

	SALISBURY POLICE DEPARTMENT
	Written Directive: Training and Career Development
	Publication Date: December 21, 2020
	 Approved: Barbara Duncan, Chief of Police
Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4	Training and Career Development Section #103

Training and Career Development

1. **Policy:**

It is the policy of the Salisbury Police Department to provide its members the opportunity to improve personal skills, knowledge and abilities in order to successfully perform department-related tasks, and to progress on a self-determined career path. Training programs will ensure that the needs of the department are addressed and that there is accountability for all training provided. In particular, training must be consistent with the department's goals and objectives. Training functions are the responsibility of the training officer, which is accountable for developing and administering training programs.

2. **Purpose:**

The purpose of career development and training throughout the department is to foster the improvement of personal skills, knowledge, and abilities of all personnel so that they can successfully perform department tasks. The department will utilize career development and training to further the employee's professional growth and capabilities in present and future positions of responsibility.

3. **Training Committee:**

The Salisbury Police Department does not utilize a Training Committee.

4. **Training Attendance Requirements:**

A. Personnel of the Salisbury Police Department are expected to attend any training program assigned. Attendance will be documented by either the instructor or in cases

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

where the training is at a location other than the department, documentation will be furnished by those responsible for the training. There are cases where attendance at a training program may be excused, i.e., court appearance or sickness. Any absence must be properly excused by the administrators of the program being attended and must be in compliance with policies. The time lost must be made up before any certificate of completion will be issued. A certificate of completion will be issued to those students who satisfactorily complete any training program. A copy of such certificates will be provided to the training officer for inclusion in individual training records.

- B. Personnel may wear the departmental uniform or civilian clothing for training assignments unless otherwise specified. Uniforms shall be worn in a manner that complies with departmental guidelines. Personnel electing not to wear their approved uniform shall wear attire appropriate for a court appearance. Shorts, athletic shoes, blue jeans, shirts without collars and old clothes shall not be worn except when specified for training purposes. Hats and caps will not be worn in the classroom.
- C. The ranking or senior officer will be in charge of all personnel attending assigned training and shall be responsible to ensure the proper attire and conduct of all departmental personnel attending, regardless of assignment or division.

5. Training Expenses:

With the exception of paper and pencils or pens, all expenses incurred by department personnel as a result of departmental required training, will be reimbursed based on actual expense (receipts must be provided) or in the case of mileage where personnel are required to use their personal vehicle, the rate will be the current city mileage rate. When the training takes place at the Eastern Shore Criminal Justice Academy no mileage will be paid; mileage for training at other locations (outside of Salisbury) will be as agreed upon prior to attendance.

6. Lesson Plans:

- A. Lesson plans are required for all training courses implemented. It is the responsibility of the instructor, to provide the training officer with a copy of lesson plans prior to the instruction. The department provides each instructor with the guidelines and a format for lesson plan development. The development of lesson plans should ensure that the subject to be covered in training is addressed completely and accurately and

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

- is properly sequenced with other training materials. Lesson plans establish the purpose of the instruction; set forth the performance objectives; relate the training to critical job-tasks; and identify the subject matter and instructional techniques. Lesson plans should be required of non-resident instructors as well as resident academy staff.
- B. The lesson plans should also include references, teaching techniques (lecture, group discussion, panel, seminars, and debate), relationships to job-tasks, responsibilities of the participants for the material taught, and plans for evaluation of the participants. The instructional techniques that might be utilized are:
- a) Conference (debate, discussion groups, panels, and seminars);
 - b) Field experiences (interviews, operational experiences, and operational observations);
 - c) Presentations (lectures, lecture-discussion, lecture-demonstration);
 - d) Problem solving (committee inquiry); and
 - e) Stimulations (case study, game, and role-play).
- C. Certified police instructors may use the following resources in the development of lesson plans:
- a) Annually updated laws,
 - b) Recent state and federal case law decisions,
 - c) Criminal justice, social justice and or psychological literary books
 - d) Approved procedural technique manuals for less lethal weapons, (i.e. baton, taser etc...)
- D. Training programs are often delivered using a lecture style adult learning environment, power point presentations, hands on techniques, role playing and mock scenarios which allow the student officers to apply the knowledge he/she has learned.
- E. Instructors of the Salisbury Police Department cooperate with the ESCJA in preparing lesson plans when instructing at the academy. The department may also request assistance from the academy in the preparation of lesson plans for in-house training. Lesson plans for use in-house and for classes taught at the ESCJA will be approved according to Maryland Police and Correctional Training Commission standards.
- F. Instructors of the Salisbury Police Department who are certified by the Maryland Police Training and Standards Commission (MPTSC) are required to be evaluated every 4 years maintain their certification according to MPTSC. Additionally,

