

# Newly Proposed Minimum Training Performance Outcomes for Dispatchers

## Recommendations of the Dispatcher Curriculum Review Committee

### General Notice

The Department of Criminal Justice Services is seeking public comment on the newly proposed minimum training performance outcomes for dispatchers. The public comment period will open March 19, 2018 and close on May 21, 2018. Public comment is accepted through the Virginia Regulatory Town Hall website <http://townhall.virginia.gov/> (See General Notices). The agenda for the June 14, 2018 meeting of the Committee on Training will include an opportunity for public comment.

The members of the Dispatcher Curriculum Review Committee (CRC) have spent more than two years conducting a comprehensive review of the minimum training standards for dispatchers. The members have reviewed, discussed, revised, and repealed existing performance outcomes; reviewed, discussed, and revised proposed performance outcomes submitted by stakeholders; and discussed and developed new performance outcomes.

The Dispatcher CRC has worked diligently to address first responder and public safety while identifying the knowledge and skills essential for the dispatch profession. The CRC worked tirelessly to streamline the training standards, remove redundant and antiquated language and clarify confusing and ambiguous training objectives, testing criteria and terminology. The CRC has approved a comprehensive re-write of the dispatcher performance outcomes and intends to recommend the Committee on Training approve the package as submitted.

## **Communication**

### **Performance Outcome 1.1.**

Identify the development, evolution and role of today's dispatcher.

### **Training Objectives Related to 1.1.**

1. Given a written exercise, identify the historical development of the role of the dispatcher.
2. Given a written exercise, describe the evolution of dispatching.
3. Given a written exercise, identify the dispatcher's responsibilities and the important role they play in officer safety.

**Criteria:** The trainee shall be tested on the following:

- 1.1.1. Identify the historical development of the role of the dispatcher.
- 1.1.2. Describe the evolution of dispatching:
  - 1.1.2.1. Federal Communications Commission (FCC)
  - 1.1.2.2. Training standards
  - 1.1.2.3. Equipment
  - 1.1.2.4. Technology
- 1.1.3. Identify the dispatcher's responsibilities and the important role they play in officer safety.

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

### **Performance Outcome 1.2.**

Identify utilization of equipment and various components.

### **Training Objectives Related to 1.2.**

1. Given a practical or written exercise, describe typical components of communication centers.

2. Given a practical or written exercise, identify communication equipment functions, and terminology of 911/ emergency communications equipment.
3. Given a practical or written exercise, explain various means of technology to contact 911/emergency communications.

**Criteria:** The trainee shall be tested on the following:

1.2.1. Describe typical components of communication centers.

1.2.2. Identify communication equipment functions, and terminology of 911/emergency communications equipment:

1.2.2.1. Phone

1.2.2.2. Radio

1.2.2.3. CAD/computer.

1.2.3. Explain various means of technology to contact 911/emergency communications:

1.2.3.1. Landlines

1.2.3.2. Telematics

1.2.3.3. Cell phones

1.2.3.4. Specialized equipment (e.g. text to 911, voice over IP, and social media).

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

**Performance Outcome 1.3.**

Demonstrate dispatcher communication and interpersonal skills.

**Training Objectives Related to 1.3.**

1. Given a practical exercise, demonstrate the use of a calm and controlled voice on radio and telephone.

2. Given a practical or written exercise, demonstrate or identify the use of interpersonal skills with internal and external customers.
3. Given a practical and written exercise, demonstrate and identify the importance of clear and distinct speech.
4. Given a practical and written exercise, demonstrate and explain the difference between hearing and active listening.
5. Given a practical or written exercise, explain the difference between a fact and an inference.
6. Given a practical exercise, demonstrate the ability to give and follow instructions.

**Criteria:** The trainee shall be tested on the following:

- 1.3.1. Demonstrate the use of a calm and controlled voice on radio and telephone.
- 1.3.2. Demonstrate or identify the use of interpersonal skills with internal and external customers.
- 1.3.3. Demonstrate and identify the importance of clear and distinct speech.
- 1.3.4. Demonstrate and explain the difference between hearing and active listening.
- 1.3.5. Explain or demonstrate the difference between a fact and an inference.
- 1.3.6. Demonstrate the ability to give and follow instructions.

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

1. Given a practical and written exercise, demonstrate and explain 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
  - 1. Requires concentration (brain processes the meaning from words and sentences.)
  - 2. Learned skill - message received (information/knowledge acquired.)
    - a. Acknowledge - ask questions: closed, open and probing
    - b. Decipher the request/emergency/need
      - 1. Put caller at ease
      - 2. Understand the meaning and content before replying
        - a. Short periods of silence or pauses (allowing caller or dispatcher to collect themselves, when applicable/appropriate)
        - b. Patience
        - c. Eliminate distractions
        - d. Express compassion and empathy (when appropriate/applicable)

**Performance Outcome 1.4.**

Demonstrate dispatcher telephone techniques, call control, and information dissemination.

