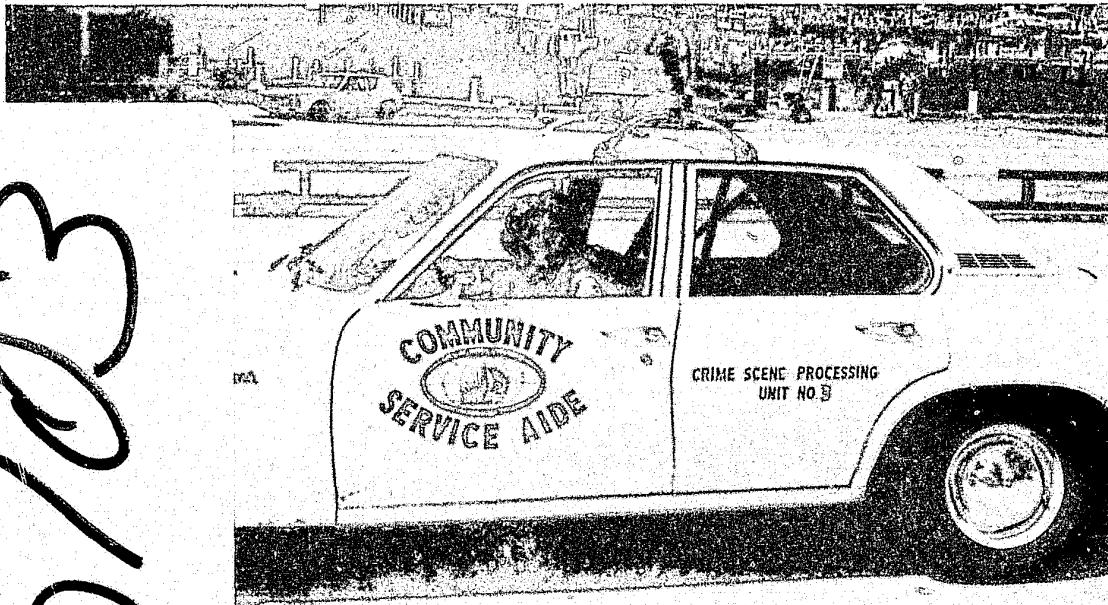
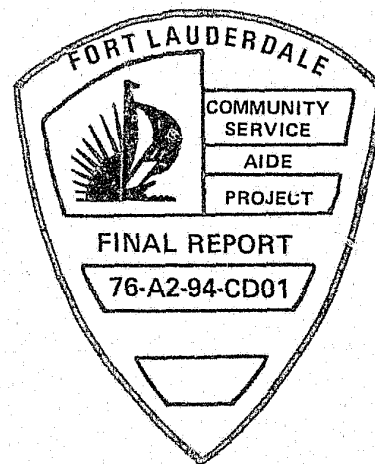


FORT LAUDERDALE POLICE DEPARTMENT



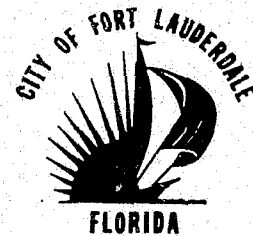
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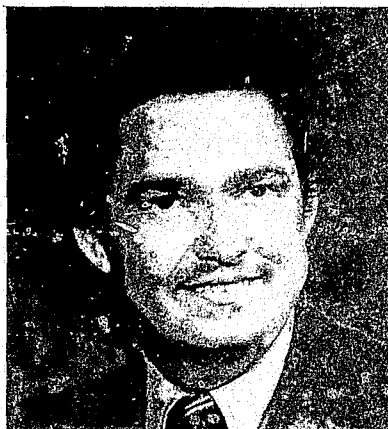
LEO F. CALLAHAN,
Chief of Police

City of Fort Lauderdale

City of Fort Lauderdale CITY COMMISSION



In appreciation for their unqualified support of progressive, innovative law enforcement without which this project could not have been accomplished.



E. Clay Shaw, Jr.
Mayor



Virginia S. Young
Vice-Mayor



Robert O. Cox
Commissioner



Richard A. Mills, Jr.
Commissioner



Andrew DeGraffenreidt
Commissioner



Richard E. Anderson
City Manager

NCJRS

MAR 10 1978

ACQUISITIONS

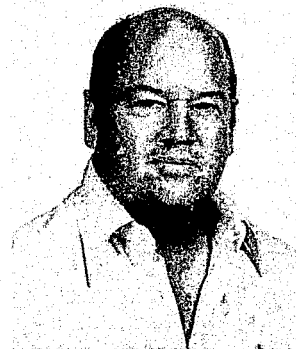
Fort Lauderdale Police Department Community Service Aide Project ADMINISTRATIVE STAFF



Gordon L. Schofield
Sergeant
Deputy Project Director



James B. Gaughan
Patrolman
Project Advisor



Joe W. Sedberry
Unit Manager



Arthur L. Favre
Project Coordinator



Roosevelt Jackson, Jr.
Senior Aide Supervisor



Kathy Shurak
Aide Supervisor



Eileen Petito
Aide Supervisor



George Beasley
Aide Supervisor

Third Year

FINAL REPORT

City of Fort Lauderdale Police Department

**Project No. 76-A2-94-CD01
COMMUNITY SERVICE AIDE PROJECT**

PREPARED & WRITTEN BY:

**Gordon L. Schofield
Deputy Project Director**

September 30, 1977



*To the Fort Lauderdale Police Community Service Aide Unit
With best wishes,*

Gerald R. Ford

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PREFACE

In preparing the third and final report three years after the inception, the basic philosophies that originally inspired its purpose, organization and approach, still hold. This report is designed primarily as a survey for agencies contemplating a police para-professional unit.

Next to accuracy, the qualities we have concentrated on most are clarity, brevity, and specificity. During the three years of administering this project and on the basis of numerous conversations with other law enforcement administrators, we have discovered there is no substitute for clarity in a Project Report. Any serious account of a workable project of this magnitude is involved and complicated at best; and since most of the interest in such a survey comes from city and police administrators, we feel they need all the help they can get in making this complex story manageable and clear. We have, therefore, steadfastly refrained from turning the clever or sophisticated phrase or displaying any specialized erudition that we may have acquired in order that the narrative and analysis be as direct as possible.

In this report we have concerned ourselves especially with the organization of material, hoping to provide interrelated units, each having an inner logic that will facilitate comprehension. In large part, the revisions from previous years in this third report have been aimed at achieving greater clarity of development and organization. Innumerable paragraphs, sections and the entire training procedures, have been completely rewritten in order to achieve a smoother para-professional operation, a clearer analysis of the task at hand, and more logical organization.

Of all objectives none has been more difficult to achieve than brevity. It would have been twice as easy to write a report twice as long. But our experiences in reading reports on other projects indicate that many reports are much too long, presenting more material than can be comprehended or digested and leaving little or no desire for additional report readings on similar projects by administrators.

In making revisions for this third report we have expanded the text somewhat, chiefly in the interest of greater clarity and in order to include materials that experience and advice have shown were treated too briefly in earlier reports. However, we have not enlarged the report to the extent that we have compromised our conviction that project reports should not be so massive as to dominate completely a police administrator's own thoughts and innovations in related areas.

Still a third quality we have attempted to give this report is specificity. We believe that it is futile to generalize and philosophize about our project until the reader is aware of the basic facts. We also believe that an administrator should have maximum freedom to provide the generalizing interpretive dimensions of a survey without hindrance from an overbearing project report. We are, of course, well aware that writers are always present in their reports. To be specific and yet brief requires careful selection of facts, an act which in itself reflects the author's basic interpretation.

Finally, we wish to acknowledge the help we have received; our debt has greatly increased during this final year. Since no police administrator can organize and implement a project of this nature without perfect familiarity with all sources, we owe an immense obligation to those departments who have explored the myriad aspects of the police para-professional field. The out-croppings of the labors of this splendid fraternity are everywhere evident in our Project. Many police administrators who have read previous reports have been most generous in suggesting ways to improve the Project, their suggestions were invaluable in developing our plans for the third year. Our colleagues from many departments in the United States and more specifically the State of California have been everwilling to help us clarify our thinking. We owe a special debt in this respect to our colleagues on the Inglewood Police Department in California. We continue to be impressed with the acuity and incisiveness of the many police administrators, who

have read our reports, in evaluating our labors; many of their suggestions and questions have shaped this edition and we gratefully acknowledge their help.

NATIONAL ADVISORY COMMISSION ON CRIMINAL JUSTICE STANDARDS AND GOALS

STANDARD 10.1

Assignment of Civilian Police Personnel

Every police agency should assign civilian personnel to positions that do not require the exercise of police authority or the application of the special knowledge skills, and aptitudes of the professional peace officer. To determine the proper deployment of civilian and sworn personnel, every agency immediately:

1. Should identify those sworn positions which:
 - a. Do not require that the incumbent have peace officer status under local, State or Federal statute.
 - b. Do not require that the incumbent exercise the full police power and authority normally exercised by a peace officer.
 - c. Do not require that the incumbent possess expertise which can be acquired only through actual field experience as a sworn police officer.
 - d. Do not contribute significantly to the professional development of sworn personnel.
2. Should designate as civilian those positions that can be filled by a civilian employee according to the foregoing criteria.
3. Should staff with qualified civilian personnel all positions designated for civilians.
4. Should provide a continuing audit of all existing and future positions to determine the feasibility of staffing with civilian personnel.
5. Should develop a salary and benefit structure for civilian personnel commensurate with their position classifications.
6. Should insure that an opportunity for career development exists within each civilian position classification where the nature of the

position does not limit or bar such opportunity.

7. Should conduct indepth personal background investigations of civilian applicants for confidential or sensitive positions. These background investigations should be as thorough as those of sworn applicants.
8. Should provide civilian training programs that insure the level of proficiency necessary to perform the duties of each assignment.
9. Should inform all civilian employees of the requirements for sworn police status and interview them to determine their interest or desire to seek such status subsequently, and should record all information obtained during such interviews.
10. Should assign those civilian employees who express a desire to seek sworn status later to positions that will contribute to their professional development as police officers.

I. PROJECT SUMMARY

The objectives of the Fort Lauderdale Police Community Service Aide Project to the urban police function is to suggest ways in which the police profession can bring about improvement in law enforcement and in the criminal justice system as a whole through the use of a trained civilian para-professional corps, in order to promote a more effective administration of justice.

The emphasis of the Community Service Aide Project is a positive one, suggesting what can be done to improve law enforcement rather than concentrating on existing inadequacies. The message is basically a simple one. It is that the police profession must:

1. Have a clear understanding of what society wants and expects of the police;
2. Support the allocation of necessary and adequate resources to perform the police function;
3. Be willing to carefully evaluate the quality of police performance;
4. Actively promote necessary changes and improvements to increase the quality of police service;
5. Strive to improve public understanding and support for the police function;
6. Be allocated the time necessary to implement and carry out crime fighting techniques without being encumbered by the traditional police services;
7. Be provided with a vehicle to introduce and encourage minority members of the community to the law enforcement profession and provide the police with a means to evaluate these individuals as potential police officer candidates.

Simple though the message is, to achieve these objectives the police profession must re-evaluate the existing attitudes.

The police must recognize that their function is much more complex than simply "enforcing the law" or waging a "war on crime." Although police do have the important responsibility of preventing

and responding to crime, they also have equally important responsibilities for many other tasks, such as: Helping to resolve conflict in their communities; assisting those individuals in danger of physical harm or who cannot care for themselves; and protecting constitutional guarantees while promoting and preserving civil order. Police must also recognize that they do make decisions about what enforcement priorities they are to follow and what methods they will use. Police are, for this reason, one of the most important administrative agencies in the nation today, a fact that is often overlooked.

A civilian para-professional corps can assist the police in dealing with numerous administrative and non-hazardous problems that adversely affect delivery of police services. These recommendations deal with a number of broad issues which confront police administrators, such as: The role of police and society; the role of the civilian para-professional in supporting the police; and the relationship between the police operation and other components of city governmental services. The Community Service Aide Project also includes specific recommendations for confronting particular problems present in many police departments, for example: The appropriate exercise of police expertise; the role of police para-professionals; the adequate allocation of department resources; recruitment and training; and the interaction between citizens and police.

This report urges the police administrator to identify objectives and priorities of the police operation. Police officials in many instances are expected to assume responsibility for a wide array of diverse functions and each police official should carry out these responsibilities according to the needs and capabilities of his jurisdiction. Police administrators must identify current responsibilities which warrant priority consideration in terms of manpower and fiscal appropriations.

This report will attempt to provide guidelines for developing administrative rules and policies which apply to the police para-professional operation, and suggest a course of action for implementing and training an effective corps of civilian para-professionals.

