



SOUTH BRUNSWICK POLICE DEPARTMENT

STANDARD OPERATING PROCEDURE		Performance evaluations S.1.87
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S.1.87.1 POLICY:

It is the policy of the South Brunswick Township Police Department that all sworn personnel below the rank of Chief of Police shall be subject of an employee performance evaluation on an annual basis.

S.1.87.2 PURPOSE:

The purpose of the evaluation system is to: Foster fair and impartial personnel decisions, maintain and improve performance, provide a medium for personnel counseling, provide an objective and fair means for measurement and recognition of individual performance. It is further intended to facilitate proper decisions regarding probationary employees every month and identify training needs.

Evaluations will serve as a tool to give management an objective appraisal and inventory of employee capabilities. They will also provide supervisors a means to systematically record their observations and opinions regarding the performance, behavior and conduct of employees at every level.

S.1.87.3 DEFINITIONS:

Acceptable: Performance consistently meets expectations; the employee has a satisfactory command of duties and responsibilities, displays effort and achievement of goals and sound and prudent judgment.

Excels: Performance is noticeably above what is expected, is at a highly acceptable level, results are very satisfactory and the employee displays sound and logical thinking and judgment and a thorough command of duties and responsibilities.

Needs Improvement: Performance marginally meets expectations and the employee occasionally errors and requires correction and/or direct supervision, displaying lack of concentration, initiative and sound, logical thinking.

Not Applicable: This evaluation criteria was not experienced or within specifications of the employee's current assignment during the evaluation period.

Unacceptable: Performance does not meet job requirements, the employee displays substandard results and/or errors, requires frequent direct supervision and immediate and specific improvement is required.

S.1.87.4 PROCEDURE:

The following are the responsibilities of all participants in the performance evaluation system:

- A. All employees shall achieve and maintain at least minimally acceptable levels of performance for each evaluation criteria.
- B. Superiors shall evaluate subordinate supervisors on the quality of the performance evaluation reports given to employees.
- C. All raters shall evaluate each employee under his/her immediate command.
 - 1. Raters shall rate the employee on performance in the majority position held during the current evaluation period.
 - 2. The evaluation shall be based only on the performance during the current rating period.
 - 3. Employees shall be evaluated according to the South Brunswick Township Police Department Employee Performance Evaluation Policy

D. PRE-EVALUATION:

- 1. At the beginning of each evaluation period, the supervisor must prepare and maintain a Supervisor's Worksheet (Appendix C) which documents specific information including:
 - a. Employee role, responsibilities and goals defined during initial performance evaluation counseling sessions.
 - b. Recommended strategies for attaining goals.
 - c. Specific tasks of the employee's position.
- 2. Criteria to be used in the evaluation process.
 - a. Exemplary performance noted during the evaluation period deserving of recognition or reward.
 - b. Substandard performance requiring appropriate measures and remedial training to ensure compliance with expected levels.
 - c. Account for extenuating circumstances, which may cause an employee not to satisfy the required standard of performance.
 - d. Training needs recommended or requested.
 - e. Brief notations regarding matters of discussion during any performance evaluation counseling session.

3. Supervisors shall conduct a performance evaluation counseling session when an employee is transferred from another assignment. Topics to be discussed shall include:
 - a. Tasks of the employees position.
 - b. The level of performance expected during the period.
 - c. The employee's goals and objectives.
 - d. The criteria to be utilized in evaluating the employee's performance during that period.
4. Employees shall be provided with the "pre-evaluation support form". (Appendix D)
 - a. Employees are to be encouraged to utilize this optional tool as a means of self assessment.
 - b. At the time of issue employees will be advised of the deadline for turning this document in.

E. EVALUATION PERIOD:

1. Each year at the designated time employees shall be given a performance evaluation based on the information gathered during the pre-evaluation period.
2. The designated evaluation period shall be from March 1st through the last day of February each year.
3. Employees shall be evaluated utilizing designated Evaluation Criteria and Measurement Definitions. (Appendix B)
4. Employees shall be scored utilizing rating anchors to identify performance of the designated criteria. (Appendix A)
5. The evaluations shall be memorialized in writing using the designated employee performance evaluation report. (Appendix E)
6. Following completion of the employee performance evaluation report, the supervisor shall forward his/her immediate supervisor ("Reviewer") to review and discuss the findings of the report. This review serves the following purpose:
 - a. To determine the supervisor's fairness, objectivity and validity in the evaluation and rating functions.
 - b. To provide the Reviewer an opportunity to make valid determinations about the employee's strengths and weaknesses.
 - c. To provide the Reviewer an opportunity to make valid determinations regarding the supervisor's capacity to provide feedback to and improve upon employee performance, behavior and conduct.
 - d. To resolve questions or concerns regarding evaluation rating and scores.
 - e. To review and agree upon specific goals and objectives for future evaluation periods.
 - f. To provide guidance and direction regarding supervisory duties and responsibilities as they pertain to the employee performance evaluation function.

7. The supervisor shall review and discuss the findings of the employee performance evaluation report with the employee. This discussion constitutes a performance evaluation counseling session, and serves the following purpose:
 - a. To give the supervisor an opportunity to verbally highlight areas of strength and weakness on the part of the employee while providing specific examples of each.
 - b. To provide guidance and direction concerning the employee's performance.
 - c. Resolve questions concerning evaluation report content and any recommendations brought forth.
 - d. Provide the employee an opportunity to express concerns regarding training, performance expectations, assignments, or other personal needs.
 - e. Review and agree upon specific career goals and objectives for future evaluation periods.
 - f. The employee shall sign the employee performance evaluation report indicating only that it has been read, discussed and understood and any employee comments or rebuttals may be entered in the space provided or if needed attached.
 - g. At the conclusion of the performance evaluation counseling session, the supervisor shall provide a copy of the employee performance evaluation report to the employee and forward the original and all attached supporting documentation to his/her supervisor.

F. POST EVALUATION PERIOD “REVIEWER’S” RESPONSIBILITIES:

1. A “Reviewer” is the person within the chain of command to whom the supervisor preparing an employee performance evaluation report directly reports.
2. The Reviewer will review all performance evaluation reports prepared for personnel under his/her command, relying on the following process:
 - a. Upon completion of an evaluation report, supervisors shall submit that report to their immediate supervisor (Reviewer).
 - b. The Reviewer shall scrutinize the report for thoroughness, accuracy and validity and discuss same with the supervisor.
 - c. The supervisor shall make necessary adjustments.
 - d. Upon completion of the performance evaluation counseling session and the supervisor’s and employee’s signatures are applied, the performance evaluation reports must then be signed by the reviewers and forwarded to the Chief of Police through the chain of command.
 - e. Subsequent to review by the Chief of Police, evaluations must be archived in the South Brunswick Township Police Department Employee Personnel File.

