms				
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Trainee: _____ FTO: _____ Date: _____

Locker Assignment				
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Trainee: _____ FTO: _____ Date: _____

Parking				
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Trainee: _____ FTO: _____ Date: _____

Mailbox				
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- ☐ Daily checking
- ☐ Keep clean

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
E-Mail				

- ☐ Daily checking
☐ Keep file purged/Keep Trash Folder Empty

Trainee: _____ FTO: _____ Date: _____

Reporting for Duty				
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- ☐ Roll Call / Review dispatch log.
☐ Sick, Injuries, Issues - Notify FTO (or OIC after FTEP)
☐ Equipment Acquisition

Trainee: _____ FTO: _____ Date: _____

Address/Phone Number				
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- ☐ 180 Turnpike Road, Turners Falls, MA 01376
☐ Dispatch – (413) 863-8911
☐ Fax – (413) 863-3210

Trainee: _____ FTO: _____ Date: _____

Outside Employment				
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- ☐ Advise FTEP Staff

Trainee: _____ FTO: _____ Date: _____

Personal Appearance				
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- ☐ Hygiene
☐ Shoes/Haircut

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
Chain of Command				

- ☐ Field Training Officer (While in FTEP)
- ☐ Field Training Coordinator (While in FTEP)
- ☐ Sgt. On Duty / O.I.C. (After FTEP)
- ☐ Staff Sgt. (After FTEP/Emergencies)
- ☐ Lieutenant
- ☐ Chief of Police
- ☐ Supervisor Shopping – what is it and why you don't do it

Trainee: _____ FTO: _____ Date: _____

Work Schedule (Fulltime)				
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- ☐ Shift schedule (4-2)
- ☐ Days Off
- ☐ Swaps
- ☐ Overtime
- ☐ Overtime Cards
- ☐ Comp Time
- ☐ Court (3-hour min)
- ☐ Outside Details (4/8-hour min)
- ☐ While in FTEP
- ☐ Vacation/Sick

Trainee: _____ FTO: _____ Date: _____

Work Schedule (Reserve)				
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- ☐ During FTEP – Frequency Determined by Program
- ☐ Minimum of 8 Hours per Month after FTEP Completion
- ☐ Must Work Nights, Weekends, Holidays
- ☐ Shifts before Details!
- ☐ Outside Agency Details

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
Performance Documentation				

- ☐ Daily during FTEP
- ☐ After Phase Completion
- ☐ Upon FTEP Completion

Trainee: _____ FTO: _____ Date: _____

Disciplinary Procedure				
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- ☐ Union Representation (Full Time Only)
- ☐ Grievance Procedure (Full Time Only)
- ☐ Chain of Command
- ☐ Field Training Officer (While in FTEP)
- ☐ Field Training Coordinator (While in FTEP)
- ☐ Sgt. On Duty (After FTEP)
- ☐ Staff Sgt. (After FTEP)
- ☐ Lieutenant
- ☐ Chief of Police

Trainee: _____ FTO: _____ Date: _____

Union/Association				
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- ☐ NEBPA (Full Time Only, Patrol/Supervisor)
- ☐ MPA (Montague Police Association)
- ☐ MPA (Mass Police Association) when eligible

Trainee: _____ FTO: _____ Date: _____

Citation Books				
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- ☐ MA Uniform Citation Book
- ☐ Town of Montague Citation Book
- ☐ Parking Citations

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
Building Orientation				

- ☐ Entrances / Exits
- ☐ Main Lobby
- ☐ Fire Department Areas
- ☐ Public Interview Room
- ☐ Community Room
- ☐ Kitchen
- ☐ Dispatch
- ☐ Server Room
- ☐ Administrative Assistant / Records Office
- ☐ Chief's Office
- ☐ Lieutenant's Office
- ☐ Patrol Room
- ☐ Medical Supply Room
- ☐ Sergeant's Office
- ☐ HVAC Room
- ☐ Detective Bureau
- ☐ Detective's Interview Room
- ☐ Recording Room
- ☐ Custodial Closets
- ☐ Armory
- ☐ Key Location
- ☐ Roof Access
- ☐ Locker Rooms
- ☐ Booking / Detention
- ☐ Weapon Lockboxes (In Station)
- ☐ Evidence Room
- ☐ Sally port
- ☐ Eyewash Station
- ☐ Storage Pens
- ☐ Cruiser Wash Items, Fluids, Compressor, Etc.
- ☐ Weapon Lockboxes
- ☐ Perimeter
- ☐ Designated Parking Areas
- ☐ Carport
- ☐ Dumpster
- ☐ Standby Generator

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
Communication Center				

☐ Dispatch Time observing/ leaning dispatch 4 hours

Trainee: _____ FTO: _____ Date: _____

Officer Responsibilities				
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- ☐ Patrol/Beat Responsibilities
- ☐ Crime
- ☐ Traffic
- ☐ Proactive
- ☐ Reactive
- ☐ Directed
- ☐ Observations/Perceptions on Patrol
- ☐ Developing Contacts/Rapport
- ☐ Interaction with:
- ☐ Police Officers
- ☐ Supervisors
- ☐ Command/Administration
- ☐ Victims
- ☐ Witnesses
- ☐ Suspects
- ☐ Community
- ☐ Civil Matters
- ☐ Image of You/Police Department

