



**Basic Dispatcher
(Public Safety Telecommunicators)
Compulsory Minimum Training Standards
Edition 1
Effective TBD**

**Performance Outcomes for Dispatchers
(Public Safety Telecommunicators)**

Professionalism

Performance Outcome 1.1

Display a professional appearance and demeanor.

Training Objectives Related to 1.1

1. Given a written exercise, define professional.
2. Given a practical exercise, the student must meet academy standards for clothing and grooming.
3. Given a written exercise, identify the impact that common courtesy may have regarding the relationship between a public safety telecommunicator and the public.
4. Given a written exercise, identify reasons to foster a positive relationship between first responders and the public.
5. Given a written exercise, identify characteristics that define a profession.

Criteria: The student shall be tested on the following:

- 1.1.1. Define the term professional.
- 1.1.2. Meet academy standards for clothing and grooming.
- 1.1.3. Identify the impact that common courtesy may have regarding the relationship between a public safety telecommunicator and the public.
- 1.1.4. Identify reasons to foster a positive relationship between the public and first responders.
- 1.1.5. Identify characteristics that define a profession:

- 1.1.5.1. Integrity
- 1.1.5.2. Respect
- 1.1.5.3. Ethics
- 1.1.5.4. Responsibility
- 1.1.5.5. Commitment

Lesson Plan Guide: The lesson plan shall include all items in the Criteria Section and the additional information below.

1. Define the term professional – One who willingly adopts and consistently applies the knowledge, skills, and values of a chosen profession.

Performance Outcome 1.2

Identify ethical principles and standards.

Training Objectives Related to 1.2

1. Given a written exercise, identify general principles of ethics.
2. Given a practical exercise, demonstrate methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow public safety telecommunicators or staff.
3. Given a written exercise, identify positive and negative influences of a criminal justice career on a public safety telecommunicator’s personal life.

Criteria: The student shall be tested on the following:

- 1.2.1. Identify general principles of ethics:
 - 1.2.1.1. Dedication
 - 1.2.1.2. Behavior
 - 1.2.1.3. Career development
- 1.2.2. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow public safety telecommunicators or staff (e.g., reporting, accountability).
- 1.2.3. Identify positive and negative influences of a criminal justice career on a public safety telecommunicator’s personal life.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria Section.

Performance Outcome 1.3

Understand cultural diversity, increase cultural awareness, and cultivate effective communication practices to build community relations.

Training Objectives Related to 1.3

Given a written exercise:

1. Define cultural diversity.
2. Identify communication methods that help promote an understanding and tolerance.
3. Identify the impact that embracing and understanding cultural diversity has on the public safety telecommunicator profession.

Criteria: The student shall be tested on the following:

- 1.3.1. Define cultural diversity.
- 1.3.2. Identify communication methods that help promote an understanding and tolerance.
- 1.3.3. Identify the impact that embracing and understanding cultural diversity has on the public safety telecommunicator profession.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Define:
 - a. Culture: the customs, social standards, beliefs, and traditions of a particular group
 - b. Cultural diversity: the variety and differences of cultures
 - c. Cultural awareness: the foundation of communication involving the ability to recognize and become aware of cultural values, beliefs and perceptions
2. Key communication methods or considerations utilized by public safety telecommunicators to improve communication with individuals from various cultures or backgrounds:
 - a. Seek immediate assistance from an approved service or resource, if an individual speaks a language that is not recognized by the public safety telecommunicator (i.e., translator services)
 - b. Use of appropriate tone of voice

- c. Use of simple and plain language
 - d. Encourage a public safety telecommunicator to ask questions for clarification
 - e. Exhibit patience
3. Identify the importance of the following, as they relate to cultural diversity:
- a. Awareness
 - b. Sensitivity
 - c. Impacts
 - d. Perceptions
 - e. Common barriers (i.e., language, socioeconomics, etc.)

Performance Outcome 1.4

Identify the consequences of biased-based profiling.

Training Objectives Related to 1.4

Given a written exercise:

1. Define bias, biased-based profiling, implicit bias, and discrimination.
2. Identify potential consequences of bias-based profiling.
3. Identify methods that a public safety telecommunicator may use to prevent bias-based profiling.

Criteria: The student shall be tested on the following:

- 1.4.1. Define bias, biased-based profiling, implicit bias, and discrimination.
 - 1.4.1.1. Define bias
 - 1.4.1.2. Define implicit bias
 - 1.4.1.3. Define biased-based profiling
 - 1.4.1.4. Define discrimination
- 1.4.2. Identify potential consequences of biased-based profiling.
- 1.4.3. Identify strategies to prevent biased based profiling.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Define and provide examples of:
 - a. Prejudice

- b. Stereotyping
 - c. Systemic Racism
 - d. Individual Racism
2. Potential consequences of bias-based profiling:
- a. Distrust from the public and community in which the agency serves
 - b. Bad choices in split-second decisions and responses
 - c. Intense media scrutiny
 - d. Possibility of legal action against the agency and/or public safety telecommunicator for constitutional and/or civil rights violations
3. Recognize potential implicit biases while interacting with all people, to include but not limited to the Commonwealth of Virginia and Federal protected classes:
- a. Persons who have a mental illness
 - b. Substance use disorders
 - c. Developmental or cognitive disability

Legal

Performance Outcome 2.1

Identify the federal laws and regulations established for dispatch operations and explain the relationship of the law to dispatch operations.

Training Objective Related to 2.1

1. Given a written exercise, identify the relevant federal law, rules and regulations that govern dispatch operations.

Criteria: The student shall be tested on the following:

- 2.1.1. Identify the purpose of the Communications Act of 1934 relevant to dispatch operations:
 - 2.1.1.1. Identify the role of the Federal Communications Commission (FCC) 47 U.S.C. § 151
 - 2.1.1.2. Identify exceptions and exclusions 47 U.S.C. § 222 and 47 U.S.C. § 227
 - 2.1.1.3. Define the following terms per 47 U.S.C. § 225:

2.1.1.3.1. Telecommunications Device for the Deaf (TDD)

2.1.1.3.2. Telecommunications relay services

2.1.2. Identify the purpose of the Wireless Communications and Public Safety Act of 1999 (911 Act).

2.1.3. Explain the Americans with Disabilities Act and how it is applicable to emergency call taking:

2.1.3.1. Explain how the ADA criterion of “equal and direct access” applies to TTY call taking

2.1.3.2. Explain how ADA regulations apply to the maintenance and back up capabilities of TTYs

2.1.4. Explain when the Health Insurance Portability Accountability Act (HIPAA) is and is not applicable to dispatching:

2.1.4.1. Identify covered entities

2.1.4.2. Identify exceptions for covered entities

2.1.5. Identify the purpose of the Federal Privacy Act 5 U.S.C. § 552, and the conditions required for disclosure of information.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria section and the additional information below.

