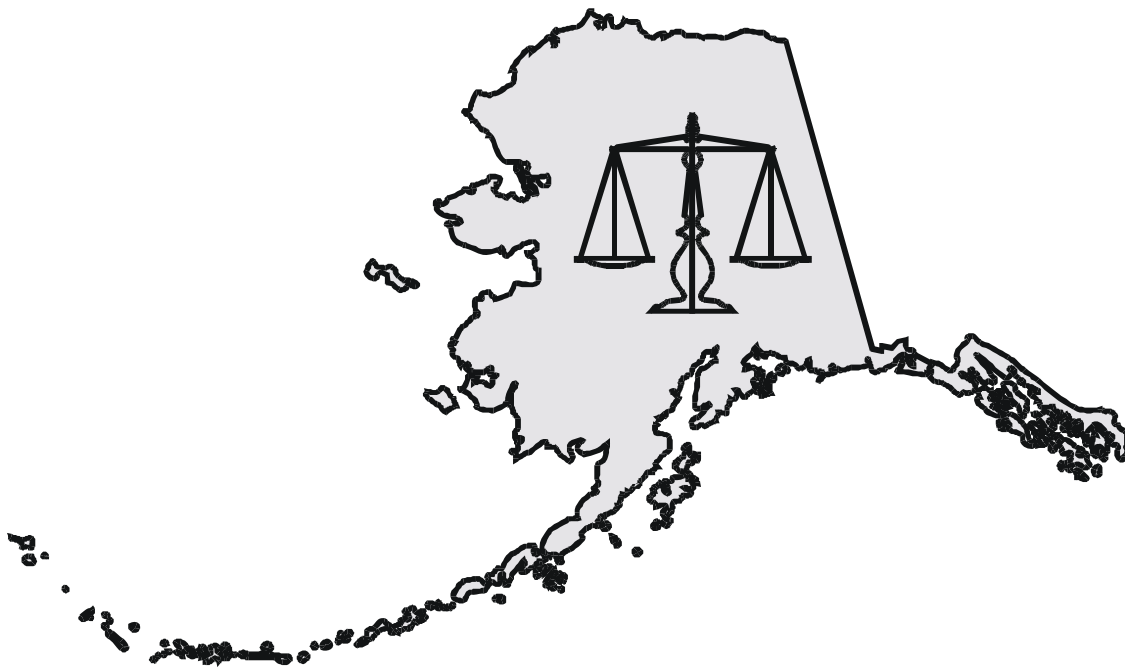


ALASKA POLICE STANDARDS COUNCIL



Field Training Manual

Alaska Police Standards Council
PO Box 111200
Juneau, AK 99811-1200

Revised June 2006

ALASKA POLICE STANDARDS COUNCIL
FIELD TRAINING MANUAL FOR POLICE

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FORMS:

Note: Forms are provided as master copies & are detachable for your convenience, make copies as necessary.

42 to 44	F-8 Field Training Officer Daily Progress Report
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Recruit Officer Information

Name: _____ SSN: _____

DOB: _____ Department: _____

Agency Address: _____

Date of Hire: _____

Field Training Completed: _____

FTO Commander or Chief of Police: _____

RETAIN THIS FORM FOR YOUR RECORDS, RETURN APSC FORM F-23 TO :

**Alaska Police Standards Council
P. O. Box 111200
Juneau, AK 99811-1200**

Alaska Police Standards Council

MISSION

To produce a highly trained and positively motivated professional, capable of meeting contemporary law enforcement standards of performance.

APSC VISION

To build on the foundation of skill and knowledge acquired at the basic academy, with continued education and training where the officer may enhance those skills and increase proficiency in all aspects of job performance.

To cooperatively establish a career path within the respective agencies, by providing qualified members with advanced training opportunities for developing leadership and supervisory skills.

To ultimately increase the overall efficiency and effectiveness of the law enforcement and corrections community by assuring a climate of professionalism and conscientious standards.

Law Enforcement Code of Ethics

As a law enforcement officer, my fundamental duty is to serve all people; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the constitutional rights of all people to liberty, equality, and justice. I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty. I will never act officiously or permit personal feelings, prejudices, animosities, or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice, or ill will, never employing unnecessary force or violence, and never accepting gratuities. I will recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself to my chosen profession, Law enforcement.

FIELD TRAINING PROGRAM

INTRODUCTION

The Alaska Police Standards Council, in keeping with the required levels of performance, must always strive to maintain the highest standards of professionalism. To this end, the attainment of highly trained police officers shall remain a fundamental goal of the APSC with the cooperation and assistance of the respective law enforcement agencies.

The FTO Program has been developed and implemented to meet this responsibility.

The FTO task list and Standardized Evaluation Guidelines are integral features of the program, providing a sound structure and basic foundation for the learning process that each recruit will undergo. The parameters of training and evaluation will be determined by your program staff. These parameters should be carefully scrutinized on a regular basis to ensure that the program content is up to date and provides for equal and standardized training and evaluation. The standards of proficiency set by the FTO Program are meant to ensure that each officer completing the training will have received the necessary instructions and guidance under field conditions to meet the standards of the Alaska Police Standards Council and their agency. These guidelines shall also serve as standards for the acceptance of a recruit as a permanent certified officer at the end of the probationary period.

The Police Standards Council and the police agencies in this State are committed to the tenets of this program and give full support to the FTO Program concepts, which are necessary for the successful achievement of the goal to provide a well qualified, trained police officer in the State of Alaska.

The Alaska Police Standards Council wishes to thank all the law enforcement agencies in the State of Alaska that have contributed to the APSC, Field Training Officers Manual.

Terry Vrabec
Executive Director

TRAINING PROGRAM ORIENTATION

The trainee's first few days in the Field Training Program are the most critical from the standpoint of learning and development. It is during this period that important attitude and behavior patterns are established. During the first days of training, the trainee forms permanent attitudes towards the Department and patrol work. This is also the time when the trainee learns what is expected of them during training and during their entire career.

Even though a trainee should be expected to conform to the training regimen and to respond to instruction, the FTO should realize that there are natural forces that work on the trainee that make the first days in training more difficult than they would otherwise be. These forces tend to decrease the quality of performance. The new trainee is faced with the prospect of starting a new job, or for the trainee who comes from another assignments new situation. Change is very disconcerting to all of us. Everyone is caught off guard, and does more poorly than usual when placed in a new situation.

As a result of facing a new situation, of not knowing what to expect, or of having false impressions about the job, a new trainee is likely to be apprehensive and nervous. The trainee's problems and fears can be allayed by the simple application of a little human understanding by the FTO. The trainees should not be pampered, they should be treated in a realistic, understanding manner.

An FTO should create a good training relationship with the trainee. A clear understanding of the FTO's role is necessary. The FTO should quickly and realistically advise the trainee of their role. The sooner the trainees know where they stand in relation to the FTO, and what is expected, the less apprehensive and the more responsive they will be.

