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# TRAINING OBJECTIVES

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## COMMUNICATIONS 2019

**1.1** Performance Outcome 1.1.  
Identify the development, evolution and role of today's dispatcher.

**1.1** **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.

1.1.1 1.1.1. Identify the historical development of the role of the dispatcher.

1.1.2 1.1.2. Describe the evolution of dispatching:

1.1.2.1 1.1.2.1. Federal Communications Commission (FCC)

1.1.2.2 1.1.2.2. Training standards

1.1.2.3 1.1.2.3. Equipment

1.1.3 1.1.3. Identify the dispatcher's responsibilities and the important role they play in officer safety.

**1.2** Performance Outcome 1.2.  
Identify utilization of equipment and various components.

**1.2** **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.**

1.2.1 1.2.1. Describe typical components of communication centers

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

1.2.2.1 1.2.2.1. Phone

1.2.2.2 1.2.2.2. Radio

1.2.2.3 1.2.2.3. CAD/computer.

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

1.2.3.1 1.2.3.1. Landlines

1.2.3.2 1.2.3.2. Telematics

1.2.3.3 1.2.3.3. Cell phones

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

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## COMMUNICATIONS 2019

**1.3** Performance Outcome 1.3.  
Demonstrate dispatcher communication and interpersonal skills.

**1.3** **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.**

1.3.1 1.3.1. Demonstrate the use of a calm and controlled voice on radio and telephone.

1.3.2 1.3.2. Demonstrate or identify the use of interpersonal skills with internal and external customers.

1.3.3 1.3.3. Demonstrate and identify the importance of clear and distinct speech.

1.3.4 1.3.4. Demonstrate and explain the difference between hearing and active listening.

1.3.5 1.3.5. Explain or demonstrate the difference between a fact and an inference.

1.3.6 1.3.6. Demonstrate the ability to give and follow instructions.

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## COMMUNICATIONS 2019

**1.4** Performance Outcome 1.4.  
Demonstrate dispatcher telephone techniques, call control, and information dissemination

- 1.4 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.**
- 1.4.1 1.4.1. Demonstrate telephone techniques including call handling.
- 1.4.1.1 1.4.1.1. Answer incoming calls promptly
- 1.4.1.2 1.4.1.2. Speak directly into the mouthpiece
- 1.4.1.3 1.4.1.3. Explain holds, pauses, actions and delays
- 1.4.1.4 1.4.1.4. Calmly and collectively respond to abusive or difficult caller(s)
- 1.4.1.4.1 1.4.1.4.1. Productive Responses
- 1.4.1.4.1.1 1.4.1.4.1.1. Project verbally
- 1.4.1.4.1.2 1.4.1.4.1.2. Control voice level (loudness) and tone (concern, empathy)
- 1.4.1.4.1.3 1.4.1.4.1.3. Be attentive, control conversation, set time limits as needed
- 1.4.1.4.1.4 1.4.1.4.1.4. Problem solve as quickly as possible
- 1.4.1.4.2 1.4.1.4.2. Avoids unproductive responses
- 1.4.1.4.2.1 1.4.1.4.2.1. Avoids engaging in verbal debates
- 1.4.1.4.2.2 1.4.1.4.2.2. Avoids being evasive or playing games
- 1.4.1.4.2.3 1.4.1.4.2.3. Avoids expressing personal thoughts and/or opinions
- 1.4.2 1.4.2. Demonstrate and identify how to manage specialized calls.
- 1.4.2.1 1.4.2.1. Callers in crisis, panic, or under stress
- 1.4.2.1.1 1.4.2.1.1. Suicidal callers
- 1.4.2.1.2 1.4.2.1.2. Domestic Violence/Intimate Partner Violence
- 1.4.2.2 1.4.2.2. Mentally impaired
- 1.4.2.3 1.4.2.3. Child or elderly
- 1.4.2.3.1 1.4.2.3.1. Keep questions simple and direct
- 1.4.2.3.2 1.4.2.3.2. Use short step by step directions /instructions
- 1.4.2.3.3 1.4.2.3.3. Check for understanding and completion of instruction/task
- 1.4.2.4 1.4.2.4. Language barrier(s) (e.g. non-English speaker, limited English, speech impediments, hearing impaired)
- 1.4.2.4.1 1.4.2.4.1. Request interpreter services
- 1.4.2.4.2 1.4.2.4.2. Request caller allow an available third party at scene assist with relaying information
- 1.4.2.5 1.4.2.5. False (e.g. pocket dialing), nuisance calls, or prank
- 1.4.2.6 1.4.2.6. Hang up calls, silent call, and open line
- 1.4.2.7 1.4.2.7. Cell phone caller: Unable to identify location of call
- 1.4.2.8 1.4.2.8. 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.
- 1.4.2.9 1.4.2.9. Active shooter/assailant/threat incident or incidents.
- 1.4.2.9.1 1.4.2.9.1. Recognize active shooter/assailant/threat incident or incidents
- 1.4.2.9.2 1.4.2.9.2. Obtain and relay immediate and pertinent updates specific to assailant's location