**Training Objectives Related to 1.4.**

- 1. Given a practical exercise, demonstrate telephone techniques including call handling.

2. Given a practical exercise, demonstrate how to manage specialized calls.
3. Given a practical or written exercise, explain the importance of call control and information dissemination.
4. Given a practical or written exercise, describe the call type using the classification process – Emergency, Non-emergency, and Routine (**Note:** Refer to Performance Outcome 2.1.)
5. Given a practical or written exercise, describe how dispatchers communicate with officers by radio or computer to check their status and safety.

**Criteria:** The trainee shall be tested on the following:

1.4.1. Demonstrate telephone techniques including call handling.

1.4.1.1. Answer incoming calls promptly

1.4.1.2. Speak directly into the mouthpiece

1.4.1.3. Explain holds, pauses, actions and delays

1.4.1.4. Calmly and collectively respond to abusive or difficult caller(s)

1.4.1.4.1. Productive Responses

1.4.1.4.1.1. Project verbally

1.4.1.4.1.2. Control voice level (loudness) and tone (concern, empathy)

1.4.1.4.1.3. Be attentive, control conversation, set time limits as needed

1.4.1.4.1.4. Problem solve as quickly as possible

1.4.1.4.2. Avoids unproductive responses

1.4.1.4.2.1. Avoids engaging in verbal debates

1.4.1.4.2.2. Avoids being evasive or playing games

1.4.1.4.2.3. Avoids expressing personal thoughts and/or opinions

1.4.2. Demonstrate and identify how to manage specialized calls.

1.4.2.1. Callers in crisis, panic, or under stress

1.4.2.1.1. Suicidal callers

1.4.2.1.2. Domestic Violence/Intimate Partner Violence

1.4.2.2. Mentally impaired

1.4.2.3. Child or elderly

1.4.2.3.1. Keep questions simple and direct

1.4.2.3.2. Use short step by step directions /instructions

1.4.2.3.3. Check for understanding and completion of instruction/task

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

1.4.2.4.1. Request interpreter services

1.4.2.4.2. Request caller allow an available third party at scene assist with relaying information

1.4.2.5. False (e.g. pocket dialing), nuisance calls, or prank

1.4.2.6. Hang up calls, silent call, and open line

1.4.2.7. Cell phone caller: Unable to identify location of call

1.4.2.8. Telecommunication device for the deaf (TDD)/ or hearing/ speech impaired teletype writer (TTY)

1.4.2.9. Active shooter/assailant/threat incident or incidents.

1.4.2.9.1. Recognize active shooter/assailant/threat incident or incidents

1.4.2.9.2. Obtain and relay immediate and pertinent updates specific to assailant's location

1.4.2.9.3. Identify special clothing or protective gear (e.g. vest, helmet, armor)

1.4.2.9.4. Identify possible bomb (e.g. visible wires, suicide vest, backpack, remote detonator, suspicious packages)

1.4.2.9.5. Instructions to caller

1.4.2.9.5.1. Escape

1.4.2.9.5.2. Avoid

1.4.2.9.5.3. Deny

1.4.2.9.5.4. Defend

1.4.3. Explain the importance of call control and information dissemination:

1.4.3.1. Provide responding units with initial knowledge of the situation.

1.4.3.2. Differentiate emergency calls from non-emergency calls.

1.4.3.3. Establish the order of dispatch and the level of response.

1.4.4. Describe the call type using the classification process- Emergency, Non-emergency, and Routine (**Note:** Refer to Performance Outcome 2.1):

1.4.4.1. Determine the nature of the call.

1.4.4.2. Use basic questioning techniques.

1.4.5. Describe how dispatchers communicate with officers, by radio or computer, to check their status and safety.

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

**Performance Outcome 1.5.**

Identify call-taking and appropriate dispatching techniques.

**Training Objectives Related to 1.5.**

1. Given a written exercise identify the four parts of a call.
2. Given a written exercise, identify the steps /process used when receiving and dispatching emergency and non-emergency calls.
3. Given a practical exercise, demonstrate methods to obtain and dispatch calls to include those with descriptive information.
4. Given a practical or written exercise, identify the appropriate techniques for dispatching law enforcement officers during time/life critical incidents (e.g. active shooter, officer mayday, pursuit).
5. Given a practical exercise, demonstrate multi-functional dexterity.

**Criteria:** The trainee shall be tested on the following:

1.5.1. Identify the four parts of the call:

1.5.1.1. Greeting "911... \_\_\_\_\_"

**[NOTE:** Agencies that are secondary public safety answering points may modify this greeting. A secondary PSAP is defined as a PSAP to which 911 calls are transferred from a primary PSAP (e.g. Virginia State Police and Virginia Department of Game and Inland Fisheries].