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

instructors teaching at the Eastern Shore Criminal Justice Academy (ESCJA) are evaluated after each course of instruction they present. This evaluation is conducted by the students attending the class and reviewed by ESCJA staff.

- G. The evaluation of in-house training is handled by testing which may be written, oral, etc.; the passing and failing grades are announced in advance. The development of examinations directed and approved by the training officer, is similar to that used by the ESCJA in that they are competency based, used performance objectives and measure knowledge and ability for job related skills. All tests will be identified in the lesson plan.

7. Remedial Training:

- A. Remedial training is directed at solving a particular problem or improving the performance of an employee in a particular area within a given time frame with the expectation or improved performance.
- a) Criteria used to determine the need for remedial training may be obtained from the employee evaluations, performance observation forms or in the case of new recruits from the FTO/supervisor's weekly evaluations.
- b) Supervisors, when counseling employees in reference to sub-standard performance should confer with the training officer if training is considered a remedy.
- B. The completion of the remedial training shall be documented in the employee's annual evaluation or on a performance evaluation form.
- C. Remedial training shall be conducted as soon as practical, or as soon as scheduling permits in an effort to have the remedial training completed before the next evaluation period. Remedial training assignments, just as all other training assignments, are a duty assignment. Employees who do not participate in remedial training as directed are in violation of department rules and regulations.
- D. Annually, a firearms instructor will generate a memorandum that documents who failed to qualify with their departmentally issued handgun, what type of remedial training was conducted and whether or not the officer successfully qualified. This memorandum will be placed in the employee's personnel file and be accompanied with any related administrative paperwork generated.

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

8. Training Records:

- A. The training officer will maintain updated records of training on all departmental personnel, upon completing training assignments as follows and individual training records will reflect:
 - a) Date of training;
 - b) Type of training received;
 - c) Any certificate received;
 - d) Attendance; and
 - e) Test score.

- B. Training class records for departmental training are maintained electronically as well as a paper copy maintained in the employee's respective file. Training class records are retained by the department as required by the agencies records retention period. The training records shall reflect:
 - a) Course content (lesson plans);
 - b) Personnel attending; and
 - c) Performance of individual attended as measured by tests, if administered.

- C. Lesson plans and related records are also retained by the department consistent with the agencies records retention period.

9. Entrance Level Academy:

The Salisbury Police Department does not operate its own training academy.

10. Relationships Between the Department and the Academy:

- A. The Salisbury Police Department utilizes recruit, in-service, and specialized training at the ESCJA a regional police academy.

- B. The ESCJA is a facility of Wor-Wic Community College and is a certified police academy by the Maryland Police and Correctional Training Commission. The ESCJA must meet the training mandates of the Maryland Police Training and Standards Commission (MPTSC). The ESCJA must provide at a minimum, the MPTSC mandated minimum standards entrance-level police training program. The ESCJA is subject to audit by the MPTSC to assure that performance objectives are

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

covered.

- C. The department enjoys a symbiotic relationship with the ESCJA. The chief of police is a member of the program advisory committee which provides a viable vehicle for department input to the academy programs. The training officer enjoys a close working relationship with the academy and through his/her recommendations specific areas of instruction have been included in specialized and in-service programs provided by the academy. The chief of police, the training officer and other officers designated by the chief have monitored instruction with the full cooperation of academy personnel.
- D. The Salisbury Police Department actively participates in the training furnished at the ESCJA by providing instructors as well as curriculum input.