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- 1.4.2.9.3 1.4.2.9.3. Identify special clothing or protective gear (e.g. vest, helmet, armor)
  - 1.4.2.9.4 1.4.2.9.4. Identify possible bomb (e.g. visible wires, suicide vest, backpack, remote detonator, suspicious packages)
  - 1.4.2. 9.5 1.4.2. 9.5. Instructions to caller
  - 1.4.2.9.5.1 1.4.2.9.5.1. Escape
  - 1.4.2.9.5.2 1.4.2.9.5.2. Avoid
  - 1.4.2.9.5.3 1.4.2.9.5.3. Deny
  - 1.4.2.9.5.4 1.4.2.9.5.4. Defend
  - 1.4.3 1.4.3. Explain the importance of call control and information dissemination:
  - 1.4.3.1 1.4.3.1. Provide responding units with initial knowledge of the situation.
  - 1.4.3.2 1.4.3.2. Differentiate emergency calls from non-emergency calls.
  - 1.4.3.3 1.4.3.3. Establish the order of dispatch and the level of response.
  - 1.4.4 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 1.4.4.1. Determine the nature of the call.
  - 1.4.4.2 1.4.4.2. Use basic questioning techniques.
  - 1.4.5 1.4.5. Describe how dispatchers communicate with officers, by radio or computer, to check their status and safety.
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## COMMUNICATIONS 2019

**1.5** Performance Outcome 1.5.  
Identify call-taking and appropriate dispatching techniques.

- 1.5 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.**
- 1.5.1 1.5.1. Identify the four parts of the call:
- 1.5.1.1 1.5.1.1. Greeting 911... \_\_\_\_\_
- 1.5.1.2 1.5.1.2. Information Gathering: First priority - Identify an address/location of the emergency
- 1.5.1.3 1.5.1.3. Dispatching
- 1.5.1.4 1.5.1.4. Closing
- 1.5.2 1.5.2. Identify the steps/process used when receiving and dispatching emergency and non-emergency calls:
- 1.5.2.1 1.5.2.1. Initiate queries
- 1.5.2.1.1 1.5.2.1.1. Where
- 1.5.2.1.2 1.5.2.1.2. What
- 1.5.2.1.3 1.5.2.1.3. Weapon/s (used, threatened or are available)
- 1.5.2.1.4 1.5.2.1.4. When
- 1.5.2.1.5 1.5.2.1.5. Who
- 1.5.2.1.6 1.5.2.1.6. How
- 1.5.2.2 1.5.2.2. Order of dispatch and level of response (Note: Refer to Performance Outcome 2.1)
- 1.5.2.3 1.5.2.3. Instructions for caller prior to law enforcement arrival (e.g. unlock door, turn on lights)
- 1.5.2.4 1.5.2.4. Relay and document narrative data
- 1.5.2.5 1.5.2.5. Relay any new relevant information and update documentation as needed
- 1.5.3 1.5.3. Demonstrate methods to obtain and dispatch descriptive information:
- 1.5.3.1 1.5.3.1. Descriptive information – Persons/Suspects
- 1.5.3.1.1 1.5.3.1.1. Ethnicity
- 1.5.3.1.2 1.5.3.1.2. Gender
- 1.5.3.1.3 1.5.3.1.3. Approximate age
- 1.5.3.1.4 1.5.3.1.4. Approximate height/weight/build
- 1.5.3.1.5 1.5.3.1.5. Hair color/facial hair (beard/mustache)
- 1.5.3.1.6 1.5.3.1.6. Eye color/glasses
- 1.5.3.1.7 1.5.3.1.7. Clothing (head to toe and outer to inner description)
- 1.5.3.2 1.5.3.2. Descriptive information – Vehicle (CYMBALS)
- 1.5.3.2.1 1.5.3.2.1. Color (top to bottom)
- 1.5.3.2.2 1.5.3.2.2. Year
- 1.5.3.2.3 1.5.3.2.3. Make/model
- 1.5.3.2.4 1.5.3.2.4. Body style
- 1.5.3.2.5 1.5.3.2.5. Additional information
- 1.5.3.2.5.1 1.5.3.2.5.1 Unusual markings
- 1.5.3.2.5.2 1.5.3.2.5.2 Number of occupants