1.5.1.2. Information Gathering: First priority - Identify an address/location of the emergency

1.5.1.3. Dispatching

1.5.1.4. Closing

1.5.2. Identify the steps/process used when receiving and dispatching emergency and non-emergency calls:

1.5.2.1. Initiate queries

1.5.2.1.1. Where

1.5.2.1.2. What

1.5.2.1.3. Weapon/s (used, threatened or are available)

1.5.2.1.4. When

1.5.2.1.5. Who

1.5.2.1.6. How

1.5.2.2. Order of dispatch and level of response (**Note:** Refer to Performance Outcome 2.1)

1.5.2.3. Instructions for caller prior to law enforcement arrival (e.g. unlock door, turn on lights)

1.5.2.4. Relay and document narrative data

1.5.2.5. Relay any new relevant information and update documentation as needed

1.5.3. Demonstrate methods to obtain and dispatch descriptive information:

1.5.3.1. Descriptive information – Persons/Suspects

1.5.3.1.1. Ethnicity

1.5.3.1.2. Gender

1.5.3.1.3. Approximate age

1.5.3.1.4. Approximate height/weight/build

1.5.3.1.5. Hair color/facial hair (beard/mustache)

1.5.3.1.6. Eye color/glasses

1.5.3.1.7. Clothing (head to toe description)

1.5.3.2. Descriptive information -- Vehicle (CYMBALS)

1.5.3.2.1. Color (top to bottom)

1.5.3.2.2. Year

1.5.3.2.3. Make/model

1.5.3.2.4. Body style

1.5.3.2.5. Additional information

1.5.3.2.5.1 Unusual markings

1.5.3.2.5.2 Number of occupants

1.5.3.2.5.3. Direction of travel

1.5.3.2.6. License plate number

1.5.3.2.7. State

**6.** 1.5.4. Identify the appropriate techniques for dispatching law enforcement officers during time/life critical incidents (e.g. active shooter, officer mayday, pursuit).

1.5.4.1. Dispatch consistently and accurately.

1.5.4.2. Receive and disseminate updates and handle other radio traffic.

1.5.4.3. Eliminate nonessential communications.

1.5.4.4. Anticipate responders' needs (e.g. domestic violence call - determine if there is an active protective order).

1.5.4.5. Place the radio channel or talk group on urgent or emergency radio traffic only.

1.5.4.6. Announce an alternate radio channel/s or talk group/s for routine radio traffic

1.5.4.7. Remain focused

1.5.4.8. Release resources and document incidents

1.5.5. Define multi-functional dexterity in the context of dispatching- simultaneously obtaining, processing and deciphering, relaying and documenting information.

1.5.6. Demonstrate multi-functional dexterity in response to multiple incidents occurring simultaneously:

1.5.6.1. Simultaneous performance of two or more tasks by one individual:

1.5.6.1.1. Bomb threats/Improvised Explosive Device (IED)/Weapon of Mass Destruction (WMD)

1.5.6.1.2. Terrorism/terrorists/terrorist attacks

1.5.6.1.3. Chemical, Biological, Radiological, Nuclear, Enhanced Conventional Weapons (CBRNE)

1.5.6.1.4. Mass fatalities

1.5.6.1.5. High risk entry teams

1.5.6.1.6. Human made event(s)

1.5.6.1.7. Natural disaster(s)

1.5.6.1.8. Missing person(s)

1.5.6.1.9. Pursuit(s)

1.5.6.1.10. Active shooter incidents

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

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**Performance Outcomes 1.6. (RESERVE)**

**(Continue to next page)**

**Performance Outcomes 1.7. (RESERVE)**

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## **Performance Outcome 1.8.**

Informing colleagues and supervisors.

### **Training Objective Related to 1.8.**

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

**Criteria:** The trainee shall be tested on the following:

- 1.8.1. Explain the importance of knowing and informing colleagues and supervisors of incidents that could adversely affect operations:

- 1.8.1.1. High priority/major events

- 1.8.1.2. Information vital to staff, agency, responder and public:

- 1.8.1.2.1. Evacuations

- 1.8.1.2.2. Sheltering in place

- 1.8.1.2.3. Violent weather

- 1.8.1.2.4. Hostage situation(s)

- 1.8.1.2.5. Infrastructure failure(s)

- 1.8.2. News media events

- 1.8.3. Provide updates

- 1.8.4. Brief incoming dispatch personnel with concise and vital information

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

### **Performance Outcome 1.9.**

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

### **Training Objectives Related to 1.9.**

1. Given a written exercise, identify the role of dispatchers 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 dispatcher as part of the Incident and Unified Command Systems and the National Incident Management System (NIMS).

