



Commerce  
**CITY**

***COMMERCE CITY POLICE DEPARTMENT***

***PROPERTY/EVIDENCE UNIT***

***TRAINING and EVALUATION PROGRAM***

Commerce City Police Department Property/Evidence Unit, in keeping with the demands of the community for professional service, follows a standardized Training Program. The following Training and Evaluation Program has been designed to provide standard and equal training for all personnel hired to perform the duties and responsibilities of a Property/Evidence Technician. The intent of the training program is to teach skills and give information to new employees in order for them to properly perform the duties expected of them. The primary goal of the Property/Evidence Unit is to produce highly professional, trained employees that can meet the needs of Commerce City Police Department internal and external customers with “World Class” service.

## **INTRODUCTION**

The Property and Evidence Unit serves many customers from citizens to employees assigned to other work groups throughout CCPD, and the criminal justice system. The primary function of the unit is to maintain and document the integrity of evidentiary items collected by CCPD. This unit also receives property that has been turned in by citizens, and they attempt to contact the property owners so their items may be returned to the rightful owners in a timely manner.

This Unit provides evidentiary items necessary for prosecution to prosecutors, in the various formats they require. Investigators, Prosecutors and Defense Attorneys are allowed to view evidence collected by CCPD. This unit provides office service Monday through Friday, 8:00 a.m. to 5:00 p.m.

## **TRAINING AND EVALUATION PROGRAM OBJECTIVES**

- ❖ To produce a highly trained and motivated employee capable of meeting or exceeding standards of performance required by the organization.
  
- ❖ To build on the foundation of skill and knowledge acquired in the basic training experience through the creation of an environment in which the Trainee may enhance those skills and increase proficiency in all aspects of job performance.
  
- ❖ To provide equal and standardized training to all newly hired Property/Evidence personnel.
  
- ❖ To provide remedial training in those areas where deficiencies are identified.
  
- ❖ To establish a career path within the Property/Evidence Unit and CCPD by providing Property/Evidence personnel with advanced training and opportunities to develop their career succession planning goals; enhance their leadership and/or supervisory skills; plan for a successful and lengthy career with CCPD; achieve their desired career advancement within the Organization.
  
- ❖ To ultimately increase the overall efficiency, effectiveness, and reputation of the organization through the modeling of professional, competent, and ethical behavior.

## GENERAL INFORMATION

Property/Evidence Technicians in training will not be counted in normal staffing. While actively in training, a Property/Evidence Technician in training shall not be assigned duties without the supervision of a Trainer.

Property/Evidence Technicians in training will adhere to the dress code and wear their ID card from the first day of work to readily identify them as a police employee.

A Property/Evidence Technician actively in training needs to be concentrating on being successful in the program, and therefore they will not be permitted to work overtime unless specifically approved by a Supervisor. While in training, a Trainee must consult with their Trainer(s) or Supervisor for approval of any alterations to their schedule.

## TRAINING MANUALS

The training manual is located on the Property Evidence shared drive. The manual will set out in clear, detailed information guidelines of task knowledge necessary for every work assignment within each duty rotation phase; ensuring the trainee will become a proficient Property/Evidence Technician. A new training binder for each Trainee must be made to include a copy of the training manual, all relevant documentation, DOR's, signed acknowledgments and responsibilities for the Trainee and the Trainer(s), etc. This binder must be retained for one year after hire date. The manuals are also designed to be a point of reference for every employee involved in the training if a question arises about a particular procedure.

## TRAINER(S) ASSIGNMENT

A newly hired Property/Evidence Technician will be given a one-week orientation and introduction to the City and the Department during their first week of employment. After orientation and during each subsequent phase, Trainees will be assigned to work one on one with a Trainer.

The Trainee will be assigned to one Trainer(s) during any given phase or task. However, if the Trainer(s) is ill or otherwise off duty, the Trainee may be temporarily assigned to another Trainer. If there is no other Trainer(s) available, the Trainee will be assigned independent study of the training manual, policy, and procedures or will be assigned tasks in which they have already been trained.

On occasion, a Trainee may be assigned to train with a Property/Evidence Technician that is not a certified Trainer(s) for specialized training purposes. However, this must be approved in advance with the Property/Evidence Supervisor and the unit or division Commander.

## CHAIN OF COMMAND

There is a chain of command for the Property/Evidence Unit Training and Evaluation Program. This chain of command is to be adhered for all business related to the program.

The top level of the chain of command is the Chief of Police. The Chief is ultimately responsible for all the units in the Police Department, including the Property/Evidence Unit and its training program. The Chief can and does make decisions related to the program, but for the most part the role of the Chief is approval granting in nature.

The next level is the Deputy Chief. This individual is involved more directly than the Chief. He/she is routinely updated on the performance of all personnel in the training process. He/she may attend evaluation sessions and make decisions directly affecting the program operation. At a minimum, he/she will be informed of the efforts of the program personnel and the progress of the Trainees.

The Property/Evidence Commander is next in the chain of command. His/her involvement is decision making as well. Most decisions regarding the format of the training, overall progress of Trainees, and selection and dismissal of Trainers are made at this level.

Next is the Property/Evidence Supervisor. The Supervisor is responsible for the actual operation and administration of the program. The Supervisor will regularly update the Property/Evidence Commander and the Deputy Chief on the progress of Trainees, the performance of Trainers, and the overall operation of the program. The Supervisor can also make decisions regarding day-to-day functions as they affect Trainees and Trainers. The Supervisor maintains daily and weekly contact with the Trainees and Trainers.

Finally, there are the Property/Evidence Technician Trainers. The Trainer(s) functions as the Trainer(s) and immediate Supervisor of the Trainee on day-to-day operations. All adverse action or performance discipline that needs to be relayed to the Trainee must be presented by the Property/Evidence Supervisor with the Trainer present.

The Trainer(s) role has the greatest impact on the program's fundamental goal; the attainment of highly trained Property/Evidence Technicians. The Property/Evidence Supervisor will assign a Trainer(s) to take on regular assigned duties for the training phases and evaluation program in addition to the training of new employees.

## STARTING OUT

Each Trainee begins his/her career with an orientation to the Property/Evidence Unit and the Commerce City Police Department. In all phases, the Trainee is first exposed to the most basic and necessary skills. These skills form the foundation upon which the Trainee will build his/her knowledge base. As the Trainee progresses, he/she will encounter responsibilities that are more difficult. Eventually, the Trainee must be able

to perform the majority of the tasks necessary to assume the role of Property/Evidence Technician within an established period of 4 months. The Property/Evidence Technician position has a six-month introductory/probation period due to the multiple duties of assignment and the frequency in which they occur throughout the year.

The "Property/Evidence Technician Training Checklist" outlines the specifics tasks during each duty rotation training phase (see example in Appendix).

## DUTY TRAINING PHASES

During each duty training phase, it is an expectation that the Trainee may need to be flexible and follow the schedule of his/her Trainer(s) as much as possible. By doing this, the Trainee will be subject to the varied working conditions each employee must face in his/her rotational duties. This will also provide experience to the various activity levels and work adjustment required to be successful performing all duties as assigned, whether it be an individual or a team task/duty.

Training phases are fundamental to the training program and include tasks that manage intake, disposition, system operations, policy, procedure, packaging, customer service, lab services, support functions, internal and external customers, other law enforcement agencies, assorted stakeholder, etc. Each stage is designed to provide the following:

1. A systematic approach to on-the-job-training.
2. Consistent and standardized training.
3. The means of ensuring the Trainee's capability to perform the skills or tasks necessary for competent operation as an independent Property/Evidence Technician.
4. An opportunity to proficiently work all days/shifts/rotational duties.

An important element is the observation of the Trainee's attitude toward the acceptance of training as an opportunity to learn from experienced employees and not seeing it as "something else to get through." A great deal of the Trainee's success may hinge on how well he/she studies, accepts constructive feedback during training, and the professionalism and attitude demonstrated by the Trainee.

The Trainer(s) acknowledges and encourages the Trainee's growing assertiveness while monitoring the quality of the work. The Trainer(s) supervises the workload carefully guarding against under or overloading the tasks and assignments. The Trainer(s) will continue to review those tasks previously accomplished to ensure the Trainee is prepared for final checkout.

## DAILY EVALUATIONS – DOR's

A Trainee's performance shall be evaluated daily. Each Trainee's progress in the program is recorded by means of a Daily Observation Report (DOR). The DOR

evaluation process is as important as the training process itself. DORs are based on performance descriptions contained in the Standardized Evaluation Guidelines (SEGs). (A sample DOR and SEGs are contained later in this manual).

Evaluations serve many purposes, with the most obvious being to record and document a Trainee's day-to-day progress. Evaluations are also excellent devices for identifying training needs and documenting training efforts. They also keep Supervisors and chain of command management informed as to the Trainee's progress on a daily basis. The evaluation process designed for the training program relies on regular, specific and constructive feedback between the Trainer(s) and the Trainee.

Over time, evaluations tell a chronological story of the training history of each individual. They tell of a Trainee's successes, failures, improvements and digressions, as well as the Trainer's attempts to manage each of these. Evaluations also identify the Trainer's skills, successes and failures.

***Specific details regarding this action are provided further on in the manual.***

## FINAL CHECKOUT

Checkout is the final evaluation phase. All checklists and training materials will have been completed for each duty and responsibility on each training phase before the Trainee's entry into this stage of the program. During the final checkout the Trainee will function independently, without Trainer(s) assistance. The Trainee is responsible for handling all activity that may come their way. The Trainer(s) will not take any action except in situations where "stepping in" is necessary to avoid liability.

The decision to enter the checkout phase will be based on the Trainee's likelihood of success and if they have shown the ability to effectively work in a solo capacity. The Trainer(s) (s) will provide feedback during this phase but will not provide training on a regular basis.

Trainees will rotate to all Trainers during this phase. Evidence Supervisor will work together with Trainee and Trainer(s) for the final checkout phase to determine overall level of knowledge and successful completion of the training program.

The checkout phase or evaluation only phase may last from two - four weeks.

Upon completion of this phase, the Trainee will be assigned to the Property/Evidence Unit as an independent Property/Evidence Technician. Success in checkout is mandatory in order to remain employed and move on.



## EXTENSION

Adding additional days for training occurs on rare occasion and is based solely upon a case-by-case basis. The Trainer(s) and Property/Evidence Supervisor in consultation with the Property/Evidence Commander make this decision. The extension is not disciplinary action, but the opportunity to succeed in accomplishing a particular training difficulty. This is not a guarantee that every Trainee has the right to an extension.

## TERMINATION RECOMMENDATION

Not all programs achieve their desired goals nor are all people successful in their endeavors. The Training Program is designed to train new employee so that they can function successfully on their own. This level of competency is, unfortunately, not always reached. The following are some of the more common reasons the Trainee is not successful or not a suitable match for the unit or organization:

- Realize the expectations they had when they entered into the job were unrealistic or unreachable
- Can perform many, but not all of the multiple job duties and assigned tasks and projects required
- Unable to deal with the stress present while performing the day-to-day job duties and responsibilities in a continually fast pace and changing environment
- Cannot multi-task and remain focused and accurate

Regardless of the cause(s) the unfortunate fact is that some people just do not make it. We must be prepared to deal with this circumstance if it happens and adhere to all City of Commerce City Policies and Procedures throughout the process.

Termination is stressful, not only for the Trainee but for the Trainer(s) and the organization as well. Despite this, in some cases termination is not only necessary, but obligatory. If a Trainee is not progressing in the program and it has been determined that progress to a satisfactory level is not possible, termination is the only logical step. Trainers sometimes go to extremes to save new employees who are failing. This is admirable but not always fruitful. We should never give up on a Trainee who has the slightest chance of success, but we must be realistic towards those who do not. Organizationally, the retention of an employee who is not capable of performing the job would place us and the Trainee in a vulnerable position. Not only would liability be present, but such a decision would cost us in terms of image, reputation, money and effectiveness. In coming to grips with a Trainee's failure, the stress the Trainee would no doubt be experiencing would be reduced and the transition to another career would be made easier.

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

1. What are the specific problems of the Trainee?
2. Have all problems been fully documented?
3. What is causing these problems?
4. What has been done to overcome these problems?
5. How much remediation has been completed?
6. Has there been any improvement after remediation?
7. What are the chances that the Trainee will improve in the future?
8. Have the problems and subsequent remedial efforts been fully documented?
9. Once the answers to these questions have been reviewed, and the decision remains to recommend termination, a meeting should be held between all Trainers who have trained the new employee, the Property/Evidence Supervisor, and the Property/Evidence Commander. The purpose is to discuss the Trainee's performance and to ensure that everything has been done to help the Trainee make it through the program successfully. If a consensus to terminate is reached, a termination recommendation will be made.
10. The Property/Evidence Commander will then forward this information through the Deputy Chief to the Chief of Police. The Chief of Police will make the final decision to terminate.
11. The information that is forwarded to the Chief of Police will be contained in a termination packet. The preparation of this packet will be the responsibility of the Property/Evidence Commander and Property/Evidence Supervisor and shall consist of:
12. A memorandum from the primary Trainer(s) and Supervisor reflecting the Trainee's strengths, weaknesses, improvement, lack thereof, and remedial efforts provided.
13. The Property/Evidence Commander will then prepare a memorandum summarizing the report forwarded by the Trainer(s) and Supervisor(s), and attach a cover sheet which includes a recommendation. This termination packet will then be forwarded to the Deputy Chief who shall make a notation on it and provide it to the Chief of Police.
14. The packet may include support documentation, DORs and other information contained in the Trainee's program file. The decision for inclusion is usually the Property/Evidence Commanders.
15. Once a firm decision has been made to terminate, the Trainee should be reassigned from Property/Evidence or put on paid leave whichever is appropriate. Trainees who have been advised that they are to be terminated, or those who have decided to resign, should not be allowed to perform normal Property/Evidence duties. They are under too much stress and present a liability, not only to themselves but to others as well.
16. All City of Commerce City Policies and Procedures shall be followed throughout this procedure.