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- 1.5.3.2.5.3 1.5.3.2.5.3. Direction of travel
- 1.5.3.2.6 1.5.3.2.6. License plate number
- 1.5.3.2.7 1.5.3.2.7. State
- 1.5.4 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 1.5.4.1. Dispatch consistently and accurately.
- 1.5.4.2 1.5.4.2. Receive and disseminate updates and handle other radio traffic.
- 1.5.4.3 1.5.4.3. Eliminate nonessential communications.
- 1.5.4.4 1.5.4.4. Anticipate responders' needs (e.g. domestic violence call - determine if there is an active protective order).
- 1.5.4.5 1.5.4.5. Place the radio channel or talk group on urgent or emergency radio traffic only.
- 1.5.4.6 1.5.4.6. Announce an alternate radio channel/s or talk group/s for routine radio traffic
- 1.5.4.7 1.5.4.7. Remain focused
- 1.5.4.8 1.5.4.8. Release resources and document incidents
- 1.5.5 1.5.5. Define multi-functional dexterity in the context of dispatching- simultaneously obtaining, processing and deciphering, relaying and documenting information.
- 1.5.6 1.5.6. Demonstrate multi-functional dexterity in response to multiple incidents occurring simultaneously:
- 1.5.6.1 1.5.6.1. Simultaneous performance of two or more tasks by one individual:
- 1.5.6.1.1 1.5.6.1.1. Bomb threats/Improvised Explosive Device (IED)/Weapon of Mass Destruction (WMD)
- 1.5.6.1.2 1.5.6.1.2. Terrorism/terrorists/terrorist attacks
- 1.5.6.1.3 1.5.6.1.3. Chemical, Biological, Radiological, Nuclear, Enhanced Conventional Weapons (CBRNE)
- 1.5.6.1.4 1.5.6.1.4. Mass fatalities
- 1.5.6.1.5 1.5.6.1.5. High risk entry teams
- 1.5.6.1.6 1.5.6.1.6. Human made event(s)
- 1.5.6.1.7 1.5.6.1.7. Natural disaster(s)
- 1.5.6.1.8 1.5.6.1.8. Missing person(s)
- 1.5.6.1.9 1.5.6.1.9. Pursuit(s)
- 1.5.6.1.10 1.5.6.1.10. Active shooter incidents