1. Purpose of the Communications Act of 1934:

a. Combined and organized federal regulation of telephone, telegraph, and radio communications

b. Established the FCC to oversee and regulate all three

2. Role of the FCC:

a. Exceptions and exclusions

b. Definitions of TDD and telecommunications relay services

3. Purpose of the Wireless Communications and Public Safety Act of 1999 (911 Act) was to improve public safety by encouraging and facilitating the prompt deployment of a nationwide, seamless communications infrastructure for emergency services

4. ADA regulation requires 9-1-1 or other telephone emergency service providers to provide TTY users with the following:

a. Direct access to 9-1-1

- b. Equal access – An opportunity to benefit from the emergency services that is equal to the opportunity afforded others
5. Direct access means PSAPs can directly receive TTY calls without relying on an outside Relay Service or third-party services:
- a. ADA requires PSAPs to have the appropriate equipment to communicate with TTY callers
 - b. Direct and Equal access requires PSAPs to use proper procedures and practices when receiving TTY calls
6. Equal access means that the telephone emergency services provided for TTY users are as effective as those provided for persons who make voice calls. Equal access is measured in terms of:
- a. Response Time
 - b. Response Quality
 - c. Hours of operation
 - d. All other features offered to voice callers
7. Telecommunication Relay Services (TRS)-Relay Centers are mandated by Title IV of the ADA and allows people who are deaf, hard of hearing, or speech impaired to use the telephone
- a. TRS services are regulated by the FCC
8. HIPAA:
- a. Covered entities
 - b. Exceptions for covered entities
 - c. Identify the purpose of the Federal Privacy Act 5 U.S.C. § 552, and the conditions required for disclosure of information

Performance Outcome 2.2

Identify the state laws (Code of Virginia) established for dispatch operations and explain the relationship of the laws to dispatch operations and first responders.

Training Objective Related to 2.2

1. Given a written exercise, identify the relevant state laws affecting dispatch operations.

Criteria: The student shall be tested on the following:

- 2.2.1. Identify the purpose of the Virginia Freedom of Information Act (FOIA) relevant to dispatch operations.
- 2.2.2. Define the terms identified in § 56-484.12 of the Enhanced Public Safety Telephone Services Act.
- 2.2.3. Define the term Alternative Method of Providing Call Location Information per § 56-484.19.
- 2.2.4. Identify the differences between basic, enhanced 9-1-1, and Next Generation 9-1-1 for PSAP and # 77 for State Police telecommunications systems.
- 2.2.5. Define the terms felonies, misdemeanors, and traffic infractions per § 18.2-8.
- 2.2.6. Distinguish the difference between criminal offenses, civil violations, ordinance violations and traffic violations.
- 2.2.7. Identify the purpose of the Virginia Criminal Information Network (VCIN).
- 2.2.8. Identify the purpose of the Virginia Missing Children's Information Clearing House (§ 52-33 et. al).
- 2.2.9. Identify the purpose of the Virginia Privacy Act (§ 2.2-3800 et al.), the Government Data Collection and Dissemination Practices Act, and the conditions required for the disclosure of information.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria Section and the additional information below.

1. The basic function/purpose of the Virginia Freedom of Information Act (FOIA) is to ensure citizens are informed of governmental activities:
 - a. Established in 1968 and has since provided the public the right to request access to records from public agencies
 - b. Most public bodies are required to disclose public records requested under FOIA unless there is an exclusion, which would not mandate disclosure
2. § 56-484.12 Enhanced Public Safety Telephone Services Act definitions:
 - a. Automatic location identification (ALI) means a telecommunications network capability that enables the automatic display of information defining the geographical location of the telephone used to place a wireless enhanced 9-1-1 call

- b. Automatic number identification (ANI) means a telecommunications network capability that enables the automatic display of the telephone number used to place a wireless Enhanced 9-1-1 call
- c. CMRS means mobile telecommunications service as defined in the federal Mobile Telecommunications Sourcing Act, 4 U.S.C. § 124, as amended.
- d. Emergency services IP network (ESInet) means a shared public safety agency-managed Internet protocol (IP) network that:
- (i). Is used for emergency services communications
 - (ii). Provides an IP transport infrastructure that is capable of carrying voice and data and that supports next generation 9-1-1 service core functions such as routing and location validation of emergency service requests and
 - (iii). Is engineered, managed, and intended to support emergency public safety communications and 9-1-1 service
- e. Enhanced 9-1-1 service (E-911) means a service consisting of telephone network features and PSAPs provided for users of telephone systems enabling such users to reach a PSAP by dialing the digits 9-1-1
- (i). Such service automatically directs 9-1-1 emergency telephone calls to the appropriate PSAPs by selective routing based on the geographical location from which the emergency call originated and provides the capability for ANI and ALI features
- f. ESInet point of interconnection means the demarcation point at which the NG9-1-1 Service Provider receives and assumes responsibility for 9-1-1 call traffic from originating service providers
- g. Local exchange carrier means any public service company granted a certificate to furnish public utility service for the provision of local exchange telephone service pursuant to Chapter 10.1 (§ 56-265.1 et seq.) of Title 56
- h. Next generation 9-1-1 service (NG9-1-1) means a service that:
- (i). Consists of coordinated intrastate 9-1-1 IP networks serving residents of the Commonwealth with the routing of emergency service requests, by voice or data, across public safety ESInets
 - (ii). Automatically directs 9-1-1 emergency telephone calls and other emergency service requests in data formats to the appropriate PSAPs by routing using geographical information system data

- (iii). Provides for ANI and ALI features; and
- (iv). Interconnects with enhanced 9-1-1 service

i. "9-1-1 service" includes E-911 and NG9-1-1

j. Originating service provider means the local exchange carrier, VoIP provider, or Commercial Mobile Radio Services (CMRS) provider that serves the end user over which a 9-1-1 call, 9-8-8 call, call to the crisis call center, as defined in § 37.2-311.1, or call to the National Suicide Prevention Line (NSPL), as defined in § 37.2-311.1, is made

k. Place of primary use has the meaning as defined in the Mobile Telecommunications Sourcing Act, 4 U.S.C. § 124, as amended NSPL

l. Postpaid CMRS means CMRS that is not prepaid CMRS, as defined in § 56-484.17:1

m. Primary public safety answering point (PSAP) means a facility that:

- (i). Is equipped and staffed on a 24-hour basis to receive and process 9-1-1 calls or
- (ii). Intends to receive and process 9-1-1 calls and has notified CMRS providers in its jurisdiction of its intention to receive and process such calls

n. VoIP service means interconnected voice over Internet protocol service as defined in the Code of Federal Regulations, Title 47, Part 9, section 9.3, as amended

3. Alternative method of providing call location information means a method of maintaining and operating a multi-line telephone system that ensures that:

a. Emergency calls from a telephone station provide the PSAP with sufficient location identification information to ensure that first responders are dispatched to a location at the facility from which the emergency call was placed, from which location first responders are able to ascertain the telephone station where the emergency call was placed from:

- (i). Being able to view all of the telephone stations in the area contiguous to the telephone station from which the emergency call was placed or
- (ii). The activation of an alerting system at the facility, which activation is triggered by the placing of the emergency call, and which readily allows arriving first responders to determine the physical location of the telephone station from which the emergency call was placed

(iii). A light or alarm located near the telephone station is an example of such an alerting system

b. Emergency calls from a telephone station, in addition to reaching a PSAP, connect to or otherwise notify a switchboard operator, attendant, or other designated on-site individual who is capable of giving the PSAP the location of the telephone station from which the emergency call was placed

c. Calls to the digits 9-1-1 from a telephone station connect to a private emergency answering point

(i). An alternative method of providing call location information shall also be deemed to be provided, as a result of the imputed ability of first responders to readily locate all telephone stations from which the emergency call could have been placed, when emergency calls provide calling party information corresponding to a contiguous area containing the telephone from which the emergency call was placed, of fewer than 7,000 square feet, located on one or more floors

4. Differentiation between traffic infractions, civil vs. criminal matters, misdemeanors and felonies:

a. Define civil matter as a complaint of a non-criminal nature brought to address a private wrong

b. Define criminal matter as a violation of any law or ordinance that subjects the offender to imprisonment and/or a fine

c. Traffic infractions are typically misdemeanors but can be non-jailable offenses

d. A felony is a serious crime punishable by a term of imprisonment in a state or federal prison for at least one year and a possible fine

e. A misdemeanor is a lesser crime punishable by local jail time of not more than one year and/or a possible fine

5. Purpose of VCIN is to provide administrative message capability to all users within Virginia and a link to law enforcement agencies in all states through the National Law Enforcement Telecommunications System (NLETS):

a. Automated, high-speed system that interfaces with computerized databases at the National Crime Information Center (NCIC), Virginia Department of Motor

Vehicles (DMV), Federal Aviation Administration (FAA), and Department of Wildlife Resources (DWR)

b. Gathers, organizes, analyzes, examines, and/or evaluates data and/or information and may prescribe action based on that data or information

6. Missing Children Information Clearinghouse established in § 52-31 requires the Virginia State Police to maintain a central repository of information regarding missing children:

a. Such information shall be collected, processed, maintained, and disseminated by the Clearinghouse as accurately and completely as possible to assist in the location of the missing child(ren)

b. Establishes a network to implement reports of the disappearance of children by local law enforcement agencies to local school division superintendents and the State Registrar of Vital Records

c. Clearinghouse must maintain intrastate communication as well as accept a missing child report from any law enforcement officer

7. Virginia Privacy Act (2.2-3800) establishes a procedure to prevent personal information collected for one purpose from being used or disseminated for another purpose unless such use or dissemination is authorized or required by law

Performance Outcome 2.3

Prepare for a deposition and courtroom testimony.

Training Objective Related to 2.3

1. Given a written exercise, define relevant terms and identify steps a public safety telecommunicator should take to prepare to testify for a deposition and in court.

Criteria: The student shall be tested on the following:

2.3.1. Prepare for court testimony.

2.3.2. Prepare for a deposition.

2.3.3. Identify the characteristics of testifying professionally in court.

2.3.4. Define relevant terms:

2.3.4.1. Testimony

2.3.4.2. Perjury

Lesson Plan Guide: The lesson plan shall include all items in the Criteria section and the additional information below.

1. Preparation for court and deposition testimony:

- a. Review notes and reports
 - (i). Notes should only be referred to and not be read into court testimony
 - (ii). Time between an incident and court reduces the accuracy of memory
- b. Consult with the legal counsel assigned to the case
- c. Review records related to the incident
- d. Formulate and articulate the facts

2. Characteristics of professionally presented testimony in court:

- a. Dress professionally
- b. Present facts do not make judgments
- c. Answer only those questions asked
- d. Display a calm demeanor
- e. Use proper English skills
- f. Be aware of body language
- g. Use clear and calm voice/ tone in speech
- h. Be truthful, accurate and objective in testimony. There is never an excuse for being anything other than truthful, accurate and objective in your testimony

3. Define relevant terms:

- a. Testimony: a formal or written statement that involves taking an oath declaring the individual is telling the truth, the whole truth and nothing but the truth
- b. Perjury is a crime that requires three elements to be proven, per § 18.2-434:
 - (i). An oath was legally administered
 - (ii). The person willfully swore falsely
 - (iii). The facts to which the person falsely swore were material to a proper matter of inquiry
 - (1.) Upon conviction of perjury, the person is adjudged forever incapable of holding any office of honor, profit or trust under the Constitution of Virginia, or of serving as a juror

Performance Outcome 2.4

Determine the validity of legal documents.

Training Objective Related to 2.4

1. Given a written exercise, determine the existence and validity of legal documents.

Criteria: The student shall be tested on the following:

2.4.1. Identify the mandatory contents of a valid warrant and other legal documents:

2.4.1.1. Arrest warrants

2.4.1.2. Juvenile Detention Orders § 16.1-248.1

2.4.1.3. Capias

2.4.1.4. Subpoena § 19.2-73.2

2.4.1.5. Summons §§ 19.2-73 and 19.2-74

2.4.1.6. Judicial authorization of treatment orders § 37.2-1101

2.4.2. Explain the differences between emergency custody orders and temporary detention orders.

2.4.3. Explain the differences between emergency protective orders, preliminary protective orders, and protective orders.