## INTRODUCTORY PERIOD

The introductory/probation period for a Property/Evidence Technician is six months. This period begins upon the date of hire and is completed six months later unless extended by the department for a specified period.

**TRAINER COMPENSATION - Has been discussed on several occasions in the past, but to date has not been considered and/or approved by Command Staff for training that starting in this unit in January 2017. The following is my recommendation:**

Training Officers/Employees are expected to perform their duties as Trainers and at the same time perform the job of Property/Evidence Technician. This added responsibility and burden is recognized by the Department and an attempt has been made to adequately compensate the Trainer.

Trainers will receive four (4) hours straight paid compensation (pay only) for every 40 hours they are assigned a Trainee. Trainers will receive overtime compensation (pay only) for time required beyond their normal shift, as per the City overtime policy.

## CONDUCT POLICY

All employees of our organization are expected to hold themselves to higher standards of conduct than those expected of the general public. High ethical standards must prevail in all our interactions with citizens and with each other, and we must strive to avoid even the appearance of a conflict of interest or compromise of our standards. An additional expectation is that we are always considerate of each other, as well as courteous and professional in our interactions with team members, supervisors and chain of command. All Commerce City Police Department and City of Commerce City Policies & Procedures must be adhered to.

## CONFIDENTIALITY

The Agency recognizes the confidentiality and privacy due to citizens and employees. Disclosure of any personal information, safety-sensitive data, confidential material or reports, etc. received while performing your job duties should only be shared as needed to perform the essential functions of the position, and except as required by law. A confidentiality agreement to CCPD will be signed and stringently following throughout your career at CCPD and will continue to apply after termination of employment or other relationship with CCPD.

## PERFORMANCE MEASURES – DAILY OBSERVATION REPORTS

**Needs Improvement** – 1, 2, and 3

**Acceptable** – 4 and 5

**Superior** – 6 and 7

Comment on the most and least satisfactory performance of the day. There may not always be a least satisfactory performance if the Trainee's is meeting average or above average results for relevant performance target, responsibility or role. It is acceptable to comment regarding a least satisfactory performance when there is a chance for improvement with another tactic or approach that can meet an acceptable standard. Past or relative experience in the same or similar role may influence these factors. Comments are required on any rating of "3" or less and "6" or above. If not observed, circle "NO". If Trainee fails to respond to training, check "NRT" and comment.

If the Trainee is in remedial training check the "RT" box and comment.

The DOR document includes the following sections:

- BEHAVIOR
- KNOWLEDGE
- PERFORMANCE/SKILLS

The form and comments section may be used throughout the day for making notes and documenting performance regarding assigned tasks discussed and/or completed. Constructive, open, and honest feedback between the Trainer(s) and Trainee is critical for the success of the program.

## PERFORMANCE MEASURES – ANNUAL PERFORMANCE EVALUATIONS

### **"5" Significantly Exceeds Expectations**

Consistently exceeds expectations and has achieved full mastery of relevant performance target and responsibility of role. Performance is characterized by exceptionally high quality and quantity. Consistently seeks extra opportunities and responsibilities.

### **"4" Exceeds Expectations**

Consistently delivers above-average results for relevant performance target, responsibility or role. In some areas accomplishments may exceed work expectations. Performance is marked by high initiative and high quality which usually exceeds most established standards.

### **"3" Meets Expectations**

Delivers results according to expectations for relevant performance target, responsibility or role. Performance is marked by personal initiative and good quality which usual meets most established standards. Seldom requires supervision. Has successfully achieved the objectives of the position in all or most areas of responsibility.

**“2” Below Expectations**

Does not consistently deliver results according to expectations but has the ability and willingness to improve. Most goals have fallen short of desired level of achievement. Performance is characterized by poor quality and quantity. Requires continuing supervision to complete routine tasks. May require a performance action plan (e.g. PIP, memo of expectation, development plan, etc.).

**“1” Unsatisfactory**

Consistently falls below the objectives or requirements. Does not achieve the expectations of the job in most areas. Cannot perform the job and requires a performance action plan (e.g. PIP, memo of expectation, development plan, etc.).

**EXPECTATIONS**

The **Trainee** and **Trainer** expectations will need to be acknowledged and a signed agreement will be collected and retained in the appropriate employee's file. There are no exceptions to these standards. Disciplinary action, up to, and including termination will occur if all parameters outlined in this agreement are not met by either party.



## **TRAINER EXPECTATIONS & RESPONSIBILITIES**

**Confidentiality:** Trainers must maintain confidentiality and protect the integrity of the training by not having discussions in front of anyone not associated with the training program. This includes the protection of documentation and files which are to be treated as private personnel files.

**Professionalism:** Trainers are expected to be professional in all their interactions. They should be aware that others look to them as a resource and they should always act as a role model in their words and actions.

**Teamwork:** Trainers will demonstrate teamwork and will be supportive and positive. Trainers will be expected to support department and unit decisions and present a united position with other trainers and management.

**Training Process:** Trainers shall adhere strictly to the training manual in order to provide a strong and consistent foundation of knowledge to the Trainee. Progress is measured by demonstration and will be documented on the check-off sheets.

**Responsibility:** The Trainers will be responsive and attentive to their Trainee, adhering strictly to all rules, procedures and policies. The trainers should give their complete and undivided attention to their Trainee and not leave the Trainee unattended. The Trainer is responsible for the quality of work created by the Trainee throughout the training assignment.

The training program is separated into different rotational duty phases to gradually take the Trainee through the different aspects of the job and responsibilities. Trainees will be assigned to a Trainer for each phase. The Trainee must successfully pass each phase and become proficient at all rotational duty assignments for continued participation in the training program. There may be times when a Trainee demonstrates the ability to perform independently in less time and may complete a phase early or need more time. The variable time frames in phases are provided in recognition of the reality that Trainees learn at different speeds and may need additional time to develop required skills.

Trainers make a commitment to the Trainee's success when they accept the responsibility of training. Unscheduled vacation or holiday time should be avoided during training and may not be approved if it has the potential to impact the Trainee's ability to complete their training in a timely fashion. All requests for time off during a training phase will be granted or denied at the discretion of the Property/Evidence Supervisor.

Trainers must complete Daily Observation Reports (DOR) each day for their Trainee. Sick days and other leave requests will be documented on a DOR. Observation reports will reflect accurately the performance observed for that shift. The DOR will be given to the Trainee at the end of the shift, allowing time for discussion

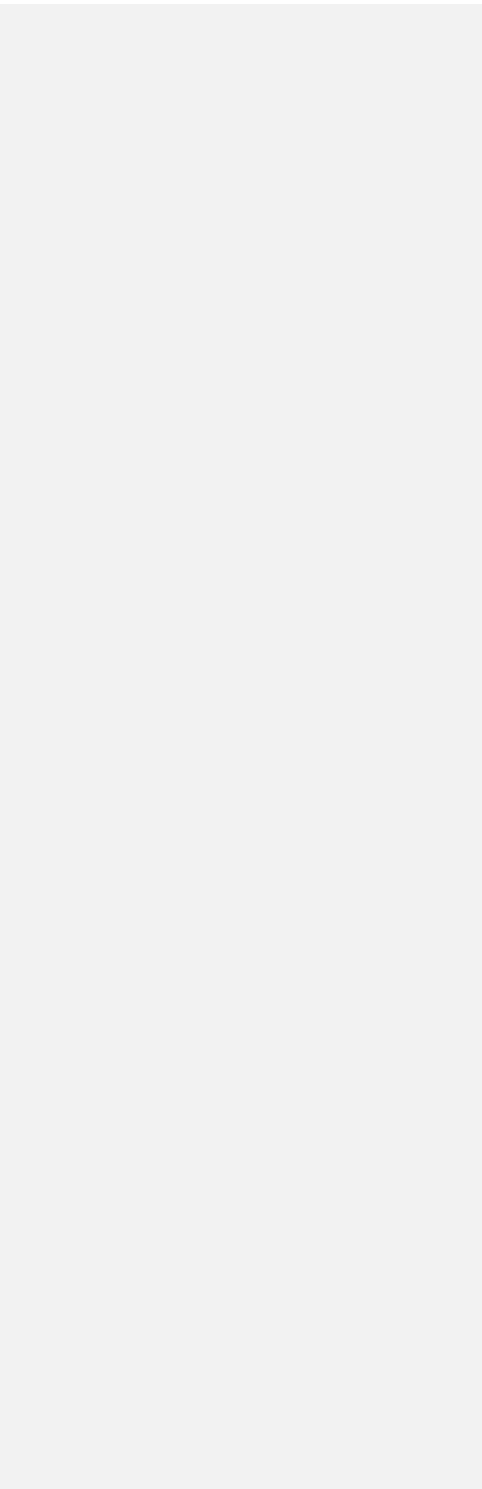


and sign off. The DOR will then be given to the Supervisor for review, signature and for inclusion in their personnel file.

Any time the trainer determines that a Trainee will not be successful in the training program they will notify the Supervisor immediately. The Property/Evidence Supervisor, in consultation with the unit Commander will make the decision on the next course of action.

\_\_\_\_\_  
Trainer Signature

Date





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**TRAINEE EXPECTATIONS & RESPONSIBILITIES**

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The training program is a partnership, and it takes collaboration among the Trainer and Trainee to make the partnership successful. Trainees are encouraged to bring issues and concerns to their Trainer or the Property/Evidence Supervisor, if they arise.

Trainees will be expected to adhere to all Property/Evidence, Commerce City Police Department and City of Commerce City policies and procedures. Performance expectations include, but are not limited to displaying professionalism, being accountable, submission of timely leave requests, attendance while in training, participation and attendance at required meetings, cell phone usage, dress code, etc. All leave requests while in training are subject to approval by the Property/Evidence Supervisor.

During training it is imperative that the Trainee avoid absences from work to ensure that the Trainee receives consistent training. Scheduled vacations and holidays should be a factor in assigning Trainers, and an alternate Trainer will be considered if training will be interrupted due to time off. All requests for time off need to be forwarded to the Property/Evidence Supervisor and may be subject to denial based on training progress and trainer availability.

The Trainer may request a training phase extension for the Trainee under special circumstances and/or when it is in the best interest of the Department (an example would be extending training on a rotational duty assignment when volume has been light and the need for the Trainee to experience a wider variety of circumstances or repetition on a task is necessary). This request will be reviewed and ruled upon by the Property/Evidence Supervisor with discussion with the unit Commander as needed.

Observation reports (DOR) are designed to reflect accurately the performance observed for a particular shift. Trainees are expected to gradually demonstrate their knowledge throughout a rotational duty training phase. In the event a Trainee cannot consistently demonstrate understanding, knowledge and application in a rotational duty training phase, the Supervisor will arrange a meeting to discuss their performance. If it is determined that the Trainee is unable to consistently demonstrate knowledge, understanding or performance, the Trainee will be terminated from the program.

\_\_\_\_\_  
Trainee Signature

\_\_\_\_\_  
Date

## DRESS CODE

The Property/Evidence Unit is considered a professional work area and employees are expected to dress accordingly. Employees are representatives of this agency and of the City of Commerce City and should therefore present a professional appearance. Property/Evidence Technicians shall dress appropriately for the conditions and effective performance of their duties. This attire shall conform to approved dress consistent with their duty assignment and the Commerce City Police Dress Code Policy.

The following items of clothing are representative of permissible items:

Professional business casual or dress pants or BDU's in dark or neutral shades; short, mid and long sleeve shirts are acceptable as collared shirts, golf shirts and scoop necklines. Sweaters, vests, sweatshirts, rain gear, hats, jackets, gloves, etc. suitable for all weather are encouraged so employees are prepared to layer clothing as vault storage area temperatures can vary considerably. This will also accommodate requests to respond to on case investigation scenes without the necessity to go home first to change clothing.

Shoes should be comfortable and worn appropriately with the days chosen attire to present a professional image, ensuring safety for the tasks you will be working on during your duty rotation. A spare set of shoes or boots is recommended to be at the PD to adequately meet all job function requirements for a changing work environment and task assignment.

The emblem for Commerce City Police Department may be embroidered or silk screened onto any outerwear clothing purchased with the annual clothing allowance issued to civilian employees by the Police Department. Clothing worn should be readily distinguishable from the uniforms worn by certified Officers. No Property/Evidence Technicians shall wear his/her department embossed clothing or identifiable parts of that clothing while off-duty.

## PERSONAL ACTIVITIES AT WORK

Personnel in the Property/Evidence Unit are considered professionals and should strive to maintain that image. Visitors and internal and external customers will take away the image that is portrayed to them while they are at the Property/Evidence Unit or in the company of the staff. Certain personal activities will damage our reputation if they occur while customers are present.

## FRATERNIZATION

To maintain integrity of the training program, and avoid any appearance of impropriety, Trainers and Trainees will not socialize off-duty while the Trainee is in the training program. If Trainers and Trainees are seen socializing together by other members of the department, disciplinary action may result. If Trainer(s) and Trainee find themselves at the same social event, it will be the Trainers' responsibility to maintain professionalism during the event. This policy also pertains to Supervisors and trainees.

## **TRAINER CRITIQUE & FEEDBACK**

The training program provides Trainees with an opportunity to critique their Trainer(s). A written evaluation is done at the completion of training. This is turned in to the Property/Evidence Supervisor. Constructive and specific feedback will be provided to the individual Trainers in an effort to improve the training program and/or motivate the mentors in this endeavor.

## **LIMBO WEEK/DAYS**

The first week of each phase and the first day with each new Trainer(s) are referred to as "Limbo" days. This means the Trainee is being taught new information or skills, but they are not evaluated. This is done to facilitate a smooth transition into the Training and Evaluation Program, into each phase, as well as from one Trainer(s) to another. Limbo does not mean training should not occur, in fact, instruction should continue during these days.

Trainers will still complete a DOR for limbo days, without any numerical scores. The narrative section of the DOR will detail what training was facilitated during the shift.

