

POLICE DEPARTMENT COUNTY OF SUFFOLK

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FIELD TRAINING

for

POLICE OFFICERS

PATROL DIVISION MANUAL

151992

ACKNOWLEDGEMENTS

NCJRS

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ACQUISITIONS

This manual is the result of a combined effort by the Patrol Division and the Police Academy.

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**Captain James Rhoads
Chief of Patrols Office**

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This Program Manual is intended as a training guide for the Suffolk County Police Department. The information contained herein establishes guidelines and procedures for the operation of the Field Training Program. Standardization of these procedures in their implementation is essential to the successful operation of the program.

Therefore, all personnel involved in the Field Training Program are responsible for becoming familiar with the contents of this manual and for adherence to the program's procedures.

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CHAPTER ONE

INTRODUCTION

POLICY STATEMENT

The Suffolk County Police Department continually strives to maintain the highest standards of professionalism. To this end, the attainment of highly trained police officers shall remain a fundamental goal of the Department.

The Field Training Program has been developed and implemented to help meet this responsibility. The program is assigned to the Patrol Division and shall receive assistance from the In-Service Training Section and the Police Academy Bureau.

It shall be the policy of the Suffolk County Police Department to supplement successful Police Academy Recruit Training with satisfactory performance in the Field Training Program to further enhance an officer's training base and to determine the officer's suitability for permanent assignment as a Suffolk County Police Officer.

The policies of training, evaluation, and program procedures will be determined by the Program Staff personnel in conjunction with the Chief of Patrol's Office and the Office of the Police Commissioner. These procedures will be regularly scrutinized to ensure that they are updated and that they provide for equal and standardized field training and evaluation of all involved personnel.

The standards of performance proficiency set up by the Field Training Program are designed to ensure that each officer successfully completing field training will have received the necessary guidance and instruction under field conditions to meet the standards of performance of the Suffolk County Police Department. Only upon successful attainment of these standards of performance will an officer be permanently assigned to the Suffolk County Police Department.

FIELD TRAINING PROGRAM OBJECTIVES

The Suffolk County Police Department's Field Training Program has been designed and implemented in order to achieve the following objectives.

1. To produce a highly trained and positively motivated police officer capable of meeting or exceeding the standards of performance required by the Department.

2. To provide equal and standardized field training to all probationary police officers, and to provide remedial training in those areas where skills require improvement, by specially selected and trained police officers known as Field Training Officers [FTO's].

3. To expand upon the foundation of knowledge provided in the Police Academy by creating a "controlled environment" for the probationary police officer to develop the application of classroom learned skills as well as to develop new skills.

4. To field train in multiple precincts in order to provide different training environments to better train and evaluate field performance.

5. To improve the Department's Selection process by providing on the job observation and documentation of each probationary police officer's performance.

6. To establish an appraisal system which is directly job related and utilizes a standardized and systematic approach to the documentation and evaluation of probationary police officers performance in order to provide well rounded and objective feedback of field performance and suitability as a Suffolk County Police Officer.

CHAPTER TWO

PROGRAM STRUCTURE

ADMINISTRATIVE STRUCTURE

The Field Training Program is administered from the Patrol Division for the following reasons:

1. Field training is a patrol officer learning a patrol function in the patrol environment. Management of the program should be located where field training occurs - in the Patrol Division.

2. To provide unity of command for all personnel involved and to minimize conflict with other divisions within the department.

3. To allow program management to closely monitor Probationary Police Officers' progress and training assignments that may require immediate attention or action.

The Field Training Program is under the direct supervision of the Deputy Chief of Patrol who acts as the Field Training Program Division Coordinator.

Each precinct's field training operations are overseen by a **Precinct Field Training Coordinator at the Rank of Lieutenant or as designated by the Precinct Commander.** There is also a Field Training Coordinator, at the Rank of Sergeant or above, assigned to the In-Service Training Section at the Police Academy to address training needs and to act as a liaison.

These seven [7] Field Training Coordinators, in conjunction with the Field Training Program Division Coordinator, act as the Program Staff Management. These coordinators attend regular staff meetings where recommendations, procedures and program policy are continually updated to maintain a vital program.

The Chain of Command in the Field Training Program is illustrated by the following diagram:

FIELD TRAINING PROGRAM

CHAIN OF COMMAND

OFFICE OF THE POLICE COMMISSIONER

OFFICE OF THE CHIEF OF PATROL
Field Training Program Division Coordinator
Deputy Chief of Patrol

PRECINCT
FIELD TRAINING COORDINATORS
Precinct Lieutenant/ Captain

POLICE ACADEMY
Field Training Coordinator
Sergeant

Field Training Supervisors
Patrol Lieutenants and Sergeants

Field Training Officers (FTOs)
Specially Selected / Trained
Patrol Officers

Probationary Police Officer
(PPOs)

FIELD TRAINING PROGRAM RECORDS

All records pertaining to the Program will be maintained by the Precinct Field Training Coordinator. These records are **CONFIDENTIAL** and shall be secured as such. Persons seeking access to these records shall do so through the Precinct Field Training Coordinator.

When a Probationary Police Officer changes precincts during the program, all related records shall be forwarded in a timely fashion to the receiving command in order to allow sufficient opportunity to facilitate the personnel change over.

Upon completion of the Program, all field training records will be reviewed by Precinct Commanding Officers, Precinct Coordinators and the Division Coordinator. The records will then be forwarded to the Poice Academy Coordinator for review and storage.

PROGRAM DURATION AND PHASES

The Field Training Program is twelve [12] weeks in duration but may be adjusted as required. There are four [4] phases of three [3] weeks each that make up the program.

The first three phases of field training are based upon the satisfactory completion of certain skills listed in the Recruit Field Training Guide [Chapter 3]. The final phase is primarily an evaluation only phase where the Probationary Police Officer performs as if he were in a single officer vehicle.

During field training, a PPO will be assigned to a Field Training Officer {FTO} on a daily basis. **Ideally, the same FTO/PPO assignment should extend for an entire phase [three weeks].** Every reasonable effort should be made by Precinct Coordinators and Field Supervisors to attain this FTO/PPO training continuity goal. In reality, there will be times when these conditions cannot be met due to staffing problems. A minimum FTO/PPO assignment of one [1] week is then desired. If a PPO is assigned to a non-FTO, a Field Training Daily Observation Report [PDCS 5200] will not be completed!

The following diagram illustrates the phase breakdown:

PHASE 1	PHASE 2	PRECINCT	PHASE 3	PHASE 4
WEEKS 1-3	WEEKS 4-6		WEEKS 7-9	WEEKS 10-12
FTO "A"	FTO "B"	CHANGE	FTO "C"	FTO "D"
RFTG - 1 - XII	RFTG XII - XVII		RFTG XVIII	EVALUATION

RFTG = RECRUIT FIELD TRAINING GUIDE

A particular phase may be extended as required.

PHASE EXPECTATIONS

INTRODUCTION -

Clarifying and correcting a Recruit's deficiencies is probably the most critical and yet most challenging aspect of an FTO's responsibility.

While the FTO will have overall goals for training of the Recruit, each phase should also have specific goals to achieve. During **Phase I**, the FTO should attempt to initiate the Recruit to basic police functions. As a result of this initial exposure, the FTO should, by the end of this phase, be able to identify specific strengths and weaknesses of the Recruit.

The **Phase II FTO**, should review the Phase I accomplishments and deficiencies. The primary goal of the Phase II FTO should be to correct as many, if not all, of the routine Recruit deficiencies that are easily identifiable. **The most common deficiencies a Recruit will exhibit are in the areas of Geography, Report Writing, Decision Making, Public Contact - Interview Skills, and Radio Usage.** As a general rule, weak performance in the above areas should be corrected, or at least reasonably improved, before the end of this Phase.

Phase III should be utilized for "**Polishing and Refining**" existing skills of the recruit. As in Phase II, the Phase III FTO should review the Recruit's accomplishments and weaknesses to date. Any significant deficiencies should be completely resolved, generally, by the middle of this phase. Should the Recruit need to be placed in Intensive Remedial Training, this will allow sufficient time to correct and then appraise the performance. The last few weeks of this phase should be used to acclimate the Recruit to work as a solo officer. This will smooth the transition into Phase IV, which should be used primarily for evaluation of the Recruit's performance.

Phase IV Field Training should simulate solo operation for the Recruit as closely as possible. The Recruit should be made to operate the sector unit, utilize the radio, handle calls and write the required reports with as little interference by the FTO as possible. The FTO should play the role of observer and evaluator. Self initiated activity by the Recruit should be emphasized during this phase also. Additionally, the FTO, during Phase IV, has the responsibility to review the RFTG and insure that all areas from all phases have been covered during the Field Training Program.

CHAPTER THREE

THE RECRUIT FIELD TRAINING GUIDE

THE TRAINING PROCESS

THE RECRUIT FIELD TRAINING GUIDE

The Field Training Program will utilize the Recruit Field Training Guide [RFTG] to structure and standardize the field instruction provided to recruits. The RFTG is a comprehensive listing of the numerous varied tasks that a police officer may encounter in the course of daily job performance. While it would be impossible for a recruit in field training to actually encounter the many varied tasks listed in the RFTG, it is nevertheless imperative that the recruit learn to perform these tasks in order to function as an efficient and effective police officer. The purpose of the RFTG is to assure the recruit, the FTO and the Department that all of these pertinent job tasks have been addressed during field training either through actual job experience or, at least, through one on one field instruction.

There are many advantages in the use of the RFTG that include the following:

1. The RFTG organizes the Field Training Program by telling the FTO and the recruit **what is to be taught, when it is to be taught**, by providing some common reference points on **how it is to be taught**, and then by **documenting that it was taught**.
2. The RFTG cites the **Rules & Procedures** and the **New York State Manual for Police** for procedures and/or suggestions to aid the FTO/Recruit in field instruction for specific job tasks.
3. An FTO will be able to ascertain what tasks a Recruit has been exposed to by checking the Recruit's RFTG. The FTO can then concentrate on tasks that need to be taught rather than duplicating the efforts of a prior FTO.
4. The Recruit will know in advance what particular tasks will be addressed in the upcoming week or phase and will be able to become familiar with the material before it is presented.
5. When patrol activity is at a low, the FTO can utilize the RFTG to provide constructive training for the Recruit.

6. Using the RFTG to field instruct a Recruit allows the FTO a freer one to one information exchange at an actual job experience/encounter. Observing another officer handle an assignment provides an excellent training tool where these advantages may be utilized.

The RFTG is not an evaluation tool. Its purpose is to function as a guide for field training. Satisfactory performance of all job tasks listed in the RFTG is not mandatory. However, every effort will be made to enable a Recruit to satisfactorily handle as many actual job tasks as is possible.

Additional information on the RFTG, its use, maintenance and storage, as well as specific instructions for the FTO and the RECRUIT, are included in the guide which is contained in this chapter.

DIRECTIONS FOR THE FIELD TRAINING OFFICER

ALL DOCUMENTATION IS DONE IN THE RECRUIT'S COPY OF THE RECRUIT FIELD TRAINING GUIDE [RFTG].

1. The Recruit will carry his/her Recruit Field Training Guide [RFTG] with him/her at all times during the Field Training Program. The Recruit's copy of the RFTG is to be completed as he/she progresses through the program. The FTO has been provided with a copy of the RFTG to be used as a reference to plan and review field training.

RFTG TASKS LISTED IN ORDER OF PROGRESSIVE COMPLEXITY AND BROKEN DOWN INTO PHASES AND WEEKS.

2. The tasks listed in the RFTG are arranged somewhat in order of difficulty, with the simpler tasks being addressed earlier in the program. The tasks are broken down further into weeks when they will be concentrated on. Some of these tasks may be more mundane while others are more complex. It is the FTO's responsibility to instruct the Recruit as to how to properly perform all tasks for that particular week.

FTO'S DISCRETIONARY OVERRIDE OF RECRUIT PERFORMANCE.

3. As an FTO, it is your decision when to exercise discretionary override of a Recruit's performance. In situations other than those involving potential safety/liability concerns, your patience and understanding may be the only limits imposed on how long a recruit will be permitted to "practice" his skills.

TWO METHODS OF FIELD TRAINING THE TASKS LISTED IN THE RFTG.

4. There are two methods of field training a Recruit in a particular job task. The first of these is that the task could be actually experienced/encountered during field training. Of course, not all job tasks will be actually encountered during field training. The second field training method will then be utilized - that of field instruction/simulation.

DOCUMENTATION OF ACTUAL EXPERIENCE OF A JOB TASK IN THE RFTG.

5. When a Recruit actually experiences/encounters a job task listed in the RFTG, the FTO will locate the task in the RFTG and indicate A/E for actually experienced/encountered, in the column with the date. The FTO and the PPO will then place their shield numbers in the appropriate columns.

DOCUMENTATION OF FIELD INSTRUCTION OF A JOB TASK IN THE RFTG.

6. When a Recruit has not actually experienced/encountered a specific job task, he/she may be field instructed in that particular task. This method of instruction will be indicated as F/I and noted in the RFTG as indicated above for actual experience along with appropriate shield numbers and dates.