2.4.4. Explain the process for determining the existence, duration/expiration and validity of protective orders.

2.4.5. Explain the requirements of Full Faith and Credit per §§ 16.1-279.1 (F) and § 19.2-152.10 (G) of the Code of Virginia and the prohibition on possession of firearms as it relates to dispatching.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria section and the additional information below.

1. The mandatory contents of a valid warrant and other legal documents:

a. Arrest warrants §19.2-72:

(i). Identify location of arrest warrants

(ii). Verify arrest warrants regarding the accuracy of the information in the warrants, and that all statutory requirements are included on the face of the warrant. A false arrest is a violation of an individual's constitutional rights

- b. Juvenile Detention Orders § 16.1-248.1
 - c. Capias
 - d. Subpoena § 19.2-73.2
 - e. Summons §§ 19.2-73 and 19.2-74
2. Explain the differences between emergency custody orders and temporary detention orders:
- a. Emergency Custody Order:
 - (i). § 16.1-340 (minor)
 - (ii). § 37.2-808 (adult)
 - b. Temporary Detention Order:
 - (i). § 16.1-340.1 (minor)
 - (ii). § 37.2-809 (adult)
3. Explain the differences between the various types of protective orders issued:
- a. Family Abuse Protective Orders:
 - (i). § 16.1-253.4 Emergency Protective Order
 - (ii). § 16.1-253.1 Preliminary Protective Order
 - (iii). § 16.1-279.1 Protective Order (Order of Protection)
 - b. Other protective orders:
 - (i). § 19.2-152.8 Emergency Protective Order
 - (ii). § 19.2-152.9 Preliminary Protective Order
 - (iii). § 19.2-152.10 Protective Order (Order of Protection)
 - c. Explain the concept and requirements of Full Faith and Credit as it relates to foreign protective orders per § 16.1-279.1 (F) and § 19.2-152.10 (G) of the Code of Virginia
 - d. Identify Brady Act [18 U.S.C. § 922 (d) (8)(A) and (B)] and the four conditions that must be met prior to data entry to mitigate public safety telecommunicator liability related to prohibition on possession of firearms

Performance Outcome 2.5

Identify civil/criminal liability factors relevant to emergency communications agencies and their personnel.

Training Objectives Related to 2.5

Given a written exercise:

1. Identify the different circumstances in which public safety telecommunicators and emergency communication agencies can be held liable.
2. Define negligence.
3. Identify the elements of negligence.
4. Define vicarious liability in an employer-employee relationship.
5. Define legal duty (duty to act/implied duty).

Criteria: The student shall be tested on the following:

- 2.5.1. Identify situations or circumstances in which emergency communication agencies and their personnel may be held liable.
- 2.5.2. Define negligence.
- 2.5.3. Identify the elements of negligence:
 - 2.5.3.1. Duty
 - 2.5.3.2. Breach
 - 2.5.3.3. Causation
 - 2.5.3.4. Damages
- 2.5.4. Define vicarious liability in an employer-employee relationship.
- 2.5.5. Define legal duty (duty to act/implied duty):
 - 2.5.5.1. Appropriate and timely response

Lesson Plan Guide: The lesson plan shall include all items in the Criteria Section and the additional information below.

1. Identify situations or circumstances in which emergency communication agencies and personnel may be held liable:
 - a. Failure to train
 - b. Equipment failure
 - c. Insufficient staffing (e.g., failure to maintain minimum staffing levels)
 - d. Improperly trained staff
 - e. Inappropriate and no response to caller
 - f. Inefficient response to caller

- g. Improper, misuse and/or disclosure of confidential information
- h. Failure to follow procedure or use of improper or outdated procedures
- i. Failure to document and maintain accurate records

2. Define and identify the elements of negligence:

a. Negligence – the failure to exercise the standard care that a reasonably prudent person would have exercised in the same situation

b. The elements of negligence include:

(i). Duty – A duty is an obligation created by law between two parties, where one party has a legal obligation to act in a certain manner toward the other:

(1). Relationships: public safety telecommunicator and caller, public safety telecommunicator and the public, public safety telecommunicator and entity (e.g., business) and first responders

(2). Public safety telecommunicator's basic legal obligation to act: receive emergency communications, relay information to first responders, and initiate the appropriate level of response

(ii). Breach of duty – A person or entity breaches the duty owed by failing to exercise reasonable care in fulfilling the duty:

(1). Common ways a public safety telecommunicator can fail to exercise reasonable care in fulfilling their duties: disregarding a caller's cry for help, failing to respond, failing to relay information to first responders, failing to follow established procedures, failure to initiate the appropriate level of response

(iii). Causation:

(1). Cause in fact – the public safety telecommunicator's actions actually caused the individual's or entities damages

(2). Proximate cause – the scope of a public safety telecommunicator's responsibility in a negligence case. A public safety telecommunicator in a negligence case is only responsible for those harms that the public safety telecommunicator could have foreseen through his or her actions

(iv). Damages – The injured person or entity must have suffered damages. The damages are usually a physical injury, loss of life, or destruction/damage to property

3. Define vicarious liability in an employer-employee relationship
 - a. Vicarious liability – Liability that a supervisory party (such as an employer) bears for the actionable conduct of a subordinate or associate (such as an employee) because of the relationship between the two
 - (i). The employer is responsible for the employee’s negligence if the negligent act is committed by the employee while performing an act that is within the scope of the duties, functions, and responsibilities of his or her employment
4. Define legal duty (duty to act):
 - a. An obligation arising by contract or by operation of law
 - (1). Public safety telecommunicator has a duty to act appropriately and within their scope of training (e.g., traffic accident, or domestic violence incident):
 - (A). Call taking/dispatching
 - (B). Record keeping/documentation

Communication

Performance Outcome 3.1

Identify the development, evolution and role of today’s public safety telecommunicator.

Training Objectives Related to 3.1

1. Given a written exercise, identify the historical development of the role of a public safety telecommunicator.
2. Given a written exercise, describe the evolution of dispatching by the public safety telecommunicator.
3. Given a written exercise, identify a public safety telecommunicator’s responsibilities and the important role they play in first responder and public safety.

Criteria: The student shall be tested on the following:

- 3.1.1. Identify the historical development of the role of a public safety telecommunicator.
- 3.1.2. Describe the evolution of dispatching by the public safety telecommunicator.