During the initial orientation process, the FTO should also establish a friendly, open and professional rapport with the trainee. Development and learning come through effective communication. Rapport is important to communication because people are not likely to share their ideas, questions or feelings unless they feel their listener is open or sympathetic to their conversation.

The FTO should convey an attitude that the trainee can succeed in the program. A person as impressionable as a new trainee is not likely to develop when told they cannot succeed. They need to know that their FTO wants them to succeed and that the FTO will help them succeed.

Sufficient flexibility has been designed into the program so the individual needs of the trainee and the overall needs of the Department can both be met. It is expected that new trainees have the necessary qualities to succeed, and that with proper training the majority of them will become acceptable officers. It is therefore incumbent upon the program staff and the FTO to work within acceptable limits to apply an individual training approach to each trainee so that the trainee can fully develop during training. Again, the atmosphere should be one in which the trainee has the maximum opportunity to succeed.

It cannot be overemphasized that the FTO should use training methods that are conducive to producing a successful trainee. All too often, ineffective or counterproductive stress training

methods are used. The use of profanity, table pounding, or humiliation tactics should not be relied upon. These methods do not contribute to good learning, nor do they place the trainee in a proper state of mind. They have no place in the daily training routine. Instead, an FTO should seek to reinforce the positive attributes or accomplishments, rather than to constantly downgrade the weaknesses.

In summary, the FTO should recognize that the first few days of training are critical. The FTO must apply an effective orientation process that adequately takes into account the very real and natural forces that serve to lessen a trainee's performance. The FTO should work to create a positive learning environment that suits the individual characteristics and development of the trainee. Above all, the FTO should begin to use a selection of good, reliable, and acceptable training techniques that are most conducive to producing a solo beat officer.

TRAINING PROGRAM

Program Duration

Much effort has been expended in designing a program that allows a new officer to learn how to perform in an efficient and safe manner, yet accomplishes this within time limits that are acceptable to the requirements of your agency.

As the trainee progresses through the program, he or she will encounter increasingly more difficult tasks. Eventually, the trainee must be able to perform or be exposed to the majority of tasks necessary to assume the complex role of a police officer.

The Field Training Program is designed to provide the following:

1. A systematic approach to field training.
2. Consistent and standardized training.
3. The means of ensuring the trainee's capability to perform the skills or tasks necessary for competent operation as a solo officer.
4. An introduction to the area of responsibility and associated shift work.

Officer Development

While in training, the trainee and his or her FTO will normally be considered a one-officer car until the trainee has reached a level of performance to justify otherwise. In the earlier stages of training, the FTO must not only consider his or her own safety but that of the trainee as well. The FTO and the trainee are normally considered to be a two-officer team in the latter part of training. This will, however, be determined by the FTO and approved by the FTO Supervisor.

During training, the trainee should not be separated from his or her FTO. Safety and liability issues dictate this. While it is tempting, under some circumstances, to use the trainee as one would assign a non-trainee, the drawbacks far outweigh the apparent benefits.

Shift and Area Exposure

During the training period, the new trainee should rotate through each Patrol Shift. In this manner, the trainee will be exposed to the varied working conditions that each officer must face in his or her career. Failure to assign a trainee to all shifts may lead to problems manifesting themselves at a time when little can be done to correct them. It is absolutely necessary to know if a new officer can physically and mentally adjust to working various hours under differing activity loads.

The same holds true for exposure to the entire area. Each new officer is responsible for learning area geography. Trainees must demonstrate an ability to perform satisfactorily in all of their area of responsibility and be able to find those locations with which they are not familiar. They should also demonstrate an understanding of the policing problems of various geographical areas and the particular cultural and ethnic needs contained therein.

Hold-Over Policy

The program duration is a minimum of 40 hours. It should be understood, however, that problems occur making it difficult to always adhere to the set time limit. Sometimes these problems are personal problems of the trainee, other times they are administrative in nature. For whatever reason that they occur, if the trainee is to be given a fair opportunity to prove himself or herself, the time limits will at least be met if not exceeded.

Trainees may be extended to allow them sufficient time to master complex tasks necessary to complete the program. This is not a guarantee that every trainee has the right to an extension. The decision to extend will be that of the FTO Commander / Department Head. This decision should be based on all information available and recommendations of the Field Training Officer(s). The extension is not to be viewed as "punishment" but as an opportunity to "catch up" and to have on-going problems remediated.

The extension may be handled in several ways. The trainee may continue to work with the same FTO or may be assigned to a different FTO on any of the available shifts. The extension will be tailored to fit the training needs of the trainee. This is a difficult time for the trainee and an opportunity for him or her to "decide" to fail. It is the FTO's responsibility to see that this period is viewed from a positive perspective and to help the trainee through. Extensions occur frequently and are not granted by the appropriate commander unless the probability of success is anticipated.

Summary

The Field Training Program is a structured program designed to fulfill a training need in law enforcement. Complete records should be kept during the trainee's stay in the Field Training Program and beyond. These files are confidential in nature and available only to Field Training and Evaluation personnel or those who have an organizational "need to know".

DUTIES AND RESPONSIBILITIES OF THE

FIELD TRAINING OFFICER

The FTO has many roles that he or she must assume during this program. The two most important roles are being available as an on-duty officers; and, being a Field Training Officer. An FTO must maintain his or her performance level as a police officer and is not relieved of these responsibilities during training. Sometimes these duties are modified but the FTO must be able to quickly assume the role of an officer as needed.

As the FTO is functioning as an on duty officer, he or she must still train the new officer. This is a trying situation and can be very stressful during peak times. Regardless, it must be done. As a training officer, the FTO has various duties to perform. These duties include:

Supervision:

The FTO acts as a supervisor. The trainee will make mistakes and these mistakes are to be addressed and corrected during the training process. There are times when the trainee will do something that is viewed as minor in nature but, due to their new position and the need for behavior modification, the FTO must take Action and counsel the trainee. This may or may not be followed up by the department head. Depending on the severity and timeliness of the incident, it is essential that the FTO take immediate action so that the mistake results in a learning experience and just as importantly does not create problems for an on-going criminal investigation.

Teaching:

One obvious function of an FTO is that of a teacher. The teaching role may, and in most instances does, occur in the field under actual conditions. There may be other times when teaching occurs, over a cup of coffee, or during casual conversation. Teaching may also occur in a formal classroom environment using lesson plans and audio/visual aids. The fact is, the FTO will spend much of his/her time teaching, even when it does not appear to be obvious.

Evaluation:

The FTO in the role of a teacher, is also an evaluator. He or she must develop and use skills to evaluate if learning is going to occur and whether remedial training is necessary. Evaluation skills are of prime importance to this program. If the FTO cannot evaluate then he or she cannot train. Evaluation is accomplished by the use of Daily Observation Reports (DOR), weekly evaluations, monthly evaluations, worksheets, remedial training, evaluation sessions and verbal feedback.

Researching:

The FTO must be able not only to identify remedial training needs, but must be able to provide that remediation in most instances. They must be able to find the proper resources for use in providing remedial training. This aspect of the job is time consuming but it is a primary function of the training process.