Trainee: _____ FTO: _____ Date: _____

Other Services				
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- ☐ Obtaining services of
- ☐ AMR Ambulance- Dispatch
- ☐ Fire Apparatus- Dispatch
- ☐ Tow Truck - Dispatch (Rau's Towing)
- ☐ Lockouts
- ☐ Residences/Businesses
- ☐ Motor vehicles - Lockout Kits or AAA.
- ☐ Press Relations
- ☐ Normal police calls
- ☐ At a crime scene

MONTAGUE POLICE DEPARTMENT

- ☐ Obtaining meals for prisoners – Subway/Cumberland Farms/Scotty's
- ☐ Parades / Events
- ☐ Well-being Checks
- ☐ Vacation / Home Checks

Trainee: _____ FTO: _____ Date: _____

	Discussed	Demonstrated	Understood	Date
Police and the Public				

- ☐ Contact with opposite sex
- ☐ Civil Rights/Bias Issues
- ☐ Personal Conduct
 - ☐ Offensive mannerisms/gestures
 - ☐ Command presence
 - ☐ Court
- ☐ Gratuities/Rewards

Trainee: _____ FTO: _____ Date: _____

Officer Complaints				
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- ☐ Refer to OIC

Trainee: _____ FTO: _____ Date: _____

Information Technology				
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- ☐ IMC System
 - ☐ Dispatch Log
 - ☐ Accident Reports (AC)
 - ☐ Incident Reports (OF)
 - ☐ Arrests (AR)
 - ☐ Field Interviews (FI)
 - ☐ Restraining orders (RO)
 - ☐ Dispatch Log
 - ☐ Property
 - ☐ Checks
- ☐ Department E-Mail (montague.net)
- ☐ AFIS Fingerprinting System

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
Radio Communications				

- ☐ Use of Cruiser/Portable Radio
- ☐ Proper position of Microphone
- ☐ Use normal voice
- ☐ Accuracy
- ☐ Concise
- ☐ Codes
- ☐ Phonetic Alphabet
- ☐ Keep Dispatch aware of status
- ☐ Be aware of others' status
- ☐ BOLO's
- ☐ Respond to Broadcast to All in Order of Badge #s
- ☐ Use of channels-how and when
- ☐ Know your location
- ☐ Calling for assistance
 - ☐ Emergencies
 - ☐ Non-emergencies
 - ☐ How/When to call
- ☐ Radio use during an Emergency
- ☐ Reporting/Entering Calls for Radio Issues

Trainee: _____ FTO: _____ Date: _____

Department Equipment				
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- ☐ NVGs
- ☐ Taser
- ☐ Radio
- ☐ Flashlights
- ☐ FLIR
- ☐ Breeching Tools
- ☐ Report Damage / Malfunction

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
Vehicle Equipment				

- ☐ Cruiser Inspection/Check List
- ☐ Emergency Equipment
- ☐ Camera
- ☐ Radar Unit
- ☐ M.D.T. Unit
- ☐ Tactical rifle (M-4)
- ☐ Traffic Measuring Wheel
- ☐ Defibrillator
- ☐ Medical Bag/Supplies
- ☐ Stop Sticks
- ☐ Throw rope
- ☐ PBT
- ☐ Lockout tool
- ☐ Night Vision Equipment
- ☐ Thermal imaging unit

Trainee: _____ FTO: _____ Date: _____

Vehicle Maintenance				
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- ☐ Explain the gas process
- ☐ Individual Gas Code
- ☐ Gas/oil for Cruisers
- ☐ Vehicle is to be Pre-checked before shift. Document any issues.
- ☐ On Board Equipment Checks

Trainee: _____ FTO: _____ Date: _____

Officer Safety				
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- ☐ Awareness -The one word that sums up officer safety.
- ☐ What's going on
- ☐ What you're doing
- ☐ What others are doing
- ☐ Advise Communications
- ☐ When leaving cruiser
- ☐ Investigating Suspicious Activity

MONTAGUE POLICE DEPARTMENT

- ☐ Command Presence while Maintaining Courtesy
- ☐ Personal Space/Relative Positioning/Stacking
- ☐ Weapons away from Suspect
- ☐ Gun Hand always free during Enforcement Activities
- ☐ Maintain sight of Suspect during contact
- ☐ Control Suspects movements
- ☐ Search of Persons
 - ☐ Visual
 - ☐ Pat Frisk (Terry v. Ohio)
 - ☐ Opposite Sex
- ☐ Maintaining good physical conditioning

Trainee: _____ FTO: _____ Date: _____

	Discussed	Demonstrated	Understood	Date
Use of Force				

- ☐ Definitions of Force
- ☐ Deadly Force
- ☐ Non –Deadly Force
- ☐ Use of Force Continuum (Force Model)
- ☐ Escalation and De-escalation
- ☐ Department Policy and Procedure
- ☐ Use of Force Reporting / Use of Force Form