II. PROJECT ASSESSMENT

BROAD SPECTRUM APPROACH

The task of implementing a Community Service Aide Project cannot be accomplished by the police alone. It is imperative that police administrators seek assistance from a number of sources. Members of state and local government have the capacity to render valuable assistance in a number of specific areas, by revising and adopting state and local legislation, and by advocating change in existing governmental practices.

Police and city officials must determine how these recommendations and guidelines can be utilized in light of local objectives, needs and capabilities. This determination will necessarily vary according to individual situations peculiar to each jurisdiction. Perhaps the most appropriate vehicle for accomplishing this task would be a committee consisting of the police chief executive, the police legal advisor or city attorney and other selected advisors from various city agencies.

This committee can identify needs and capabilities, and in doing so, determine how a civilian para-professional project should be applied.

A positive approach, jointly undertaken, should focus attention on such important questions as: Needed legal authority; needed education and training; the need for an adequate research program; the need for qualified para-professional personnel; and for other changes which will contribute to the formation of a police service which is effective and fair and is supported by the community it serves.

THE URBAN POLICE FUNCTION

To understand the need for a civilian para-professional program, the complexity of the police task must be realized. Since police, as an agency of the criminal justice system, have a major responsibility for dealing with serious crime, efforts should continually be made to improve the capacity of police to discharge this responsibility effectively. It should be recognized that police effectiveness in dealing with crime is often rendered ineffective when priorities are taken out of context and valuable time is consumed by police handling the non-police or quasi-police services generated by the public that are often the responsibility of other

agencies within and outside the criminal justice system.

Often these services do not require the presence of sworn personnel on the scene. Priorities have to be established and defined and a competent system developed to give the police back the intrinsic ingredient of time, but also, to continue essential services relied upon by the public. Quite often it is found that many services rendered by the police were not mandated by law, simply having accumulated at the police agencies' doorsteps. Being available on a 24-hour basis has caused society to heap its problems on the broad shoulders of its police department. Consequently, today it is often difficult to define the primary responsibilities of a police organization.

OBJECTIVES AND PRIORITIES

The wide range of government tasks currently assigned to police has been given, to a great degree, without any coherent planning by state or local governments about what the overriding objectives or priorities of the police should be. Instead, what police do is determined largely on an ad hoc basis by a number of factors which influence their involvement in responding to various government or community needs. Some of these factors include:

- a. Broad legislative mandates to the police,
- b. Authority of the police to use force lawfully,
- c. The investigative ability of the police,
- d. The 24-hour availability of the police,
- e. Community pressures on the police,

In assessing appropriate objectives and priorities for police service, local communities should initially recognize that most police agencies are currently given responsibilities, by design or default:

1. To identify criminal offenders in criminal activity and where appropriate to apprehend offenders and participate in subsequent court proceedings.
2. To reduce the opportunities for the commission of some crimes through preventative patrol and other measures.

3. To aid individuals who are in danger of physical harm.
4. To protect constitutional guarantees.
5. To facilitate the movement of people and vehicles.
6. To assist those who cannot care for themselves.
7. To absolve conflict.
8. To identify problems that are potentially serious to law enforcement or governmental problems.
9. To create and maintain the feeling of security in the community.
10. To promote and preserve civil order.
11. To provide other services on an emergency basis.

CRITERIA FOR OBJECTIVES AND PRIORITIES

In formulating an overall direction for police services and in selecting appropriate objectives and priorities for the police it should be realized that the highest duties of government, and therefore the police, are to safeguard freedom, to preserve life and property, to protect the constitutional rights of citizens and maintain respect for the rule of law by proper enforcement thereof, and to preserve the democratic process.

SELECTIVE REVIEW OF LAWS

Contemporaneous with the implementation of a civilian para-professional component within the Fort Lauderdale Police Department, the department began a highly selective review of the statutes and ordinances it was responsible to enforce. Review of the Fort Lauderdale City Code revealed that certain functional and enforcement responsibilities had over the years devolved upon the police department simply because the police department was the only governmental entity "open for business" 24 hours a day, 7 days a week. This approach was not acceptable. The focal point of this analysis was identification of the proper governmental entity to discharge responsibilities deemed not to be within the ambit of the police function. For example, an existing city ordinance required that the police department inspect every truck before a city truck permit could be issued. Through remedial legislative action, the ordinance was amended to shift the responsibility for such inspection to the city's Licensing Department.

In an effort to assure that the city code reflected a legislative approach to current or continuing problems and did not become a repository for memorabilia, the department recommended the repeal of ordinances such as a section of the city code which prohibited a person from being a communist within the city limits. In addition, the department proposed new ordinances to assist in the proper and lawful execution of the police function, while at the same time attempting to minimize exposure to civil liability through the revision of ordinances which could be successfully attacked as being unconstitutionally vague and impermissibly overbroad.

THE COMMUNITY SERVICE AIDE UNIT

The Fort Lauderdale Community Service Aide Project began operation on January 1, 1975. The Project has experienced three successful years of operation and it can be justifiably assumed that the project has assisted to a large extent in the significant reduction of crime in the City of Fort Lauderdale. This attests to the fact that the basic concept of the Community Service Aide Project to return the sworn police officer to his primary duty of detection and prevention of crime has been successful.

STATISTICAL INFORMATION

During the last year of this grant the Community Service Aides responded to 23,877 calls for a total of 11,415 hours. This amounts to 1,427 man days that was returned to the sworn police officer to perform his primary duties. In addition to the time benefit derived from returning these man days to the police officer, there is a definite monetary advantage in utilizing para-professionals for non-police and quasi-police functions. For example, Community Service Aides responded to an average of 1990 calls per month the last year of the grant. The average CSA pay during this period was \$4.09 per hour. The average time per call was approximately 30 minutes. This amounts to \$4,069.55 per month for Community Service Aides to respond to calls. The average police officer on patrol has accrued approximately 6 years longevity for a pay figure of \$7.61 per hour. The same number of calls, if handled by a sworn police officer would cost \$7,571.95, a difference of \$3,502.39 or a 46.3% savings by using Community Service Aides.

As an example of the high utilization rate of Community Service Aides the following figures were taken from a four month period. During this period, an average of 355 sworn police officers responded to 5,435 calls which amounts to 15.3 calls per officer. During the same period, an average of 32 Community Service Aides responded to 1,350 calls or 42.2 per Aide. This is 274% more calls per Aide than the sworn officer.

As a result of the activation of the Community Service Aide Project, along with the Police Aides and Accident Investigation Aide, the police officer who was utilizing less than 33% of his time during his tour of duty in an attempt to effectively combat crime, now spends more than 75% of his time consecutively patrolling his area.

ADEQUATE RESEARCH

A research capability should be developed within the police agency that will assist project administrators in systematically formulating and evaluating assignments and procedures. It is extremely important to research all aspects of the project before implementation.

In Fort Lauderdale base line data was already available and a computer program was devised to obtain information to help direct project administrators in the proper placement of the Aides once they were ready to be deployed in the field. Graphs were drawn to depict the day of week, time of day, district and zone where the type of calls to be handled were most prevalent. Once the aides were ready for road service these graphs proved invaluable and little time was wasted locating the zones and the districts where their services were needed most. From the beginning of the project to the present time, zone assignments are being made on the strength of these graphs with little or no change being made.

THE PROJECT ADMINISTRATOR

In addition to directing the day-to-day operations of the Community Service Aide Unit, the Project Administrator has the responsibility to exert leadership in seeking to improve the quality of community services and seeking to solve community-wide problems of concern to the public. The Project Administrator should be held fully responsible for the operation of his unit and should, therefore, be given full control over the manage-

ment of the unit. In selecting a candidate to assume leadership of such a project, special attention should be given to the sensitivity of the candidate to the peculiar needs of the community and the police department and the capacity of the administrator to deal effectively with the complicated and important issues that he will confront in the decision-making processes that effect project operations; and to the overall ability of the administrator to manage and direct the total resources of the unit. The department should select the best qualified candidate without regard to rank or current departmental assignment.

ESTABLISHING DUTIES

Of primary importance in establishing the duties of the Community Service Aides is the hazard factor. Community Service Aides should not be dispatched to calls of a hazardous nature that derive from criminal acts. This is not to say that a Community Service Aide cannot handle a traffic assignment or any such assignment where a possible hazard exists, as long as the hazardous condition is not the result of a criminal act. In Fort Lauderdale certain calls are handled by Community Service Aides exclusively. The following calls are the type handled exclusively by the Community Service Aide Unit:

1. Abandoned Vehicles
2. Accident (non-veh.)
3. Animal complaints
4. Emergency messages
5. Civil complaints (where there is no danger of the complaint resulting in a disturbance)
6. Fire (traffic control, traffic direction and initial reporting, unless arson is suspected)
7. Found animal
8. Found person
9. Found property (except firearms, narcotics, explosives or other contraband)
10. Missing Adult (Aides will question reportee to ascertain possibility of foul play. If any suspicion arises, a police officer will be summoned to the scene.)
11. Missing Juvenile (same qualifications as above)
12. Noise complaint
13. Obscene phone call
14. Towed vehicle
15. Traffic direction

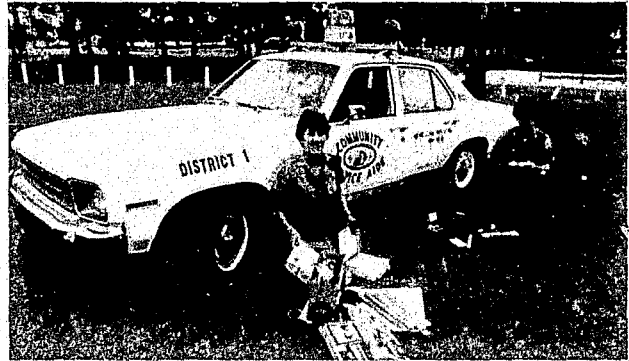


CSA's have assumed more than 90% of all traffic direction duties.

16. Trespassing (where the culprit is not on the scene)
17. Vandalism (where the culprit has departed)
18. Worthless checks (Aides are trained by the Detective Division to handle reports on worthless checks through the entire investigative process.)
19. Zoning complaints
20. Lost animals
21. Lost property
22. Miscellaneous assistance calls (disabled vehicles, assistance to sick or disabled persons, etc.)



Each CSA vehicle is equipped with an emergency package.



CSA's are trained and equipped for first aid and crime scene processing.

Whenever possible the Community Service Aides in Fort Lauderdale are utilized on the following types of calls. If they arrive on the call and find that the call is of a nature needing the attention of a police officer, the Community Service Aide will summon a police officer immediately.

1. Assault and Battery (report and first aid purposes only and where culprit is not on the scene)
2. Death (natural or accidental death after a police supervisor has deemed the death natural or accidental. An Aide can then take the information, notify the next of kin, etc.)
3. Sick person
4. Fail to pay (where the culprit has fled the scene)
5. Police information (information they originate)
6. Disturbance (for report purposes only and where only one party of the disturbance is present)
7. Suspicious incident (after the fact)
8. Auto Theft (reporting purposes only and where the crime is not in progress or so recent that the culprit could still be in the area)
9. Larcenies
10. B&E (auto)
11. Juvenile complaints
12. Miscellaneous phone threats

A Community Service Aide may not respond to any of the following types of calls:

1. Abduction
2. Aggravated assault
3. Alarms
4. Arson
5. Disturbed persons
6. Alcohol related disturbances

7. B & E — business or residence
8. Homicide
9. Suicide
10. Domestic disturbances in progress
11. Disorderly conduct disturbances in progress
12. Drunk disturbances
13. Extortion/Blackmail
14. Prisoner pickups
15. Intelligence reports
16. Internal investigation
17. Rape
18. Robbery
19. Sex offenses
20. Suspicious incidents (i.e. open door/window, prowlers, suspicious vehicle)
21. Vice

The Community Service Aides are authorized to transport for officers in a limited capacity. Listed below are the circumstances in which a Community Service Aide may transport:

1. Transporting lost or found children from area to area, or to a designated holding area.
2. Transporting witnesses from crime scenes to the Detective Division for statements and back.
3. Transporting witnesses to court for testimony as police witnesses.
4. Transporting indigent individuals for humanitarian purposes when such a service is necessary to protect the health and welfare of said individual (s) and when other means of appropriate transportation are unavailable or inappropriate.
5. Community Service Aides can transport any time there is a need, where, under normal circumstances, a police officer would provide the service in accordance with police department policy where no hazards exist and where the transport service has been authorized by a patrol Supervisor.

The Community Service Aide Unit has also assumed other functions that, although considered for many years to be a police responsibility, are in fact non-police operations by design or statute. The Community Service Aide Unit presently has three functioning positions with the following responsibilities:

1. Missing Persons — An Aide is presently assigned to this function and charged with the follow-up and maintenance of records concerning missing persons.