**1.6** Performance Outcomes 1.6. (RESERVE)

**1.7** Performance Outcomes 1.7. (RESERVE)

## COMMUNICATIONS 2019

**1.8** Performance Outcome 1.8.  
Informing colleagues and supervisors.

- 1.8 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.**
- 1.8.1 1.8.1. Explain the importance of knowing and informing colleagues and supervisors of incidents that could adversely affect operations:
    - 1.8.1.1 1.8.1.1. High priority/major events
    - 1.8.1.2 1.8.1.2. Information vital to staff, agency, responder and public:
      - 1.8.1.2.1 1.8.1.2.1. Evacuations
      - 1.8.1.2.2 1.8.1.2.2. Sheltering in place
      - 1.8.1.2.3 1.8.1.2.3. Violent weather
      - 1.8.1.2.4 1.8.1.2.4. Hostage situation(s)
      - 1.8.1.2.5 1.8.1.2.5. Infrastructure failure(s)
    - 1.8.2 1.8.2. News media events
    - 1.8.3 1.8.3. Provide updates
    - 1.8.4 1.8.4. Brief incoming dispatch personnel with concise and vital information

**1.9** Performance Outcome 1.9.  
Identify calls for service related to disaster(s) or potential disaster(s) and various rescue operations.

- 1.9 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).**
- 1.9.1 1.9.1. Identify the role of dispatchers during a disaster(s) or potential disaster(s) and various rescue operations.
  - 1.9.2 1.9.2. Define disaster per § 44-146.16 of Code of Virginia
  - 1.9.3 1.9.3. Define the Incident Command System (ICS):
    - 1.9.3.1 1.9.3.1. Identify the components of ICS
    - 1.9.3.2 1.9.3.2. Identify the structure of ICS
    - 1.9.3.3 1.9.3.3. Identify the purpose of Unified Command under ICS
    - 1.9.3.4 1.9.3.4. Identify the transfer of command by the first responder using ICS
    - 1.9.3.5 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 1.9.4. Explain the purpose of the National Incident Management System (NIMS):
  - 1.9.5 1.9.5. Identify the Executive Order of the Governor requiring NIMS in Virginia and the presidential directive related to NIMS.
  - 1.9.6 1.9.6. Explain the purpose and function of the Emergency Operations Center.

## COMMUNICATIONS 2019

**1.10** Performance Outcome 1.10.  
Identify applicable laws, definitions and background information related to terrorism.

- 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**
- 1.10.1 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 1.10.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.
- 1.10.3 1.10.3. Identify the distinctions between an individual acting alone, domestic and international terrorist organizations and their supporters:
- 1.10.3.1 1.10.3.1. Extreme political groups (Sovereign Citizens)
- 1.10.3.2 1.10.3.2. Race-based hate groups (White Supremacist, Black Separatists)
- 1.10.3.3 1.10.3.3. Religious-based hate groups (Christian Identity, Westboro Baptist Church)
- 1.10.3.4 1.10.3.4. Special interest groups (anti-abortion, animal rights)
- 1.10.3.5 1.10.3.5. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)
- 1.10.4 1.10.4. Identify the primary objectives of terrorists:
- 1.10.4.1 1.10.4.1. Recognition
- 1.10.4.2 1.10.4.2. Coercion
- 1.10.4.3 1.10.4.3. Intimidation
- 1.10.4.4 1.10.4.4. Provocation
- 1.10.4.5 1.10.4.5. Insurgency Support
- 1.10.4.6 1.10.4.6. Potential targets