3. Each level of review must ensure that the employee is afforded the same standard of objectivity as that expected of the supervisor who initially prepared the performance evaluation report, and they shall:
 - a. Be concerned with the fairness and impartiality of the ratings or findings, seeking uniformity and consistency as well as validity and usefulness of the comments or recommendations.
 - b. Scrutinize the supervisor's actions in terms of providing the employee with necessary and appropriate guidance and counseling so as to promote improved work performance.
 - c. Each reviewer shall sign the performance evaluation report and enter appropriate comments or observations.

G. APPEALS:

1. Contested or appealed performance evaluation reports are subject to the following review process
 - a. Any employees wishing to contest their performance evaluation reports shall notify their supervisor in writing within five days after receiving the report.
 - b. The Reviewer must examine all relevant documents pertaining to the performance evaluation report and then schedule an appeal conference with the employee and the supervisor.
 - c. If during the appeal conference, ratings or findings are adjusted and all are in agreement with the new findings, they shall be recorded and all relevant documents forwarded to the Chief of Police.
 - d. If during the conference, there is no mutual agreement regarding the performance evaluation report findings or ratings, the Reviewer shall render a decision that must be presented to the employee within two working days.
 - e. If the employee wishes to contest the Reviewer's decision the officer shall notify the Chief of Police, through the chain of command, within three working days. The Chief of Police, the Reviewer, the supervisor and the officer shall conference.
 - f. If during the conference, ratings or findings are adjusted and all are in agreement with the new findings, they shall be recorded and all relevant documents archived.
 - g. If during the conference, there is no mutual agreement regarding the performance evaluation report findings or ratings, the final decision rests with the Chief of Police who shall render a binding decision that must be presented to the employee within two working days.

H. TRAINING:

1. All department personnel shall be provided in service training on the performance evaluation system training will include:
 - a. Performance evaluation system components.
 - b. Department policy.
 - c. Forms and use.

2. All Raters shall receive annual training on their role in the performance evaluation system training will include:

- a. Performance evaluation system components.
- b. Department policy.
- c. Forms and use.
- d. Standards of performance, and measurement.
- e. Writing effective performance evaluations.
- f. Rater's responsibilities.

I. Upon completion of the Field Training Officer/ Field Training Supervisor Program, Probationary Patrol Officers and Sergeants shall be, regardless of assignment, subject to monthly employee evaluations by their supervisor. Evaluation shall be completed utilizing the evaluation criteria, measurement definitions, and rating and scoring guidelines required of all other Patrol Officers and Sergeants until the probationary period is completed. Completed evaluations shall be forwarded through the chain of command to the Chief of Police.

J. RECORDKEEPING:

1. Evaluations shall be retained in the South Brunswick Township Police Department Employee Personnel File.
2. The results of performance evaluations may be used in the following areas:
 - a. Suitability for assignments and promotions.
 - b. Training needs.
 - c. Performance improvement.
 - d. Effectiveness in current position.
 - e. Ability to assume additional responsibilities.
 - f. Employee retention decisions.
3. The evaluation process shall be reviewed on an annual basis.
4. Evaluations will be archived for the length of employment plus six years.

APPENDIX A

ADMINISTRATION

The following rating and scoring anchor definitions shall be used in the performance evaluation system. The rating and scoring anchors along with the criteria and measurement definitions shall be contained within.

“Excels”:

- He or she is considered to have or display expertise in the area in question, and represents the department in a notable fashion;
- Thinks matters out soundly and logically, and his/her advice is regularly sought out by peers and is considered a role model for fellow employees;
- Unusually good communicator, verbal and written. Reports are always accurate, thorough, reliable and submitted on time;
- Always enthusiastic in professional and personal matters, treating his or her job as a career, displaying uncommonly positive attitude and compliance with rules, regulations and directives and acceptance of responsibility;
- Has thorough command of duties and responsibilities, familiar with all details and tasks, is alert for new and effective methods and techniques;
- The employee consistently performs above average and in a manner that is superior to or exceeds expectations and goals;
- Works well without direct supervision, using initiative, presenting new ideas and alternatives and is willing to accept responsibility;
- Relies well on training and takes advantage of experience and the experiences of others;

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“Acceptable”:

- The employee consistently meets expectations and goals, maintaining proficient performance levels and occasionally requires correction or counseling;
- Has a reasonable command of job responsibilities and duties, requiring periodic direct supervision. Occasionally makes effective suggestions and recommendations;
- Displays reasonable interest and enthusiasm towards duties, makes progress in most areas, and follows rules and regulations. Makes continuing effort to get along with fellow employees, superiors and the general public;
- Communicates in an acceptable fashion and displays good judgment in most circumstances. Written reports usually are effective, well constructed and submitted within expected timeframes. Communicates effectively with superiors, peers and subordinates and exhibits good listening skills.
- Asks deliberate and appropriate questions, frequently seeking advice of peers;
- Works in a steady, reliable fashion.

“Needs Improvement”:

- The employee marginally meets goals and expectations; is found to be in error frequently, requiring regular instruction, correction, counseling and supervisory direction;
- Verbal and written communication is sometimes unacceptable. Reports tend to be illogical, careless, incomplete and are sometimes late;
- Thinking often lacks logic and focus, fails to concentrate on job requirements, requiring frequent instruction and supervision;
- Occasionally seeks shortcuts; lacks initiative, achievement and progress; displays few ideals common to career development.
- Seldom displays enthusiasm and focus towards duties, does not rely well on training, past experiences and the experiences of others;

APPENDIX A

“Unacceptable”:

- The employee’s performance and behavior is generally apathetic and he or she rarely meets expectations and goals, displaying substandard results, constant errors, a lack of achievement and confidence and requires constant monitoring;
- Requires frequent, direct supervision, guidance and correction. Lacks concentration, focus and interest towards duties, displaying substandard effort and/or achievement;
- Frequently violates or ignores department rules and regulations, failing to rely on training and experience, while displaying inadequate knowledge and command of approved methods, strategies and procedures;
- Communication skills are poorly demonstrated, reports are frequently illogical, awkward, unreliable and incomplete;
- Frequently displays poor judgment.

“Not Applicable”

- This evaluation criteria was not experienced or within specifications of the employee’s current assignment during the evaluation period.

Statement Regarding Traffic and Arrest

There is no quota as per N.J.S.A 40A:14-181.2. However, the agency will collect, analyze, and apply information concerning the number of arrests and citations in order to ensure that a particular officer or group of officers does not violate any applicable legal obligation and for the purpose of forwarding that information to the Superintendent of State Police for inclusion in the Uniform Crime Report.

The agency will not use the number of arrests or citations issued by an officer when evaluating their performance, or as a criterion for promotion, demotion, dismissal, discipline, or the earning of any benefit provided by the department or force. However, officers are expected to take the appropriate enforcement action when necessary, and fulfill their legal obligation and duties set forth in their job description.

