



**KENT
POLICE**
SERVICE • PROFESSIONALISM • INTEGRITY

*PROBATIONARY
SERGEANT
LEADERSHIP AND
MENTORING
PROGRAM MANUAL*

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Block One - Administrative Function

B1 | OBJECTIVE #1 – MANAGEMENT PHILOSOPHY

- The Police Image

- Expectations of a Sergeant

Sergeants are the backbone of the department. Sergeants need to model the behavior they expect from their troops. They need to follow the directives put out by the command staff and make sure their officers are following those directives. They also need to listen to their troops and pass on the pertinent information back up to their Commander. Command needs to know what the pulse of the department is since that influences the decisions that are made. Sergeants also need to challenge the process if policies and protocols need to change. Take your ideas to your Commander.

Sergeants need to make the tough decisions, whether that is addressing inferior performance, limiting the amount of officers at a call, or deciding to terminate a pursuit. This also includes the difficult conversations they might have with the troops or their commander. Difficult conversations should be done on a one on one process not in front of others.

Accountability starts with the Sergeants. Ensure your troops are doing what is right and if not, train them to do it right.

Being a Sergeant is both the toughest job in the agency but also the most rewarding.

- Weekly Reporting

A copy of the Weekly Report form can be found on the "P" drive at Public/Forms/Sgt Forms/Sergeant Weekly Report.

- Transition to Supervisor and Leader

The transition from officer to sergeant can be the most difficult transition a police leader faces during their career. It is important to remember that the new sergeant is no longer "one of the guys" but is now a standard-bearer for the agency and its mission. Two well-written articles that address this can be found on the "P" drive at Public/Sergeant/Officer to Sergeant. Please read both articles as part of your orientation as a new sergeant.

- Civil Liability

Your job as a first line leader is to protect the city, the department, yourself and your troops from civil liability. If you see something that needs to be changed, bring it up to your supervisor. If you see your subordinates doing things that could lead to liability, stop them and train them on the right way to do business. If there is an accident involved incident or we damage the property of others, make sure to notify Risk management and command.



SERGEANT TRAINING & EVALUATION PROGRAM

ADMINISTRATION FUNCTION - OBJECTIVE #1

MANAGEMENT PHILOSOPHY

	<u>TRAINER</u>	<u>DATE</u>
The Police Image	_____	_____
Expectations of a Sergeant	_____	_____
Weekly Reporting	_____	_____
Transition to Supervisor and Leader	_____	_____
Civil Liability	_____	_____

THE POLICE IMAGE

The effectiveness of a law enforcement agency is determined by the public cooperation and support it receives. If a department cannot gain and maintain the confidence of the citizens in its community, its effectiveness is curtailed and its integrity questioned. A law enforcement agency must be able to project to the citizens of the community through its ability to serve with integrity and effectiveness. Although this is a departmental effort, the individual officer plays a more significant part. It is through a citizen's personal experience with a police officer that attitudes concerning the whole department are formed. The reputation of a law enforcement agency stems from the relationship existing between the individual police officer and the public. The high visibility of the police officer's uniform sets them apart from the rest of society. In the eyes of the public, they shed their individuality and acquire the identity of the group. Thus, an act of dishonesty or discourtesy on the part of one officer becomes the criterion by which a whole department is judged. The individual officer is instrumental in shaping a positive public attitude toward the police and must earn a reputation for integrity and fair play. They must dedicate themselves to give quality public service, impartial enforcement of the law and fulfill their responsibilities fully, promptly, and resolutely. The respect and acceptance of a law enforcement agency cannot be decreed by statute, IT MUST BE EARNED.

Competence, dedication to duty, and courtesy are those positive qualities which instill public confidence in a police department. Needless to say, these qualities are not the product of chance, nor are they inherent in the individual. Officer conduct, job attitude, and skills are shaped and developed by hard work and study. The individual, responding to assignments efficiently and courteously and taking positive action, reflects the high standards of this department. When an officer carries out their duties in this manner, they will assist the department in earning a good reputation within the community, a reputation of PROFESSIONALISM when serving the needs of the public.

GRECL

Graham's Rules for the Elimination of Civil Liability

What's a GRECL (pronounced greckle)?

Over the last decade, Gordon Graham has developed "Nine-nine undeniable, unassailable truths about Law Enforcement". Thirteen of these truths apply to law enforcement civil liability issues. These are Graham's Rules for the Elimination of Civil Liability. Knowledge of GRECL may help prevent a lawsuit being filed, and in the event a suit is filed, following GRECL may prevent your losing the case.

GRECL #1

Lawsuits are a way of life. You can sue anybody, anytime for anything. We live in the most litigious society in the world. People are less and less willing to accept responsibility for their actions and when they get injured they demand compensation. If necessary, many will lie, deny and make things up in pursuit of the almighty buck.

SUB GRECL 1A

There are 150,000 attorneys in California alone. There are only 60,000 cops.

SUB GRECL 1B

Attorneys who sue cops are paid on a contingency fee basis. Attorneys who defend cops are paid by the hour. There are a lot of smart people making money off of suing cops. We need skilled professionals defending us and we have a bunch of them.

GRECL #2

There is a substantial difference between liability and litigation. Police civil liability can be eliminated if we encounter incidents, do the job right and take the time during and after the fact to be able to prove we did the job right.

GRECL #3

Don't depend solely on your lawyer to give you advice regarding civil liability. Get to know your Risk Manager and listen to what the professional has to say also.

SUB GRECL 3A

Most things that go wrong in law enforcement, like life, are highly predictable and that is the domain of a qualified Risk Manager. Remember, if it is predictable, it is preventable.

GRECL #4

Everyone needs to recognize that the job of a law enforcement professional is among the most complex jobs in American society today.

SUB GRECL 4A

Currently the only people who know that complexity of the cop's job are those who are doing it or those who have done it. Unfortunately, many of the remaining people in the world THINK they know what a cop's job is all about.

GRECL #5

A well-informed, well-educated public is law enforcement's absolute best ally.

SUB GRECL 5A

Most people get most of their information about law enforcement from media, which regularly demonstrates an anti-law enforcement bias. This bias may be intentional or accidental, but its impact is the same.

SUB GRECL 5B

Every incident encountered by law enforcement, whether in person or on the phone, is an opportunity to educate the public as to what we do and why we do it.

SUB GRECL 5C

Take the time to treat people the way you would like to be treated, with dignity and respect. Make every contact count. You can turn a good incident into a bad one in a heartbeat with some inappropriate behavior comment. First impressions count.

THINK!

SUB GRECL 5D

There is a link between the manner in which we treat each other in the workplace and the way we treat people on the street. Show me an organization that is plagued internally and you will see the same issues externally.

SUB GRECL 5E

Strive to become the "Nordstrom" of law enforcement.

SUB GRECL 5F

Take a look at the United States Eagle on the back of the dollar bill. When you contact people, pretend you are the United States Eagle. Always extend the olive branches of peace first. Have the arrows of war ready just in case.

GRECL #6

The ability to encounter incidents and do the job right comes from knowledge. Knowledge comes from experience and training. If you don't have the experience, all you have to rely on is your training. If your training was 70% one time, some time ago, the likelihood of doing the job right substantially diminished.

SUB GRECL 6A

If you have not experienced the task before or do not experience it on a regular basis, the likelihood of doing the job right is reduced and is reduced appreciably. Focus on the high risk, low frequency tasks and non-discretionary time tasks. These are over-represented in lawsuits. They are also critical for officer safety.

SUB GRECL 6B

The key to doing the job right is having a ton of experience. Absent experience, you need pre-incident Solid, Realistic, Ongoing and Verifiable Training – SROVT.

GRECL #7

Get good people; keep good people and practice SROVT.

SUB GRECL 7A

Things go wrong, not because we have bad people. Most things in law enforcement that go wrong occur because a well-meaning person gets involved in an extremely complex incident and that person does not know what to do.

SUB GRECL 7B

If you don't know what to do and time allows, ask someone else. Maybe a co-worker or supervisor has been down this same road before and now knows, through experience, how to handle this situation. Remember the concepts non-punitive close call reporting.

SUB GRECL 7C

The best predictor of future behavior is past behavior.

SUB GRECL 7D

Competency is the ability and desire to encounter an incident and do it right. Competency is not dependent on race, sex, religion or sexual orientation. On the other hand, race, sex, religion and sexual orientation are not a guarantee of competency either.

SUB GRECL 7E

It takes a good person to be a good cop. But being a good person is not enough. In order to be thoroughly ethical, cops have to be fully trained to perform every aspect of their rightful work. Practicing SROVT is a good idea.

GRECL #8

Good police agencies have strong policies directing the course of behavior of personnel and these policies are rigidly, impartially and consistently enforced.

SUB GRECL 8A

Policies have got to be agency specific, properly derived and regularly reviewed for accuracy. Focus on the high-risk tasks and identify them in your manual. Incorporate your Department philosophy into the policy.

SUB GRECL 8B

Personnel can't follow the policy if they don't know the policy.

SUB GRECL 8C

Personnel can't know the policy unless they regularly review it and are tested for knowledge on a regular basis. How do you really know what your people know? This will also obviate the allegations of "deliberate indifference". Failure to adequately train will be the hottest issue facing law enforcement in the next decade. Again, HR/LF/NDT is the key.

SUB GRECL 8D

Personnel will not follow policy if policy is not complied with by supervisory and management personnel. Set the proper example.

GRECL #9

After doing the job right, take the time to be able to prove it.

SUB GRECL 9A

Juries view the loss, destruction, or failure to gather exculpatory evidence with extreme suspicion.

SUB GRECL 9B

Lawyers have a rule – If you can't attack the facts of a case, attack the deliverer of the facts or the method of delivery. Jurors also have a rule – If it is in the report, it probably happened. If it is not in the report, it probably did not happen.

SUB GRECL 9C

Take the time to write reports that are complete, consistent and within policy. Post O.J., lawyers will assert that three inconsistencies are a conspiracy.

SUB GRECL 9D

You only get one opportunity to write a CCP report.

SUB GRECL 9E

Supervisors have only one opportunity to review a report to make sure it is CCP. Set the standard of review today. Remember, your men and women will rise and fall to your level of expectation. Set high standards – Get high standards.

SUB GRECL 9F

What you say after the incident can be used against you in subsequent civil litigation. Think!

SUB GRECL 9G

When talking to the media, release facts only, not opinions or conjecture or what should have happened. Remember, they are in the business of making money through controversy and hyperbole.

Remember the media rules:

1. Be first rather than right.
2. Never let the facts stand in the way of a good story.
3. When in doubt, analyze.
4. Good news is on news, so create conflict.
5. Think!

SUB GRECL 9H

Every moment that passes from the instant of the incident, the more difficult it becomes to prove exactly what happened. Get the proof immediately. Further, we need to track cases from date of incident, not from date of claim. A lot happens in the interim. Perhaps the matter could have been settled on the day of the incident. Think!

SUB GRECL 9I

Remember, there is a substantial difference between testifying in a criminal case and doing so in a case where you or your department is a defendant.

GRECL #10

If the job wasn't done totally right, find out why and do something to make sure it gets done right in future similar incidents.

SUB GRECL 10A

Failure by supervision and management to properly investigate incidents and discipline for wrongful behavior ratifies wrongful behavior and encourages future wrongful behavior. This language is prevalent in Federal Court actions.

SUB GRECL 10B

Prompt, fair, and impartial discipline is welcomed by good law enforcement officers. What cops don't like is not-prompt, non-fair and non-impartial discipline. Discipline should be dependent on deviation from policy, not because of a consequence caused by the deviation from policy.

GRECL #11

Recognize the incidents that have a high probability of ending up in litigation. These are the ones that need your extra attention in making sure your people know how to do the task and that they know what is necessary post incident to prove what happened. Take a close look at vehicular operations, use of force, use of deadly force, taking persons into custody, forced entry into buildings, special relationships and job based harassment. These are the tasks that represent most of our problems and it is essential we do them correctly.

SUB GRECL 11A

Law enforcement has historically prepared reports and testified in court for the district attorney. There is a big difference between proving a crime occurred and proving that the job was done right.

GRECL #12

Good supervision and management is also important. Promote people who are capable of doing their new job. As a supervisor or manager, you can be held liable for the actions and inactions of your subordinates. Make sure they know how to do their job. Be more concerned with personnel really knowing law, policy and technique than you are with having a piece of paper saying someone knows the law, policy and technique.

GRECL #13

Forget civil liability – we have a moral obligation to encounter incidents and do the job right. That is what being a good cop is all about. When you encounter an incident, it is one of many for you. It may be the most important moment in someone else's life.