**1.11** Performance Outcomes 1.11. (RESERVE)



## COMMUNICATIONS 2019

**2.1** Performance Outcome 2.1.  
Identify category assignment and dispatch prioritization.

- 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.**
- 2.1.1 2.1.1. Identify three categories of response:
- 2.1.1.1 2.1.1.1. Emergency law enforcement response
- 2.1.1.2 2.1.1.2. Non-emergency law enforcement response
- 2.1.1.3 2.1.1.3. Routine law enforcement response
- 2.1.2 2.1.2. Identify three types of incidents mandating an emergency (high priority or urgent) law enforcement response(s):
- 2.1.2.1 2.1.2.1. Immediate threat to life (e.g. crime, accident, natural disaster)
- 2.1.2.2 2.1.2.2. Criminal act in progress
- 2.1.2.3 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 2.1.2.4. Potential violence or imminent danger (e.g. domestic violence)
- 2.1.2.5 2.1.2.5. Firearms and other weapons present
- 2.1.2.6 2.1.2.6. Potential for violence without police intervention
- 2.1.2.7 2.1.2.7. Death Investigations
- 2.1.3 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 2.1.3.1. Report of crime - no risk to public safety
- 2.1.3.2 2.1.3.2. No offense in progress
- 2.1.3.3 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 2.1.3.4. No reason to believe that suspect is on scene or in area
- 2.1.3.5 2.1.3.5. Time delay between occurrence of offense and reporting
- 2.1.3.6 2.1.3.6. No risk that evidence will be lost if response is delayed
- 2.1.4 2.1.4. Identify three types of incidents requiring a routine (judicious – exercising sound judgment) law enforcement response(s):
- 2.1.4.1 2.1.4.1. No complainant is waiting
- 2.1.4.2 2.1.4.2. Minor incidents
- 2.1.4.3 2.1.4.3. Delayed investigation or report
- 2.1.4.4 2.1.4.4. Follow-up incident
- 2.1.4.5 2.1.4.5. Welfare checks:
- 2.1.4.5.1 2.1.4.5.1. Requests from concerned family member or citizen
- 2.1.4.5.2 2.1.4.5.2. Investigation of 911 hang up
- 2.1.4.6 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 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.

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**2.2** Performance Outcome 2.2.  
Provide caller instructions prior to law enforcement arrival and identify responder safety issues.

- 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.**
- 2.2.1 2.2.1. Provide caller instructions prior to law enforcement arrival based on the situation and assessment of risk:
- 2.2.1.1 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 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 2.2.2. Determine if there is a known safety issue or potential safety issue for responding personnel.
- 2.2.3 2.2.3. Recognize when information received is appropriate to the situation or appears suspicious.

**3.1** Performance Outcome 3.1.  
Identify the federal laws and regulations established for dispatch operations and explain the relationship of the law to dispatch operations.

- 3.1**
- 1. Given a written exercise identify the relevant federal law, rules and regulations that govern dispatch operations.**
- 3.1.1 3.1.1. Identify the purpose of the Communications Act of 1934 relevant to dispatch operations:
- 3.1.1.1 3.1.1.1. Identify the role of the Federal Communications Commission (FCC) 47 U.S.C. § 151
- 3.1.1.2 3.1.1.2. Identify exceptions and exclusions 47 U.S.C. § 222 and 47 U.S.C. § 227.
- 3.1.1.3 3.1.1.3. Define the following terms per 47 U.S.C. § 225:
- 3.1.1.3.1 3.1.1.3.1. Telecommunications Device for the Deaf (TDD)
- 3.1.1.3.2 3.1.1.3.2. Telecommunications relay services
- 3.1.2 3.1.2. Identify the purpose of the Wireless Communications and Public Safety Act of 1999 (911 Act)
- 3.1.3 3.1.3. Explain the Americans with Disabilities Act and how it is applicable to emergency call taking:
- 3.1.3.1 3.1.3.1. Explain how the ADA criterion of "equal and direct access" applies to TTY call taking
- 3.1.3.2 3.1.3.2. Explain how ADA regulations apply to the maintenance and back up capabilities of TTYs
- 3.1.4 3.1.4. Explain when the Health Insurance Portability Accountability Act (HIPAA) is and is not applicable to dispatching:
- 3.1.4.1 3.1.4.1. Define covered entities
- 3.1.4.2 3.1.4.2. Identify exceptions for covered entities
- 3.1.5 3.1.5. Identify the purpose of the Federal Privacy Act 5 U.S.C. § 552, and the conditions required for disclosure of information.

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## COMMUNICATIONS 2019

**3.2** 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.

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

- 3.2.1 3.2.1. Identify the purpose of the Virginia Freedom of Information Act (FOIA) relevant to dispatch operations.
- 3.2.2 3.2.2. Define the terms identified in § 56-484.12 of the Enhanced Public Safety Telephone Services Act.
- 3.2.3 3.2.3. Define the term Alternative Method of Providing Call Location Information per § 56-484.19.
- 3.2.4 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 3.2.5. Define the terms felonies, misdemeanors, and traffic infractions per § 18.2-8.
- 3.2.6 3.2.6. Distinguish the difference between criminal offenses, civil violations, ordinance violations and traffic violations.
- 3.2.7 3.2.7. Identify the purpose and use of the Virginia Criminal Information Network (VCIN).
- 3.2.8 3.2.8. Identify the purpose of the Missing Children's Clearing House Act (§ 52-3 et. Al).
- 3.2.9 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.