Counseling:

The FTO will be placed into a situation on occasion where he or she must become a problem solver for the trainee. This may include handling personal problems as well as work related

issues. Normally, the best way to accomplish this is through counseling. The FTO should develop the skill which allows him or her to help the trainee solve their own problems. By allowing them to "talk it out" and by gently guiding them through their "crisis", many of the trainees' problems can be solved. Empathy is an FTO imperative.

Staffing:

On occasion, FTO's will be called upon to perform staff duties. This is especially true in smaller agencies with limited resources. These may include reorganization of program functions, teaching assignments or various other necessary duties that will help improve the police department and the program.

Inspecting:

The FTO is responsible for inspection of the trainee's uniform and equipment as well as approval of all paper work. Discrepancies will normally be brought to the recruits attention and corrected.

Disseminating Information:

The FTO must make sure his or her trainee is receiving all necessary information. They are also responsible for making sure their trainee records this information and has it available upon request.

Being a Good Role Model:

As mentioned in the Supervisors duties, the FTO must be a positive role model. This is done by maintaining a professional demeanor and appearance, adhering to rules and regulations, and having a positive attitude toward the community, department, program, job and the trainee.

Recommending:

The FTO is responsible for the initial recommendation of extension, termination or release to solo assignment. The decision to terminate will be made at a higher level but it is up to the FTO to bring the matter into focus. If an FTO believes a trainee should be terminated, but does not document, remediate, further document and make a recommendation, the probability is that the trainee will not be terminated. The appropriate commander will not make the FTO's decision for him or her. This is a responsibility the FTO is made aware of upon entering the program and it will remain theirs to carry out.

It would be impossible to list every conceivable FTO role in this manual. They change hourly or sometimes by the minute. FTO's must be flexible and able to change as the situation demands. If the FTO refuses to accept these responsibilities, then the trainee and the Department will suffer. A weak FTO can disrupt the entire training process. This is why it is important to reinforce the positive attitude necessary to be a professional and competent Field Training Officer. A great deal of trust and responsibility go with this assignment and each member of the Field Training and Evaluation Program must be willing to accept it.

DUTIES AND RESPONSIBILITIES OF THE
FIELD TRAINING SUPERVISOR

Note: In many agencies the Shift Supervisor, FTO Shift Supervisor and FTO Commander may be the same person and may be the Department Head.

The FTO Supervisor is responsible for maintaining overseeing, and updating the entire FTO Program operation.

The FTO Supervisor will assist in maintaining a complete, accurate set of files so that administrative, personnel, and training information may be recorded and preserved.

The FTO Supervisor will review all Daily, Weekly and Monthly Observation Reports and any other information relative to the recruit's progress.

The FTO Supervisor must disseminate FTO information and directives in a timely manner.

The FTO Supervisor is responsible for all training and refresher training to be provided periodically. This may include any in-service training that is identified as being beneficial to the FTO's.

The FTO Supervisor oversees and evaluates the quality and consistency of training provided by the FTO's as well as implementing training strategies for recruits.

The FTO Supervisor will make FTO/trainee assignments and adjust schedules as the need arises.

The FTO Supervisor assists the FTO Commander / Department Head in the selection of new FTO's.

The FTO Supervisor is responsible for handling trainee discipline in accordance with the regulations of the department and city.

The FTO Supervisor must be able to assume the duties and responsibilities of the Department head in his or her absence as well as assisting in the overall operation of the program.

The FTO Supervisor is a team leader. He or she is responsible for the FTO's working on the same shift. As an FTO Supervisor, he or she must ensure that the FTO's are acting within the scope of their responsibility and that they function as a unit.

He or she must also act as a liaison between the FTO's, recruits and other personnel on the department. By doing so, conflict can be held to a minimum and a positive image of the program is maintained.

He or she is responsible for reviewing and approving all Daily Observations Reports (DOR), Weekly, and Monthly evaluations, worksheets, and other materials pertinent to the trainee's performance.

The FTO Supervisor oversees and evaluates the quality and consistency of training provided by the FTO's. There should be no hesitancy on the part of the FTO Supervisor to criticize, praise, or provide guidance to the FTO's as long as it is done in a professional manner.

The FTO Supervisor will assist his or her FTO's in developing and implementing remedial training strategies for trainees.

The FTO Supervisor is a counselor. He or she must counsel FTO's as well as trainees. The image he or she presents contributes to the training process. The FTO Supervisor is not a passive member of the program, rather an integral part of the program.

The FTO Supervisor must make routine contact with each trainee on a regular basis. This is very important in that it assures the trainee that he or she is a part of a larger team and that their progress is being continually monitored.

In summary, the FTO Supervisor monitors a trainee's performance in various ways, including

1. Periodic report review
2. Listening to radio traffic
3. Ride-alongs
4. Field visits
5. Review of Observation Reports.
6. Observing trainee's attendance and participation.

The FTO Supervisor is responsible for approving overtime and compensatory requests made by FTO's and trainees.

The FTO Supervisor must be a good role model. He or she does this by:

1. Maintaining a good personal appearance.
2. Following departmental policy and procedures.
3. Having a positive attitude toward the FTO, trainee, program role, and the Department.

The FTO Supervisor is responsible for developing an opinion and forwarding his or her recommendation concerning the need for termination, extension in his program, or release to a solo assignment.

The FTO Supervisor is an integral part of the program. He or she is important in that his or her observation and direction will help maintain program goals. The FTO Supervisor has a key role in the success of the program. Every opportunity should be taken to lead, innovate, and constantly strive to improve the training effort of this Department.

DUTIES AND RESPONSIBILITIES OF THE FTO COMMANDER

DEPARTMENT HEAD

The FTO Commander has command responsibility for the Field Training program. This is usually a collateral duty as the FTO Commander also has responsibility as the Division Commander / Command Officer and in many agencies the Chief of Police.

The FTO Commander is responsible for maintaining, overseeing and updating the entire program. He or she must be aware of new training innovations that may apply to the program as well as the identification of outdated ideas that hinder the program's performance.

The FTO Commander is responsible for the selection and training of new FTO's and any FTO Supervisors.

A primary responsibility of the Commander is to set the mood and philosophy by which the program assumes its character. If the Commander displays an image of confidence, enthusiasm, and concern for the personnel involved in training, the program will take on similar characteristics.

The Commander or his designee will maintain a complete set of files so that administrative, personnel, and training information may be recorded and preserved. The Commander shall guarantee that these files remain confidential.

The Commander should review observation reports at whenever possible to evaluate information relative to a trainee's progress.

The FTO Commander should maintain close contact with his Field Training Supervisor and non FTO personnel in an effort to stay informed as to the program and personnel involved in the program.

While it is the primary function of the FTO to train and evaluate his or her trainee, the FTO Commander must also see that the training is relevant to the job and consistent with the procedures of the department.

FIELD TRAINING AND EVALUATION PROGRAM

Standardized Evaluation Guidelines

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

APPEARANCE

1. GENERAL APPEARANCE: Evaluates physical appearance, dress, demeanor.

1-3: Unacceptable - Overweight, dirty shoes, wrinkled poorly kept uniform. Uniform fits poorly or is improperly worn. Hair ungroomed and/or in violation of department regulation. Dirty weapon, equipment. Equipment missing or inoperative. Offensive body odor, breath.