UTILIZATION OF CITED REFERENCES IN THE RFTG WHEN FIELD TRAINING A RECRUIT.

7. FTO's will utilize the methods and procedures cited in the RFTG from the Rules and Procedures and the New York State Manual for Police as reference points when field training Recruits. These methods and procedures are utilized to instruct during Police Academy training and, although each FTO may differ in their application, they provide the Recruit with some continuity and provide a frame of reference for the recruit to understand how each officer may differ slightly in the application of these methods and procedures, but still be proper and correct.

FTO'S RESPONSIBILITY TO ADDRESS JOB TASKS WHEN ASSIGNED TO FIELD TRAINING A RECRUIT.

8. The FTO is responsible to address all the indicated job tasks listed for that particular week during which he/she is field training a Recruit. This may be done through either actual experience or field instruction. Field instruction or simulation is left up to the discretion and imagination of the FTO. Observing another officer handling an assignment is an excellent method of field instructing a job task.

AREAS OF TRAINING MAY BE RECORDED AS THEY ARE ENCOUNTERED.

9. Areas of training may be recorded as they are encountered, if a job task has actually been experienced after it had been initially field instructed. The FTO will locate the particular task in the RFTG and note the actual experience accordingly. Also, if a job task is actually experienced that is located in a future week of the RFTG that the Recruit hasn't reached yet, the FTO may locate the task and indicate actual experience accordingly.

JOCKEYING ABOUT THE RFTG VS FIXED RESPONSIBILITY OF FTO.

10. Jockeying about in the RFTG as tasks are actually encountered does not present any problem as long as the FTO understands that he/she is responsible for teaching a Recruit the tasks indicated in that particular phase/week in which the FTO is assigned to field train the Recruit. For example: If you are an FTO for a Recruit during Phase 2/Week 2, you should concentrate on teaching the tasks indicated in Phase 2/Week 2 of the RFTG in addition to whatever calls are actually experienced.

FINAL PHASE FTO RESPONSIBILITY FOR UNCOVERED TASKS IN THE RFTG.

11. The FTO assigned to a Recruit during the final phase will be responsible to address any tasks indicated in the RFTG that have not been field trained. The RFTG is broken down into nine Weeks/three [3] phases. The final phase, phase #4, is also three [3] weeks in duration, but is primarily an evaluation phase during which the FTO does not have specific tasks that he/she is responsible for field training other than those not yet addressed in the Recruit's copy of the RFTG. **It should be re-emphasized that this final phase is a period in which the Recruit is to perform as if he/she was a solo operator. The FTO in this phase has the primary responsibility to act as an observer and evaluator.**

RFTG IS NOT AN EVALUATION TOOL.

12. The RFTG is not an evaluation tool. Satisfactory performance of all indicated job tasks is not mandatory. However, every effort should be made to allow the Recruit to satisfactorily perform as many actual job tasks as is possible. The FTO is encouraged to tie in the training done in the RFTG to the evaluations done on the Daily Observation Report [PDCS 5200].

FORWARDING OF THE COMPLETED RFTG.

13. Upon completion of the Field Training Program, the Recruit's copy of his/her RFTG will be collected by the supervisor who performs the Phase 4 end of Phase Evaluation. The RFTG will be forwarded through the **Chain of Command** for review and storage. A Recruit can make a copy of his/her RFTG or request a new RFTG for their records. Upon completion of the Field Training Program, the RFTG will be forwarded through the Precinct Coordinator, the Division Coordinator and, finally, to the Police Academy Coordinator for review and storage.

FTO/RECRUIT SUGGESTIONS ENCOURAGED.

14. The FTO and the Recruit are encouraged to offer suggestions and/or recommendations to amend the contents or use of the RFTG. This may be done on an Internal Correspondence Report [PDCS 2042] sent through the proper **Chain of Command**.

INSTRUCTIONS FOR THE RECRUIT

1. All Recruits will familiarize themselves with the GENERAL INSTRUCTIONS, INSTRUCTIONS FOR THE RECRUIT, and the instructions for the FTO contained in the RFTG.
2. All Recruits will carry their assigned copy of the RFTG with them at all times during the Field Training Program. All documentation of training will be done in the Recruit's copy of the RFTG.
3. The RFTG is a training guide and not an evaluation tool. Satisfactory performance of all listed tasks is not mandatory. Every effort will be made to allow the Recruit to actually experience as many job tasks as is possible. Those tasks unable to be actually experienced will be field instructed by the FTO on a one to one basis. Recruits are encouraged to ask questions and to familiarize themselves with the specific areas of instruction they will be receiving in each Week/Phase of field training.
4. The Recruit will be responsible for providing the FTO with his/her copy of the RFTG upon request. The Recruit will also be responsible to produce his/her RFTG to a supervisor, if requested.
5. Upon completion of the Field Training Program, the completed RFTG will be forwarded to the supervisor who performs the Phase IV, End of Phase Evaluation. The RFTG will be reviewed and forwarded through the **Chain of Command** for storage. The Recruit may make a copy of their RFTG or request a new copy for their records.
6. Recruits should put their name and shield number on the front upper right corner of the RFTG.

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PHASE <u>1</u> WEEK <u>1</u> PERFORMANCE AREA	DATE FI/ AE	FTO SHIELD #	PPO SHIELD #
1. RELIEF PROCEDURES - SCPD R&P 10/1 A. Reporting on duty			
B. Prescribed equipment - SCPD R&P 4/1 1. Service Weapon 2. County authorized ammunition 3. Mace 4. Memo Book 5. Handcuffs and key 6. Whistle 7. Flashlight 8. Police Baton 9. Body Armor			
C. Additional equipment - carry or in private vehicle 1. Riot gear 2. Rain gear 3. Maps			
D. Communication with previous tour 1. Sector conditions 2. Scheduled activities [parades, etc.] 3. Unusual incidents 4. Adjoining sectors - status & activity 5. Vehicle problems			
II. VEHICLE AND EQUIPMENT CHECK A. Exterior 1. Damage - report indiscrepancy book 2. Tires 3. All lights 4. Siren and P.A. system 5. Engine fluid levels			
B. Interior 1. Cleanliness - floors, seats, windows 2. Required forms 3. Trunk - required equipment listed on rear of discrepancy booklet 4. Radio check 5. Patrol check cards, pct. bulletins, etc.			
C. Care of Departmental property - SCPD R&P 4/3			

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	DATE FI/ AE	FTO SHIELD #	PPO SHIELD #
III. RADIO PROCEDURES SCPD R&P 23/1 A. Operation of in-unit and portable radios 1. Radio checks 2. Channel selection - primary, data, etc.			
B. Review 1. Phonetic alphabet 2. Radio ten codes 3. Radio general alarm codes			
PHASE <u> 1 </u> WEEK <u> 2 </u> PERFORMANCE AREA			
IV. PRECINCT ORIENTATION & MAP USAGE A. Precinct Orientation 1. Precinct boundaries, sectors and zones 2. Main thoroughfares and routes 3. Hospital locations 4. Telephones - precinct directory & usage 5. Review precinct syllabus			
B. Map usage and orientation skills 1. Availability - Hagstrom, town maps, etc. 2. Usage - how to use a map to respond to calls			
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B. Field Reports - calling into precinct desk			
C. Meal periods - SCPD R&P 2/2			
D. Vehicle procedures 1. Gas 2. Servicing 3. Out of service - mechanical			
E. Request for supervision			

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D. Pursuit driving 1. SCPD R&P 2/7 2. NYSMFP - Part 2, 1134			
E. Commentary driving - [what goes on in the mind of an officer operating sector unit]			
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A. Wear seat belts			
B. Maintain good physical conditioning			

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C. Maintain and utilize personal safety equipment properly [body armor, weapons, etc.] D. Search police vehicle prior to tour and after prisoner transport E. Foresee potentially dangerous situations F. Advise headquarters when leaving police vehicle G. Keep all weapons away from suspects H. Maintain sight of suspect during entire contact - including V&T stops I. Keep gun hand free during enforcement contacts J. Have weapon ready when appropriate K. Cover other officers and be aware of lines of fire L. Stand to side of entrances when knocking M. Vehicle and Traffic Stop 1. Position police vehicle to create zone of safety 2. Stand behind violator's door 3. Use flashlight when necessary 4. Stand clear of vehicular traffic			
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5. Family offenses - SCPD R&P 16/6 a] choice of courts b] definition family offenses c] note "domestic" in field report d] certificate of warrant - SCPD R&P 16/8			
6. Orders of Protection- SCPD R&P 16/7			
7. Juvenile Procedures - SCPD 27/2 & 27/3 a] P.I.N.S. b] Juvenile Offenders c] Neglected child d] Abused child e] Removal of child f] Transportation and detention - SCPD R&P 27/2 g] Appropriate Forms 1. Blue Card 2. Report of Suspected Child Abuse or Maltreatment Form			
8. Arrest of Aliens - SCPD R&P 16/4 9. Arrest of Foreign Nationals - SCPD R&P 16/5			
E. Un-arrest Procedures - SCPD R&P 16/1			
F. Community Mediation Center 1. SCPD R&P 9/5 2. Referral Form			
PHASE <u> 2 </u> WEEK <u> 6 </u> PERFORMANCE AREA			
XV. PRISONER PROCEDURES			
A. Searching of Prisoners 1. SCPD R&P 13/6 & 16/11 2. NYSMFP - Part 2, 2E1			
B. Handcuffing of prisoners 1. SCPD R&P 16/10 & 16/11 2. NYSMFP - Part 2, 2E2			

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	DATE FI/ AE	FTO SHIELD #	PPO SHIELD #
C. Transportation of prisoners 1. SCPD R&P 16/10 2. NYSMFP - Part 2, 2E4			
D. Booking of prisoners SCPD R&P 16/11			
E. Detention of prisoners SCPD R&P 10/4			
F. Prisoner Property Procedures SCPD R&P 16/11			
G. Prisoner Medical Aid SCPD R&P 16/11			
H. FOA Lodging - SCPD R&P 16/11			
I. Bail Procedures - SCPD R&P 16/16			
J. Appearance Ticket Procedures - SCPD R&P 9/4			
XVI. CRIME SCENE PROCEDURES			
A. Safeguard scene - SCPD R&P 14/1			
B. Notes and Sketches 1. Crime scene log 2. SCPD R&P 14/2 3. NYSMFP - part 2, 123			
C. Searches NYSMFP - Part 2, 12D			
D. Evidence 1. SCPD R&P 14/1 2. NYSMFP - Part 2, 12E, 12F, 12G 3. Security envelopes 4. Location of property locker at precinct			
XVII. IMPOUND PROCEDURES - SCPD R&P 20/4			
A. Reasons for impounds			
B. Request supervision			

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	DATE FI/ AE	FTO SHIELD #	PPO SHIELD #
<p>C. Types of impounds</p> <ol style="list-style-type: none"> 1. evidence vs non-evidence 2. F.O.A. 3. safeguard property 4. Section 511 VTL 5. Auto Theft Squad cases <p>D. Appropriate paperwork</p> <ol style="list-style-type: none"> 1. Impound invoice worksheet 2. Impound sticker 3. Impound release form 4. Property disposition card 			
<p>PHASE <u>3</u> WEEK <u>7</u> PERFORMANCE AREA</p>			
<p>XVIII. PATROL OPERATIONS</p> <p>A. Abandoned vehicles</p> <ol style="list-style-type: none"> 1. as defined in VTL 2. specific town policy regarding towing 			
<p>B. Abortion - NYSMFP - Part 3, 1B</p> <ol style="list-style-type: none"> 1. Investigative suggestions 			
<p>C. Air Crashes</p> <ol style="list-style-type: none"> 1. Procedure - SCPD R&P 15/3 2. NYSMFP - Part 2, 1C 			
<p>D. Aliens and Diplomatic Immunity</p> <ol style="list-style-type: none"> 1. SCPD R&P 16/4 & 16/17 2. NYSMFP - Part 3, Article 3 			
<p>E. Animal Complaints</p> <ol style="list-style-type: none"> 1. Procedures for contacting Highway Dept., Dog Warden, ASPCA, etc. 			
<p>F. Arson Investigation</p> <ol style="list-style-type: none"> 1. Arson Squad - SCPD R&P 1/4 & 1/5 2. Investigative suggestions - NYSMFP Part 3, Article 4B, 4C 			

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	DATE FI/ AE	FTO SHIELD #	PPO SHIELD #
G. Assaults - Investigative Suggestions NYSMFP - Part 3, Article 5B			
H. End Checks - NYSMFP - Part 3, Article 9B			
I. Bomb Scares and Explosions 1. Procedures - SCPD R&P 15/4 2. NYSMFP - Part 3, Article 10			
J. Bribery and related offenses - NYSMFP Part 3, Article 11B			
K. Burglary and related offenses 1. Burglary Squad 2. Investigative suggestions - NYSMFP Part 3, Article 12B			
L. Civil Defense Emergencies 1. Civil Defense Section - SCPD R&P 1/4 2. Warning procedure - SCPD R&P 15/7			
M. Civil disputes			
N. Civilian Complaint Procedures - SCPD R&P 5/2 & 5/9			
O. Citizen Requests			
P. Committals/Handling the Mentally Ill 1. Arrest of - SCPD R&P 9/6 2. NYSMFP - Part 4, Mental Hygiene Law 3. Location of straight jackets at precinct, etc.			
Q. Conspiracy - NYSEMP - Part 3, 18B			
R. Controlled substance violations 1. SCPD R&P 14/7, 20/2 2. NYSMFP - Part 3, 19B			
S. Creating a hazard 270.10 PL, SCPD R&P 10/15			