2. Bicycle Safety and Registration — A viable program has been established by the Community Service Aide Unit which utilized bicycle safety films, an inspection trailer with a bicycle drive through course, and a speaker program. Schools are contacted throughout the school year and these programs presented. Bicycle registration is conducted during the safety programs and at the police department seven days a week from 8:00 AM to 11:00 PM.

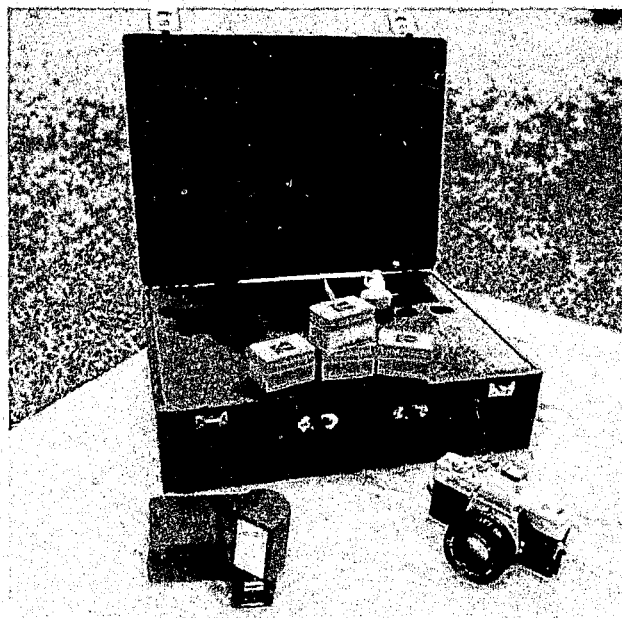


The Community Service Aide Unit handles bike safety and registration.

3. Crime Scene Processing — Community Service Aides have been trained in the advanced 80-hour FBI fingerprint course. A police officer investigating a crime scene will have this service at his disposal. The police officer can direct the Community Service Aide as to what needs to be processed and then as the Community Service Aide does the job expertly, the officer continues the investigation knowing confidently that the scene is being processed professionally by a trained technician.



Trained in the FBI Advanced Fingerprint Course, CSA's can professionally process a crime scene.



Crime Scene Processing camera and electronic flasher.



Crime Scene Processing Kit.

IMPORTANCE OF THE COMMUNITY SERVICE AIDE POSITION

The nature of the Community Service Aide function makes the Community Service Aide a more important figure than is implied by his rank in the organization. He exercises broad discretion in a wide array of situations under conditions that allow for little direct supervision and review. In the interest of developing a civilian para-professional position as well as the interest of improving the quality of police operations generally, the Community Service Aide would understand the important and complex needs of the community and make a commitment to meet those needs.

RECRUITMENT

In view of the broad diversity of the Community Service Aide role, recruitment standards should be related directly to the requirements of various program tasks and should reflect a great degree of concern for such factors as judgemental ability, emotional stability, and sensitivity to the role of Community Service Aide in the Community.

Selection of Community Service Aides are made within existing guidelines of the City of Fort Lauderdale and requires applicants to be between the ages of 18 and 65 years of age, have a high school diploma or an equivalent (GED), be medically and mentally stable, be able to pass a routine background investigation, and polygraph examination.

Since the Community Service Aide Project is CETA funded, the selection of Community Service Aides, in addition to the above, is limited to applicants that have been out of work fifteen out of the last twenty weeks and not eligible for unemployment compensation. Under these CETA requirements some highly qualified Community Service Aides have been employed by this Unit, however, the majority are individuals recently graduated from high school or attending college. Of the other applicants that fall within these requirements, a very small percentage are qualified by police department standards.

TRAINING

Training programs should be designed, both in their content and in their format, so that knowledge that is conveyed and the skills that are developed relate directly to the knowledge and skills that are required by the Community Service Aide to do the job.

In order to establish a comprehensive training program for the Community Service Aides it was decided that 240 hours of exposure would be required. Realizing that some of the applicants would be slower in digesting the material, if too basic of a curriculum was established others would become bored, regular police academy courses were selected and adapted to fit the Community Service Aide's need. Handout material was revised and used instead of textbooks. Class discussion and practical application of the subject was stressed using carefully selected audio-visual material to its full advantage. Theory and mechanics of arrest procedures were dropped entirely from the curric-

ulum and first-aid and unarmed defense was emphasized. After graduating from the academy, the Community Service Aides received 120 hours of field training by police field training officers. (See Exhibit A — Training Schedule & Training Forms)

ADDITIONAL RESPONSIBILITIES

The Community Service Aides handle complaints for service that originate from the City Manager's Office and from other city departments that receive complaints from citizens concerning hazardous, unhealthy or unsafe conditions in the city. Being mobile and radio-dispatched in all sections of the city, the Aides are able to provide an investigative service to these departments after normal working hours. This service is only provided on non-criminal investigations. An Aide will be available to investigate complaints 24 hours a day, 7 days a week, and make an intelligent report to the appropriate city department on a Community Service Aide Unit special form requesting action. (See Exhibit B — Action Request Form) The form requesting action can also originate from any city department that requests action to be taken by this Unit. The form will be returned by the requested date with the report of what action has been taken. If the action was requested by a citizen the Aide will follow-up by contacting the citizen to give a full report on the requested action, and what steps have been taken by the city to alleviate the complaint. The liaison will be continued by the Aide until satisfaction is reached.

With the Community Service Aides returning time to the street police officer to be utilized in fighting hard crime, the already overloaded support services such as the Detective Division, Juvenile Services Unit and the Crime Prevention Unit, presently shorthanded and behind in their daily activities, were inundated by an avalanche of increased demands and requests for investigative services on the street.

As had already been proven with the street patrolmen, there were positions in the various supportive services that did not require the ability and expertise of a sworn police officer. This was demonstrated when a Community Service Aide was assigned to the Larceny Fraud Squad and was able to relieve a detective completely of one job assignment. Evaluation of the various assignments within the support groups revealed that there were several areas in each

of the groups that did not require a police officer and on this basis the following assignments of Community Service Aides were made:

1. It is no longer a breach of Florida law for juveniles to absent themselves from their homes without parental consent. If the child does not commit a crime while he is away from the home, he is simply picked up and returned home or to one of several "time out houses" in the area for counseling by the Division of Youth Services. Fort Lauderdale is a haven for runaways from all over the United States. For the most part, they are easy to spot on the beach and other known areas where runaways hang out. Local runaways usually return home within a few days at which time the original report must be cancelled after contact is made with the family. When out-of-state runaways are found (no crimes committed) the only work involved is a service to the youth and the parents. Arrangements for an interim residence, notifying the parents out-of-state, and seeing to the health and welfare of the youth until arrangements are made to send the youth home and then, making out the necessary reports to record the action.

Once a full time job for a police officer, the Community Service Aide Unit assumed the responsibility, relieving the police officer to investigate juvenile crimes with the Juvenile Services Unit.

2. A program has been established by the Community Service Aide Unit which utilizes bicycle safety films and an inspection trailer with a bicycle drive through course and a speaker program. During the summer months the Bicycle Safety Team located the safety module in various city parks. Arrangements were made with the Fort Lauderdale News and local radio stations to give daily coverage on the location of the team. When schools opened, a letter was forwarded to the principal of all elementary schools in Fort Lauderdale, informing them that the mobile Community Safety Education Module will be at their school at a future date. This program is being expanded to include Moped and Skateboard Safety. Two Community Service Aides are assigned to this program.
3. Community Service Aides are assigned to

Harbor Patrol. This position was previously a sworn police officer position.



24 HOUR OPERATION

The Aides are assigned to three shifts. The first shift is from 11:00 PM to 7:00 AM. The second shift from 7:00 AM to 3:00 PM, and the third shift is from 3:00 PM to 11:00 PM. There is also an Aide on-duty 24 hours a day in the lobby of the Police Department and available to handle walk-in complaints and to receive those calls that can be handled over the phone.

STATISTICAL EVALUATION

Realizing from the beginning that accurate records would have to be maintained if an honest

gauge was to be created to reflect the Unit's impact on its designated area, Community Service Aides are required to submit an "Activity Sheet" (Exhibit C) at the end of each tour of duty. This form is designed to record the day-to-day workload, vehicle information and gasoline consumption, equipment accountability and condition and the area worked by the Aide. From the information recorded on the front and back of this form, the basis for the Community Service Aide Project's statistical data system is derived. Each day the information recorded under the "activity" portion of the form is extracted by the Key punch Unit for computer input. The information is also recorded on the "Daily Unit Activity Report" which shows the day-to-day activity of the entire Unit. A monthly account is also kept on each Aide along with the overall quality of the work performed, average time per call and mileage per shift.

The information on the reverse side of the "Activity Report" gives the information data to send out the "Citizen Evaluation Questionnaire," and indicates the amount of time it takes an Aide to handle specific calls.

Each month the Unit receives a computer printout on the overall monthly activity of the Unit and on each individual. This is then computed with the total of the entire Police Department and a total tally is kept showing monthly activity of the overall project to date.

UNIFORMS, MOBILITY AND EQUIPMENT

The Community Service Aide is attired in a uniform that is distinctly different from the uniform worn by the Fort Lauderdale Police Officer, Aides are not armed nor do they have any form of arrest powers. Mobility is provided in the form of compact vehicles without police markings but with a sign with the city emblem and the words "Community Service Aide" on the door. The Aides are assigned a handheld radio on a daily basis.

Each vehicle used by the Community Service Aide is equipped with an emergency package consisting of a first-aid kit, two emergency blankets, fire extinguisher, an oxygen resuscitator, a pry bar, jumper cables, traffic gloves, a dictionary, and a fingerprint kit. Through the Community Service Aide's training he is able to respond to calls of sick or injured persons and administer first aid, take the report and wait for the emergency conveyance to transport the sick or injured person to the hospital.



ORGANIZATION AND CONTROL

The Fort Lauderdale Community Service Aide Project is a Unit within the Special Services Bureau of the Police Department. The Project Administrator is a sworn officer with the rank of Sergeant and is directly responsible to the Bureau Commander for the overall operation of the project. A Unit Manager and Assistant Unit Manager, both civilians, are assigned to the Project as Unit Supervisors with responsibilities over the daily operation of the Unit, scheduling of personnel, training of the Aide Supervisors and insuring that department policy and discipline is adhered to.

Aide Supervisors selected from the Community Service Aide ranks are responsible to the Unit Supervisors to check all Community Service Aide reports at the end of each shift, see that the Unit vehicles are turned in clean, in good order and on time for the next shift to go in-service. Aide Supervisors must check each Community Service Aide at least twice each tour of duty and spot check all reports and inventory emergency equipment. (Exhibit D) Community Service Aide Supervisors will respond any time an Aide needs assistance or advice and will respond to calls for service when a regular Community Service Aide is not available.

Since the Fort Lauderdale Police Department has gone into the Team Policing concept, Community Service Aides have been assigned to each of the three districts and are under the direct supervision of the applicable Division Commander of each district.



HONOR ROLL

CSA's are encouraged to seek an active career in Law Enforcement as sworn professionals. For most, the Community Service Aide Unit is an introduction to the law enforcement profession. Participants are afforded a unique opportunity to work closely with police officers and receive a complete overview of the profession through training and practical experience.

Unfortunately, the problem of supply and demand precludes the Fort Lauderdale Police Department from retaining all the Community Service

Aides who are eligible to enter the professional ranks. Many law enforcement agencies have taken advantage of the disciplined and highly trained Community Service Aides, recruiting them into their ranks.

It is to these individuals who have worked so hard to advance the concept of civilian para-professionalism in law enforcement and continued on to find a satiating career as sworn professionals, we pay tribute.



Max Fratoddi
CSA 1975-76
Ft. Lauderdale PD 1976
U.S. State Dept. 1976-



Sue Ellen Ferry
CSA 1975-76
Sunrise, Fla. PD 1976-



Roy Brown
CSA 1975-77
Ft. Lauderdale PD 1977-



Gary McIntosh
CSA 1975-77
CSA Supervisor 76-77
Ft. Lauderdale PD 1977-



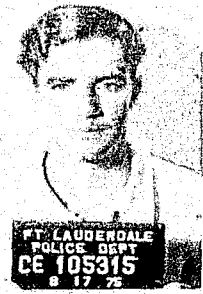
Sherry Harrell
CSA 1976-77
Ft. Lauderdale PD 1977-



J.J. Halleran
CSA 1975
CSA Supervisor 1975-77
Miramar PD 1977-



Kerry Hardison
CSA 1975-76
CSA Supervisor 1976-77
Ft. Lauderdale PD 1977-



Robert Howell
CSA 1975-76
Ft. Lauderdale PD 1977-



Cynthia Cross
CSA 1976-77
Hollywood, Fla. PD 1977-



Tom Schulze
CSA 1977
Sunrise, Fla. PD 1977-

III. PROJECT CONCLUSIONS

The Community Service Aide Project of the Fort Lauderdale Police Department was conceived and implemented by staff officers of the Police Department to relieve the workload of the patrol officer by selecting and training minority members of the local work force, and as a continuation of the concept of using civilian personnel to replace sworn officers in the exercise of duties not necessitating the use of force, the power of arrest or other sworn officer authority. The services performed by the police officer while on patrol were researched and analyzed and it was revealed that a majority of the patrol officer's time and effort, approximately 63%, were spent on duties that did not require the presence of a police officer. On an average, the officer was left with two and a half hours to perform duties that required his specialized training and authority as a sworn officer. As a result of the Community Service Aide Project, the police officer now spends more than 75% of his tour of duty consecutively patrolling his area of responsibility, developing informants, acquainting himself with businessmen and citizens, and in general, practicing his learned expertise.