Trainee: _____ FTO: _____ Date: _____

Handcuffs				
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- ☐ Nomenclature
- ☐ When are handcuffs used
- ☐ Who can be hand-cuffed
- ☐ Department Policy and Procedure / Is Handcuffing a Reported Use of Force?
- ☐ Relative Positioning
- ☐ Six components of proper handcuffing
- ☐ Levels of search
- ☐ Five handcuffing techniques

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
O.C. Aerosol Spray				

- ☐ Issuance of OC
- ☐ Department Policy / Use of Force Report
- ☐ M.C.J.T.C. Certification Course

Trainee: _____ FTO: _____ Date: _____

Police Baton				
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- ☐ Issuance of Baton
- ☐ Department Policy / Use of Force Report
- ☐ M.C.J.T.C. Certification Course

Trainee: _____ FTO: _____ Date: _____

Firearms				
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- ☐ Safety
- ☐ Range Safety
- ☐ Range Lead Safety
- ☐ Department Policy and Procedure
- ☐ Firearms Discharge Report
- ☐ Nomenclature
- ☐ Field Strip and Clean
- ☐ Use of Cover
 - ☐ Cover v. Concealment
 - ☐ Roll-out Technique
- ☐ Reduced Light Considerations
- ☐ MPTC Qualification Course
- ☐ M4 Patrol Rifle Qualification
- ☐ Remington 870 Shotgun Qualification
- ☐ Marlin 60 .22 Rifle Qualification
- ☐ Long Gun Storage in Cruisers
- ☐ Issuance of Firearm

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
Proper Driving Habits				

- ☐ Public Opinion - Police Disobeying Traffic Laws
- ☐ Driving in inclement weather
- ☐ Proper parking
- ☐ Signaling
- ☐ Securing unattended Cruiser

Trainee: _____ FTO: _____ Date: _____

Pursuit Driving				
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- ☐ Department Policy and Procedure

Trainee: _____ FTO: _____ Date: _____

Answering Calls				
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- ☐ What constitutes an Emergency
- ☐ Department Call Response Policy
 - ☐ Routine
 - ☐ Emergency
 - ☐ Serious Emergency
- ☐ How to Approach
 - ☐ Burglary in Progress
 - ☐ Robbery
 - ☐ Fire Call
 - ☐ Bank Alarm
 - ☐ Medical Emergencies
 - ☐ Alarms in General

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
Villages				

- ☐ Turners Falls
- ☐ Montague City
- ☐ Montague Center
- ☐ Lake Pleasant
- ☐ Millers Falls

Trainee: _____ FTO: _____ Date: _____

Areas of Patrol				
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- ☐ In Town Patrol
- ☐ Out of Town Patrol
- ☐ Foot Patrol

Trainee: _____ FTO: _____ Date: _____

Major Streets				
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- ☐ Avenue A
- ☐ L Street
- ☐ First Street
- ☐ Second Street
- ☐ Third Street
- ☐ Fourth Street
- ☐ Fifth Street
- ☐ Seventh Street
- ☐ Downtown Alleys (discuss proper location description)
- ☐ Eleventh Street
- ☐ G Street
- ☐ Turners Falls Road
- ☐ Millers Falls Road
- ☐ Dell Street
- ☐ Turnpike Road
- ☐ Montague City Road
- ☐ Greenfield Road / Old Greenfield Road (discuss why changes were made)

MONTAGUE POLICE DEPARTMENT

- ☐ Montague Street
- ☐ Main Street
- ☐ Chestnut Hill Area (Discuss impassible portions of road, best responding routes)
- ☐ Lake Pleasant Road
- ☐ Bridge Street
- ☐ East Main Street
- ☐ West Main Street
- ☐ Canal Street
- ☐ Industrial Blvd.

Trainee: _____ FTO: _____ Date: _____

	Discussed	Demonstrated	Understood	Date
State Highways				

- ☐ Rte. 2
- ☐ Rte.63 (Federal St)
- ☐ Rte. 47 (Sunderland Rd)

Trainee: _____ FTO: _____ Date: _____

Surrounding Towns				
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- ☐ Greenfield
- ☐ Gill
- ☐ Erving
- ☐ Sunderland
- ☐ Leverett
- ☐ Wendell

Trainee: _____ FTO: _____ Date: _____

Local Sites				
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- ☐ Food City Plaza
- ☐ Farren Care Center
- ☐ Town Hall
- ☐ DPW
- ☐ Turners Falls Municipal Airport
- ☐ Turners Falls Fire Department
- ☐ Silvo O Conte Fish Lab