3.1.3. Identify a public safety telecommunicator's responsibilities and the important role they play in first responder and public safety.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria Section and the additional information below.

1. Describe the evolution of dispatching by the public safety telecommunicator:
 - a. Training standards
 - b. Equipment
 - c. Technology

Performance Outcome 3.2

Identify equipment and various components within an emergency communication center.

Training Objectives Related to 3.2

1. Given a written exercise, describe typical components of communication centers.
2. Given a written exercise, identify communication equipment functions, and terminology of 911/emergency communications equipment.
3. Given a written exercise, explain various technological means of contacting 911/emergency communication centers.

Criteria: The student shall be tested on the following:

- 3.2.1. Describe the typical components of public safety communication centers.
- 3.2.2. Identify various means of technology to contact 911/emergency communications:
 - 3.2.2.1. Landlines
 - 3.2.2.2. Telematics
 - 3.2.2.3. Cell phones
 - 3.2.2.4. Specialized equipment

Lesson Plan Guide: The lesson plan shall include all items in the Criteria Section.

Performance Outcome 3.3

Demonstrate effective communication and interpersonal skills by the public safety telecommunicator.

Training Objectives Related to 3.3

1. Given a practical exercise, demonstrate the use of a calm and controlled voice.
2. Given a practical exercise, demonstrate the use of interpersonal skills with internal and external customers.
3. Given a practical exercise, communicate using clear and distinct speech.
4. Given a practical exercise, demonstrate providing and following instructions.
5. Given a practical exercise, demonstrate the difference between hearing and active listening.
6. Given a written exercise, explain the difference between a fact and an inference.

Criteria: The student shall be tested on the following:

Practical exercise:

- 3.3.1. Use a calm and controlled voice.
- 3.3.2. Demonstrate the use of interpersonal skills with internal and external customers.
- 3.3.3. Communicate using clear and distinct speech.
- 3.3.4. Demonstrate providing and following instructions.
- 3.3.5. Demonstrate the difference between hearing and active listening.

Written exercise:

- 3.3.6. Explain the difference between a fact and an inference.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria section and the additional information below.

1. The difference between hearing and active listening:
 - a. Hearing – part of five senses – the act of perceiving sound by the ear (understanding what you are hearing (hearing simply happens))
 - b. Active listening – receiving – understanding/analyze value of words –ability to paraphrase/rework/repeat/mirror callers requests/needs:

- (i). Requires concentration (brain processes the meaning from words and sentences)
- (ii). Learned skill – message received (information/knowledge acquired):
 - (1). Acknowledge – ask questions: closed, open and probing
 - (2). Decipher the request/emergency/need:
 - (A). Put caller at ease
 - (B). Understand the meaning and content before replying:
 - (I). Short periods of silence or pauses (allowing caller or public safety telecommunicator to collect themselves, when applicable/appropriate)
 - (II). Patience
 - (III). Eliminate distractions
 - (IV). Express compassion and empathy (when appropriate/applicable)

Performance Outcome 3.4

Demonstrate public safety telecommunicator telephone techniques, call control, and information dissemination.

Training Objectives Related to 3.4

1. Given a practical exercise, demonstrate telephone techniques including call handling.
2. Given a practical exercise, manage-specialized calls for service.
3. Given a written exercise, explain the importance of call control and information dissemination.
4. Given a written exercise, describe the classification process for an Emergency and Non-emergency call.

Criteria: The student shall be tested on the following:

Practical exercise:

- 3.4.1. Demonstrate telephone techniques including call handling.
- 3.4.2. Demonstrate managing specialized calls for service.

Written exercise:

- 3.4.3. Explain the importance of call control and information dissemination.

3.4.4. Describe the call type using the classification process- Emergency and Non-emergency.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria Section and the additional information below.

1. Telephone techniques including call handling:

- a. Answer incoming calls promptly
- b. Speak directly into the mouthpiece
- c. Explain holds, pauses, actions and delays
- d. Calmly and collectively verbally de-escalate difficult caller(s):

(i). Productive Responses:

- (1). Project verbally
- (2). Control voice level and tone
- (3). Listen and control conversation
- (4). Problem solve as quickly as possible

(ii). Avoid unproductive responses:

- (1). Avoid engaging in verbal debates
- (2). Avoid being evasive
- (3). Avoid expressing personal thoughts and/or opinions

2. Specialized calls for service:

a. Callers in crisis, panic, or under stress:

- (i). Suicidal callers
- (ii). Domestic Violence/Intimate Partner Violence
- (iii). 988 Crisis hotline

b. Behavioral and mental health

c. Child or elderly:

- (i). Keep questions simple and direct
- (ii). Use short step by step directions/instructions
- (iii). Check for understanding and completion of instruction/task

d. Language barrier(s) (e.g., non-English speaker, limited English, speech impediments, hearing impaired):

- (i). Request/utilize interpreter services
 - (ii). Request/utilize an available third party at scene to assist with relaying information
 - e. False (e.g., pocket dialing), nuisance calls, or prank
 - f. Hang up calls, silent call, and open line
 - g. Telecommunication device for the deaf (TDD)/or hearing/speech impaired teletype writer (TTY) and devices used to communicate with the deaf and hard of hearing
 - h. Active shooter/attack/assailant/threat incident or incidents:
 - (i). Recognize active shooter/attack/assailant/threat incident or incidents
 - (ii). Obtain and relay immediate and pertinent updates specific to assailant's location
 - (iii). Identify special clothing or protective gear (e.g., vest, helmet, armor)
 - (iv). Identify possible bomb (e.g., visible wires, suicide vest, backpack, remote detonator, suspicious packages)
 - (v). Instructions to caller:
 - (1). Escape
 - (2). Avoid
 - (3). Deny
 - (4). Defend
 - i. Individuals with Alzheimer's disease and/or dementia:
 - (i). Respectful and effective communication
 - (ii). Addressing the behavioral symptoms, including alternatives to physical restraint
 - (iii). Identifying and reporting incidents of abuse, neglect, or exploitation
 - (iv). Contacting caregivers when someone is found wandering or during an emergency/crisis situation
 - (v). Local resources available for individuals
 - (vi). Local and national resources that assist law enforcement with locating missing and wandering individuals and returning them to their caregivers
3. Call control and information dissemination:

- a. Provide responding personnel with initial knowledge of the situation
 - b. Differentiate emergency calls from non-emergency calls
 - c. Establish the order of dispatch and the level of response
4. The call type using the classification process- Emergency and Non-emergency:
- a. Determine the nature of the call
 - b. Use basic questioning techniques
5. Identify the MARCUS (Mental Health Awareness Response and Community Understanding Services) Alert System and its establishment of a framework for a statewide crisis response system, § 9.1-193:
- a. Describe the purpose behind the legislation:
 - (i). Facilitates a specialized response in accordance with § 9.1-193, when diversion is not feasible
 - (ii). No specific alert (like Amber Alert or Senior Alert systems)
 - (iii). Development of joint protocols and policies between law enforcement, ECC, CSBs, fire/EMS, and various other community stakeholders that dictate specific responses to certain calls for service (i.e., CSB prescreening clinician meeting a law enforcement officer on scene or in an emergency room when appropriate)
 - b. Public safety telecommunicator responsibilities:
 - (i). Discuss the state behavioral health four level triage framework for Mental Health calls
 - (ii). Discuss the three Protocol's per the Marcus Alert plan
 - (iii). Discuss voluntary database requirements for localities
6. Identify the importance of substantial risk orders §§ 19.2-152.13 and 19.2-152.14
7. Telecommunication Relay Service

Performance Outcome 3.5

Identify call-taking and appropriate dispatching techniques, in public safety telecommunications.

Training Objectives Related to 3.5

1. Given a practical exercise, demonstrate obtaining and dispatching calls to include those with descriptive information.

2. Given a practical exercise, demonstrate the appropriate techniques for dispatching first responders during time/life critical incidents.
3. Given a practical exercise, demonstrate multi-functional dexterity.
4. Given a written exercise, identify the parts of a call.
5. Given a written exercise, identify the steps/process used when receiving and dispatching emergency and non-emergency calls.
6. Given a practical exercise, demonstrate communicating with first responders by radio or computer to check their status and safety.

Criteria: The student shall be tested on the following:

Practical exercise:

- 3.5.1. Demonstrate obtaining descriptive information:
 - 3.5.1.1. Descriptive information – Persons/Suspects
 - 3.5.1.1.1. Clothing (head to toe and outer to inner description)
 - 3.5.1.2. Descriptive information – Vehicle
- 3.5.2. Demonstrate appropriate techniques for dispatching first responders during time/life critical incidents.
 - 3.5.2.1. Dispatch consistently and accurately maintaining knowledge of first responder status
- 3.5.3. Demonstrate multi-functional dexterity in response to multiple incidents occurring simultaneously.
- 3.5.4. Demonstrate communicating with personnel, by radio or computer, to check their status and safety.

Written exercise:

- 3.5.5. Identify the parts of the call:
 - 3.5.5.1. Greeting
 - 3.5.5.2. Information Gathering
 - 3.5.5.3. Closing
- 3.5.6. Identify the steps/process used when receiving and dispatching emergency and non-emergency calls:
 - 3.5.6.1. Initiate queries:
 - 3.5.6.1.1. Where

- 3.5.6.1.2. What
- 3.5.6.1.3. Weapon/s
- 3.5.6.1.4. When
- 3.5.6.1.5. Who
- 3.5.6.1.6. How
- 3.5.6.2. Order of dispatch and level of response
- 3.5.6.3. Instructions for caller prior to first responder arrival
- 3.5.6.4. Relay any new information and update documentation as needed

Lesson Plan Guide: The lesson plan shall include all items in the Criteria Section and the additional information below.

1. Obtaining descriptive information:

a. Descriptive information – Persons/Suspects:

- (i). Ethnicity
- (ii). Approximate age
- (iii). Approximate height/weight/build
- (iv). Hair color/facial hair
- (v). Eye color/glasses

b. Descriptive information – Vehicle (CYMBALS):

- (i). Color
- (ii). Year
- (iii). Make/model
- (iv). Body style
- (v). Additional information:
 - (1). Unusual markings
 - (2). Number of occupants
 - (3). Direction of travel
- (vi). License plate number
- (vii). State

2. Techniques for dispatching first responders during time/life critical incidents:

- a. Receive and disseminate updates and handle additional radio/telephone traffic

- b. Eliminate nonessential communications
 - c. Anticipate additional needs of first responders
 - d. Place the radio channel or talk group on urgent or emergency radio traffic only
 - e. Remain focused
 - f. Release held radio traffic and document incidents
 - g. Announce an alternate radio channel/s or talk group/s for radio traffic
3. Define multi-functional dexterity in the context of dispatching- simultaneously obtaining, processing and deciphering, relaying and documenting information

Performance Outcome 3.6

Inform colleagues and supervisors.

Training Objective Related to 3.6

1. Given a written exercise, explain the importance of notifying colleagues and supervisors of incidents that could adversely affect operations.

Criteria: The student shall be tested on the following:

- 3.6.1. Explain the importance of notifying colleagues and supervisors of incidents that could adversely affect operations:
 - 3.6.1.1. High priority/major events
 - 3.6.1.2. Information vital to staff, agency, first responder and public
- 3.6.2. Brief incoming dispatch personnel concisely with vital information.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria Section and the additional information below.

1. Information vital to staff, agency, first responder and public:
 - a. Evacuations
 - b. Sheltering in place
 - c. Violent weather
 - d. Hostage situation(s)
 - e. Infrastructure failure(s)

Performance Outcome 3.7

Identify calls for service related to disaster(s) or potential disaster(s) and various rescue operations.

Training Objectives Related to 3.7

1. Given a written exercise, identify the role of public safety telecommunicators during a disaster(s) or potential disaster(s) and various rescue operations.
2. Given a written exercise, define disaster per § 44-146.16 of the Code of Virginia.
3. Given a written exercise, identify the functions of the public safety telecommunicator as part of the Incident and Unified Command Systems and the National Incident Management System (NIMS).

Criteria: The student shall be tested on the following:

- 3.7.1. Identify the role of public safety telecommunicators during a disaster(s) or potential disaster(s) and various rescue operations.
- 3.7.2. Define disaster per § 44-146.16 of Code of Virginia.
- 3.7.3. Identify the components of the Incident Command System (ICS).
- 3.7.4. Explain the purpose of the National Incident Management System (NIMS).
- 3.7.5. Explain the purpose and function of the Emergency Operations Center.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria Section and the additional information below.