It was reasoned that a list of non-sworn duties could be compiled and qualified civilians trained to respond to these calls as satisfactorily as the sworn officer. The planners for this program were supported in their assumption by the Final Report of the Governor's Commission on Criminal Justice Standards and Goals published in 1976. In the chapter on Manpower Alternatives, Standard LE 10.01 (see Appendix) addresses the assignment of non-sworn law enforcement personnel and recommends the use of non-sworn personnel to positions that do not require the exercise of police authority. The Police Task Force designated that Standard to receive priority emphasis for implementation. The benefits to be derived from the assignment of civilians to traditional non-sworn duties were to be two-fold: to relieve the sworn officer from non-essential duties allowing him to devote more of his time and capabilities to calls requiring the presence of a sworn police officer and responding to the non-sworn calls more economically by using lesser paid civilian personnel. The additional personnel employed to staff the CSA

Project were funded by the Comprehensive Education and Training Act. The purpose for using this agency was to take advantage of the funding source rather than impose an additional burden on the local taxing structure in the police budget, to recruit from the locally unemployed and to select minorities as an introduction to criminal justice careers. Another benefit foreseen by the addition of new personnel into the police patrol zones was to increase observation of potential trouble situations. Thus, the overall objective of the program was to reduce crime, prevent crime and improve the criminal justice system.

The CSA Project, as initially conceived, determined a need for a minimum of 20 persons to staff the program effectively by assuming only a portion of the list of possible duties and anticipation of increasing the number of personnel and the number of duties as the program progressed. The Project increased the number of personnel during the three grant periods to a total of 39. As the number of personnel increased and as their training and experience in the field made them more proficient, other more specialized duties were assigned to those qualified to perform them. Two duties added to the original list were that of Crime Scene Investigation and Accident Investigation.

Meticulous records were devised and kept on personnel assignment, calls-for-service, responses, time spent, vehicle use and activity results on a daily, weekly and monthly basis. This excellent record system allowed the project managers to amend program procedures for greatest efficiency.

There was one major change in the original concept of the program. Whereas it was the intent of the project directors to transfer the CSA Unit to Community Affairs Division of the City of Fort Lauderdale at the end of three years, it was decided during the term of the project to retain the CSA as a unit of the Police Department under the direction of the Community Services Unit.

Project funding, for the most part, was received from the Law Enforcement Assistance Administration. All the rules and regulations of this agency for submission and operation of Federal Grants were followed as to procedure. The proj-

ect, originally was to be for three years but ended after 32 months utilizing three LEAA grants.

Overall, the project was well planned before implementation, utilized the best personnel conditions would allow, accomplished the purpose and goals for which it was intended and made a significant contribution to the decrease in crime and improvement in the criminal justice system.

IV. PROJECT SIDE EFFECTS

One side effect of the Community Service Aide Project is the Public Safety Aide Program. This is a unique program designed to satisfy the needs of the City of Fort Lauderdale in its Affirmative Action efforts.

This program will fit neatly, through minor modifications, into the existing Community Service Aide concept. Its functions will be to give the Fort Lauderdale Police and Fire Departments a vehicle from which to seek, introduce, train and observe for a designated period of time, minorities and females who may wish to seek a career in the law enforcement and firefighting profession.

The Community Service Aide Program has already developed a one-of-a-kind preparatory course in conjunction with Broward Community College. This course is extremely effective and a tested and proven product.

The Community Service Aide training curriculum is already undergoing change to reduce the training from 6 weeks to 3 weeks with emphasis being given to on-the-job training.

PUBLIC SAFETY AIDES — TRAINEE PROPOSAL

The following is a proposal relating to Public Safety Aide. It is believed this program can accomplish the city's goals without major modification of the current civil service system. It is recognized that some broadening in the Personnel Rules is required, however; it is also felt that with this approach the basic integrity of the civil service system can be maintained.

Implementation:

1. This program will be implemented through the hiring of thirty (30) Trainees (Public Safety Aides) in accordance with the revised Personnel Rule X, Section 3, the revised Section 2-29.7 of the Pay Plan and the new Personnel Rule X, Section 17 (attachment #1);
2. The recruitment campaign will be conducted by the Civil Service Department, with assistance from the Police and Fire Departments.
3. Requirements will be consistent with the positions of Police Officer and Firefighter and will be the same as those presently published.
4. Applications will be received by the Civil Serv-

ice Department on the Standard application Form J-100.

5. Qualifying tests will proceed in the following sequence:
 - A. Written test (Form A-Police, Form - Fire)
 - B. Physical agility (Police or Fire)
 - C. Oral
 - D. Polygraph
 - E. Psychological
 - F. Background investigation
6. A list of qualifying applicants will be prepared.
7. Hiring will be completed.
8. Problem analysis of the written tests will be completed so that areas of deficiency can be identified. Reading tests and remedial coursework at Broward Community College may be required, depending on written test scores.
9. Training and assignments shall be as follows:
 - A. Basic Training
Each Public Safety Aide will receive six (6) weeks of initial classroom training and one hundred and twenty (120) hours of on-the-job training in the following manner:
 1. Applicant will receive three weeks classroom training from the Fire Department.
 2. Applicant will receive three weeks classroom training from the Police Department.
 3. Applicant will receive sixty days each on-the-job training from the Fire Department and from the Police Department.
 - B. Continuous Training
The Police and Fire Departments will establish sufficient on-going training for the Public Service Aide to insure that each Public Service Aide is qualified in their combined duties and presented a complete overview of the professional police officer and fire fighter fields.
A Public Service Aide will be exposed to and trained in various police and fire areas. These areas will include:
 1. Crime Scene Processing
 2. Accident Investigation
 3. Marine Patrol
 4. Victim Advocate Exposure Training

5. Crime Prevention
6. Community Relations Activities
7. Fire Prevention
8. Operation of Firefighting Apparatus
9. Fire Safety and Code Compliance
10. Police and Fire Communications

C. Assignments

Assignments will be made on the basis of thirty (30) Public Safety Aide positions being made available. In order to allow a Public Safety Aide sufficient exposure to both the police and fire fields, he/she should be provided a means to function for a definite period of time and then allowed to function in a combined capacity for an equal period of time. This proposal will allow the Public Safety Aide to understand both career fields thoroughly, while enabling the city to benefit by obtaining meaningful service from the Public Safety Aide.

D. Rotation of Assignment

After completing six (6) weeks of classroom training (3 police, 3 fire) and one hundred twenty (120) days OJT (60 days police, 60 days fire), the Public Safety Aides will be divided into three groups. Each group will be assigned to a sixty day rotation period in the Police Department, Fire Department and joint Police and Fire crime and fire prevention endeavor.

1. Police Department Assignment

The Public Safety Aide will be assigned to various units throughout the Police Department, i.e., Communications, Detective Division, Community Service Aide Unit, Marine Unit, Identification Section, Juvenile Unit, etc. The Public Safety Aide will be expected to actively assist in all areas of assignment while learning about the profession. Under police supervision, they will be given specific tasks to perform on a para-professional level in much the same manner a Community Service Aide presently functions. Assignments will include working under conditions peculiar to the police profession, i.e., shift work, week-

ends and holidays, etc.

2. Fire Department Assignment

While on Fire Department assignment, the Public Safety Aide would be exposed to and actively participate on a para-professional basis in various facets of the Fire Department. The Public Safety Aide will experience Fire Ground Orientation work with the Training Division, Fire Prevention Bureau, Fire Boat Operation and Crash Crew Orientation and Introduction to Arson Investigation.

3. Common Assignment

The Public Safety Aides would be assigned to the Public Safety Inspection Section under the supervision of the Public Safety Inspectors and participate in the planned crime and fire prevention efforts of this Unit.

10. After six (6) months of training, the written test previously administered will be given again for purposes of determining the impact of remedial courses.
11. Public Safety Aides will remain in the training program for up to one (1) year. Extension may be approved by the Personnel Director if vacancies do not exist for trainees at end of one (1) year.
12. Approximately one (1) year after implementation of the program, trainees will be required to compete in an open competitive examination for Police Officer and Firefighter. The trainee must successfully pass this testing and then his/her name will be placed on the eligibility register for the appropriate class. The trainee will then have completed his/her training program and will be eligible for permanent appointment in accordance with Personnel Rule X, Section 3 and 17. If the trainee does not successfully pass the testing procedure under the open competitive announcements, he/she will be terminated as a Public Safety Aide.
13. The personnel section of the Police Department will handle all paperwork associated with the Public Safety Aide program (e.g., requisitions, leave requests, accident reports, etc.)

CRIME SCENE PROCESSING

Another side effect of the Community Service Aide Project was the qualification of 17 Community Service Aides in the crime scene processing field. To accomplish this it was necessary to employ a teaching consultant in that field.

George J. Tanner, a certified instructor under the State of Florida Police Standards and Training Commission, Division of Standards and Training was employed for this course. Mr. Tanner designed a fast-paced course of classroom and fieldwork, with the students working actual procedures as they progressed through each step. The students were required to complete a myriad of reading and homework assignments daily on their own time.

Written, oral and practical application examinations were given periodically throughout the course in addition to a final examination. Other requirements included an acceptable finished notebook, crime scene reports, and practicable ability.

Upon successful completion of this training, the students received departmental certification and are scheduled periodically for further on-the-job training experience with a forensic laboratory technician. Currently there is at least one crime scene processor assigned to each shift in each district. Community Service Aides are dispatched approximately 120 times per month to process crime scenes.

The course, which is repeated as required, includes the following subjects:

Fingerprinting	Study of history, patterns and definitions. Actual rolling of prints; study of chemicals and ink.
Photography	Actual use of the 35mm camera on crime scene. Acquaint student with use of twin lens reflex and standard 35mm operation. Use of these cameras for day and night crime scene photography.
Crime Scene Search	Detecting point of entry; recognition of evidence that will assist in the identification of the culprit. Classroom work and slide presentation.
Chemical Ninhydrin Process	Use of chemicals in processing items for chemical development of latent prints on paper products, wood, etc.

Homicide	Protection of crime scene pending arrival of lab technicians and detectives. Photography on the scene and assistance to the lab technicians. Knowledge of homicide investigation pertaining to scene search.
Two-Step Preliminary Test for Detection of Blood	Mixing of chemicals and procedures for testing specimens. Action to take if contamination is discovered in the chemicals.
Reagents	Restoration of serial number etchants. Use and procedure of chemical application on metal surfaces to detect and raise obliterated serial numbers on suspected stolen, recovered items, cars, guns, typewriters, etc.
Tool Impression Casts	Use of silicone plastic for molds of tool impressions. Knowledge of plaster of paris casts and actual application. Slide presentation on tool marks and forced entry methods using tools.
Coordination of Police and Fire Activities	Procedures regarding false bomb calls and bomb scares.
Evidence Processing	Preservation and collection of evidence, actual latent print development, lifting, carding and identification of same. Processing automobiles, weapons, household items, etc. Actual completion of crime scene search for evidence, processing and preservation of evidence for court presentations, Slide presentation on hit and run (death). Auto evidence procedures, handling fragments, cloth, etc. at scene.
Note Taking and Sketching	Procedures will be covered throughout the course as applicable to each specific incident.
Crime Scene Kit	Acquaint student with contents and actual application in crime scene search.

ACCIDENT INVESTIGATION

A third side effect of the project is the training of ten Community Service Aides in Accident Investigation. This was a 224 hour course designed for complete training in Accident Investigation procedures. Trained Community Service Aides have demonstrated outstanding progress in this area. Their augmenting the regular Accident Investigators has prevented the necessity of dispatching sworn police officers to investigate accidents in many instances. Currently there are seven Accident Investigators assigned to the Unit and two in training. These seven average approximately 75 accidents investigations per month or about 9% of the total number investigated. This percentage is increasing as they gain experience in the A.I. field.