Block One - Administrative Function

B1 | OBJECTIVE #2 – BASIC SUPERVISION

- **Counseling and Correction Process**

Sergeants have a responsibility to ensure that employees within their area of responsibility follow the department rules, policies and procedures. Sergeants may be held responsible for the acts of their employees.

Sergeants must have thorough knowledge of current rules, policies, procedures and performance standards established within the organization so that they can enforce them. They must understand the reasons for each of these rules, policies or standards. It is the responsibility of all supervisors to communicate the rules, policies and procedures of the Kent Police Department to their assigned employees.

Sergeants have an important role in affecting positive discipline. Sergeants will facilitate and/or participate in training of assigned employees in proper conduct and acceptable performance. They will take disciplinary action in a timely manner where there is misconduct and/or unacceptable performance.

Sergeants will give timely advisement to employees of any performance or behavioral problems, which could result in disciplinary action. Sergeants will notify their immediate supervisor of any performance or behavior problems of subordinates, which could result in disciplinary actions.

Follow-up on disciplinary action is also the responsibility of the sergeant. If behavior or performance problems, which resulted in discipline, have been improved or corrected, acknowledgement and improvements and/or corrections should be documented in the employees next regular evaluation. If the improvement or correction in performance or behavior has not been made, the supervisor must proceed with additional and more progressive disciplinary action.

- **Performance and Action Plan**

- **Communicating Clear Expectations to your Crew**

Sergeants should develop and distribute their written expectations to each of their crew members at the beginning of every rotation. The expectations should highlight the Kent Police Department's Mission and Values and be in accordance with the 'Chief's Command Intent'. The purpose of delivering crew expectations is to establish a clear baseline for employee performance.

Expectations should provide guidance on decision making and serve as a point of reference for desired conduct and expected outcomes in addition to the Department's policy and procedure.

Historically, crew expectations frequently cover each Sergeant's philosophy on values, work product, conduct, training, and administrative tasks. Expectations should also emphasize rules of engagement for high-liability topics like pursuits, use of force, and search and seizure.

Creating crew expectations gives Sergeants an opportunity to think through and develop their own leadership style within the framework of the Department's mission. It also allows them to set relevant goals and a standard of accountability for their Officers.

Expectations serve as a basis for individual check-in on goals, progress, and counseling throughout the rotation.

- Performance Evaluations Policy and How To
- Early Warning System (EWS)
- Performance Awards
- Peer Support Program
- Officer Mentorship
- Chaplaincy Program
- Involvement in Street Incidents
Patrol Sergeants should be aware of the calls for service their officers are responding to and discern when they should deploy to lead and/or support their officers in the field. Sergeants are generally expected to respond to high-risks incidents, tactical calls and high liability events like pursuits, officer involved collisions or injuries, felonious assaults, detective callouts, and calls that result in significant uses of force. Field supervision is the primary method Sergeants should use to assess, direct, and mentor their officers.

Sergeants should recognize that certain KPD Policies mandate their consultation and/or approval. For example, Officers are required to advise a Sergeant on the removal of children. Although Sergeants are not expected to respond to every call, they should be available to provide direction to their officers via phone. They should also maintain an awareness of regional issues, community events, and civil matters their crew may encounter on the street. Sergeants are responsible for updating the Command Staff via their chain of Command and should communicate with the Detective Sergeant and Duty Officer as needed.



SERGEANT TRAINING & EVALUATION PROGRAM

ADMINISTRATION FUNCTION - OBJECTIVE #2

BASIC SUPERVISION

	<u>TRAINER</u>	<u>DATE</u>
Counseling and Correction Process	_____	_____
Performance and Action Plan	_____	_____
Communicating Clear Expectations	_____	_____
Performance Evaluations Policy	_____	_____
Early Warning System (EWS)	_____	_____
Performance Awards	_____	_____
Officer Mentorship	_____	_____
Peer Support Program	_____	_____
Chaplaincy Program	_____	_____
Involvement in Street Incidents	_____	_____

INITIAL COUNSELING

- Establishes a foundation at the beginning of a rotation or rating period.
- Let's you assess the strength and weaknesses of your officers and squad
- Covers your expectations, the acknowledgement of receipt by the individual and their understanding - Accountability
- Lists Individuals strength and weakness
- Long and short term goals-their professional development and where they want to go
- Officers are counseled/mentored by leaders and self development goals are established that create a training plan captured in the plan of action and supervisor responsibilities section
- Goals should benefit both officer and department (*appropriate training/feasible goals)

ROUTINE COUNSELING

- Done midway through a rating period or quarterly
- Allows for a quick azimuth check to make sure you and the individual are still on course for goals
- Can capture positive actions/sustainable performance to date, for their evaluation
- Gives the individual the opportunity to tell you about positive highlights you may not be aware of
- Covers 'needs to improve' performance during a period when officers have ample time to fix, prior to the eval- avoids the 'I wish you would have told me sooner' or 'I didn't know/understand that

PERFORMANCE COUNSELING

- Q. **WHAT** is Performance Counseling?
A. Positive Action to Improve Performance

Types of Performance Counseling:

- Verbal
- Written
- Probation
- Final Action

THE GOAL

1. Positive action to improve performance
2. Articulate expectations clearly
3. Reasonable means to accomplish achievement
4. Measure performance
5. Make sure work is consistent with Rules & Regulations
6. Document ALL information

- Q. **WHY** do Performance Counseling?
A. To retain a good employee

- Define standards of conduct
- Treat employees fairly
- Document
- Avoid wrongful termination
- Improve or remove poor employees

KEY PRINCIPLES

- Maintain or enhance self-esteem
- Listen and acknowledge
- Ask for help in solving problems

***This is not a contract for employment, but a plan to improve performance, even good employee performance.*

- Q. **WHEN** should you do Performance Counseling?
A. Whenever an employee exhibits unsatisfactory performance or work habits.

Examples:

Excessive use of sick time
Late for work
Misses court
Not following general Dept. rules
Safety practices
Employee relations
Knowledge of work
Quality of work
Volume of work
Direction acceptance
Care and operation of equipment
Initiative
Job skill level

☛ "Gunny sacking" --Don't save up all the bad things and then hit the employee with it at evaluation time. Everything in the evaluation should not be a surprise to the employee.

- Q. **HOW** do you Performance Counseling?
A. Follow the example below

- Describe the situation (Not your opinion) and be specific
- Ask for reasons and listen (Yes, really listen)
- Help employee develop a solution (Not touchy-feely stuff)
- Agree on action plan which explains consequences of continued lack of improvement
- Express confidence by reviewing the action plan and giving a motivational statement
- Monitor with follow-up and periodic meetings
- Document on the Developmental Counseling Form

VERBAL COUNSELING

Verbal counseling should be used when an employee's performance problem first becomes apparent. It consists of a counseling session to educate the employee regarding the rule or performance standard involved.

In conducting verbal counseling:

- Determine if the rule, procedure or performance standard was known and understood.
- Counsel the employee regarding the rule, procedure or performance standard involved, the reason to believe there was a violation, error or mistake, and the importance of correcting the problem.
- Make thorough notes of the date, time and content of the verbal counseling, fully describing the conference with the employee and the employee's response.
- Retain all copies of such notes as a record of the counseling.
- If the performance problem is serious, you may choose to immediately move to a written counseling session.

WRITTEN COUNSELING

Written counseling is used when a performance problem continues after verbal counseling or if the problem is of a sufficiently serious nature to make verbal counseling inappropriate.

For a written counseling:

- Describe the performance problem using descriptive, rather than evaluative terms.
- Counsel the employee regarding the performance standard involved, the reason the performance is not meeting the standard and the importance of correcting the problem.
- Document the counseling session in a manner that fully describes the performance problem and the conference with the employee. As appropriate, it should include reference to previous verbal counseling on the subject and an explanation that failure to correct the offense may lead to additional or more severe disciplinary action.
- Ask the employee to sign an acknowledgement of the counseling.
- Give the employee the opportunity to respond to you in writing. The employee's comments will be included along with all other documentation.
- Provide a copy of the written document to the employee.
- If improvements are not made, the document may become part of their permanent personnel file.

Effective follow up:

1. Review previous discussion(s)
 - a) You may not have handled the first discussion(s), know the facts
2. Indicate insufficient improvement and ask employee for reason(s)
3. Discuss possible solutions
4. Explain consequences of continued lack of improvement
 - a) Meet with staff members to make sure all agree
5. Agree on action and follow-up date
6. Indicate your confidence in the employee
7. Document
8. Monitor

DEVELOPMENTAL COUNSELING FORM

_____ Initial Counseling
_____ Routine Counseling
_____ Performance Counseling

Date of Counseling _____

Officer Counseled _____ **Supervisor** _____

Purpose of Counseling: (Item or issue to be discussed)

Key Points of Discussion:

Plan of Action: (outlines actions that the officer will do after the counseling session to reach the agreed upon goal/s).

Session Closing:

Individual counseled: _____ I agree _____ disagree with the information above.

Individual counseled remarks:

Signature of individual counseled: _____ Date: _____

Supervisor Responsibilities: (leader responsibilities in implementing the plan of action)

Signature of Counselor: _____ Date: _____

KENT POLICE DEPARTMENT

Example Memo

SUBJECT: Notification of Unsatisfactory Performance and action plan

DATE:

In compliance with the Kent Police Policies and Procedures Manual section 20.1.6, I am notifying you of 3 specific performance problems that need to be improved otherwise the performance areas will be noted as "NOT SATISFACTORY" in your next scheduled evaluation.

The 3 performance problems are:

1. Following the patrol division practice and directive of handing all case reports by the end of your duty day. Placing non completed reports in the hold tray if "not in custody" and you are scheduled for work the next day. Also completing all case reports prior to going home when you will be on your days off due to vacation, military leave, normal days off, etc., unless supervisory permission is granted to deviate from this directive.
2. Using proper officer safety tactics when responding to calls for service and contacting suspects. Specifically, not making contact alone with likely volatile subjects who may flee when spotted as in domestic situations or any felony situation, unless the situation is a life endangering matter which requires immediate involvement.
3. Completing case reports with minimal mistakes. Specifically proofreading all case reports and making sure all check boxes are marked appropriately, proper punctuation and sentence structure is used, and all necessary probable cause and investigatory facts are written in a clear, chronological, and concise manner.

Improvement has been made to satisfactory performance in the following areas that were discussed with you on (insert date):

1. Arriving to work on time ready to go with all necessary equipment and uniform.
2. Assisting adjoining beats with calls for service when call volume is high.

The following actions must be taken to improve these deficiencies:

1. Abide by the patrol directive on handing in reports as noted above.
2. Proofread all reports prior to handing reports in for approval making sure all problems above are taken care of.
3. Review the patrol procedures manual regarding suspect contacts and response to calls for service involving felony subjects and domestic situations.

In a better effort to monitor you progress in these areas and help, I will be moving you to the K5 beat for the month of (insert month).

Sergeant: _____

Copies: _____

This matter has been reviewed by me and explained to me by Sergeant (insert name).

I acknowledged receipt of this memorandum.

Signature: _____

Date: _____

SUPERVISOR'S GUIDE TO PERFORMANCE EVALUATION

PART 1 – PERFORMANCE EVALUATION

The rating of an employee has, for many years, been a controversial topic in personnel administration. Many employees generally dislike being rated, many times justifiably due to the methods used and the way the topic has been approached. Conversely, many supervisors dread evaluation time due to the hard work and unpopularity that it frequently bestows upon them. There are many ratings, grading or evaluation systems in use today. Some are highly complex in design and evaluate the supervisor as well as the employee. Others are relatively simple with no particular objective in mind. To add to this confusion, professional personnel people disagree on the methods, forms and objectives to be accomplished by performance evaluation.

Numerous objectives or goals have been listed for rating systems by various authorities and seldom are the intended results accomplished. Some experts claim that personnel ratings are intended to:

- Keep employees informed of what is expected of them and how well they are performing.
- Recognize and reward good work.
- Help supervisors recognize weaknesses and give them opportunity to remedy deficiencies.
- Identify employees who should be given specific types of training and identify general training needs.
- Provide a continuing documented record of an employee's performance history.
- Guide decisions to be made in promotions, transfers, layoffs, and other personnel transactions.
- Help determine if an employee will be given an in-grade pay increase.
- Verify performance standards.
- Check accuracy of job descriptions and classifications.
- Verify the accuracy and the effectiveness of recruitment and examination procedures.

All of the aforementioned are worthwhile objectives and one might think that the rating of an employee would be welcomed by everyone involved. Personal and emotional considerations have significantly reduced the value of rating systems. The process may then become distrusted by the employee and an unavoidable evil for the supervisors.

In recent years, several trends have developed in the field of rating employees. One of these trends has been more thoughtful consideration of the philosophies, purposes, and principles of performance rating.