APPENDIX B

SOUTH BRUNSWICK TOWNSHIP POLICE DEPARTMENT

Guidelines:

Evaluations Criteria and Measurement Definitions

The South Brunswick Township Police Department Performance Evaluation System evaluates Police Officers according to thirty Evaluation Criteria. Those Criteria are broken down into three measurement divisions of “Knowledge”, “Personal Traits” and “Skills and Abilities”. Superior Officers are evaluated according to thirty-seven Evaluation Criteria and among them are the thirty applied to Police Officers. An additional measurement division of “Leadership” is applied to Superior Officers of the Department. These Evaluation Criteria and accompanying Measurement Definitions are a comprehensive calculation of the Department and its personnel at all levels and they serve to enhance the overall effectiveness and efficiency while capitalizing on individual and collective strengths and overcoming weakness.

The Evaluation Criteria have been selected, developed and designed as representative of the functions, tasks, duties, responsibilities and expectations of all members of the South Brunswick Township Police Department. They reflect well on the authority granted to as well as the mission and obligations of the Department and its personnel.

Measurement Definitions serve as guidelines for both employees and superior officers, and are designed to make the system more precise and definitive. They provide a descriptive guideline that qualifies the South Brunswick Township Police Department’s base line principles and expectations. The Measurement Definitions contained within the System are considered “agency specific”, since they have been designed to reflect the standards, values and culture of the South Brunswick Township Police Department and its members. They are reliable and descriptive explanations of the performance, behavior and conduct of employees that consistently meet goals, objectives and expectations. It is essential that superior officers rely upon each of the Measurement Definitions as they are applied to specific Evaluation Criteria when making an appraisal of an employee under his or her supervision or command.

The personal values of each individual vary to some degree as compared to others around them and it is this fact which makes an employee evaluation or assessment process somewhat subjective or ambiguous. Further complicating the effort to fortify the foundation of these systems are the numerous variables attached to and impacting upon the work assigned to or undertaken by individual employees performing as part of a team or unit. Supervisors are urged to rely upon these Measurement Definitions as they relate to the individual Evaluation Criteria when assessing an employee's performance, behavior and conduct. By combining the Measurement Definitions with well defined Appraisal Anchors, a systematic observation strategy, a communications technique that thrives on feedback and clear-cut, meaningful Evaluation Criteria that are evenly applied to all, the South Brunswick Township Performance Evaluation System should yield minimum levels of subjectivity and/or error.

APPENDIX B

SOUTH BRUNSWICK TOWNSHIP POLICE DEPARTMENT

Evaluation Criteria and Measurement Definitions

Evaluation Criteria		Measurement Definitions
		KNOWLEDGE
1	<i>Knowledge and Compliance With Policies, Rules & Regulations, Written Directives:</i>	The employee demonstrates knowledge and understanding of and is able to apply them to circumstances involving his or her position (i.e., Roll Call Board);
2	<i>Knowledge and Application of NJ Code of Criminal Justice (Title 2C)</i>	The employee has a good working knowledge and understanding of the elements of crimes and offenses and is able to make valid decisions and judgments in applying charges or categorizing incidents;
3	<i>Knowledge and Application of Motor Vehicle and Traffic Laws of NJ (Title 39)</i>	The employee has a good working knowledge of all motor vehicle violations relevant to and commonly enforced within the jurisdiction, relies on same and is able to effectively make reasonable and proper decisions regarding charging;
4	<i>Knowledge and Application of Constitutional Guidelines and Safeguards</i>	The employee has a good working knowledge of Constitutional Law, maintaining an awareness of case law decisions and is able to work within the scope of same, making reasonable and proper decisions;
5	<i>Knowledge and Application of Township Ordinances</i>	The employee has a good working knowledge of Township Ordinance violations relevant to and commonly enforced within the jurisdiction, relies on same and is able to effectively make reasonable and proper decisions regarding enforcement;
		PERSONAL TRAITS
6	<i>Attendance and Punctuality</i>	Employee seldom takes unscheduled time off for personal reasons or has reason to arrive late/leave early; reports in a timely fashion, maintaining awareness of any new directives or events and prepared to assume duties as required;
7	<i>Required Equipment On Hand and Serviceable For Duty</i>	The employee maintains his or her equipment in accordance with manufacturers and/or Departmental guidelines and time frames, replacing worn or defective items as necessary.
8	<i>Display of Honesty, Ethics and Integrity</i>	The employee is a role model for peers, manifesting a high degree of personal conduct, trustworthiness, personal principles and values that reflect well upon the Township, the Department, fellow employees and the law enforcement profession.
9	<i>Display of Judgment, Common Sense</i>	The employee consistently uses discretion and common sense in the performance of duty, displaying a sound and logical thought process, reasonableness and justification in decision making.
10	<i>Display of Resourcefulness, Tenacity, Flexibility</i>	The employee is a self-starter, displays confidence and acceptance of responsibility, relies on his or her imagination to accomplish goals, is focused yet resilient, willing to recognize input from others and displays a resourcefulness that provokes alternatives when solving problems;
11	<i>Promotes Morale, Unity, Mission and Teamwork</i>	The employee is eager and enthusiastic towards accomplishment of unit goals, completes assignments in a cooperative, efficient and effective manner while remaining focused and avoiding distractions;

12	<i>Appearance, Grooming and Personal Hygiene</i>	The employee always wears designated uniform or attire, is neat and clean, and presents an admirable appearance;
13	<i>Interaction With Fellow Employees</i>	The employee works well with, is respectful towards and offers assistance to fellow officers and other employees, demonstrating collaborative and cooperative work habits and sensitivity, self discipline and control of emotions;
14	<i>Interaction With Superior Officers</i>	The employee is respectful and cooperative with superior officers, contributing to unit objectives, does not complain or reject assignments and participates willingly in times of routine need or critical challenge;
15	<i>Interaction With Victims, Witnesses and General Public</i>	The employee demonstrates empathy, a concerned willingness to assist, a positive attitude representing him or herself in notable fashion and genuine sensitivity towards all individuals, exhibits a community policing based philosophy;
16	<i>Interaction With Suspects, Accused</i>	The employee presents a professional and neutral attitude, demonstrating restraint, effective investigative technique and strives to gain the confidence and cooperation necessary to achieve law enforcement objectives;
17	<i>Response To Constructive Criticism</i>	The employee responds to constructive criticism in a positive manner, demonstrating willingness to learn and employ proper techniques and tactics, asks appropriate questions and demonstrates genuine concern for improvement;
18	<i>Ability To Work Unsupervised</i>	The employee is trustworthy, dependable, effective and efficient, displays self confidence and willingness to assume responsibility, has the flexibility and skill to solve problems, avoids distractions and maintains focus upon following directions and completing assignments in a safe, timely and proficient manner;
		<u>SKILLS and ABILITIES</u>
19	<i>Response To Calls and Assignments</i>	The employee responds in an appropriate manner (i.e., emergency equipment when required), expeditiously, avoiding hazards, providing necessary back-up when directed, does not require multiple calls from Supervisors or Dispatch to gain radio contact, and responds in a timely fashion in keeping with time of day, distance traveled, traffic congestion, condition of roadways, etc;
20	<i>Completes Assigned Duties Within Expected Timeframes</i>	The employee displays efficiency, effectiveness and thoroughness in completing assignments, relying well on training, past experience and problem solving abilities, while completing necessary duties within expected time frames;
21	<i>Effort Applied To Routine Duties</i>	The employee can be depended upon to accomplish his/her purpose, while applying sufficient, effective effort to assigned tasks, disregarding distractions, assessing situations well and displaying self confidence and the ability to quickly implement a plan of action;
22	<i>Effort Applied To Stressful/Critical Duties</i>	The employee functions effectively and maintains confidence and composure in the face of danger, chaos, disorder or other challenging and/or emergency conditions while displaying command of events, using discretion and judgment, making good decisions, focusing upon his/her purpose and selecting alternative solutions independent of other influence;
23	<i>Effectiveness Of Patrol Techniques</i>	The employee exercises discretion and effort in patrol of assigned areas or posts, relying upon training, experience and the experience of others, maintaining awareness of trouble spots or vulnerable areas of concern, avoiding distractions and focusing upon current trends involving calls for service;