4-5: Acceptable - Uniform neat, clean. Uniform fits and is worn properly. Weapon, leather, equipment is clean and operative. Hair within regulation, shoes are shined.

6-7: Superior - Uniform neat, clean, and tailored. Leather is shined, shoes are spit-shined. Displays command bearing.

ATTITUDE

2 ACCEPTANCE OF FEEDBACK FTO / FTO PROGRAM: Evaluates the way recruit accepts trainer's criticism and how that feedback is used to further the learning process and improve performance.

1-3: Unacceptable - Rationalizes mistakes, denies that errors were made, is argumentative, refuses to or does not attempt to make corrections. Considers criticism as a personal attack.

4-5: Acceptable - Accepts criticism in a positive manner and applies it to improve performance and further learning.

6-7: Superior - Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame others for errors.

3. ATTITUDE TOWARD POLICE WORK: Evaluates how recruit views new career in terms of personal motivation, goals and acceptance of the responsibilities of the job.

1-3: Unacceptable - Sees career only as a job, uses job to boost ego, abuses authority, demonstrates little dedication to the principles of the profession.

4-5: Acceptable - Demonstrates an active interest in new career and in police responsibilities. Wishes to help others

6-7: Superior - Utilizes off-duty time to further professional knowledge, actively soliciting assistance from others to increase knowledge and improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibilities.

KNOWLEDGE

KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES: Evaluates recruit's knowledge of department procedures and ability to apply this knowledge under field conditions.

4. Reflected by Testing:

1-3: Unacceptable - When tested, verbally or written, answers with 20% or less accuracy.

4-5: Acceptable - When tested, verbally or written, answers with 70% accuracy.

6-7: Superior - When tested, verbally or written, answers with 100% accuracy.

5. Reflected in Field Performance:

1-3: Unacceptable - Fails to display knowledge of department policies/regulations/procedures, or violates same.

4-5: Acceptable - Familiar with most commonly applied department policies/ regulations/ procedures and complies with same.

6-7: Superior - Has an excellent working knowledge of department policies/ regulations/ procedures, including lesser known and seldom used ones.

KNOWLEDGE OF CRIMINAL STATUTES: Evaluates recruit's knowledge of the criminal statutes and ability to apply that knowledge in field situations

6. Reflected by Testing :

1-3: Unacceptable - When tested, verbally or written, answers with 20% or less accuracy.

4-5: Acceptable - When tested, verbally or written, answers with 70% accuracy.

6-7: Superior - When tested, verbally or written, answers with 100% accuracy.

7. Reflected in Field Performance:

1-3: Unacceptable - Does not know the elements of basic sections of the codes. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed, and if so, what crimes.

4-5: Acceptable - Recognizes commonly encountered criminal offenses and applies appropriate section of the code. Knows difference between criminal and non-criminal activity.

6-7: Superior - Has outstanding knowledge of the criminal codes and applies that knowledge to normal and unusual criminal activity.

KNOWLEDGE OF MUNICIPAL ORDINANCES: Evaluates recruit's knowledge of local ordinances and ability to apply that knowledge to field situations.

8. Reflected by Testing:

1-3: Unacceptable - When tested, verbally or written, answers with 20% or less accuracy.

4-5: Acceptable - When tested, verbally or written, answers with 70% accuracy.

6-7: Superior - When tested, verbally or written, answers with 100 % accuracy.

9. Reflected in Field Performance:

1-3: Unacceptable - Does not know even the most often used sections of the codes. Confuses criminal with non-criminal offenses. Does not recognize offenses when committed.

4-5: Acceptable-Knows and recognizes commonly encountered criminal and non-criminal violations. Applies appropriate sections of codes.

6-7: Superior - Has outstanding knowledge of municipal codes and applies that knowledge to criminal and non-criminal activity.

KNOWLEDGE OF TRAFFIC CODES:

10. Reflected by Testing:

1-3: Unacceptable - When tested, verbally or written, answers with 20% or less accuracy.

4-5: Acceptable - When tested, verbally or written, answers with 70% accuracy.

6-7: Superior - When tested, verbally or written, answers with 100 % accuracy.

11. Reflected in Field Performance:

1-3: Unacceptable - Does not know even the most often used sections of the codes. Does not recognize violations when committed and/or incorrectly identifies violation.

4-5: Acceptable - Knows and recognizes commonly used sections of the code. Applies appropriate sections. Can locate lesser-known sections in reference material.

6-7: Superior - Displays outstanding knowledge of traffic codes including lesser known sections. Quickly and effectively applies codes.

KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE: Evaluates recruit's knowledge of criminal procedures, including laws of arrest and search/seizure. Evaluates ability to apply those procedures in field situations.

12. Reflected by Testing:

1-3: Unacceptable - When tested, verbally or written, answers with 20% or less accuracy.

4-5: Acceptable - When tested, verbally or written, answers with 70% accuracy.

6-7: Superior - When tested, verbally or written, answers with 100 % accuracy.

13. Reflected in Field Performance:

1-3: Unacceptable - Violates procedural requirements, attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, attempts to arrest unlawfully.

4-5: Acceptable - Follows required procedure in commonly encountered situations. Conducts proper searches, and seizes evidence legally. Arrests within legal guidelines.

6-7: Superior - Follows required procedure in all cases, accurately applying law relative to searching, seizing evidence and affecting arrests.

PERFORMANCE

14. DRIVING SKILL: NORMAL CONDITIONS: Evaluates recruit's skill in the operation of the police vehicle under normal driving conditions.

1-3: Unacceptable - Frequently violates traffic laws. Involved in chargeable accidents. Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operation.

4-5: Acceptable - Obeys traffic laws when appropriate. Maintains control of the vehicle. Performs vehicle operation while maintaining an alertness to surrounding activity. Drives defensively.

6-7: Superior - Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio. checking hot sheet, etc. Superior defensive driver.

15. DRIVING SKILL - MODERATE AND HIGH STRESS CONDITIONS: Evaluates recruit's skill in vehicle operation under emergency driving situations and in situations calling for other than usual driving skill.

1-3: Unacceptable - Involved in chargeable accidents. Uses red lights and siren unnecessarily or improperly. Drives too fast and too slow for the situations. Loses control of the vehicle.

4-5: Acceptable - Maintains control of vehicle and evaluates driving situations properly.

6-7: 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.

16. ORIENTATION/RESPONSE TIME TO CALLS: Evaluates recruit's awareness of surroundings, ability to find locations and arrive at destination within an acceptable period of time.

1-3: Unacceptable - Unaware of location while on patrol. Does not properly use the area map. Unable to relate location to destination. Gets lost. Expend too much time getting to destination.

4-5: Acceptable - Is aware of location while on patrol. Properly uses the area map. Can relate location to destination. Arrives within reasonable amount of time.

6-7: Superior - Remembers locations from previous visits and does not need the area map to get there. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and city.