Let us examine this trend more closely. What is the philosophy of performance ratings? To begin with, what do we want to accomplish and why? What we want to accomplish is the evaluation of an employee's job performance. This denotes a significant change from past theories and opens a new approach to performance evaluation. We are not attempting to rate or grade the employee's subjective traits of character or personality; we are concerned with an objective evaluation of the specific employee's job performance.

In attempting to change previous supervisory attitudes, we will stress the use of the wording "performance evaluation" from this point throughout the manual and will omit such words as "rating" or "grading."

The issue of job performance brings into play another current trend in evaluation systems. That is, to avoid the use of the performance rating for a multiplicity of purposes; such as those listed on page 1. As indicated previously, many possible objectives for an employee evaluation system have been claimed – to facilitate merit increases, promotions, transfers, demotion, discharge, rehire, references, motivation, employee training, supervisory training, personnel research, and many others. There is now increasing recognition that an evaluation system can be developed either as an

administrative tool or as a supervisory tool, but it is unlikely that it can function to its optimum in both capacities.

The primary objective in employee job performance is to work towards improvement of performance in areas that are identified as needing improvement, as well as to sustain superior job performance.

Another trend is to avoid the attempt to evaluate personal traits and to concentrate on the evaluation of an employee's job performance as the performance compares to written performance standards.

PART 2 – THE KPD PERFORMANCE EVALUATION SYSTEM

The performance evaluation system to be used by this department is an adaptation of a system recommended by the International Association of Chief of Police. It provides for the evaluation of both sworn police personnel and civilian employees, including supervisors. It is compatible with our present management by objective system and a more realistic view of an employee's job performance. Some aspects of this system are:

- The system avoids the multiplicity of purposes. It has only one objective in mind – to inform an employee of their specific performance with the intention to improve the performance when needed, to provide goals for the employee to improve their specific performance, and to sustain performance which is already superior.
- A summary or numerical rating has been eliminated. It will not be possible with this form to categorize an employee as "outstanding," "Above average," "average" and so forth.
- The system is not intended for use in administrative action except that the performance evaluation should substantiate, and certainly not contradict decisions made to discipline or terminate an employee because of poor performance.
- Factors are designed to provide an evaluation of job performance rather than intangible qualities such as personality.
- There is ample opportunity to expound on an employee's strengths, weaknesses, and what must be accomplished by the employee and supervisor to improve performance.
- An employee interview is a major feature. Personnel experts claim that the interview between the employee and the supervisor is more important to the entire procedure than any other aspect.

THE PURPOSE OF THE PERFORMANCE EVALUATION

The purpose of the performance evaluation is to improve employee performance and to sustain that which is already superior. Additionally, most supervisors realize that one of the major sources of job satisfaction for an employee is for the employee to know that the work done is considered worthwhile and essential – to know the employee's efforts to do the job are appreciated and accepted as an important part of the progress of the Department's work objectives; and above all, to know whether or not the employee is performing their specific job correctly.

JOB PERFORMANCE STANDARDS

Utilizing the system of performance evaluation wherein actual performance is measured against a written standard for a particular job has proven to be a more reliable type of evaluation system. In addition, this type of system has some distinct advantages to previously used systems which will be elaborated upon in another section of this manual.

Few police departments have established job performance standards in written form. Most police supervisors, however, have a great many unwritten standards in mind, often without knowing it. If you, as a supervisor, do not have some unwritten standards in mind, you would have no basis for drawing the conclusion that an officer's work was well done or that it was done properly.

Although there is considerable agreement among supervisors as to what constitutes "good" performance, the unwritten standards are not mutually understood or agreed upon by supervisors and employees in many cases. If the employee does not understand the standard performance, or if the standard changes when the employee changes supervisors, then we cannot expect the employee to know what is expected of them. Similarly, if supervisors do not have a mutual understanding of standard performance, then they cannot evaluate the employee's performance with any degree of compatibility.

In police work, it is most difficult, if not virtually impossible without editing reams of paper, to establish written standards for all conceivable tasks. This is due to the complex nature and wide variety of tasks performed. It is possible, however, to group these tasks into like categories or factors and establish written standards for the categories or factors to which an employee's performance can be compared. The supervisor's concept of these factors and the standards will become more uniform by reviewing the standards for each factor, which are provided later in this manual.

WHAT IS A PERFORMANCE STANDARD?

There are many different types of job standards. For example, historical standards; based on what has been done in the past. Market standards; based on what others are doing. Engineered standards; specified as a result of a scientific method. Positive standards; employees will reduce crime by five percent. Negative standards; no more than five unsolved crimes per month will be permitted. Zero standards; no crimes will occur within the city limits.

Many definitions of what constitutes a standard have been written and all of them express the same general idea. If we incorporate all of these ideas into one definition, it might read as follows:

"Job performance standards are descriptions of how well an employee must do specific tasks of a specific position under existing working conditions, if the employee is to do the job in a manner which is satisfactory to management."

The establishment of job performance standards is a means of letting the employee know just what constitutes satisfactory or "standard" performance of the tasks of the employee's specific job. The foundation on which performance standards are based is that each employee is entitled to know, and must know, if they are expected to do their best work, what they are to do and what constitutes a job well done. Job performance standards are simply statements of these points. They are yardsticks for measuring performance.

PART 3 - SUPERVISION, TRAINING AND PERFORMANCE EVALUATION

Often times a performance evaluation report is thought of as a chore and usually an unpleasant one. It might help to think of performance evaluation reports as an aid to good supervision and training.

Look briefly at your job as a supervisor and see where a more positive use of the performance report can make your work easier. A supervisor is of greatest value in the area of developing and coordinating the work of his or her whole staff and not in doing the work of his or her unit. As a supervisor, your greatest value lies in developing your own people to do the job. A major responsibility of a supervisor is to improve performance of a subordinate's, both individually and collectively.

It has been said that from 60 to 90 percent of a supervisor's work effort is spent in teaching or instructing the staff. Training is done in many ways, but the basic principles of teaching are the same. Although supervisors may not have been formally trained as a teacher, they are expected to know and directly apply the principles of teaching.

These simple principles of teaching or training include the following:

1. Explaining
2. Demonstrating
3. Observing performance
4. Evaluating

Examine these four points briefly. You, as a supervisor, must tell both the new employee and the old employee under your supervision how to do the job. You must then show exactly how the job is to be done. A supervisor who is a good trainer has the employee show by doing that the employee understands what is to be done. Then you, as a supervisor, evaluate the results of the employee's efforts to determine whether the employee has learned the lesson. The supervisory principles are applicable to both office and field work.

After you have (1) told an employee how to do the job, (2) shown the employee the duties, and (3) observed the employee's performance, come the all-important job of (4) reviewing the employee's work and making an objective evaluation.

Evaluation of a job being done by the employee is one of the most important aspects of your job as a supervisor. It is a means of letting the employee know where they stand. It is the opportunity for you to sit down with the employee and discuss job performance. The interview period for review of your evaluation and analysis furnishes an opportunity for further training of an employee. Often a supervisor's work can be made easier if the supervisor can demonstrate to the employee that the employee's work is being considered fairly and objectively. To achieve this goal is one of the essentials of good supervision. The objective analysis of the work done by the employee increases one's own satisfaction of the evaluation, as well as creating respect in the employee's mind for the supervisor who treats the employee fairly and impartially. Planned, careful use of performance evaluations can help you achieve this.

PART 4 – BEFORE YOU BEGIN THE EVALUATION

Read, understand and do the following each time before an evaluation of an employee's performance.

Familiarize yourself with the contents of the evaluation form. Analyze its general scope, as well as the detailed instructions.

Familiarize yourself with the Supervisor's Guide to Performance Evaluation. Understand the factor definitions and performance standards.

Understand thoroughly the duties and requirements of the particular position held by the employee to be evaluated.

Use a process of objective reasoning eliminating personal prejudice, bias or favoritism. For example, do not allow your own personal likes or dislikes or certain mannerisms or aspects of personal appearances blind you to the more important measures of competency or effectiveness.

Do not assume that excellence in one factor implies excellence in all factors. Observe and analyze the employee's performance objectively in terms of each factor listed on the evaluation form.

Base your judgment on demonstrated performance not an anticipated performance. The evaluation is to be based on what has happened, not on what might develop.

Do Not Evaluate on the experiences of a single evaluation it is better not to consider only single accomplishments or failures, or the most recent performance. Neither should

important single instances of faulty or brilliant performance be ignored. They should be considered in context with the total performance for the evaluation period.

Consider seniority apart from performance. An employee with a short service record may not necessarily be less effective than one with a longer term of employment. Seniority does not guarantee superiority.

Consider the requirements in terms of the level of the position. A beginning employee may very well be meeting the requirements of their position more effectively than does the immediate supervisor in a higher classification.

Performance of employees in a lower classification may exceed standards for their level within the organization. An example of this could be a probationary officer who exceeds standards in that classification. However, if that employee were promoted to the next level, his performance may only meet standards in the next higher classification. Space has been provided on the performance evaluation report form for the additional factors you consider important enough to be included in the overall appraisal of the employee. Examples of such additional factors are given at the end of the section of Factor Definitions.

EVALUATING THE NONCOMMISSIONED PROBATIONARY EMPLOYEE

A probationary or working test period is the final and most important stage of the selection process of quality employees. By the end of the probationary period, supervisors should have complete confidence that the probationary employee being evaluated fully meets or exceeds performance standards in every important factor if there is to be a recommendation for full time status.

It should be noted that a probationary employee may be released or demoted at any time if, in the judgment of the department head, the dismissal or demotion is in the best interest of the department. Should there be a question in the supervisor's mind as to the general fitness of the probationary employee for the position; the supervisor should seriously consider the consequences of burdening the department with an employee who may be a net liability rather than a net asset. The supervisor should also consider the possibility that it would be a disservice to the employee to retain that person in a position for which they are poorly suited, plus discouraging the employee from seeking a more productive and more rewarding type of employment.

HOW TO PROCEED

The following are recommended guidelines that will assist you in the evaluation of an employee's performance.

Choose a quiet place where you can work without interruption for a period of time and where unauthorized personnel will not see the forms.

Be generous in rating the best of the employee's qualities but be severe in rating weaknesses. Do not create overconfidence in an employee when improvements are really needed. Trying to avoid an unpleasant situation or overrating the employee to save friendship is unfair, to the employee, the Department and to you.

Use the space for comments--Thoughtful comments give the most complete picture of the employee's performance. You will note in reading the instructions for completing the Performance Evaluation Forms that checkmarks in columns one and two require specific written explanations. Use attachments if you find there is insufficient space for your comments on the report forms.

Consider unusual circumstances such as employees you have observed for short periods, employees who have done poorly as a result of a temporary ill-health or

other unavoidable conditions. In all unusual circumstances, evaluate the actual work performed, but comment fully to indicate your reason.

It should be remembered that before regular employees can be properly terminated for reasons of unsatisfactory performance, there must be documented evidence of a specific nature to justify said unsatisfactory performance. Performance evaluation reports are intended to provide a written record of specified deficiencies during and/or at the close of the evaluation period in which the deficiencies were observed. **Employee deficiencies affecting job performance which are not recorded on the Performance Evaluation Report cannot be properly used for a basis for dismissal.**

Special, Unscheduled Reports – In some cases, and particularly for regular employees, additional warning in the form of unscheduled reports may be required before recommendations for demotion or dismissal are accepted.

THE EVALUATION REVIEW

Remember, the interview that you conduct with the employee may be the most important portion of the entire evaluation process. The following are recommended guidelines to assist you in conducting the interview in the proper manner:

Review your initial evaluation of your employee's performance and consider why you have evaluated the work as you did. Determine what you want to accomplish in the interview and plan your discussion accordingly. You should have as your main objectives an improvement in the employee's performance and will to work. If these are already superior, the objective shifts to one of commendation and maintenance of excellence.

Plan to meet in private. If this is the employee's first evaluation interview, anticipate curiosity, tension or anxiety, and be prepared to minimize them. Create the impression that you have the time for the interview and that you consider it highly important. Make the employee feel that the interview is constructive and cooperative by placing primary interest upon the employee's development and growth. Tell the employee that the main purpose of the report is to inform the employee of your opinions of their performance, to improve their performance where possible, to mutually agree upon goals for the employee for improving their performance, and to sustain superior performance.

Be open-minded to the facts and opinions presented by the employee.

Be willing to learn about the employee. Do not dominate or cross-examine, avid arguments. Remember that the employee must do most of the talking at some points in the interview.

- A. In bringing the employee's opinions and feelings to the surface and to your attention.
- B. In identifying the employee's own areas of potential improvement and making plans for their accomplishment.

Pick the right day, time and place. Do not conduct the interview too soon after disciplinary action or reprimand if possible. Pick a time when you are in a good mood and when you have reason to believe the employee feels likewise.