**3.3** Performance Outcome 3.3.  
Prepare for and testify for a deposition and courtroom testimony

**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.**

- 3.3.1 3.3.1. Given a written exercise define relevant terms:
  - 3.3.1.1 3.3.1.1. Testimony
  - 3.3.1.2 3.3.1.2. Perjury
  - 3.3.1.3 3.3.1.3. Suborning perjury
- 3.3.2 3.3.2. Given a written or practical exercise, prepare for court testimony and/or deposition.
- 3.3.3 3.3.3. Given a written or practical exercise, demonstrate the characteristics of testifying professionally in court.

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## COMMUNICATIONS 2019

**3.4** Performance Outcome 3.4.  
Identify and determine the validity of legal documents.

- 3.4** **1. Given a written or practical exercise identify and determine the existence and validity of legal documents.**
- 3.4.1 3.4.1. Identify and explain the process for determining the existence and validity of the following legal documents:
    - 3.4.1.1 3.4.1.1. Arrest warrants (e.g. PB15, Grand Jury Indictments, Military -DD553)
    - 3.4.1.2 3.4.1.2. Juvenile Detention Orders § 16.1-248.1
    - 3.4.1.3 3.4.1.3. Capias
    - 3.4.1.4 3.4.1.4. Subpoena § 19.2-73.2
    - 3.4.1.5 3.4.1.5. Summons §§ 19.2-73 and 19.2-74
    - 3.4.1.6 3.4.1.6. Judicial authorization of treatment orders § 37.2-1101
  - 3.4.2 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 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 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.
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## COMMUNICATIONS 2019

### 3.5

Performance Outcome 3.5.

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

- 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).**
  
  - 3.5.1            3.5.1. Identify three different circumstances dispatchers and emergency communication agencies can be potentially held liable:
    - 3.5.1.1            3.5.1.1. Failure to train
    - 3.5.1.2            3.5.1.2. Equipment failure
    - 3.5.1.3            3.5.1.3. Insufficient staffing (e.g. failure to maintain minimum staffing levels)
    - 3.5.1.4            3.5.1.4. Improperly trained staff
    - 3.5.1.5            3.5.1.5. Inappropriate and no response to caller
    - 3.5.1.6            3.5.1.6. Inefficient response to caller
    - 3.5.1.7            3.5.1.7. Improper, misuse and/or disclosure of confidential information
    - 3.5.1.8            3.5.1.8. Failure to follow procedure or use of improper or outdated procedures
    - 3.5.1.9            3.5.1.9. Failure to document and maintain accurate records
  - 3.5.2            3.5.2. Define negligence:
    - 3.5.2.1            3.5.2.1. Identify the elements of negligence
      - 3.5.2.1.1            3.5.2.1.1. Duty
      - 3.5.2.1.2            3.5.2.1.2. Breach
      - 3.5.2.1.3            3.5.2.1.3. Causation
      - 3.5.2.1.4            3.5.2.1.4. Damages
  - 3.5.3            3.5.3. Define vicarious liability in an employer-employee relationship.
  - 3.5.4            3.5.4. Define legal duty (duty to act/implied duty):
    - 3.5.4.1            3.5.4.1. Appropriate and timely response
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## COMMUNICATIONS 2019