COMMUNITY SERVICE AIDES



Nina Campbell



Mary Cotter



Shelby Crabeels



Pat Cupstid



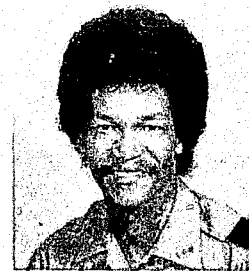
Olive Ellison



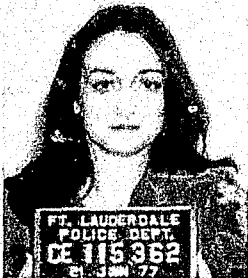
Pattianne Fedor



Marie Genova



Leo Hall



Valerie Haltom



Lola Hardister



Scharlene Harford



Susan Hill



Janet Holloway



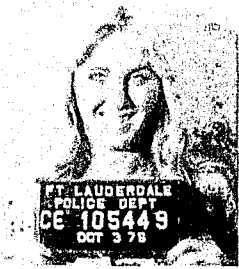
Laurie Holzerland



Carolyn Homer



Diane Homer



Barbara Hovey



Daniel Johnson



Brenda Kasarjian



Donna Korman



Leslie Montgomery



Shane Morgan



Beverly Nason



Jackie Rachel



Eddie Mae Robinson



Marie Rubino



Laquie Scott



Jeanette Small



M. Jayne Smith



Jean Therrien



Bonnie Veltri



William Walker III



Fort Lauderdale Police Department

APPENDIX

COMMUNITY SERVICE AIDE PROGRAM

(COMMUNITY SERVICE OFFICER)

BASIC ACADEMY REQUIREMENTS

240 Hours

PURPOSE:

To provide a well-trained, paraprofessional to relieve sworn Police Officers of nonpolice, noncriminal, and nonhazardous service calls and other duties; in order that the sworn Police Officer can properly direct his priorities to crime prevention, criminal investigation, criminal apprehension, and be available for hazardous situations.

Exhibit A

COMMUNITY SERVICE AIDE

BLOCK I ORIENTATION AND ADMINISTRATION (15 hours)

<u>HOURS</u>	<u>COURSE</u>
1	Program Introduction
1	Objectives of Community Service Aide
1	Objectives of Parking Enforcement Officer
2	Ethics and Professionalism
7	Examinations and Critiques
1	Note Taking Study Habits
1	Study Habits
1	Art of Listening

BLOCK I ORIENTATION AND ADMINISTRATION (15 hours)

PROGRAM INTRODUCTION (1 hour)

Welcoming of class by ranking officials and school administrative personnel. Discussion of methods of teaching, rules of school and other pertinent information to orient and motivate the student. Student orientation should cover proper notebook format and fact; notebook will be part of final grade. Student will be assigned research topic and provided with detailed instructions for its preparation and submission.

OBJECTIVES OF COMMUNITY SERVICE AIDE (1 hour)

Explanation of basic plan of employing, training and fielding a civilian paraprofessional resource to relieve the sworn officer so that he can devote his time to hard-core crime.

ROLE OF PARKING ENFORCEMENT SPECIALISTS (1 hour)

Explanation of the Parking Enforcement Specialist's relationship to the judicial system, their goals and objectives as civilian specialists should be explained in order to motivate students toward the excellence expected within their speciality.

ETHICS AND PROFESSIONALISM (2 hours)

A study of methods to make the police function a professional role, including its direction by an enforceable code of ethics, a common body of knowledge and skills, and increasingly, a specified level of training and education to receive certification.

EXAMINATIONS AND CRITIQUES (7 hours)

Included in curriculum to allot time for critiquing and testing on major blocks of instruction, plus final comprehensive examination as the course ends.

NOTE TAKING (1 hour)

Procedure for taking notes, format, method of grading notes and organization of notebook. Stress importance of good notes for future use as their career develops.

STUDY HABITS (1 hour)

Informing students of the proper study habits and techniques necessary for satisfactory completion of this course. Good habits formulated now, can be useful in any future career goal.

ART OF LISTENING (1 hour)

Techniques to develop good listening habits in a class, as well as later, in the field. Stress the 10 bad listening habits.

COMMUNITY SERVICE AIDE

BLOCK II BASIC LAW (33 hours)

<u>HOURS</u>	<u>COURSE</u>
3	Constitutional Law
2	Criminal Law
2	Basics of Search & Seizure
2	Civil Law
2	Juvenile Procedures & Law
4	City & County Codes and Ordinances
2	Parking Enforcement Regulations
3	Traffic Statutes
1	How to Find the Law
2	Court Organization and Procedures
2	Courtroom Demeanor - Testifying
8	Courtroom Practicum

BLOCK II BASIC LAW

CONSTITUTIONAL LAW (3 hours)

To provide an understanding of the United States Constitution as basis for a Criminal Justice System. To include the constitutional basis for civil rights, civil liberties, rights of the accused, and the legal basis for, and limitations of, police action.

CRIMINAL LAW (2 hours)

Covers Florida Law relating to criminal acts, with emphasis on the elements of crimes, parties to crimes, and the specific sections most frequently used by law enforcement personnel. A limited number of the most frequently used sections of other state and federal codes may also be included.

BASICS OF SEARCH AND SEIZURE (2 hours)

Explanation of the Common Law Rule, the 4th Amendment of the Constitution and the exclusionary rule.

CIVIL LAW: (Action) (2 hours)

Covers the paraprofessional role in relationship to civil actions involving noncriminal complaints they will be dealing with. An explanation of the difference between Civil and Criminal procedures and actions.

JUVENILE LAW & PROCEDURES (2 hours)

Definition of juvenile, operation of the division of Youth Services, actions that can and cannot be taken; explanation of Florida Juvenile Laws.

CITY & COUNTY ORDINANCES (4 hours)

Explanation of ordinances specifically applicable to the Community Service Aide and their relation to state statutes.

PARKING REGULATION AND ENFORCEMENT (2 hours)

Covers most frequently used sections of the uniform traffic code pertaining to parking regulation. Application and tolerance of enforcement shall be explained to the student to achieve consistent and impartial enforcement. Discretion in the application of parking regulations should be discussed and explained.

TRAFFIC STATUTES (3 hours)

How and where to locate traffic statutes.

HOW TO FIND THE LAW (1 hour)

Provides understanding of how the laws are indexed.

COURT ORGANIZATION AND PROCEDURES (2 hours)

General court organization, jurisdiction, procedures and functions, including the jury; complaint forms, writs, subpoena, warrants, and other allied papers and court orders.

COURTROOM DEMEANOR AND TESTIFYING (2 hours)

Stresses fundamentals on how to be most effective as a witness in court. Includes preparation before court, appearance, and importance of self-control, tact, personal conduct, bearing, and the ability to express oneself in court. Common pitfalls most likely to be encountered by witnesses in court, and techniques helpful when being cross-examined.

COURTROOM PRACTICUM (8 hours)

Student will testify to mock situations under realistic courtroom conditions.

BLOCK III POLICE OPERATIONS: 80 hours

<u>HOURS</u>	<u>COURSE</u>
4	Effective Speaking
3	Communications
2	Recognition & Referral
2	Patrol & Observation Techniques
2	Hazards
2	Principles of Investigations
3	Evidence Procedure - Recognition
2	Recognition: Drugs and Narcotics
4	Information available to Police
2	Accident Reporting
2	Traffic Enforcement, the need for
2	Civil Complaints - Recognition and Referral
1	Citations, Mechanics and Psychology
1	Parking Citations, Mechanics and Psychology
4	Traffic Direction Techniques and Practice
4	Disaster Preparedness
40	Police Type Report Writing

BLOCK III POLICE OPERATIONS (80 hours)

EFFECTIVE SPEAKING (4 hours)

This course will center on communication, language, logic, and effective expression.

COMMUNICATIONS (3 hours)

Proper use of police radio and telephone. Telephone courtesy and proper use of police radio equipment will be emphasized. NCIC, FCIC, Law Enforcement; Teletypewriter System, Local Teletypes, and other information systems will be discussed. Students will be required to pass Radio Code Exam at conclusion of Academy.

RECOGNITION AND REFERRAL (2 hours)

Stresses the need to be able to recognize and report to the proper authority various criminal acts that may fall within their observation. Covers recognition of auto theft, burglary, robbery, assault, contraband, and other criminal acts. It should be stressed that students are to only report offenses, and their safety is the first consideration.

PATROL & OBSERVATION TECHNIQUES (2 hours)

Aide will learn his contribution to overall patrol mission and various inspection techniques which can assist in accomplishing patrol objectives. He will be given an overview of the full-time officer's function, and will become familiar with potential problems he may encounter on the street, and the means to cope with those problems.

Stress the distinct types of parking offenses and their enforcement. Student shall be instructed in planning proper patrol coverage for enforcement, including poor compliance areas, spot checks, impartial enforcement and special problems. Methods of patrol will include such techniques as the chalking method and methods of estimating distances. Recognition and control of parking violations should be discussed and reviewed. Methods of developing powers of perception and observation should be stressed.

HAZARDS (2 hours)

Provide information on recognizing hazards such as vacant houses, attractive nuisances, street lights out, damaged streets, etc., and proper procedures for corrective action and/or protection.

PRINCIPLES OF INVESTIGATION (2 hours)

The general principles applicable to all crime scene investigations are applicable to all complaints, stress attitudes and responsibility of the officer. The need for complete accurate information, complaint evaluation, crime scene protection and examination. Case preparation for court, methods of taking comprehensive notes for court.

BLOCK III POLICE OPERATIONS (80 hours) Contd.

EVIDENCE (3 hours)

Recognizing, collecting, and preserving physical evidence; value of physical evidence in courts. Stress what not to do, as well as what to do.

NARCOTICS AND DANGEROUS DRUGS (2 hours)

Addiction, background, types of narcotics and dangerous drugs, including opium, morphine, heroin, cocaine, marijuana, barbituates, tranquilizers, amphetamines and LSD. Investigation of narcotic/drug offenses and narcotics recognition.

INFORMATION AVAILABLE TO THE POLICE (4 hours) Field trip

Includes NCIC, FCIC, local records and file checks, where centers are located, who has access and how to obtain required information.

ACCIDENT REPORTING (2 hours)

Procedures for handling non-vehicular accidents including obtaining EMS and ambulance, if need, and proper reporting.

TRAFFIC ENFORCEMENT, THE NEED FOR (2 hours)

Procedures and techniques of proper traffic enforcement and the need for same.

CIVIL COMPLAINTS (2 hours)

Covers recognizing a civil complaint by determining what the apparent problem is, what can and cannot be handled by a Community Service Aide, and proper action to take in either case.

CITATIONS: MECHANICS AND PSYCHOLOGY (1 hour)

Class is held at Local Jurisdiction Police Department and includes issuance of citations, when to issue, reasons for issuance, and what happens once issued. Stress noncriminal summons. Stress noncriminal summons.

PARKING CITATIONS: NOTICE OF VIOLATION, NOTICE TO APPEAR (1 hour)

Correct method of writing parking citation as permitted by law. Basic understanding of their use, value. A complete explanation of the items needed on a citation, with the student writing a citation as the instructor progresses.

TRAFFIC DIRECTION TECHNIQUE & PRACTICE (4 hours)

Methods and techniques of manually controlling traffic flow of vehicles and pedestrians by means of hand signals. Instruction includes emergency traffic control procedures, and practice of standard hand signals and gestures to achieve maximum safety and results.

BLOCK III POLICE OPERATIONS (80 hours) Contd.

DISASTER PREPAREDNESS (4 hours)

Dangers of radioactive material, method of detection, and precautions against contamination. Hurricanes, Aircraft, etc., etc.

POLICE TYPE REPORT WRITING (40 hours)

Writing police reports, different types of report forms, rules in report writing to include information required; the objective and reason for. Students will write reports which will be reviewed by instructor and other students for completeness, clarity and conciseness. Also covered in this class, will be note taking, grammar, spelling, police terminology, report context, and dictating.

BLOCK IV PROFICIENCY SKILLS (51 hours)

<u>HOURS</u>	<u>COURSE</u>
21	First Aid
3	Fingerprints
3	Explosives - Recognition, Safety Measures
16	Driving Skills
16	Unarmed Defense

BLOCK IV PROFICIENCY SKILLS (59 hours)

FIRST AID (21 hours)

To include 15 hours for standard Red Cross First Aid Course (6 hrs.) for Cardio Pulmonary Resuscitation Course - (2 Certifications).

FINGERPRINTS (3 hours)

Explanation of basic fingerprint classification, technique of taking fingerprints on applications; explanation of surfaces that are conducive to the lifting of latents in crime scene processing; demonstration of lifting technique.