Talk about the employee's strengths first, covering each point in some detail. This helps to start the interview off on the right foot. Remember, that the aim is to encourage or sustain high quality performance, not to reprimand the employee.

While building upon the employee's strength, do not fail to discuss the employee's weaknesses or failures and how the employee can prevent or diminish them in the future.

Here, introduce your suggestions for a specific improvement program. Remember, if you do not show the employee how they can improve their work performance, then you are not doing your full job as a supervisor.

You should close when you have made clear whatever points you intend to cover; when the employee has a chance to review the problems and release any emotional tensions that may exist; when plans of actions have been cooperatively developed, and when you and the employee are at a natural stopping point. Always reassure the employee of your interest in their progress and indicate willingness to take up the discussion again at any time.

FOLLOW-UP

Once the evaluation form is completed and the employee interview has been conducted, the next logical step in the process is to follow up and ascertain that necessary improvements are made. This step is extremely important! You, as a supervisor, can do a tremendous job of evaluating subordinate performance, conduct a superb employee interview, and still fail in the complete process if you do not follow up your actions to ensure that progress is being made towards the improvements necessary.

You have made the employee aware of strengths and deficiencies through the evaluation process. You have mutually agreed upon the action that will be taken to improve the deficiencies. Now, you must ensure that the employee is capable of improving performance in the indicated areas. It may become necessary for you to provide assistance and training to the employee in improving performance. This is part of your job as a supervisor. Under this system, the obligation to improve the employee's performance lies with the employee. You have mutually agreed upon the improvements to be made. Your obligation as a supervisor is similar to that of a teacher, and the principles of teaching discussed earlier can apply here. It is essential that the employee understands what is being taught--which is the responsibility of the supervisor.

EVALUATING PROBATIONARY COMMISSIONED EMPLOYEES

Commissioned police officers, while on probationary status, will receive their performance appraisals as a part of the field training program, rather than under this system.

PART 5 – EVALUATING SUPERVISORY PERSONNEL

There are various levels and types of supervisory activity within the department. It is important when evaluating a particular supervisor, to understand how and to what degree each of the factors applies. Who is to be evaluated as a supervisor?

For evaluation purposes, a supervisor is a member of the department holding the rank of Sergeant, Commander or Assistant Chief. A supervisor is also an employee working in one of the aforementioned categories in an acting capacity. A supervisor also includes civilian employees or sworn personnel that have the direct responsibility for performing a specific task or routine duties by directing the work of other employees.

The information presented in this manual to this point has dealt with the evaluation of an employee's work performance by a supervisor. It should be understood that the general comments and guidelines for the procedures apply to evaluation of supervisors as well as employees. The same considerations for conducting the interview, enumerating below standard performance and mutual agreement upon improvements to be made should be extended to the supervisory personnel. In most cases, supervisors should possess a thorough understanding of the evaluation system and the necessity for correcting supervisory performance as well as employee performance. Also, possessing such an understanding supervisory personnel should be eager to receive comments on their performance and suggestions as to how their performance can be improved.

It is intended that the supervisory personnel be evaluated in factors 1 through 19, as the factors pertain to a supervisor's individual performance as a member of the department. An employee in a supervisory position must meet or exceed performance standards established for the supervisory functions performed.

It is further intended that supervisory personnel be evaluated in factors 26 through 35 on their performance as supervisors. It must be born in mind that as a level and type of supervisory positions change, certain supervisor factors may become more or less applicable for the particular position. This is also true with individual supervisory personnel. For an example, the factors concerning staff functions may not pertain to a particular Patrol Sergeant and yet may be very applicable in another assignment. The degree and weight of each factor, as it pertains to an individual supervisor, must be given consideration.

PART 6 – PERFORMANCE EVALUATION REPORT FORM

GENERAL INSTRUCTIONS:

1. The supervisor should review and understand the material contained in the "Supervisor's Guide to Performance Evaluation". This material is provided for your convenience and is intended to be used as a guide in completing the evaluation process. It is imperative that you, as a supervisor, understand and follow the guidelines established in the "Supervisor's Guide to Performance Evaluation," in order to fully utilize the evaluation process and accomplish intended objectives
2. The main objective of this form is to inform the employee of their performance, to improve performance where needed, to provide a goal to the employee for improving their performance and to sustain superior performance.
3. All regular employees' performance will be evaluated every six months unless they remain with their current supervisor than it shall be once a year.
4. All regular employees will be evaluated whenever they experience a permanent change of supervisors or transfer of assignment. "Permanent change of supervisors" or "change of assignment" is intended to mean any period in excess of two months. For example, an officer may be transferred to the Community Education Unit or some other special assignment for a period not to exceed two months and then return to their original supervisor, however, the interim supervisor will file an addendum to the next regularly scheduled evaluation indicating the employee's work performance while on special assignment.
5. Probationary Records Specialist/Supervisor, Corrections Officer, and Police Officer, have different evaluation requirements, unique to their respective job assignments. Requirements specific to the above-mentioned job assignments will be complied with during the probationary period. Upon completion of probation, the employee will be evaluated as a regular employee, in compliance with the regularly scheduled evaluation periods.
6. Unscheduled reports may be filed at any time for either probationary or permanent employees, as is deemed necessary by supervisory personnel.
7. If space for comments or written explanation is not sufficient, dated and signed attachments may be made.

EXPLANATION OF RATINGS

SECTION A

NOT SATISFACTORY:

Performance clearly inadequate in the particular factor as compared to the department standards. This must be explained or documented in Section "C" or with attachments. Employee has demonstrated an inability or unwillingness to improve or meet standards.

SOME IMPROVEMENT

NEEDED: *Total performance occasionally or periodically falls short of normal standards. Specific deficiencies will be noted in Section "C". This evaluation indicates the supervisor's belief that the employee is capable of, and will make necessary improvements, after having the matter brought to their attention.*

MEETS STANDARDS: *Competent performance in which the employee meets the standard prescribed for the category. Most employees will be rated in this column. It indicates a competent acceptable level of performance without need for correction or improvements.*

EXCEEDS STANDARDS: *Total performance is well above standard for the category. Superior or excellent performance should be explained in Section "B". Only a few employees can normally be expected to qualify for this category, as it indicates consistent performance which exceeds what is acceptable by department standards.*

SECTION B

Section B must be used to describe outstanding qualities or performance when marks are placed in "Exceeds Standards" column. Section "B" is also used to explain improvements or corrections the employee has made relevant to deficiencies noted on the previous evaluation form.

SECTION C

Section C must be used to describe areas of performance which need improvement or correction. This is mandatory for any factors checked "Some Improvement Needed". This section may also be used to describe minor improvements and a factor in which the employee's performance is sufficient to "Meets Standards," but may need minor improvement to maintain the "Meeting Standards" rating. This can be utilized to notify employees that performance in a given factor is just meeting standards and should serve as a motivation for improvement.

SECTION D

Record mutually agreed upon or prescribed performance goals that the employee will accomplish for the next evaluation period in this section. Both supervisor and employee must understand that the employee will make the necessary improvements and that the supervisor is expected to assist the employee in making these improvements.

The necessity to be very specific in what the employee can do to improve performance is a mandatory requirement of this system. The more thoroughly both the employee and the supervisor understand what improvements are to be made, the greater the value of the system for developing an employee's performance to the highest potential.

COMMENTS

This area is reserved for any comments the supervisor might have regarding the individual employee's performance.

EMPLOYEE ACKNOWLEDGMENT

The employee shall sign the report as an indication that they have read the report and that it has been discussed with them by the evaluator. The employee's signature does not indicate agreement, expressed or implied with the evaluation report. If the employee refuses to sign the report in the space provided, record said refusal on the form and follow normal routing procedures.

Recognizing that in any evaluation process, there may exist an honest difference of opinion between the supervisor and subordinate concerning the subordinate's work performance, a provision for an employee to voice their opinion has been included.

If an employee objects to a rating in a particular factor the employee may document their objection, which must include specific facts, why the employee believes their work performance in a particular factor entitles the employee to a higher rating. This documentation will then be attached to the evaluation form and be maintained in the employee's personnel file.

SUPERVISOR ACKNOWLEDGMENT

The evaluator must sign and date the form in the appropriate box.

ROUTING OF THE EVALUATION

After the supervisor is done with his initial draft he will route the evaluation to his supervisor for approval or corrective action. Once completed the supervisor shall meet with his subordinate to review the evaluation. This is the most important part of the evaluation process and should be given space and time to go over it. Upon conclusion of the face to face, the supervisor shall forward the evaluation to the subordinate who will at that time either hit the "accept" box or the "I do not accept" box. If the box is the latter, the officer needs to fill out the section directly above the boxes indicating why he does not accept the evaluation.

POLICY 12.10 – PERFORMANCE EVALUATION FREQUENCY

Kent PD	WASPC	Title
#12.10	#12.1	Performance Evaluation Frequency

The purpose of performance evaluations is to provide a formal written review of each employee's work performance, document past performance, set goals for the future, and if necessary, note areas needing improvement. This is accomplished by recognizing and measuring individual performance in accordance with prescribed guidelines. It is the intent of the Kent Police Department to complete performance evaluations consistently across all divisions of the agency. An annual evaluation is not required for the Chief of Police or any employees exempted by controlling legislation. Evaluations are used for the following reasons:

- Identify employee strengths and weaknesses
- Formulate training needs
- Goal setting and career development
- Recognize above average work
- Document substandard performance
- Review for specialty assignments and promotions

Measurement Definitions

Employee performance will be rated by using the following five criteria:

Not Satisfactory: Performance clearly inadequate in the particular area as compared to the department standards. Employee has demonstrated an inability or unwillingness to improve or meet standards.

Some Improvement Needed: Total performance occasionally or periodically falls short of normal standards. This evaluation indicates the supervisor's belief that the employee is capable of meeting standards and will make necessary improvements after having the matter brought to their attention.

Meets Standards: Competent performance in which the employee meets the standard prescribed for the category. Most employees will be rated in this column. It indicates a competent, acceptable level of performance without need for correction or improvements.

Exceeds Standards: Total performance is well above standard for the category. Only a few employees can normally be expected to qualify for this category, as it indicates consistent performance, which exceeds what is acceptable by department standards.

Does not apply: The section of the evaluation form does not apply to the employee's job function.

Employees of the Kent Police Department will be evaluated by using the electronic evaluation form. Raters will complete the evaluation report as outlined in this policy.

Rater Responsibilities

The rating supervisor is responsible to objectively document and evaluate an employee's job performance. The supervisor is also responsible to explain to the employee how to meet the department standard in any given category.

All employees will be evaluated annually or when they change supervisors. The Division Assistant Chief may grant variances to the requirement of submitting a formal performance evaluation report with each change of supervisors where a comprehensive formal evaluation is impractical due to a

shortened evaluation period. It is the responsibility of the Division Assistant Chief to track when their assigned employees were last evaluated. All performance evaluations are due March 31st of each year.

Pre-Meeting With Employee

Supervisors should meet with their employees prior to completing their performance evaluation. The supervisor should provide feedback to the employee on their performance and take input from the employee. The supervisor has the discretion on whether or not to incorporate the employee's input and feedback. Once the pre-meeting is completed, the supervisor should complete the evaluation electronically and route through the online system.

Rater's Signature on Performance Evaluations

Prior to final distribution of evaluations, the rater's supervisor shall review and sign the completed form electronically.

Secondary Approver Responsibilities

Once the supervisor has completed and signed the employee's evaluation, the supervisor's supervisor is responsible for reviewing and approving the evaluation. The secondary approver has the authority to provide comments and feedback to the supervisor.

Employee's Signature and Written Comments

An electronic copy of the evaluation is sent to the employee. The employee is given the opportunity to agree or disagree with the evaluation and add comments. The electronic signature is simply and acknowledgement that the employee has received the evaluation.

If an employee wants to make written comments about the current evaluation, they are given that opportunity using the electronic system. Employees can access their electronic evaluation via the online system or can print a copy for their records.

This process will not hinder an employee's right to appeal their evaluation. Employees wishing to appeal their evaluation should refer to Kent PD policy #12.40.

Performance Evaluation Report Retention

Employee evaluations are retained in accordance with Kent City Policy 2.13.2.

Effective:	10/23/95
Revised:	3/28/19
Kent PD	12.10
WASPC	12.1
Previous Kent PD Policy	20.1.1/20.1.2/20.1.4/20.1.5/20.1.6/20.1.8

POLICY 12.20 – PROBATIONARY PERFORMANCE EVALUATIONS

Kent PD	WASPC	Title
<u>#12.20</u>	#12.2	Probationary Performance Evaluations

Probationary police officers will have monthly observation reports completed by their supervisors once they leave the department's Field Training Officer (FTO) program. Prior to the completion of the employee's probationary period, their supervisor will submit a memo to the Chief of Police, via their chain of command, including a recommendation regarding granting of regular employment status.