## **EVALUATION**

### **DAILY OBSERVATION REPORTS, DORs**

A Daily Observation Report (DOR) will be completed by the Trainer(s) for observed performance of a Trainee for the entire shift. This report is a permanent record of the Property/Evidence Trainee's progress, as well as all remedial efforts and identified problem areas. (See example in Appendix.)

Each DOR will be completed by the Trainer(s) and reviewed with the Trainee by the end of the shift. Effective training requires prompt feedback on performance. End of shift feedback reinforces instruction, critique and praise given throughout the shift.

At the time of review, the Trainee can respond to the feedback they receive and ask questions, to help further their training. Their response can be in written form on the DOR. This exchange must remain professional. Such an exchange will not reflect on their "feedback" score, if it was done appropriately and professionally.

An employee in training is encouraged to speak openly about his/her feelings or about issues with their training. Speaking face to face is strongly recommended. If a Trainee is not comfortable commenting on his/her DOR or speaking directly to his/her Trainer, he/she can speak with the Property/Evidence Supervisor. However, each Trainee is

encouraged to follow chain of command as much as possible when discussing matters concerning their training.

After the DOR is reviewed and signed by the Trainee, it shall be submitted to the Property/Evidence Supervisor for review and signature. The unit Commander may be provided any documentation relevant to the training program at any time. **All information on the DOR is strictly confidential and will not be shared with anyone outside of the Training Program unless they have a “need to know”.** All documents relating to Trainee performance shall be maintained in a secure file and location.

The DOR reflects performance in individual categories, which cover the range of skills necessary for the Trainee to become proficient as a Property/Evidence Technician. By the end of the program, the Trainee is expected to master each of these skills at the acceptable level according to the Standardized Evaluation Guidelines (SEGs). A Trainee’s performance may be evaluated by actual performance of a particular skill, as well as through verbal and/or written testing.

1. DORs are to be numbered sequentially and will be completed each day, commencing with the Trainee’s first week of on-the-job training. The phase section on the DORs for the first week will be marked as “Limbo”. Limbo means that while the Trainee receives training in new skills or tasks, they are not evaluated. Limbo is not to be interpreted as meaning that training does not occur. If a non-training day or other absence occurs, a DOR will still be completed, noting the reason for no ratings (sick, training class, etc.) and making any narrative notes that may be applicable for that day.
2. The assignment is noted. The assignment for the shift will be noted using terms like “intake”, “phones”, “disposition” or other applicable descriptors.
3. The date, shift and level of activity are to be noted in the appropriate fields on the DOR. The current assignment/duty rotation training phase will also be noted.
4. A numerical rating according to the Standardized Evaluation Guidelines will be given in each observed performance category. As indicated on the DOR form, a “1”, “2” or “3” indicates **needs improvement**, a “4” or “5” indicates **acceptable**, and a “6” or “7” indicates **superior**.
5. Examples and narrative **comments by the Trainer(s) are required for ratings of “3” or below and above “5”**. Ratings will be reflected to the right of each category by the Trainer. Examples and narrative comments will be noted on page 2 of the DOR under documentation of performance and comments.
6. NO means Not Observed and refers to any category listed on the front of the DOR in which the Trainer(s) did not observe sufficient performance to score the category. An “X” is to be placed in this box as appropriate. Every effort should be made by the Trainer(s) to complete every category. NO should be rare.
7. **RT** refers to Remedial Training. Time spent during a shift as remedial training

Commented [BP1]: Spacing correction needed  
Need to check the list and modify as needed then  
replace

- will be recorded in the box adjacent to the respective category. The time is to be recorded in minutes and totaled at the bottom of the page. Remedial efforts and plans are to be explained in the narrative portion of the DOR.
8. NRT means Not Responding to Training. In addition to placing an "X" in the NRT column for the particular category, the appropriate numerical rating shall be recorded. NRT is used when a Trainee, after having been instructed in a task enough times that improvement or accomplishment is expected, fails to improve his/her performance in the particular category or "fails to respond to training". An NRT shall be preceded by remedial efforts and documentation of the same.
  9. The notation of NRT on a DOR serves as a red flag to the Trainee that unless steady improvement is forthcoming, further action up to and including termination may become necessary.
  10. The "most satisfactory" area of performance is the one area in which the Trainee demonstrated his/her highest performance. It does not necessarily have to be
  11. the "highest" rating of the shift. A narrative in this section is required. This section must be completed for every shift. It cannot be left blank, nor can the narrative offer reasons why it was not completed.
  12. The "least satisfactory" area of performance is the one area in which the Trainee performed his/her lowest during the shift. Again, this area does not have to be
  13. the "lowest" rating the Trainee received for the shift. It does not necessarily imply poor performance. Although this section is often difficult to complete, a category and narrative is required in this section if something specific is observed.
  14. When commenting on additional rating categories in the narrative section, the category number and title should precede any comments. The narrative should be clear, concise and correct. The Trainer(s) should "set the stage", giving descriptions of situations or conditions. The Trainer(s) should use verbatim quotes when necessary. The Trainer(s) must report facts and not opinions. The narrative should speak to performance not personality with the Trainer(s) documenting the actions. Slang and jargon should be avoided; the Trainer(s) must remember his/her audience. Finally, in the narrative the Trainer(s) must not make predictions.
  15. The Trainee will sign and date the DOR. A signature simply means the DOR has been discussed with the Trainee by the Trainer. It does not necessarily mean the Trainee agrees with the evaluation. Also, the Trainee is encouraged to write any comments he/she may have on the page 3 of the evaluation in the Narrative Continuation Form.
  16. The Trainer, who completed the DOR, will also sign and date it. The signed DOR will be given to the Property/Evidence Supervisor for review. Once the DOR is reviewed, the Supervisor will sign the DOR. These may be forward to the unit Commander for review and signature at any time.
  17. The completed DORs will then be filed in a secure area.







## STANDARDIZED EVALUATION GUIDELINES

Standard Evaluation Guidelines (SEGs) are the standards by which Trainees are evaluated. Their performance is not compared to veteran Property/Evidence Technicians or peers. These guidelines have been developed to ensure that Trainers use the same standards when evaluating all PROPERTY / EVIDENCE TECHNICIANS in training.

These guidelines conform to the Daily Observation Report (DOR), a form used to record daily performance. Each phase of the program has 3 general areas of evaluation: Behavior, Knowledge and Performance Skills. There are specific categories that fall under each of the three areas. Each of the categories contains evaluation standards, which are explained in behavioral, knowledge or performance terms.

- The first description is that of **needs improvement** for the category. This is noted numerically as a “1”, “2” or “3” on the DOR.
- The second description is that of **acceptable** performance for the category. This is noted numerically as a “4” or “5” on the DOR.
- The third description is that of **superior** performance and is noted as a “6” or “7” on the DOR.

Evaluation by these standards ensures fair and equal evaluations by various Trainers. PROPERTY / EVIDENCE TECHNICIANS in training should become familiar with the SEGs in order to know what is expected of them during their training.

### DOR - DOCUMENTATION EXAMPLES

The following are examples of a rating scale of “1”, “4”, and “7” scale value definitions and can be considered when rating a Trainee’s behavior in each of the performance categories. It is with these guidelines that program standardization and rating consistency is achieved.

## BEHAVIOR

### 1. **APPEARANCE/ATTENDANCE** – *Evaluates the Trainee’s work attendance and appearance for regularly scheduled work, training, or other assignments.*

- (1) Frequently late for assignments or leaves before scheduled shift ends. Has a frequently unscheduled absence. Misses scheduled training or other assignments. Does not understand or is not aware of the schedule guidelines. Clothes are wrinkled or unclean. Hair is not neatly groomed or is unwashed. Offensive or poor personal hygiene to include but not limited to body odor, bad breath, nails/hands excessively dirty.

(4) Routinely on time for assignments. Gives timely notice in case of unexpected tardiness and absences. Has few unscheduled absences. Attends scheduled assignments and mandatory training. Takes responsibility for and follows the schedule guidelines. Clothes are well maintained. Hair is neatly groomed and clean. Good personal hygiene.

(7) Always on time for assignments. Gives adequate notice for absences. Displays a willingness and ability to continually follow the schedule guidelines. Clothes are neatly pressed and clean. Excellent personal hygiene.

2. **ACCEPTANCE OF FEEDBACK** - *Evaluates the way the Trainee accepts Trainer's criticism, and how that feedback is used to further the learning process and improve performance.*

(1) Rationalizes mistakes, offers excuses, denies that errors were made, is argumentative. Blames others or lack of training for mistakes. Refuses to, or does not attempt to make corrections. Considers feedback a personal attack. Loses control of emotions in an inappropriate manner.

(4) Accepts criticism in a positive manner and applies it to improve performance and further learning. Takes responsibility for errors and actions. Maintains control of emotions.

(7) Actively solicits criticism, feedback or critique in order to further learn and improve performance. Recognizes own mistakes and accepts evaluation consequences for actions. Does not argue or offer excuses.

3. **BEHAVIOR WITH PEERS** - *Evaluates how the Trainee interacts with other employees in the working environment.*

(1) Has a display of temper or moodiness that adversely affects the demeanor of co-workers in the room. Allows personal problems to affect working relationships. Is resistant and/or reluctant to participate in a team when appropriate. Disruptive to the team effort. Withholds information that should be shared. Patronizes superiors/peers or is hostile or antagonistic toward them. Is insubordinate, argumentative, insulting, or sarcastic. Resists instruction, direction, or supervision. Considers self to be superior or inferior. Gossips or 'bad mouths' others. Deceitful in attempts to conceal the truth about an incident or situation

(4) Is respectful, courteous, and friendly toward others in the department and agency regardless of rank or position. Treats others in a positive manner, maintaining a productive and supportive working relationship with others. Is open and honest when asked about a situation or incident. Displays behavior that builds trust and respect from peers. Uses good interpersonal

skills that include empathy, sincerity, humor, courtesy, and patience. Frequently volunteers to help others. Is perceived by peers to be a productive member of the team. Does not let personal problems interfere with working relationships.

- (7) Is at ease with everyone in the department and agency. Understands and respects others' positions and responsibilities, showing support and cooperation. Sets a positive example for peers and others. Actively seeks feedback/input and assists others freely. Is consistently open and honest about situations and incidents, regardless of potential outcome. Is seen as a peer group leader and takes the initiative to be a group leader in projects and workload. Solicits the participation of others. Is considerate of others and does not bring personal problems into the workplace.

4. **ATTITUDE TOWARD PROPERTY/EVIDENCE WORK** - *Evaluates how the Trainee sees new career in terms of personal motivation, goals, acceptance of the responsibilities of the job and the professionalism associated with the Property/Evidence Unit. "Self-initiated activity" is critical to be successful and become a highly productive member of the team as is working well alone on tasks and projects as well as with a diverse team on assignments.*

- (1) Displays little dedication to the position as a vital service to the public. Is impatient when responsibilities or public becomes demanding. Trainee fails to accept various job assignments which must be learned in order to complete an acceptable level of training. Shows no interest in various activities related to the Property/Evidence Unit and is unwilling to learn the skills necessary to become a competent Property/Evidence Technician.
- (4) Demonstrates an active interest in new career and in Property/Evidence responsibilities. Self-motivated, studies during slow periods of shift. Is flexible and can function on all shifts. Shows interest in all job assignments related to the P/E Unit. Seeks out new assignments which are expected to be learned in order to perform at an acceptable level.
- (7) Displays great enthusiasm for new career and actively solicits assistance from others to increase knowledge and improve skills. Consistently maintains professional demeanor with the public and coworkers. Is at ease when in contact with Supervisors of all levels. Trainee sets an excellent example for other Trainees, having an attitude of helpfulness beyond what is required. Consistently asks Trainer(s) what new assignments are available, what is the best approach on how to become proficient in these assignments as related to the Property/Evidence Unit and to become a very proficient Property/Evidence Technician.

5. **MOTIVATION AND EFFORT** - *Evaluates the Trainee's ability to maintain a positive approach to the learning process by continually seeking active involvement in situations and viewing this active involvement as an essential part of the learning process, regardless of how well or how poorly the Trainee may perform in those situations. Remember - (This category is different from the "Attitude Towards Property/Evidence work" category because it is intended to evaluate effort in all areas. This "hard charging" "learning by doing" type of attitude and effort are considered to be one of the most important keys to success in the field training officer (FTO) program because the programs basic principle is learning by doing.)*

- (1) Fails to ask questions, seek active involvement in situations, solicit feedback in critiquing performance, or to initiate activity when appropriate. Does only what the field training officer asks and no more. Lacks motivation to get involved. Avoids work to avoid negative ratings or for some other reason. Doesn't try to perform as well as possible. Working below previously demonstrated capability.
- (4) Asks questions, seeks active involvement, solicits feedback, and initiates activity. Does more than what the field training officer asks. Demonstrates a desire to get involved and perform work regardless of performance ratings. Working up to previously demonstrated ability.
- (7) Consistently demonstrates a "hard charger" approach to work. Clearly understands and demonstrates a strong desire to learn by getting involved. Actively seeks new experiences and attempts to improve performance by working on weaknesses. Demonstrates consistent extra effort.

6. **RELATIONSHIPS WITH CITIZENS & INTERNAL CUSTOMERS** - *Evaluates Trainee's ability to interact with citizens and internal customers in an appropriate, efficient manner.*

- (1) Is inappropriately abrupt, belligerent, overbearing, rude, or disrespectful. Overlooks, or avoids 'service' aspects of the job. Is prejudicial, biased, hostile or overly sympathetic towards any one group or person. Frequently uses profane, suggestive or provocative language or gestures at any group, person or object.
- (4) Is courteous, friendly, empathetic and professional toward everyone. Communicates in a professional, unbiased manner. Is 'service' oriented and provides objective service. Treats everyone fairly, equally and impartially, regardless of personal feelings. Is at ease with groups of citizens. Does not display prejudice toward any group. Displays an approachable and professional attitude.
- (7) Is very much at ease with all citizens, regardless of race, ethnicity, social status or other than own group orientation. Quickly establishes rapport and

leaves citizen feeling that the employee was professional, courteous and service oriented. Is objective in all situations and contacts, communicates and acts in an open, honest, and professional manner. Leaves citizen with a positive feeling of person and agency. Sets an excellent example to other employees.