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RECRUIT FIELD TRAINING GUIDE

PHASE <u>3</u> WEEK <u>8</u> PERFORMANCE AREA	DATE FI/ AE	FTO SHIELD #	PPO SHIELD #
T. Dangerous Conditions - SCPD R&P 10/1			
U. Death Investigations- SCPD R&P 8/3.0 - 3.16			
V. Death Notifications-NYSMFP - Part 3, Art.24			
W. Domestic Disturbances 1. SCPD R&P 16/6 2. Domestic disturbance supp. report 3. Referral form			
X. Dying declarations 1. SCPD R&P 8/3 2. NYSMFP - Part 3, Article 34C			
Y. Fire Investigations & Natural Disaster Plan SCPD R&P 15/1 - 15/6			
Z. General Conduct 1. SCPD R&P 2/1			
AA. Gun Call Guidelines - SCPD R&P 9.8			
BB. Hazardous Materials 1. SCPD R&P 14/3 2. SCPD R&P 15/5 3. NYSMFP - Part 3, Article 33			
CC. Homicide and related offenses 1. SCPD R&P 8/1, 8/3, 23/5 2. NYSMFP - Part 3, Article 34B			
DD. Hostages and Barricaded Subjects 1. SCPD R&P 9/8, 25/5 2. NYSMFP - Part 3, Article 35			
EE. Informants			
FF. Interviews and Interrogations - NYSMFP Part 2, Article 5H			
GG. Intoxicated persons 1. SCPD R&P 9/2 2. NYSMFP - Part 2, Article 8S, Part 3, Article 41A9			

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RECRUIT FIELD TRAINING GUIDE

	DATE FI/ AE	FTO SHIELD #	PPO SHIELD #
HH. Kidnap and related offenses 1. SCPD R&P 24/12 2. NYSMFP - Part 3, Article 37B			
II. Labor Disputes and strike scene 1. SCPD R&P 15/2 2. NYSMFP - Part 3, Article 52			
PHASE <u>3</u> WEEK <u>9</u> PERFORMANCE AREA			
JJ. Larceny and related offenses 1. NYSMFP - Part 3, Article 38B			
KK. Media Relations 1. SCPD R&P 26/2 2. NYSMFP - Part 1, Article 4c			
LL. Mentally Ill 1. SCPD R&P 9/6 2. NYSMFP - Park 4, M.H.L.			
MM. Missing Person Procedures 1. SCPD R&P 9/1 2. Appropriate forms including return			
NN. Mobilization Plans - SCPD R&P 15/13.0			
OO. Motor Vehicle Accidents 1. SCPD R&P 8/2 2. PD/MVA - SCPD R&P 13/13.3 3. Appropriate forms			
PP. Notification procedures - SCPD R&P 23/5			
QQ. Organizational Structure - 1. SCPD R&P 1/1.0 - 9.4			
RR. Parades - SCPD R&P 15/9			
SS. Pre-trial identification 1. SCPD R&P 16/14 2. NYSMFP - Part 2, Article 5G			

SUFFOLK COUNTY POLICE DEPARTMENT

RECRUIT FIELD TRAINING GUIDE

	DATE FI/ AE	FTO SHIELD #	PPO SHIELD #
TT. Property Procedures - SCPD R&P 20.3			
UU. Prostitution and related offenses - NYSMFP - Part 3, Article 44B			
VV. Public Assemblages - SCPD R&P 15/8			
WW. Public Safety Offenses - NYSMFP - Part 3, Article 47			
XX. Quartermaster Unit - SCPD R&P 1/4,1/5,4/2			
YY. Racial/Religious Incidents 1. SCPD R&P 23/5 2. SCPD R&P 24/6			
ZZ. Riot squad formations - SCPD R&P 15/11			
AAA. Robbery 1. SCPD R&P 1/4, 1/5 2. NYSMFP - Part 3, Article 49B			
BBB. Sexual Offenses 1. SCPD R&P 1/4, 1/5, 5/8 2. NYSMFP - Part 3, Article 50B			
CCC. Schools - Patrol of, drugs at, etc. 1. Bomb Scares - SCPD R&P 15/4 2. Crossing Guards - SCPD R&P 10/1, 10/2, 4/1 3. Drug offenses at - SCPD R&P 14/6.0			
DDD. SLA Checks 1. SCPD R&P 25/8 2. Appropriate forms			
EEE. Stolen/Recovered Vehicles 1. SCPD R&P 20/3 2. Appropriate forms			
FFF. Suspicious Persons/Vehicles 1. SCPD R&P 10/1 2. Field Interrogation Report			
GGG. Traffic Control - NYSMFP - Part 2, Art. 11G			

SUFFOLK COUNTY POLICE DEPARTMENT
RECRUIT FIELD TRAINING GUIDE

	DATE FI/ AE	FTO SHIELD #	PPO SHIELD #
HHH. Traffic light malfunctions - procedures			
III. Teletype - NYSPIN - SCPD R&P 16/3, 23/4, 23/6			
JJJ. Transfers - SCPD R&P 2/2, 3/1, 5/3			
KKK. Unusual disorders/disasters - SCPD R&P 15.10			
LLL. Victims - SCPD R&P 8/1, 12/1			
MMM. Witnesses - NYSMFP Part 21, 5-22			

CHAPTER FOUR

THE FIELD TRAINING INSTRUCTIONAL
PROCESS

THE FIELD TRAINING INSTRUCTIONAL PROCESS

The Field Training Program emphasizes four [4] basic steps in the training of Recruits. These steps include: **Basic Instruction, Basic Daily Remediation, Not Responding to Training and Intensive Remedial Training, .**

Basic Instruction [BI]

The first step of the training process is that the recruit must be given initial basic instruction - "to show him/her how to do it". The FTO will assume that a Recruit does not know how to perform a particular job task and will ensure that the Recruit is given reasonable exposure to each task.

What constitutes reasonable exposure to a task will depend on the difficulty of the task. Simple tasks such as relief procedures, bringing the appropriate equipment to work, etc., will require less reasonable exposure than will more difficult tasks such as major felony investigations.

Reasonable exposure may consist of detailed explanation, demonstrations, observations or any manner of instruction by the FTO that will result in the Recruit understanding how to perform the task.

Upon receiving reasonable exposure to a task, the Recruit should then be provided with an opportunity to perform the task. Depending upon the particular task, the Recruit may require a number of opportunities to demonstrate proficiency at a job task.

Basic Daily Remediation [BDR]

Once the FTO has provided reasonable exposure to a task along with sufficient opportunities for the Recruit to practice his/her skills, and acceptable performance is not attained, the second training step of Basic Daily Remediation will be utilized.

Basic Daily Remediation is a normal part of the training process which identifies an area of performance where a Recruit requires improvement. Nearly all Recruits require Basic Daily Remediation at some during field training. This second training step ensures that the Recruit has had the deficiency brought to his/her attention. The FTO will then direct attention to remediating this deficiency which might consist of several minutes of verbal counseling to several hours of working on a special assignment.

A narrative comment by the FTO on the Field Training Observation Report now becomes essential in identifying the Recruit's progress. The specific job task should be identified along with an explanation of the amount and type of basic remedial assistance offered the Recruit.

Not Responding to Training [NRT]

In some cases, a Recruit will not respond to this initial remediation in a manner that will bring performance up to an acceptable level. When an FTO believes that the Recruit has had a reasonable amount of **Basic Instruction** and **Basic Daily Remediation** based on the task difficulty, and is still not performing on an acceptable level, the FTO will move into the third step of training - **NRT**.

This third step is an indication that the problem has occurred in the past, that it has been the object of appropriate remedial effort, and that the remedial effort has not produced acceptable performance. Movement to a different precinct to change the training environment may occur at this stage.

Remediation efforts will now become more specific and intensified. Suggestions for remedial training techniques and strategies are included in this Manual. **NRT** is a normal part of the field training process and may be handled by the FTO and/or first line supervisor.

The FTO will indicate "**NRT**" in the appropriate performance category listed on the Field Training Daily Observation Report [PDCS 5200] and will continue to record the appropriate performance grade, document the Recruit's performance in the narrative section, and note the amount of time utilized for remedial training in that area.

Intensive Remedial Training [IRT]

Up to this point, the remediation of the Recruit's deficiencies has been done as a part of the Officer's normal training progression. In some cases, a deficiency is such that the Recruit must be removed from the program so that specific attention can be given to the deficiency. A pattern of not responding to training [**NRT**] is a pre-requisite for considering **IRT**.

Whenever the need to remove the Recruit from his normal training schedule is considered, an Internal Correspondence requesting Intensive Remedial Training [**IRT**] will be prepared by the Precinct Field Training Coordinator. This report will be based on the documentation included in the Recruit's Field Training Daily Observation Reports and upon any additional reports prepared by FTO, Supervisors, etc.

The report should be addressed to the Program Division Coordinator at the Chief of Patrol's Office, and should contain the following information:

1. What is the specific identifiable deficiency?
2. Is this deficiency one that appears to be correctable with further training and within a reasonable time period?
3. What remedial efforts have been made in the past and what were the results?

The Field Training Program Division Coordinator will review the involved documentation and a decision will be reached regarding the specific method of remediation. Options may include utilizing the services of the Police Academy, a particular FTO or supervisor that possesses a strength in the Recruit's weak area, etc. An Internal Correspondence Report will be prepared by all personnel involved in a Recruit's Intensive Remedial Training.

Once a Recruit has received Intensive Remedial Training, he/she will be placed back into the Field Training Program for continued evaluation and training. His/her Field Training may be extended at the directions of the Department.

As a general rule, a Recruit will not pass or fail Intensive Remedial Training. The purpose of **IRT** is to correct and resolve a problem. It is still the responsibility of the FTO and Patrol Supervisors to evaluate the Recruit's performance in the field.

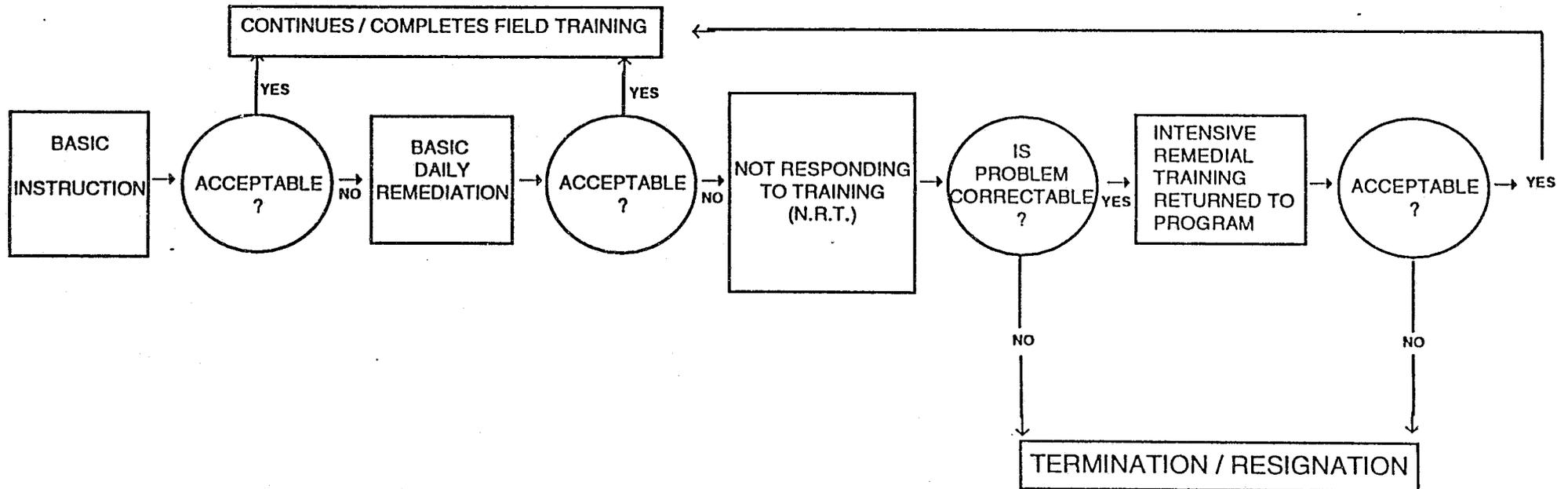
SUMMARY

The Field Training Program is built upon the foundation of training and remediating Recruit performance. Recruit performance problems will be remediated whenever possible due to the time and money invested in the Recruit to reach the Field Training Program. In some cases however, the Field Training Program recognizes that certain personality traits or attitudes will negatively impact on a Recruit's performance. In these isolated cases, it may not be feasible, or possible, to remediate a Recruit's performance beyond the **NRT** stage. All decisions regarding continued remediation efforts will be handled through the Field Training Program Division Coordinator. In the vast majority of situations, the application of sound professional training techniques and principles, accompanied by thorough documentation, will accomplish the program's goals.