**Criteria:** The trainee shall be tested on the following:

- 1.9.1. Identify the role of dispatchers during a disaster(s) or potential disaster(s) and various rescue operations.
- 1.9.2. Define disaster per § [44-146.16](#) of *Code of Virginia*
- 1.9.3. Define the Incident Command System (ICS):
  - 1.9.3.1. Identify the components of ICS
  - 1.9.3.2. Identify the structure of ICS
  - 1.9.3.3. Identify the purpose of Unified Command under ICS
  - 1.9.3.4. Identify the transfer of command by the first responder using ICS
  - 1.9.3.5 Define Unified Command - In the Incident Command System, a Unified Command is an authority structure in which the role of incident commander is shared by two or more individuals, each already having authority in a different responding agency.

1.9.4. Explain the purpose of the National Incident Management System (NIMS):

1.9.5. Identify the Executive Order of the Governor requiring NIMS in Virginia and the presidential directive related to NIMS.

1.9.6. Explain the purpose and function of the Emergency Operations Center.

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

**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 1.10.**

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

**Training Objectives Related to 1.10.**

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 or practical exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.
3. Given a written or practical exercise, identify the distinctions between an individual acting alone, domestic and international terrorist organizations and their supporters.

**Criteria:** The trainee shall be tested on the following:

1.10.1. Define terrorism according to 18 U.S.C. § 2331 and applicable laws in § [18.2-46.4](#) *Code of Virginia*.

1.10.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.

1.10.3. Identify the distinctions between an individual acting alone, domestic and international terrorist organizations and their supporters:

1.10.3.1. Extreme political groups (Sovereign Citizens)

1.10.3.2. Race-based hate groups (White Supremacist, Black Separatists)

1.10.3.3. Religious-based hate groups (Christian Identity, Westboro Baptist Church)

1.10.3.4. Special interest groups (anti-abortion, animal rights)

1.10.3.5. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)

1.10.4. Identify the primary objectives of terrorists:

1.10.4.1. Recognition

1.10.4.2. Coercion

1.10.4.3. Intimidation

1.10.4.4. Provocation

1.10.4.5. Insurgency Support

1.10.4.6. Potential targets

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

**Performance Outcomes 1.11. (RESERVE)**

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## Dispatcher Judgment

### Performance Outcome 2.1.

Identify category assignment and dispatch prioritization.

*Note: It is important that dispatchers 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 dispatchers 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 2.1.**

1. Given a practical or written exercise, identify three categories of law enforcement response.
2. Given practical or written exercise, identify types of incidents mandating an **emergency law enforcement** response(s).
3. Given practical or written exercise, identify types of incidents requiring a **non-emergency law enforcement** response(s).
4. Given a practical or written exercise, identify types of incidents appropriate for a **routine law enforcement** response(s).
5. Given a practical or written scenario, demonstrate decision-making skills and determine when the initial non-emergency or routine law enforcement response to an incident evolves into an incident requiring an emergency law enforcement response.

**Criteria:** The trainee shall be tested on the following:

2.1.1. Identify three categories of response:

2.1.1.1. Emergency law enforcement response

2.1.1.2. Non-emergency law enforcement response

### 2.1.1.3. Routine law enforcement response

2.1.2. Identify three types of incidents mandating an emergency (high priority or urgent) law enforcement response(s):

2.1.2.1. Immediate threat to life (e.g. crime, accident, natural disaster)

2.1.2.2. Criminal act in progress

2.1.2.3. Criminal offense just occurred and/or perpetrator/suspects are still in the area or fleeing the scene

2.1.2.4. Potential violence or imminent danger (e.g. domestic violence)

2.1.2.5. Firearms and other weapons present

2.1.2.6. Potential for violence without police intervention

2.1.2.7. Death Investigations

2.1.3. Identify three types of incidents requiring a non-emergency (e.g. direct or expedient) law-enforcement response(s):

2.1.3.1. Report of crime - no risk to public safety

2.1.3.2. No offense in progress

2.1.3.3. A delay is not likely to result in further injury, loss of property or adversely affect investigation

2.1.3.4. No reason to believe that suspect is on scene or in area

2.1.3.5. Time delay between occurrence of offense and reporting

2.1.3.6. No risk that evidence will be lost if response is delayed

2.1.4. Identify three types of incidents requiring a routine (judicious – exercising sound judgment) law enforcement response(s):

2.1.4.1. No complainant is waiting

2.1.4.2. Minor incidents

2.1.4.3. Delayed investigation or report

2.1.4.4. Follow-up incident

2.1.4.5. Welfare checks:

2.1.4.5.1. Requests from concerned family member or citizen

2.1.4.5.2. Investigation of 911 hang up

2.1.4.6. Citizen complaint/question - Caller referred to the appropriate law enforcement unit/ personnel (e.g. Media inquiries, personnel complaints, administrative inquiries)

2.1.5. Demonstrate decision-making skills and determine when the initial non-emergency or routine law enforcement response to an incident evolves into an incident requiring an emergency law enforcement response.