24	<i>Effectiveness of Investigative Techniques</i>	The employee exercises discretion and effort in his/her duties, applying thoroughness and initiative to investigations, while relying upon training, experience, available resources and prescribed or approved techniques and strategies;
25	<i>Effectiveness Under Stressful/Critical Conditions</i>	The employee functions effectively and maintains confidence and composure in the face of danger, chaos, disorder or other challenging and/or emergency conditions while displaying command of events, using discretion and judgment, making good decisions, focusing upon his/her purpose and selecting alternative solutions independent of other influence;
26	<i>Oral Communications Skills</i>	The employee is able to clearly, distinctly and concisely articulate his/her thoughts and ideas in a cross cultural, complimentary and easily understood manner.
27	<i>Written Communications Skills</i>	The employee is able to clearly, distinctly and concisely convey thoughts, ideas, opinions and information when preparing reports, memos or other written documents, utilizing correct and appropriate language, grammar, spelling and sentence structure;
28	<i>Thoroughness, Accuracy, Timeliness of Written Reports</i>	The employee applies sound technique, correct spelling and grammar, reports are neat, legible and submitted within established time frames, clearly illustrating investigative details that reflect well upon and specifically describe all events and circumstances;
29	<i>Utilizes Proper Radio Communications Procedures</i>	The employee adheres to established radio procedure; messages are clear, concise, distinct and well thought out. Radio transmissions are within guidelines and the employee is aware of other message traffic involving Supervisors, Dispatch or other units;
30	<i>Reliance Upon Officer Safety Tactics, Consideration and Precautions</i>	The employee adheres to established safety rules and precautions that relate to his/her assignment, relying upon approved methods and procedures as well as upon training, experiences, experiences of others or Supervisor direction.
		SUPERVISION and LEADERSHIP
31	<i>Assigning and Delegating Tasks, Duties and Responsibilities</i>	The supervisor maintains an awareness of activities, events and crime patterns, assigning personnel proportionately with consideration of individual employee's performance capabilities and the unique requirements of the task at hand;
32	<i>Evaluation and Assessment of Subordinates</i>	The supervisor continually identifies strengths and weaknesses and the personal proficiency of individual employees, providing feedback to improve on effective behavior and overcome deficiencies; maintains accurate record keeping regarding activity and events of each employee; furnishes employees with constructive personal and unit goals and reliable strategies to achieve each; makes valid, equitable written evaluations of assigned employees, relying upon astute observations and written documentation of performance;
33	<i>Training and Instructing Subordinates</i>	The supervisor makes valid observations regarding employee's specific training needs; provides employees with informational guidance, direction and correction, while developing knowledge and skill, makes genuine measurements of the employees level of comprehension and understanding; makes recommendations for providing employee remedial or career development training;

34	<i>Planning and Organization</i>	The Supervisor carefully appraises routine work of the unit and defines the functions and responsibilities of each individual employee and position; identifies and prioritizes the relative importance of the major tasks of each position and employees assigned; establishes goals of the unit and describes the methods of accomplishment; anticipates and prepares for extenuating circumstances that impact on the expected duties and achievements of individual employees and the unit as a whole;
35	<i>Leadership</i>	The Supervisor is a role model for employees and peers, exhibiting a strong code of personal ethics; he/she actively ensures that the unit's work is accomplished while upholding the standards of and promoting and achieving the goals and mission of the organization. He or she is technically proficient in all areas, strives for self improvement and the improvement of others, bestowing equitable treatment upon all while administering discipline and reward proportionately;
36	<i>Decision Making</i>	The Supervisor relies well on policy, procedure, written directives and guidelines, training, education, personal experience, the experiences of others and then analyzes the events and circumstances, reviews, sorts and selects alternatives, selects a plan of action, enacts the plan of action, reviews and monitors the results of the decision and adjusts if results are unsatisfactory.
37	<i>Problem Solving</i>	The Supervisor has ability to find effective solutions to difficult problems; assembles all available facts regarding the events and circumstances and carefully considers each when formulating solutions; uses creative thinking when confronted with problem situations; utilizes all organizational resources and is thoughtful and creative when confronted with difficult tasks and dilemmas.
		TRAFFIC SAFETY OFFICER RESPONSIBILITIES
38	<i>Coordinates all traffic related matters including enforcement, pedestrian, and markings, and crash investigations</i>	The employee recognizes all traffic related matters and effectively identifies areas needing enforcement. The employee identifies pedestrian problem areas and works with local, county and state officials to correct problems. The employee recognizes factors resulting in increased motor vehicle crashes and takes steps to correct same.
39	<i>Liaison with and attend State and County association meetings</i>	The employee regularly attends state and county association meetings and shares information with other officers.
40	<i>Attend road construction and pre-construction meetings</i>	The employee receives information from township engineering and planning departments regarding new construction and coordinates pre-construction meetings with contractors and subcontractors to ensure proper work zone safety standards are being met.
41	<i>Liaison with State, County and Township engineering and planning personnel</i>	The employee maintains rapport with state, county and local engineering and planning personnel to effectively meet goals and objectives of traffic safety.
42	<i>Investigate serious motor vehicle crash</i>	The employee exercises discretion and effort in his/her duties applying thoroughness and initiative to investigations, while relying upon training, experience, available resources and prescribed or approved techniques and strategies.
43	<i>Conduct special enforcement details</i>	The employee conducts special enforcement details as assigned. The employee identifies problem areas and conducts special enforcement details as part of self-initiated activities based upon recognition of those problems.