### **KNOWLEDGE**

#### **7. DEPARTMENT, CITY & PROPERTY/EVIDENCE UNIT POLICIES/PROCEDURES**

*Evaluates Trainee's knowledge of the policies and procedures of the Department and the Property/Evidence Unit.*

- (1) Fails to display adequate knowledge of policies, regulations, and procedures and/or violates same. Employee is either unable or unwilling to adhere to policies and procedures.
- (4) Familiar with most commonly applied Department and/or Property/Evidence Unit policies and procedures and complies with same. Takes responsibility for following all policies and procedures required of the employee.
- (7) Has an excellent working knowledge of Department and/or Property/Evidence Unit policies and procedures and complies with it. Displays an outstanding willingness and ability to continually follow all policies and procedures required of the job position.

#### **8. KNOWLEDGE AND USE OF DEPARTMENT AND COMMUNITY RESOURCES -**

*Evaluates the Trainee's knowledge of resources and referrals available in the community or within the City and Police Department. Ability to apply this knowledge effectively in daily contacts with people either in person on the phone or via electronic medium.*

- (1) Has little or no knowledge of community or Department resources. Unable or fails to make appropriate referrals in situations where referrals are appropriate and common.
- (4) Has an acceptable knowledge of commonly used community and Department resources. Makes appropriate referrals on a daily basis. Takes the time to explain options and resources. Makes sure the information is correct. Is helpful, empathetic, and courteous.
- (7) Well informed on availability of resources. Consistently reflects a high degree of knowledge. Consistently makes appropriate referrals on a daily basis. Maintains and constantly updates a good list of referrals and uses it. Makes an extra effort to be helpful.

9. **RESOURCE USAGE/NOTE TAKING – ACCURACY/COMPLETENESS** - *Evaluates Trainee's ability to properly use information files, RMS, and other printed materials available as resources in the Property/Evidence Unit.*

- (1) Is unaware of how to use the resources or what they mean. Does not refer to the available files. Does not remember that a particular resource exists. Obtains incorrect information. Is unable or unwilling to access information. Does not take complete or accurate notes and/or doesn't refer to them when necessary. Relies on others for information.
- (4) Knows the commonly used resources and understands their use. Uses them with reasonable accuracy and thoroughness. Obtains correct information. Is enthusiastic, able, and willing to access information for others. Takes complete and accurate notes and refers to them when necessary. Sometimes relies on others for information.
- (7) Consistently uses accurate resources and rapidly locates information needed without assistance. Displays high degree of accuracy. Consistently anticipates needs of citizens and follows through accordingly. Takes complete and accurate notes and routinely refers to them. Rarely relies on others for information.

**PERFORMANCE/SKILLS**

10. **DAILY DUTIES PERFORMANCE: ROUTINE SITUATIONS** - *Evaluates Trainee's ability to handle routine telephone phone, e-mail, counter, and officer requests or contacts.*

- (1) Allows telephone to ring unnecessarily or counter contacts to wait too long before being helped. When confronted with routine situations on telephone, at the counter, or when handling officer requests becomes confused and is unable to ascertain the proper information from the person. Asks wrong questions or avoids asking questions. Fails to pass on information to the proper person or gives it to the wrong person. Cannot handle multiple telephone calls/counter contacts. Leaves callers on hold longer than necessary and/or forgets them. Relies too heavily on Trainer(s) for assistance.
- (4) Properly assesses routine phone/counter contacts. Checks schedules and is friendly, helpful, and properly transfers calls. Asks proper questions of person, determines appropriate action needed, and forwards clear and concise information to proper person(s). Handles multiple, simultaneous phone calls, e-mail, counter, and officer requests or contacts.
- (7) Properly assesses telephone calls, e-mail, counter, and officer requests or contacts, including the unusual or complex. Quickly determines appropriate action needed and forwards information quickly, clearly, and concisely to the

proper person(s). Handles multiple, simultaneous telephone calls, e-mail, counter appointments, and officer requests or contacts quickly and efficiently. Displays superior skills in dealing with the public and internal staff over the telephone or in person on a consistent basis.

**11. DAILY DUTIES PERFORMANCE: COMPLEX SITUATIONS AND/OR HIGH VOLUME -**

*Evaluates Trainee's ability to handle telephone phone, e-mail, counter, and officer requests or contacts that are complex and require the Trainee to use common sense and communication skills to properly handle the situation. Also evaluates performance handling situations that are not considered routine and/or under conditions when numerous telephone phone calls, e-mail, counter contacts, and officer requests or contacts are handled in a short period.*

- (1) When confronted with complex situations, becomes confused and uncertain what to do. Unable to handle the situation and asks for assistance or to be relieved of the telephone phone call, e-mail contact, counter party, or officer requesting information /assistance. Asks improper or inappropriate questions. Inability to act causes situation to deteriorate. Unable to effectively handle high workloads. Does not remain calm.
- (4) Handles complex situations properly. Remains calm and asks proper questions, reassuring party on the telephone phone, via e-mail, at the counter, or officer making the request, while taking appropriate action. Performance prevents situation from deteriorating further. Maintains control during high workload.
- (7) Remains calm and thinks clearly during complex situations, asking proper questions and forwarding information rapidly and clearly to the proper person(s). Demeanor contributes to situation becoming less volatile and skills enhance the handling of the situation. Handles high workloads with little added effort.

**12. ATTENTION TO DETAIL/NEATNESS/ORGANIZATION -** *Evaluates Trainee's interest in position and ability to check work turned in from officers and detectives for accuracy. Makes note of same and informs proper persons about problem to make correction. Checks Trainee's ability to complete daily assignments in a well-organized accurate manner.*

- (1) Avoids activity, does not wish to make waves. Does not have broad orientation of job duties and scope of work. Rationalizes problems. Unable to organize information. Leaves out details. Information is inaccurate.
- (4) Recognizes errors and identifies them. Realizes that mistakes can cause problems for officers in court. Displays inquisitiveness. Completes daily assignments in a logical and accurate manner.



- (7) Seldom misses observable mistakes in daily inspection of evidence items. Has a solid and structured thought process. Work is completed and detailed. Method of completion is timely, organized and accurate.

**13. CORRESPONDENCE & COMMUNICATION** - *Evaluates the Trainee's ability to communicate and correspond professionally via e-mail, in person, and on the telephone. Evaluates Trainee's ability to use proper English' to follow the rules for spelling and grammar, and to write neatly.*

- (1) Unfamiliar with the operation of the Records Management System and general use of the computer system. Cannot produce written correspondence or reports without excessive mistakes. Has poor keyboarding skills. Forms are illegible. Contains excessive number of misspelled words. Sentence structure or word usage is improper or incomplete.
- (4) Confidently completes computer reports and general correspondence and is familiar with the general use of the computer system. Produces reports and written correspondence with few mistakes. Has competent keyboarding skills. Grammar is at an acceptable level. Spelling is acceptable and errors are rare.
- (7) Demonstrates efficiency in all aspects of computerized reporting. Makes no mistakes when producing reports or corresponding. Demonstrates excellent keyboarding skills and all correspondence are neat and legible. Contains no spelling or grammatical errors.

**14. JUDGMENT AND DECISION MAKING** - *Evaluates Trainee's performance in terms of ability to perceive facts, form valid conclusions, arrive at sound judgments, and make proper decisions. Balances risk and utilizes the correct chain of command.*

- (1) Acts without good reason or without thinking a situation through to its logical conclusion. Refuses to take needed actions. Unable to reason through a problem or come to an acceptable course of action. Does not properly prioritize duties. Allows personal interests or business, including conversations or electronic messages to take precedence over job responsibilities.
- (4) Able to reason through a problem and quickly comes to an acceptable conclusion in routine or stressful situations. Makes reasonable decisions based on information available. Makes acceptable decisions without assistance. Properly prioritizes duties. Does not allow personal interests or business to take precedence over job responsibilities.
- (7) Able to reason through complex situations and reach an acceptable conclusion and decision. Relates past solutions to present situations.

15. **MULTIFUNCTIONAL DEXTERITY** - *Evaluates the Trainee's ability to successfully perform simultaneous tasks or perform tasks expeditiously.*

- (1) Cannot listen and follow verbal instructions at the same time. Does not know what partners are doing. Cannot accept more than one task to complete at a time. Consistently forgets to complete assigned duties. Lack of dexterity causes unnecessary back up of tasks.
- (4) Types or makes notes simultaneously as information is received. Listens to what is going on around her/him. Handles several activities at the same time and is able to keep abreast of activity and anticipate other's needs. Handles numerous tasks and completes them in a timely manner.
- (7) Keeps up with several activities, while doing his/her own work. Can type or make notes, listen, and talk at the same time. Correctly comprehends multiple requests and completes them without assistance.

16. **RECORDS MANAGEMENT SYSTEM (RMS) & PROPERTY/EVIDENCE MANAGEMENT SYSTEM (PEMS) USE & PROCEDURES**  
*Evaluates employee's knowledge of RMS, PEMS procedures relating property/evidence entry. Also evaluates employee's ability to recall and apply them correctly.*

- (1) Does not know the most commonly used RMS or PEMS entry and management procedures. Consistently forgets procedures. Must regularly ask for assistance in situations previously encountered. Makes numerous data entry errors.
- (4) Knows and remembers commonly used RMS or PEMS and management procedures. Appropriately applies procedures to actual situations. Most of the time recalls how to handle situations from previous encounters. Makes minimal data entry errors.
- (7) Displays outstanding knowledge of RMS or PEMS entry and management procedures, including items that are not commonly used. Routinely follows policies and procedures. Seldom makes data entry errors.

17. **OTHER: ANY OTHER TOPIC OF TRAINING UNDERTAKEN (NOTATE APPROPRIATELY)** - *Evaluates employee's knowledge of the stated activity. Also evaluates employee's ability to recall the process and apply the technique/skill correctly.*

- (1) Does not know the most commonly used process for the activity. Has to regularly ask for assistance in situations previously encountered. Makes numerous errors while conducting task.
- (4) Knows and remembers the commonly used process for the activity. Appropriately

applies procedures to actual situations. Most of the time recalls how to handle situations from previous encounters. Makes minimal errors while conducting task.

- (7) Displays outstanding knowledge of process for the activity and can remember action and procedures that are not commonly used. Routinely follows policies and procedures. Seldom makes errors when completing task.

**18. CCIC/NCIC & COLORADO COURTS DATABASE USE** – *Evaluates Trainee's knowledge of computer queries, entries, research, interpretation, and the ability to apply that knowledge in working situations.*

- (1) Does not know the basic elements of CCIC/NCIC or CO Courts Database. Is unable to accomplish common queries, entry, and retrieval functions. Does not understand CCIC/NCIC or CO Courts Database confidentiality or document use.
- (4) Recognizes commonly encountered data and applies knowledge appropriately. Has a basic working knowledge of common queries, entry and retrieval of information. Knows where to obtain and how to use common computer codes. Understands CCIC/NCIC or CO Courts Database confidentiality or document use.
- (7) Has outstanding knowledge of all functions within CCIC/NCIC or CO Courts Database and applies that knowledge to normal and unusual research activity. Outstanding knowledge of document use and distributes paperwork accordingly without assistance.

## CHECKLIST/CHECKOFF SHEET

There are many tasks a new Property/Evidence Technician must be able to perform in order to complete each duty rotation phase of the training program. A checklist has been created to ensure each of these essential tasks are discussed, demonstrated and accomplished. The checklist is a guide that lists the knowledge and skills that the Trainer(s) is required to communicate to the Trainee. The checklist also evaluates the Trainee's ability to retain the knowledge and demonstrate the skills. It is the responsibility of the Trainer(s) to cover the items and tasks listed. Standardization is present as every Trainer(s) will cover the same material with every Trainee. (See example of the Checklist in Appendix.)

Easier and more common tasks are listed and are to be completed in the beginning weeks of each phase. These are followed by increasingly more difficult tasks, which are built on the foundation of learning from previous weeks. Although the tasks are listed by category, this does not preclude a Trainer(s) from discussing and/or training on any of the tasks should the situation arise. It is to the Trainee's benefit to be taught a task during an actual situation.

The Trainer(s) will maintain a copy of the checklist in the Trainee's binder. It can be accessed at any time by Trainee, Trainer(s), and Property/Evidence Supervisor as a guide for what will be covered, what has been completed, and what must still be learned.

Both the Trainer(s) and Trainee shall indicate on the checklist sheet, their initials and the date when each task was discussed, demonstrated and accomplished by the Trainee.

- DISCUSSED:** The Trainer(s) has the responsibility of discussing each task or function with the Trainee. The Trainer(s) should demonstrate it to the Trainee prior to the Trainee attempting to perform it. The adage of "Tell one, show one, do one" is applicable here.
- DEMONSTRATED:** The Trainer(s) will demonstrate or perform a task. The Trainee indicates an understanding of the task. This should be followed up by the Trainee demonstrating the task.
- ACCOMPLISHED:** The Trainee will be given the opportunity to perform the task or function under the observance of his/her Trainer. During this performance phase, the Trainer(s) may take over the task if the service being provided is not at standard. The Trainee should not take such an instance personally. The Trainee must perform the task at an acceptable level, according to the SEGs, independently or with very little assistance in order for the accomplished column to be checked off.

The Trainee must be able to perform all the tasks on the list prior to the final Checkout Evaluation.

## EVALUATION: END OF PHASE

The End of Phase Evaluation is to be completed by the Trainer(s) as a Trainee completes a duty rotation phase of training. (See example in Appendix.)

Prior to the End of Phase Evaluation, the Property/Evidence Supervisor will meet with the Trainer(s), review the task lists, check off sheets, DORs and other reports to determine if the Trainee is prepared to complete the duty rotation phase. The Trainer(s) must then complete an End of Phase Evaluation and both the Trainer(s) and Trainee must sign and date the evaluation. The Property/Evidence Supervisor will meet with the Trainer(s) and if necessary, the Property/Evidence Commander, to discuss and finalize these decisions.