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

**Performance Outcome 2.2.**

Provide caller instructions prior to law enforcement arrival and identify responder safety issues.

**Training Objectives Related to 2.2.**

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

3. Given a practical or written exercise, demonstrate the ability to recognize when information received is appropriate to the situation or appears suspicious.

**Criteria:** The trainee shall be tested on the following:

2.2.1. Provide caller instructions prior to law enforcement arrival based on the situation and assessment of risk:

2.2.1.1. Determine whether the caller is in a clearly unsafe location (e.g. car on active railroad tracks, armed individual, vehicle crash)

2.2.1.2. Provide caller appropriate instructions (e.g. shelter in place, evacuate structure, If you are able move to a safe location)

2.2.2. Determine if there is a known safety issue or potential safety issue for responding personnel.

2.2.3. Recognize when information received is appropriate to the situation or appears suspicious.

**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.

## Legal

### Performance Outcome 3.1.

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

### **Training Objective Related to 3.1.**

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

**Criteria:** The trainee shall be tested on the following:

3.1.1. Identify the purpose of the *Communications Act of 1934* relevant to dispatch operations:

3.1.1.1. Identify the role of the Federal Communications Commission (FCC)  
47 U.S.C. § 151.

3.1.1.2. Identify exceptions and exclusions 47 U.S.C. § 222 and 47 U.S.C.  
§ 227

3.1.1.3. Define the following terms per 47 U.S.C. § 225:

3.1.1.3.1 Telecommunications Device for the Deaf (TDD)

3.1.1.3.2. Telecommunications relay services

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

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

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

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

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

3.1.4.1 Define covered entities

3.1.4.2 Identify exceptions for covered entities

3.1.5. 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 the information below and all items in the Criteria Section.**

**1.** Purpose of the *Communications Act of 1934*

**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)

**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 areas 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. TRS services are regulated by the FCC.
- 8.** HIPPA:
  - a.** Covered entities
  - b.** Exceptions for covered entities
- 9.** Identify the purpose of the *Federal Privacy Act* 5 U.S.C. § 552, and the conditions required for disclosure of information.

**Performance Outcome 3.2.**

Identify the state laws (*Code of Virginia*) established for dispatch operations and explain the relationship of the laws to dispatch operations and law enforcement.

**Training Objective Related to 3.2.**

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

**Criteria:** The trainee shall be tested on the following:

- 3.2.1. Identify the purpose of the *Virginia Freedom of Information Act* (FOIA) relevant to dispatch operations.
- 3.2.2. Define the terms identified in § [56-484.12](#) of the *Enhanced Public Safety Telephone Services Act*.
- 3.2.3. Define the term Alternative Method of Providing Call Location Information per § [56-484.19](#).
- 3.2.4. Identify the differences between basic, enhanced 9-1-1, and Next Generation 9-1-1 for PSAP and # 77 for State Police telecommunications systems.
- 3.2.5. Define the terms felonies, misdemeanors, and traffic infractions per § [18.2-8](#).
- 3.2.6. Distinguish the difference between criminal offenses, civil violations, ordinance violations and traffic violations.
- 3.2.7. Identify the purpose and use of the Virginia Criminal Information Network (VCIN).
- 3.2.8. Identify the purpose of the *Missing Children's Clearing House Act* (§ 52-3 et. al).
- 3.2.9. Identify the purpose of the *Virginia Privacy Act* § 2.2-3800 et al. *Government Data Collection and Dissemination Practices Act* and the conditions required for disclosure of information.

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

### **Performance Outcome 3.3.**

Prepare for and testify for a deposition and courtroom testimony.

#### **Training Objective Related to 3.3.**

1. Given a written scenario or practical exercise, define relevant terms and identify steps a dispatcher should take to prepare to testify for a deposition and in court.

**Criteria:** The trainee shall be tested on the following:

3.3.1. Given a written exercise define relevant terms:

3.3.1.1. Testimony

3.3.1.2. Perjury

3.3.1.3. Suborning perjury

3.3.2. Given a written or practical exercise, prepare for court testimony and/or deposition.

3.3.3. Given a written or practical exercise, demonstrate the characteristics of testifying professionally in court.

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

1. 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: per § [18.2-434](#)

1. To lie by commission is to tell an untruth

2. To lie by omission is to leave out information relevant to the truthful presentation of information

- c. Suborning perjury: asking another person to lie under oath
2. Preparation for court and deposition testimony:
- a. Review notes and reports
    - 1. Notes should only be referred to and not be read into court testimony
    - 2. Time between an incident and court reduces the accuracy of memory.
  - b. Consult with the Office of the Commonwealth Attorney
  - c. Review transcript of recording or listen to recording
  - d. Formulate and articulate the facts
3. 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 other than truthful, accurate and objective in your testimony.