44	<i>Collect, process and review motor vehicle crash data</i>	The employee effectively collects vehicle crash data and reviews same to identify causation factors. The employee then disseminates data to other officers to effectuate enforcement efforts; and disseminates data to local, county and state officials to make corrective engineering steps.
45	<i>Conduct traffic pattern histories</i>	The employee conducts traffic pattern histories effectively and works with township planning officials to improve design and restrict traffic movements as necessary to improve traffic flow.
46	<i>Make recommendations for preparation and/or amendment of local motor vehicle ordinances</i>	The employee works with township officials to create/amend township ordinances pertaining to motor vehicle violations.
47	<i>Participate in zoning and planning of new roadway and building construction</i>	The employee participates in zoning and planning of new roadway and building construction by effectively reviewing site plans for new construction, and making recommendations regarding same.
		DETECTIVE RESPONSIBILITIES
48	<i>Ability to investigate cases to completion with the proper disposition</i>	Detectives will exhaust all leads. Use reports, evidence and interviews to prove or disprove if a crime has been committed. A detective should have logical closure to his investigations.
49	<i>Prepare criminal complaints with proper statutes/wording</i>	The detective maintains working knowledge of criminal statutes and their elements. He/she is able to accurately complete a criminal complaint using the E-CDR.
50	<i>Write a sensible, grammatically correct report</i>	The detective hands in reports which are well written. This includes the correct grammar and punctuation. The content of the report has all the information needed to explain the disposition that was reached.
51	<i>Arrest and process adult and juvenile offenders</i>	The detective makes arrests whenever a crime or offense occurs. He/she thoroughly completes the paperwork. The detective is capable of operating live scan.
52	<i>Ability to recognize, collect and evaluate evidence</i>	The detective must be able to collect evidence or direct an Evidence Technician as to what evidence needs to be collected. He/she must be able to use the evidence to prove or disprove the allegation of a crime. The proper requests are made to the State Police.
53	<i>Create a photo line-up using proper Attorney General guidelines</i>	A detective will follow the Attorney General guidelines and the Middlesex County Prosecutor's guidelines when creating a photo line-up. The detective shows an ability to pick individuals with similar features to that of the actor/suspect.
54	<i>Ability to interview and/or interrogate witnesses, suspects and victims</i>	The detective will show respect to victims and witnesses of crimes when interviewing them. They will follow all the Constitutional and State Laws regarding interviews and interrogations of suspects and actors. They are able to operate department equipment which is used for recording both audio and visual statement. The detective is able to obtain information/facts from victims, witnesses and suspects.
55	<i>Preparation of affidavits and search warrants</i>	The detective demonstrates an ability to compile probable cause to prepare affidavits and search warrants. He/she makes contact with the zone prosecutor and judge to complete the necessary paperwork.
56	<i>Process crime scenes</i>	The detective makes sure a crime scene is secure upon his/her arrival; collects and photographs any and all evidence as it pertains to the case; is capable of locating and lifting latent prints; and ensures the integrity of all evidence.

57	<i>Attend training and disseminate information as liaison to the Middlesex County Prosecutor's Office</i>	As required by the Chief of Police, any detective who attends a county meeting must make copies of any and all handouts, and distribute them to their supervisor and command personnel. Detectives will explain and discuss what was talked about at the meeting. He/she will train the investigation division on any new procedures or guidelines that the county prosecutor is using and update any changes in the law.
58	<i>Ability to work with other agencies</i>	The detective maintains contacts with other local, state, and federal agencies; collects and disseminates relevant information through phone calls, teletypes, BOLOS and TRAK.
59	<i>Ability to manage multiple investigations</i>	Detectives will be assigned numerous cases and must have the ability to multi-task and prioritize hi/her case load, giving all cases appropriate attention. Follow up reports are expected in an expedient manner. The detective functions effectively and thoroughly with all investigations.
60	<i>Responds as on call detective</i>	The detective, when on-call, is reachable and subsequently responds to headquarters within the required time.
61	<i>Attend muster</i>	The detective attends "roll call" briefing conducted for patrol officers, unless he/she is actively working on a case during such time. During these briefings, any relevant information is relayed to patrol. The detective maintains an open line of communication with other officers.
		JUVENILE DETECTIVE RESPONSIBILITIES
62	<i>Ability to investigate cases to completion with the proper disposition</i>	Detectives will exhaust all leads. Use reports, evidence and interview to prove or disprove if a crime has been committed. A detective should have logical closure to his/her investigations.
63	<i>Prepare juvenile complaints using the proper statutes and wording</i>	The detective will prepare complaints when necessary and assist patrol officers when requested. Complaint forms will be filled out correctly.
64	<i>Write a sensible, grammatically correct report</i>	The detective hands in reports which are well written. This includes the correct grammar and punctuation. The content of the report has all the information needed to explain the disposition that was reached.
65	<i>Arrest and process juveniles</i>	All Attorney General guidelines are followed when processing a juvenile. Including when to take photos and fingerprints.
66	<i>Ability to recognize, collect and evaluate evidence</i>	The detective must be able to collect evidence or direct an Evidence Technician as to what evidence needs to be collected. He/she must be able to use the evidence to prove or disprove the allegation of a crime. The proper requests are made to the State Police.
67	<i>Create a photo line-up using proper Attorney General guidelines</i>	A detective will follow the Attorney General guidelines and the Middlesex County Prosecutors guidelines when creating a photo line-up. The detective shows an ability to pick individuals with similar features to that of the actor/suspect.
68	<i>Ability to interview and/or interrogate witnesses, suspects and victims</i>	The detective will show respect to victims and witnesses of crimes when interviewing them. They will follow all the Constitutional and State Laws regarding interviews and interrogations of suspects and actors. They are able to operate department equipment which is used for recording both audio and visual statement. The detective is able to obtain information/facts from victims, witnesses and suspects.
69	<i>Attend training and disseminate information as liaison to the Middlesex County Prosecutor's Office</i>	As required by the Chief of Police any detective who attends a county meeting must make copies of any and all handouts, and distribute them to their supervisor and command personnel. Detectives will explain and discuss what was talked about at the meeting. He/she will train the investigation division on any new procedures or guidelines that the county prosecutor is using and any changes in the law.