EXPLOSIVES - RECOGNITION, SAFETY MEASURES (3 hours)

Stresses recognition of common explosives; what not to do in the event they come upon explosive devices; proper safe search procedures.

DRIVING SKILLS (16 hours)

Provide in-depth knowledge of procedures and techniques applicable to defensive driving. Driving courtesy, observation, alertness and common driving emergencies will be discussed. The National Safety Council's eight hour defensive driving course will be adopted for subject presentation. Course also includes practical driver operation, including stick shift meter maid scooter practice.

UNARMED DEFENSE (16 hours)

Purpose is to assist in developing techniques for self-protection in overcoming attackers while using a minimum amount of force. Unarmed defense involves the expert application of holds or throws. Basic principles will be presented in certain simple holds and throws with which the officer may defend himself against an attacker, overcome his resistance and take him into custody. Defense against firearms and other dangerous weapons will be demonstrated. Various types of "come along" holds available will be emphasized.

BLOCK V SOCIAL PROBLEMS (22 hours)

<u>HOURS</u>	<u>COURSE</u>
8	Human Relations
2	Public Relations
2	Minority Group Relations
2	Social Services
2	Alcoholism and Related Problems (Meyers Act)
2	Mental Illness (Baker Act)
2	Possible Criminal Contact, Recognition of - Interview
2	Juvenile Delinquency - Cause - Prevention

BLOCK V SOCIAL PROBLEMS (22 hours)

HUMAN RELATIONS (8 hours)

Instruction is directed toward an understanding of the psychological and sociological factors affecting the behavior of the human being, to assist the paraprofessional in understanding and handling situations which result from conflict of behavior. The explanation of attitudes, prejudices as a factor in performance, emotional stability, threats and challenges. Covers the importance of getting along with people on a one-to-one basis, or one-to-group basis. Relationship to sworn officers and other members of the work force.

PUBLIC RELATIONS (2 hours)

Stresses appearance, demeanor, personal hygiene, conduct on and off the job. Techniques of P.R. contacts within patrol area. Explanation of Public Relations program by agency.

MINORITY GROUP RELATIONS (2 hours)

Instruction is intended to develop an understanding, by the student, of the racial, religious, cultural, and ethnic background of various minority groups and thus help him overcome prejudicial distractions in making professional judgements in the performance of his duty.

SOCIAL SERVICES (2 hours)

Relationship between agencies of social concern and the police function, including case studies of cooperation among related agencies and the police. An introductory examination of the structure and function of welfare, health, education, rehabilitation, and voluntary agencies as they relate to community stability. Emphasis should be placed on the social services availability to the paraprofessional at the local level.

ALCOHOLISM AND RELATED PROBLEMS - MYERS ACT (2 hours)

This class covers recognizing alcoholism as a potential problem, and cites problems that may be encountered as a result of alcoholism. Also covers the Myers Act in general, and its application in certain circumstances.

MENTAL ILLNESS AND THE BAKER ACT (2 hours)

Covers what to do and what not to do when dealing with a mentally ill person; when a person can be admitted to an institution; when he can be placed in jail; right to individual indignity, and symptoms and personal treatment of the subject.

BLOCK V SOCIAL PROBLEMS (22 hours) Contd.

POSSIBLE CRIMINAL CONTACT - Recognition - Interview (2 hours)

Study of recognition of possible criminals by habits, motives, conduct, skills, undertakings, blunders and evasion.

Covers means of a safe approach, good attitude and precautions to take during such interviews.

JUVENILE DELINQUENCY - CAUSE AND PREVENTION (2 hours)

Concerns the causes of Juvenile crime, proper attitude, methods, and techniques that should be employed in dealing with juveniles. Delinquency preventive efforts by the patrol force, and specific problems are to be discussed.

BLOCK VI ELECTIVES (6 hours)

<u>HOURS</u>	<u>COURSE</u>
2	Parking Administration
1	Parking Meters
2	Traffic Engineering
1	Specialized Advanced Training

BLOCK VI ELECTIVES (6 hours)

PARKING ADMINISTRATION (2 hours)

Specific or specialized instruction complimenting the needs of the local parking enforcement specialist as determined by the local parking administrator.

PARKING METERS (1 hour)

Explanation of the mechanical function of parking meters as a basis for the student when handling complaints of citizens.

TRAFFIC ENGINEERING (2 hours)

An explanation of the problems of traffic engineering, methods used by the traffic engineer, with emphasis on the part the paraprofessional CSA can play in recommending corrections of hazardous traffic conditions, includes the proper procedures to be used in forwarding relevant information to the correct authority.

SPECIALIZED ADVANCED TRAINING (1 hour)

An explanation of the many specialized fields that are offered to capable CSA's who prove their worth and capabilities i.e., breathalyzer, advance fingerprinting, photography, etc.

BLOCK VII LOCAL OPTION (25 hours)

<u>HOURS</u>	<u>COURSES</u>
16	Field Training
8	Field Trips
1	Para Military Courtesy

VII LOCAL OPTION (25 hours)

FIELD TRAINING (16 hours)

*Student will be assigned to Parking Enforcement in the field for 8 hours under supervision. Student will be assigned for 8 hours to C.S.A. vehicle, under supervision of field training CSA, to handle service calls under practical conditions, to include finished reports.

*PROCEDURE: In order to afford more personal concentration during the actual driving instruction, the class will be split; one section to each of the field training segments, one to driving range.

FIELD TRIPS (8 hours)

Attendance at a 4-hour session of County Court, as well as 4 hours at Juvenile Court is required.

PARA-MILITARY COURTESY (1 hour)

Explanation of the rank structure and various specialties within the Police Department, stressing the common courtesy extended throughout.

★ **POLICE DEPARTMENT** ★
COMMUNITY SERVICE AIDE UNIT



UNIT TRAINING KEY NO: 1

SUBJECT: Evaluation Standards

DATE: 1 OCT 75

Communication Skills

- Ability to express himself clearly in writing and speech.
- Ability to read with good comprehension.
- Ability to write a report which faithfully describes what has happened.
- Ability to speak clearly and to make himself understood.

Problem Solving

- Knowing how to size up a situation, identify the problem, and make a logical decision.
- Knowing when to take action and what kind of action is appropriate.
- Using good judgement in making decisions.
- Ability to see the similarities and differences between the many situations he confronts on a daily basis.

Learning Ability

- Ability to comprehend and retain a good deal of factual information.
- Ability to recall factual information pertaining to laws, statutes, codes, etc.
- Ability to learn and to apply what is learned.
- Capability of learning the factual material which is required of a Community Service Aide.

Judgement Under Pressure

- Applying good common sense in dealing with pressure situations.
- Capability of making sound decisions on the spot.
- Using good judgement in dealing with a potentially explosive situation.
- Ability to make effective, logical decisions under pressure.
- Having a high degree of interest and self-drive in wanting to improve his skills and knowledge.
- Caring about his competence as a Community Service Aide, and wanting to improve his skills.

Appearance

- Demeanor as determined by his physical appearance, grooming, and personal care.
- Having personal and professional pride in his demeanor and appearance.
- Showing pride in his appearance.
- Professional bearing as determined by his neatness and overall grooming.

Dependability

- Having the habit of submitting reports on time, not malingering on calls, etc. - well motivated.
- Dependable; follows through on assignments.
- Taking the extra effort required to be accurate in all details of his work.
- Willingness to turn in the hours needed to complete a job.

Physical Ability

- Showing the endurance required to do the job.
- Measuring up to the physical demands of police work.
- Having good physical coordination, stamina, and agility.
- Being physically able to handle himself when necessary.

Integrity

- Refusing to yield to the temptation of bribes, gratuities, payoffs, etc.
- Refusing to tolerate unethical or illegal conduct on the part of other law enforcement personnel or Community Service Aides.
- Showing strong moral character and integrity in dealing with the public.
- Being honest in dealing with the public.

Observational Skills

- Mental alertness, good observational skills, memory for details.
- Alertness to signals which indicate that something is wrong.
- Inquisitive; senses when something is wrong.
- Suspicious and inquisitive; able to sense when things are not O.K.

Willingness to Confront Problems

- Ability to be assertive in a potentially explosive situation.
- Willingness to confront a problem. Won't back away.
- Willingness to stop people who are behaving in a suspicious manner and to challenge them.
- Having the guts to confront a potentially dangerous situation.

Interest in People

- Wanting to understand people and to work with them.
- Having an active interest in working with people.
- Fairness in dealing with the public regardless of ethnic race, economic level, etc.
- Having a public service orientation. Wanting to help people.

Interpersonal Sensitivity

- Resolving problems in a way that shows some sensitivity for the feelings of people.
- Showing empathy in working with people. Does not enforce the law blindly.
- Effective in dealing with people without arousing antagonism.
- Understanding the motives of people and how they will react.

Desire for Self-Improvement

- Desire to go out and seek the knowledge he needs to be a competent Community Service Aide.
- Seeing himself as being responsible for learning the job and a willingness to put in the time needed to stay up to date.

★ **POLICE DEPARTMENT** ★

COMMUNITY SERVICE AIDE UNIT



UNIT TRAINING KEY NO: 2

SUBJECT: Weekly Evaluation

DATE: 1 FEB 75

WEEKLY OBSERVATION REPORT

TRAINEE: _____ SUPERVISOR: _____ DATE: _____

RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Although you are encouraged to comment on any behavior you wish, a specific comment is required for all ratings of "2" or less, or "6" or more. If the behavior being commented upon is covered by one of the categories below, use the category number as a preface to your narrative.

Not Acceptable
By Program
Standards

1 2 3 4 5 6 7

Superior By
Supervisor
Standards

Not Observed _____

APPEARANCE

1. General Appearance (circle deficiency:
weight, uniform, hygiene, hair, other:
_____)

N/A 1 2 3 4 5 6 7 Sup. N/O _____

ATTITUDE

2. Ability to Accept Criticism
3. Changes Behavior Following Criticism
4. Attitude Toward Police Work

N/A 1 2 3 4 5 6 7 Sup. N/O _____

N/A 1 2 3 4 5 6 7 Sup. N/O _____

N/A 1 2 3 4 5 6 7 Sup. N/O _____

KNOWLEDGE

5. of Department Policies and Procedures
6. as reflected in verbal or written tests
7. as reflected in field-performance tests

N/A 1 2 3 4 5 6 7 Sup. N/O _____

N/A 1 2 3 4 5 6 7 Sup. N/O _____

N/A 1 2 3 4 5 6 7 Sup. N/O _____

PERFORMANCE

- | | |
|---|------------------------------|
| 8. use of Locade (orientation skill) | N/A 1 2 3 4 5 6 7 Sup. N/O__ |
| 9. Adequacy of Routine Form Completion | N/A 1 2 3 4 5 6 7 Sup. N/O__ |
| 10. Report Writing: Organization and Details | N/A 1 2 3 4 5 6 7 Sup. N/O__ |
| 11. Report Writing: (circle deficiency: level of usage, syntax, spelling) | N/A 1 2 3 4 5 6 7 Sup. N/O__ |
| 12. Report Writing: Appropriate Time Used? | N/A 1 2 3 4 5 6 7 Sup. N/O__ |
| 13. Field Performance | N/A 1 2 3 4 5 6 7 Sup. N/O__ |
| 14. Self-Initiated Activity | N/A 1 2 3 4 5 6 7 Sup. N/O__ |
| 15. Uses Common Sense and Good Judgement | N/A 1 2 3 4 5 6 7 Sup. N/O__ |
| 16. Bearing or "Command Presence" | N/A 1 2 3 4 5 6 7 Sup. N/O__ |

RELATIONSHIPS

- | | |
|---|------------------------------|
| 17. with Citizens (in general) | N/A 1 2 3 4 5 6 7 Sup. N/O__ |
| 18. with Minorities (particular group?) | N/A 1 2 3 4 5 6 7 Sup. N/O__ |
| 19. with other trainees | N/A 1 2 3 4 5 6 7 Sup. N/O__ |
| 20. with Supervisors and Command Officers | N/A 1 2 3 4 5 6 7 Sup. N/O__ |

MOST ACCEPTABLE PERFORMANCE OF THE WEEK: _____

MOST UNACCEPTED PERFORMANCE OF THE WEEK: _____

NARRATIVE COMMENTS

★ **POLICE DEPARTMENT** ★

COMMUNITY SERVICE AIDE UNIT



UNIT TRAINING KEY NO: 3

SUBJECT: Field Training Guide

DATE: 1 FEB 75

INSTRUCTIONS TO SENIOR CSA

During that time a new CSA is entrusted to a senior CSA in the field, a feeling of assurance and importance is necessary for lasting impressions and satisfactory conduct. As an aid to training, the following information was compiled to simplify and eliminate duplication by senior CSA.