17. ROUTINE FORMS-ACCURACY/COMPLETENESS: Evaluates recruit's ability to properly utilize departmental forms necessary to job accomplishment.

1-3: Unacceptable - Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation. Forms are incomplete, inaccurate or improperly used. Not able to complete assigned paperwork in a timely manner.

4-5: Acceptable - Knows the commonly used forms and understands their use. Completes them with reasonable accuracy and thoroughness. Completes work on time.

6-7: Superior - Reports are a complete and detailed accounting of events from beginning to end, written and organized so that any reader understands what occurred.

18. REPORT WRITING-ORGANIZATION / DETAILS: Evaluates recruit's ability to prepare reports that accurately reflect the situation in a detailed, organized manner.

1-3: Unacceptable - Unable to organize information and to reduce it to writing. Leaves out pertinent details in report. Report is inaccurate.

4-5: Acceptable - Completes reports, organizing information in a logical manner. Reports contain the required information and details.

6-7: Superior - Reports are a complete and detailed accounting of events from beginning to end, written and organized so that any reader understands what occurred.

19. REPORT WRITING-GRAMMAR/SPELLING/NEATNESS: Evaluates recruit's ability to use proper English; to follow the rules for spelling and to write neatly.

1-3: Unacceptable - Reports are illegible. Reports contain excess number of misspelled words. Sentence structure or word usage is improper or incomplete.

4-5: Acceptable – Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are rare. Errors, if present, do not impair understanding of the report.

6-7: Superior - Reports are very neat and legible. Contain no spelling or grammar errors.

20. REPORT WRITING - APPROPRIATE TIME USED: Evaluates recruit's efficiency relative to the amount of time taken to write a report.

1-3: 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 the report

4-5: Acceptable – Completes reports within a reasonable amount of time.

6-7: Superior - Completes reports very quickly, as quickly as a skilled veteran officer.

21. FIELD PERFORMANCE - NON-STRESS CONDITIONS: Evaluates recruit's ability to perform routine, non-stress police activities.

1-3: Unacceptable - When confronted with a routine task, becomes confused and disoriented. Does not/cannot complete task. Takes wrong course of action. Avoids taking action.

4-5: Acceptable - Properly assesses routine situations, determines appropriate action and takes same.

6-7: Superior - Properly assesses situations including unusual or complex ones. Determines appropriate course of action and takes same.

22. FIELD PERFORMANCE - STRESS CONDITIONS: Evaluates recruit's ability to perform in moderate and high stress situations.

1-3: Unacceptable - Becomes emotional, is panic stricken, can't function, holds back, loses temper or displays cowardice. Overreacts.

4-5: Acceptable – Maintains calm and self-control in most situations, determines proper course of action and takes it does not allow situation to further deteriorate.

6-7: Superior - Maintains calm and self-control in even the most extreme situations. Quickly restores control of the situation and takes command. Determines best course of action and takes it.

23. INVESTIGATIVE SKILL: Evaluates recruit's ability to conduct a proper investigation with an emphasis on crime scene investigation procedures.

1-3: Unacceptable - Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately diagnose offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting or booking evidence. Does not connect evidence with suspect when apparent. Lacks skill in collection and preservation of fingerprints. Does not protect scene.

4-5: Acceptable - Follows proper investigation procedure in all but most difficult/unusual cases. Is generally accurate in diagnosis of nature of offense committed. Connects evidence with suspect when apparent. Collects "readable" fingerprints from most surfaces when available.

6-7: Superior - Always follows proper investigatory procedure and always accurate in diagnosis of offense committed. Connects evidence with suspect even when not apparent. Has "evidence technician" collection and identification skills. Can collect "readable fingerprints from any possible surface when available.

24. INTERVIEW/INTERROGATION SKILL: Evaluate recruit's ability to use proper questioning techniques; to vary techniques to fit persons being interviewed /interrogated; to follow proper procedure.

1-3: Unacceptable - Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to give Miranda warning under appropriate circumstances.

4-5: Acceptable - Generally uses proper questioning techniques. Elicits most available information and records same. Establishes proper rapport with most victims/witnesses. Controls interrogation of most suspects and generally conducts a proper Miranda admonition.

6-7: 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.

25. SELF-INITIATED FIELD ACTIVITY: Evaluates recruit's interest and ability to initiate police-related activity. To view same and to act on even low-priority situations.

1-3: Unacceptable - Does not see or avoids activity. Does not follow up situations. Rationalizes suspicious circumstances. Does not have broad orientation to the job.

4-5: 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.

6-7: 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 for observed activity. Thinks well "on his/her feet."

26. OFFICER SAFETY: GENERAL: Evaluates recruit's ability to perform police tasks without injuring self or others or exposing self or others to unnecessary danger/risk.

1-3: 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 directly 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 gun and other weapons.
- m) Stands in front of doors when knocking.
- n) Makes poor choice of which weapon to use and when to use it.
- o) Fails to cover other officers.
- p) Stands between police and violator's car on car stop.
- q) Fails to search police vehicle prior to duty and after transporting suspect.

4-5: Acceptable - Follows accepted safety procedures. Understands and applies them.

6-7: Superior - Always works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines best position for self and partner. Is not overconfident. Is in good physical condition.

27. OFFICER SAFETY- SUSPECTS, SUSPICIOUS PERSONS, PRISONERS:

Evaluates recruit's ability to perform police tasks in a safe manner while dealing with suspects, suspicious persons or prisoners.

1-3: Unacceptable - Violates officer safety principles outlined in 26 (above). Additionally, fails to "pat search," confronts people while seated in patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails; to maintain position of advantage to prevent attack or escape.

4-5: Acceptable - Follows accepted safety procedures with suspects, suspicious persons and prisoners.

6-7: Superior - Foresees potential danger and eliminates or controls it Maintains position of advantage in even the most demanding situations. Is alert to changing situations and prevents opportunities for danger from developing.

28. CONTROL OF CONFLICT: VOICE COMMAND: Evaluates recruit's ability to gain and maintain control of situations through, verbal command and instruction.

1-3: Unacceptable - Speaks too softly or timidly, speaks too loudly, confuses or angers listeners by what is said and/or how it is said. Fails to use voice when appropriate or speaks when inappropriate.

4-5: Acceptable - Speaks with authority in a calm, clear voice. Proper selection of words and knowledge of when and how to use them.

6-7: Superior - Completely controls with voice tone, word selection, inflection, and the bearing, which accompanies what, is said. Restores order in even the most trying situations through use of voice.

29. CONTROL OF CONFLICT: PHYSICAL SKILL: Evaluates recruit's ability to use proper level of force for the given situation.

1-3: Unacceptable - Uses too little or too much force for the given situation. Is physically unable to perform the task. Does not use proper restraints.

4-5: Acceptable - Obtains and maintains control through use of proper amounts and techniques of force application.

6-7: Superior - Excellent knowledge and ability in the use of restraints. Selects the right amount of force for the given situation. Is in superior physical condition.