70	<i>Assist other detectives and patrol officers when requested, or when the need is evident</i>	Detectives will monitor the police radio when on duty and assist patrol when necessary. They should show initiative in assisting other officers. When requested they act as back-up or “second” on difficult investigations. In the capacity of a back-up, they are willing to take direction from other detectives.
71	<i>Assist School Resource Officers with investigations</i>	As a detective in the Juvenile Bureau you will be expected to assist the SRO’s with investigations. Detectives will work together with the SRO’s to solve crime, collect evidence and take statements from victims, witnesses and suspects.
72	<i>Participate in the goals and objectives of the department, division, and bureau, which could include making recommendations</i>	The detective is willing to participate in the goals and objectives set forth by the Chief of Police, the Investigation Division Commander and Sergeant of the Bureau. The detective should show initiative by presenting new programs and ways of improving procedures. The detective should pass on information to other officers when he/she receives training which would be beneficial in solving cases.
73	<i>Ability to work with other agencies</i>	The detective maintains contacts with other local, state, and federal agencies; collects and disseminates relevant information through phone calls, teletypes, BOLOS and TRAK.
74	<i>Ability to manage multiple investigations</i>	Detectives will be assigned numerous cases and must have the ability to multi-task and prioritize hi/her case load, giving all cases appropriate attention. Follow up reports are expected in an expedient manner. The detective functions effectively and thoroughly with all investigations.
75	<i>Responds as on call detective</i>	The detective, when on-call, is reachable and subsequently responds to headquarters within the required time.
76	<i>Attend muster</i>	The detective attends “roll call” briefing conducted for patrol officers, unless he/she is actively working on a case during such time. During these briefings, any relevant information is relayed to patrol. The detective maintains an open line of communication with other officers.
		SCHOOL RESOURCE OFFICER RESPONSIBILITIES
77	<i>Ability to investigate cases to completion with the proper disposition</i>	School Resource Officers will exhaust all leads. Use reports, evidence and interviews to prove or disprove if a crime has been committed. A School Resource Officer should have logical closure to his investigations.
78	<i>Prepare juvenile complaints using the proper statutes and wording</i>	The School Resource Officer will prepare complaints when necessary and assist patrol officers when requested. Complaint forms will be filled out completely.
79	<i>Write a sensible, grammatically correct report</i>	The School Resource Officer hands in reports which are well written. This includes the correct grammar and punctuation. The content of the report has all the information needed to explain the disposition that was reached.
80	<i>Arrest and process juveniles</i>	All Attorney General guidelines are followed when processing a juvenile, including when to take photos and fingerprints.
81	<i>Ability to recognize, collect and evaluate evidence</i>	The School Resource Officer must be able to collect evidence or direct an Evidence Technician as to what evidence needs to be collected. He/she must be able to use the evidence to prove or disprove the allegation of a crime. The proper requests are made to the State Police.
82	<i>Create a photo line-up using proper Attorney General guidelines</i>	A School Resource Officer will follow the Attorney General guidelines and the Middlesex County Prosecutor’s guidelines when creating a photo line-up. The School Resource Officer shows an ability to pick individuals with similar features to that of the actor/suspect.

83	<i>Ability to interview and/or interrogate witnesses, suspects and victims</i>	The School Resource Officer will show respect to victims and witnesses of crimes when interviewing them. They will follow all the Constitutional and State Laws regarding interviews and interrogations of suspects and actors. They are able to operate departmental equipment which is used for recording both audio and visual statement. The School Resource Officer is able to obtain information/facts from victims, witnesses and suspects.
84	<i>Attend training and disseminate information as liaison to the Middlesex County Prosecutor's Office</i>	As required by the Chief of Police, any School Resource Officer who attends a county meeting must make copies of any and all handouts, and distribute them to their supervisor and command personnel. School Resource Officers will explain and discuss what was talked about at the meeting. He/she will train the investigation division on any new procedures or guidelines that the county prosecutor is using and any updates or changes in the law.
85	<i>Provide instruction to school officials regarding crisis management</i>	The School Resource Officer works in cooperation with the Board of Education on plans for incidents such as bomb threats, student protests and on campus violence. The School Resource Officer acts as a liaison for the police department so that school offices are aware of how the police will respond during a crisis situation.
86	<i>Assist Juvenile Bureau with investigations</i>	The School Resource Officer will assist a detective when the individual is a student or employee at a district school. The School Resource Officer has insight and resources that make him/her a vital asset in the investigation of cases. The School Resource Officer shows initiative by assisting without needing to be asked.
87	<i>Participate in the goals and objectives of the department, division, and bureau, which could include making recommendations</i>	The School Resource Officer is willing to participate in the goals and objectives set forth by the Chief of Police, the Investigation Division Commander, and the Sergeant of the Bureau. The School Resource Officer should show initiative by presenting new programs and ways of improving procedures. The School Resource Officer should pass on information to other officers when he/she receives training which would be beneficial in solving cases.

APPENDIX C

SOUTH BRUNSWICK TOWNSHIP POLICE DEPARTMENT

Guidelines: The Supervisor's Worksheet

The Supervisor's Worksheet page(s) should be used to document any pertinent circumstances, incidents or occasions that occurred during the current Evaluation Period.

Supervisors are encouraged to always provide written comments and observations during the scoring task for any or all of the criteria. While this is ordinarily not required, it contributes to a more deliberate and attentive process. "**Excels**", "**Needs Improvement**" and "**Unacceptable**" are considered **extreme or acute scores**. They deserve particular attention and should focus scrutiny upon the employee's behavior, conduct or performance as related to the individual criteria to which they have been applied. **For that reason, a written justification or endorsement must accompany any extreme score.** That justification statement should appear on the Supervisor's Worksheet. In certain circumstances, that justification statement should make further reference to other supporting documentation, which may be attached as well as to written entries on the Supervisor's Worksheet.

Initial entries on the Worksheet should begin with the performance evaluation counseling session at the beginning of the evaluation period and continue throughout the period including any noteworthy details. Supervisors should make brief historical references to record information, details or remarks relating to specific employee performance, behavior or conduct during the period at hand. Performance Evaluation counseling sessions must be focused upon relevant events during an evaluation period. The matters of discussion should include the employee's strengths and weaknesses, professional goals and objectives as well as recommended tactics and strategies to achieve them. Records of exemplary or substandard achievement and other noteworthy events, circumstances, acts or activities should be recorded on the Worksheet. Any matters that contribute to the comprehensive assessment, appraisal and evaluation of the employee should be referenced briefly, concisely and with historical notation.

All entries should be dated, corresponding incident numbers noted if appropriate and the name and badge number of the supervisor making the entry recorded. Attach this Worksheet page(s) along with any supporting documentation to the completed Evaluation Report and it will become a permanent part of that record.

SOUTH BRUNSWICK TOWNSHIP POLICE DEPARTMENT

SUPERVISOR'S WORKSHEET

Employee's Name: _____	Rank: _____
Supervisor's Name: _____	Rank: _____
Evaluation Period: From: _____ / _____ / _____ to _____ / _____ / _____	
Employee's Position and Functions: _____	

Prior to completing the **Evaluation Report**, this **Worksheet** should be used to document any pertinent circumstances, incidents or occasions that occurred during this period. Record specific information, details or remarks relating to employee performance, behavior or conduct during the Evaluation Period. All entries should be dated, corresponding incident numbers noted if appropriate and the name and badge number of the supervisor making the entry recorded. Attach this Worksheet along with any supporting documentation to the completed Evaluation Report and it will become a permanent part of that record.