11. Agency Specific Training:

- A. The Salisbury Police Department provides in-house instruction concerning policies and procedures that are specific to the department when personnel complete entrance level training at the ESCJA.
- B. Instructors for all department operated training programs will meet the following requirements:
 - a) Have a minimum of three (3) years police experience or;
 - b) Have successfully completed an instructor's course and be certified as an instructor by the MPTSC or;
 - c) Possess a demonstrated skill in area of instruction; or
 - d) Be knowledgeable of teaching theories, methods and practices and have some knowledge of law enforcement practices.

12. Full Time Instructor Training:

The Salisbury Police Department does not have personnel assigned to the ESCJA in a full-time capacity as instructors.

13. Recruit Training:

- A. All newly hired officer candidates must complete entry level law enforcement training, with the exception of lateral candidates whose law enforcement certification

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

is accepted by the MPTSC prior to assignment in any capacity of enforcement duties requiring the carrying of a firearm or the making of an arrest.

- B. Upon completion of entry level law enforcement training or an approved comparative compliance program, sworn officers of the Salisbury Police Department, must complete the departmental field training officer program.

14. Recruit Training:

- A. ESCJA provides performance based training and evaluation as mandated by the State of Maryland. The curriculum is based on tasks of the most frequent assignment associated with duties of officers who complete recruit training; and the ESCJA also uses evaluation techniques designed to measure competency in the required skills, knowledge, and abilities. A copy of the regulations of the MPTSC may be found in the office of the training officer. Department related matters are covered in the first week of the department's field training program.
- B. While attending entry level training, recruit officers are routinely tested in subject matter that is designed to measure their competency in the required knowledge, skills and abilities of a sworn officer.
- C. Recruit officers receive an orientation handbook prior to the entry level training beginning.

15. Recruit And Field Training Program:

- A. The Salisbury Police Department has a field training program which includes both pre and/or post academy training. The program includes twelve weeks in the "field". The FTO Program will be the responsibility of the operations commander who will utilize the training officer to coordinate and ensure the administration of the program.
- B. A newly hired police communications officer (PCO) shall receive no less than 336 hours of training by an experienced PCO (FTO) designated by the appropriate supervisor.
- C. Field training for sworn officers will be no less than 500 hours post academy. Field training will commence as soon as possible upon completion of entrance level training. Pre-academy training will be limited to duties that do not require the use of

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

- law enforcement powers. Field training for sworn officers that are classified as lateral or comparative compliance officers will be no less than 168 hours.
- D. Field training officers are very critical to the program as their attitude, values and tactics set the example for recruit officers. The selection process for FTO's is crucial and will meet the following criteria:
 - a) The FTO should be recommended by his/her immediate supervisor;
 - b) The FTO candidate must have a minimum of two (2) years' experience as a police officer; and
 - c) The FTO candidate must possess a current satisfactory evaluation.
 - E. The squad supervisor has the responsibility of supervising the FTO and recruit.
 - F. The training officer is the liaison with the ESCJA.
 - G. Field training officers will receive initial training coordinating with the training officer. Field training officers will receive periodic in-service training from the training officer and the MPTSC when possible.
 - H. Recruits should be assigned to and remain with a single field training officer for the duration of field training. Recruits should further perform and be exposed to all aspects of police work (prisoner transportation, court appearance, and other frequently assigned tasks) while accompanied by their field training officer.
 - I. Guidelines for the evaluation of recruits by field training officers are located in the field training officer's manual which is maintained by the training officer.
 - J. Reporting responsibilities of the field training officer are located in the field training officer's manual, along with additional criteria and standards for the FTO program.