THE FIELD TRAINING INSTRUCTIONAL PROCESS

FOUR INSTRUCTIONAL STEPS

1. Basic Instruction
2. Basic Daily Remediation
3. Not Responding to Training
4. Intensive Remedial Training



TYPICAL TRAINING PROBLEMS

Most veteran training officers will identify four [4] primary areas, Geography & Orientation, Report Writing, Decision Making and Radio Usage, as being stumbling blocks to most Recruit Officers. Below are some suggested approaches to be utilized in correcting a Recruit's **unacceptable performance**.

GEOGRAPHY AND ORIENTATION

The most common weakness a Recruit will exhibit will be in this area. The FTO must be reasonable and realistic in his expectations of the Recruit. Initially, the Recruit should be expected to know where he is a majority of the time, know where he is going, and be able to use a map to get from "**Point A to Point B**". A Recruit cannot possibly know the sector, or precinct as well as his FTO does. The FTO's primary responsibility is to teach principles and fundamentals of geography and orientation skills. The primary question then, is not whether the Recruit took the fastest route, but whether the Recruit took a route that got you there in a reasonable amount of time, based on his experience and capabilities.

A Recruit Officer should be expected to know how to utilize compass directions, major north-south and east-west streets, and how to read and utilize a map.

Should the Recruit experience difficulty, the following may be helpful in improving their performance:

1. Use of major landmarks.
2. Memorizing major streets.
3. Have the Recruit highlight street names.
4. Have the Recruit verbally drive you from "Point A to Point B".
5. Make practice runs by giving the Recruit several locations and having him drive you to them.
6. The Recruit should be allowed to drive at least half of each shift. This allows him to not only interact with orientation skills, but stress and observation skills. The only exception to this should be during the first weeks of training or if special problems exist and there is documentation to support not driving.

The above list is obviously not all inclusive, but represents some techniques. Any approach that the FTO can use that works is valid.

REPORT WRITING

An individual's ability to relate in writing, what he has done, observed, or needs, is probably the most important attribute of a police officer. This skill is, in most cases, also the most difficult to remediate where a major deficiency exists.

If the FTO notes an obvious deficiency in this area, the FTO should review the Recruit's training, to date, and then establish answers to the following questions:

1. Has the Recruit received reasonable exposure and hands on application of the skills needed?
2. Does the Recruit have any obvious learning disabilities?
3. Is the Recruit having difficulty applying laws and policies to the situation, or can the Recruit simply not express himself in writing?
4. Does the problem appear to relate to an organizational deficiency or educational deficiency?

In other words, if the Recruit cannot "spell", does he know that fact? Is the Recruit too lazy to look the word up, or does he not realize the difference? The former can be remediated, the latter will be difficult to deal with.

Specific documented answers to the above questions should, at least, give the FTO a direction to work from. The FTO Program recognizes that some deficiencies in this area may well be beyond the training and expertise of the FTO. In some cases, resources outside the Department may be sufficient to resolve the problem. In a few isolated situations, however, we must realize that the problem cannot be resolved in a reasonable and timely manner.

If the Recruit does experience problems in the area of Report Writing, the following may be helpful in improving their performance.

1. Have the Recruit carry a pocket dictionary at all times.
2. Have the Recruit write all reports.
3. Show the Recruit reports that have been properly completed.
4. Have the Recruit "verbalize" the incident, with the action[s] he recommends taking, before ever attempting to reduce the incident to writing. Keep in mind that if the Recruit does not understand what transpired mentally, he will not be capable of relating the incident in writing.

5. Have the Recruit hand write and review reports before calling them into the desk.
6. Have the Recruit establish a consistent pattern of obtaining information in a specific chronological order.
7. Does the Recruit understand, and can he apply, the concept of "Who, What, When, Where, Why, and How?" [i.e., Who did What to Whom? Who saw it happen? When, Where, Why, and How did it happen?]
8. Make sure the Recruit understands the relationship between the complainant and suspect[s]. This item may not prove the case, but may clarify the incident.
9. When a problem in this area begins to surface, make copies of some of the initial report efforts. Include on those copies appropriate corrections, indicating the amount of time it took to produce an acceptable report. If a serious deficiency exists, begin including a more comprehensive sample in your documentation, with appropriate corrections. This method helps clearly establish a pattern of improvement or digression.

This list is also not all inclusive, but does provide some techniques. The FTO is encouraged to try any method that gets the job done and still remains within the policies of the program and Department.

DECISION MAKING

One of the major goals for the FTO to meet is to teach the Recruit how to make a decision. This is a critical skill for any Police Officer to possess. Yet, it is a skill that cannot be learned by reading a book or watching a video presentation. Decision making must be learned, for the most part, the same way you learned to ride a bicycle, "you get on and you fall off a few times".

The most difficult task for the FTO will be to "just let the Recruit do it". Given the FTO's experience level he can deal with the majority of situations in an expeditious fashion, however, this does little to enhance the Recruit's skills. The FTO should hold the Recruit responsible for decisions that progressively become more complex, relative to the Recruit's experience.

The most important aspect of "Decision Making" for the FTO to teach the Recruit is, "Why did you make that decision and what policies or laws did you use to make it?". The FTO must realize that the Recruit may well take the appropriate action, but did he do it for the appropriate reason? The FTO should utilize every possible opportunity to interact with the Recruit and assess the trainees ability to apply the correct theory, to a realistic situation, in a practical manner. This may well involve

complimenting the Recruit for a job well done, but asking, in a low-key manner, "Why did you decide to handle it that way?". In some instances, the Recruit may just note that "it was the right thing to do". Make sure that each decision and each action is based on clear policy or legal guidelines. Also, ensure that the Recruit knows how far he can vary from these guidelines and why.

Remediation of this skill is much more difficult since you are dealing with a performance that is based, in part, on pre-learned behavior. Depending on the nature of the deficiency, the FTO must first be sure to document and define the weakness. Initial remediation will center around redefining the Recruit's responsibilities and clarifying relevant policies and regulations. It may be wise for the FTO to volunteer for calls, when possible, that relate to the Recruit's deficiency. For instance, volunteering for domestic violence calls where the Recruit is having problems taking control and deciding what to do in a stress situation.

More specific remediation may require special assignment time in which the Recruit will respond only to the type of calls or incidents that give him a specific opportunity to practice these skills. If the deficiency shows a lack of reasonable improvement, and appropriate remediation has been exercised and documented, then the Recruit may need to move into Intensive Remediation.

During this specialized training, the Recruit should, when possible, be placed with a different FTO. An FTO should be selected that has a background in this type of problem and the maturity to make some critical judgment decisions, relevant to the Recruit. In assigning the Recruit to this remediation, a tour and sector with sufficient activity may also be a consideration.

As noted earlier, the Recruit will not pass or fail this remediation. The Recruit should be given the opportunity to return to his regularly assigned FTO and demonstrate whether or not he can perform at an acceptable level. The important factor in utilizing another FTO for Intensive Remediation is the additional opinion and appraisal of the Recruit's performance and capabilities.

As noted earlier, decision making skills are a critical and required attribute for a Police Officer to possess. A major deficiency here may well affect the Recruit's career potential. This area is also probably the hardest to evaluate since the FTO's communication, perception, and interaction skills will have a bearing on the Recruit's learning and capability. **The FTO should remember that specific and detailed documentation is absolutely mandatory in this category.**

RADIO USAGE

Police radio communication skills seem to be a consistent weakness for most Recruits, at least during the early stages of training. Most deficiencies revolve around the following:

- an inability to acknowledge and comprehend dispatcher's comments, as they relate to the Recruit's sector and sectors in the surrounding area.
- an inability to transmit brief, concise and logical data to the dispatcher and other sector units.
- an inability to apply departmental policies as they relate to radio communication skills.

Remediation of this skill will correspond, at least in part, to the personality and processing skills of the Recruit. The FTO should first be aware that the Recruit has a great deal of data and experience to absorb, in a short period of time. The FTO can, as a general rule, carry on a conversation, observe outside activity, drive the patrol vehicle, and still be aware of relevant radio transmissions. The Recruit has yet to develop and sharpen this skill. Some Recruits will acclimate quickly, others will develop at a slower pace.

If the Recruit develops problems in this area, after a reasonable amount of exposure, the FTO should answer the following questions:

1. Has the Recruit been shown the proper techniques to use?
2. Has the Recruit had the opportunity to practice those techniques and has this been documented?
3. Has the FTO addressed the specific deficiency of the Recruit?

The FTO's remediation of this deficiency should include at least some of the following techniques:

1. Have the Recruit practice radio transmissions with the FTO during routine patrol.
2. Have the Recruit advise the FTO of radio traffic that affects surrounding sectors.
3. Ensure the Recruit knows to ask the dispatcher to repeat any transmissions not understood.
4. Send the Recruit to the Communications Division for an appropriate amount of time. This will allow the Recruit to interact personally with the dispatcher and relate to how the date is processed from that end.

5. Have the Recruit organize his thoughts before making a transmission. Where possible, say it out loud before transmitting the message.
6. Ensure the Recruit knows key phrases to note and copy down when interacting with the dispatcher.
7. Have the Recruit check suspects, vehicles and property on the radio.
8. Have the Recruit talk on the radio on Channel B, car to car.

A deficiency in Radio usage, while somewhat common, is one area that can be remediated, in most cases, with some simple techniques and a little extra effort. It is possible that Radio Usage could develop into a major deficiency, but most likely the Recruit would be experiencing difficulty in other notable areas

CONCLUSION

Only a sample of the common deficiencies experienced by Recruits were addressed in this section. The purpose here was to expose the FTO to "**Remediation Progression and Procedures**". The reader should have noted, at this point, that initial training and documentation are the key factors. The FTO can instruct, interact, and counsel with the Recruit at length, relative to the displayed deficiency. Without the appropriate documentation, however, the FTO's efforts are for all intent and purposes, meaningless.

CHAPTER FIVE

THE FIELD TRAINING EVALUATION PROCESS

THE FIELD TRAINING EVALUATION PROCESS

INTRODUCTION

Each Recruit's progress in the Field Training Program is recorded through written evaluations. These evaluations are performed on a daily basis by FTO's, and, at the end of each Phase by Patrol Supervisors. Honest and objective evaluations of Recruit performance are a prime objective of all Members of the Field Training Program.

Evaluations are a vital component of the Field Training Program that have many uses for both the Recruit and the Department. These evaluations are useful in that:

1. They provide feedback to the Recruit on his/her performance, to the FTO on his/her training efforts and to the Department on the effectiveness and efficiency of the Field Training Program.
2. They monitor the progress a Recruit is making during field training.
3. They identify areas of performance where improvement is needed to assure the Recruit that he/she is properly performing a task and to assure the Department that a Recruit is capable of performing necessary job tasks.
4. They provide documentation of training efforts and progress.
5. They measure a Recruit's performance against a specific performance standard to determine a Recruit's suitability as a Suffolk County Police Officer.

EVALUATION/PERFORMANCE CATEGORIES

The thirty-two [32] performance categories that the Suffolk County Police Department has selected are widely utilized in Field Training Programs throughout the United States. These categories represent a breakdown of the many varied tasks that a Police Officer must perform [as contained in the Recruit Field Training Guide] into general performance areas. The **Field Training Daily Observation Report [PDCS 5200]** lists these performance categories in which a Recruit's performance will be evaluated. The **Standardized Evaluation Guideline** lists and define each of these thirty-two [32] performance categories.

The Standardized Evaluation Guidelines are also utilized to help achieve rating consistency, standardization and objectivity. Recruit performance will be evaluated on the basis of the

Standardized Evaluation Guidelines to determine acceptability. The guidelines provide a description of acceptable behavior for each performance category. They also provide a description for unacceptable and superior performance for each category. Recruits and all other program personnel are provided with the Standardized Evaluation Guidelines to identify acceptable performance for each performance category. All field training personnel must utilize the Standardized Evaluation Guidelines when evaluating Recruit performance in order to insure objectivity, consistency and standardization of the evaluation process.

NUMERICAL SCALE VALUE APPLICATION

Perhaps, the most difficult task in evaluating a Recruit's performance is the application of a numerical rating to represent observed performance. The difficulty usually involves the raters perspective as opposed to the perspective of someone else. The Standardized Evaluation Guidelines are designed to address this consideration, but, further explanation will aid in clarifying the rating procedure.

The difficulty faced with applying a numerical value to observed performance is that each person views a particular performance from a different perspective. While standardization of ratings is an acute necessity, standardization of perception is an impossibility. **For example:** FTO "A", based on his/her own past experience, may rate a Recruit's exposure of his/her weapon to a suspect as a "1" rating [Officer Safety/Prisoners, Suspects] while FTO "B" may rate this same Recruit's performance as a "3" rating based on his/her own past experience. Is it possible to train FTO's and specifically categorize Recruit behavior to such an extent that all FTO's will rate Recruit performance with precisely the same number? Of course not, but as long as both FTO's view this performance as Unacceptable [Scale values 1, 2, 3], we need not be overly concerned. A lack of standardization ensues when one FTO rates a performance as acceptable and another FTO rates the same performance as unacceptable. FTO training, use of the Standardized Evaluation Guidelines and the Program Management Review Process are designed to address this consideration.