Employee's role, responsibilities and goals:

Recommended strategies:

Record of exemplary performance:

Record of substandard performance:

Additional comments:

Additional comments:

Supervisor's signature: _____ Date: ____ / ____ / ____

Employee's signature: _____ Date: ____ / ____ / ____

APPENDIX D
SOUTH BRUNSWICK TOWNSHIP POLICE DEPARTMENT
PRE-EVALUATION SUPPORT FORM

Employee's Name: _____	Rank: _____
Supervisor's Name: _____	Rank: _____
Evaluation Period: From: ____ / ____ / ____ to ____ / ____ / ____	
This document must be completed and submitted no later than: ____ / ____ / ____	

This “**Pre-Evaluation Support Form**” is to be provided to each employee at the beginning of an Evaluation Period by his/her immediate supervisor. While its use is **optional**, employees at every level are encouraged to complete this form and submit it to their immediate supervisor no later than the date indicated. This form should be used as a means of providing an exchange of information between employee and supervisor, documenting any noteworthy circumstances, incidents or occasions including awards, recognition or commendations that occurred during this period. Record specific information, details or remarks regarding your performance, behavior and/or conduct during the current evaluation period that you wish to have measured. All entries should be dated, incident numbers noted if appropriate, and any supporting documents attached.

Describe individual accomplishments, achievements, and/or projects that you feel are worthy of consideration:

Describe personal and/or professional growth you have attained during this period:

APPENDIX D

Describe the personal and/or professional goals you have achieved during this period:

Describe any additional matters you feel should be considered regarding your performance, behavior or conduct during this period:

Additional Comments:

Officer's signature: _____ **Date:** ____ / ____ / ____

APPENDIX D

SOUTH BRUNSWICK TOWNSHIP POLICE DEPARTMENT

Continuation Page

Signature: _____ **Date:** ____ / ____ / ____

APPENDIX E

SOUTH BRUNSWICK TOWNSHIP POLICE DEPARTMENT

Employee Performance Evaluation Report

Employee's Name:	Rank:
Supervisor's Name:	Rank:
Evaluation Period: From: / / To: / /	Employee's Assignment:

Rating and Scoring Guidelines

Supervisors must refer to the “**Measurement Definitions**” and the “**Rating and Scoring – Appraisal Anchors**” sections of the **Performance Evaluation Policy** when completing this report.

<u>Excels</u>	“E”	Performance is noticeably above what is expected, is at a highly acceptable level, results are very satisfactory and the employee displays sound and logical thinking and judgment and a thorough command of duties and responsibilities.
<u>Acceptable</u>	“A”	Performance consistently meets expectations; the employee has a satisfactory command of duties and responsibilities, displays effort and achievement of goals and sound and prudent judgment.
<u>Needs Improvement</u>	“N-I”	Performance marginally meets expectations and the employee occasionally errors and requires correction and/or direct supervision, displaying lack of concentration, initiative and sound, logical thinking.
<u>Unacceptable</u>	“U”	Performance does not meet job requirements, the employee displays substandard results and/or errors, requires frequent direct supervision and immediate and specific improvement is required.
<u>Not Applicable</u>	“N/A”	This evaluation criteria was not experienced or within specifications of the employee's current assignment during the evaluation period.

<u>Rating</u>	EMPLOYEE'S KNOWLEDGE OF JOB REQUIREMENTS
1	<i>Knowledge and Compliance With Policies, Rules & Regulations, Written Directives:</i>
2	<i>Knowledge and Application of NJ Code of Criminal Justice (Title 2C)</i>
3	<i>Knowledge and Application of Motor Vehicle and Traffic Laws of NJ (Title 39)</i>
4	<i>Knowledge and Application of Constitutional Guidelines and Safeguards</i>
5	<i>Knowledge and Application of Township Ordinances</i>
EMPLOYEE'S PERSONAL TRAITS	
6	<i>Attendance and Punctuality</i>
7	<i>Required Equipment On Hand and Serviceable For Duty</i>
8	<i>Display of Honesty, Ethics and Integrity</i>
9	<i>Display of Judgment, Common Sense</i>
10	<i>Display of Resourcefulness, Tenacity, Flexibility</i>
11	<i>Promotes Morale, Unity, Mission and Teamwork</i>
12	<i>Appearance, Grooming and Personal Hygiene</i>
13	<i>Interaction With Fellow Employees</i>
14	<i>Interaction With Superior Officers</i>
15	<i>Interaction With Victims, Witnesses and General Public</i>
16	<i>Interaction With Suspects, Accused</i>
17	<i>Response To Constructive Criticism</i>
18	<i>Ability To Work Unsupervised</i>

		EMPLOYEE'S SKILLS AND ABILITIES
19		<i>Response To Calls and Assignments</i>
20		<i>Completes Assigned Duties Within Expected Timeframes</i>
21		<i>Effort Applied To Routine Duties</i>
22		<i>Effort Applied To Stressful/Critical Duties</i>
23		<i>Effectiveness Of Patrol Techniques</i>
24		<i>Effectiveness of Investigative Techniques</i>
25		<i>Effectiveness Under Stressful/Critical Conditions</i>
26		<i>Oral Communications Skills</i>
27		<i>Written Communications Skills</i>
28		<i>Thoroughness, Accuracy, Timeliness of Written Reports</i>
29		<i>Utilizes Proper Radio Communications Procedures</i>
30		<i>Reliance Upon Officer Safety Tactics, Consideration and Precautions</i>
		SUPERVISION AND LEADERSHIP
31		<i>Assigning and Delegating Tasks, Duties and Responsibilities</i>
32		<i>Evaluation and Assessment of Subordinates</i>
33		<i>Training and Instructing Subordinates</i>
34		<i>Planning and Organization</i>
35		<i>Leadership</i>
36		<i>Decision Making</i>
37		<i>Problem Solving</i>
		TRAFFIC SAFETY OFFICER RESPONSIBILITIES
38		<i>Coordinates all traffic related matters including enforcement, pedestrian, and markings, and crash investigations</i>
39		<i>Liaison with and attend State and County association meetings</i>
40		<i>Attend road construction and pre-construction meetings</i>
41		<i>Liaison with State, County and Township engineering and planning personnel</i>
42		<i>Investigate serious motor vehicle crash</i>
43		<i>Conduct special enforcement details</i>
44		<i>Collect, process and review motor vehicle crash data</i>
45		<i>Conduct traffic pattern histories</i>
46		<i>Make recommendations for preparation and/or amendment of local motor vehicle ordinances</i>
47		<i>Participate in zoning and planning of new roadway and building construction</i>

		DETECTIVE RESPONSIBILITIES
48		<i>Ability to investigate cases to completion with the proper disposition</i>
49		<i>Prepare criminal complaints using the proper statutes and wording</i>
50		<i>Write a sensible, grammatically correct report</i>
51		<i>Arrest and process adult and juvenile offenders</i>
52		<i>Ability to recognize, collect and evaluate evidence</i>
53		<i>Create a photo line-up using proper Attorney General guidelines</i>
54		<i>Ability to interview and/or interrogate witnesses, suspects and victims</i>
55		<i>Preparation of affidavits and search warrants</i>
56		<i>Process crime scenes</i>
57		<i>Attend training and disseminate information as liaison to the Middlesex County Prosecutor's Office</i>