## EVALUATOR: TRAINER(S) CRITIQUE FORM

This form is one way the Property/Evidence Supervisor and the unit Commander monitors' performance of the Trainer(s) and provides feedback to them. Each Trainee completes one on each Trainer to whom they were assigned at the end of each assignment. This form is confidential and is not given to the Trainer(s) in its original form. A summarized account of the information will be given to the Trainer(s) at the time following the end of the training cycle.

1. The name of the Trainer being evaluated.
2. The assignment.
3. The percent of time spent by a Trainer training versus evaluating.
4. The Trainee's perception, expressed in percentage terms, of whether the Trainer balanced the need to treat the Trainee as an individual and the need to complete a structured program.
5. The Trainee's perception of the Trainer as a Property/Evidence Technician.
6. What example the Trainer sets for his or her Trainee.
7. The Trainee's opinion of the amount of interest a Trainer took in training him/her.
8. The Trainer's knowledge of the training given.
9. The Trainer's ability as an instructor, teacher or Trainer.
10. The Trainee's opinion of the Trainer's communication skills as they relate to the Trainee.
11. The Trainee's opinion of the Trainer's honesty when dealing with the Trainee.
12. The Trainer's attitude toward the training program as well as the Property/Evidence Unit.

It is critical to the success of the Training program to professionally provide and receive specific and constructive feedback.

## EVALUATION: TRAINEE SELF-EVALUATION FORM

The Trainee at the end of each assignment completes the Trainee Self-Evaluation Form.

1. Name of Trainee.
2. Assignment Trainee has just completed.
3. A numerical rating shall be recorded in each observed performance category.
4. NA means not applicable. If a Trainee feels he/she cannot rate himself/herself on a category because it has not been explained yet or it has not been performed yet, put an NA next to the category.
5. The Trainee should list two or three categories that he/she feels very comfortable doing and explain why.
6. The Trainee should list two or three categories that he/she feels the need for improvement in and why.
7. The Trainee can use this space to remark on any other category he/she would like to.

## DUTIES AND RESPONSIBILITIES

### ***The Trainee:***

PROPERTY/EVIDENCE TECHNICIAN in training must come to work prepared every shift. They must be willing to be trained, learn from their mistakes and enjoy training.

### ***The Trainer:***

The Trainer(s) has many roles that he or she must assume during this program. The two most important roles are: 1) Property/Evidence Technician, and 2) Trainer. A Trainer(s) must maintain his or her performance level as a Property/Evidence Technician and is not relieved of these responsibilities during training. Sometimes these roles are modified but the Trainer(s) must be able to quickly assume the role of a Property/Evidence Technician as needed. As the Trainer(s) is functioning as a Property/Evidence Technician, he or she must still train the new employee. This is a trying situation and very stressful at times. Regardless, it must be done. As a Trainer, there are various duties to perform.

These duties include:

Supervision: The Trainer often acts as a Supervisor. The Trainee will make mistakes and these mistakes are to be addressed and corrected during the training process. There are times when the Trainee will do something that is viewed a minor in nature but, due to their new position and the need for behavior modification, the Trainer(s) must take action and counsel the Trainee. This may or may not be followed up by the Property/Evidence Supervisor and/or Manager. Depending on the severity and timeliness of the incident, it is essential that the Trainer(s) take immediate action so that the mistake results in a learning experience.

Teaching: One obvious function of a Trainer is that of a teacher. The teaching role may, and in most instances does, occur in the field under actual conditions. There may be other times when teaching occurs in an informal setting, or during casual conversation. Teaching may also occur in a formal classroom environment using lesson plans and audiovisual aids. The fact is the Trainer(s) will spend much of his or her time teaching, even when it does not appear to be obvious.

Evaluating: The Trainer, in the role of teacher, is also an evaluator. He or she must develop and use skills to evaluate if learning is occurring and whether remedial training is necessary. Evaluation skills are of prime importance to this program. If the Trainer(s) cannot evaluate, then he or she cannot train. Evaluation is accomplished by utilizing the daily observation reports, bi-weekly evaluations, worksheets, remedial training, evaluation sessions, and verbal feedback.

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



Counseling: The Trainer will be placed into a situation every once in a while, where he or she must become a problem solver for the Trainee. This may include handling personal problems as well. Normally, the best way to accomplish this is through counseling. The Trainer(s) should develop the skill which allows him or her to help the Trainee solve his or her own problems. By allowing them to “talk it out” and by gently guiding them through their “crisis”, many of the Trainees’ problems can be solved. Empathy as a Trainer is imperative.

Inspecting: The Trainer is responsible for inspection of the Trainee’s personal appearance as well as approval of all paperwork and job duties.

Disseminating information: The Trainer must make sure his or her Trainee is receiving all necessary information. They are also responsible for making sure their Trainees record this information or have it available upon request.

Good role model: The Trainer must be a positive role model. This is done by maintaining a professional demeanor and appearance, adhering to the rules and regulations, having a positive attitude toward the Organization, Department, program, job, and the Trainee. This is also done by not participating in gossip or two-way communication.

Recommending: The Trainer is responsible for the initial recommendation or extension, termination or release to a sole assignment. The decision to terminate will be made at a higher level but it is up to the Trainer(s) to bring the matter into focus. If a Trainer(s) believes a Trainee should be terminated, but does not document, remediate, further document and make a recommendation, the probability is that the Trainee will not be terminated. Neither the Supervisors nor the Property/Evidence Commander will make the Trainer’s decision for him or her. This is a responsibility the Trainer(s) needs to be aware of and it is yours to carry out.

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

***The Property/Evidence Supervisor:***

The Supervisor will act as a liaison between Trainers and the chain of command, as well as between coworkers. The Supervisor will assist the Commander in selection of Trainers and is responsible for training and supporting the Trainers, subsequent assignment of Trainers to Trainees, and for ongoing training including any in-service training or given at evaluation sessions.

The Supervisor will be responsible for maintaining and updating the entire program operation. They will be responsible for keeping the Commander apprised of Trainee performance and progress.

The Supervisor will schedule and moderate evaluation sessions. They are responsible for ensuring that information presented at these sessions is applicable to the training/evaluation function.

While it is the function of the Trainer(s) to train and evaluate his/her Trainee, the Supervisor must ensure that the training is relevant to the job and standardized among Trainers. The Supervisor will monitor remediation attempts and give guidance to the Trainers when applicable.

The Supervisor is responsible for the assignment of all Trainees. They shall take care of scheduling conflicts and see that each Trainee is exposed to all shifts, job duties, assignments, tasks, and projects.

***The Property/Evidence Commander:***

The Property/Evidence Commander is responsible for overseeing the program operation. He/she will act as a liaison between the program and the administration of the department. The Commander may review all daily observation reports, biweekly evaluations, and any other information relative to a Trainee's progress at any time and may attend any evaluation session.

He/she will receive the written evaluations of the Trainers from their Trainees. The Commander may choose to pass on this information himself/herself to the Trainer(s) or delegate this to a supervisor. The Property/Evidence Manager or Commander will be responsible for evaluating the Supervisor's training performance.

Finally, the Property/Evidence Commander is responsible for keeping the administration apprised of Trainee performance and program efficiency.

## APPENDIX DOCUMENTS

**COMMERCE CITY POLICE DEPARTMENT  
PROPERTY/EVIDENCE TECHNICIAN  
TRAINING CHECKLIST**

Trainee:	Trainer(s):
----------	-------------

	Discussed	Demonstrated	Accomplished
<u>Orientation:</u>			
<input type="checkbox"/> Welcome and introductions			
<input type="checkbox"/> Tour of the P/E Unit/Storage areas, PD & City facility areas			
<u>Onboarding:</u>			
Issue Keys			
<input type="checkbox"/> Property Room			
<input type="checkbox"/> Intake Lockers			
<input type="checkbox"/> Mailbox			
<input type="checkbox"/> Gun Cage			
Badge Access (ingress & egress)			
<input type="checkbox"/> Property Room			
<input type="checkbox"/> Booking Room			
<input type="checkbox"/> Sally Port			
<input type="checkbox"/> Office Areas			
<input type="checkbox"/> All other sections of the PD			
Programs			
<input type="checkbox"/> Property Evidence Management System (EvidOnQ) as a user			
<input type="checkbox"/> CCIC/NCIC			
<input type="checkbox"/> CO Courts			
<input type="checkbox"/> Tri-Tech Production			
<input type="checkbox"/> Tri-Tech Classic			
<input type="checkbox"/> Share Point			
<input type="checkbox"/> ATF			
<input type="checkbox"/> Lumen			
<input type="checkbox"/> Lexipol			
<input type="checkbox"/> Full Court			
<input type="checkbox"/> Cherwell (IT)			
<input type="checkbox"/> CRM			
Memberships – Set up and pay member dues			
<input type="checkbox"/> IAPE			
<input type="checkbox"/> CAPET			
Housekeeping			
<input type="checkbox"/> Office			
<input type="checkbox"/> Booking Room			

<input type="checkbox"/> Vault & Storage areas			
<b>Operational Procedures:</b>			
<input type="checkbox"/> Packaging standards			
<input type="checkbox"/> Right of Refusal – secure temporary lockers			
<input type="checkbox"/> Policy			
<input type="checkbox"/> Procedures			
<input type="checkbox"/> Location of supplies – office & packaging			
<input type="checkbox"/> Phone / Cellular phone – personal and professional use, guidelines, common extensions, etc.			
<input type="checkbox"/> Storage locations within the evidence facility & off-site			
<b>Security:</b>			
<input type="checkbox"/> Access to the evidence offices, storage rooms and vaults			
<input type="checkbox"/> Sign-in logs for vault areas			
<input type="checkbox"/> Evidence Viewing/Release Areas			
<input type="checkbox"/> Interview rooms			
<input type="checkbox"/> Panic Alarms			
<input type="checkbox"/> Cameras			
<input type="checkbox"/> Evidence drop-off lockers			
<input type="checkbox"/> Reject lockers – secure temporary lockers			
<input type="checkbox"/> Office area			
<input type="checkbox"/> Crime Lab access protocol			
<input type="checkbox"/> Alarms/Alerts – refrigerator, freezers			
<input type="checkbox"/> Power tests, fire alarms			
<input type="checkbox"/> Back-up functions for power loss			
<input type="checkbox"/> Emergency evacuations/fire drills, etc. - routes and point of assembly			
<b>Evidence Handling:</b>			
<input type="checkbox"/> Intake locker use			
<input type="checkbox"/> Checking items for proper packaging standards			
<input type="checkbox"/> Choosing an appropriately sized package			
<input type="checkbox"/> Placement of the property tag			
<input type="checkbox"/> Entry details on the property tag			
<input type="checkbox"/> Checking tape seals			
<input type="checkbox"/> Checking for initials, badge # and date			
<input type="checkbox"/> Weights net vs. gross on drugs			
<input type="checkbox"/> Narcotic testing NARC/NIK			
<input type="checkbox"/> Weights on ammunition (bulk only)			
<input type="checkbox"/> Vapor proof bags for drugs & paraphernalia			
<input type="checkbox"/> Heat seal on bags			
<input type="checkbox"/> Checking for serial numbers			

<input type="checkbox"/> Currency envelopes			
<input type="checkbox"/> Counterfeit money – pens, black light, packaging			
<input type="checkbox"/> Process on sending counterfeit \$ to Secret Service			
<input type="checkbox"/> Packaging cases with multiple items for same party/different party			
<input type="checkbox"/> Blood kits, notations on box, submitting to CBI process, storage locations, restocking supplies			
<input type="checkbox"/> Records Work Requests – serialized items			
<input type="checkbox"/> Chain of custody in PEMS for ALL circumstances			
<input type="checkbox"/> Bar coding items / property tags			
<input type="checkbox"/> Item rejection per Packaging Standards			
<input type="checkbox"/> Secure Reject lockers for corrections, notifications, etc.			
<input type="checkbox"/> Turnaround time to correct rejects			
<input type="checkbox"/> Follow-up to Officer notifications with FTO, Sergeant and Commanders			
<input type="checkbox"/> Resources – policy and packaging standards			
<input type="checkbox"/> Equipment use – scales, printers, heat sealers			
<input type="checkbox"/> Equipment use – CSI drying cabinets, use of lockers			
<input type="checkbox"/> Notification to CSI's & P/E for processing item(s)			
<b><u>RMS: Records Management System</u></b>			
<input type="checkbox"/> Entry – Details of Data			
<input type="checkbox"/> Narrative & Supplemental Reports			
<input type="checkbox"/> Send Entries for Approval by Records			
<input type="checkbox"/> Documents to Case File with Records			
<input type="checkbox"/> Pulling a case and name			
<input type="checkbox"/> Review and completion for Records Work Requests			
<input type="checkbox"/> Reviewing and printing a report			
<input type="checkbox"/> Verify items logged into custody			
<b><u>PEMS: Property &amp; Evidence Management System</u></b>			
<input type="checkbox"/> Log in, passwords			
<input type="checkbox"/> System screens and customization			
<input type="checkbox"/> Follow-up options for retention & follow-up			
<input type="checkbox"/> Searching			
<input type="checkbox"/> Pulling up a case			
<input type="checkbox"/> Pulling up a name			
<input type="checkbox"/> Pulling up property ID numbers			
<input type="checkbox"/> Reviewing and printing reports, chain of custody			
<input type="checkbox"/> Notes (unable to modify or delete)			
<input type="checkbox"/> Scanning supporting documentation vs. note entry			
<input type="checkbox"/> Notifications, letters			
<input type="checkbox"/> Verify items logged in			
<input type="checkbox"/> Check info for accuracy, evidence codes, consistency, etc.			
<input type="checkbox"/> Entering data, correcting data, batch updates, etc.			
<input type="checkbox"/> Returning and releasing property			