Once employees pass their probationary period, they will be evaluated under the same guidelines as other regular employees of their division.

Effective:	10/23/95
Revised:	1/12/16
Kent PD	12.20
WASPC	12.2
Previous Kent PD Policy	19.1.7/20.1.1

POLICY 12.30 – PERFORMANCE EVALUATION DELIVERY

Kent PD	WASPC	Title
<u>#12.30</u>	N/A	Performance Evaluation Delivery

At the end of an evaluation period, supervisors will arrange a meeting with the rated employee to discuss the contents of the evaluation. Employees should be given a specific time for the meeting when they are given their written evaluation. During this meeting the supervisor should discuss important issues with the employee. Some of the issues discussed might include:

- The results of the performance evaluation just completed.
- Areas for improvement in the next evaluation period.
- Career counseling for the employee. Supervisors should discuss career goals with the employee and provide insight as to how the employee could meet these goals. This discussion should include: expected work levels, training, and resources to assist the employee.

Once a year, during the evaluation counseling session, each supervisor reviews the employee's position description with them. The supervisor records any updates provided by the employee and forwards the position description to the Civil Service Secretary and Chief Examiner.

Effective:	10/23/95
Revised:	11/30/15
Kent PD	12.30
WASPC	N/A
Previous Kent PD Policy	20.1.7

POLICY 12.40 – APPEALING AN EVALUATION

Kent PD	WASPC	Title
<u>#12.40</u>	N/A	Appealing an Evaluation

Employees who wish to appeal a performance evaluation must follow this procedure:

1. Within 10 days of signing the evaluation or refusing to sign the evaluation, the employee must notify the supervisor who completed the evaluation, in writing, of his or her intent to appeal the evaluation.
2. The employee must submit a memorandum outlining the sections of the evaluation that the employee disagrees with. The employee will give reasons and/or cite facts that support his or her position. This memorandum shall be given to the evaluating supervisor within the 10 day period described above.
3. Within 10 days of receiving a decision of the supervisor, the employee may appeal the evaluation up the chain of command to the Chief of Police until the issues in question are resolved to the satisfaction of both the employee and the evaluating supervisor. Any appeal to the next level in the chain of command shall be submitted in writing, no later than 10 days from the decision of the previous level in the chain of command. The intent of this policy is to have these issues resolved at the lowest possible level in the chain of command.
4. If the employee still disagrees with evaluation content after appealing to the Chief, that employee may draft a written response to the issues in question. The employee may print the evaluation from the electronic system and per city policy 2.10.3 (7), attach the appeal documentation to the evaluation and submit to Human Resources. The appeal documentation is attached to the evaluation document and filed with the evaluation in the employee's personnel file.

Performance Evaluation Report Retention

All employee performance evaluation reports will be kept on file in Human Resources for retention purposes per Kent City Policy 2.13.

Effective:	10/23/95
Revised:	1/12/16
Kent PD	12.40
WASPC	N/A
Previous Kent PD Policy	20.1.5/20.1.6

POLICY 12.50 – PERSONNEL EARLY WARNING SYSTEM

Kent PD	WASPC	Title
#12.50	N/A	Personnel Early Warning System

The Kent Police Department has a responsibility to its employees and the community to identify and assist employees who demonstrate symptoms of job stress and/or performance problems. Although there is no exclusive set of criteria that can determine job stress or performance problems, it is important that possible indicators are routinely reviewed for possible patterns that suggest that job stress and/or performance problems may exist.

The Personnel Early Warning System has been established to provide a systematic review of indicators that may identify symptoms of job stress or performance problems which otherwise may not be identified in a timely manner. Management of the Personnel Early Warning System is the responsibility of the Division Assistant Chiefs. The Research and Development Analyst will alert each Assistant Chief when reviews are due.

Criteria

The criteria identified below may be considered at risk indicators and should be included in the review. The list of criteria is not intended to be all-inclusive in relation to risk indicators and other factors should be included, as appropriate:

1. Substandard performance evaluations
2. Employee injury reports
3. Preventable department vehicle collisions
4. Officer involved shootings
5. Use of force reports involving baton, Taser, feet/hands, and OC
6. Sustained/not sustained complaints
7. Any other behavior that may serve as an Early Warning indicator

Scheduled Reviews

Quarterly reviews are generated by each Division Assistant Chief. These reviews should identify employees who have shown indicators or behaviors that may demonstrate symptoms of job stress or performance problems. Indicators and behaviors are contained on a matrix, along with Division employee names, that allows for effective management of the system.

Review Initiation

Information obtained from the quarterly review may trigger follow up by their Commander or Manager. The affected Commander or Manager shall meet with the supervisor(s) of the involved employee(s), discuss the content of the matrix, and when necessary, devise an action strategy to assist the employee. When employees meet triggering criteria, the Commander or Manager will forward an after action report to the Division Assistant Chief explaining their findings and recommendations.

Criteria and Standards

1. A combined total of three or more sustained and/or not sustained complaints during the previous 12 month period; or
2. Any combination of five or more occurrences as outlined in the criteria section listed above during the previous six month period.

Recommendations may include, but are not limited to:

- Assessment that no problem exists with no need for further action
- Counseling by the immediate supervisor
- Remedial training
- Referral to the Employee Assistance Program for counseling or referral assistance
- Referral for drug testing, if reasonable suspicion exists
- Referral for psychological or medical fitness for duty examinations
- Assessment that a problem does exist and action of some classification is needed

The Personnel Early Warning System reports provide no conclusions concerning job stress or performance problems. The reports are used by supervisors as a resource in helping to determine if job related stress or performance problems exist. The system is intended to be a resource to assist supervisory personnel in evaluating and guiding the employees they supervise. First line supervisors are expected to monitor their assigned employees, and if they perceive that a problem or potential problem exists, initiate a review. They shall notify their assigned Commander of the review and work with them to aid the employee and offer the appropriate referral for assistance when necessary.

Effective:	10/23/95
Revised:	11/30/15
Kent PD	12.50
WASPC	N/A
Previous Kent PD Policy	20.1.9

POLICY 1.40 – PERFORMANCE AWARD SYSTEMS

Kent PD	WASPC	Title
<u>#1.40</u>	N/A	Performance Award Systems

The Kent Police Department realizes the value of recognizing exceptional service and/or actions of its employees and citizens who distinguish themselves while assisting the Kent Police Department.

Department Awards Program

Department-issued awards are coordinated through the Awards Committee. The Awards Committee chairman will be the Assistant Chief of Police/Investigations Division, or designee, and the committee will be made up of six representatives: two commissioned representatives from the patrol division, one commissioned representative from the investigations divisions, one representative from the corrections facility, one representative from administration and one non-commissioned representative. The Awards Committee Chair will appoint the committee members for two-year terms. The patrol and investigations representatives will be appointed on even years while the corrections, administration and the non-commissioned employee representatives will be appointed on odd years. The terms of committee appointments begin on January 1st of the assigned term. A Vice-chair will be selected from the committee to act in the absence of the chair. The Vice-chair will be assigned on a yearly basis.

Any employee who observes or is otherwise made aware of an act that warrants recognition may make award nominations. All requests for awards shall be submitted on the Award Nomination form. This form will be submitted through the chain of command to the Awards Committee for evaluation. To process award nominations in a timely manner, the Awards Committee will convene in person or by email within 21 days of receipt of an award nomination. The Awards Committee must have at least four members to review the Awards Nomination form and a majority vote on the award recommendation. The Chair will cast the deciding vote in case of ties. Upon review of the documentation, the Awards Committee will submit recommendations to the Chief of Police for final approval. The nominating employee will receive notification from the Awards Committee Chair, or designee, as to the outcome of the nomination.

If a member of the Awards Committee is under consideration for an award, they will be excused from the Award Committee while the award is under consideration. An ad hoc member may be appointed by the Committee Chair or designee, to the Award Committee in place of the member who is under consideration for the award. Award titles include, but are not limited to, the Medal of Honor, the Medal of Valor, the Chief's Award of Duty and Sacrifice, the Lifesaving Medal, the Chief's Award for Professional Excellence, Chief's Award for Distinguished Service, the Chief's Award of Exceptional Duty, Chief's Award for Devoted Service, Chief's Award of Valor, the Chief's Award for Citizen Commendation, and a Letter of Commendation. The Medal of Honor awards will be presented at a formal awards ceremony. All other awards will be presented at an awards ceremony conducive with the employee's wishes. The Awards Committee Chair or designee shall make arrangements and notifications for presentations and ensure appropriate documentation is provided to the Human Resources Department Director for inclusion in the employee's personnel file.

In the event of a posthumous award, the award will be given to the next of kin. The next of kin normally is construed to mean one of the following: Widow or widower, eldest son or daughter, parent, or eldest brother or sister.

The Awards Committee Chair will also maintain an Awards Nomination case file. This file will contain all Award Nomination forms, the supporting documentation, and the results of the nominations. The Awards Committee Chair can also arrange for the award to be published in the local paper, posted on KentNet, City website, and social media pages.

Any Kent Police Department employee is eligible for the Medal of Honor, the Medal of Valor, the Chief's Award of Duty and Sacrifice, the Lifesaving Medal, the Chief's Award for Professional Excellence, the Chief's Award for Distinguished Service, the Chief's Award of Exceptional Duty, the Chief's Award for Devoted Service, and a Letter of Commendation.

Award Nominations for Lifesaving/Life-Threatening Incidents

Award nominations relating to life-saving or life-threatening incidents should be submitted with the following information:

1. Detail what direct action was taken to save or protect a life.
2. Describe in detail any danger that existed in attempting the lifesaving action.
3. Explain any injuries sustained by the person attempting the lifesaving action.
4. Date, time, and location of the incident.
5. Names of the parties involved and/or witnesses.

Award Nominations for Project/Investigation/Job Performance

Award nominations relating to a specific project, investigation, or exceptional job performance should be submitted with the following information:

1. Detail the specific action meriting an award.
2. Impact of the action to the department and/or others.
3. Whether the actions were required by the individual's position.
4. Training the individual has received to perform the action(s).
5. Whether this type of performance is consistent and, if so, how long the individual has been performing at this level.

Additional documentation such as witness statements, letters of recommendations, photographs, news articles, etc., should be attached to the Award Nomination form.

Any Kent Police Department employee is eligible for the Medal of Honor, the Medal of Valor, the Lifesaving Medal, Chief's Award for Distinguished Service, the Chief's Award for Devoted Service, the Chief's Award for Professional Excellence, and a Letter of Commendation.

Medal of Honor

The Medal of Honor is the highest award presented by the department. It shall be awarded only in those exceptional cases where employees perform an act of heroism that is above and beyond the normal call of duty and is performed at extreme risk of personal safety.

The award shall consist of the Medal of Honor medal and a commendation bar. The commendation bar will be Navy blue with five gold stars. The recipient will also receive a plaque with the recipient's name and description of the individual's action that resulted in the award. A letter will be placed in the person's personnel file.

Medal of Valor

The Medal of Valor is the second highest award presented by the Department. It is awarded to any employee for performance of an act within the normal course of duty where the employee endangers himself or herself through the effecting of the arrest of a dangerous felon or in preventing a serious crime.

This award is different from the Medal of Honor by the degree to which the employee's life is in danger or by the potential significance of the employee's actions taken. The award shall consist of the Medal of Valor medal and a commendation bar. The commendation bar is seven stripes. The

four smaller stripes are white, and the three larger stripes are navy blue. The recipient will also receive a plaque with the recipient's name and description of the individual's action that resulted in the award. A letter will also be placed in the person's personnel file.

Chief's Award of Duty and Sacrifice

While directly affecting an arrest, apprehension of a suspect, or protecting the public, fellow officers, or self from a dangerous subject, the officer while on duty sustains serious physical injury (which requires hospitalization) or death as a result of direct hostile action by the suspect/dangerous subject. While contemplating an award of this decoration, the key issue that the awards committee must take into consideration is the degree to which the suspect caused the injury.

Any officer who gives his or her life or is gravely disabled in the line of duty are also eligible for this award.

Not more than one award will be made for more than one wound or injury received at the same instant from the same projectile force, or explosion.

The award shall consist of the Duty and Sacrifice medal and a commendation bar. The commendation bar will be purple in color. The recipient will also receive a plaque with the recipient's name and description of the individual's action that resulted in the award. A letter will also be placed in the person's personnel file. Posthumously awards will be presented to the next of kin.

Lifesaving Medal

Awarded to any employee who performs life-saving actions or who applies techniques including CPR or deployment of an AED that results in the saving of human life. This award is reserved for those incidents where it can be shown that the individual survived long enough to be released from the hospital and would not have lived except for the direct actions of the employee.