**Performance Outcome 3.4.**

Identify and determine the validity of legal documents.

**Training Objective Related to 3.4.**

- 1. Given a written or practical exercise identify and determine the existence and validity of legal documents.

**Criteria:** The trainee shall be tested on the following:

3.4.1. Identify and explain the process for determining the existence and validity of the following legal documents:

3.4.1.1. Arrest warrants (e.g. PB15, Grand Jury Indictments, Military - DD553)

3.4.1.2. Juvenile Detention Orders § [16.1-248.1](#)

3.4.1.3. Capias

3.4.1.4. Subpoena § [19.2-73.2](#)

3.4.1.5. Summons §§ [19.2-73](#) and [19.2-74](#)

3.4.1.6. Temporary Detention Medical § [37.2-1101](#)

3.4.2. Explain the differences between emergency custody orders, temporary detention orders, and commitment orders for both minors and adults and explain the process for determining the existence, duration/expiration and validity of the orders.

3.4.3. Explain the differences between emergency protective orders, preliminary protective orders, and protective orders issued for family abuse and non-familial abuse and explain the process for determining the existence, duration/expiration and validity of the orders.

3.4.4. Explain the requirements of Full Faith and Credit per §§ [16.1-279.1](#) (F) and § [19.2-152.10](#) (F) 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 the information below and all items in the Criteria Section:**

**1.** Identify and explain the process for determining the existence and validity of the following legal documents:

**a. Arrest warrants**

1. Identify location of arrest warrants.
2. Verify arrest warrants regarding the accuracy of the information on the warrants. A False arrest is a violation of an individual's constitutional rights.

- a.* Name of the accused (and aliases).
- b.* Date of birth (if known).
- c.* Social Security Number (if known).
- d.* If information regarding the name, date of birth, or social security number is lacking, the warrant may provide a description by which the person can be identified with reasonable certainty.
- e.* Describes the offense (include state or county code)
- f.* Commands the accused to be arrested (given), and brought before the appropriate Court.
- g.* Check the warrant to see if it is to be served as an arrest or as a summons (permitted at the officer's discretion or not permitted).
- h.* Has a signature - judge, clerk or magistrate are parties authorized to sign § [19.2-57](#).
- i.* Is dated.

**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](#)

f. Temporary Detention Medical § [37.2-1101](#)

**2.** Explain the differences between emergency custody orders, temporary detention orders, and commitment orders for both minors and adults and explain the process for determining the existence, duration/expiration and validity of the orders:

**a.** Emergency Custody Order

1. § [16.1-340](#) (minor)

2. § [37.2-808](#) (adult)

**b.** Temporary Detention Order

1. § [16.1-340.1](#) (minor)

2. § [37.2-809](#) (adult)

**c.** Order of Involuntary Admission

1. § [16.1-345](#) (minor)

2. § [37.2-817](#) (adult)

3. § [37.2-819](#) (Prohibition purchase of firearms)

**3.** Explain the differences between the various types of protective orders issued for family abuse and non-familial abuse and explain the process for determining the existence, duration/expiration and validity of the orders.

**a.** Protective orders family abuse:

1. § [16.1-253.4](#) Emergency Protective Order

2. § [16.1-253](#) Preliminary Protective Order (aka: Temporary)

3. § [16.1-279.1](#) Protective Order (aka: Permanent/ Final)

**b.** Protective order non familial:

1. § [19.2-152.8](#) Emergency Protective Order
2. § [19.2-152.9](#) Preliminary Protective Order (aka: Temporary)
3. § [19.2-152.10](#) Protective Order (aka: Permanent/Final)

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](#) (F) 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 dispatcher liability related to prohibition on possession of firearms.

### **Performance Outcome 3.5.**

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

### **Training Objectives Related to 3.5.**

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

**Criteria:** The trainee shall be tested on the following:

3.5.1. Identify three different circumstances dispatchers and emergency communication agencies can be potentially held liable:

3.5.1.1. Failure to train

3.5.1.2. Equipment failure

3.5.1.3. Insufficient staffing (e.g. failure to maintain minimum staffing levels)

3.5.1.4. Improperly trained staff

3.5.1.5. Inappropriate and no response to caller

3.5.1.6. Inefficient response to caller

3.5.1.7. Improper, misuse and/or disclosure of confidential information

3.5.1.8. Failure to follow procedure or use of improper or outdated procedures

3.5.1.9. Failure to document and maintain accurate records

3.5.2. Define negligence:

3.5.2.1. Identify the elements of negligence

3.5.2.1.1. Duty

3.5.2.1.2. Breach

3.5.2.1.3. Causation

3.5.2.1.4. Damages

3.5.3. Define vicarious liability in an employer-employee relationship.

3.5.4. Define legal duty (duty to act/implied duty):

3.5.4.1. Appropriate and timely response

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

1. Identify the different circumstances dispatchers and emergency communication agencies can potentially be held liable. (See Criteria Section)
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 (*Black’s Law Dictionary*).