MONTAGUE POLICE DEPARTMENT

- ☐ Fish Ladder
- ☐ Turners Falls Post Office
- ☐ The Gun Rack
- ☐ Gill Montague Bridge
- ☐ Discovery Center
- ☐ Unity Park
- ☐ Carnegie Library
- ☐ Scotties Store
- ☐ Thomas Memorial Country Club
- ☐ Cabot Station
- ☐ Bike Path
- ☐ Wastewater Treatment Plant
- ☐ Mass Environment Police
- ☐ Bitzer Hatchery
- ☐ Montague Plains
- ☐ The Bookmill
- ☐ Montague Center Post Office
- ☐ Montague Mini Mart
- ☐ Sirum Equipment
- ☐ Old Montague Center School
- ☐ Montague Center Fire Department
- ☐ Carrolls Market
- ☐ Highland Park
- ☐ Highland Apartments
- ☐ Millers Falls Library
- ☐ Millers Falls Rod and Gun
- ☐ Scalpers Lodge
- ☐ Former Mohawk Ramblers Site
- ☐ Turners Falls Rod and Gun
- ☐ Rubins Auto
- ☐ Rau's Towing
- ☐ Railroads

Trainee: _____

FTO: _____

Date: _____

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
Educational Buildings				

- ☐ Turners Falls High School
- ☐ Sheffield Elementary
- ☐ Hillcrest Elementary
- ☐ Franklin County Technical School
- ☐ Parent Child Development Center – Central Street
- ☐ Parent Child Development Center – G Street

Trainee: _____ FTO: _____ Date: _____

Gas Stations				
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- ☐ Cumberland Farms
- ☐ F.L. Roberts

Trainee: _____ FTO: _____ Date: _____

State Sites				
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- ☐ Franklin County Courthouse
- ☐ Address – 425 Main Street Greenfield
- ☐ District Attorney's Office – Bank Row Greenfield
- ☐ State Police Barracks/Shelburne Control
- ☐ Franklin County House of Correction

Trainee: _____ FTO: _____ Date: _____

Bars/Restaurants				
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- ☐ Between the Uprights
- ☐ Hubie's
- ☐ The Rendezvous
- ☐ St. Stans
- ☐ St. Kaz
- ☐ Elks Lodge
- ☐ Ce Ce's Chinese
- ☐ Riffs North
- ☐ Five Eyed Fox
- ☐ Black Cow

MONTAGUE POLICE DEPARTMENT

- ☐ 2nd Street Baking Co.
- ☐ Millers Pub
- ☐ Great Falls Harvest
- ☐ Element
- ☐ Lady Killigrew
- ☐ Brick and Feather

Trainee: _____ FTO: _____ Date: _____

	Discussed	Demonstrated	Understood	Date
Churches				

- ☐ Our Lady of Peace
- ☐ First Congregational
- ☐ Our Lady of Czestochowa
- ☐ Calvary Baptist Church
- ☐ Episcopal Church
- ☐ Covenant Church
- ☐ North Street Church

Trainee: _____ FTO: _____ Date: _____

Banks				
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- ☐ Greenfield Savings
- ☐ Greenfield Co-Operative
- ☐ Freedom Credit Union

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
Miranda				

- ☐ Miranda-read to suspect
- ☐ Two Prong test for Miranda
 - ☐ Custody
 - ☐ Place of interrogation
 - ☐ Suspect is focus of investigation or
 - ☐ Probable cause to arrest
 - ☐ Aggressive questioning
 - ☐ Not free to leave
 - ☐ Usually need more than one factor
 - ☐ Interrogation
 - ☐ Questions likely to incriminate

Search and Seizure				
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- ☐ Stop (Seizure)
 - ☐ Specific and articulate facts
 - ☐ Has, is or is about to commit a crime
 - ☐ No automatic Miranda
 - ☐ Reasonable period of time
- ☐ Frisk
 - ☐ Reasonable suspicion
 - ☐ Armed and dangerous or
 - ☐ Unlawfully armed
 - ☐ Only for Weapons
- ☐ Pursuits
 - ☐ Stop starts when pursuit begins
 - ☐ Reasonable suspicion at outset to justify
- ☐ Arrest
 - ☐ Officer's intent and purpose
 - ☐ Knowledge of purpose by suspect
 - ☐ Physical seizure
- ☐ With Warrant
- ☐ Warrantless
 - ☐ Incident to Arrest
 - ☐ Inventory
 - ☐ Consent
 - ☐ Exigent Circumstances
- ☐ Exigent Circumstances (Dwellings)
 - ☐ Suspect may escape
 - ☐ Evidence destroyed

MONTAGUE POLICE DEPARTMENT

- ☐ Continued commission of violent crime
- ☐ Police may not create the exigency
- ☐ Entry to quell Breach of the Peace
- ☐ Protective Sweep to secure Dwelling
- ☐ Must get Warrant after area secured
- ☐ Motor Vehicles
- ☐ Weapon “Frisk” of Motor Vehicle
- ☐ May order Operator out for your Safety