16. Annual In-Service Training:

- A. All sworn personnel of the Salisbury Police Department will receive in-service training on an annual basis as mandated by the MPTSC. In addition on a yearly basis, sworn personnel may attend one of the following:
 - a) Roll call training which will focus on reviewing changes or revisions in the state law and other applicable legal updates.
 - b) Classes required at the direction of the chief of police such as:
 - i. Supervisory and management training;

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

- ii. Policy and procedure training; and
 - iii. Any other training as deemed necessary.
- B. All officers are required to attend state mandated in-service training, 18 hours each year with the exception of the rank of sergeant and above. The ESCJA annually offers a number of different subject matter in-service programs. Course offerings will be posted and an officer desiring to attend a specific subject in-service course may put such a request via chain of command to the training officer.
- C. The chief of police, as an active member of the program advisory committee of the ESCJA, provides input as to the topics to be offered for in-service training, such as supervisory and management training, interviewing and interrogation, deadly force, child abuse, arrests, collection and preservation of evidence, etc.
- D. Special advanced outside training opportunities (i.e., FBI National Academy) are occasionally available to sworn personnel. Nominations for attendance at these courses must be made by the chief of police. Criteria needed for nomination may include:
- a) Police officers with demonstrated ability and interest and an ability, on return, to teach others the skills learned;
 - b) An officer who possesses above average leadership skills;
 - c) Upon completion of such special advanced training, the officer graduate will be assigned to duties which meet the maximum opportunity to utilize training received; and
 - d) With advance approval from the MPTSC, such training may be accepted in partial or fulfillment of mandated in-service training.

17. Shift Briefing (Roll Call) Training:

- A. Roll call training can be effective only if it is well-structured and reflects the needs or interests of the department while being flexible enough to fit into the time limitations of a roll call setting. The following are to be considered for all roll call training sessions:
- a) **Planning:** Roll call training should include enough sessions so that all squad personnel receive the training, subject matter directed toward squad/department needs, available time, timely request for audio-visual equipment, and plans for a regular number of sessions per month.
 - b) **Techniques:** Many methods and techniques are suitable for use, such as lectures, film (slide or movie), or demonstrations.

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

- c) Experienced personnel: Personnel include those with demonstrated skill or knowledge in particular areas of instruction. Instructors may contact ESCJA for assistance in gathering training materials, (files, handouts, etc.).
- d) Squad Commanders: The supervisors should regularly evaluate roll call training needed and given, thorough observation of field work, performance evaluation, increase in productivity, increased clearance rate, reduced accident rate, and thorough evaluation by individual officers.
- e) The Squad Commander: The commander should participate in actual training, evaluate training and provide guidance to shift training officer, and approve scheduling.
- f) Officers: Personnel should provide input on type of training needed, evaluate training, participate in actual training.

18. Familiarization With The Accreditation Process:

- A. Familiarization with the accreditation process is provided to departmental personnel by the training officer or the accreditation manager as follows:
 - a) To all newly hired personnel within thirty days following employment; or within thirty days after completing the recruit academy.
 - b) To all departmental personnel during the self-assessment phase associated with each reaccreditation; and
 - c) To all departmental personnel during the self-assessment phase associated with an initial accreditation.
- B. Familiarization will include, but is not limited to the following:
 - a) History and background of accreditation and the department's involvement in the process;
 - b) The accreditation and reaccreditation process;
 - c) The goals and objectives of accreditation; and
 - d) The advantages of accreditation and its impact on the department.
- C. Familiarization may be achieved by such means as orientation of new employees, classroom instruction, roll call training, newsletter, memo, periodic attendance by command staff at CALEA meetings, etc.

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

19. Specialized Training:

- A. All positions in the department call for specialized training and the development of skills. Police officers at all levels should build specialty skill areas as part of their individual career development. Officers may volunteer to attend instruction consistent with their interests. Squad commanders and the training officer will nominate officers for training course attendance, subject to officer availability. In most instances specialized training meets MPTSC mandates for in-service training.
- B. Each squad commander should attempt to create a number of skill specialists on each squad, who are not only available to perform in these specialized skill areas, but who can teach these skills. Each squad should have officers who have some special skill in, radar operation, investigative operations, crime scene processing skills etc. Opportunities for such training should be filled on the basis of both shift and individual officer needs and preferences. Subsequent opportunities for advanced skills development should be sought for officers having achieved a basic skill performance level. An officer or investigator who wishes an in depth knowledge in crime scene processing might be selected for attendance at a short course in crime scene processing. Such specialized training should emphasize development of skills such as recovery of latent prints and palm prints; foot, boot, and tire impressions; crime scene photography and sketching; and collection, processing, and transmitting physical evidence.
- C. Subsequent opportunities for additional related training should be provided to both refresh and expand the skills area; an officer or an investigator may be considered for advanced specialized training. The trained officer should then be utilized at crime scenes, conducting on-the-job and roll call training for other squad members and assigned to teach at the ESCJA.
- D. Specialized training provided to personnel includes, but not limited to the following:
- a) Development and/or enhancement of the skills, knowledge, and abilities particular to the specialized training;
 - b) Management, administration, supervision, personnel policies, and support services of the function or component;
 - c) Performance standards of the function or component;
 - d) Supervised on-the-job training; and
 - e) In addition to developing specialized skills, personnel assigned to specialized activities should be made aware of the administrative requirements and