1. Incident Command System (ICS):
 - a. Components
 - b. Structure
 - c. Role of the unified command under ICS
 - d. Role of the first responder under ICS
 - e. Communication protocol
 - f. Transfer of command by the first responder using ICS
2. Purpose of the National Incident Management System (NIMS):
 - a. Executive Order of the Governor requiring NIMS in Virginia
 - b. Presidential directive related to NIMS

NOTE:

1. Complete ICS 700 NIMS Introductory training course and provide certificate of completion to the Training Academy Director
2. Complete ICS 100 Introductory training course and provide certificate of completion to Training Academy Director

Performance Outcome 3.8

Identify applicable laws, definitions and background information related to terrorism.

Training Objectives Related to 3.8

1. Given a written exercise, define terrorism according to 18 U.S.C. § 2331 and applicable laws in § 18.2-46.4 of the Code of Virginia.
2. Given a written exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.
3. Given a written exercise, identify the distinctions between an individual acting alone, domestic and international terrorist organizations and their supporters.

Criteria: The student shall be tested on the following:

- 3.8.1. Define terrorism according to 18 U.S.C. § 2331 and applicable laws in § 18.2-46.4 Code of Virginia.
- 3.8.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.
- 3.8.3. Identify the distinctions between an individual acting alone, domestic and international terrorist organizations and their supporters.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria Section and the additional information below.

1. Identify the distinctions between an individual acting alone, domestic and international terrorist organizations and their supporters:
 - a. Extreme political groups
 - b. Race-based hate groups
 - c. Religious-based hate
 - d. Special interest groups
 - e. Foreign Terrorist Organizations

2. Identify the primary objectives of terrorists:

- a. Recognition
- b. Coercion
- c. Intimidation
- d. Provocation
- e. Insurgency Support
- f. Potential targets

Performance Outcome 3.9

Identify category assignment and dispatch prioritization.

Note:

It is important that public safety telecommunicators understand the concept of prioritization and have the ability to readily identify those factors impacting the nature and urgency of the call when determining call priority. This performance outcome is intended to provide public safety telecommunicators with a framework for assessing prioritization in the call taking process. This framework shall be utilized when completing practical and written exercises.

Training Objectives Related to 3.9

1. Given a written exercise, identify categories of emergency response.
2. Given a written exercise, identify types of incidents mandating an emergency first responder response(s).
3. Given a written exercise, identify types of incidents requiring a non-emergency first responder response(s).
4. Given a practical exercise, demonstrate the escalation of a non-emergency response to an emergency first responder response.

Criteria: The student shall be tested on the following:

- 3.9.1. Identify categories of response:
 - 3.9.1.1. Emergency first responder response
 - 3.9.1.2. Non-emergency first responder response
- 3.9.2. Identify types of incidents mandating an emergency (high priority or urgent) first responder response(s).

3.9.3. Demonstrate the escalation of a non-emergency response to an emergency first responder response.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria Section and the additional information below.

1. Types of incidents mandating an emergency (high priority or urgent) first responder response(s):

- a. Immediate threat to life
- b. Criminal act in progress
- c. Criminal offense just occurred and/or perpetrator/suspects are still in the area or fleeing the scene
- d. Potential violence or imminent danger
- e. Firearms and other weapons present
- f. Potential for violence without police intervention

2. Types of incidents requiring a non-emergency response(s):

- a. Report of crime – no risk to public safety
- b. No offense in progress
- c. A delay is not likely to result in further injury, loss of property or adversely affect investigation
- d. No reason to believe that suspect is on scene or in area
- e. Time delay between occurrence of offense and reporting
- f. No risk that evidence will be lost if response is delayed
- g. Minor incidents
- h. Welfare checks:
 - (i). Requests from concerned family member or citizen
 - (ii). Investigation of 911 hang up
- i. Citizen complaint/question – Caller referred to the appropriate law enforcement unit/personnel (e.g., Media inquiries, personnel complaints, administrative inquiries)

Performance Outcome 3.10

Provide caller instructions prior to first responder's arrival and identify safety issues.

Training Objectives Related to 3.10

1. Given a practical exercise, provide caller instructions prior to first responder's arrival based on situation and assessment of risk.
2. Given a practical exercise, determine if there is a known safety issue or potential safety issue for responding personnel.

Criteria: The student shall be tested on the following:

- 3.10.1. Provide caller instructions prior to first responders arrival based on the situation and assessment of risk:
 - 3.10.1.1. Determine whether the caller is in a clearly unsafe location
 - 3.10.1.2. Provide caller with appropriate instructions
- 3.10.2. Determine if there is a known safety issue or potential safety issue for responding personnel.

Lesson Plan Guide: The lesson plan shall include all items in the Criteria Section.

Instructor Note:

Instructors should inform students they will not always be able to determine if a situation is clearly unsafe based on the information provided by the caller but in instances where it is clear, instructions are needed, they should be provided.

Wellness

Performance Outcome 4.1

Identify causes of stress, impacts, and reduction strategies.

Training Objectives related to 4.1

Written exercise:

1. Define stress.
2. Identify causes of stress.
3. Identify methods to manage and reduce stress.
4. Identify two types of stress.
5. Identify recourses available to assist with stress reduction.
6. Identify symptoms of Post-Traumatic Stress Disorder (PTSD).

Criteria: The student shall be tested on the following:

- 4.1.1. Define Stress.
- 4.1.2. Identify the most commonly recognized causes of stress.
- 4.1.3. Identify positive means of reducing stress.
- 4.1.4. Identify two types of stress:
 - 4.1.4.1. Acute
 - 4.1.4.2. Chronic
- 4.1.5. Identify recourses available to assist with stress reduction.
- 4.1.6. Identify the common symptoms of Post-Traumatic Stress Disorder.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Stress – A state of mental or emotional strain or tension resulting from adverse or very demanding circumstances
2. Common causes of stress:
 - a. Personal
 - b. Work
 - c. Critical incidents
3. Common symptoms of stress/burnout and warning signs:
 - a. Headache or other aches and pains
 - b. High blood pressure
 - c. Heart disease
 - d. Insomnia
 - e. Negativity
 - f. Anger/irritability
 - g. Eating disorders
 - h. Anxiety
 - i. Changes to substance and alcohol use
 - j. Any marked negative change in behavior
4. Positive methods to reduce stress:
 - a. Communication

- b. Exercise
- c. Positive attitude
- d. Hobbies and other healthy activities
- e. Healthy diet

5. Resources:

- a. Peer support
- b. CISM
- c. EAPs
- d. Counseling

6. Post-Traumatic Stress Disorder

- a. After experiencing a shocking, scary, or dangerous event, the majority of individuals will experience symptoms of:
 - (i). Reactivity
 - (ii). Re-experiencing
 - (iii). Avoidance
 - (iv). Cognitive and mood symptoms

Performance Outcome 4.2

Identify suicidal ideation.