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

	Discussed	Demonstrated	Understood	Date
Motor Vehicle Stops				

- ☐ Knowledge of Motor Vehicle
 - ☐ Year, Make, Model
 - ☐ Use of Motor Vehicle ID Manual
- ☐ Non-Felony/Risk
 - ☐ Radio Communication
 - ☐ Cruiser Positioning
 - ☐ Daytime/Night-time Considerations
 - ☐ Contact with Operator & Occupants
 - ☐ Officer Discretion
 - ☐ Exit Orders
 - ☐ More justification needed
- ☐ Warrantless Search of Motor Vehicle
 - ☐ Probable Cause
 - ☐ Impracticable to get Warrant
 - ☐ Motor Vehicle is on Public Way/Right of Access

Trainee: _____ FTO: _____ Date: _____

Felony MV Stops				
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- ☐ Radio Communication
- ☐ Cruiser Position (Primary)
 - ☐ Wait for Back-up (Positioning)
 - ☐ Avoid Crossfire Situations
- ☐ Daytime/Night-time Considerations
- ☐ Removing subject(s) from Vehicle
 - ☐ Contact/Cover techniques
 - ☐ Cover & Concealment
 - ☐ Control Subject's movements (Positioning)
- ☐ Follow Proper Felony Handcuffing Techniques

Trainee: _____ FTO: _____ Date: _____

MV Searches				
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MONTAGUE POLICE DEPARTMENT

- ☐ Follow appropriate MV stop procedures
- ☐ Request/Wait for back-up
- ☐ Control Operator/Passengers (Immobilize)
- ☐ Pat frisk occupants for weapons
- ☐ Be Cautious of potential hazards
 - ☐ Needles, razors, weapons
 - ☐ Spectators/Passer bys

Trainee: _____ FTO: _____ Date: _____

	Discussed	Demonstrated	Understood	Date
Operating Under the Influence				

- ☐ Identifying the Possible O.U.I.
 - ☐ Manner of Operation
 - ☐ At Vehicle Traffic Stop
 - ☐ Motor Vehicle Accident
- ☐ Probable Cause as to Operation
- ☐ Field Sobriety Testing
 - ☐ Horizontal Gaze Nystagmus
 - ☐ Walk and Turn
 - ☐ One leg stand
 - ☐ Other Tests Permitted After Standardized FST's
 - ☐ Alphabet, Finger to Nose, Etc.
- ☐ Statutory Rights
 - ☐ MGL C263-5A- Right to Doctor
 - ☐ MGL C276-33A Right to Telephone
 - ☐ MGL C90-24 Chemical Test/Opportunity
 - ☐ MGL C90F-11 Commercial Vehicle/C.D.L.
- ☐ O.U.I. Laws
 - ☐ Operator over age of 21
 - ☐ Operator under the age of 21
 - ☐ C.D.L.
- ☐ Use of Drager
- ☐ Necessary Paperwork to complete

Trainee: _____ FTO: _____ Date: _____

Discussed Demonstrated Understood Date

MONTAGUE POLICE DEPARTMENT

Accident Investigation				
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- ☐ Responding to the Accident Scene
- ☐ Prevent further accidents
- ☐ Cruiser positioning
- ☐ Determine injured persons
- ☐ Locate all drivers/passengers
- ☐ Locate any witnesses
- ☐ Statements From Drivers
- ☐ Statements From Witnesses
- ☐ Collect Evidence
- ☐ Photos/Measurements
- ☐ Diagram
- ☐ Citations –Issue at Least Written Warning if at Fault
- ☐ Hit & Run
- ☐ Vehicle v. object
- ☐ Physical Evidence at the scene
- ☐ Locate any witnesses
- ☐ BOLO to other Police units
- ☐ Property Damage
- ☐ Pedestrian/Personal Injury
- ☐ Fatal
- ☐ Notify CPAC
- ☐ Notify On-Call Detective
- ☐ Notify Medical Examiner
- ☐ Notify the RMV
- ☐ Notify Next to Kin
- ☐ Tow Removal
- ☐ Owner request
- ☐ Vehicle Not Safely Drivable
- ☐ MV Inventory sheet

Trainee: _____ FTO: _____ Date: _____

Other Accidents				
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- ☐ Cruiser
- ☐ Other Town owned Vehicles
- ☐ Off Duty Accidents

Trainee: _____ FTO: _____ Date: _____

Discussed	Demonstrated	Understood	Date
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MONTAGUE POLICE DEPARTMENT

Building Searches

- ☐ Information on location to be searched
- ☐ Request and wait for Back-up
- ☐ Stealth approach-Daytime/Night-time Considerations
- ☐ Park away from building
- ☐ Noise/Light Discipline
 - ☐ Excessive talking
 - ☐ Minimum use of radio
 - ☐ Jingling keys
- ☐ Stairwell Techniques
- ☐ Avoid Fatal Funnel
- ☐ Identify Cover/Concealment
 - ☐ Use of Contact Cover Techniques
- ☐ Avoid Back Light
- ☐ Back Up Responses
 - ☐ Secure the Perimeter
 - ☐ Observation of 2 sides of the building or possible Exits

