

KERN COUNTY SHERIFF'S OFFICE

CRF SHERIFF'S AIDE TRAINING MANUAL

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INTRODUCTION

You are entering an important training period in your career, the CRF Sheriff's Aide Training Program. During the following weeks, you will be instructed and tested on what you must know to be a competent Sheriff's Aide working a detentions assignment. Each day, you will receive feedback from a Detentions Training Officer (DTO) on how well you perform the basic job tasks. At the end of the training period, you will be rated overall on your ability to work as a Sheriff's Aide at CRF.

The CRF Sheriff's Aide Training Program spans a four-week period. It is designed so each trainee works side by side with a training officer in the detentions environment for the entire time. As you satisfactorily progress in the CRF Sheriff's Aide Training Program, your responsibilities, and the Sheriff's Office expectations of you, will increase. Apply yourself to each phase of training. Put forth maximum effort in every task. Take pride in yourself, your work, your profession and the Kern County Sheriff's Office.

The Sheriff's Office recognizes the environment you will be working in is different than perhaps any you have experienced before. You will be in charge of certain aspects in the lives of other human beings placed in the custody of the Sheriff. This jailer-prisoner relationship challenges everyone who enters this profession to avoid becoming callous, indifferent and, sometimes, inhumane. The relationship also provides you with the opportunity to serve the interests of public safety according to the traditions and ideals we, as citizens of the United States, hold dear.

During your career, you will have in your custody and care people who represent all facets of humankind. Many of these prisoners could easily be your neighbor, a relative or a friend. Some will be unable to behave appropriately in society due to mental illness or drug induced psychosis. A few will have sociopathic personalities and are dangerous to our communities. Whatever the case, it is your duty to keep custody of the people remanded to the Sheriff according to law and policy. Punishment, if any is to be given, will be imposed by the courts. The Kern County Sheriff's Office will provide you with the training, of which this program is a part, the supervision and the leadership to successfully discharge your duties. The department will provide you with direction by means of policies and procedures that, if followed, will ensure the Sheriff's, and your, legal obligation to keep custody of prisoners is met. The rest is up to you. Congratulations and good luck!

TABLE OF CONTENTS
Section I Policy and Procedure-Evaluations

POLICY AND PROCEDURES

PROGRAM DESCRIPTION..... 4
STANDARDIZED EVALUATIONS GUIDELINES 4
END OF TRAINING EVALUATIONS 4
DAILY OBSERVATION REPORT 4
PHASE EVALUATION 5
CHAIN OF COMMAND 5
DTO/TRAINEE TEAM - CONSIDERED ONE PERSON 5
TRAINEE EVALUATION OF SHERIFF'S AIDE TRAINING PROGRAM 6
SOLO ASSIGNMENT IN THE DTO PROGRAM 6
DTO/TRAINEE RELATIONSHIP 6
DTO REVIEW OF TRAINEE TIME SHEET 6
RULES OF CONDUCT FOR TRAINEES ASSIGNED TO THE DTO PROGRAM 6
VIOLATIONS OF DETENTIONS TRAINING POLICY 7
DAILY OBSERVATION REPORT 7
DOR TERMS AND DEFINITIONS 8
D.O.R. NARRATIVE SECTION DTO CHECKLIST 8
PHASE DESCRIPTIONS 9
PHASE I 9
PHASE II 9
PHASE III 9
STANDARDIZED EVALUATION GUIDELINES 10
APPEARANCE 10
ATTITUDES & RELATIONSHIPS 10
KNOWLEDGE 13
PERFORMANCE 15

SECTION II

CRF SHERIFF'S AIDE TRAINING GUIDE 23

Orientation Gold Paper
Phase II Blue Paper
Phase III Blue Paper

Training and Appointment Requirements

All Sheriff's Aide's assigned to the Central Receiving Facility are required to successfully complete the CRF Sheriff's Aide Training Program.

Program Description

The CRF Sheriff's Aide Training Program consists of a four week program divided into two training phases. The program utilizes Detentions Training Officers within the facility for each trainee. This allows the Sheriff's Aide trainee to be exposed to a variety of experiences at several locations within the facility.

Standardized Evaluations Guidelines

The task of rating and evaluating a trainee's performance is based on the Standardized Evaluation Guidelines. The guidelines define unacceptable, acceptable and superior behavior in thirty-three distinct areas and serve as a means of program standardization and continuity.

End of Training Evaluation

At the end of the CRF Sheriff's Aide Training Program, the trainee will be evaluated on their overall performance. Evaluations by the Detentions Training Officers will be done on the End of Training Evaluation form. This report details the progress of the trainee in their Sheriff's Aide performance and completion of the CRF Sheriff's Aide Training Guide.