30. PROBLEM SOLVING / DECISION MAKING: Evaluates recruit's performance in terms of ability to perceive, form valid conclusions, arrive at sound judgments, and make proper decisions.

1-3: Unacceptable - Acts without thought or good reason. Is indecisive, naive. Is unable to reason through a problem and come to a conclusion. Can't recall previous solutions and apply them in like situations.

4-5: 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.

6-7: 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.

31. RADIO: APPROPRIATE USE OF CODES/PROCEDURE: Evaluates recruit's ability to use the police radio in accordance with Department policy and procedure.

1-3: Unacceptable - Violates policy concerning use of radio. Does not follow procedures or follows wrong procedure. Does not understand or use proper codes/language.

4-5: Acceptable - Follows policy and accepted procedures. Has good working knowledge of most often used sections of the code/language.

6-7: Superior - Always follows proper procedures, adheres to policy. Has superior working knowledge of all codes/ language and applies knowledge when using police radio.

32. RADIO - LISTENS AND COMPREHENDS: Evaluates recruit's ability to pay attention to radio traffic and to understand the information transmitted.

1-3: Unacceptable - Repeatedly misses own call sign and is unaware of traffic in adjoining beats. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.

4-5: Acceptable - Copies own radio transmissions and is generally aware of radio traffic directed to adjoining beats.

6-7: Superior - Is aware of own radio traffic and traffic in the surrounding beats. Is aware of traffic in other parts of the city and uses previously transmitted information to advantage.

33. RADIO - ARTICULATION OF TRANSMISSIONS: Evaluates recruit's ability to communicate with others via the police radio.

1-3: Unacceptable - Does not preplan his transmissions. Over or under modulates. Cuts message off through improper use of microphone. Speaks too fast or too slowly.

4-5: Acceptable - Uses proper procedures with clear, concise and complete transmissions.

6-7: Superior - Transmits clearly, calmly, concisely and completely in even the most stressful situations. Transmissions are well thought out and do not have to be repeated.

RELATIONSHIPS

34. WITH CITIZENS - GENERAL: Evaluates recruit's ability to interact with citizens (including suspects) in an appropriate, efficient manner.

1-3: Unacceptable - Abrupt, belligerent, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspect of the job. Introverted, insensitive and uncaring. Poor non-verbal skills.

4-5: Acceptable - Courteous, friendly and empathetic. Communicates in a professional, unbiased manner. Is service oriented. Good non-verbal skills.

6-7: Superior - Is very much at ease with citizen contacts. Quickly establishes rapport and leaves people with feeling that the officer is interested in serving them. Is objective in all contacts. Excellent non-verbal skills.

35. WITH ETHNIC GROUPS OTHER THAN HIS/HER OWN: Evaluates recruit's ability to interact with members of ethnic or racial groups other than his/her own, in an appropriate, efficient manner.

1-3: Unacceptable - Is hostile or overly sympathetic. Is prejudicial, subjective and biased. Treats members in this grouping differently than members of his/her own ethnic or racial group would be treated.

4-5: Acceptable - Is at ease with members of other ethnic/racial groups. Serves their needs objectively and with concern. Does not feel threatened when in their presence.

6-7: Superior - Understands the various cultural differences and uses this understanding to competently resolve situations and problems. Is totally objective and communicates in a manner that furthers mutual understanding.

36. WITH OTHER DEPARTMENT MEMBERS: (Specify) - Evaluates recruit's ability to interact with other department members of various ranks and in various capacities.

1-3: Unacceptable - Patronizes FTO/superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative and sarcastic. Resists instructions. Considers self superior. Belittles others. Is not a "team" player.

4-5: Acceptable - Adheres to the chain of command and accepts role in the organization. Good peer and FTO relationships. Accepted as a group member.

6-7: Superior - Is at ease in contact with all, including superiors. Understands superior's responsibilities, respects and supports their position. Peer group leader. Actively assists others.

TERMINATION PROCEDURES

Note: Prior to taking any action your local staff attorney should be consulted to insure that you are following the correct procedure for your area.

Not all programs achieve their ultimate goals nor are all people successful in their endeavors. The Field Training and Evaluation Program is designed to train new officers so that they can function successfully on their own. This success level is, unfortunately, not always reached. Some people realize their expectations they had when they entered law enforcement were false ones. Others cannot perform the "juggling act" of performing multiple tasks. Still others are unable to deal with the stress present in the job. There are many reasons that these circumstances exist but the fact still remains: some people do not make it.

Termination is stressful, not only for the trainee, but for the FTO and associated staff as well. Despite this, in some cases termination is not only necessary but obligatory. If a trainee is not progressing in the program and it has been determined that progress to a satisfactory level is not possible, termination is the only logical step. Field Training Officers sometimes go to extremes to save new employees who are failing. This is laudable but not always fruitful. We should never give up on a trainee who has the slightest chance of success, but we must be realistic towards those who do not. Organizationally, the retention of an employee who is not capable of performing the job would place us and the trainee in an untenable position.

Not only would liability be present, but such a decision would cost us in terms of professionalism, money and effectiveness. By coming to grips with a trainee's failure, the stress the trainee would, no doubt, be experiencing would be reduced and the transition to another career would be made easier.

The Decision to Terminate

Before a decision to terminate is made, some questions must be asked:

1. What are the problems of the trainee?
2. What is causing the problem(s)?
3. What have we done to overcome the problems?
4. How much remediation has been completed?
5. Has there been any improvement after remediation?
6. What are the chances that the trainee will improve in the future?
7. Have we fully documented the problems and attempts to correct the problem areas?

Once the answers to these questions have been reviewed, and the determination remains to recommend termination, a meeting should be held between all FTO's who have trained the new officer and the Field Training Supervisor / Department Head.

This meeting will be held to discuss the trainee's performance and to ensure that everything has been done to help the trainee make it through the program successfully. If a consensus to terminate is reached, a termination recommendation will be made.

Termination Packet

The information that is forwarded to the Chief of Police will be contained in an information packet. The preparation of this packet will be the responsibility of the Field Training Officer(s) and/or any supervisor(s) that may be assigned as an FTO supervisor.

Termination

Once a firm decision has been made to terminate, the trainee should be reassigned from a Patrol assignment or given leave, whichever is appropriate. Trainees who have been advised that they are to be terminated from the Department, or those who have decided to resign, should not be allowed to perform any patrol/police duties. They are under too much stress and present a liability, not only to themselves, but to others.

Note: Prior to taking any action your local staff attorney should be consulted to insure that you are following the correct procedure for your area.