The award shall consist of the Life Saving medal and a commendation bar. The commendation is five stripes. The center stripe will be navy blue. The center stripe will be flanked on either side by two red stripes. The two outside stripes will be white. The recipient will also receive a plaque with the recipient's name and description of the individual's action that resulted in the award. A letter will also be placed in the person's personnel file.

Chief's Award of Professional Excellence

This award is presented to persons who perform specific instances of high-level performance. Examples would include specific investigations, completion of a difficult project, etc.

The award shall consist of an appropriate plaque with the recipient's name and describing the unit's and/or individual's performance and letter to be placed in the person's personnel file.

Chief's Award for Distinguished Service

This award is presented to persons who consistently perform at an exemplary level above what is normally required or expected over a long period of time. This is general in nature rather than for one specific outstanding act.

This award shall consist of an appropriate plaque with the recipient's name and description of the unit's/individual's action that resulted in the award. A letter will be placed in the persons personnel file.

Chief's Award of Exceptional Duty

This award is presented for excellence in police work, or outstanding performance of duties under unusual, complicated, or hazardous conditions. This award shall consist of an appropriate plaque with the recipient's name and description of the unit's/individual's action that resulted in the award. A letter will be placed in the person's personnel file.

Chief's Award for Devoted Service

This award will be presented to an officer or civilian employee in good standing who terminates employment with the Kent Police Department, if that employee has a minimum of five years of service.

This award shall consist of an appropriate certificate or plaque with the recipient's name and length of service. Employees serving 10 years or less will receive a certificate; those employees serving more than 10 years will receive an engraved plaque. This award can be given by the Chief or Assistant Chiefs without going through the Awards Committee.

This award may also be enhanced when an employee retires from the department with 20 or more years of service. Besides the plaque, the employee shall receive a department badge noting that they are a retired officer. They may also purchase their department duty pistol with two magazines and their uniform badges. The receipt of the pistol and badges are a discretionary gesture by the Chief of Police and is incumbent on the employee having retired in good standing.

Chief's Award of Valor

This award is presented to any outside agency law enforcement employee or any citizen who jeopardizes their own safety to assist Kent Police Department personnel in the performance of a hazardous act.

This award shall consist of an appropriate plaque with the recipient's name and describing the individual's performance.

Chief's Award for Citizen Commendation

This award is presented to any outside agency law enforcement employee, any fire department employee, volunteer, or any citizen who enhances the safety of the citizens of Kent, or for an outstanding contribution to the City of Kent or the Kent Police Department. This award shall consist of a certificate with the recipient's name and describing the individual's performance.

Letter of Commendation

A letter of commendation will be awarded to an individual for an outstanding job-related performance, which is not covered under the above awards.

The award shall consist of a certificate describing the individual performance. A copy of this certificate will be placed in the person's personnel file if they are a city employee.

This award can be authorized by any Command Staff member without going through the Awards Committee. The award will be signed by both the Chief and the Assistant Chief of the division of the awardee.

Wearing of Awards

Uniform personnel are requested to wear their commendation bars on their uniform shirt for normal duty hours. They are required to wear them while in Class A uniform. The commendation bars will be positioned on the right side above their nameplate. The commendation bar will be placed on the uniform in the order of ranking priority (Medal of Honor, Medal of Valor, Duty and Sacrifice medal,

Lifesaving medal). The award commendation bar order will begin from the wearer's left (closest to the heart) and move to the right.

Uniform personnel that are commended twice for the same award will have a gold star attached to the commendation bar. They are allowed to wear awards presented to them from other Police or Fire agencies. Those awards will be ranked below the Lifesaving medal in order of priority. Non-uniform employees have the option of wearing their award at any time.

Effective:	10/23/95
Revised:	10/12/18
Kent PD	1.40
WASPC	N/A
Previous Kent PD Policy	13.1.2

POLICY 8.90 – PEER SUPPORT

Kent PD	WASPC	Title
<u>#8.90</u>	N/A	Peer Support Policy

There is a need for employees to have support for both personal and professional crisis situations and general work stressors. Employees may be under personal stressors, which influence their daily lives and work habits. Additionally, the situations and demands specific to law enforcement can cause effects from both acute and accumulated workplace stress.

The Kent Police Department recognizes that these stressors can affect the abilities of its employees to provide proper and professional services to the community. The department also recognizes the value of the individuals it employs and wishes to provide various avenues of help depending on the needs of the employee. To this end this policy outlines two programs available to staff under varying circumstances:

- Critical Incident Stress Management Response
- Peer Support Team (PST) Program

The goals of the programs are:

1. To provide an avenue that will aid employees in the resolution of crisis situations in their personal and professional environments.
2. To provide information about the various physiological and psychological effects of stress on the individual through educational materials and presentations.
3. To act as a liaison between the staff and employees and provide resources for support.

Through the use of the stress management programs offered, the department projects the following benefits:

1. Higher retention of employees with decreasing costs of recruiting and training new employees.
2. Provide an avenue for employees to know what support resources are available to them.
3. Improved utilization of current resources.

Critical Incident Stress Management Response.

During the course of performing regular duties, officers and employees may suddenly find themselves exposed to a situation which results in an unusually strong emotional reaction which interferes with their ability to function either at the scene or later. These types of situations are called "critical incidents" and may include one of the following:

1. Officer involved shooting, or other life-threatening encounter.
2. Serious injury or death of a co-worker.
3. Response to a catastrophic event such as a major disaster with multiple victims.

On-Scene Critical Incident Procedures

The following procedures should be followed when an employee of the department is involved in a critical incident:

- Demonstrate an attitude of personal concern for the employee(s) involved. This is an important element of physical and mental first aid. Supervisors and employees who respond to the scene and find it appropriate should express their concern for the well-being of the employee involved.

- Employees involved should be removed from the scene as soon as is practical. The employee will be accompanied from the scene to the station or other appropriate location by a supervisor, a peer support team member, or a personal friend. The person who accompanies the employee will remain with them until properly relieved.
- If the employee deems it necessary they may contact an attorney to provide them with legal assistance and advice.
- The employee may contact their family or significant others. The employee can request that this contact be made for them by someone they designate.
- The employee will be given the date and time of the critical incident stress management debriefing (see next section).
- To provide optimum privacy for the employee and their immediate family, the department will issue them a cellular telephone.
- If desired, a peer support team member will arrange transportation home for the employee. The Peer Support Team will also provide the employee and their family with information about possible responses to stressful incidents.

Activating the Critical Incident Stress Management Team

Any member of the department may request the on-scene supervisor notify the peer support team Commander. After assessing the situation with the PST Leadership Group, the peer support team Commander will recommend to the Chain of Command what response is most appropriate. If it is determined by the division commander that a critical incident debriefing is needed, the peer team Commander will coordinate a critical incident stress management debrief with trained personnel from the peer support team.

A time and date for a debriefing will be agreed upon, and all members of the department directly involved in the incident will be made aware of the meeting. If at all possible, the debriefing should be scheduled within 72 hours of the incident. Attendance at the debriefing is strongly encouraged for all Kent Police Department employees involved in the incident, except when an employee is injured or is receiving individual psychological evaluation.

In most cases, those employees involved in the incident will attend the debriefing; however, employees assigned to the work group, but not involved in the incident may need to attend as well. If other employees not directly involved in the incident are having strong emotional reactions to the situation, a separate needs assessment can be made by the peer team Commander and the Chain of Command for additional services to be provided for the employee(s).

The critical incident stress management debriefing will be held away from the work site when possible. The purpose of the debriefing is to provide a safe, non-judgmental, environment for all involved to discuss the event and what effect the event may have had on them. All discussion taking place during the debriefing is to be held in confidence by the participants.

Peer Support Team

The field of law enforcement has its own unique stressors. Employees are frequently hesitant to talk about their problems with someone not familiar with the law enforcement culture and may not understand their perspective. Attempting to deal with the stress alone can lead to more pressure and additional problems. The peer support team is available to provide an opportunity for trained employees to help their fellow employees deal with a variety of personal and professional problems.

Confidentiality

Peer support team members are trained to provide counseling to any employee of the Kent Police Department. In accordance with RCW 5.60.060 communications between a sworn police officer and a peer counselor, who has been trained and is designated by the Chief of Police, is considered privileged communication. The law does not provide such a privilege for communications between peer counselors and other civilian or corrections staff persons. However, it will be the policy of the department to honor these individual confidences as well.

The exception to the above issue of confidentiality is in the following cases:

1. The employee admits to current and continuing physical abuse of a child or domestic partner.
2. The employee threatens physical harm to themselves or another person.
3. The employee admits to having committed a crime as defined by law.

If, as a result of a peer support session, a team member becomes aware of any of the above situations, they will immediately notify the peer team Commander. The team Commander will notify the Chain of Command for further action.

Peer Support Team Member Roles and Responsibilities

Peer Support Team members are department employees who volunteer to provide support and reassurance to fellow employees who have experienced a critical incident and may be in crisis.

Peer Support Team members are trained to have good listening skills, an understanding of the importance of confidentiality, and are sensitive to the stressors of others. Additionally, some receive extra training to conduct Critical Incident Stress Management Debriefs. All members are expected to check in with fellow co-workers after critical incidents.

The primary responsibility of a peer support team member is to listen, provide encouragement, referral information and emotional support to their peers. Personnel with diverse law enforcement experiences, prior occupational experiences, and personal experiences give the PST Leadership Group the ability to pair up the right member with the right peer in need. Some pairing examples might include situations in which a peer was involved in an OIS, divorce, dealing with a serious medical issue, etc.

Team members are expected to conduct themselves in a manner that reflects the confidence the members of the police department have placed in them. The main responsibility of the peer support team member is to be available to their fellow employees whenever they are needed. Contact with peer support is done proactively by the peer support team member after a critical incident takes place. The team member who is aware of the incident will make contact with the employee(s) involved to check on their wellbeing. The involved employee(s) can make contact after a critical incident on their own at any time.

All peer support contacts will be reported to the peer team sergeant every two weeks. Subject matter and who the contact is will not be included in this report. The peer team sergeant will keep track of these contacts in order to show the validity of the program and as a way to monitor the emotional well-being of the peer support team members.

Selection of Members

The Chief will appoint a peer support team Commander. The Commander, Chaplain and PST Sergeant will make up the Leadership Group for the team.

The process for selection of members to the peer support team will be as follows:

1. Nominations from anyone in the police department will be submitted to the team Commander.
2. The team Commander will set up an interview process with the PST Leadership Group to conduct interviews with each nominee. The goal of the interview is to assess the nominee's ability to perform in the role of a PST member. It is also to learn about the nominee's background and diverse experiences that can be utilized in pairing them with a peer. The more diverse the team is, the better it will be able to meet the needs of those in crisis.
3. The members who have demonstrated an ability to perform in the PST roles and responsibilities *and* possess a background with the critical diverse experiences needed for the team will be selected.
4. The name(s) receiving the highest number of votes will be assigned to fill open positions on the team.
5. The team coordinator will be selected by majority vote of the team members.

Team Membership Duration

Team members will serve as peer support team members for as long as they wish, unless it adversely impacts the member's regular duty assignments and corrective action and counseling has not resolved the issue. Team members can ask to be placed on "secondary responder" status, which means all other team members would be utilized prior to their being called to a scene. Also, their name would be removed from the contact list as being available for non-incident support. Team members will automatically be reassigned to the team every year by the Chief unless they express a desire to be removed. A letter listing the names of current team members will be signed by the Chief and kept by the team Commander.

Training of Team Members

All members assigned to the peer support team will receive an initial two-day training course providing the basics of peer support techniques. During the course of the year, the PST Leadership Group will coordinate ongoing training through quarterly meetings and/or e-mail communication.

Effective:	6/24/96
Revised:	2/14/20
Kent PD	8.90
WASPC	N/A
Previous Kent PD Policy	36.2.7

CITY OF KENT
PERSONNEL POLICY


NUMBER: 7.7

EFFECTIVE DATE: February 1, 2007

SUBJECT: MENTORING PROGRAM

SUPERSEDES: New

APPROVED:


Suzette Cooke, Mayor

POLICY:

It is the policy of the City of Kent to create and encourage a learning environment to help develop a highly skilled, high performing workforce. To that end a formal mentoring program is established. The program will encourage communication and interaction between employees at different levels and provide opportunities to share organizational knowledge and experience. A successful mentoring program is an essential component of succession planning ensuring that years of knowledge and skill are passed on to the next generation of employees.