Trainees are evaluated to the standard of a competent Sheriff's Aide working a detentions assignment at CRF. A competent Sheriff's Aide is defined as having successfully demonstrated the ability to perform job requirements of a Sheriff's Aide assigned to CRF either by field performance, role play, written test, or verbal test.

In the event a Sheriff's Aide Trainee is not performing at the level of a competent Sheriff's Aide by the end of the training cycle and remedial efforts have not been successful during each phase, phase extensions, performance improvement plans (PIP) and/or other administrative action may be necessary.

Daily Observation Report

During each training phase, a trainee is assigned to a Detentions Training Officer who will complete a daily evaluation on a DOR. The contents of the DOR will be discussed with the trainee by the training officer, both will sign the form, and it will be reviewed by the Field/Detentions Training Coordinator for review, comment and signature. As timeliness is essential to the training and evaluation process, the DOR will be completed at the end of each shift. The training officer may request that his/her sergeant allow them adequate time at the end of the shift to complete the DOR without incurring overtime. The sergeant should grant the request if staffing levels and workloads permit.

When completing the DOR, the training officer shall use the Standardized Evaluation Guidelines as the standard by which they will evaluate the trainee's performance.

Phase Evaluation

At the end of each training phase the DTO will complete an end of phase narrative evaluation on the progress of the trainee. The narrative evaluation will be reviewed and approved by the Field/Detentions Training Coordinator.

The narrative evaluation will contain all pertinent information relative to the training and progress of the trainee. The narrative will follow a general guide that includes:

- General summation of performance in the work place and completion of Detentions Training Guide.
- Opinion on the strong and weak points of the trainee and suggestions for improvement.
- Recommendations, including specific areas of remedial training, passing on to next phase or retraining in current phase.

The *end-of-phase* evaluation will be completed by the training officer within ***three days*** of a trainee completing that phase and moving to the next. Any problems noted will be brought to the attention of the Field/Detentions Training Coordinator as soon as possible and prior to the completion of the narrative evaluation.

Training officers will evaluate trainees according to the Standardized Evaluation Guidelines. They will keep in mind the proper ratio between training and evaluation. Evaluations will be given in an honest, straightforward, professional manner, which stresses positive as well as negative performance.

Chain of Command

While the trainee is assigned to a DTO, all communication and directions from supervisors will be channeled through the DTO except in an emergency. This will ensure the DTO understands the direction given and relays it correctly to the trainee. It ensures the DTO is aware of the progress, problems and mistakes of the trainee. The DTO will handle reprimands for impropriety or improper procedure and instruct the trainee when major tasks have been assigned to them. Any concerns about method or sequence should be directed to the Field/Detentions Training Coordinator.

DTO/Trainee Team - Considered One Person

During the time the trainee is assigned to a DTO, the DTO/trainee team will be considered one person for staffing purposes.

At the beginning of the training phase, the DTO will ensure the trainee is physically and mentally prepared for their assignment. They will discuss emergency situation techniques and procedures so each Sheriff's Aide is able to react in a manner consistent with officer safety and facility security.

Trainee Evaluation of CRF the Sheriff's Aide Training Program

At the conclusion and upon successful completion of the CRF Sheriff's Aide Training Program, the trainee will complete an evaluation of the CRF Sheriff's Aide Training Program over all. The evaluations will only be reviewed by the Field/Detentions Training Coordinator. This will be an honest evaluation the program. The evaluation provides objective feedback to the Field/Detentions Training Coordinator so they can use the information to enhance the program.

Solo Assignment in the DTO Program

CRF Sheriff's Aide Trainees will not be allowed to work alone in any assignment prior to the successful completion of training. If an emergency occurs which requires assignment of a trainee to a solo post, the DTO shall document who ordered the Sheriff's Aide to work alone.

DTO/Trainee Relationship

The relationship between the DTO and the trainee is that of teacher and student. The hallmark of this relationship will be one of mutual respect. Trainees will be treated with respect at all times. They are expected to show respect to the DTO, and to follow his/her directions. Trainees will not be harassed, intimidated, intentionally embarrassed or demeaned. Name calling or uses of derogatory terms by the DTO is not acceptable. DTO's will try not to show their anger or frustration while they are working with the trainee. Remember, praise in public, correct in private.

DTO's will not associate, socialize, date or attempt to date trainees while assigned to the CRF Sheriff's Aide Training Program. Any relationship with them shall be strictly professional. If a DTO is related to a trainee, has or has had a personal relationship with a trainee, or if any situation arises which may compromise this professional relationship, they are to advise the Field/Detentions Training Coordinator as soon as possible.

DTO Review of Trainee Time Sheet

Trainees will submit their time sheet to their assigned DTO to verify accuracy and completeness prior to submitting.