**4.1** Performance Outcome 4.1.  
Maintain a professional appearance and demeanor.

- 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.**
- 4.1.1 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 4.1.2. Identify or demonstrate how a dispatcher presents and maintains a professional appearance:
- 4.1.2.1 4.1.2.1. Clothing
- 4.1.2.2 4.1.2.2. Grooming
- 4.1.3 4.1.3. Identify the impact that common courtesy may have regarding the relationship between a dispatcher and the community.
- 4.1.4 4.1.4. Identify reasons to foster a positive relationship between the public safety community and responders.
- 4.1.5 4.1.5. Identify principles that define a profession:
- 4.1.5.1 4.1.5.1. Integrity
- 4.1.5.2 4.1.5.2. Respect
- 4.1.5.3 4.1.5.3. Ethics
- 4.1.5.4 4.1.5.4. Responsibility
- 4.1.5.5 4.1.5.5. Commitment

**4.2** Performance Outcome 4.2.  
Identifying ethical principles and standards.

- 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.**
- 4.2.1 4.2.1. Identify general principles of ethics:
- 4.2.1.1 4.2.1.1. Dedication
- 4.2.1.2 4.2.1.2. Behavior
- 4.2.1.3 4.2.1.3 Career Development
- 4.2.2 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 4.2.3. Identify positive and negative influences of a criminal justice career on a dispatcher's personal life.

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## COMMUNICATIONS 2019

**4.3** Performance Outcome 4.3.  
Acquire cultural diversity awareness.

- 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.**
- 4.3.1 4.3.1. Define culture and the importance it plays in behaviors, decision and values of public safety professionals:
- 4.3.1.1 4.3.1.1. Awareness
- 4.3.1.2 4.3.1.2. Sensitivity
- 4.3.1.3 4.3.1.3. Impacts
- 4.3.1.4 4.3.1.4. Perceptions
- 4.3.1.5 4.3.1.5. Common barriers
- 4.3.1.6 4.3.1.6. Consequences of bias
- 4.3.2 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 4.3.3. Define discrimination - The unjust or prejudicial treatment of different categories of people or things.

**4.4** Performance Outcome 4.4.  
Identify techniques to prevent and manage stress.

- 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).**
- 4.4.1 4.4.1. Define stress.
- 4.4.2 4.4.2. Identify two types of stress:
- 4.4.2.1 4.4.2.1. Acute
- 4.4.2.2 4.4.2.2. Chronic
- 4.4.3 4.4.3. Given a practical or written exercise, identify habits and behaviors that could increase stress.
- 4.4.4 4.4.4. Identify techniques to prevent and manage stress.
- 4.4.4.1 4.4.4.1 Avoidance
- 4.4.4.2 4.4.4.2 Change the situation
- 4.4.4.3 4.4.4.3. Coping mechanisms/behaviors/strategies
- 4.4.4.4 4.4.4.4 Acceptance
- 4.4.5 4.4.5. Describe stressors unique to public safety professionals.
- 4.4.6 4.4.6. Given a written exercise, define Critical Incident Stress Management (CISM).

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## COMMUNICATIONS 2019

### 5.1 5.1 - 5.100. Equipment Use

#### 5.1 5.1 - 5.100. Equipment Use

- 5.1.0 5.1. Demonstrate the ability to use and manage a phone system:
  - 5.1.1 5.1.1. Log in and out
  - 5.1.2 5.1.2. Answer phone calls
  - 5.1.3 5.1.3. Make phone calls
  - 5.1.4 5.1.4. Transfer and conference calls
  - 5.1.5 5.1.5. Disconnect calls
  - 5.1.6 5.1.6. Search phone numbers
  - 5.1.7 5.1.7. Place calls on hold
  - 5.1.8 5.1.8. Adjust volume control and use mute feature
  - 5.1.9 5.1.9. Obtain subscriber information
  - 5.2.0 5.2. Demonstrate the ability to use and manage Computer Aided Dispatch (CAD):
  - 5.2.1 5.2.1. Identify and use CAD commands
  - 5.2.2 5.2.2. Identify and use CAD function keys
  - 5.2.3 5.2.3. Identify and use CAD screens
  - 5.2.4 5.2.4. Restart the computer system
  - 5.3.0 5.3. Operate radio equipment:
  - 5.3.1 5.3.1. Demonstrate knowledge of interoperable communication systems (e.g. COMLINC)
  - 5.3.2 5.3.2. Identify the various ways to operate and transmit across the radio
  - 5.4.0 5.4. Operate the audio logging system to playback call or radio traffic
  - 5.5.0 5.5. Operate paging equipment
  - 5.6.0 5.6. Maintain equipment within the communications center:
  - 5.6.1 5.6.1. Troubleshoot equipment problems
  - 5.6.2 5.6.2. Document and report equipment problems
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## COMMUNICATIONS 2019