The Field Training Program will be utilizing a "**#1 through #7**" numerical scale for the purpose of evaluating a PPO's performance. This can be seen illustrated on the sample Field Training Daily Observation Report contained in this manual.

First, under the "1 to 7" scale, it is apparent that "4" is the median range score. This "4" is defined as the minimal acceptable level of performance in the Standardized Evaluation Guidelines. Therefore, a Recruit must be able to perform a specific task at the defined acceptable level in order to receive a rating of "4".

The next step is to define the two extremes of performance, "1" and "7". A "1" is defined as "unacceptable" in the Standardized Evaluation Guidelines and denotes a clear inability to perform a task. A "7" is defined as "Superior" in the Standardized Evaluation Guidelines and denotes a Recruit's ability to perform a task in a superior or exceptional manner. It is the "easiest" rating to use and is the most abused because superior performance is often confused with superior attitude. Superior attitude has its own category to give credit to a Recruit where it is deserved. **A "7" should be viewed as a goal to strive for in most cases.**

What about performance levels that do not fall precisely in the "1", "4", or "7" ratings? This is where the ratings of "2", "3", "5", and "6" are important. First, is the Recruit's performance closer to a "1 or a 4" [or to a "4 or a 7"]? The "1 to 7" scale permits the FTO to rate a Recruit's performance as closer to either unacceptable or acceptable by using a "2 or a 3" [the same as the "5 and 6" at the other end of the scale].

Secondly, the "1 to 7" scale can indicate an unacceptable performance progressing towards acceptable, but, not yet reaching that level. **For example:** A Recruit may not perform a task at an "acceptable" level as defined, and is closer to unacceptable than acceptable so a rating of "2" is utilized. Subsequently, the Recruit's performance improves and is closer to the acceptable level, but not yet there.

Another factor in rating that merits explanation is when remedial efforts have been undertaken and the Recruit is not responding to training [NRT]. A Recruit who performs at a less than acceptable level might be assigned a rating of "1, 2 or 3" for that task. The FTO must then provide remedial training in that area in an effort to bring the Recruit's performance to an acceptable level. If the FTO has utilized specific remedial efforts and the Recruit's performance remains at that same level, then the FTO should evaluate the Recruit as "NRT". But, when rating NRT, **a numerical rating must still be indicated.** **For example:** Say a Recruit performs a given task unacceptably at a rating of "2", the FTO then provides basic daily remediation efforts to which the Recruit does not respond, remaining at the "2" rating. The FTO should then indicate NRT and the numerical value of "2" to identify what level the Recruit is at while not responding to training. The remedial efforts provided then become more specific and intensified. If the Recruit's performance does not improve, the NRT and "2" rating still apply. But, if the Recruit then performs at the "3" level, he has then begun to respond to training so the NRT rating is no longer appropriate even though the acceptable level has still yet to be reached. Remedial efforts will then continue until the Recruit's performance reaches the acceptable level or the FTO has exhausted remedial efforts and intensive remedial training is recommended.

NARRATIVE SUPPORT FOR THE NUMERICAL SCALE RATING

The most important form of documentation is the narrative. A numerical rating of "1" or "2" in a particular category is not nearly as informative as an accompanying narrative statement explaining the specific observed performance which supports and justifies a particular rating. The supervisor overseeing the FTO and PPO may require a narrative to be completed by the FTO, regardless of the numerical standing of the PPO. Narrative comments are required for any unacceptable ratings and encouraged for any other ratings at the discretion of the FTO.

The narrative becomes very important when remedial efforts are being made. **What specific efforts, in what specific areas, and for how long,** must be documented in order to properly address a Recruit's deficiency. While one particular FTO may know exactly what remedial training has been provided, a Recruit's next FTO may have no idea. Without supporting narrative documentation of what remedial efforts have been provided, an FTO may end up duplicating efforts in a waste of valuable time.

During Phase One of the Field Training Program [the first three weeks], it is expected that the Recruit will make more mistakes and performance will be less polished than at a later time during the Field Training Program. It is therefore reasonable for a Recruit to experience some lower than acceptable ratings. A Recruit should not become overly concerned. New Police Officers throughout the country experience many of the same problems. A sincere effort on the Recruit's part, a willingness and openness to learn, coupled with the FTO's experience in field training new police officers, will result in successful completion of the Field Training Program in the vast majority of cases.



POLICE DEPARTMENT, COUNTY OF SUFFOLK, N.Y.
FIELD TRAINING DAILY OBSERVATION REPORT
 PDCS-5200d

PHASE _____ WEEK _____
 DAILY _____ END OF PHASE _____

Print: P.P.O. _____
Last Name First Shield# Command

F.T.O. _____
Last Name First Shield# Command

Date: _____ Tour _____ Assignment _____

INSTRUCTIONS: Indicate above - daily or end of phase evaluation, phase and week. Rate observed performance on the scale below (circle number) using the numerical value definitions in the standardized evaluation guidelines. Use the reverse side for comments. You are encouraged to comment on any behavior you wish, but please comment on any ratings of 1, 7 NRT (Not responding to training). FTO's please forward completed evaluations to the PPO's squad supervisor. Supervisors please forward evaluations to the precinct field training coordinator through the chain of command. Further details on rear.

RATING SCALE

UNACCEPTABLE			MINIMUM ACCEPTABLE	SUPERIOR			NOT OBSERVED	NOT RESPONDING TO TRAINING
1	2	3	4	5	6	7	N.O.	N.R.T.

CATEGORIES

Appearance & Attitude:

1. General Appearance	1	2	3	4	5	6	7	N.O.	NRT
2. Acceptance of feedback	1	2	3	4	5	6	7	N.O.	NRT
3. Attitude towards police work	1	2	3	4	5	6	7	N.O.	NRT

Knowledge Reflected in Field Performance:

4. SCPD Rules & Procedures, Policy Manual	1	2	3	4	5	6	7	N.O.	NRT
5. Penal Law	1	2	3	4	5	6	7	N.O.	NRT
6. Vehicle & Traffic Law	1	2	3	4	5	6	7	N.O.	NRT
7. Criminal Procedural Law	1	2	3	4	5	6	7	N.O.	NRT

Performance Areas:

8. Driving Skill - Normal Conditions	1	2	3	4	5	6	7	N.O.	NRT
9. Driving Skill - Stress Conditions	1	2	3	4	5	6	7	N.O.	NRT
10. Orientation Skills/Response Time	1	2	3	4	5	6	7	N.O.	NRT
11. Routine Forms - Accuracy/Completeness	1	2	3	4	5	6	7	N.O.	NRT
12. Report Writing - Clarity & Organization	1	2	3	4	5	6	7	N.O.	NRT
13. Report Writing - Grammar, Neatness, etc.	1	2	3	4	5	6	7	N.O.	NRT
14. Report Writing - Time Used	1	2	3	4	5	6	7	N.O.	NRT
15. Field Performance - Non Stress	1	2	3	4	5	6	7	N.O.	NRT
16. Field Performance - Stress	1	2	3	4	5	6	7	N.O.	NRT
17. Investigative Skills	1	2	3	4	5	6	7	N.O.	NRT
18. Interview/Interrogation Skills	1	2	3	4	5	6	7	N.O.	NRT
19. Self Initiated Field Activity	1	2	3	4	5	6	7	N.O.	NRT
20. Officer Safety - General	1	2	3	4	5	6	7	N.O.	NRT
21. Officer Safety - Prisoner, Suspects, etc.	1	2	3	4	5	6	7	N.O.	NRT
22. Control of Conflict - Voice Command	1	2	3	4	5	6	7	N.O.	NRT
23. Control of Conflict - Physical	1	2	3	4	5	6	7	N.O.	NRT
24. Problem Solving/Decision Making	1	2	3	4	5	6	7	N.O.	NRT
25. Use of Radio - Codes & Procedure	1	2	3	4	5	6	7	N.O.	NRT
26. Use of Radio - Listens & Comprehends	1	2	3	4	5	6	7	N.O.	NRT
27. Use of Radio - Articulation	1	2	3	4	5	6	7	N.O.	NRT
28. EMT Skills - General	1	2	3	4	5	6	7	N.O.	NRT
29. EMT Skills - Under Stress	1	2	3	4	5	6	7	N.O.	NRT

Relationships:

30. With Citizens - General	1	2	3	4	5	6	7	N.O.	NRT
31. With Other Ethnic Groups	1	2	3	4	5	6	7	N.O.	NRT
32. Other Departmental Members (Specify)	1	2	3	4	5	6	7	N.O.	NRT

Was there an area of performance that was exceptional? _____

Details _____

Is there an area of performance that needs improvement more than others? _____

Please use the area below to comment on any category you wish or to indicate any remedial efforts (and time) you may have used in attempting to bring a performance area up to an acceptable level.

Cat. No.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Narrative of F.T.O.'s Overall Appraisal / Supervisor's End of Phase Narrative Comments.

This evaluation has been discussed with the probationary police officer.

F.T.O. Signature _____ Date _____

Reviewed By: _____
Field Training Supervisor Signature

P.P.O. Signature - required for End of Phase Report

SUFFOLK COUNTY POLICE DEPARTMENT

FIELD TRAINING PROGRAM

STANDARDIZED EVALUATION GUIDELINES

[1/89]

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

APPEARANCE

1. **GENERAL APPEARANCE** - Evaluates physical appearance, dress, demeanor.
 - [1] **Unacceptable** - Overweight, dirty shoes and wrinkled 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] **Acceptable** - Uniform neat, clean. Uniform fits and is worn properly. Weapon, leather, equipment is clean and operative. Hair within regulations, shoes are shined.
 - [7] **Superior** - Uniform neat, clean and tailored. Leather is shined, shoes are spit-shined. Displays command bearing.

ATTITUDE

2. **ACCEPTANCE OF FEEDBACK** - FTO/PPO PROGRAM - Evaluates the way trainee accepts 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 as personal attack.
 - [4] **Acceptable** - Accepts criticism in a positive manner and applies it to improve performance and further learning.
 - [7] **Superior** - Actively solicits criticism/feedback in

order to further learning and improve performance. Does not argue or blame others for errors.

3. **ATTITUDE TOWARD POLICE WORK** - Evaluates how trainee views new career in terms of personal motivation, goals and acceptance of the responsibilities of the job.
- [1] **Unacceptable** - Sees career only as a job, uses job to boost ego, abuses authority, demonstrates little dedication to the principles of the profession.
- [4] **Acceptable** - Demonstrates an active interest in new career and in police responsibilities.
- [7] **Superior** - Utilizes off-duty time to further professional knowledge, actively soliciting assistance from others to increase knowledge and improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibilities.

KNOWLEDGE

4. **KNOWLEDGE OF DEPARTMENT RULES, PROCEDURES AND POLICY** - Evaluates 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/regulations/procedures or violates same.
- [4] **Acceptable** - Familiar with most commonly applied Department policies/regulations/procedures and complies with same.
- [7] **Superior** - Has an excellent working knowledge of Department policies/regulations/procedures, including lesser known and seldom used ones.
5. **KNOWLEDGE OF N.Y.S. PENAL LAW** - Evaluates trainee's knowledge of the criminal statutes and ability to apply that knowledge in field situations.
- Reflected in Field Performance -
- [1] **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, which crimes.

- [4] **Acceptable** - Recognizes commonly encountered criminal offenses and applies appropriate section of the code. Knows difference between criminal and non-criminal activity.
- [7] **Superior** - Has outstanding knowledge of the criminal codes and applies that knowledge to normal and unusual criminal activity.

6. **KNOWLEDGE OF N.Y.S. VEHICLE AND TRAFFIC LAW**

- **Reflected in Field Performance** -

- [1] **Unacceptable** - Does not know even the most often used sections of the code. Does not recognize violations when committed and/or incorrectly identifies violation.
- [4] **Acceptable** - Knows and recognizes commonly used sections of the codes. Applies appropriate sections. Can locate lesser known sections in reference material.
- [7] **Superior** - Displays outstanding knowledge of traffic codes including lesser known sections. Quickly and effectively applies codes.

7. **KNOWLEDGE OF N.Y.S. CRIMINAL PROCEDURAL LAW** - Evaluates trainee's knowledge of criminal procedures, including laws of arrest and search/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.
- [4] **Acceptable** - Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Arrests within legal guidelines.
- [7] **Superior** - Follows required procedure in all cases, accurately applying law relative to searching, seizing evidence and affecting arrests.

PERFORMANCE

8. **DRIVING SKILL - NORMAL CONDITIONS** - Evaluates trainee's skills in the operation of the police vehicle under normal driving conditions.

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

[4] **Acceptable** - Obeys traffic laws when appropriate. Maintain control of the vehicle. Performs vehicle operation while maintaining an alertness to surrounding activity. Drives defensively.