Rules of Conduct for Trainees Assigned to the DTO Program

Trainees are to be respectful to the training personnel. Training personnel's directions are to be accepted and followed at all times. If a trainee believes that a specific instruction or order is improper, or an evaluation is not fair, he or she may discuss it with training personnel. If the trainee is not satisfied, they may talk with the facility Sergeant or the Field/Detentions Training Coordinator about the situation. If the trainee is still concerned, they may ask the Field/Detentions Training Coordinator for an appointment with the Training Division Lieutenant to discuss the areas of concern.

Trainees will complete all assignments in a prompt, timely manner. They will follow all policy and procedures as outlined in the CRF Sheriff's Aide Training Program, the Department Manual of Policy and Procedures, the Detentions Bureau Manual of Policy and Procedure and the Division Policies and Procedures to which they are assigned.

Trainees will be receptive to constructive criticism. They may verbalize an explanation for their action(s) however; repeated rationalization, excessive verbal contradictions and hostility are not acceptable.

Trainees are discouraged from participating in department social functions and other functions where Detentions Training Officers or other training personnel may be present until they have completed the Sheriff's Aide Training Program.

All requests for vacation or compensatory time off will be submitted to the DTO if the request for days off does not exceed one working day. Voluntary time off is not encouraged during participation in the CRF Sheriff's Aide Training Program due to the need for training in a short time span. Any requests for more than one full working day off will be submitted and reviewed by the assigned squads Sergeant and the Field/Detentions Training Coordinator for approval or denial. The DTO may recommend approval or denial prior to forwarding it to the Field/Detentions Training Coordinator. If the DTO has information on the request that should be considered by the Field/Detentions Training Coordinator, he or she is to communicate the information orally or in writing.

Violations of CRF Sheriff's Aide Training Policy

Violation of the CRF Sheriff's Aide Training policy and rules may result in disciplinary action. This action may include the trainee's removal from the CRF Sheriff's Aide Training Program and up to and including termination. The Field/Detentions Training Coordinator will document violations on a memorandum and forward it to the Training Commander. If appropriate, this documentation may include a statement of the disciplinary action taken or recommended by the Field/Detentions Training Coordinator.

DAILY OBSERVATION REPORT

A "Daily Observation Report" (DOR) completed by the DTO at the end of each shift provides the essential information to provide administrative control over the progress of each trainee. In addition to recording his or her progress, evaluations serve to inform the trainee of their performance at a particular point in time. They are also excellent devices for identifying training needs and documenting training efforts.

The Daily Observation Report form includes thirty-three measurable behaviors that are subdivided into four categories: Appearance, Attitudes & Relationships, Knowledge and Performance Tasks. The Standardized Evaluation Guidelines are all performance observations. They are designed to measure the trainee's ability to function in the detentions setting performing detention tasks.

Observations made by the DTO are entered on the form along a 7-point continuum from "not acceptable by DTO standards (1)" to "superior by DTO standards (7)". Midpoint on the scale is "minimum acceptable level (4)". Special comments are required for all ratings of 2 or less and 6 or more. Acceptability or non-acceptability by Sheriff's Aide program standards is evaluated in terms of performance as a competent Sheriff's Aide working a custodial assignment.

DOR Terms and Definitions

In addition to the rating scale performance levels mentioned above, four other categories are provided. These are "N.O." for "Not Observed", "N.R.T." for "Not Responding to Training", "NAR" for "Narrative" and "REM" for time spent in "Remedial" training.

"N.O.": Refers to any activity listed on the evaluation that the DTO did not sufficiently observe to rate on that particular shift.

"N.R.T.": Given when a trainee has been instructed in a particular subject matter and still fails to demonstrate knowledge of the subject or is unable to perform the particular task which would exhibit this knowledge. An "N.R.T." rating will be fully documented on the DOR and explained to the Sheriff's Aide. This documentation will include a description of the remedial training given to the Sheriff's Aide by the DTO.

"NAR": Checked when comments for the rating area are included in the narrative evaluation.

"REM": Write the number of minutes spent in remedial training in a rating area in this box.

On the narrative of the DOR there are sections provided for the DTO to describe the best and worst performance of the trainee for that shift. There is also a checklist and manual provided to the DTO to list the sections of the Detentions Training Guide that were successfully instructed and/or completed by the trainee during the shift. The section number is to be used to identify those sections and the sections requiring a narrative.

D.O.R. NARRATIVE SECTION DTO CHECKLIST

When completing a narrative on a trainee's performance, it is important to write enough detail to permit a reader sometime in the future to understand exactly what happened. Your most important reader is the trainee about whom the evaluation speaks. The trainee's ability to learn from experience is increased when the facts of an incident are presented in writing. In addition, it is important to remember the goal of the program is to add a competent Sheriff's Aide working a custodial assignment to the staff.

The task of evaluating and rating a trainee's performance must be based on the Standardized Evaluation Guidelines in the preceding section. They serve as a means of program standardization and continuity.