Trainee: _____ FTO: _____ Date: _____

Arrest Procedures

- ☐ Purpose of Arrest
 - ☐ Vs. Summons/Citation
 - ☐ Legal/Moral Aspects
- ☐ Warrant Arrests
 - ☐ Confirm before custody
 - ☐ WMS Verification
 - ☐ BOP check
 - ☐ Supervisor clearance
- ☐ Arrests without a Warrant
 - ☐ Felony with Probable Cause
 - ☐ Definition of Probable Cause
 - ☐ Misdemeanors
 - ☐ In Presence
 - ☐ Breach of Peace
 - ☐ With Probable Cause by Statute
- ☐ Information gathering at time of the arrest
- ☐ Guarding prisoners

Trainee: _____ FTO: _____ Date: _____

Discussed Demonstrated Understood Date

MONTAGUE POLICE DEPARTMENT

Booking Procedures

- ☐ Secure Weapon – Use some type of reminder to remember!
- ☐ Search
 - ☐ Incident to Arrest vs Inventory
 - ☐ All property signed for by the prisoner and then placed in locker
 - ☐ When prisoner leaves, they sign for property.
- ☐ Prisoner Control
 - ☐ Use of Holding Cell
 - ☐ No Belts, Shoes, Etc. in Cellblock
 - ☐ Re-Search Prisoners before Securing in Cell
- ☐ Males/Females Sight and Sound Separate
- ☐ Suicide Screen
- ☐ Prisoner Meals
- ☐ Violent Prisoners
 - ☐ Additional Restraints
- ☐ Applicable Rights
- ☐ Protective Custody
- ☐ Booking Area All Recorded
- ☐ Booking Camera
 - ☐ Uploading to IMC
- ☐ Bail Procedures
- ☐ Special Considerations
 - ☐ Hearing Impaired Persons
 - ☐ Language Barrier
 - ☐ Injuries
- ☐ Fingerprinting
- ☐ Interview Room Procedures
- ☐ Transfer of Prisoner to HOC

Trainee: _____ FTO: _____ Date: _____

Juvenile Detention

- ☐ Status Offenders (ie runaway, truant, etc.) cannot be placed in a secure lockup, handcuffed, or brought to the police station for any amount of time
- ☐ No Juvenile under age 14 may be detained in a lock-up regardless of status
- ☐ Youth charged with Delinquency offenses shall not be held in lock-up for any longer than 6 hours for the purpose of identification and processing
- ☐ Juveniles must be sight and sound separate from adults in custody
- ☐ Alternative Lock-up Program

Trainee: _____ FTO: _____ Date: _____

Discussed Demonstrated Understood Date

MONTAGUE POLICE DEPARTMENT

Evidence Procedures

- ☐ Department Policy and Procedure
- ☐ Protecting the Crime Scene for Processing of Evidence
- ☐ Property
 - ☐ Evidence
 - ☐ Lost and Found
 - ☐ Safe-keeping
- ☐ Chain of Custody

Trainee: _____ FTO: _____ Date: _____

Officer's Notebook Use

- ☐ Field Interrogations
- ☐ Follow-up Investigations
- ☐ Interviewing
 - ☐ Witnesses
 - ☐ Suspects
- ☐ Statement taking
 - ☐ Voluntary
 - ☐ Voluntary with Miranda waiver
- ☐ Description of People/Property
 - ☐ Physical description
 - ☐ Clothing
 - ☐ Get Full Bio
 - ☐ Identifying Characteristics
 - ☐ Serial Numbers/VIN Numbers
 - ☐ Value of Property
- ☐ Remember your audience

Trainee: _____ FTO: _____ Date: _____

Legal Process

- ☐ Court Complaints
 - ☐ Arrest
 - ☐ Probable Cause Hearing
 - ☐ Summons
 - ☐ Warrant

MONTAGUE POLICE DEPARTMENT

- ☐ Private Complaints
- ☐ Civil Issues – Advising Citizen of Proper Options/Avenues
- ☐ Records Requests
- ☐ Serving Papers
- ☐ Summons
- ☐ Juvenile Summons
- ☐ C209A/258E Protective Orders
- ☐ Verification of Service Form
- ☐ Attached to Summons
- ☐ In hand service vs Ordinary
- ☐ Returns to Court / Unable to Locate
- ☐ Complete the form by end of shift

Trainee: _____ FTO: _____ Date: _____

	Discussed	Demonstrated	Understood	Date
Court Duty				

- ☐ Check in with the Court Officer
- ☐ Obtain Police Reports/Evidence
- ☐ Confer with DA's Office on case
- ☐ Court Room Demeanor
- ☐ Proper Attire Required
- ☐ Police ID
- ☐ Weapon
- ☐ Integrity
- ☐ Respect for Judges, Attorneys, Others
- ☐ Disposition of Case
- ☐ Note this on Case File
- ☐ Overtime slip completed

Trainee: _____ FTO: _____ Date: _____

Domestic Disturbances				
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- ☐ Danger of calls
- ☐ Two Officer response
- ☐ Wait for Back-up vs. Solo Considerations
- ☐ Tactical Approach