Alaska Police Standards Council

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FIELD TRAINING GUIDE

Recruit Name:		FTO Name:		
		FTO Initials & Date		
Areas of Evaluation	Explained	demonstrated	Observed by FTO (if applicable)	Recruit Initials
Appearance:				
Uniform				
Equipment				
Personal (cleanliness)				
Preparation for Patrol:				
Roll call procedures				
Equipment Inspection				
Patrol Vehicle Inspection				
Servicing the patrol vehicle				
Knowledge:				
Knowledge of department policies and procedures				
Knowledge of traffic codes				
Knowledge of city ordinances				
Knowledge of criminal statutes				
Arrest Procedures:				
When to arrest				
Citation in lieu of arrest				
Search and Seizure				
Constitutional Rights				
Use of force				
Use of baton				
Use of chemical agents				
Use of handcuffs				
Use of weapon				
Legal and moral aspects of shooting				

Alaska Police Standards Council

FIELD TRAINING GUIDE

F-24

	FTO Initials & Date			
	Explained	demonstrated	Observed by FTO (if applicable)	
Arrest Procedures (continued):				
Private person arrests				
Prisoner searches				
Male				
Female				
Removing occupants from vehicle				
Traffic (infraction)				
Misdemeanor				
Felony				
Information to be gathered at time of arrest				
Transporting prisoners				
Officer safety				
Bail hearings				
Booking procedures				
Prisoner property control				
Use of Police Radio:				
Use of portable radio				
Use of car radio				
Radio codes				
Conscious of other units				
Conscious of calls in other areas				
Communications center training				
Phone systems / 911				
Handling calls for service				
Computer systems				

Alaska Police Standards Council

FIELD TRAINING GUIDE

F-24

	FTO Initials & Date			
	Explained	Demonstrated	Observed by FTO (if applicable)	
Communications Center (continued)				
Warrant checks				
Traffic checks				
Criminal history				
Privacy policies & statutes				
Radios				
General Operating Procedures				
Use of officer's notebook				
Field interviews				
Interviewing witnesses				
Obtaining written statements				
Obtaining descriptions				
Property				
Persons				
Report writing				
Protecting a crime scene				
Evidence handling				
Using first aid				
Requesting other services				
Medics				
Fire crews				
Tow trucks				
Coroner				
Search & rescue				

Alaska Police Standards Council

FIELD TRAINING GUIDE

F-24

	FTO Initials & Date			Recruit Initials
	Explained	Demonstrated	Observed by FTO (if applicable)	
Officer's Responsibilities				
Purpose of patrol				
Knowledge of assigned area				
Geography				
Road system				
Persons				
Property				
Problems unique to area				
Adjoining areas				
Patrol methods & techniques				
Day shift				
Swing shift				
Mid shift				
Observations on patrol				
Developing contacts				
Case follow up				
Position in civil matters				
Relations with the public (prejudices, attitudes)				
Relations with FTO				
Relations with peers				
Relations with supervisors				
Relations with command personnel				
Relations with investigative personnel				
Relations with other agencies				

Alaska Police Standards Council

FIELD TRAINING GUIDE

F-24

	FTO Initials & Date			
	Explained	Demonstrated	Observed by FTO (if applicable)	
Officer's Responsibilities (continued)				
Requests for assistance				
<u>Emergency</u>				
<u>Non-emergency</u>				
Duties in emergency situations				
<u>Felony calls</u>				
<u>Misdemeanor calls</u>				
<u>Officer assistance</u>				
<u>Officer needs help</u>				
<u>Accidents</u>				
<u>Medic assists</u>				
<u>Fire assists</u>				
Requesting supervisory assistance				
Driving techniques				
<u>Patrol driving</u>				
<u>Defensive driving</u>				
<u>Emergency driving</u>				
<u>Daytime</u>				
<u>Nighttime</u>				
<u>Traffic stops</u>				
<u>Citation</u>				
<u>Felony</u>				
<u>Pursuit policy</u>				
<u>Pursuits</u>				

Alaska Police Standards Council

FIELD TRAINING GUIDE

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	FTO Initials & Date			Recruit Initials
	Explained	Demonstrated	Observed by FTO (if applicable)	
Driving Techniques (continued)				
Following suspects				
Approaching in progress calls				
<u>Burglary</u>				
<u>Robbery</u>				
<u>Fleeing suspect</u>				
<u>Suspect at scene</u>				
Patrol Tactics:				
Area security checks				
<u>Commercial stores</u>				
<u>Warehouse areas</u>				
<u>Residential</u>				
<u>Open doors or windows</u>				
In-progress calls				
<u>Felony assaults</u>				
<u>Rape</u>				
<u>Robbery</u>				
<u>Burglary</u>				
<u>Misdemeanor calls</u>				
<u>Domestic violence</u>				
<u>Alarms</u>				
<u>Bank alarms</u>				
<u>Demonstrations</u>				
<u>Riots</u>				
<u>Hostage situations</u>				
<u>Bomb threats</u>				

Alaska Police Standards Council

FIELD TRAINING GUIDE

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FTO Initials & Date

Explained

Demonstrated

Observed by FTO
(if applicable)

Recruit Initials

In Progress Calls (continued)

Strike Duty

Officer needs help

General Investigations:

Felony Investigations

Assault

Burglary

Domestic Violence

Fatality Accidents

Homicide

Robbery

Sexual Assaults

Suicides

Misdemeanor Investigations

Accidents

Assault

Disorderly Conduct

Domestic Violence

Theft

Trespass

Crime Scene Investigation (general)

Traffic Procedures:

Municipal ordinances

State traffic codes

Recognizing violations

Alaska Police Standards Council

FIELD TRAINING GUIDE

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	FTO Initials & Date			Recruit Initials
	Explained	Demonstrated	Observed by FTO (if applicable)	
Traffic Procedures (continued)				
Speeding violaton				
Other violations				
Equipment violations				
Evidence necessary for conviction				
Contact with violator				
Enforcement				
Use of warning				
Use of citation				
Optional arrest				
Parking enforcement				
Accident Investigation				
Treatment of injuries				
Securing scene				
Identifying drivers				
Locating witnesses				
Driver statements				
Witness statements				
Photographs				
Measurements				
Diagrams				
Determining responsibility				
Driving while intoxicated				
Observations				
Field sobriety report				

Alaska Police Standards Council

FIELD TRAINING GUIDE

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		FTO Initials & Date			Recruit Initials
		Explained	Demonstrated	Observed by FTO (if applicable)	
Driving while intoxicated (continued)					
<u>Chemical test</u>					
Hit & run investigation					
<u>Physical evidence</u>					
<u>Witness information</u>					
Pedestrian violations					
Use of radar					
Vehicle identification (serial numbers)					
Vehicle registration					
Driver ID, operator license					
<u>License restrictions</u>					
Traffic direction & control					
<u>General traffic control</u>					
<u>Use of flares</u>					
<u>Emergency escorts</u>					
<u>Non-emergency escorts</u>					
Juvenile Procedures:					
Juvenile involvement in crime					
Interviewing juveniles					
Juvenile runaways					
Juvenile liquor law violations					
Child neglect cases					
Abused child cases					
Relationship with other agencies involving juveniles					
Schools					