Remember, instruction in the field is easier for the new CSA to comprehend when properly explained and demonstrated. Therefore, the senior CSA will, under normal conditions whenever possible, properly give an explanation and demonstration. When the instruction is adequately performed by the new CSA, the appropriate space will be filled in under the columns headed: "E" Explained - "D" Demonstrated - "P" Performed, by the senior CSA

ROUTINE PATROL

(RECORD DATE)

"E"

"D"

"P"

1. How to drive auto while on routine patrol.			
2. How to park auto while on routine patrol.			
3. How to check off and back from eating.			
4. How to check off and back from coffee.			
5. How to secure permission to leave district.			
6. How to learn geography, streets, house numbers, schools, etc.			
7. How to check hot sheet for stolen auto.			
8. How to report "Special Services", lights out, street signs down, etc.			
9. How to get acquainted with merchants, news boys, etc.			

ROUTINE PATROL (Cont'd)

"E"

"D"

"P"

10. How and where to look for sex offenders, parks, playgrounds, schools, public toilets, etc.			
11. How to direct or furnish information to citizens.			
12. How to be alert for fires and how to report.			
13. How to handle unhealthy conditions; dead animals, debris, etc.			
14. How to determine what conditions invite crime; gathering of gangs, etc.			
<u>SUSPICIOUS CASES</u>			
1. How to determine what people are suspicious.			
2. How to determine what vehicles are suspicious.			
3. How to look for stolen vehicles.			
4. How to recognize suspicious activities and report to Organized Crime Division.			
<u>POLICE TACTICS</u>			
1. How to use intelligent precautions in driving a CSA vehicle.			
2. How to maintain a fixed post in car, on foot.			
3. How to search a building or room.			
4. How to request assistance from another officer.			
5. How to proceed when assigned to a fire.			
6. How to summon an ambulance.			

PROPERTY

"E"

"D"

"P"

1. How to wrap, label, and leave property in property cabinet.			
2. How to handle abandoned auto.			
3. How to handle abandoned or found bike; and how to tag same.			
4. How to handle found property; wallet, etc.			
5. How to determine owner of found property; I.D., etc.			
<u>MISCELLANEOUS ASSIGNMENTS</u>			
1. How to gas vehicles.			
2. How to check vacation houses.			
<u>INVESTIGATIVE PRINCIPLES</u>			
1. How to determine if complaint is false.			
2. How to determine if crime has been committed.			
3. How to protect the crime scene.			
4. How to observe for physical facts at scene.			
5. How to obtain descriptions of persons.			
6. How to obtain descriptions of property.			
7. How to interview a person.			
8. How to check sources of information at station.			

CRIMINAL PROCEDURE

"E"

"D"

"P"

1. How to handle car blocking driveway.			
2. How to handle car in private place without owner's consent.			
3. How to handle case of domestic affairs.			
4. How to handle case of malicious mischief.			
5. How to handle noise complaints.			
6. How to handle neighborhood disputes.			
7. How to handle family quarrels.			
8. How to handle civil matters.			
9. How to handle case of frightened persons.			
10. How to handle case of battery.			
11. How to handle case of shoplifting.			
12. How to handle case of stolen car.			
13. How to serve a witness surpoena, return.			
<u>PERSONS</u>			
1. How to investigate case of missing person.			
2. How to handle case of missing juvenile.			
3. How to handle case of mentally disturbed.			

PERSONS (Cont'd)

"E"

"D"

"P"

4. How to handle an unconscious person.			
5. How to stop bleeding, give necessary first aid.			
6. How to give artificial respiration.			
<u>JUVENILES</u>			
1. How to approach on the street.			
2. How to interview and interrogate.			
<u>ANIMALS</u>			
1. How to handle dog bite case.			
2. How to handle report of injured animal.			
3. How to handle vicious or mad dog.			
<u>TRAFFIC</u>			
1. How to direct traffic manually.			
2. How to issue parking citation.			
<u>REPORTS</u>			
1. How to make a petty theft report.			
2. How to make a Misc. Public report.			
3. How to make a supplemental report.			
4. How to fill out missing persons report.			

REPORTS (Cont'd)

"E"

"D"

"P"

5. How to fill out stolen auto report.			
6. How to fill out check report.			
7. How to fill out bike theft report.			
8. How to make sick report, returned to work report.			
9. How to leave a message for Vice, Detectives, other divisions.			
10. Where to leave reports when finished.			

COMMENTS



CITY OF FORT LAUDERDALE

POLICE DEPARTMENT

ACTION REQUEST

AIDES

REPLY NLT: _____

TO: _____

REF: _____

FROM: _____

DATE: _____

STATE PROBLEM

ACTION TAKEN BY: _____

Exhibit B

DAILY ACTIVITY REPORT

NAME:					SERNO	MONTH	DAY	YEAR	Special Services Bureau	
SHIFT 1 2 3 4					DISTRICT			ZONES		
ACTIVITY					NO:	HRS:	MINS:	UNIT	Start Mileage	End Mileage
Police Information				01						
Missing Persons				02				EQUIPMENT		
Misc. Phone Threats				03				First Aide Kit	()	
Found Person				04				Blankets (2)	()	
Sick Person				05				Fire Extinguisher	()	
Accident (Non-Veh.)				06				Resusc.	()	
Juvenile Complaint				07				Pry Bar	()	
Larceny				08				Jumper Cables	()	
Vandalism				09				Spare Tire	()	
Civil Complaint				10				Traffic Gloves	()	
Noise Complaint				11				Dictionaries	()	
Found Property				12				Signs (2)	()	
Abandoned Vehicle				13				VEHICLE CHECK LIST		
Towed Vehicle				14				Start		
Emergency Message				15				Front End		
Disturbance				16				Rear End		
Traffic Direction				17				Right Side		
Suspicious Incident				18				Left Side		
Animal Complaint				19				End		
Fail to Pay				20				Front End		
Trespassing				21				Rear End		
Worthless Documents				22				Right Side		
Auto Theft				23				Left Side		
BOLO Veh/Person				24				REMARKS		
B&E Automobile				25						
Death				26						
Zoning Complaint				27						
Fraud (Misc.)				28						
Police Service Call				29						
Supp. Worthless Documents				30						
Supp. Missing Person				31						
Supplement All Others				32						
A&B				33						
Lost Property				34						
Misc.				35						
								OIL:	Quarts ()	
TOTAL ACTIVITY								GAS:	Gal/Tenths (.)	

[illegible]



Fort Lauderdale Police Department

Community Service Aide Unit

DAILY SUPERVISORS' REPORT

DATE:	SHIFT:	DISTRICT:	UNIT NO.:	TIME:			
AIDE:	SERNO:	LOCATION:					
UNIT SPECIALTY: (CHECK <input checked="" type="checkbox"/>) <input type="checkbox"/> CSA Crm.Scen. <input type="checkbox"/> CSA A.I. <input type="checkbox"/> CSA Regular				MILEAGE:			
UNIFORM CONDITION (Check <input checked="" type="checkbox"/> One)				ACCESSORIES (Yes or No)			
SHIRT:	Good	Fair	Poor	REMARKS:	WHISTLE:		
PANTS	Good	Fair	Poor	REMARKS:	LAPEL PINS:		
JACKET	Good	Fair	Poor	REMARKS:	BREAST BADGE:		
HAT	Good	Fair	Poor	REMARKS:	CAP BADGE:		
SHOES	Good	Fair	Poor	REMARKS:	RADIO HOLDER:		
STOCKINGS	Good	Fair	Poor	REMARKS:	FLASHLIGHT:		
SOCKS:	Good	Fair	Poor	REMARKS:	NAME TAG:		
					RAIN COAT:		
					BOOTS:		
CRIME SCENE EQUIPMENT							
	Yes	No	Condition		Yes	No	Condition
CAMERA				DUSTING POWDER (1 Jar)			
STROBE				PRINT CARDS (50)			
FILM				ENVELOPES, 6" x 9" (6)			
CASE				ENVELOPES, 4" x 6 3/8" (25)			
TWEEZERS (2)				PENS, BALLPOINT, BLACK (2)			
NAIL CLIPPERS (1)				PENCILS, LEAD #2/#3 (2)			
BRUSH, FIBERGLAS (2)				CLIPBOARD (1)			
BRUSH, CAMEL HAIR (2)				FLASHLIGHT (1)			
PLIERS (1)				RULER (1)			
TAPE MEASURE (1)				FINGERPRINT PAD (1)			
SCREW DRIVER SET (1)				FINGERPRINT STRIPS			
KNIFE, UTILITY (1)				SILICONE PASTE (1)			
MAGNIFYING GLASS (1)				SCISSORS (1)			
MIRROR, W/HANDLE (1)				LIFTING TAPE (2 Rolls)			

EMERGENCY EQUIPMENT				GENERAL			
	Yes	No	Condition		Yes	No	Condition
EQUIPMENT BAG (1)				SOP BOOK UPDATED (1)			
FIRST AID KIT (1)				CSA HANDBOOK (1)			
TRIANGLE BANDAGE (2)				CRIME SCENE NOTEBOOK (1)			
COMPRESS, 4" (3)				PARKING CITATIONS (1)			
COMPRESS, 2" (2)				ACCIDENT FORMS (10)			
ALCOHOL, BOTTLE (1)				CITATION BOOK (1)			
MOUTHWASH (1)				NOTEBOOK, PEN, PENCIL (1 each)			
BLANKETS (2)				CHECK FORMS (10)			
SPLINTS (2)				CRIME SCENE REPORT CARD (10)			
PRY BAR (1)				CITIZEN OR CARD (50)			
RESUSCITATOR (1)				ACCIDENT TEMPLATE (1)			
MASK, CHILD (1)				REMARKS:			
MASK, ADULT (1)							
AIRWAY, CHILD (1)							
AIRWAY, ADULT (1)							
BOTTLE, SUCTION (1)							
FIRE EXTINGUISHER							
OXYGEN BOTTLE (1)							
VEHICLE CONDITION				— OFFICE USE ONLY —			
	CLEAN	DIRTY	Follow Up:				
INTERIOR			Signature (Aide Supervisor)				
REAR							
FRONT							
TRUNK							
EXTERIOR			Signature (CSA)				
EMERGENCY LIGHTS			Date:	Time:	Unit:	/	/
DAMAGE: (explain)							

GENERAL . EDUCATIONAL . CITIZEN . SERVICE

NAME: D.O.E.

DRIVER'S RECORDFlorida Driver's License No.: _____ Type: OPERATOR CHAUFFEUR
(Circle One)Driver's School: _____ Date: _____ Cert. No.: _____
(PLACE - City, state) (Mo/Day/Yr)

Accident Record:

DATE	TIME	PLACE	DUTY STATUS	CITATION NO.:	RESULT	ACTION & DATE

MILITARY SERVICE

Branch: _____ Rank: _____ D.O.E.: _____

D.O.S.: _____ M.O.S./A.F.S.C.: _____

Service No.: _____ Home of Record: _____

SERVICE SCHOOLS			PCS ASSIGNMENTS		
DATE	TYPE	PLACE	DATE FROM TO	STATION	ADDRESS

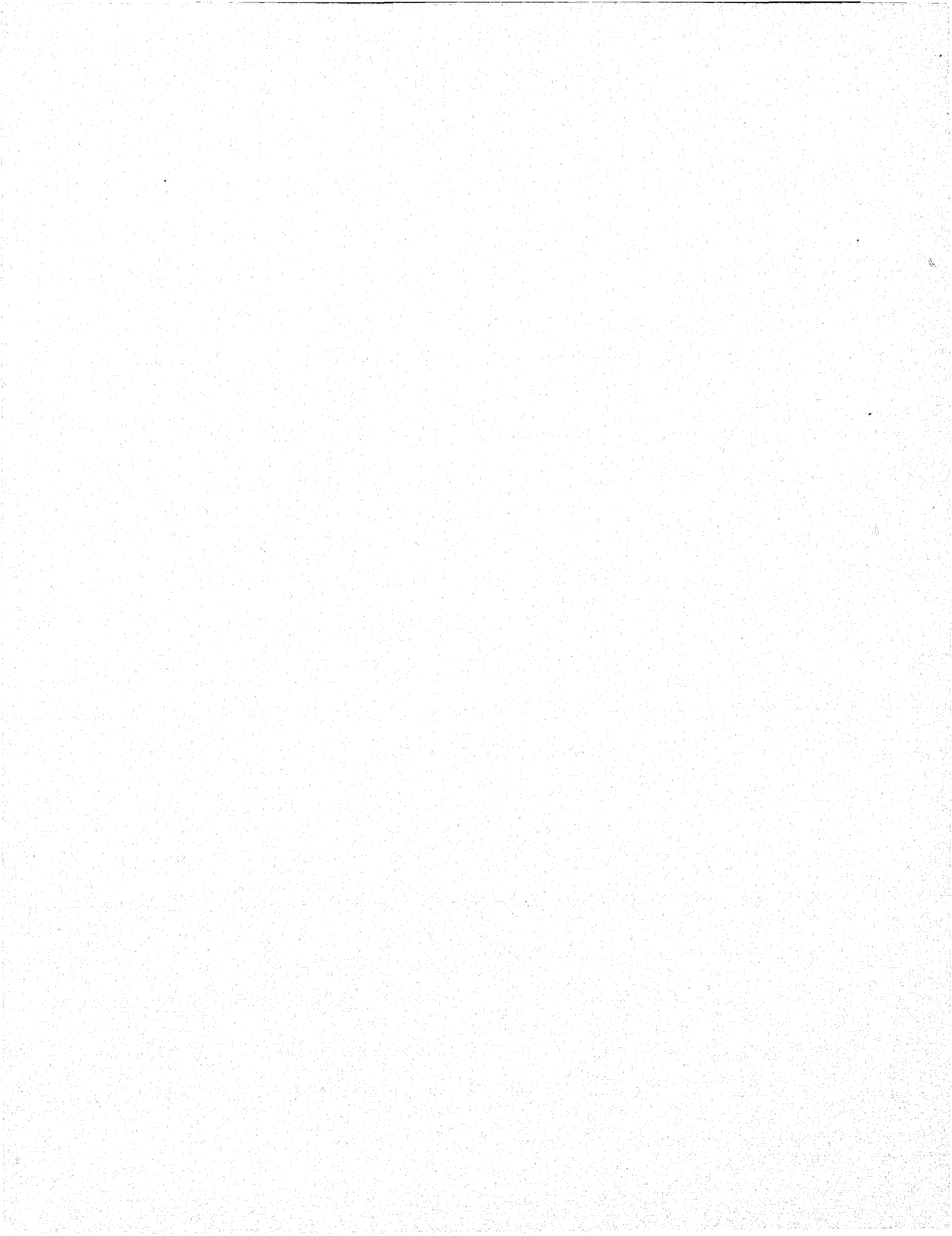
Discharge Type: HONORABLE GENERAL DISHONORABLE OTHER _____
(Circle One) (Explain)**DISABILITIES/INJURIES (On and off job)**

DATE	STATUS	TYPE INJURY	PLACE OF OCCURRENCE (Address, Time)	JOB TIME LOSS	DISPOSITION (Final Action)

DISABILITIES: (Explain Fully)

SICK LEAVE RECORD		ANNUAL LEAVE RECORD (Vacation)		
DATE	REASON	DATE	DAYS	REASON

D
R
I
V
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GM
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L
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YI
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J
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C
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A
V
E



**"AT
YOUR
SERVICE"**

FORM Z-278 Nov. 11, 76

Exhibit F

OR: _____ Other Source: _____
FORM Z-264 New 8/76 (OVER)

[illegible]

Exhibit G

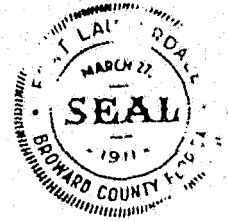


LEO F. CALLAHAN
CHIEF OF POLICE

POLICE DEPARTMENT

CITY OF

FORT LAUDERDALE, FLORIDA



In reply please refer to:

Sergeant Gordon L. Schofield, Supervisor
COMMUNITY SERVICE AIDE UNIT

Dear

Recently you had an occasion to request the services of the Fort Lauderdale Police Department. Response to this request was made by a Community Service Aide under a new program conceived by your police department to efficiently handle certain calls for services that do not require the immediate presence of sworn police personnel.

For the past several years the City of Fort Lauderdale, the largest city in Broward County, has experienced a rapid swelling in a large rise in the crime rate. The rising crime rate in turn has placed a heavy burden on the Fort Lauderdale Police Department and most directly on the officer in the street.

Traditionally, the police department has been called upon to answer all calls for service originating from the public, although statistically, two-thirds of these calls are either non-police related or quasi-police related and do not require the immediate and on-scene presence of a Police Officer. It is a responsibility for all governmental service agencies that are closed after normal business hours, and the police are often called simply because they are available on a twenty-four hour basis, and are known to respond regardless of the type of call. This detracts from the time that the Police Officer on the street has to utilize his professional training and techniques; the time for patrol of high crime areas.

If the goals of the Community Service Aide Unit are realized, the time needed by the police officer to devote to serious crimes will be returned to him without the lessening of competent service to the public.

Attached is a form devised to evaluate the degree of service performed by the Community Service Aide answering your call. If, at your leisure, you would read the form, fill it in and return it in the self addressed, stamped envelope, you will have performed a valuable service to your Police Department and the City of Fort Lauderdale in helping establish the Community Service Aide Program.

Thank you for your cooperation.

Sincerely,

LEO F. CALLAHAN
CHIEF OF POLICE

Exhibit H

COMMUNITY SERVICE AIDE UNIT
CITIZENS EVALUATION

REPORT NUMBER _____ DATE _____ DISTRICT _____
EVALUATORS STATISTICS: (PLEASE CHECK ONE)

1. MALE FEMALE _____
2. DO YOU RENT _____ OWN _____ YOUR HOME.
3. HOW LONG HAVE YOU LIVED IN THE CITY OF FORT LAUDERDALE? _____

EVALUATION OF COMMUNITY SERVICE AIDE (CSA) (PLEASE CHECK ONE)

1. DID THE CSA PRESENT A FAVORABLE APPEARANCE? YES _____ NO _____
A. IF "NO", EXPLAIN: _____
2. WAS THE CSA'S DEMEANOR -
A. UNFAVORABLE _____
B. FAIR _____
C. GOOD _____
D. EXCELLENT _____
3. DID THE CSA SEEM CONFIDENT IN HIS/HER DUTIES? Yes _____ NO _____
A. IF "NO", EXPLAIN: _____
4. WAS A GOOD RAPPORT ESTABLISHED BY THE CSA & YOURSELF? YES _____ NO _____
A. IF "NO", EXPLAIN: _____
5. WERE YOU AWARE THAT THE CSA WAS NOT A POLICE OFFICER?
A. YES, IMMEDIATELY _____
B. YES, LATER DURING OUR CONVERSATION _____
C. NO, I HAD TO ASK _____
D. NO, I STILL THOUGHT HE/SHE WAS A POLICE OFFICER UNTIL NOW _____
E. HE/SHE EXPLAINED THAT THEY WERE "NOT" POLICE OFFICERS AND GAVE ME A BROCHURE ABOUT THE UNIT _____
6. DID THE CSA INDICATE TO YOU IN ANY WAY THAT HE WAS A POLICE OFFICER? YES _____ NO _____
A. IF "YES", EXPLAIN: _____
7. ARE YOU DISSATISFIED THAT A POLICE OFFICER DID NOT COME? YES _____ NO _____
A. IF "YES" EXPLAIN: _____
8. AFTER TAKING YOUR COMPLAINT TO THE CSA, DID YOU FEEL CONFIDENT THAT THE MATTER WOULD BE PROPERLY HANDLED? YES _____ NO _____
A. IF "NO", EXPLAIN: _____
9. WOULD YOU HAVE ANY OBJECTIONS TO A CSA HANDLING OTHER CALLS OF A SIMILAR NATURE YOU MIGHT MAKE? YES _____ NO _____
10. WHAT TYPE OF CALL, THAT YOU MIGHT HAVE TO MAKE, WOULD YOU NOT WANT A CSA TO TAKE? _____
11. HAVING HAD TO CALL THE POLICE DEPARTMENT, ARE YOU SATISFIED WITH THE SERVICE YOU RECEIVED? YES _____ NO _____
12. PLEASE FEEL FREE TO MAKE ANY SPECIAL OR PERSONAL REMARKS BELOW:

Opinion of the Sworn Police Officers of CSA Unit.

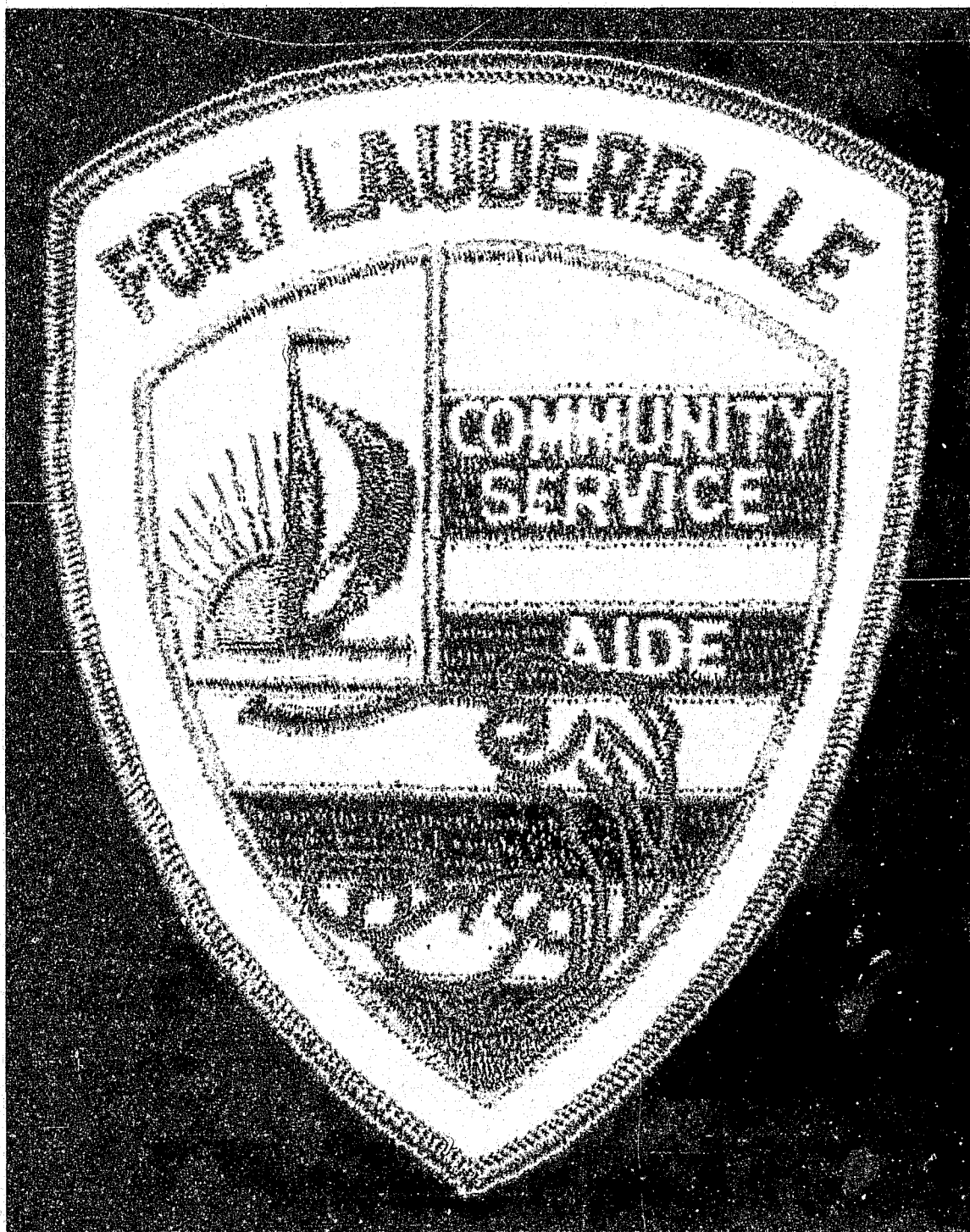
There were 400 questionnaires sent to the officers of the Fort Lauderdale Police Department. Of these, 306 were returned and the response is as follows:

- a. 70% reported the Unit impacted their present assignment in a favorable manner. 30% reported no impact due to the nature of their job.
- b. 90% reported that the CSA's presented a favorable public image of the Police Department.
- c. 95% recommended continuation of the Unit after grant expiration.
- d. 91% reported the CSA's handled the calls adequately.
- e. 85% reported that since the CSA Unit was implemented they have more time to devote to street investigations.

Opinion of Citizens of CSA Unit.

There were 2,000 questionnaires sent to citizens contacted on calls. Of the 1,200 returned, the results are as follow:

- a. 99% stated that the CSA presented a favorable appearance.
- b. Of the demeanor of the CSA during the contact; 61% reported it was excellent, 36% reported good and 3% reported poor.
- c. 94% reported that the CSA seemed confident in his duties.
- d. 97% reported that a good rapport was established between the CSA and the citizen.
- e. 93% reported that they were not dissatisfied that a police officer did not come.
- f. 90% reported that they would not object to a CSA handling other calls of a similar nature.
- g. 94% reported that having had to call the police department, they were satisfied with the service they received.



END