MONTAGUE POLICE DEPARTMENT

- ☐ Separate the Parties involved
- ☐ Abuse Law/Duty to Notify
- ☐ Welfare of Children
 - ☐ Abuse/Neglect
 - ☐ Mandatory Reporting
- ☐ Document/Photograph Injuries
- ☐ Medical Attention
- ☐ Domestic Abuse Laws
 - ☐ A&B Family/Household Member vs. A&B Domestic
 - ☐ "Intimate Partner Relationship"
 - ☐ Probable Cause/Arrest
 - ☐ Abuse Prevention Order
 - ☐ Emergency Order/Judicial Response
 - ☐ Shelter/Safe House
- ☐ Strangulation Worksheet
- ☐ Domestic Violence Advocate Program

Trainee: _____ FTO: _____ Date: _____

	Discussed	Demonstrated	Understood	Date
Abuse and Neglect				

- ☐ 51A
 - ☐ Under the age of 18
 - ☐ Suffering from physical or emotional abuse
 - ☐ Or Neglect including Malnutrition
 - ☐ Officer must immediately report condition to DCF by oral communication (telephone) and
 - ☐ Must report in writing (51A Report) within 48 hours
- ☐ Elderly Abuse
 - ☐ Over age of 65
 - ☐ Suffering from physical or emotional abuse
 - ☐ Or Neglect including malnutrition.
 - ☐ Must file an incident report/Lifepath Elder Services Report

Trainee: _____ FTO: _____ Date: _____

	Discussed	Demonstrated	Understood	Date
Use of Other Agencies				

MONTAGUE POLICE DEPARTMENT

- ☐ Fire Department
- ☐ Ambulance
- ☐ Mass State Police (MSP)
- ☐ MSP CPAC
- ☐ MSP Truck Team
- ☐ MSP Accident Recon
- ☐ Environmental Police
- ☐ Haz-Mat Team
- ☐ District Attorney's Office / On-Call ADA
- ☐ Department of Children and Families (DCF)

Trainee: _____ FTO: _____ Date: _____

Town Ordinances				
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- ☐ Open Container on Public Way
- ☐ Selling Door to Door – Permit Required from Chief
- ☐ Trespass School Grounds/Unity Park after dark
- ☐ Snow Removal from Sidewalks
- ☐ Leash Law
- ☐ Dogs/Removal of Waste
- ☐ Tag Sales
- ☐ Marijuana Civil Fine

Trainee: _____ FTO: _____ Date: _____

Animal Complaints				
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- ☐ Wounded/injured Animals
- ☐ Sick/rabid Animals
- ☐ Dead Animals
- ☐ Animal Bites
- ☐ Dog Complaints
- ☐ Wild Vs. Domestic Animals
- ☐ Animal Control Officer and his/her Duties
- ☐ Dog License Book
- ☐ Kennel Procedures
- ☐ Euthanizing Animals
- ☐ MV striking dog or cat-required to report it C272-80H

MONTAGUE POLICE DEPARTMENT

Trainee: _____ FTO: _____ Date: _____

Task Frequency List

Phase 1 Tasks	Date All Completed	FTO Signature

☐ **Driving Skill: Stress/Emergency Conditions - (3)**

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

☐ **Location/Orientation to Town and Response Time to Calls - (12)**

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

☐ **Vehicle Stops: Tactics/Techniques - (15)**

MONTAGUE POLICE DEPARTMENT

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

☐ **Radio: Transmission/Reception/Procedure/MDT - (12)**

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

☐ **Radio: Comprehension/Listening, Speaking Clearly - (12)**

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

Phase 2 Tasks	Date All Completed	FTO Signature

☐ **Prisoner Control: Verbal/Physical/Search - (3)**

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

☐ **Self-Initiated Field Activity (6)**

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

☐ **Knowledge of Massachusetts Motor Vehicle Laws - (12)**

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

☐ **Knowledge of Department Computer Systems - (12)**

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

☐ **Field Encounters - (6)**

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

Phase 3 Tasks	Date All Completed	FTO Signature

☐ **Problem Solving and Decision Making - (6)**

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

☐ **Interview/Statement Taking Skills - (8)**

Date	FTO Init.	Date	FTO Init.	Date	FTO Init.	Date	FTO Init.
Date	FTO Init.	Date	FTO Init.	Date	FTO Init.	Date	FTO Init.

Trainee: _____ FTO: _____ Date: _____

☐ **Knowledge of Mass General Laws (Via Arrest or Crim App) - (6)**

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

☐ **Knowledge of Department Policies and Procedures - (6)**

MONTAGUE POLICE DEPARTMENT

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

☐ **Field Performance (Stress Conditions) - (8)**

Date	FTO Init.	Date	FTO Init.	Date	FTO Init.	Date	FTO Init.
Date	FTO Init.	Date	FTO Init.	Date	FTO Init.	Date	FTO Init.

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

Phase 4 Tasks	Date All Completed	FTO Signature

☐ **Loud Party/Disturbance/Disorderly Conduct Calls – (4)**

Date	FTO Init.	Date	FTO Init.	Date	FTO Init.	Date	FTO Init.