PHASE DESCRIPTIONS

The CRF Sheriff's Aide Training Program has three "phases". Phase 1 is scheduled to be one week, Phase 2 is scheduled to be one week, and Phase 3 is scheduled to be two weeks. The actual amount of time a trainee spends in any one phase is determined by the individual training needs of the trainee. The phases are structured to meet the training/performance goals of the trainee from their first day on the job to the day they assume full team-member responsibilities in their facility. The phases are designed to orient the trainee in their work assignment and provide them the knowledge, skills and abilities to perform at the level of a competent Sheriff's Aide working a custodial assignment. The sections of the CRF Sheriff's Aide Training Guide are part of this plan. They specify knowledge and performance goals the trainee is required to meet in each phase.

Phase I - Introduction

The first week, "Phase I" is devoted primarily to training at the Kern Regional Training Center orienting the trainee to his or her assignment. Emphasis will be placed on the role a Sheriff's Aide in a detentions facility plays in the Kern County Sheriff's Office's duty to preserve and protect the public safety and the safety and welfare of inmates.

Phase II

During Phase II the trainee will be given one work week of Receiving Control instruction. A-Control post orders will be introduced and reviewed.

Phase III

During Phase III, the trainee will be given 84 hours of A- Control instruction as well as Receiving Control instruction. Many areas of the A-Control post orders covered in Phase II will be addressed again, as well as duties unique to each shift.

Completion of the CRF Sheriff's Aide Training Program

If the trainee successfully completes the CRF Sheriff's Aide Training Program, the Field/Detentions Training Coordinator will advise the Facility Manager of the Downtown Services Division. The Facility Manager will determine when the trainee will begin working in a solo capacity.

Remedial Extension

It is understood that situations might occur which make it difficult to always adhere to a set time limit. These situations may be due to an administrative need or due to the trainee's performance. The decision to extend a trainee's training is based on many factors.

This is not a guarantee that every trainee has the right to an extension. The decision to extend a trainee's training is at the discretion of the Field/Detentions Training Program Coordinator. Training extensions are designed to focus attention toward the training needs of the trainee and to correct performance problems. Training extensions should occur infrequently and usually before Phase Three.

The CRF Sheriff's Aide Training Program is designed to develop a competent Sheriff's Aide working a custodial assignment. This level of competence, unfortunately, is not always reached. If, after careful consideration, the Field/Detentions Training Program Coordinator determines that the trainee should be recommended for termination or removal from the program, the Field/Detentions Training Program Coordinator will forward his/her recommendation and all supporting documents to the Commander of the Training Division. The Field/Detentions Training Program Coordinator will notify the trainee of the Commander's decision and make arrangements in accordance with department policy.

STANDARDIZED EVALUATION GUIDELINES

APPEARANCE

1. GENERAL APPEARANCE (UNIFORM, HYGIENE & HAIR)

Training Objectives

Completeness of well-fitting, properly pressed uniform. Properly shined shoes and leather. Shoe style according to department policy. Hair, mustache, sideburns, jewelry, makeup and nail polish in accordance with Department Policies and Procedures.

Evaluation Standards

- 1-3 Unacceptable: Dirty shoes and uniform. Long, unkempt hair. Offensive body odor. Unauthorized equipment, uniform or grooming.
- 4-6 Acceptable: Neat and clean uniform. Well-groomed hair. Shined shoes. Proper uniform and equipment. All grooming according to policy.
- 7 Superior: Tailored and clean uniform. Highly shined shoes and leather. Impressive overall appearance and posture.

ATTITUDES & RELATIONSHIPS

2. ACCEPTANCE OF CRITICISM

Training Objectives

Maturity in discussing and recognizing weaknesses. Ability to understand points discussed. Ability to correct deficiencies.

Evaluation Standards

- 1-3 Unacceptable: Rationalizes. Argues. Does not make corrections. Considers all criticism negative. Is unable to relate the criticism to improve the task.
- 4-6 Acceptable: Accepts criticism in a positive manner and applies it to further learning process.
- 7 Superior: Solicits criticism in order to improve performance. Never argues or blames others.

3. ATTITUDE TOWARD WORKING DETENTIONS

Training Objectives

Dedication to the principles and values of the organization. Attendance, punctuality, and reasonable use of sick leave. Interest and concern for staff and inmates.

Evaluation Standards

- 1-3 Unacceptable: Is not conscientious. Uses job for ego trip. Abuses authority (badge heavy). No dedication. Apprehensive to use authority. Reluctant to accept authority.
- 4-6 Acceptable: Expresses active interest in learning job. Always trying to improve. Attentive to job.
- 7 Superior: Utilizes off duty time to further professional knowledge. Maintains high ideals toward professional conduct and responsibilities. Is generally committed to the organization.