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

relationships of the specialized function or component to other parts of the agency. Each specialty has associated with it, certain legal and policy issues that should be included in training.

- E. Temporary assignments and job rotation are part of the development process. Temporary assignments are made by the chief of police in order to accomplish specific short-term projects or as needed in cases where an officer is placed on a light duty status. Job rotation is an integral part of career development for all personnel.
- F. Educational leave is authorized by the chief of police. Information and request for this type of leave should be requested after discussion with the commander of administrative division. An example of educational leave would be the Federal Bureau of Investigation's National Academy (FBINA).

20. Accreditation Manager Training and Selection:

- A. The accreditation manager shall be appointed by the chief of police and shall report directly to the administrative commander or his/her designee. Normally, the accreditation manager will be appointed two (2) years prior to the next scheduled on-site because achievement of re-accreditation status is heavily dependent on the experience and knowledge of the accreditation manager. The execution of the duties and responsibilities of the accreditation manager will be evaluated by the level of success in assigned tasks consistent with the department goals and CALEA standards. The department will make every effort to maintain a single accreditation manager during a 4-year accreditation cycle.
- B. The minimum qualifications for the position of accreditation manager are as follows:
 - a) Sworn employee;
 - b) Five (5) years continuous experience with the Salisbury Police Department;
 - c) Rank, at the discretion of the Chief of Police; and
 - d) If a civilian is appointed as accreditation manager, he/she shall have the authority to make appropriate assignments throughout the department and to enforce deadlines.
- C. The appointment of the accreditation manager will normally be made in sufficient time to receive training and guidance from the current accreditation manager.

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

- D. The newly appointed accreditation manager shall attend a CALEA conference within one (1) year of being appointed to the position. At the conference, the accreditation manager shall receive specialized training in such classes and workshops as:
- a) New accreditation manager training;
 - b) Re-accreditation management;
 - c) Preparing for an on-site;
 - d) Any other classes or workshops offered at the conference deemed relevant by the Chief of Police and the accreditation manager; and
 - e) Join and participate in the Chesapeake Region Law Enforcement Accreditation Alliance (CRLEAA).

21. Tactical Team Training:

Tactical team training will be conducted bi-monthly under the supervision of the tactical team commander/leader. All training is documented and maintained by the training officer.

22. Non-Sworn Orientation:

- A. All newly appointed non-sworn personnel will receive the following training:
- a) Orientation of the department's role, purpose, goals, policies, and procedures.
 - b) Working conditions, rules and regulations, policies and procedures.
 - c) Responsibilities and rights of employees.
 - d) Other training as deemed necessary.

23. Non-Sworn Pre-Service And In-Service Training:

- A. Agency non-sworn positions that require training prior to the assumption of job responsibilities are:
- a) Police Communications Officer;
 - b) Records technicians;
 - c) Administrative staff;
 - d) Public Service Officer;
 - e) Property Custodian;
 - f) Animal Control;
 - g) Quartermaster;
 - h) Crime data analyst;
 - i) Intelligence analyst; and

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

- j) Any grant funded position.
- B. In-service/specialized training stresses not only the skills to perform the technical aspects of their positions, but also the importance of the communication link they provide between the citizens and the department. Emphasis is placed on the fact that a citizen's opinion of the department is based on the type and quality of service obtained.