b. The elements of negligence include:

1. Duty - A duty arises when the law recognizes a relationship between two parties and due to this relationship, one party has a legal obligation to act in a certain manner toward the other:

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

Dispatcher’s basic legal obligation to act: receive 911 calls/emergency communications, relay information to first responders, and initiate the appropriate level of response

2. Breach of duty - A person or entity breaches the duty owed by failing to exercise reasonable care in fulfilling the duty:

Common ways a dispatcher 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

3. Causation -

Cause in fact - the dispatcher’s actions actually caused the individual’s or entities damages.

Proximate cause – the scope of a dispatcher’s responsibility in a negligence case. A dispatcher in a negligence case is only responsible for those harms that the dispatcher could have foreseen through his or her actions.

4. 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. (*Black’s Law Dictionary*)

1. 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 (*Black’s Law Dictionary*)

1. Dispatcher 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

## **Professionalism**

### **Performance Outcome 4.1.**

Maintain a professional appearance and demeanor.

### **Training Objectives Related to 4.1.**

1. Given a written exercise, define professional.
2. Given a written or practical exercise, identify or demonstrate how a dispatcher presents and maintains a professional appearance.
3. Given a written exercise, identify the impact that common courtesy may have regarding the relationship between a dispatcher and the community.
4. Given a written exercise, identify reasons to foster a positive relationship between the public safety community, responders and citizenry.
5. Given a written exercise, identify principles that define a profession.

**Criteria:** The trainee shall be tested on the following:

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

4.1.2. Identify or demonstrate how a dispatcher presents and maintains a professional appearance:

4.1.2.1. Clothing

4.1.2.2. Grooming

4.1.3. Identify the impact that common courtesy may have regarding the relationship between a dispatcher and the community.

4.1.4. Identify reasons to foster a positive relationship between the public safety community and responders.

4.1.5. Identify principles that define a profession:

- 4.1.5.1. Integrity
- 4.1.5.2. Respect
- 4.1.5.3. Ethics
- 4.1.5.4. Responsibility
- 4.1.5.5. Commitment

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

**Performance Outcome 4.2.**

Identifying ethical principles and standards.

**Training Objectives Related to 4.2.**

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

**Criteria:** The trainee shall be tested on the following:

4.2.1. Identify general principles of ethics:

- 4.2.1.1. Dedication
- 4.2.1.2. Behavior
- 4.1.1.3. Career development

4.2.2. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow trainees or staff (e.g. reporting, accountability).

4.2.3. Identify positive and negative influences of a criminal justice career on a dispatcher's personal life.

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

**Performance Outcome 4.3.**

Acquire cultural diversity awareness.

**Training Objectives Related to 4.3.**

1. Given a practical or written exercise, define culture and the importance it plays in behaviors, decisions and values of public safety professionals.
2. Given a written exercise, define cultural bias.
3. Given a written exercise, define discrimination.

**Criteria:** The trainee shall be tested on the following:

4.3.1. Define culture and the importance it plays in behaviors, decision and values of public safety professionals:

4.3.1.1. Awareness

4.3.1.2. Sensitivity

4.3.1.3. Impacts

4.3.1.4. Perceptions

4.3.1.5. Common barriers

4.3.1.6. Consequences of bias

4.3.2. Define cultural bias - Interpreting, judging, stereotyping an individual, group, concept, practice, or object based on one's own cultural standard(s).

4.3.3. Define discrimination - The unjust or prejudicial treatment of different categories of people or things.

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

**Performance Outcome 4.4.**

Identify techniques to prevent and manage stress.

**Training Objectives Related to 4.4.**

1. Given a written exercise, define stress.
2. Given a written exercise, identify two types of stress.
3. Given a written or practical exercise, identify or demonstrate techniques to prevent and manage stress.
4. Given a written or practical exercise, identify or demonstrate habits and behaviors that could increase stress.
5. Given a written exercise, describe stressors unique to public safety professionals.
6. Given a written exercise, define Critical Incident Stress Management (CISM).

**Criteria:** The trainee shall be tested on the following:

4.4.1. Define stress.

4.4.2. Identify two types of stress:

4.4.2.1. Acute

4.4.2.2. Chronic

4.4.3. Given a practical or written exercise, identify habits and behaviors that could increase stress.

4.4.4. Identify techniques to prevent and manage stress.

4.4.4.1 Avoidance

4.4.4.2 Change the situation

4.4.4.3. Coping mechanisms/behaviors/strategies

#### 4.4.4.4 Acceptance

4.4.5. Describe stressors unique to public safety professionals.

4.4.6. Given a written exercise, define Critical Incident Stress Management (CISM).

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

## **ON THE JOB TRAINING**

In conjunction with completing basic academy training, the dispatcher must review local policies and procedures and competently and accurately perform the tasks/skills identified in the On-The-Job-Training performance outcomes below.