4. ATTITUDE TOWARDS INMATES

Training Objectives

Ability to converse with and control inmates in a professional manner. Is objective and straightforward in a manner that is neither hostile nor patronizing.

Evaluation Standards

- 1-3 Unacceptable: Exhibits hostility or sympathy toward inmates due to prejudice, bias or contempt.
- 4-6 Acceptable: Maintains a professional demeanor at all times towards inmates.
- 7 Superior: Understands inmate attitudes and behaviors and acts in a manner that produces good solid communications with them. Maintains inmate compliance and observation of jail regulations.

5. SELF CONFIDENCE & INITIATIVE

Training Objectives

Demonstrate the ability to recognize a violation of facility rules or potential problem and initiate the appropriate action. Demonstrate a belief in one's own ability to perform competently.

Evaluation Standards

- 1-3 Unacceptable: Is unwilling to initiate activity because of fear of making a mistake. Cannot solve even the simplest everyday problem.
- 4-6 Acceptable: Makes good decisions and takes action on them. Is able to solve everyday problems without assistance.
- 7 Superior: Displays self-assured confidence. Makes good, quick decisions and follows up on them without hesitation or doubt. Solves difficult problems without frustration or delay.

6. BEARING / COMMAND PRESENCE

Training Objectives

Presents confident, alert, and professional appearance. Conveys image of ability to physically control an altercation without appearing to be menacing. Conveys image of taking charge of a situation without being overly aggressive. Conveys image of being concerned, without being submissive.

Evaluation Standards

- 1-3 Unacceptable: Appears nervous and afraid. Appears disinterested or lazy. Is badge heavy and overbearing.
- 4-6 Acceptable: Presents an impression of being alert, proficient, and mature.
- 7 Superior: Conveys an image of being a highly-trained professional, confident, and able to calmly handle any situation.

KNOWLEDGE

7. DEPARTMENT, BUREAU AND DIVISION POLICIES AND PROCEDURES

Training Objectives

Knowledge of and ability to apply Department, Bureau and Division policies and procedures.

Evaluation Standards

- 1-3 Unacceptable: Lacks minimal knowledge of Department, Bureau and Division Policies and Procedures. Continually disobeys them due to lack of familiarity or understanding.
- 4-6 Acceptable: Good understanding of Department, Bureau and Division Policies and Procedures.
- 7 Superior: Complete working knowledge of Department, Bureau and Division Policies and Procedures. Is able to recall their location in their respective manuals.

8. LAW ENFORCEMENT CODES (PENAL, VEHICLE, HEALTH AND SAFETY, AND THOSE RELATIVE TO DETENTION FACILITIES)

Training Objectives

Knowing of elements of commonly used sections. Knowledge of whether commonly used sections are misdemeanors or felonies. Ability to apply sections to a given situation. Methods of researching codes and ability to determine which sections are found in which codes.

Evaluation Standards

- 1-3 Unacceptable: Doesn't know elements of basic sections and makes no attempt to improve.
- 4-6 Acceptable: Has good working knowledge of commonly used sections and is able to properly apply sections to a given situation.
- 7 Superior: Has outstanding knowledge of all codes including some seldom used codes. Has the ability to interpret and apply difficult sections.

9. DUTY ASSIGNMENTS AND REQUIREMENTS

Training Objectives

Knowledge of and ability to handle all duty assignments and requirements. Assumes responsibility for duties and handles them in a professional and proficient manner.

Evaluation Standards

- 1-3 Unacceptable: Doesn't know each area's specific requirements. Cannot adjust to different duties. Has trouble retaining instructions.
- 4-6 Acceptable: Has good working knowledge of each duty area assigned. Retains majority of elements learned for each duty area.
- 7 Superior: Has outstanding knowledge of all areas assigned. Requires little, if any, supervision to complete a given duty.

10. FACILITY LOCKS, SYSTEMS & ALARMS

Training Objectives

Ability to identify types of locks and keys and the differences between keyed doors and electrically controlled doors. Ability to operate lock boxes in mechanical and electrical modes. Working knowledge of roof and exterior door alarm systems. Aware of alarm locations and purpose.

Evaluation Standards

- 1-3 Unacceptable: Lacks knowledge of systems, locks, alarms. Can't explain basics of systems.
- 4-6 Acceptable: Understands and can explain uses of systems, locks & alarms.
- 7 Superior: Complete knowledge and comprehension of systems, locks, alarms. Can thoroughly explain all functions of the systems.

11. REFLECTED IN VERBAL OR WRITTEN TESTS

Training Objectives

The ability to accurately answer verbal or written questions concerning:

- A. Laws, Detention Bureau Policies and Procedures & Division Policies and Procedures.
- B. Policies of the Department.
- C. Information presented in the correctional Academy or training classes.
- D. Knowledge relayed in previous training session with a DTO.