[7] **Superior** - Sets an example for lawful, courteous driving. Maintains complete control of the vehicle during normal operation and is a superior defensive driver.

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

[1] **Unacceptable** - Involved in chargeable accidents. Uses red lights and siren unnecessarily or improperly. Drives too fast or too slow for the situation. Loses control of the vehicle.

[4] **Acceptable** - Maintains control of vehicle and evaluates driving situations properly.

[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.

10. **ORIENTATION/RESPONSE TIME TO CALLS** - Evaluates trainee's awareness of surroundings, ability to find locations and arrive at destination within an acceptable period of time.

[1] **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] **Acceptable** - Is aware of location while on patrol. Properly uses the area map. Can relate location to destination. Arrives within a reasonable amount of time.
- [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 levels of orientation to the area.
11. **ROUTINE FORMS - ACCURACY/COMPLETENESS** - Evaluates trainee's ability to properly utilize Departmental forms necessary to job accomplishment.
- [1] **Unacceptable** - Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation. Forms are incomplete, inaccurate or improperly used.
- [4] **Acceptable** - Knows the commonly used forms and understands their use. Completes them with reasonable accuracy and thoroughness.
- [7] **Superior** - Consistently makes accurate form selection and rapidly completes detailed forms without assistance. Displays high degree of accuracy.
12. **REPORT WRITING - ORGANIZATION/DETAILS** - 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.
- [4] **Acceptable** - Completes reports, organizing information in a logical manner. Reports contain the required information and details.
- [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.
13. **REPORT WRITING - GRAMMAR/SPELLING/NEATNESS** - Evaluates the Recruit's ability to use proper English; to follow the rules for spelling and to write neatly.
- [1] **Unacceptable** - Reports are illegible. Reports contain excessive number of misspelled words. Sentence structure or word usage is improper or incomplete.

[4] **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.

[7] **Superior** - Reports are very neat and legible. Contain no spelling or grammatical errors.

14. **REPORT WRITING - APPROPRIATE TIME USED** - Evaluates the Recruits efficiency relative to the amount of time taken to write a report.

[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 the report.

[4] **Acceptable** - Completes reports within a reasonable amount of time.

[7] **Superior** - Completes reports very quickly, as quickly as a skilled veteran officer.

15. **FIELD PERFORMANCE - NON-STRESS CONDITIONS** - Evaluates the Recruit's ability to perform routine, non-stress police activities.

[1] **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] **Acceptable** - Properly assesses routine situations, determines appropriate action and takes same.

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

16. **FIELD PERFORMANCE - STRESS CONDITIONS** - Evaluates the Recruits ability to perform in moderate and high stress situations.

[1] **Unacceptable** - Becomes emotional, is panic stricken, can't function, holds back, loses temper or displays cowardice. Over reacts.

[4] **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.

[7] **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.

17. **INVESTIGATIVE SKILL** - Evaluates trainee's ability to conduct a proper investigation with an emphasis on crime scene procedures.

[1] **Unacceptable** - Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately diagnose offense committed. Fails to discern readily available evidence. Does not connect evidence with suspect when apparent. Does not protect scene.

[4] **Acceptable** - Follows proper investigatory procedure in all but the most difficult/unusual cases. Is generally, accurate in diagnosis of nature of offense committed. Connects evidence with suspect, when apparent.

[7] **Superior** - Always follows proper investigatory procedure, and always accurate in diagnosis of offense committed. Connects evidence with suspect even when not apparent.

18. **INTERVIEW/INTERROGATION SKILL** - Evaluates trainee's ability to use proper questioning techniques; to vary techniques to fit persons being interviewed/interrogated; to follow proper procedures.

[1] **Unacceptable** - Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to give Miranda Warning.

[4] **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 admonition.

[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.

19. **SELF-INITIATED FIELD ACTIVITY** - Evaluates the Recruit's interest and ability to initiate police-related activity. To act on even low-priority situations.

- [1] **Unacceptable** - Does not see or avoids activity. Does not properly follow up situations. Rationalizes suspicious circumstances. Does not have a broad orientation to the job.
- [4] **Acceptable** - Recognizes and identifies poice-related low priority activity. Develops cases from observed activity. Displays inquisitiveness.
- [7] **Superior** - Seldom misses observable activity. Maintains Daily Bulletins or information given on them and uses that information as "probable cause". Makes good quality arrests and/or proper dispositions from observed activity. Thinks well "on his feet".

20. **OFFICER SAFETY - GENERAL** - Evaluates the Recruit's ability to perform police tasks without injuring self or others or exposing himself 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, hand-gun, 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 a good physical condition.
 - I] Fails to utilize or maintain personal safety equipment.
 - J] Does not anticipate potentially dangerous situation.
 - 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] Stand between police and violator's vehicle on car stop.
 - Q] Fails to search police vehicle prior to duty and after transporting suspect.

- [4] **Acceptable** - Follows accepted safety procedures. Understands and applies them.
- [7] **Superior** - Always works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines the best position for self and partner. Is not overconfident. Is in good physical condition.
- 21. OFFICER SAFETY - SUSPECTS, SUSPICIOUS PERSONS AND 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 outlined in 20 [above]. 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 advantages to prevent attack or escape.
- [4] **Acceptable** - Follows accepted safety procedures with suspects, suspicious persons and prisoners.
- [7] **Superior** - Foresees potential danger and eliminates or controls it. Maintains position of advantage in even the most demanding situations. Is alert to changing situations and prevents opportunities for danger from developing.
- 22. CONTROL OF CONFLICT - VOICE COMMAND** - Evaluates the trainee's ability to gain and maintain control of situations through verbal command and instruction.
- [1] **Unacceptable** - Speaks too softly or timidly, speaks too loudly, confuses or angers listeners by what is said and/or how it is said. Fails to use voice when appropriate or speaks when inappropriate.
- [4] **Acceptable** - Speaks with authority in a calm, clear voice. Proper selection of words and knowledge of when and how to use them.
- [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.
- 23. CONTROL OF CONFLICT - PHYSICAL SKILL** - Evaluates the trainee's ability to use proper level of force for the given situation.
- [1] **Unacceptable** - Uses too little or too much force for the given situation. Is physically unable to perform the

task. Does not use proper restraints.

[4] **Acceptable** - Obtains and maintains control through use of the proper level and amount of force, and applying it in accordance with his training.

[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.

24. 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, 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] **Acceptable** - Able to reason through a problem and come to an acceptable conclusion in routine situations. Makes reasonable decisions based on information available. Perceives situations as they really are. makes decisions without assistance.

[7] **Superior** - Able to reason through even the most complex situations and is able to make appropriate conclusions. Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to present situations.

25. RADIO - APPROPRIATE USE OF CODES/PROCEDURE - 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 procedures or follows wrong procedure. Does not understand or use proper codes/language.

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

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

26. **RADIO - LISTENS AND COMPREHENDS** - Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.
- [1] **Unacceptable** - Repeatedly misses own call sign and is unaware of traffic in adjoining sectors. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.
 - [4] **Acceptable** - Copies own radio transmissions and is generally aware of radio traffic directed to adjoining sectors.
 - [7] **Superior** - Is aware of the radio traffic that affects his sector and the radio traffic in the surrounding sectors. Is aware of traffic in other parts of the Precinct and uses previously transmitted information to advantage.
27. **RADIO - ARTICULATION OF TRANSMISSIONS** - Evaluates the trainee's ability to communicate with others via the police radio.
- [1] **Unacceptable** - Does not pre-plan his transmissions. Over or under modulates. Cuts message off through improper use of the microphone. Speaks too fast or too slowly.
 - [4] **Acceptable** - Uses proper procedures with clear, concise and complete transmissions.
 - [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.
28. **EMT SKILLS - GENERAL** - Evaluates the trainee's competency assessing a patient, handling emergencies utilizing basic life support equipment, ability to perform CPR, control hemorrhage, provide non-invasive shock treatment, fracture and spinal stabilization, manage environmental emergencies, and emergency childbirth.
- [1] **Unacceptable** - Unable to determine nature and extent of illness or injury. Unable to determine patient status. Is unfamiliar with oxygen administration.
 - [4] **Acceptable** - Demonstrates competency in handling medical emergencies and is knowledgeable in the use of oxygen administration and assessment of patient vital signs.
 - [7] **Superior** - Excellent knowledge and ability in all aspects of patient care. Demonstrates mastery in use

EMT-basic skills and utilization of equipment.

29. EMT SKILLS - UNDER STRESS - Evaluates the trainee's ability in dealing with severe or life threatening emergencies, utilizing basic life support equipment, ability to perform CPR, control hemorrhage, provide non-invasive shock treatment, fracture and spinal stabilization, manage environmental emergencies, and childbirth.

- [1] **Unacceptable** - Becomes overly emotional, or panic stricken. Is unable to perform basic life support techniques or render appropriate emergency care.
- [4] **Acceptable** - Determines nature and extent of illness, makes determination regarding patient status, establishes a priority for emergency care. Demonstrates proficiency in all basic EMT skills.
- [7] **Superior** - Exhibits excellent clinical judgment by quickly assessing and managing life threatening medical emergencies. Analyzes patient information to arrive at a presumptive diagnosis, and undertakes appropriate treatment plan.

RELATIONSHIPS

30. WITH CITIZENS - GENERAL - 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, insensitive and uncaring. Poor "non-verbal" skills.
- [4] **Acceptable** - Courteous, friendly and empathetic. Communicates in a professional, unbiased manner. Is service oriented. Good "non-verbal" skills.
- [7] **Superior** - Is very much at ease with citizen contacts. Quickly establishes rapport and leaves people with feeling that the officer was interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills.

31. WITH ETHNIC GROUPS OTHER THAN HIS OWN - Evaluates the trainee's ability to interact with members of ethnic or racial groups, other than his own, in an appropriate, efficient manner.

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

- [4] **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.
- [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.

32. **WITH OTHER DEPARTMENT MEMBERS [SPECIFY]** - Evaluates the trainee's ability to effectively interact with other Department members of various ranks and in various capacities.

- [1] **Unacceptable** - Patronizes FTO/Superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative, sarcastic. Resists instructions. Considers self-superior. Belittles others. Is not a "team" player. Fawns on others.
- [4] **Acceptable** - Adheres to the Chain of Command and accepts role in the organization. Good peer and FTO relationships and is accepted as a group member.
- [7] **Superior** - Is at ease in contact with all, including superiors. Understands superiors responsibilities, respects and supports their position. Peer group leader. Actively assists others.

EVALUATION FREQUENCIES

DAILY EVALUATION

Each day, a Recruit is assigned to an FTO during Field Training, a daily evaluation of the Recruit's performance will be completed. Only certified FTO's [those who have been selected and trained] will complete a daily evaluation. The evaluation will be completed utilizing the Field Training Daily Observation Report [PDCS 5200] and the Standardized Evaluation Guidelines.

FTO's will counsel and advise recruits throughout the day on their particular job performances. The Field Training Evaluation Report will be completed when the FTO has the time to perform a complete and thorough evaluation. This will usually occur after the completion of the scheduled tour of duty consequently, it may not be available to be examined that day. However, the FTO is responsible to discuss with the Recruit the performances of the day that will be included in the evaluation report. The report will be available to the Recruit to be examined or copied either through the FTO on a subsequent tour of duty or through the appropriate squad supervisor. **All daily evaluation reports will be initialed by the Recruit during the End of Phase Evaluation.**

END OF PHASE EVALUATION

The appropriate squad supervisor will perform an End of Phase Evaluation of a Recruit's performance upon completion of a three week phase [3rd, 6th, 9th, and 12th weeks]. The End of Phase Evaluations will be based upon the daily evaluation performed by FTO's during that particular phase.

When an FTO completes a Daily Evaluation Report, it is forwarded to the Recruit's Squad Supervisor in as timely a manner as is possible. The Squad Supervisor will review each report and record the numerical evaluations on the Field Training Performance Chart [Chapter 7]. The performance chart lists the same thirty-two [32] performance categories as the Field Training Observation Report. There are columns provided to record the daily numerical evaluations for a complete phase in each performance category. The performance chart thus provides a chart of daily progress that can be easily utilized without having to sort through up to fifteen daily evaluation reports. The daily evaluation report is then filed at the precinct in a designated location which may differ at each precinct.

Upon completion of a phase [three weeks], the Squad Supervisor will then schedule an interview with the Recruit to discuss the End of Phase Evaluation and performance progress. **The**

Recruit will be provided with a copy of the End of Phase Report for their records. In order to save time, this interview may occur during the last couple of days of a particular phase as long as sufficient information exists to conduct an objective evaluation.

The same form, Field Training Daily Observation Report [PDCS 5200] will be used for the End of Phase Report. The heading at the top of the page should indicate the phase which this report covers, and "End of Phase" should be checked instead of "Daily". In addition, a narrative is required on each End of Phase evaluation. This should be completed by the supervisor prior to the End of Phase interview.