24. Training for Career Development:

- A. All commanders and/or their trained designees are responsible for career development of personnel assigned to their respective command.
- B. Personnel assigned to career development activities have undergone a period of orientation to increase knowledge and or skills in at least the following areas:
 - a) General counseling techniques;
 - b) Skills, knowledge and abilities assessment techniques;
 - c) Salary, benefits and training opportunities in the department;
 - d) Educational opportunities and incentive program;
 - e) Awareness of the cultural background of ethnic groups in the departments program;
 - f) Record keeping techniques;
 - g) Career development programs of other jurisdictions; and
 - h) Availability of outside resources.

25. Skill Development Training Upon Promotion:

- A. Either just prior to or upon promotion, new supervisors and commanders will be provided specialized training in supervision, management, and specialized functional areas depending on assignments.
- B. The MPTSC mandate that all first line supervisors upon being promoted to the rank of corporal attend a supervisor's course within a year of promotion. The commission also requires promoted command level personnel to attend first line administrators training within a year of promotion. The curriculum is set by the commission in both courses.

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

26. Career Development Program:

- A. The career development program is designed to improve skills, knowledge and abilities for a successful career in law enforcement. The training officer receives on a continuing basis course announcement from the ESCJA and other related training venues. The training officer with the assistance of supervisors, schedules career development type training throughout the year.
- B. Based upon the courses being offered the training officer distributes a training bulletin summarizing the course definition; interested officers respond by requesting enrollment.
- C. The training officer endeavors to enroll officers in courses believed beneficial to improve the employees skill set in their assignment.
- D. The training officer may attend the program advisory committee meetings, but is not a voting member.
- E. The MPTSC also provides course announcements for their executive development program. The training officer endeavors to enroll supervisors in courses to improve their particular skill set.

27. Temporary or Rotating Assignments:

Temporary assignment and/or job rotation affords officers an opportunity for professional and personal growth. When such an opportunity becomes available, the appropriate division commander will identify the position, the approximate duration of assignment and the selection criteria for the position. This information will be furnished to the command staff who will consider officers' performance, training, skills, knowledge, abilities and professional aspirations. The command staff will forward recommendations to the chief of police for selection.

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

28. Succession Planning:

A. Supervisory Requirements:

- a) Recognize that the betterment of the entire police department and the community we serve hinges on identifying individuals with leadership skills, leadership capability and growth potential so as to provide them with opportunities to develop their skills and to gain experience in leadership roles;
- b) Recognizes that a robust and targeted succession plan is a necessity, and reflective of best practices, in ensuring the development of a pool of qualified individuals who are able to step into leadership positions, both in the short term, and on a permanent basis;
- c) Recognizes that a robust and successful succession plan is reflective of a learning organization;
- d) Supervisors and command level personnel will utilize a combination of opportunities to provide development for leadership candidates, including but not limited to utilization of:
 - i. Acting positions for the purpose of gaining experience;
 - ii. Training programs;
 - iii. Educational courses and accelerated learning opportunities;
 - iv. Lateral transfers to gain knowledge of different areas of the organization;
 - v. Mentoring; and
 - vi. Support of and engagement in community outreach activities which support the law enforcement mission.

B. Measurement Methods:

Annually, the chief of police shall assess the effectiveness of the succession planning with respect to the chief of police position, the assistant chief of police position and top command staff positions. Similar measurement methods shall be used on an annual basis as supervisors complete job performance evaluations.

Related CALEA Standards: 33.1.1, 33.1.2, 33.1.3, 33.1.4, 33.1.5, 33.1.6, 33.1.7, 33.2.1, 33.2.2, 33.2.3, 33.2.4, 33.3.1, 33.4.1, 33.4.2, 33.4.3, 33.5.1, 33.5.2, 33.5.3, 33.5.4, 33.6.1, 33.6.2, 33.7.1, 33.7.2, 33.8.1, 33.8.2, 33.8.3, 11.5.1, 15.1.4

Training and Career Development
Section #103

C. Reporting:

Annually, supervisors will document their respective succession planning that was completed during the rating period. This planning may include, the employee being recommended for an acting position for the purpose of gaining experience, training programs attended or requested, college or graduate level educational courses completed or working towards, lateral type transfers to gain knowledge of different areas of the organization and mentoring.