Evaluation Standards

- 1-3 Unacceptable: Unable to answer questions after receiving training and does not retain information. Consistently scores below passing on graded, written tests.
- 4-6 Acceptable: Accurately answers most questions asked. Has good understanding. Consistently achieves passing scores on graded, written tests. Improves scores when re-tested.

- 7 Superior: Answers all questions correctly. Maintains an excellent understanding. Consistently scores 95 to 100 % on graded, written tests.

PERFORMANCE

12. FAMILIARITY WITH DETENTION FACILITIES

Training Objectives

Working knowledge of facility layouts and their problem areas. (Critical security areas, inmate contact areas, etc.)

Evaluation Standards

- 1-3 Unacceptable: Does not know even the more important locations within the facilities. Cannot remember specific problems within each area. Makes little or no effort to improve.
- 4-6 Acceptable: Knows important areas of the facilities and possesses a good working knowledge of problem areas.
- 7 Superior: Knows all areas of the facilities. Can move from one point to another in the shortest time possible. Maintains excellent working knowledge of problem areas.

13. ROUTINE FORMS (ACCURACY, COMPLETENESS & USES)

Training Objective

Knowledge and purpose of forms and the ability to interpret them. Ability to complete form accurately. Understanding of which incidents require the use of a particular form.

Evaluation Standards

- 1-3 Unacceptable: Unable to determine the proper form for a given incident. Turns in incomplete forms.
- 4-6 Acceptable: Knows the use of most forms, understands their format, and completes them accurately.
- 7 Superior: Consistently and rapidly completes all forms, (even seldom used, complex forms) with no assistance. Forms are always neat and accurate.

14. REPORT WRITING (ORGANIZATION & DETAILS)

Training Objectives

Events of incident are presented in proper chronological order. All important events appear in the report and superfluous details are omitted. All elements of a crime are established in the report. All parties in the report are identified by name and role (i.e., victim, witness, etc.)

Evaluation Standards

- 1-3 Unacceptable: Events in report are not presented in chronological order. Events are not complete. Unneeded information is presented. The elements of the crime are not presented.
- 4-6 Acceptable: Reports are clear and concise, written in a logical sequence and include all elements of the crime.
- 7 Superior: Report is a complete and detailed account of what occurred from beginning to end, written and organized so as to assist the reader in rapidly and thoroughly understanding the incident.

15. REPORT WRITING GRAMMAR AND SPELLING

Training Objectives

Proper grammar and spelling used in incident reports, memos, staff reports, etc.

Evaluation Standards

- 1-3 Unacceptable: Report contains incorrect grammar, improper sentence structure, or misspelled words. Errors impair the reader's ability to understand what is being reported.
- 4-6 Acceptable: Report contains proper, complete sentences. seldom misspells words. Errors in these areas are rare and do not impair the reader's understanding.
- 7 Superior: Report contains no mistakes in spelling, grammar or punctuation. Report conveys information in a concise and thorough manner.

16. DETENTION PERFORMANCE (INVESTIGATIVE ABILITIES)

Training Objectives

Ability to gather information and collect evidence.

Evaluation Standards

- 1-3 Unacceptable: Does not gather information and consistently fails to recognize evidence.

- 4-6 Acceptable: Gathers needed information and collects evidence properly.
- 7 Superior: Without assistance; develops information and leads quickly. Gathers evidence and is able to complete the case in a clear and detailed manner.

17. DETENTION PERFORMANCE (STRESS CONDITIONS)

Training Objectives

Ability to assess priorities at the scene of a hostile situation and proceed in a prudent manner, consistent with policies and procedures.

Evaluation Standards

- 1-3 Unacceptable: Loses temper or becomes panic stricken and, thereby, is unable to logically and properly.
- 4-6 Acceptable: Exhibits calm and controlled attitude. Does not allow situation to deteriorate. Proceeds in a proper, logical sequence. Uses good judgment.
- 7 Superior: Uses exceptional judgment and controls situation under hazardous or adverse conditions. Proceeds in the proper sequence. Is able to discharge their duties without unnecessary risk and generally controls the situation.

18. ABILITY TO FOLLOW ORDERS & INSTRUCTIONS

Training Objectives

Ability to understand and carry out orders and instructions. Willingness to follow lawful orders without question.

Evaluation Standards

- 1-3 Unacceptable: Continually questions orders or is unable to carry them out as given.
- 4-6 Acceptable: Respectfully carries out orders without having to be corrected.
- 7 Superior: Anticipates orders and carries them out without the need for assistance or reminders. Recalls orders from prior situations and applies them to new situations.

19. ABILITY TO ADAPT TO NEW SITUATIONS

Training Objectives

Ability to choose the proper course of action in a situation that is new.