58	<i>Ability to work with other agencies</i>
59	<i>Ability to manage multiple investigations</i>
60	<i>Responds as on call detective</i>
61	<i>Attend muster</i>

	JUVENILE DETECTIVE RESPONSIBILITIES
62	<i>Ability to investigate cases to completion with the proper disposition</i>
63	<i>Prepare juvenile complaints using the proper statutes and wording</i>
64	<i>Write a sensible, grammatically correct report</i>
65	<i>Arrest and process juveniles</i>
66	<i>Ability to recognize, collect and evaluate evidence</i>
67	<i>Create a photo line-up using proper Attorney General guidelines</i>
68	<i>Ability to interview and/or interrogate witnesses, suspects and victims</i>
69	<i>Attend training and disseminate information as liaison to the Middlesex County Prosecutor's Office</i>
70	<i>Assist other detectives and patrol officers when requested, or when the need is evident</i>
71	<i>Assist School Resource Officers with investigations</i>
72	<i>Participate in the goals and objectives of the department, division, and bureau, which could include making recommendations</i>
73	<i>Ability to work with other agencies</i>
74	<i>Ability to manage multiple investigations</i>
75	<i>Responds as on call detective</i>
76	<i>Attend muster</i>

	SCHOOL RESOURCE OFFICER RESPONSIBILITIES
77	<i>Ability to investigate cases to completion with the proper disposition</i>
78	<i>Prepare juvenile complaints using the proper statutes and wording</i>
79	<i>Write a sensible, grammatically correct report</i>
80	<i>Arrest and process juveniles</i>
81	<i>Ability to recognize, collect and evaluate evidence</i>
82	<i>Create a photo line-up using proper Attorney General guidelines</i>
83	<i>Ability to interview and/or interrogate witnesses, suspects and victims</i>
84	<i>Attend training and disseminate information as liaison to the Middlesex County Prosecutor's Office</i>
85	<i>Provide instruction to school officials regarding crisis management</i>
86	<i>Assist Juvenile Bureau with investigations</i>
87	<i>Participate in the goals and objectives of the department, division, and bureau, which could include making recommendations</i>

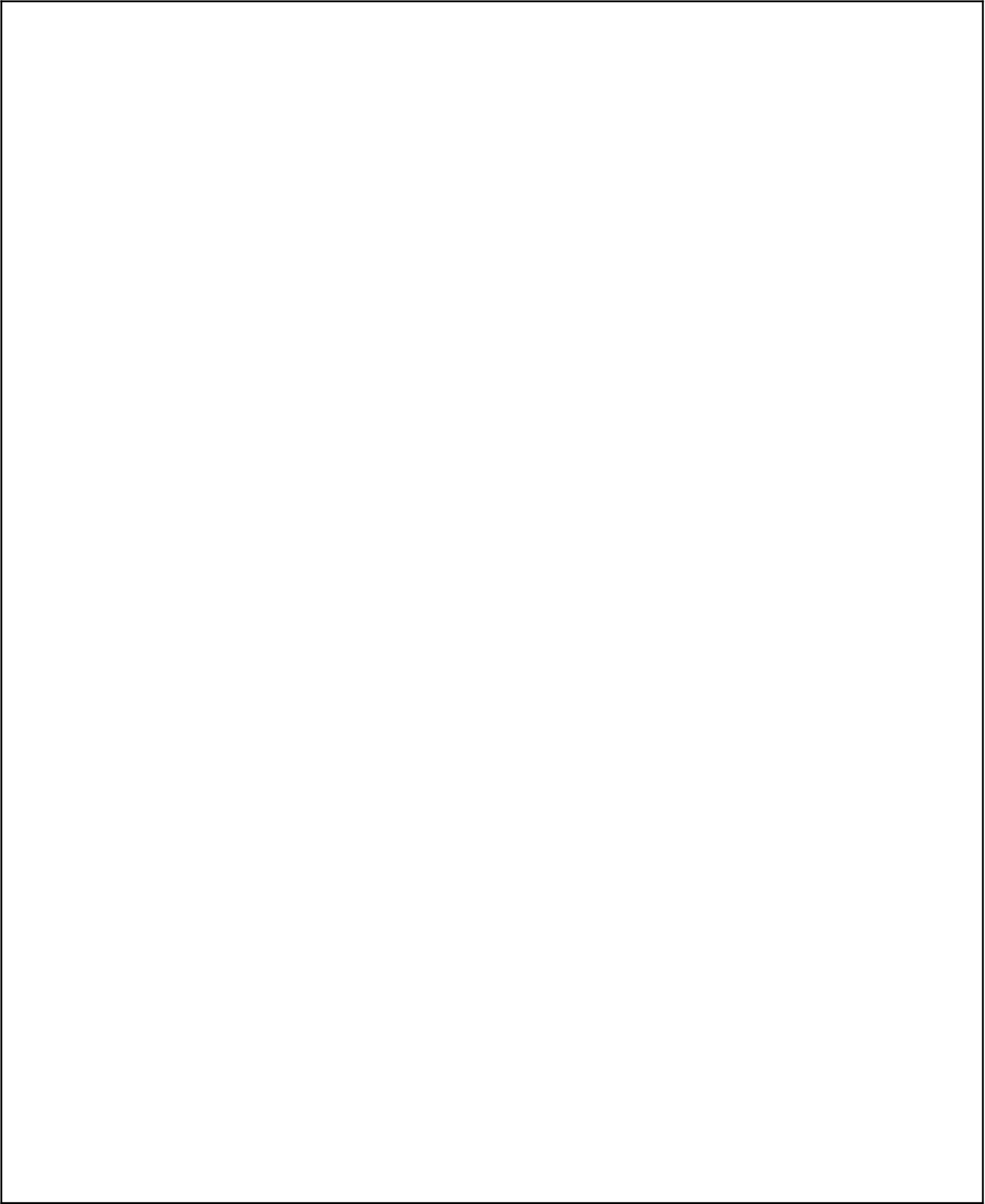
EMPLOYEE STRENGTHS and WEAKNESSES:

List the employee's performance, behavior, conduct, knowledge and/or skill-related strengths, such as additional duties, instructor, committee participation, and developmental or remedial needs areas

Strengths (Identify areas of noticeable skills and abilities)

Development/Remedial Needs (Identify areas of sub-standard performance)

Corrective Action:



Employee's Comments:

Supervisor's Signature: _____ **Date:** ____/____/____

Reviewer's Signature: _____ **Date:** ____/____/____

Employee's Signature: _____ **Date:** ____/____/____

Employee's signature does not constitute agreement, but only acknowledgment of having read and discussed this Evaluation Report. If you wish to provide comments, either in agreement or disagreement, please use the area provided below.

[If you wish to contest this evaluation, you must notify your supervisor in writing within five days]

Initial:

Lieutenant: _____ **Date:** ____/____/____

Captain: _____ **Date:** ____/____/____

Deputy Chief: _____ **Date:** ____/____/____

Chief: _____ **Date:** ____/____/____