Alaska Police Standards Council

FIELD TRAINING GUIDE

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	FTO Initials & Date			Recruit Initials
	Explained	Demonstrated	Observed by FTO (if applicable)	
Relationship with other agencies involving juveniles				
<u>Division of Family Services</u>				
Court				
Transporting juveniles				
Notification of parents				
Juvenile traffic offenders				
Missing children				
Dealing with People:				
Interviews (constitutional rights)				
Wanted persons				
Street people (beggars, loiterers, vagrants)				
Intoxicated Individuals				
Transients				
Missing persons				
Mental persons				
<u>Commitment orders</u>				
Injured persons				
Disorderly Conduct:				
Neighborhood disputes				
Family disturbances				
Loud noise (party, neighbor complaints)				
Trespassing				
Bar / Liquor establishment disturbances				
Domestic violence				
Block parties				

Alaska Police Standards Council

FIELD TRAINING GUIDE

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	FTO Initials & Date			Recruit Initials
	Explained	Demonstrated	Observed by FTO (if applicable)	
Property Control:				
Lost property				
Found property				
Safekeeping property				
Evidence				
Prisoner's property				
Deceased person's property				
Vehicle Impounds				
Evidence Impounds				
Return of property				
Evidence records & reports				
Evidence packaging, marking & storage				
Evidence to be processed by laboratory				
Document evidence (checks, etc.)				
Hazards:				
Types of hazards				
Reporting hazards				
Fire hazards				
Crime hazards				
Traffic hazards				
Nuisances (appliances, vehicles, ect.)				
Downed electrical wires				
Power outages				
Hazardous materials				

Alaska Police Standards Council

FIELD TRAINING GUIDE

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	FTO Initials & Date			Recruit Initials
	Explained	Demonstrated	Observed by FTO (if applicable)	
Animal Complaints:				
Found animals				
Injured animals				
Dead animals				
Shooting animals				
Animal bite cases				
Rabid animals				
Cruelty to animals				
Citizen's Requests:				
Vacation checks				
Medical assistance				
Handicapped assistance				
Landlord-tenant disputes				
Liens				
Citizen arrests				
Information: (Resources)				
Information available in headquarters				
Obtaining records, warrant & vehicle checks				
Conducting record searches				
Case files				
Criminal history files				
Known offender files				
Mug shot files				
Warrant files				

Alaska Police Standards Council

FIELD TRAINING GUIDE

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FTO Initials & Date

Explained

Demonstrated

Observed by FTO
(if applicable)

Recruit Initials

Information available from other agencies:

Local				
Borough				
State				
Federal				
Press relations				

Miscellaneous Responsibilities:

Parades				
Health & welfare ordinances				
Taxi regulations / ordinances				
Notifications (death messages)				
Parks, waterway, game violations				
Special permits & licenses				

Organizational Procedures:

Checking on & off duty				
Days off				
Overtime				
Leave				
<u>Annual</u>				
<u>Sick</u>				
<u>Military</u>				
<u>Other (family, comp, ect.)</u>				
Accident in patrol vehicle				
Care of patrol vehicles				
Checking out supplies & equipment				

Alaska Police Standards Council

FIELD TRAINING GUIDE

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	FTO Initials & Date			Recruit Initials
	Explained	Demonstrated	Observed by FTO (if applicable)	
Organizational procedures (continued)				
Internal complaints				
Duty to report				
Citizen complaints				
Firearms policy				
on-duty regulations				
off-duty regulations				
Use of weapon				
Official mail				
Disciplinary procedures				
Transfers				
Performance evaluations				
Other employment				
Change of address & phone number				
Court appearance in civil cases				
Court appearance in criminal cases				
Contagious disease contact				
Forms (explain use of):				
<u>Accident report</u>				
<u>Arrest report</u>				
<u>Traffic citation</u>				
<u>Daily bulletin</u>				
<u>Stolen vehicle list</u>				
<u>Criminal locate</u>				
<u>Activity report / log</u>				

Alaska Police Standards Council

FIELD TRAINING GUIDE

F-24

FTO Initials & Date

Explained

Demonstrated

Observed by FTO
(if applicable)

Recruit Initials

Forms (continued)

Manuals (rules & regs, ect.)				
Business cards				
Statistical reports				
Daily				
Weekly				
Monthly				
Organzational phone listings				
Field contact form				
Hospital forms				
City vehicle accident reports				

Legal:

Obtaining criminal complaints				
Search warrants				
Serving subpoenas				
Chain of custody (evidence)				
Case preparation for court				
Courtroom testimony				

Additional Items:

Alaska Police Standards Council

FIELD TRAINING GUIDE

F-24

FTO Initials & Date			
Explained	Demonstrated	Observed by FTO (if applicable)	Recruit Initials

Additional Items:

APSC
FIELD TRAINING OFFICER DAILY PROGRESS REPORT

F8-3

Name of recruit:	(Last)	(First)	(Middle)	Report Date:
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Please check appropriate boxes. Refer to attached Standardized Evaluation Guidelines.

Areas of Evaluation	Unacceptable			Acceptable		Superior	
	Not responding to training 1	Inadequate 2	Inadequate 3	Fair 4	Average 5	Good 6	Outstanding 7

Overall Evaluation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

_____ FTO Signature Date	_____ Recruit Signature Date
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APSC
FIELD TRAINING OFFICER WEEKLY PROGRESS REPORT

F21-3

Name of Recruit:	(Last)	(First)	(Middle)	Report Date:
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Weekly Progress report to be retained by agency
Please check appropriate boxes. Refer to attached Standardized Evaluation Guidelines.

Areas of Evaluation	Unacceptable			Acceptable		Superior	
	Not Responding to Training	Inadequate		Fair	Average	Good	Outstanding
	1	2	3	4	5	6	7

Overall Evaluation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

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FTO Signature _____	Date _____	Recruit Signature _____	Date _____
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FTO Supervisory Signature _____	Date _____
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APSC
FIELD TRAINING OFFICER MONTHLY PROGRESS REPORT F22

Name of recruit: (Last) (First) (Middle) Report Date:

Assignment: Evaluation Period: (month)
1 2 3 4 5 6

Weekly progress report to be retained by agency
Note: Refer to standardized evaluation guidelines for rating scale.

Areas of Evaluation	Unacceptable			Acceptable		Superior	
	Not responding to training		Inadequate	Fair	Average	Good	Outstanding
	1	2	3	4	5	6	7
Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Evaluation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:
(use additional pages as necessary)

FTO Signature Date Recruit Signature Date

FTO Supervisory Signature Date

APSC

F-23

FIELD TRAINING FINAL REPORT

Name of Recruit (Last, First, Middle)		Recruit Class Dates
Names of Field Training Officers	Field Assignment	Field Training Dates From To
1		
2		
3		
4		

The field training final report (F-23) is the only form required by APSC for certification of field training.

**RETAIN THE FTO MANUAL WITH YOUR EMPLOYEE'S RECORDS,
DO NOT SEND TO THE APSC.**

Once completed the department head is requested to sign the final report and mail it to:

**Alaska Police Standards Council
PO Box 111200
Juneau, Alaska 99811**

I have been instructed in all items recorded in the Field Training Guide	Date
Signature of Recruit	
Approved by	Date
FTO Supervisory Signature	

Comments: (Use additional pages as necessary)

I attest that the above named recruit has satisfactorily completed the prescribed Field Training program.

Department Head

Date