### 5.100 5.101. – 5.200. Call Taking and Dispatching Duties

- 5.100** 5.101. – 5.200. Call Taking and Dispatching Duties
- 5.101.0 5.101. Rapidly and accurately record information into CAD and/or on cards
  - 5.102.0 5.102. Use written information and CAD to dispatch and assign law enforcement to respond
  - 5.103.0 5.103. Research information on persons and locations (e.g. call history, wanted checks)
  - 5.104.0 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
  - 5.105.0 5.105. Track, monitor, and accurately document incidents and relay pertinent information from caller or other responders to law enforcement enroute to scene
  - 5.106.0 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
  - 5.107.0 5.107. Use written information /computer-aided dispatch to redirect incidents to another dispatcher within the agency
  - 5.108.0 5.108. Use written information/ computer-aided dispatch to redirect incidents to another dispatcher in a different jurisdiction
  - 5.109.0 5.109. Demonstrate the ability to process a call per Performance Outcome 1.5.
  - 5.110.0 5.110. Demonstrate how to handle a wireless phone call
  - 5.111.0 5.111. Transfer and monitor transferred call until connection is established
  - 5.112.0 5.112. Receive and handle TDD calls
  - 5.113.0 5.113. Monitor, respond, and dispatch by radio, computer transmission, and written documentation; information to and from field units
  - 5.114.0 5.114. Demonstrate how to handle improperly routed calls and caller information discrepancies
  - 5.115.0 5.115. Demonstrate the ability to use alternative call taking/dispatching methods if there is an equipment failure:
    - 5.115.1 5.115.1. Use alternative call taking/dispatching methods if computer is down
    - 5.115.2 5.115.2. Use alternative communication methods if regular radio is down
  - 5.116.0 5.116. Use maps and street files to identify locations and proper codes (hard copy and/or computerized)
  - 5.117.0 5.117. Receive and process telematics (e.g. OnStar) provider of vehicle crash information, including crash type, potential damage, location, availability/responsiveness of victim

### 5.200 5.201. - 5.300. VCIN/NCIC

- 5.200** 5.201. - 5.300. VCIN/NCIC
- 5.201.0 5.201. Use NCIC or other manuals for assistance
  - 5.202.0 5.202. Transmit emergency bulletins by TTY
  - 5.203.0 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.

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## COMMUNICATIONS 2019

### 5.300 5.301. - 5.400. General

#### 5.300 5.301. - 5.400. General

- 5.301.0 5.301. Answer, refer, and route calls/messages to proper departmental unit:
  - 5.301.1 5.301.1. Accurately document information received verbally
  - 5.302.0 5.302. Prepare a general Be On the Lookout (BOLO)
  - 5.303.0 5.303. Identify local ordinances pertaining to calls for service
  - 5.304.0 5.304. Obtain and use maps and cross street directories
  - 5.305.1 5.305.1. Identify agency geographical jurisdiction
  - 5.305.2 5.305.2. Identify the geographical jurisdiction of contiguous localities
  - 5.306.0 5.306. Demonstrate how to contact available resources internal or external to your agency
  - 5.307.0 5.307. Provide information, refer and/or transfer calls to appropriate departments or agencies as a general service to the public
  - 5.308.0 5.308. Provide requested information to authorized departments or agencies, per department policy (e.g. FOIA Officer, Public Information Officer)
  - 5.309.0 5.309. Recite and use phonetic alphabet
  - 5.310.0 5.310. Identify and use 24 hour (e.g. military and other emergency services) time
  - 5.311.0 5.311. Review the agency's emergency operations plan
  - 5.312.0 5.312. Review the agency's active shooter/assailant/threat policy and identify the dispatcher's role within the policy
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