<u>Resources for Evidence:</u>			
<input type="checkbox"/> Statutes			
<input type="checkbox"/> Legislation			
<input type="checkbox"/> Retention - criminal			
<input type="checkbox"/> Retention - records			
<input type="checkbox"/> Case Law			
<input type="checkbox"/> Rules			
<input type="checkbox"/> IACP, NIST, NIJ, DOJ			
<input type="checkbox"/> RMRCFL			
<input type="checkbox"/> ATF – E-Trace account, NIBN			
<input type="checkbox"/> CBI - Analysts			
<u>Lab Requests:</u>			
<input type="checkbox"/> Process with CSI's for pre-entry on CBI submissions			
<input type="checkbox"/> Documentation / chain of custody			
<input type="checkbox"/> CBI or other Labs			
<input type="checkbox"/> Schedule for pick-up and transfers			
<input type="checkbox"/> Rejects			
<input type="checkbox"/> Submission guidelines			
<u>Phones and Customer Service:</u>			
<input type="checkbox"/> Answering & returning calls			
<input type="checkbox"/> Voicemail management			
<input type="checkbox"/> Tracking for statistics			
<input type="checkbox"/> Gathering pertinent information			
<input type="checkbox"/> Hand-off process to other units and/or team members			
<input type="checkbox"/> Using resources – RMS and PEMS			
<input type="checkbox"/> Extensions/transferring calls to other parties			
<input type="checkbox"/> Setting appointments to shared Evidence calendar			
<input type="checkbox"/> Guidelines for releasing property			
<input type="checkbox"/> Etiquette for contacting Officers/Detectives and providing info to customers			
<input type="checkbox"/> Records & our relationship with us, expectations, etc.			
<u>Digital Media:</u>			
<input type="checkbox"/> Storage location(s)			
<input type="checkbox"/> Use and care of duplicators, printer			
<input type="checkbox"/> Supply stock			
<input type="checkbox"/> Records requests or copy requests from various sources – Office of the District Attorney, insurance companies, victims, witnesses, attorneys, Municipal Court, etc.			
<input type="checkbox"/> Copy and release of photos, CD's & video DVD's			
<input type="checkbox"/> Copies from Evidence.com (Digital Records Technician)			
<input type="checkbox"/> DA requests – photos, video, recordings, etc.			

<input type="checkbox"/> E-Discovery – portal use for case data			
<input type="checkbox"/> CCJRA/CORA - (Digital Records Technician) will complete requests, forms, payment, citizen notification, guidelines, redaction, resources, process, turn-around-time, etc. <ul style="list-style-type: none"> <li>• PEMS items may be requested by the Digital Records Technician to comply with the Records Request</li> </ul>			
<b>Evidence Requests:</b>			
<input type="checkbox"/> Internal – out to Officer, CSI’s, etc.			
<input type="checkbox"/> External – out to Lab, ATF, other law enforcement, etc.			
<input type="checkbox"/> DA’s Office – CD’s/DVD’s, photos, jump drives, SD Cards, etc.			
<input type="checkbox"/> Office of the District Attorney – evidence reviews/viewings			
<input type="checkbox"/> Defense Attorney – evidence reviews/viewings			
<input type="checkbox"/> Public Defenders – evidence reviews/viewings			
<input type="checkbox"/> General public			
<input type="checkbox"/> Documentation & Notes to support actions			
<input type="checkbox"/> Forms to use			
<input type="checkbox"/> When to utilize the Discovery protocol to view/obtain evidence or involve the Digital Records Technician			
<input type="checkbox"/> When to involve Officer/Detective/Supervisor/City Attorney for appropriate approvals			
<input type="checkbox"/> Fee schedule for charges @ Records			
<input type="checkbox"/> Collecting payments through Records (if needed)			
<input type="checkbox"/> Court exhibits, preparation, delivery, collection, chain of custody, etc.			
<b>Using Colorado Court’s Data Base:</b>			
<input type="checkbox"/> Use and documentation			
<input type="checkbox"/> Log in			
<input type="checkbox"/> Searching			
<input type="checkbox"/> Printing			
<input type="checkbox"/> Browser			
<input type="checkbox"/> Adding data to PEMS notes and relevant fields			
<b>Evidence Dispositions:</b>			
<input type="checkbox"/> Running disposition reports			
<input type="checkbox"/> Research in RMS			
<input type="checkbox"/> Research in CO Court Database system			
<input type="checkbox"/> Full Court data base & research fields			
<input type="checkbox"/> DA Warrants			
<input type="checkbox"/> Orders for Destruction			
<input type="checkbox"/> DA partial releases for evidence items			
<input type="checkbox"/> DNA waivers, laws, etc.			
<input type="checkbox"/> Contraband – final disposition			
<input type="checkbox"/> DA Case closures - dispositions			
<input type="checkbox"/> Muni Case closures - disposition			



<input type="checkbox"/> County Case closures - disposition			
<input type="checkbox"/> NTO – Notice to Officers; files, organization, follow-up/through			
<input type="checkbox"/> Disposition – Conversions – Agency/City use, training, special units, justification memos, authorizations, etc.			
<input type="checkbox"/> Disposition - Destruction – Trash, dumpster, paper/document shredding, etc. – firearms, drugs, paraphernalia, metal objects, electronics, etc.			
<input type="checkbox"/> Destruction – Metal objects for salvage			
<input type="checkbox"/> Destruction – Electronics, computers, tablets, cell phones, etc.			
<input type="checkbox"/> Destruction – Chemicals, liquids, alcohol, etc.			
<input type="checkbox"/> Body Worn Camera general information (Digital Records Technician in Records responsible)			
<input type="checkbox"/> Advanced assistance on BWC Information - City Attorney's Office/Legal Liaison for the Police Department (Need Commander Approval) involvement & consultation on body worn camera CCJRA/CORA requests, affidavits, hold harmless agreements, supporting documentation, birth certificates, documentation, medical releases, turnaround times, etc.			
<input type="checkbox"/> Auction – Full process			
<input type="checkbox"/> Disposition - Drug destruction – Full process			
<input type="checkbox"/> Disposition - Paraphernalia destruction – Full process			
<input type="checkbox"/> Disposition - Weapons destruction – Full process			
<input type="checkbox"/> Disposition – Money deposited to Finance			
<input type="checkbox"/> Disposition – Counterfeit money to Secret Service			
<input type="checkbox"/> Bio-hazard and sharps disposal (on demand contractor) – Full process			
<input type="checkbox"/> License plates – Full process			
<input type="checkbox"/> Firearms release, procedure – CCIC, Insta-Check, criminal background checks, exceptions, supporting documentation, check sheet, using an FFL for firearms transfers, safety disclosures to requesting party, transfer documents that require notary signatures, etc.			
<input type="checkbox"/> CD/DVD Shredding – Full process			
<input type="checkbox"/> DNA – Disposition, retention, DA's Office requirements, etc.			
<input type="checkbox"/> Disposition – Ammunition			
<input type="checkbox"/> Disposition – Hazardous materials, fireworks, etc.			
<input type="checkbox"/> Disposition – Gift cards			
<input type="checkbox"/> Disposition – Collector items, jewelry, coins, other valued items, etc.			
<b>Evidence Check Out/In:</b>			
<input type="checkbox"/> Officer - Internal (follow-up)			
<input type="checkbox"/> Other Agencies or Law Enforcement entity (final location)			
<input type="checkbox"/> Court (follow-up)			
<input type="checkbox"/> Out Lab (follow-up)			
<input type="checkbox"/> Out Investigations (follow-up)			
<input type="checkbox"/> Out CBI (follow-up)			
<input type="checkbox"/> CBI – forms, cover letters, returned items, archived old case evidence/documentation, etc.			

<input type="checkbox"/> RTO – return to owner/family/other, etc. When to send notification letter and when to certify mail			
<b>Reports (monthly/year-end):</b>			
<input type="checkbox"/> Collecting and pulling data for statistical report entry			
<input type="checkbox"/> Tracking statistics, forms, storage, etc.			
<input type="checkbox"/> Phone reports from IT for stats			
<input type="checkbox"/> Completion dates (monthly – beginning)			
<input type="checkbox"/> Distribution – via shared drive @ beginning of each month			
<input type="checkbox"/> Officer notification logs (monthly - beginning) – share w/manager			
<b>Long-Term Cases:</b>			
<input type="checkbox"/> Sealed Inventory			
<input type="checkbox"/> Retention			
<input type="checkbox"/> Major Case			
<input type="checkbox"/> Cold Cases			
<b>Property / Evidence Management:</b>			
<input type="checkbox"/> Using PEMS, bar code scanning vs. hand entry			
<input type="checkbox"/> Disposition documentation - verification by another party for quality control			
<input type="checkbox"/> Appointment follow-up – quality control – chain of custody, documents and/or notes attached, etc.			
<input type="checkbox"/> Functions for daily use, chain of custody			
<input type="checkbox"/> Functions for in depth tracking, data entry, reports, document storage, notes, and prior months quality control functions, etc.			
<input type="checkbox"/> Printouts from PEMS			
<input type="checkbox"/> Handling and tracking UTL's (unable to locate items)			
<input type="checkbox"/> Sealed inventory items/cases, dual control, locations, process, etc.			
<b>Audits/Inspections/Inventory:</b>			
<input type="checkbox"/> Schedule and responsibilities			
<input type="checkbox"/> Completing the report, saving to the shared drive			
<input type="checkbox"/> Frequency			
<input type="checkbox"/> Process			
<input type="checkbox"/> Reporting			
<input type="checkbox"/> Dual control			
<input type="checkbox"/> Annual inspections (Professional Standards)			
<input type="checkbox"/> Documenting & tracking			
<input type="checkbox"/> Inventory (Professional Standards & Unit staff)			
<input type="checkbox"/> Audit (Professional Standards)			
<b>Safety:</b>			

<input type="checkbox"/> Equipment – ladders, lifts, step stools, high density shelving, etc.			
<input type="checkbox"/> Firearms			
<input type="checkbox"/> Biohazards, placement for destruction, bin collection, etc.			
<input type="checkbox"/> Emergency Narcan, certification/training, use and replenishment by emergency manager			
<input type="checkbox"/> Sharps bins, placement for destruction, bin collection by vendor, etc.			
<input type="checkbox"/> First Aid & CPR training & certification			
<input type="checkbox"/> Hazardous & flammable material cabinets			
<input type="checkbox"/> Drying cabinets in CSI Lab			
<input type="checkbox"/> Respirator(s) – use, issue, and training			
<input type="checkbox"/> Overall workplace safety in Evidence storage area & PD			
<input type="checkbox"/> Protective gear – gloves, masks, Tyvex suits, etc.			
<input type="checkbox"/> Training – Blood Borne Pathogens class			
<input type="checkbox"/> Hepatitis Shots A/B – personal option (Risk Management)			
<input type="checkbox"/> Vehicle use, gas card, mileage checks/reporting, etc.			
<b>CCIC/NCIC:</b>			
<input type="checkbox"/> OSN (Operator Security Number)			
<input type="checkbox"/> Queries			
<input type="checkbox"/> QW – Query warrants			
<input type="checkbox"/> QG – Query gun			
<input type="checkbox"/> QA – Query article			
<input type="checkbox"/> QV – Query vehicle			
<input type="checkbox"/> QH – Criminal history			
<input type="checkbox"/> DQ – Driver’s license query			
<input type="checkbox"/> QR – Query rap sheet			
<input type="checkbox"/> Teletype messages			
<input type="checkbox"/> Insta-Check			
<input type="checkbox"/> Entering firearms into CCIC/NCIC as in custody @ CCPD and having them entered as destroyed in CCIC/NCIC when we destroy the firearm			
<b>Personnel:</b>			
<input type="checkbox"/> Requesting time off - out-of-office events and commitments, vacations, sick time			
<input type="checkbox"/> Schedules, rotational duties, coverage for out-of-office staff			
<input type="checkbox"/> Calendar use in Outlook – team view			
<input type="checkbox"/> Shared calendars – personnel, conference rooms, pool cars, etc.			
<input type="checkbox"/> Officer shifts			
<input type="checkbox"/> FTO – Field Training Officer assignments			
<input type="checkbox"/> Duties for out-of-office coverage – e-mail, phone message, etc.			
<input type="checkbox"/> City of Commerce City - Personnel Policy Manual			
<input type="checkbox"/> CCPD Policy Manual – (all policies)			
<input type="checkbox"/> General Directives & Administrative Orders			
<input type="checkbox"/> Standard Operating Procedures - SOP			

<input type="checkbox"/> Shared drive storage and access parameters			
<input type="checkbox"/> Password standards			
<input type="checkbox"/> Responsibility for content knowledge and acknowledgement to all Policy/Procedure			
<input type="checkbox"/> Dress code – workdays, special events, interviews, court, etc.			
<input type="checkbox"/> Computer set-up, allowed sites and downloads, license agreements, software updates, etc.			
<input type="checkbox"/> Performance expectations and annual performance evaluations			
<input type="checkbox"/> Core values (Integrity, Collaboration, Innovation, Respect, Excellence) – Vision - Mission			
<input type="checkbox"/> Tracking data/incidents for self-assessments			
<b>Administration:</b>			
<input type="checkbox"/> Keeping desk, work rooms, vault, storage areas clean, organized and stocked			
<input type="checkbox"/> Desk supplies			
<input type="checkbox"/> Use and care of computer and work related equipment			
<input type="checkbox"/> Use and care of printer, copier, scanner, fax machine, shredder			
<b>Vehicles:</b>			
<input type="checkbox"/> Use of assigned vehicle			
<input type="checkbox"/> Requesting a pool vehicle			
<input type="checkbox"/> Location of keys			
<input type="checkbox"/> Obtaining gas for vehicles (gas card)			
<input type="checkbox"/> Use and scheduling			
<input type="checkbox"/> Maintenance, general cleaning and stock supplies			
<b>Outside Resources:</b>			
<input type="checkbox"/> Organizations (I.A.P.E., C.A.P.E.T.)			
<input type="checkbox"/> Working with other law enforcement agencies			
<input type="checkbox"/> Working with other investigative agencies (DA, Human Services, CBI, ATF, etc.)			
<input type="checkbox"/> Back-up for evidence storage w/long term power outages or emergency situations			
<input type="checkbox"/> City Attorney's office – legal liaison			
<b>Inside Resources:</b>			
<input type="checkbox"/> Front Desk/Mail Room			
<input type="checkbox"/> Records			
<input type="checkbox"/> Other Supervisors & Managers (Sergeants, Commanders, etc.)			
<input type="checkbox"/> Patrol			
<input type="checkbox"/> Traffic			
<input type="checkbox"/> Investigations			
<input type="checkbox"/> Victim Services			
<input type="checkbox"/> Firearms instructors			
<input type="checkbox"/> Administration Assistants			
<input type="checkbox"/> Drug Task Force			

<input type="checkbox"/> Conference rooms and scheduling			
<u><b>Training:</b></u>			
<input type="checkbox"/> Expectations			
<input type="checkbox"/> Sharing of information with team			
<input type="checkbox"/> Available classes, resources, etc.			
<input type="checkbox"/> HR available training			
<input type="checkbox"/> Police One assigned training			
<input type="checkbox"/> Scheduling			
<input type="checkbox"/> Budgeting			
<input type="checkbox"/> Supporting documentation			
<input type="checkbox"/> Approval			
<input type="checkbox"/> Mandatory attendance – I.A.P.E. & C.A.P.E.T.			
<input type="checkbox"/> Mandatory certifications – CCIC/NCIC			
<input type="checkbox"/> Training Requests – completion, authorization, talent reward tracking, etc.			
<input type="checkbox"/> Travel expense reports, per diem, etc.			
<input type="checkbox"/> New Officer Training – packaging standards, evidence entry			
<input type="checkbox"/> Officer – Continued training – BWC (Records), In-Service, In-House Academy, Briefings, etc.			
<input type="checkbox"/> Hosting training events, meetings, CRM's, etc.			
<input type="checkbox"/> Using equipment in EOC, Court, Conference rooms, etc.			