Evaluation Standards

- 1-3 Unacceptable: Unable to assess priorities and apply previous training or experience to new situations. Cannot resolve situations.
- 4-6 Acceptable: Able to handle new or unknown situations in a manner that is consistent with good officer safety practices.
- 7 Superior: Uses good judgment to control situations and to find a speedy, complete solution in accordance with Department and Jail Division policies and procedures.

20. OBSERVATION ABILITIES AND ALERTNESS

Training Objectives

Remains alert at all times and demonstrates the ability to identify suspicious persons, activities and safety hazards.

Evaluation Standards

- 1-3 Unacceptable: Seldom alert. Fails to observe or recognize obvious violations, suspicious circumstances or safety hazards. Makes little effort to improve.
- 4-6 Acceptable: Able to observe and recognize obvious violations, suspicious activities, safety hazards, and remains alert.
- 7 Superior: Maintains a high degree of alertness and displays outstanding observation abilities.

21. SELF INITIATED ACTIVITY

Training Objectives

The ability to recognize and investigate suspicious circumstances, jail rule violations and criminal activities. The willingness to initiate the appropriate reports.

Evaluation Standards

- 1-3 Unacceptable: Does not take action or follow up on situation. Rationalizes suspicious circumstances.
- 4-6 Acceptable: Recognizes and investigates suspicious circumstances. Makes cases from routine investigation. Takes initiative to monitor all activity in their area of assignment.

- 7 Superior: Uses information received from all sources to investigate suspicious or peculiar circumstances in all areas of assignment. monitors area of responsibility for rule violations and keeps abreast of all situations.

22. OFFICER SAFETY

Training Objectives

Displays knowledge and ability to use good officer safety procedures to reduce the potential for officer injury.

Evaluation Standards

- 1-3 Unacceptable: Does not understand the principle of officer safety or frequently fails to exercise safety practices.
- 4-6 Acceptable: Understands principles of officer safety and generally applies them. Displays awareness of potential danger and maintains a position of advantage.
- 7 Superior: Thoroughly understands principles of officer safety and applies them. Anticipates potential danger and remains alert to changing conditions.

23. CONTROL OF CONFLICT (VOICE COMMAND, SPECIAL TECHNIQUES)

Training Objectives

The proper use of voice command and other techniques to control situations involving conflict or increased anger in inmates and others.

Evaluation Standards

- 1-3 Unacceptable: Uses improper voice inflection (i.e., speaks too softly, too loudly, too harshly).
 Uses the wrong choice of words for the situations. Gives indecisive or confusing commands. Exhibits poor officer bearing. Either does not know or chooses not to use defusing techniques.
- 4-6 Acceptable: Speaks with authority. Uses proper voice inflection and the proper choice of words. Uses defusing techniques appropriately. Exhibits good officer bearing.
- 7 Superior: Maintains complete control of the situation through the use of good voice inflection and command appearance. Brings control to a potentially hazardous or explosive situation through the exceptional use of voice inflection, choice of words and defusing techniques.

24. APPROPRIATE USE OF RADIO

Training Objectives

Ability to understand radio transmission in the 10-code. Ability to listen to the radio while performing other tasks. Ability to identify one's call sign and transmit properly when using the radio.

Evaluation Standards

- 1-3 Unacceptable: Unable to understand 10-codes. Does not pay attention to radio when carrying on conversations. Does not transmit properly when using the radio.
- 4-6 Acceptable: Understands almost all broadcasts. Monitors radio traffic and transmits properly when using the radio.
- 7 Superior: Understands all broadcasts. Always monitors radio traffic and uses excellent radio procedures.

25. ORAL COMMUNICATION SKILL

Training Objectives

Ability to express an idea in clear, concise language. Communicates with people of different education, intelligence or background. Organizes thoughts and words to best convey meaning.

Evaluation Standards

- 1-3 Unacceptable: Unable to express thoughts in clear, concise, and understandable language. Uses excessive slang. Unable to organize thoughts, rambles so that meaning is lost.
- 4-6 Acceptable: Uses proper language. Organizes thought well. Is understandable to persons of different backgrounds or circumstances.
- 7 Superior: Is able to make complicated ideas understandable to anyone, chooses the right words for a particular situation.

26. DEMONSTRATE GOOD DECISION MAKING

Training Objectives

Evaluates a given situation. Establishes priorities and selects the proper courses of action.

Evaluation Standards

- 1-3 Unacceptable: Acts without thought. Is indecisive and naive. Chooses to act on a minor priority while overlooking a major one.

- 4-6 Acceptable: Makes proper decisions. Has ability to evaluate options within his or her discretion and usually takes the best course of action.
- 7 Superior: Excellent perception in foreseeing problems and arriving at effective solutions quickly.

27. SECURITY AWARENESS

Training Objectives

Overall knowledge of security systems, their uses and the policies and procedures that regulate their use.