### **5.1 - 5.100. Equipment Use**

5.1. Demonstrate the ability to use and manage a phone system:

5.1.1. Log in and out

5.1.2. Answer phone calls

5.1.3. Make phone calls

5.1.4. Transfer and conference calls

5.1.5. Disconnect calls

5.1.6. Search phone numbers

5.1.7. Place calls on hold

5.1.8. Adjust volume control and use mute feature

5.1.9. Obtain subscriber information

5.2. Demonstrate the ability to use and manage Computer Aided Dispatch (CAD):

5.2.1. Identify and use CAD commands

5.2.2. Identify and use CAD function keys

5.2.3. Identify and use CAD screens

5.2.4. Restart the computer system

5.3. Operate radio equipment:

5.3.1. Demonstrate knowledge of interoperable communication systems (e.g. COMLINC)

5.3.2. Identify the various ways to operate and transmit across the radio

5.4. Operate the audio logging system to playback call or radio traffic

5.5. Operate paging equipment

5.6. Maintain equipment within the communications center:

5.6.1. Troubleshoot equipment problems

5.6.2. Document and report equipment problems

**(5.7. – 5.100. Reserve)**

**5.101. – 5.200. Call Taking and Dispatching Duties**

5.101. Rapidly and accurately record information into CAD and/or on cards

5.102. Use written information and CAD to dispatch and assign law enforcement to respond

5.103. Research information on persons and locations (e.g. call history, wanted checks)

5.104. Identify elements of criminal acts to determine which category a crime should be classified per agency policy for purposes of labeling an incident in the CAD system

5.105. Track, monitor, and accurately document incidents and relay pertinent information from caller or other responders to law enforcement enroute to scene

- 5.106. Track, monitor, and accurately document incidents and relay pertinent information from caller or other responders to law enforcement on scene and routinely check for officer safety
- 5.107. Use written information /computer-aided dispatch to redirect incidents to another dispatcher within the agency
- 5.108. Use written information/ computer-aided dispatch to redirect incidents to another dispatcher in a different jurisdiction
- 5.109. Demonstrate the ability to process a call per Performance Outcome 1.5.
- 5.110. Demonstrate how to handle a wireless phone call
- 5.111. Transfer and monitor transferred call until connection is established
- 5.113. Receive and handle TDD calls
- 5.114. Monitor, respond, and dispatch by radio, computer transmission, and written documentation; information to and from field units
- 5.115. Demonstrate how to handle improperly routed calls and caller information discrepancies
- 5.116. Demonstrate the ability to use alternative call taking/dispatching methods if there is an equipment failure:
  - 5.116.1. Use alternative call taking/dispatching methods if computer is down
  - 5.116.2. Use alternative communication methods if regular radio is down
- 5.117. Use maps and street files to identify locations and proper codes (hard copy and/or computerized)

5.118. Receive and process telematics (e.g. OnStar) provider of vehicle crash information, including crash type, potential damage, location, availability/responsiveness of victim

**(5.119. – 5.200. Reserve)**

**5.201. - 5.300. VCIN/NCIC**

5.201. Use NCIC or other manuals for assistance

5.202. Transmit emergency bulletins by TTY

5.203. Attend VCIN /NCIC Certification Course and attain certification based on agency requirements. The agency shall produce Virginia State Police approved documentation of successful completion of the course.

**(5.204. – 5.300. Reserve)**

**5.301. - 5.400. General**

5.301. Answer, refer, and route calls/messages to proper departmental unit:

5.301.1. Accurately document information received verbally

5.302. Prepare a general Be On the Lookout (BOLO)

5.303. Identify local ordinances pertaining to calls for service

5.304. Obtain and use maps and cross street directories

5.305. Demonstrate map reading skills to include street directions:

5.305.1. Identify agency geographical jurisdiction

5.305.2. Identify the geographical jurisdiction of contiguous localities

5.306. Demonstrate how to contact available resources internal or external to your agency

5.307. Provide information, refer and/or transfer calls to appropriate departments or agencies as a general service to the public

5.308. Provide requested information to authorized departments or agencies, per department policy (e.g. FOIA Officer, Public Information Officer)

5.309. Recite and use phonetic alphabet

5.310. Identify and use 24 hour (e.g. military and other emergency services) time

5.311. Review the agency's emergency operations plan

5.312. Review the agency's active shooter/assailant/threat policy and identify the dispatcher's role within the policy

**(5.311 - 5.400. Reserve)**