7.7.1 DEFINITION:

- A. Coaching- A technique to provide feedback to enhance performance.
- B. Mentoring – A formal process that utilizes coaching skills to provide guidance and support for learning and development.
- C. Mentors – City employees interested in having one-on-one partnerships with employees looking for a teacher, guide, counselor, sponsor, or facilitator.
- D. Protégés – City employees who have a need and are looking for a teacher, coach, guide and/or facilitator to assist them in their daily work lives, help them grow professionally, problem-solve, and develop a goal-specific career plan.
- E. Board of Mentors – City employees who have been accepted as Mentors in the Mentoring Program and are in good standing.

7.7.2 ELIGIBILITY:

- A. All regular full time and regular part time employees are eligible to participate in the Mentoring Program. Acceptance into the program is contingent upon completion of an application to serve as either a Mentor or Protégé. Applications require approval of the applicant's department director. Applications are then forwarded to the Board of Mentors for final approval and acceptance into the program.

7.7.3 PROCEDURE:

- A. Orientation - The Board of Mentors will coordinate an annual orientation program for all new and prospective Mentors and Protégés. The purpose of the orientation is to introduce the program, network and answer questions of potential participants.
- B. Mentor Application - Mentor candidates must submit a formal application to the Board of Mentors. Mentor candidates must articulate how they exemplify the city's vision, values and desired behaviors. Candidates must demonstrate a genuine interest in the mentoring process, be sensitive to others' needs and development, have excellent listening skills, create time for the relationship, maintain confidentiality, and have excellent coaching and feedback skills.
- C. Protégé Application - Protégés will complete an application identifying what knowledge, skills and experiences they are hoping to gain from the Mentoring Program. The application will be evaluated by the Board of Mentors and matched with the best suited Mentor. Protégés may request a specific Mentor as part of the application process. Both parties must agree to enter into the partnership.
- D. Mentor Training – Employees accepted as Mentors will be required to complete the Mentor Training Program provided through the Employee Services Department prior to meeting with their Protégé. This training will be conducted on city time.
- E. Matching Process - The Board of Mentors will be responsible to develop a method in which to match Mentors and Protégés to ensure a successful partnership. Protégés will not to be matched with Mentors who are in their chain of command. Mentors may only be assigned one Protégé at a time and a Protégé may only have one Mentor assigned at a time through this program.
- F. Time Commitment – Mentors and Protégés are authorized two hours each per month, of city paid work time, to meet, establish goals, and develop the Mentor/Protégé relationship. The two hours may be divided in a manner that is mutually beneficial to the partnership. Additional, off work hours, as mutually agreed by the Mentor and Protégé, may be added to further enhance the partnership. This would include meeting before or after work or during the lunch break.
- G. Monitoring Process - The Board of Mentors will be responsible to monitor the program, make changes, and create policy as needed. Mentors will be responsible for working with Protégés to establish expectations and goals of the partnership. These could be formal or informal based on the needs of the Protégé. The nature

of the partnership is one where confidentiality is imperative, so formal documentation should be minimal.

- H. Support, Recognition and Retention - The Board of Mentors will be responsible for coordinating Mentor and Protégé support and retention programs. Such efforts may include: Annual formal kick-off events; ongoing training and development; relevant issue discussion; information dissemination; networking with appropriate organizations; social gatherings; annual recognition and appreciation event; newsletters or other mailings to mentors, protégés, and supporters; securing ongoing support from upper-management.
- I. Closure - Mentor and Protégé are encouraged to establish a timeline for their partnership. Closure refers to the end of the formal mentoring partnership. Ongoing informal support between the participants is encouraged.
- J. Evaluation - Upon closure of the formal partnership both the Mentor and Protégé will be encouraged to evaluate the effectiveness of the program and the partnership. Completed exit questionnaires will be forwarded to the Board of Mentors for review.

7.7.4 RESPONSIBILITY:

- A. The Employee Services Department (ES) shall be responsible for the coordination of the Mentoring Program. ES will assign a staff representative to serve as liaison to the Board of Mentors. The Mentoring Program budget shall be administered by the Employee Services Department.
- B. The Board of Mentors shall be responsible to establish operating guidelines, meet regularly, approve applications of Mentors and Protégés, administer and monitor the Mentoring Program.
- C. Department Directors will be encouraged to support the Mentoring Program and encourage employee's participation in the Mentoring Program either as a Mentor or Protégé as appropriate.

7.7.5 COLLECTIVE BARGAINING AGREEMENTS/CIVIL SERVICE LAWS:

Employees covered by Collective Bargaining agreements or Civil Service laws and rules, will be subject to the specific terms of those agreements, laws or rules applicable to employee mentoring programs and are excluded from the provisions of this policy. In the event a collective bargaining agreement does not contain an employee mentoring program, then employees covered by same will be governed by this policy.

POLICY 8.100 – CHAPLAINCY PROGRAM

Kent PD	WASPC	Title
<u>#8.100</u>	N/A	Chaplaincy Program

The Kent Police Department, in a joint effort with the Kent Fire Department, has established a Public Safety Chaplaincy program. The Kent Police Department recognizes that employees as well as citizens regularly are placed in crisis situations. The chaplaincy program has been established in order to provide for the total well-being of its employees and provide citizens with assistance during stressful situations.

Chaplains

For the purpose of this policy the term chaplain shall mean any individual acting in ministerial capacity in a recognized denomination or religious body working with the Kent Police Department on a volunteer basis.

Selection

The selection of chaplain shall be filled by a selection process, which consists of but not limited to the following:

- Applicants will submit a Kent Police Volunteer application.
- Oral interview with current Police Department chaplain and the Patrol Commander assigned to oversee the chaplaincy program.
- Candidate's criminal history will be checked for any felony convictions.
- Final approval will be given by the Chief of Police.

Duties

The duties and function of the Kent Police chaplaincy program shall be in accordance with the chaplain's respective religious calling, state, city law and department policy and procedures. Chaplains volunteering their time to the Kent Police Department may find their services needed in the following areas:

- Employee/spousal counseling.
- Critical incidents, such as death/homicide investigations, child abuse, fire calls, death notification, etc.
- Delivery of invocations or other related presentations on behalf of the Kent Police Department.
- The chaplain(s) shall serve independently and without compromise of personally held beliefs and/or convictions. The chaplain will not take the place of the family minister or other professionals already involved in the counseling of employees or the public they are called to help.
- The patrol division commander or a designee shall administer the chaplaincy program and will coordinate the responsibilities of the volunteer chaplains.
- The chaplains are available 24 hours a day for call out. When their services are required the on duty supervisor will initiate the call out. The chaplains may be reached through a Valley Communications dispatcher or by cell phone. Phone numbers are on file in the emergency call out book in records.

Confidentiality

Chaplains will be assigned by the Chief as a member of the peer support team. As such,

communications between the chaplain and the employee(s) or members of the public who they counsel will be held in the strictest confidence. Per RCW 5.60.060, applicable conversations are considered privileged communication.

Effective:	10/23/95
Revised:	11/30/15
Kent PD	8.100
WASPC	N/A
Previous Kent PD Policy	36.2.8

Block One - Administrative Function

B1 | OBJECTIVE #3 – CITIZEN CONTACTS

- Routine Inquiries
- Citizen Contact Summary Forms
- Divisional Complaints
- Internal Affairs Complaint Process



SERGEANT TRAINING & EVALUATION PROGRAM

ADMINISTRATION FUNCTION - OBJECTIVE #3

CITIZEN CONTACTS

	<u>TRAINER</u>	<u>DATE</u>
Routine Inquiries	_____	_____
Citizen Contact Summary Forms	_____	_____
Divisional Complaints	_____	_____
Internal Affairs Complaint Process	_____	_____

The New Sergeant's Guide to Handling Citizen Complaints and the Power of Two Simple

Recently there has been much written about the medical profession and their new philosophy of being up front and apologizing when they make a mistake on a patient that causes that patient harm – otherwise known as medical malpractice. They have forgone the old practice of clamming up and circling the wagons for a more open and less arrogant stance when dealing with patients who have been wronged.

As one example, the University of Michigan Health System has been encouraging doctors to apologize for their mistakes since 2002. Since that time their annual attorney fees have dropped from \$3 million to \$1 million dollars and their lawsuits and notices of intent to sue have been cut in half. The practice in the medical profession of openness and contrition has been trending strongly upward now for the past few years with very positive results.

Several variations of this medical malpractice story have been reported on different news channels and in different publications many times over the past few years and these results are never surprising. The reason this is not surprising is because this method of complaint handling has been utilized successfully for many years at the police department in which this contributor is employed.

The two simple words, "I'm sorry" are truly remarkable in how they can turn the most angry, unreasonable, illogical complainant into a surprised, almost speechless, and usually a much more reasonable human being.

With that in mind let us consider the following sure-fire tested method of reaching a successful outcome when handling a citizen complaint. One that will leave both the citizen and the supervisor handling the complaint with a more positive feeling as they depart each other's company at the conclusion of the complaint.

STEP ONE: COMMIT YOURSELF TO A POSITIVE OUTCOME

STEP TWO: SIT DOWN AND LISTEN!

If possible, take this complaint to a private area where you can both sit down and relax. If you really want to throw the complainant off and disarm him, offer him a cup of coffee or a soda. Once you are all settled in, give the complainant your full attention for as long as it takes, within reason. Look him in the eye and tell him to tell you what happened and then settle back and let the person vent.

In most cases, angry people will have a very bad case of diarrhea of the mouth because they've been thinking about what they're going to tell you for hours, possibly even days. You have just given him an audience so stand by and get ready because his feelings are going to flow pretty freely in most cases. Remain engaged, maintain eye contact and do not allow your body language or facial expressions to tip this guy off that you might think he is full of it, even if he is. Once again, this goes back to your mental commitment to turn this into a positive encounter. Maintain your poker face and just keep nodding and acknowledging what he is saying through active, yet quiet, participation in the conversation.

If you're a really good poker player throw in some facial expressions and body language that might even indicate that you completely understand how he must have felt when this incident occurred – even if he is totally unreasonable. Just fake it if you have to. Do not respond or interrupt until he is

done – completely done. He may pause for a few seconds to take a breath now and again so don't take this as an opportunity to jump in and defend your officer, your policies, or yourself. Wait until he actually looks spent and exhausted and finally gives you that look you know, the "Well, what are you going to do about it?" look.

At this point you have not taken sides, you have let him say his piece and you have even showed courtesy and hospitality by offering him a seat and a drink. You have controlled this encounter well up to this point and the stage is now set for you to turn him into someone who better understands why the officer did what he did and equally as important, someone who respects your organization and appreciates the respect you have shown him up to this point.

STEP THREE: LEAVE THEM SPEECHLESS – SAY "I'M SORRY"

This technique nearly always works. The general public has many misconceptions about law enforcement based on television dramas and biased media reports about a variety of police issues. When they enter our buildings for any reason, they feel a sense of curiosity, fear, and intimidation. This is very natural. Throw a little bit of anger into this emotional potpourri and we should expect complainants to occasionally come off as a little unreasonable and sometimes even downright hostile.

If you remain positive, listen to him, and then when the opportunity presents itself, start your response off with something along the lines of, "You know sir, if this happened as you say it did, I'm really very sorry. I can assure you that we don't tolerate that type of behavior here and it will be looked into." Then pause for a second because in most cases you will want to savor the look that comes over the complainant's face when those two little words begin to sink in. He is usually so mentally prepared for you to be defensive and sarcastic with him that the typical reaction to the **"I'm sorry"** response is stunned silence for just a brief moment. In that moment, you can move in and fill the gap with a reasonable, yet gentle, explanation of what may have occurred but be careful not to ruin the moment by appearing to discount his complaint entirely and moving too hard into the defensive posture while trying to justify everything the officer did. Continue to appear understanding and open minded. If you have followed these steps up to this point, the complainant will be ripe to at least entertain the notion that there may be a side to his story other than his. Once you have validated his complaint, and equally as important in this type of encounter, his feelings, move in to close the deal.

STEP FOUR: EMPOWER THE COMPLAINANT

Once at this stage of the complaint, it usually helps to say something along the lines of, Well, sir....if you were this officer's supervisor, how would you handle this situation? What kind of discipline or training do you think he needs to make sure that this situation improves in the future?" Do you think that this might give the complainant a sense of empowerment? You better believe it does. You have just given him input into the most important part of the process – the outcome of his complaint. Keep in mind that you might know before even asking this question that the officer in question did absolutely nothing wrong. Your intent in asking the question is simply to empower the complainant and make him feel better about the process. Hopefully you are also leaving the complainant with a renewed appreciation and respect for what it is we do in this profession and for your ability to skillfully handle his complaint.

It is very common when a complainant is asked for his input into the outcome, he will respond with something along the lines of, "Well, I just think someone needs to talk to that officer about how he

talks to people when he writes them a ticket,” or “I think that officer could use some training in why it is considered rude to chew tobacco and spit in a cup while taking a police report”. We can then move to step five.