Evaluation Standards

- 1-3 Unacceptable: Does not understand security systems, their uses or the policies and procedures regulating their use.
- 4-6 Acceptable: Has good understanding of the security systems, their uses and the policies and procedures that regulate them.
- 7 Superior: Has good understanding of the security systems, their uses and the Policies and procedures that regulate them.

28. INMATE CONTROL (GIVING DIRECTION & RESPONDING TO INMATE REQUESTS)

Training Objectives

Ability to control and direct inmates without confusion or starting a disturbance within the facility. Ability to process inmate requests which are valid and important to the needs of the inmate.

Evaluation Standards

- 1-3 Unacceptable: Unable to control or direct inmates without them becoming hostile. Shows little or no interest in the inmate population and either denies most or all requests presented to them or, approves most or all requests without confirming if they are valid.
- 4-6 Acceptable: Maintains control and directs inmates with minimal amount of friction. Checks all requests for validity.
- 7 Superior: Maintains excellent control and direction of the inmates. Commands respect from all. Handles all duties expediently and insures that all valid inmate requests are taken care of.

29. RELATIONSHIP WITH THE COMMUNITY (GENERAL)

Training Objectives

Ability to communicate with the public in a polite, professional manner.

Evaluation Standards

- 1-3 Unacceptable: Exhibits behavior that is abrupt, belligerent, overbearing, introverted, or uncommunicative.
- 4-6 Acceptable: Exhibits behavior that is courteous, friendly, understands and communicates in a professional and unbiased manner.
- 7 Superior: Able to establish a good rapport that expedites exchange of useful information. Remains objective and professional. Always appears to be at ease in person-to-person contacts.

30. ABILITY TO INTERACT WITH DIVERSE GROUPS

Training Objectives

Ability to deal with people who belong to diverse groups such as those of varying races, religions, creeds, colors, national origin, ancestry, physical handicap, medical condition, marital status, age or sex in an objective, straightforward manner that is neither discriminatory, hostile or patronizing.

Evaluation Standards

- 1-3 Unacceptable: Exhibits evident hostility or undue sympathy toward diverse groups due to prejudice or bias.
- 4-6 Acceptable: Appears to be at ease with diverse groups and treats them with respect, objectivity and impartiality.
- 7 Superior: Understands cultural differences and effects on relations. Acts in a manner that produces good, solid communication with all groups.

31. RELATIONSHIP WITH DETENTIONS TRAINING OFFICERS (DTOs)

Training Objectives

Willingness to respond to DTO's training and suggestions. Positive attitude toward DTO and training program. Exhibits proper respect towards DTO.

Evaluation Standards

- 1-3 Unacceptable: Resists DTO's efforts to teach and train. Is argumentative and fails to treat DTO as a senior officer. Fails to establish a good working relationship with DTO.

- 4-6 Acceptable: Accepts the training technique of the DTO. Treats the DTO as a supervisor. Understands and maintains good student/teacher relationship.
- 7 Superior: Makes extra effort to take advantage of DTO's training and ability. Expresses an active interest in learning from DTO. Always exhibits an exemplary attitude towards DTO. Establishes an outstanding working relationship with DTO.

32. RELATIONSHIP WITH OTHER TRAINEES AND OFFICERS

Training Objectives

Friendly relationship and cooperation with peer group. Positive attitude towards other trainees. Exhibits leadership in peer group.

Evaluation Standards

- 1-3 Unacceptable: Insubordinate. Gossips with other trainees and officers about superiors and the program. Belittles other trainees to gain personal esteem. Consider themselves superior to other trainees and officers.
- 4-6 Acceptable: Good peer relationships with other trainees and officers. Is accepted as a group member.
- 7 Superior: Peer group leader. Actively and properly assists other trainees. Conveys a good, positive attitude towards the program to other trainees.

CRF SHERIFF'S AIDE TRAINING GUIDE

The CRF Sheriff's Aide Training Guide details the learning objectives for each of the two phases in the facility. The guide addresses performance and knowledge areas important to the duties and functions of a Sheriff's Aide assigned to the Central Receiving Facility.

Each Section covers the various tasks faced by the Sheriff's Aides who serve at CRF. Each section presents a CRF Sheriff's Aide Trainee with the hands-on experience needed to master the core tasks of their new assignment. They provide the trainee with the opportunity to develop the competence to perform at an acceptable level

The Training Guide consists of important information a new Sheriff's Aide employee assigned at CRF should become familiar with. There is additional training located in the Phase II / Phase III section of the manual. Each section contains information the trainee will be held responsible for knowing. Trainees may make this task easier by reviewing each section in advance to acquaint themselves with the performance objectives, then review reference material or ask their DTO about the specific performance objective they are concerned with.

Training Sign-Off

All documentation for Sheriff's Aide DTO will be completed online in the Agency360 program.