Training Objectives Relating to 4.2

Written exercise:

1. Identify the warning signs of suicidal ideation.
2. Identify what to do when suicide is imminent.
3. Identify resources for the suicidal individual.
4. Identify how to be prepared after a suicide takes place.

Criteria: The student shall be tested on the following:

- 4.2.1. Identify the warning signs of suicidal ideation within the public safety telecommunicator community.
- 4.2.2. Identify what to do when suicide is imminent.
- 4.2.3. Identify resources for the suicidal individual.

4.2.4. Identify what to expect after a public safety telecommunicator suicide takes place.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Warning signs of suicidal ideation within the Public Safety Telecommunicator community:
 - a. Physical signs of suicidal ideation
 - b. Verbal cues of suicidal ideation
 - c. Feelings associated with suicidal ideation
 - d. Behavioral cues of suicidal ideation
 - e. Cues of suicidal thinking
2. Identify what to do when suicidal behaviors are observed:
 - a. Be a good listener
 - b. Approach the situation with an open mind
 - c. Do not leave the individual alone
 - d. Notify appropriate personnel about the individual
3. List resources for the suicidal individual:
 - a. Peer support
 - b. Employee assistance programs (EAP)
 - c. Chaplains or other religious advisor
 - d. National suicide prevention lifelines (988)
 - e. Private practice therapy
 - f. Local community services board/behavioral health authority emergency services response
4. Identify what to expect after a public safety telecommunicator suicide takes place:
 - a. Departmental grief
 - b. Grief management services available

Field Training – 160 Hours

In conjunction with completing the basic academy, the Public Safety Telecommunicator shall identify and discuss the below performance outcomes in accordance with agency policy. All performance outcomes are to be demonstrated when required below:

Call Taking and Processing

- 5.1. Identify, discuss, and demonstrate the use of and management of call handling equipment.
- 5.2. Identify, discuss, and recognize elements of a call for service to determine the proper classification of the incident into the Computer Aided Dispatch (CAD) System or equivalent.
- 5.3. Identify, discuss, and demonstrate redirecting incidents to another telecommunicator within the agency.
- 5.4. Identify, discuss and demonstrate providing information, referring and/or transferring calls to appropriate departments or agencies as a general service to the public.
- 5.5. Identify, discuss, and demonstrate redirecting incidents to another telecommunicator in a different jurisdiction.
- 5.6. Identify, discuss, and demonstrate the steps to process a call for service.
- 5.7. Identify, discuss, and demonstrate successfully transferring a call for service and monitoring the transferred call until a connection is established, avoiding blind transfers.
- 5.8. Identify and discuss receiving and handling Teletypewriters (TTY) and Telecommunications Device for the Deaf (TDD) calls.
- 5.9. Identify and discuss how to process a call from a telecommunication relay service.
- 5.10. Identify, discuss, and demonstrate handling improperly routed calls and caller information discrepancies.
- 5.11. Identify and discuss receiving and processing telematics, (e.g., OnStar) provider of vehicle crash information, including crash type, potential damage, location, availability/responsiveness of victim.

Dispatching Duties

- 5.12. Identify, discuss, and demonstrate the operation of radio equipment.
- 5.13. Identify and discuss the use of interoperable communication systems.
- 5.14. Identify, discuss, and demonstrate tracking, monitoring, documenting, and updating responding personnel.
- 5.15. Identify, discuss, and demonstrate checking on responder's safety and status.
- 5.16. Identify, discuss, and demonstrate accurately gathering and disseminating information, by radio, electronic or written transmission to and from personnel.
- 5.17. Identify, discuss, and demonstrate using written information and/or CAD or equivalent, to dispatch and assign responders to a call for service.
- 5.18. Identify, discuss and demonstrate contacting internal or external agency resources.
- 5.19. Identify, discuss, and demonstrate providing requested information to authorized departments or agencies.

General

- 5.20. Identify, discuss, and demonstrate using a phonetic alphabet.
- 5.21. Identify, discuss, and demonstrate using the 24-hour clock, (e.g., military time).
- 5.22. Identify, discuss, and demonstrate operating a CAD system or equivalent.
- 5.23. Identify, discuss, and demonstrate operating a recording system to playback call or radio traffic.
- 5.24. Identify and discuss maintaining equipment within the communication center.
- 5.25. Identify, discuss, and demonstrate map reading skills to include street directions.
- 5.26. Identify and discuss agency geographical jurisdiction.
- 5.27. Identify and discuss the geographical jurisdiction of adjacent localities.
- 5.28. Identify and discuss cross-street and geographic landmarks.
- 5.29. Identify, discuss, and demonstrate the accurate and efficient recording of information into CAD or equivalent.

- 5.30. Identify, discuss, and demonstrate researching information on persons and locations based on requests for service, (e.g., call history, wanted checks, etc.).
- 5.31. Identify, discuss, and demonstrate using alternative call taking/dispatching methods if there is an equipment failure.
- 5.32. Identify and discuss the emergency operations or continuity of operations plan.
- 5.33. Identify and discuss the role of the telecommunicator during specialized calls for service (e.g., an active shooter/attack/ assailant/threat incident and mental health calls).
- 5.34. Identify and discuss the purpose and function of the state and/or local Emergency Operations Center (EOC) and how communication centers interact with the EOC during an emergency or disaster.
- 5.35. Identify and discuss troubleshooting, documenting and reporting equipment problems.
- 5.36. Identify and discuss receiving and relaying information from the Virginia Fusion Center.

VCIN/NCIC

- 5.37. Identify, discuss, and demonstrate using VCIN/NCIC or other manuals for assistance.
- 5.38. Identify, discuss, and demonstrate general queries and/or entries to the VCIN/NCIC system.
- 5.39. Attend VCIN/NCIC certification course and obtain certification based on agency requirements.
- 5.40. Produce Virginia State Police approved documentation of successful completion of a VCIN/NCIC certification course.