STEP FIVE: EXPLAIN HOW THE COMPLAINT WILL BE HANDLED AND FOLLOW UP

At this point in the encounter you should be feeling pretty confident that the complainant is going to leave this encounter satisfied and the complaint will be handled in the most informal way possible.

Now we tell the complainant that we will personally speak to the officer in question, let him know that the complaint came in and get his side of the story. Whenever possible I would hope to have the officer’s side of the story prior to speaking with a complainant, however that is not always possible. To go the extra step, we can take the complainants phone number and tell him that we will call him back after our contact with the officer just to let them know that we have discussed the complaint with the officer. I would then do just that. The follow up phone call is usually pleasant because, in most cases, the complainant feels that you went above and beyond what his expectations were when he originally made the complaint.

CONCLUSION

All of us have had to deal with some situation in our lives in which we had to speak to a supervisor in order to resolve a problem we were having with a line level employee. We were typically angry and frustrated by the time we had to take it to that level. We can clearly recall those times when a supervisor made things better and other times when a supervisor made things much worse. It is no different in our line of work. We should validate the complainant’s feelings even if they may seem unreasonable at times, find a way to apologize when appropriate, and follow up. Keeping our officers and our departments out of trouble is worth the effort this takes.



**KENT
POLICE**
SERVICE • PROFESSIONALISM • INTEGRITY

SUPERVISOR CITIZEN CONTACT SUMMARY

Supervisor taking complaint: [redacted]

Date of Contact: [redacted]

Person Contacted: [redacted]

Phone: [redacted]

Email: [redacted]

Date of Incident: [redacted]

CAD # [redacted]

Case # [redacted]

Officer(s) involved: [redacted]

Initial Reason:

☐ Complaint ☐ Information / Clarification

Allegation Involves:

☐ Arrest with use of force ☐ Bias-Based ☐ Courtesy Issues ☐ Service Issues

Complaint / Allegation / Comments: (see back page)

☐ Officer's conduct professional and in line w/our Mission, Vision & Values
☐ If conduct not professional, supervisory counseling / training

Status:

☐ Resolved / satisfied
☐ Closed / not satisfied
☐ Pending additional contact / Investigation by: [redacted]
☐ Additional contact to other likely

BWC Reviewed:

☐ Yes ☐ No

After reviewing BWC, was complaint:

☐ Same as BWC ☐ Different than BWC

If different, was difference because of:

☐ Perception ☐ Complaint was a false report

Additional Information via:

Email ☐ Yes ☐ No

Written: ☐ Yes ☐ No

Sergeant's Signature: [redacted]

Date: [redacted]

Commander Signature: [redacted]

Date: [redacted]

A/C Signature: [redacted]

Date: [redacted]

EWS [redacted]

Citizen Contact Summary

POLICY 14.10 – COMPLAINTS IN GENERAL

Kent PD	WASPC	Title
<u>#14.10</u>	#14.1	Complaints in General

From time to time, the Kent Police Department receives complaints regarding the conduct of its officers and other police personnel. These complaints may be made by citizens, City employees, outside agency employees, and others. Complaints are considered by the Department whether they are received in person, by mail, by email, by phone, through the Citizen Feedback Form, or by other means, and irrespective of whether the complaining party is identified or anonymous. The Kent Police Department strives to maintain professionalism, accountability, and public trust. As such, the Department will review all complaints and will contact the complainant and inform him or her of the outcome of the complaint.

If the complaint is received from a citizen, a supervisor or command level officer will respond to the complaint and use a Supervisor Citizen Contact Summary form to document the complaint, how it was processed, and how it was concluded. Completed Supervisor Citizen Contact Summary forms are routed through the chain of command and up to the Assistant Chief.

Effective:	10/23/95
Revised:	4/1/19
Kent PD	14.10
WASPC	14.1
Previous Kent PD Policy	14.1.1/14.2.1

POLICY 14.20 – TYPES OF INVESTIGATIONS AND PROCEDURES

Kent PD	WASPC	Title
#14.20	#14.2	Types of Investigations and Procedures

Investigations into employee conduct or performance may be initiated as a result of supervisor or command staff observation, complaints, information obtained through the Personnel Early Warning System, evidence of poor performance, or by other means. Whether an investigation is warranted, and the appropriate level of investigation, will be dictated by the type of issue presented.

Damage to Department vehicles will be subject to the process set forth in Policy 14.70, unless it is determined by the Chief that an Internal Affairs Investigation is appropriate.

Levels of Investigation

There are three levels of investigation as described below. The level of investigation shall be determined by the seriousness of the alleged offense, as well as the complexity of the investigation required as such are known at the time the Initial Inquiry, Divisional Investigation or Internal Affairs Investigation is initiated. The level of investigation initiated shall be at the discretion of the employee's supervisor or command staff as indicated in this policy. It is recognized that at the time the investigation is initiated, facts may not be known to the supervisor or command staff, and thus, it is recognized that an investigation may start at one level, and later be transferred to another in accordance with this policy and as information is discovered.

Initial Inquiry: An Initial Inquiry may be conducted when the alleged conduct, as reasonably understood by the investigating officer, is less serious than that which would warrant a Divisional or Internal Affairs Investigation; are minor violations of policy or procedure that can be corrected by a supervisor through counseling or the lowest level of discipline; there is reasonable doubt as to the validity of the complaint; or it is obvious the alleged conduct would not constitute a violation of law or policy even if committed.

- An Initial Inquiry is generally conducted by the direct supervisor of the employee, but may be conducted by a command level officer; provided, in the case of an Initial Inquiry related to the conduct of an AFSCME employee, the direct supervisor, a command level officer, or the Kent Corrections commander or police support services manager may conduct the Initial Inquiry.
- During an Initial Inquiry, and for the purposes of obtaining a better understanding of the allegation(s), the person performing the Initial Inquiry may discuss with the employee who is the subject of the inquiry, either in person or in writing, the facts surrounding the complaint, but subject to the following conditions:
 - The employee is first provided with an explanation of the allegations which is sufficient to reasonably apprise the employee of the relevant circumstances;
 - The employee's responses, if any, shall be voluntary;
 - The employee may terminate the discussion of the complaint at any time without penalty (meaning that the employee shall not be subject to discipline for insubordination, or otherwise, for terminating the discussion);
 - The employee shall have an opportunity to have a bargaining unit representative present if he/she desires; and
 - The person performing the initial inquiry shall immediately stop the discussion if it becomes reasonably apparent that the employee may be subject to discipline that exceeds a verbal reprimand.
- For objectively appropriate reasons, an Initial Inquiry may be transferred to a Divisional Investigation or Internal Affairs Investigation at which time further investigation, including a formal interview of the employee, may occur; provided,

transfer shall not occur in the event a written decision on the Initial Inquiry has been issued to the employee who is the subject of the investigation.

- No discipline exceeding a verbal reprimand may follow an Initial Inquiry unless a Divisional Investigation or an Internal Affairs Investigation is first conducted and allegations are sustained.
- A direct supervisor or command level officer may issue discipline following an Initial Inquiry, subject to approval by an assistant chief; provided, in the case of an AFSCME employee, the direct supervisor, command level officer, or the Kent Corrections commander or police support services manager may issue discipline subject to approval by an assistant chief.
- Initial Inquiry decisions may be documented on a Supervisor Citizen Contact Summary form and/or by other means as deemed appropriate.
- An Initial Inquiry is not considered an "internal investigation" or an "investigation" for purposes of the Officers' Bill of Rights as set forth in the City's collective bargaining agreements with KPOA, or the Employee Rights as set forth in Appendix B to the City's collective bargaining agreement with AFSCME. (For purposes of this Policy, reference herein to "Bill of Rights" shall mean the foregoing collective bargaining agreement provisions).

Divisional Investigation: A Divisional Investigation is conducted to address issues or complaints related to misconduct, quality of service, or performance-related deficiencies that warrant more than an Initial Inquiry. Examples of issues addressed at the Divisional Investigation level include but are not limited to: a pattern of rudeness or inappropriate language; unresponsiveness to duties, deadlines or requests; inconsistent enforcement measures; or failure to comply with departmental policies, procedures or directives.

- A Divisional Investigation is generally conducted by a command level officer; provided, in the case of an investigation of an AFSCME employee, the Divisional Investigation may be conducted by a command level officer, or the Kent Corrections commander or police support services manager.
- An employee who is the subject of a Divisional Investigation shall be notified of the allegations against him/her at the time the Divisional Investigation is opened.
- An employee who is the subject of a Divisional Investigation shall be afforded the protections contained in the Bill of Rights.
- If the investigation will result in an inquiry into a new type of conduct factually distinct from the type of conduct which the employee was previously notified that he/she was being investigated for, the 24 hour interview notice requirement set forth in the Police Officers' Bill of Rights shall apply to an interview of the subject employee that occurs as a result of the inquiry into the new type of conduct. If it is unclear to the investigator whether the conduct is "factually distinct", the investigator shall err on the side of providing the additional notice described above to the employee who is the subject of the investigation.
- Discipline, up to and including a written reprimand, may follow a Divisional Investigation.
- An assistant chief or the Chief shall have the authority to issue discipline following a Divisional Investigation.
- For objectively appropriate reasons, a Divisional Investigation may be transferred to an Internal Affairs Investigation; provided, transfer shall not occur in the event a written decision on the Divisional Investigation has been issued to the employee who is the subject of the investigation.
- At the conclusion of the Divisional Investigation, the following will be notified of the results of the investigation: the employee subject to the investigation, the employee's chain of command, and the complainant.
- In the event discipline is issued following a Divisional Investigation, and in addition to an official disciplinary document issued to the employee, a summary of the investigation and the discipline issued may be noted in the employee's performance

evaluation; provided, in the event a grievance regarding the discipline is pending at the time the performance evaluation is conducted, the information may appear in the performance evaluation following the conclusion of the grievance.

Internal Affairs Investigation: An Internal Affairs Investigation is conducted when it is determined that the conduct, if proven, would constitute a serious violation of law, a serious violation of Department or City policy or procedure, or serious poor performance of the employee, or when it is determined, prior to the initiation of the investigation, that more than a written reprimand may be imposed if the allegations are sustained. Examples of the types of allegations handled at the Internal Affairs level include, but are not limited to: repeated and/or serious violations of department policy; repeated and/or serious instances of poor performance; biased-based policing; sexual harassment; credible reports of excessive force or inappropriate uses of force; untruthfulness; violations of the law or criminal activity; or neglect of duty.

- The Chief shall have the sole discretion to order an Internal Affairs Investigation. The Chief must approve the commencement of the Internal Affairs Investigation prior to the assignment of an Internal Affairs Investigation number.
- An Internal Affairs Investigation shall be conducted by either the Internal Affairs Commander, another command level officer, or an outside investigator selected at the sole discretion of the Chief. Sergeants shall not conduct Internal Affairs Investigations, nor shall the Kent Corrections commander or police support services manager in the case of an investigation of an AFSCME employee.
- An employee who is the subject of an Internal Affairs Investigation shall be afforded the protections contained in the Bill of Rights.
- An Internal Affairs Investigation shall be conducted as follows:
 - An internal Affairs Investigation shall be initiated by completion of the Internal Affairs Complaint form. The Internal Affairs Complaint form shall identify the type of conduct being investigated; provided, specific details of the conduct will not be known until the conclusion of the investigation. The Internal Affairs Complaint form shall be delivered to the employee who is the subject of the Internal Affairs Investigation. However, in the rare circumstance that notice to the employee who is the subject of the investigation could compromise evidence or place the employee or another at risk of physical harm or property damage, notice to the employee may be withheld; provided, that withholding notice pursuant to this subsection shall not relieve the Department from following the terms of the employee Bill of Rights.
 - The Internal Affairs Complaint form may be amended at any time during the course of the investigation and prior to the predisciplinary/Loudermill hearing. If the amendment adds a new type of conduct factually distinct from the type of conduct referred to in the previous Internal Affairs Complaint form, the 24 hour interview notice requirement set forth in the Police Officers' Bill of Rights shall apply to an interview of the subject employee that occurs as a result of the amendment. If it is unclear to the investigator whether the conduct is "factually distinct", the investigator shall err on the side of providing the additional notice described above to the employee who is the subject of the investigation.
 - The Department shall endeavor to complete Internal Affairs Investigations with due diligence. The Internal Affairs Investigation should be completed within 30 days of the assignment of the investigation to an investigator; provided, the time for completing the investigation may be extended by the investigator or Chief as the need arises.
- The Chief shall have the authority to issue discipline following an Internal Affairs Investigation.
- At the conclusion of the Internal Affairs Investigation, the following will be notified of the results of the investigation: the employee subject to the investigation, the employee's chain of command, and the complainant. In the event discipline is issued following an Internal Affairs Investigation, and in addition to any official disciplinary