A Recruit's performance in each performance category must average out at an acceptable level in order to move on to the next phase of field training. It is understandable that a Recruit will have some good days and some bad days. This is the reasoning behind an End of Phase Evaluation - to average the ratings out to soften the effects of extremes. A Recruit's performance in a particular category may average out as less than acceptable for a phase due to an earlier performance problem that had been corrected, but the acceptable ratings were not enough to push the average into the acceptable range. Specific situations such as this will, of course, be considered in the End of Phase Evaluation and the Recruit may be permitted to advance in the program accordingly.

CONTESTED EVALUATIONS

The Recruit may contest any evaluation he/she does not agree with. The appropriate procedure will involve the Recruit completing an Internal Correspondence Report addressed to the appropriate Squad Supervisor. This report will be presented at the End of Phase interview.

The report should contain the specific nature of the contested evaluation with supporting narratives and/or documentation. The appropriate Squad Supervisor will accept the contested evaluation report and attempt to reach an agreement with the parties involved. The report will be filed along with the Daily and End of Phase evaluations as a matter of record.

CHAPTER SIX

TERMINATION PROCEDURES

TERMINATION PROCEDURES

The goal of the Field Training Program is to produce a highly trained, capable and competent professional police officer. Every reasonable effort will be made to attain this goal and the program expects all recruits to be successful. Unfortunately, some Recruits are not successful and, regardless of the efforts by program personnel, some are not able to attain a level of acceptable performance. Recruits sometimes realize their expectations of law enforcement were false ones. Some Recruits may not be able to handle the stress and demands of being a police officer. There are many reasons, but the fact is that some Recruits do not successfully complete the Field Training Program and must, therefore, be terminated from employment.

Termination is a difficult process for all involved. But, in some cases, termination is not only necessary, it is obligatory. If a Recruit 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. It would not be fair to the Recruit, to the Department, or the public to retain a police officer that will provide a less than acceptable job performance. The work atmosphere for the Recruit will be riddled with self-doubt and inept performance. At best, this would result in undermined confidence and self esteem of the Recruit and, at worst, could result in endangered personal safety and liability concerns.

Field Training Program personnel often try to "save" Recruits who are failing. This is laudable, but not always fruitful. While program personnel should never give up on a Recruit who has the slightest chance of success, they must be realistic with those who do not. Organizationally, the retention of an employee who is not capable of performing the job would place the Department, and the Recruit, in an untenable position and would also compromise the very performance standards that the Department wishes to attain. Liability would be ever present and such a decision would cost the Department economically as well as in terms of efficiency. By coming to grips with a Recruit's failure, the stress experienced by all involved personnel will be reduced and the transition to another career for the Recruit will be eased.

The Recruit is subject to the same rules and regulations that govern all Suffolk County Police Officers and should he/she violate a criminal statute or Departmental rule, he/she will be held accountable as prescribed in the Department's Rules and Procedures. In other cases, Recruit termination from the Field Training Program will be given the following considerations:

WHEN TERMINATION MAY OCCUR

In all cases, where possible, the Recruit should be given the benefit of all the remedial training steps in the Field Training process. However, a Recruit may be terminated at any point in the program if he/she:

1. Is a threat to his/her own safety or to the safety of others.
2. Repeatedly brings discredit or embarrassment to the Department.
3. Cannot perform basic tasks that are necessary to allow him/her to proceed in the program.

THE DECISION TO RECOMMEND TERMINATION

Before a decision to terminate is recommended, the following questions must be considered:

1. What precisely are the performance problems that the Recruit is experiencing?
2. What is the apparent cause of these performance problems?
3. What has been done to overcome these problems?
4. How much remedial training has been completed?
5. Has there been any improvement in performance following remedial efforts?
6. What are the possibilities that the Recruit's performance will improve in the near future?
7. Have all efforts and results been properly documented?

Once these questions have been satisfactorily addressed, the Field Training Program Division Coordinator, in conjunction with the Office of the Police Commissioner and other appropriate personnel, will reach a decision regarding a Recruit's termination.

The Recruit will be notified as soon as possible of the decision to terminate. At the time of notification, a Recruit should be placed on administrative leave until the termination procedure has been completed. A Recruit may be under too much stress and could represent a liability to him/herself, others, and to the Department.

THE TERMINATION PACKAGE

The appropriate Precinct Field Training Coordinator will oversee the compiling of all related paperwork related to a Recruit's termination. This termination package could include:

1. All Daily Observation Reports and any additional reports completed by FTO's.
2. All End of Phase Evaluations and any additional reports completed by Squad Supervisors.
3. The Recruit's Field Training Guide.
4. Any additional Administrative Reports regarding remedial efforts, etc.

A Recruit's training file is confidential and shall be reviewed only by persons connected to the program and/or with approval of an appropriate supervisor. Agencies conducting background checks on former employees will be directed to the Personnel and Accounting Bureau for information.

TERMINATION

The Police Commissioner will make the final decision of termination. Once this decision has been reached, the Recruit will be notified by the appropriate supervisor [Commanding Officer, Precinct Coordinator, etc.]. As a matter of policy, a Recruit may discuss the termination recommendation with anyone involved in the decision to terminate. The Recruit may, in some cases, be offered the option to resign after the decision to terminate has been made.

CHAPTER SEVEN

THE DUTIES AND RESPONSIBILITIES
OF THE RECRUIT IN THE
FIELD TRAINING PROGRAM

GENERAL INFORMATION

The Field Training Program is a vital component of the total training and selection process utilized to produce a Suffolk County Police Officer. Field Training provides the "on the job" training needed to bridge a Recruit's classroom learning experience with actual job performance. It also enables the Department to determine a Recruit's suitability as a Police Officer under actual job conditions.

The Recruit is the primary focus of the field Training Program. He/she will undergo a minimum of twelve [12] weeks of Field Training. The objective of the program is to produce a highly trained, capable and confident professional. The Recruit will be guided through the program by the Recruit Field Training Guide [an extensive job task "checklist"], by Daily and End of Phase [tri-weekly] evaluations, and by the continual efforts and attention of some of the Department's most highly skilled officers called Field Training Officers [FTO's]. FTO's are regular patrol officers that have been specially selected and trained to perform in this role and, many, have numerous years of experience in field training new Police Officers. A Recruit will be assigned to an FTO on a daily basis and will perform regular patrol duties.

When a Recruit meets acceptable "on the job" performance standards, he/she will be "graduated" from the Field Training Program to regular patrol duties. The Recruit will then have approximately nine [9] months left of the eighteen month [18] probationary period. **The Recruit will then be evaluated every two months by the immediate Squad Supervisor until the end of the probationary period.**

Every possible effort will be made by the Department to have a Recruit successfully complete the Field Training Program and the probationary period. A sincere effort on the Recruit's part, coupled with an open mind and a willingness to learn, will result in successful completion of the program, and of probation, in the vast majority of cases. Unfortunately, some Recruits are not successful regardless of the efforts by program personnel, and are not able to attain and maintain a level of acceptable performance. There may be many reasons for this, but the fact is that some Recruits do not successfully complete the Field Training Program, and/or the probationary period, and are therefore terminated from employment.

DUTIES AND RESPONSIBILITIES

FAMILIARIZATION WITH THE FIELD TRAINING PROGRAM MANUAL

Recruits are to familiarize themselves with the contents of this training manual in order to fully understand the following:

1. The specific duties and responsibilities of the Recruit Officer in the Field Training Program.
2. The specific duties and responsibilities of all other personnel involved in the program.
3. The objectives of the program.
4. The administrative structure of the program.
5. The structure of the program [training phases].
6. The Field Training process.
7. The Field Training evaluation process.

Familiarization with these areas will provide the Recruit with a thorough understanding of what is expected of him/her by whom, when, where, how and why. Any questions regarding this manual's contents, or other considerations, may be addressed to an FTO or appropriate Squad Supervisor.

RECRUIT DEMEANOR

The Field Training Program is a continuation of a Police Officer's basic training and, as such, will require a similar demeanor for the Recruit at the Police Academy. FTO's are field instructors and will be accorded the same respect a classroom instructor was accorded during Academy training. However, the use of formal titles, such as "Sir", when addressing an FTO is not required. A first name basis with officers of the same rank is encouraged.

Recruits are encouraged to develop good working relationships with their first line supervisors. These personnel work very closely with Police Officers and can prove to be a very valuable asset on the job. **Recruits are encouraged to familiarize themselves with Chapter Six, Title One of the Department's Rules and Procedures - " Respect Accord to Rank".**

Recruits will be well advised to behave as mature professionals when dealing with FTO's, with other members, and with the public as well. This Department may very well become a Recruit's "home" for the next twenty years, or more, so any actions taken should be considered accordingly. Disagreements of

philosophy and/or technique with FTO's should be handled professionally.

There may be "ten ways to skin a cat" and an open mind will be able to find a positive aspect to any training experience.

ATTENDANCE DURING THE FIELD TRAINING PROGRAM

A Recruit's Field Training may very well be the most important training that he/she will receive. Field training is mandated by the New York State Bureau for Municipal Police and by the Department. For these reasons, every effort should be made by the Recruit to have regular attendance throughout the Field Training Program. Any special considerations or problems should be brought to the attention of the appropriate Squad Supervisor. A Recruit's administrative records are kept by the precinct where field training occurs. Therefore, any requests for days off, overtime considerations, etc., must be handled at the precinct level.

EXTENSION OF FIELD TRAINING PROGRAM

A Recruit's Field Training may be extended for a variety of reasons including, but not limited to, extended sickness or injury, military leave, or for any other reason **at the discretion of the Divisional Field Training Coordinator.**

REQUIRED REPORTS

The Recruit Field Training Guide

The most important form of documentation that the Recruit will be held responsible for is the Recruit Field training Guide [RFTG]. Recruits are to familiarize themselves with this guide in order to understand the manner in which field training will be provided. There are specific instructions for the Recruit located within the RFTG.

The Recruit is responsible to have their copy of the RFTG available at all times during their field training since the Recruit's copy of the guide will be utilized for the documentation of field training received. Loss of the RFTG may result in extended field training in order to complete the appropriate documentation.

THE FTO CRITIQUE FORM

The Recruit has the option to critique each certified FTO they are assigned to during Field Training on the FTO Critique Form. Certified FTO's are identifiable by a light blue breast bar inscribed with the letters "FTO". The form is self-explanatory and may be obtained through an FTO or at the precinct.

Upon completion of a phase, an End of Phase evaluation will be held with a Squad Supervisor. During this interview, the Recruit will provide the Squad Supervisor with the FTO Critique Forms for all FTO's that Field Trained the Recruit during that particular phase.

THE FIELD TRAINING PROGRAM CRITIQUE FORM

This form is designed to solicit input from the Recruit which may be used to improve the field Training Program. It consists of a series of questions and Recruits are encouraged to add any additional comments and/or suggestions that they feel may be beneficial to the program.

The program critique form is to be completed at the end of the Recruit's Field Training and forwarded to the appropriate Squad Supervisor who performs the last End of Phase interview. These critiques will be forwarded through the Precinct Coordinator, Precinct Commanding Officer, the Chief of Patrol's Office and, then, to the Academy for review and discussion. Many of the specific procedures utilized in the Field Training Program, including the use of this critique form, are the results of Recruit feedback.

CONTESTED EVALUATIONS

At any time during the program when a Recruit strongly disagrees with a particular evaluation, they may contest that evaluation. This involves preparing an Internal Correspondence Report [PDCS 2042] addressed to the appropriate Squad Supervisor, detailing which evaluation is being contested and, specifically, why. The Squad Supervisor will review the contested evaluation report which will be retained as a matter of record.

SUMMARY

Training for a Police Officer is a long and continuous process that may, in fact, never end since society continually puts new demands upon its police for services and skills. Recruits are encouraged to continually give forth their best efforts during Field Training and to have patience in enduring the frustrations that accompany any new learning experience. Learning the job of a Police Officer is difficult and there will be mistakes made. Police Officers everywhere make similar mistakes. The field Training Program is designed to allow a Recruit to learn from their mistakes in somewhat of a controlled setting. Recruits are, therefore, encouraged to learn by experience during the program since **there is only one way to become a good cop - experience!**

FIELD TRAINING OFFICER CRITIQUE PROCEDURE

1. Probationary Police Officers in Field Training may complete a Field Training Officer Critique form on each Field Training Officer they are assigned to.
2. Completed Field Training Officer Critiques will be forwarded to the assigned Squad Supervisor who performs the Probationary Police Officer's End of Phase Report for that particular phase.
3. Optional comments may be made by the assigned Squad Supervisor on the rear of the Field Training Officer Critique Form, if required.
4. The assigned Squad Supervisor who receives a completed Field Training Officer Critique will review the form and supply a copy to the appropriate Field training Officer before forwarding the Field Training Officer Critique to the Precinct Field Training Coordinator.

FIELD TRAINING PROGRAM CRITIQUE PROCEDURE

1. This form may be completed by any officer in the Department. See instructions on form.
2. This form will be completed by a PPO upon completion of his/her Field Training and forwarded to the Squad Supervisor who performs the last End of Phase evaluation.
3. The completed forms will be forwarded to the Divisional Field Training Coordinator for review.