**CCPD PROPERTY/EVIDENCE DAILY OBSERVATION REPORT**

Report No. \_\_\_\_\_

Trainee: \_\_\_\_\_ Trainer: \_\_\_\_\_

Date: \_\_\_\_\_

Level of Activity:      Slow    1    2    3    4    5    Busy

Assignment or reason for no evaluation: \_\_\_\_\_

*RATING INSTRUCTIONS: Circle observed behavior on the scale below. Comment on the most and least satisfactory performance of the day. Comments are required on any rating of "3" or less and "6" or above. If not observed, circle "NO". If Trainee fails to respond to training, check "NRT" and comment. If the Trainee is in remedial training check the "RT" box and comment.*

<b>RATING SCALE:</b>	<b>Needs Improvement</b>	<b>Acceptable</b>	<b>Superior</b>
	1    2    3	4    5	6    7
			NO   RT   NRT

**BEHAVIOR:**

- |    |  |   |   |   |   |   |   |   |     |     |     |
|----|--|---|---|---|---|---|---|---|-----|-----|-----|
| 1. | Appearance/Attendance                            | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 2. | Acceptance of Feedback                           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 3. | Behavior with Peers                              | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 4. | Attitude Toward Property/Evidence Work           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 5. | Motivation and Effort                            | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 6. | Relationships with Citizens & Internal Customers | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |

**KNOWLEDGE:**

- |    |  |   |   |   |   |   |   |   |     |     |     |
|----|--|---|---|---|---|---|---|---|-----|-----|-----|
| 7. | Department/City/Unit Policies & Procedures     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 8. | Department and Community Resources             | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 9. | Resource Use/Note Taking/Accuracy/Completeness | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |

**PERFORMANCE/SKILLS:**

- |     |  |   |   |   |   |   |   |   |     |     |     |
|-----|--|---|---|---|---|---|---|---|-----|-----|-----|
| 10. | Daily Duties: Routine                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 11. | Daily Duties: Complex/ High Volume       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 12. | Detail/Neatness/Organization             | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 13. | Correspondence/Communication             | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 14. | Judgment/Decision Making/Problem Solving | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 15. | Multifunctional Dexterity                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 16. | RMS & PEMS                               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 17. | Other:                                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |
| 18. | CCIC/NCIC & CO Courts Database           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ( ) | ( ) | ( ) |

Total Minutes of Remedial Training: \_\_\_\_\_







**CCPD END OF PHASE EVALUATION**

Trainee: \_\_\_\_\_ Date: \_\_\_\_\_

Trainer: \_\_\_\_\_ Assignment: \_\_\_\_\_

Date assignment began: \_\_\_\_\_ Date ended: \_\_\_\_\_

- 1. Is the Trainee progressing satisfactorily?            YES            NO
- 2. The Trainee is now:    Behind Schedule        On Schedule            Ahead of Schedule
- 2. Address all categories covered in the daily evaluation. Summarize the past two weeks of training for each topic. Be specific about strong and weak areas. Include examples, and list steps taken to correct any deficiencies.

**BEHAVIOR:**

- 1. Appearance/Attendance

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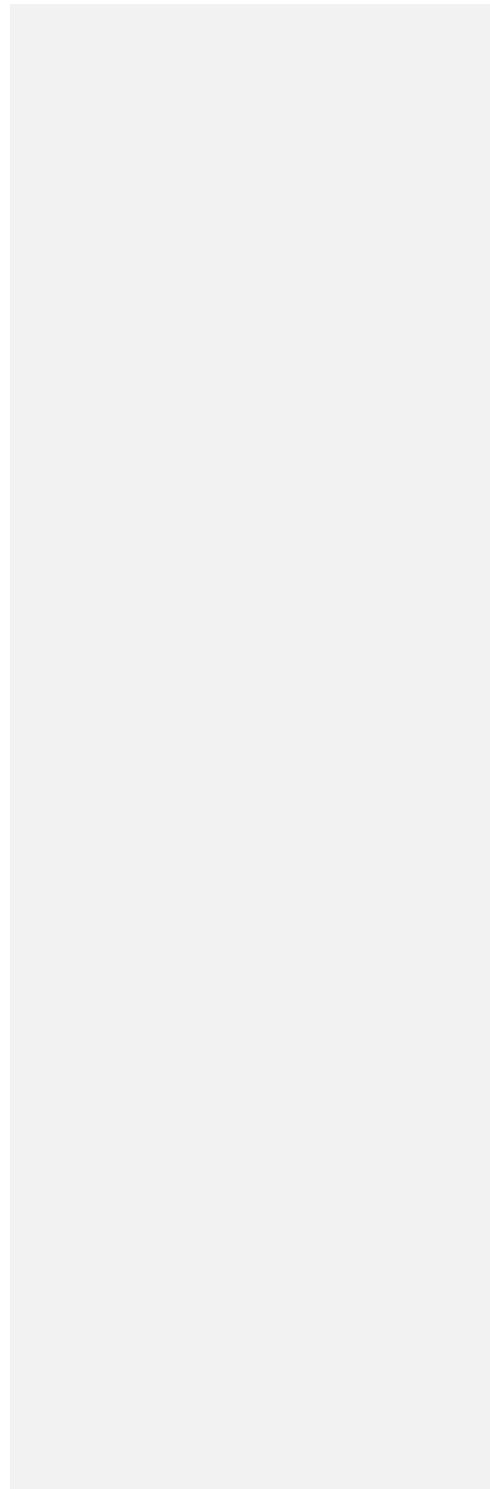
- 2. Acceptance of Feedback

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3. Behavior with Peers

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4. Attitude Towards Property/Evidence Work

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5. Motivation and Effort

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6. Relationships with Citizens & Internal Customers

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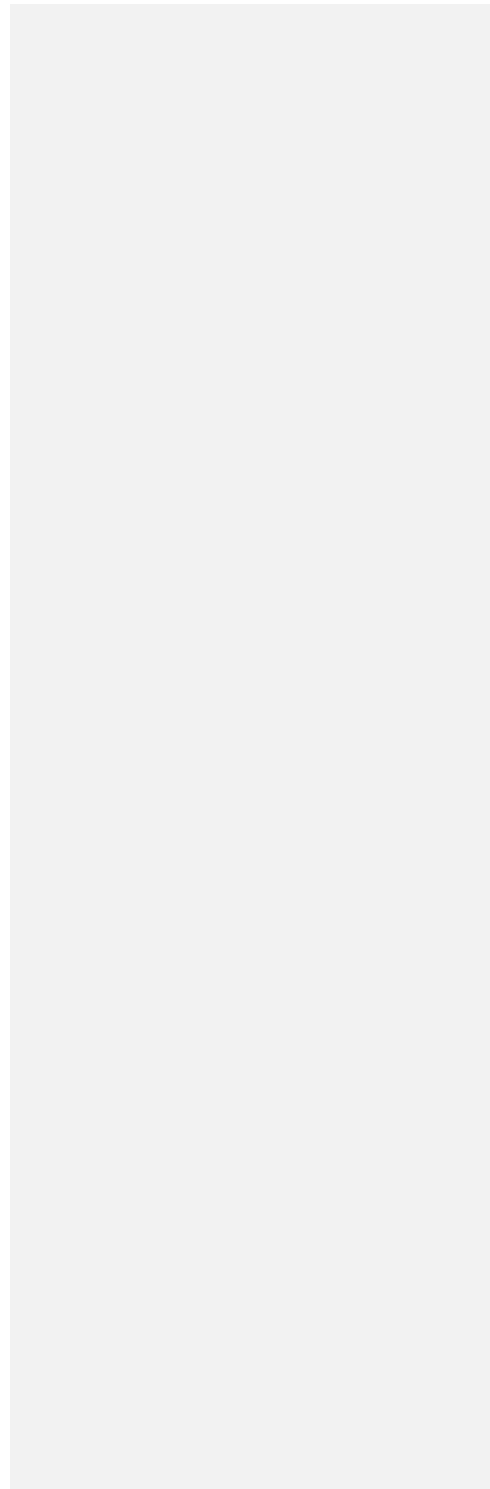
**KNOWLEDGE:**

7. Department/City/Unit Policies & Procedures

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8. Department and Community Resources

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9. Resource Use/Note Taking/Accuracy/Completeness

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**PERFORMANCE/SKILLS:**

10. Rotational Duties: Routine

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11. Rotational Duties: Complex/ High Volume

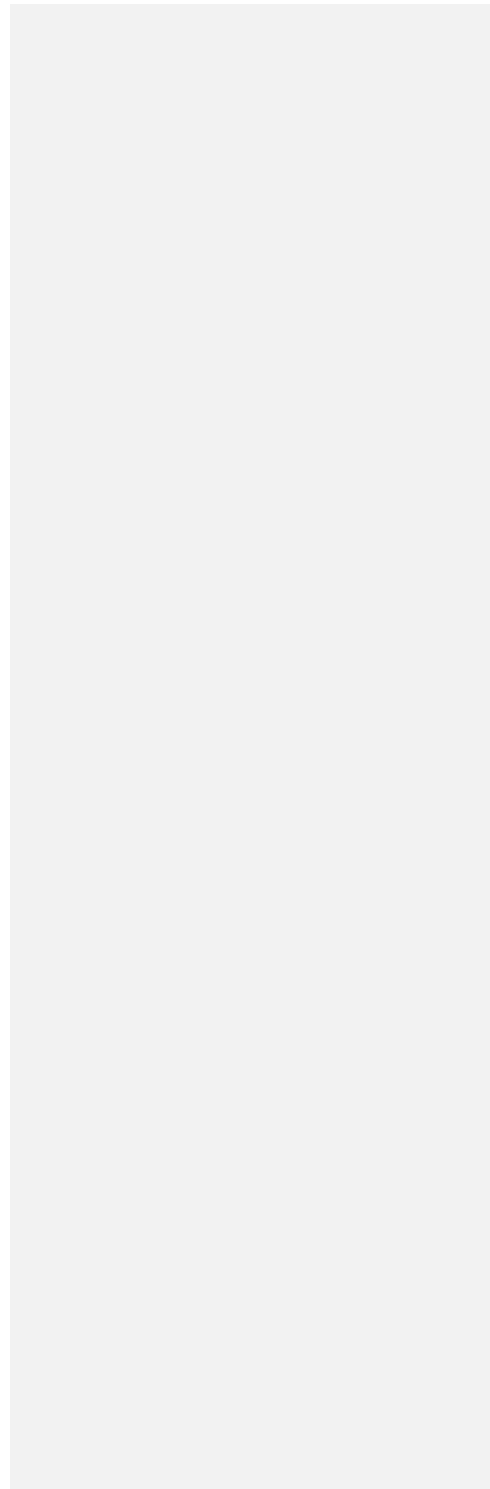
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12. Detail/Neatness/Organization



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13. Correspondence/Communication

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14. Judgment/Decision Making/Problem Solving

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15. Multifunctional Dexterity