Trainee: _____ FTO: _____ Date: _____

☐ **Traffic Accidents (Including at least 1 with Injury) – (4)**

Date	FTO Init.	Date	FTO Init.	Date	FTO Init.	Date	FTO Init.

Trainee: _____ FTO: _____ Date: _____

☐ **Domestic Violence Calls – (4)**

Date	FTO Init.	Date	FTO Init.	Date	FTO Init.	Date	FTO Init.

Trainee: _____ FTO: _____ Date: _____

☐ **Operating Under the Influence – (1)**

Trainee: _____ FTO: _____ Date: _____

MONTAGUE POLICE DEPARTMENT

☐ **Report Writing - (12)**

Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials
Date	FTO Initials	Date	FTO Initials	Date	FTO Initials

Trainee: _____ FTO: _____ Date: _____

☐ **Fingerprinting – (4)**

Date	FTO Init.	Date	FTO Init.	Date	FTO Init.	Date	FTO Init.

Trainee: _____ FTO: _____ Date: _____



Montague Police Department

180 Turnpike Road (413) 863-8911
Turners Falls, MA 01376 (413) 863-3210 (fax)



FIELD TRAINING EVALUATION PROGRAM DAILY OBSERVATION REPORT

Student Officer	ID#	Start:	End:
Field Training Officer	ID#	Phase/Day	Date

INSTRUCTIONS

1. Rate observed performance/behavior by circling the appropriate number using the following scale:

LESS THAN SATISFACTORY

SATISFACTORY

UNACCEPTABLE	ACCEPTABLE	SUPERIOR
1 2	3 4	5

2. Use narrative section to comment on any performance/behavior.
3. Any performance/behavior rated 1 or 2 MUST be followed by additional training.
4. Any performance/behavior not observed will be checked "N.O."
5. If a trainee fails to respond to training, check "N.R.T." and explain your reasons for this rating in the narrative section. The amount of time spent on additional training will be recorded under "ADD.T."

PERFORMANCE CATEGORIES		RATING					N.O.	N.R.T.	ADD.T
1.	Appearance	1	2	3	4	5			
2.	Acceptance of feedback	1	2	3	4	5			
3.	Knowledge of department policies and procedures	1	2	3	4	5			
4.	Knowledge of Massachusetts General Laws	1	2	3	4	5			
5.	Knowledge of Massachusetts Motor Vehicle Laws	1	2	3	4	5			
6.	Criminal investigation procedures	1	2	3	4	5			
7.	Accident investigation procedures	1	2	3	4	5			
8.	Knowledge of department computer systems	1	2	3	4	5			
9.	Report writing: Content & Organization skills	1	2	3	4	5			
10.	Report writing: Grammar, Spelling, Syntax	1	2	3	4	5			
11.	Orientation to Town/Response time to calls	1	2	3	4	5			
12.	Driving skills: Non-stress conditions	1	2	3	4	5			
13.	Driving skills: Stress/emergency conditions	1	2	3	4	5			
14.	Field performance: Non-stress conditions	1	2	3	4	5			
15.	Field performance: Stress conditions	1	2	3	4	5			
16.	Interview/Interrogation/Statement taking skills	1	2	3	4	5			
17.	Officer safety: General/Situational Awareness	1	2	3	4	5			
18.	Officer safety: Suspects/MV stops/Prisoners	1	2	3	4	5			
19.	Problem solving & decision making	1	2	3	4	5			
20.	Radio: Appropriate use of codes and procedures	1	2	3	4	5			
21.	Radio: Ability to listen/Comprehend/Speak clearly	1	2	3	4	5			
22.	Self initiated field activity	1	2	3	4	5			
23.	Judicious use of time/Time Management	1	2	3	4	5			
24.	Relationships with general public	1	2	3	4	5			
25.	Relationships with peers (other dept. members)	1	2	3	4	5			
26.	Maintenance of assigned vehicle & equipment	1	2	3	4	5			
27.	Ability to comprehend/comply w/directives: written	1	2	3	4	5			
28.	Ability to comprehend/comply w/directives: verbal	1	2	3	4	5			
29.	Multitasking Ability	1	2	3	4	5			

DAILY NARRATIVE REPORT

The MOST significant improvement of performance today was rating category number: _____
A specific incident which demonstrates today's performance in this area is:

Documentation of performance and/or comments: (Attach copies of all reports/summonses that are rated 1, 2, or 5)

Category #:

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Description of additional training and how it was explained, demonstrated and/or performed:

Category #:

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Additional F.T.O. comments:

Signature of
Student Officer: _____

Signature of
F.T.O. _____

1. Set the stage
2. Use verbatim quotes
3. Report facts - avoid conclusions
4. Remember your audience
5. Watch your grammar and spelling

6. Speak to performance, not personality
7. Use lists if appropriate
8. Avoid slang, jargon, swearing, etc.
9. Attach copies of all documents
10. THINK REMEDIAL !!