SUFFOLK COUNTY POLICE DEPARTMENT

Field Training Program

FTO Critique Form

Phase _____ Week[s] _____ FTO _____

INSTRUCTIONS: Please complete all questions below. Circle your choices and please comment wherever you wish.

1. What type of role model did the FTO set for you?

Poor Fair Average Good Excellent

Comment: _____

2. How would you rate the FTO's ability to communicate to you?

Poor Fair Average Good Excellent

Comment: _____

3. How would you rate the FTO's skills as a teacher/trainer?

Poor Fair Average Good Excellent

Comment: _____

4. How would you rate the FTO's overall attitude for the work he is doing?

Poor Fair Average Good Excellent

Comment: _____

5. Please comment on the following: In which area[s] do you think your FTO puts forth his best efforts?

6. In which area[s] do you think your FTO may need some improvement?

Additional comments: _____

Date: _____ P.P.O. _____

SUFFOLK COUNTY POLICE DEPARTMENT

Field Training Program Critique

Instructions: All personnel enter name, rank, command, date.
Indicate PPO, FTO, other.

NAME _____ DATE _____

PPO _____ Complete questions 1 - 5.
FTO _____ Complete questions 1 - 3.
Other _____ Complete questions as necessary.

1. Is there anything in the FTO Program that was not taught that you feel you should have been?

2. Can the Academy do anything different to prepare a Recruit Officer for entry into the Field Training Program?

3. Do you have any suggestions for improvement in the FTO Program?

4. Were you ever placed in an element with other than a Field Training Officer? If so, when?

5. Do you feel that after 12 weeks of Field Training, you can competently perform the duties of a Suffolk County Police Officer, or do you feel you needed additional time?

CHAPTER EIGHT

THE DUTIES AND RESPONSIBILITIES
OF THE PATROL SUPERVISOR

A. INTRODUCTION

Patrol Sergeants and Lieutenants play a very important role in the Field Training Program. They are responsible for the direct supervision of FTO's/PPO's engaged in the Field Training process, and for performing the End of Phase evaluations of PPO performance. The Patrol Supervisor should, therefore, be familiar with the contents of this Manual in order to gain a better understanding of the Field Training process and the duties and responsibilities of the various personnel involved in its administration.

In addition to this chapter, which will define the duties and responsibilities of the Patrol Supervisor with respect to the Field Training, a short training session is provided at the police Academy to standardize the application of these duties and to provide emphasis in specific areas such as documentation of counseling efforts.

B. DUTIES AND RESPONSIBILITIES

1. Review and sign all Daily Observation Reports completed for each PPO assigned to his/her squad[s].
2. Council the PPO in necessary matters and document such comments on the rear of the Daily Observation Report.
3. Periodically review the PPO's Training Guide for completeness, accuracy, neatness, etc.
4. Cause the numerical evaluations on the Daily Observation Report to be recorded on the Field Training Performance Chart.
5. At the conclusion of each three [3] week cycle, average the numerical evaluations for each performance category on the Field Training Performance Chart and record same on the End of Phase Report. The End of Phase Report is due at the conclusion of each three [3] week cycle. A narrative, by the supervisor, regarding the PPO's performance is required on all End of Phase evaluations.
6. Interview each PPO privately to advise the PPO of his/her performance evaluation and of any problems or areas requiring remedial training. **Have the PPO initial all Daily Observation Reports from that Phase.**
7. Cause each PPO to acknowledge the review and receipt of his/her End of Phase Report by having him/her sign in the space provided.

8. Forward the original End of Phase Report and the Field Training Performance Chart to the Precinct Field Training Coordinator.
9. Review each FTO's performance who is assigned to his/her squad. This may be in the form of a verbal appraisal and should be accompanied by any FTO Critique forms completed on that particular FTO.
10. FTO Critique Forms [see Chapter 7]. A PPO will complete an FTO Critique form when assigned to an FTO. This form will be forwarded to the assigned Squad Supervisor at the time of the End of Phase evaluation. The Squad Supervisor may enter his/her own comments on the rear of the form and should retain a copy before forwarding it to the appropriate FTO.
11. Field Training Program Critique [see Chapter 7]. This form will be completed by the PPO at the conclusion of Field Training and forwarded to the Squad Supervisor who performs the final End of Phase evaluation. These forms should be forwarded to the Precinct Field Training Coordinator and then to the Divisional Field Training Coordinator.

C. DOCUMENTATION OF OBSERVATIONS

The importance of documenting the PPO's training and performance cannot be over-emphasized. Documentation is necessary to counter claims of vicarious liability or failure to properly instruct/train employees, and for possible future disciplinary proceedings.

D. LOCATION OF PPO FILES

In order to ensure the availability of completed Daily Observation Reports to Field Training Officers, Patrol Supervisors and/or Field Training Coordinators, administrative personnel will, on a daily basis, file the Daily Observation Reports within each PPO's folder in a centralized location within the precinct accessible 24 hours per day, seven days per week.

CHAPTER NINE

THE DUTIES AND RESPONSIBILITIES
OF THE PRECINCT
FIELD TRAINING COORDINATOR

PRECINCT FIELD TRAINING COORDINATOR

Realizing that an efficient, well documented Field Training Program is an integral part of recruit training, Lieutenants or Captains are designated as Precinct Field Training Coordinators [FTC] and are charged with the overall responsibility for the effective and efficient administration and operation of the Field Training Program within each respective precinct.

In the absence of an assigned Precinct Captain, the Precinct Commanding Officer will appoint a ranking staff officer to assume the duties and responsibilities of the Field Training Coordinator.

FIELD TRAINING COORDINATOR

PRECINCT ADMINISTRATION OF PROGRAM

Precinct Field Training Coordinators, in addition to their other duties, are responsible for the following:

1. Selection and training of Field Training Officers [FTO]. The FTC will select Field Training Officers from lists of volunteers comprised of experienced officers with proper attitudes toward the police mission and the community, and who are in agreement with the ideals and objectives of the Field Training Program.
2. Will insure that each FTO is properly trained pursuant to guidelines established herein and as may be further established by the department.
3. Will evaluate the efficiency and effectiveness of Field Training Supervisors.
4. Will review all reports for accuracy and timeliness.
5. Will make recommendations to certify, return for remedial training or, where appropriate, to terminate Probationary Officers based on FTO reports and independent observations.
6. Will evaluate program efficiency and, where appropriate, make recommendations to amend or modify Field Training Program procedures.
7. At the conclusion of each phase, complete a short PDCS-2042 entitled **End of Phase Summary Report** to be sent to the Divisional Field Training Coordinator. This report will contain a general evaluation of all PPO's in the FTO Program within that precinct and, in particular, point out any potential problems that the Precinct Coordinator believes might not be capable of being handled at a precinct level.

CHAPTER TEN

SELECTION CRITERIA FOR A
FIELD TRAINING OFFICER

A. INTRODUCTION

The Field Training Officer [FTO] is the backbone of the Field Training Program. Properly selected and trained FTO's are a necessity for a program to be successful. The FTO performs the actual hands on training and evaluation of the Probationary Police Officer [PPO]. It is through the eyes and hands of the FTO that a PPO's progress and job suitability are determined. The FTO must, therefore, possess the combined skills of an experienced police officer, teacher, supervisor, evaluator and role model. Due to these many demands and the responsibility of the FTO, careful consideration must be given to the selection and training of these key personnel.

B. THE SELECTION PROCESS

1. REQUIREMENTS

- A.** Two years of continuous service with the Suffolk County Police Department.
- B.** Good attendance record and activity levels.
- C.** Good standing with respect to disciplinary actions.
- D.** Assignment in the Uniform Patrol Division.
- E.** Approval of immediate supervisors and Precinct Field Training Coordinator.
- F.** All appointments and requirements subject to approval of the Field Training Division Coordinator.

2. APPLICATION

An officer interested in becoming an FTO, whether responding to a precinct bulletin, departmental memorandum, or otherwise, should submit an Internal Correspondence Report to his/her immediate supervisor which will be forwarded to the Precinct Field Training Coordinator.

The interested officer will then be provided with an FTO application. The application requests assorted biographical, departmental and miscellaneous data to be completed by the applicant. This report is then forwarded to the Precinct Field Training Coordinator.

At the same time, the applicant's immediate supervisors are forwarded a Supervisor's Appraisal Form. This form requests additional information reference the applicant's dependability, attitude, maturity, attendance, etc. This form is forwarded through the applicant's Sergeant, Lieutenant and Commanding Officer for approval and comments. The form is then forwarded to the Precinct Field Training Coordinator.

Upon receipt of the FTO application and the Supervisor's Appraisal Form, the Precinct Field Training Coordinator may request an oral interview with the applicant before a final determination is made and the applicant is notified. If an applicant is denied or accepted for the position of FTO, notification will be made through an immediate supervisor. If accepted, the applicant will be placed on a list for the next FTO Certification training available.

C. FTO TRAINING

1. CERTIFICATION

Initial certification of an officer as an FTO requires attendance at a Certification Course. This course is run at the Academy periodically, as needed, to maintain the level of FTO's in the Department.

SUFFOLK COUNTY POLICE DEPARTMENT

FIELD TRAINING OFFICER APPLICATION

INSTRUCTIONS: Complete each inquiry below. If not applicable, mark N/A. All applicants will be advised of the status of their application and the selection procedure which follows. Additional sheets as required may be attached.

BIOGRAPHICAL DATA

Name _____ Badge # _____
Last First MI

Address _____ N.Y. _____
Street Town Zip

Telephone _____ Date of Birth _____

Educational Background _____

S.C.P.D. DATA

Date of Appointment _____

Present Command/Assignment _____ Present Supervisor _____

Past Command[s]/Assignment[s] _____

Specialized Training, Certification, or Duties in SCPD _____

OTHER AGENCY EXPERIENCE

Agency _____ From: _____ to: _____

Assignment[s]/Duties _____

Specialized Training, Etc. _____

OTHER CONSIDERATIONS

Teacher Certification _____

Foreign Language _____

Special Courses Attended _____

Other _____

Why Do You Wish To Become an F.T.O.? _____

Date: _____ Signature: _____

SUFFOLK COUNTY POLICE DEPARTMENT

Supervisor's Appraisal Form of
Field Training Officer Applicant

FTO Applicant's Name _____ Supervisor's Name _____

DIRECTIONS: Based on your personal observations, please rate the Applicant in the following categories:	UNSATISFACTORY	MARGINAL	SATISFACTORY	SUPERIOR	
1. APPEARANCE					
2. DEPENDABILITY					
3. KNOWLEDGE OF JOB					
4. JUDGMENT					
5. SAFETY PRACTICES					
6. INITIATIVE					
7. COOPERATION					
8. RESPONSIBILITY					
9. ATTITUDE TOWARD POLICE WORK					
10. ACCEPTANCE OF CRITICISM					

DIRECTIONS; Please rate the applicant in areas that relate to his potential to instruct and/or supervise his Recruit. The numerical value definitions representing FTO program standards are as follows:
[2 and below - NOT ACCEPTABLE] [3 - MINIMUM ACCEPTABLE]
[4 and above - SUPERIOR] [Circle one]

MOTIVATION: 1 2 3 4 5
Is this applicant interested in police work and will he be a motivator to the Recruit during training?

EMOTIONAL MATURITY: 1 2 3 4 5
Does this applicant have sufficient emotional maturity to be a stabilizing influence on the Recruit?

IMPARTIALITY AND OBJECTIVITY: 1 2 3 4 5
Will this applicant be fair and objective with all Recruits, regardless of their race, sex or age?

LEADERSHIP: 1 2 3 4 5
Is this applicant a leader who sets a good example, or does he follow the crowd and display bad habits?

PERMISSIVENESS: 1 2 3 4 5
Will this applicant correct his Recruit when needed and insist on professional conduct, or will he be permissive and hesitate disciplining the Recruit?

ABILITY TO LISTEN: 1 2 3 4 5
Will this applicant listen to his Recruit and keep an open mind to what the Recruit has to say.

DIRECTIONS: Please complete the following, to determine an applicants minimum requirement level for becoming an FTO. When researching the following areas, please consider only the past years performance.

ATTENDANCE & SAFETY RECORD:

SICK DAYS USED _____ INJURY DAYS USED _____
EXCESSIVE TARDINESS: YES _____ NO _____
ACCIDENTS: CHARGEABLE _____ NON-CHARGEABLE _____

COMPLAINTS:

DOES OFFICER RECEIVE AN EXCESSIVE NUMBER OF COMPLAINTS?
YES _____ NO _____

DISCIPLINE:

Please list any disciplinary action taken or pending against this officer in the past two years: [Attach any pertinent documentation]

DO YOU RECOMMEND THIS APPLICANT FOR SELECTION AS A FIELD TRAINING OFFICER?

YES _____ NO _____

COMMENTS: _____

SERGEANT [SIGNATURE] _____ DATE _____

LIEUTENANT [SIGNATURE] CONCUR _____ DO NOT CONCUR _____ DATE _____

COMMENTS: _____

C.O. [SIGNATURE] CONCUR _____ DO NOT CONCUR _____ DATE _____

COMMENTS: _____
PLEASE FORWARD TO FTO PROGRAM COORDINATOR, POLICE ACADEMY