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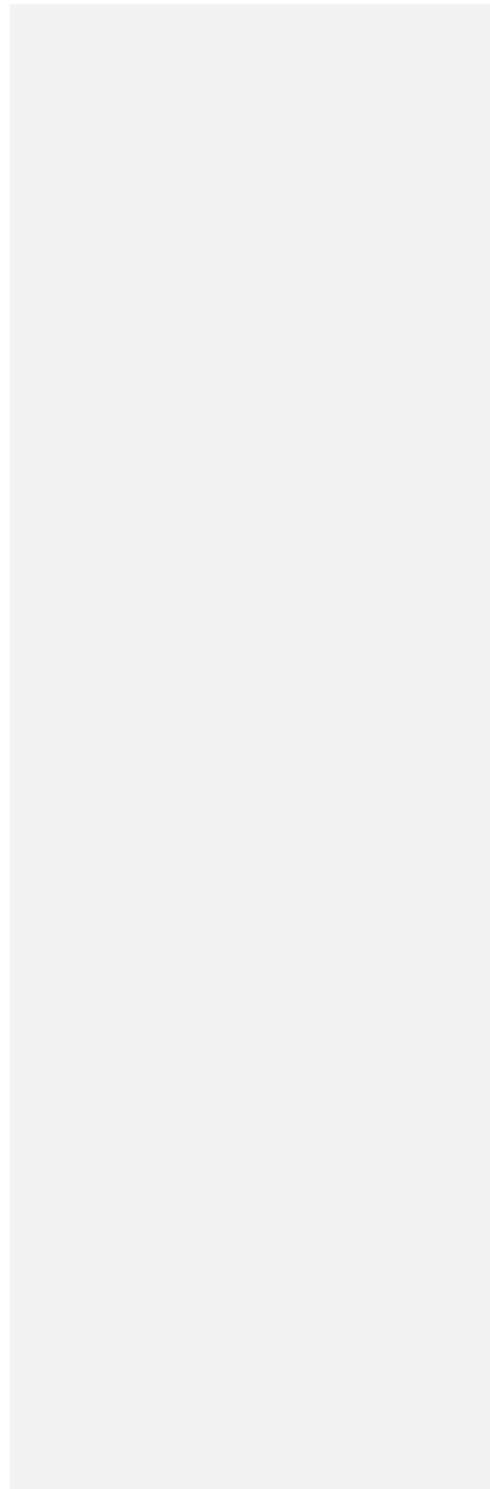
16. RMS & PEMS

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17. Other:

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18. CCIC/NCIC & CO Courts Database

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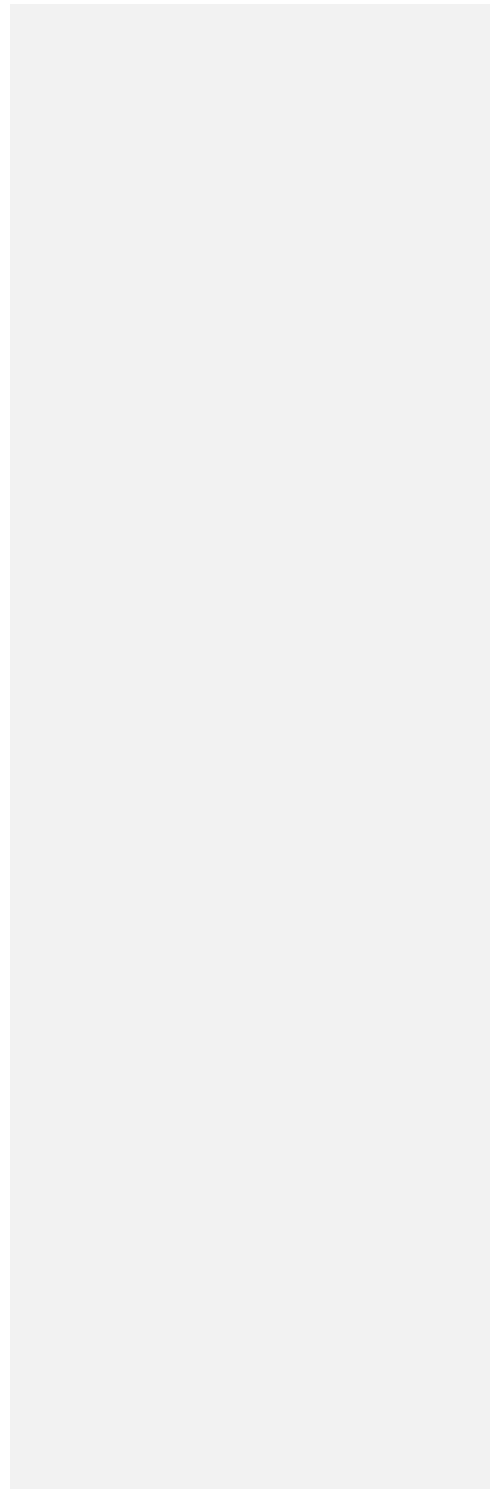
**This Trainee is recommended for: \_\_\_\_\_Advancement\_\_\_\_\_Remedial**

\_\_\_\_\_  
Trainee Signature Date

\_\_\_\_\_  
Trainer(s) Signature Date

\_\_\_\_\_  
Property/Evidence Supervisor Signature Date

\_\_\_\_\_  
Property/Evidence Manager Signature Date





**CCPD TRAINER(S) CRITIQUE FORM**

In an effort to ensure that the Trainers maintain a high level of skill, performance and interest, this critique form is presented to the Trainee for completion. It is to the Trainer's benefit that he/she knows the impression he/she is making on those he/she is training. It is the belief of the department that a Trainer(s) who is truly interested in doing his/her best would welcome this type of objective feedback. With this in mind, the Trainee is requested to honestly appraise and evaluate his/her Trainer(s) in the areas listed below. You are asked to sign your name to this critique, however, when all forms are received, short paragraphs will be written about each Trainer(s) using this information and information from the Supervisors. Please complete both parts.

TRAINER: \_\_\_\_\_

**PART I**

- 1. The training program is primarily concerned with training and evaluation. Assign percentages (to total 100%) to the amount of effort your Trainer(s) exerts in each area. (Example: Training 50% Evaluation 50%)

Training\_\_\_\_\_ Evaluation\_\_\_\_\_

- 2. Using percentages again, indicate how effective you feel your Trainer(s) was in balancing the need to treat you as an individual and the need to complete the structured training program.

Held to structured guidelines\_\_\_\_\_   
 Adjusted to deal with my strengths and weaknesses\_\_\_\_\_

**PART II**

Circle one of the responses which are beneath each of the seven statements below. A circling of poor or fair must be explained on the lining following. Average, good, or excellent ratings do not have to be explained. Please do not give one of the latter ratings just to avoid having to write.

- 3. **His/her ability as a PROPERTY/EVIDENCE TECHNICIAN?**

Poor Fair Average Good Excellent

Explanation: \_\_\_\_\_

**4. The example he/she sets for you?**

Poor      Fair      Average      Good      Excellent

Explanation: \_\_\_\_\_

**5. His/her interest in imparting training material to you?**

Poor      Fair      Average      Good      Excellent

Explanation: \_\_\_\_\_

**6. His/her knowledge of the training material covered?**

Poor      Fair      Average      Good      Excellent

Explanation: \_\_\_\_\_

**7. His/her skills as an instructor/Trainer?**

Poor      Fair      Average      Good      Excellent

Explanation: \_\_\_\_\_

**8. His/her ability to communicate with you?**

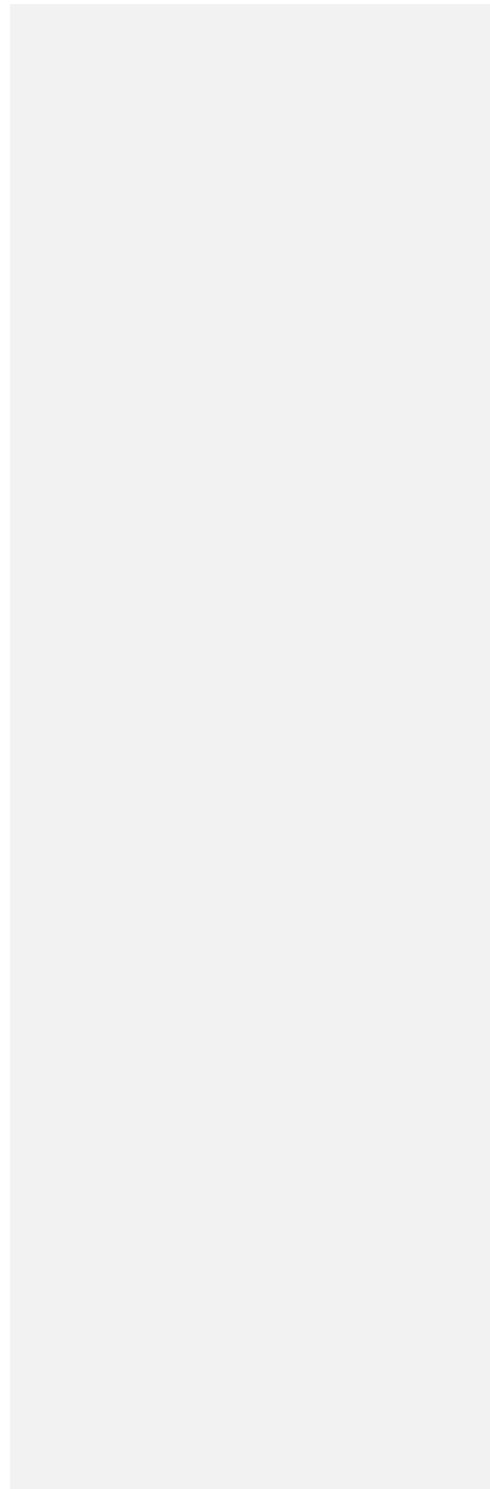
Poor      Fair      Average      Good      Excellent

Explanation: \_\_\_\_\_

**9. His/her application of honesty, fairness and objectivity in rating you?**

Poor      Fair      Average      Good      Excellent

Explanation: \_\_\_\_\_





**10. His/her overall attitude for the work he/she is doing?**

Poor      Fair      Average      Good      Excellent

Explanation: \_\_\_\_\_

List the area(s) in which your Trainer(s) puts forth his/her **BEST effort**.

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List the area(s) in which your Trainer(s) puts forth his/her **WORST effort**.

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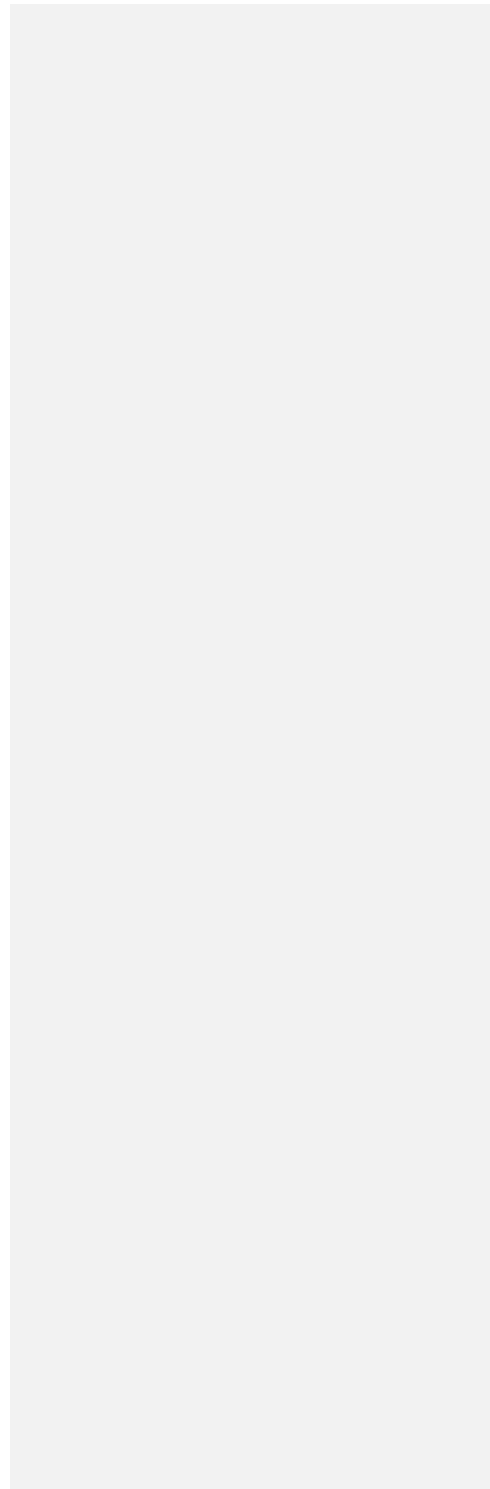
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Your name



**CCPD TRAINEE SELF-EVALUATION**

Name: \_\_\_\_\_

Assignment just ended: \_\_\_\_\_

Rating: Circle rating you feel you deserve for each category during the last assignment.

RATING SCALE:	<b>Needs Improvement</b>			<b>Acceptable</b>			<b>Superior</b>						
	1	2	3	4	5	6	7	NO	RT	NRT			
<b>BEHAVIOR:</b>													
Appearance/Attendance				1	2	3	4	5	6	7	( )	( )	( )
Acceptance of Feedback				1	2	3	4	5	6	7	( )	( )	( )
Behavior with Peers				1	2	3	4	5	6	7	( )	( )	( )
Attitude Toward Property/Evidence Work				1	2	3	4	5	6	7	( )	( )	( )
Motivation and Effort				1	2	3	4	5	6	7	( )	( )	( )
Relationships with Citizens & Internal Customers				1	2	3	4	5	6	7	( )	( )	( )
<b>KNOWLEDGE:</b>													
Department/City/Unit Policies & Procedures				1	2	3	4	5	6	7	( )	( )	( )
Department and Community Resources				1	2	3	4	5	6	7	( )	( )	( )
Resource Use/Note Taking/Accuracy/Completeness				1	2	3	4	5	6	7	( )	( )	( )
<b>PERFORMANCE/SKILLS:</b>													
Rotational Duties: Routine				1	2	3	4	5	6	7	( )	( )	( )
Rotational Duties: Complex/ High Volume				1	2	3	4	5	6	7	( )	( )	( )
Detail/Neatness/Organization				1	2	3	4	5	6	7	( )	( )	( )
Correspondence/Communication				1	2	3	4	5	6	7	( )	( )	( )
Judgment/Decision Making/Problem Solving				1	2	3	4	5	6	7	( )	( )	( )
Multifunctional Dexterity				1	2	3	4	5	6	7	( )	( )	( )
RMS & PEMS				1	2	3	4	5	6	7	( )	( )	( )
Other:				1	2	3	4	5	6	7	( )	( )	( )
CCIC/NCIC & CO Courts Database				1	2	3	4	5	6	7	( )	( )	( )

Total Minutes of Remedial Training: \_\_\_\_\_

**List two or three categories in which you feel competent and why:**

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**List two or three categories in which you feel you need improvement and why:**

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