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# SAN LEANDRO POLICE DEPARTMENT



## COMMUNICATIONS TRAINERS WORKBOOK

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## COMMUNICATIONS TRAINERS WORKBOOK

Manual Developed and Written by ..... Communications Training Team  
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## WHY BE A TRAINER?

It is recognized that dispatching is one of the most critical functions within the police department. Public Safety Dispatchers play a vital role in the law enforcement/public safety system.

Dispatchers are usually the first point of public contact in receiving calls regarding crimes, traffic incidents, medical emergencies, safety hazards, and miscellaneous requests for service. They are responsible for facilitating an appropriate and timely field unit response, monitoring field activity and providing information that is often times critical to the safety of both citizens and field officers.

Most dispatchers are proud of their job and realize the importance of their role in the department's infrastructure. By nature, dispatchers respond well to challenge and take great pride in a job well done. Along with this pride they understand how vital teamwork is to their job performance. Every dispatcher wants to work within a fully trained and qualified team. To achieve that efficient team, new employees must receive comprehensive training. In 1989, California Penal Code 13510© gave California Peace Officers Standards and Training (P.O.S.T.) the authority to set forth entry level standards and training for new dispatchers. Along with the 120 hour mandated Basic Dispatcher Course, the San Leandro Police Department has an intensive in-house training program.

The in house training is supplied by the San Leandro Police Department's Training Officers. They have been selected for their knowledge, experience and training abilities. They possess the skills needed to meet our standards and train new personnel properly.

Making the transition from "doing" to "teaching" is not always easy. Dispatchers are comfortable in "doing" their job. Many have done the job for years and its second nature for them. However, they are not trained teachers. They have to learn that role as they go. Most of the time, the best methods of teaching are learned through trial and error. Teaching then becomes a second career, yet still does not take away from their first love of dispatching. This can be very stressful. It can also be very rewarding. Teaching can renew the interest if complacency has invaded their job.

Becoming a Training Officer is a continual learning process. Every time the Training Officer has a new trainee, they learn new information. This puts the Training Officer in the position of being an "informal leader" of the dispatch center. They will be sought out by their co-workers as a source of information and be recognized for their expertise and knowledge.

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Last, but by no means least, is the personal satisfaction of a job well done. Contributing to the continuing success of the organization is an accomplishment of which to be extremely proud. As a Training Officer, your dedication and work is appreciated!

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## TRAINING TIPS

As a Training Officer you have been placed in a position of responsibility and trust. It is your responsibility to teach the new employee to the best of your ability. The key to ensuring optimal performance of all dispatch personnel is intensive training. The Training Officer is placed in a position of high trust by the city to follow the designated training program. By following the program, you are providing the employee with structured, consistent training and alleviating possible future liability to the city and yourself. There are many ways to make this training easier for both the trainee and the Training Officer.

Foremost is your responsibility to represent the department in a professional and competent manner. You must be a role model and mentor for your trainee, while keeping the best interest of the department in mind. Keep an open line of communication between yourself and the trainee. Integrity is vital. **Do not discuss the trainee's progress with anyone not authorized to receive the information.**

Your job as the trainer is to prepare the trainee to learn, just as it is the trainee's responsibility to be prepared to learn. You must clearly state your objectives and goals. Explain the need for tasks to be learned and how they will directly relate to the job. Tasks should be taught the way they are to be used. Most people will understand a concept more completely if they see how it relates to their everyday work.

Be there for your trainee. During the time you have a trainee, it is important to keep your time off to a minimum. This provides for consistent training of the new employee. If you take time off during a period with a trainee contact the Training Supervisor to assist you in selecting another Training Officer to take your place during your absence.

Show your trainee you are interested in their training. Give them your full attention. Be proactive in your training. Trainers must keep personal business away from the training area.

Make the conditions favorable to learning. You can achieve this by having your lessons planned and organized. Know your training materials. This may necessitate extra work on your part to read and familiarize yourself with information you are uncomfortable with or do not use on a daily basis. It is imperative the Training Officer understand there are certain conditions over which they have no control. You can only do so much. The trainer can, however, turn the negative conditions into a positive. If you are placed in the position of interrupting your training, use that time for the trainee to go on a ride-along, view a videotape, or study. Don't let time be wasted.

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Present new material in a positive and impartial manner. You do not need to agree with a policy or procedure; however it is your duty to teach it to the new employee. If it is a particular problem, discuss working within the system to effect a change. Try not to let your personal feelings interfere with the learning process.

Match your teaching skills with the trainee's progress. People learn at a different rate. Try not to compare your trainee with others. It is important you recognize their thresholds. Some trainees can assimilate new information at an amazing rate while others are not as quick. This doesn't mean you should accept poor work. Expect your trainee to meet the set guidelines of the training program. If they are weak in a particular area, address that on an individual basis.

Allow the trainee as much "hands on" experience as possible, as most people learn by doing. All of our senses come into play in learning, but none as much as sight. 75% of what we see, we remember. By increasing the number of senses involved you are increasing the trainees' chances of retaining the information.

People learn more when they share accountability and are made to feel responsible for learning. Each little success motivates the trainee to repeat the satisfying behavior and learn more. Continued repetition reinforces the new skill. Repetition with improvement is one of the goals in teaching.

Teach from the simple to the complex. Although the training program is set up along those guidelines, each Training Officer has the discretion to be flexible. Since the Training Officer is working in a "one to one" mode with the trainee, the Training Officer will know at what rate the trainee is able to learn. Keep in mind that small successes build better motivation and a better learning mode.

Pace the trainee's tests within an acceptable time frame. Do not overwhelm the trainee by administering too many tests during a short period of time. If the trainee does not pass the test with an acceptable score, mark the incorrect answers with a highlighter and have the trainee research the correct answers. If necessary, re-test them. If you do administer a second test, be sure to include both tests with the evaluations.

Be positive and encourage your trainee. Let them know you are interested in their success. If the trainee does something well, let them know. Be honest and timely in your praise. Do not compliment if it is not deserved. A well deserved, kind word can be one of the best things you can do to motivate.

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# EXPLANATION OF TRAINING TERMS

## **CRITICAL TASKS**

A list of defined areas that are critical in the performance of a Dispatcher's duties. A trainee must be rated as competent in all areas before being released from training.

## **DAILY EVALUATION**

A document for tracking the daily performance of a trainee in specific categorized areas. This document is designed to provide the trainee with consistent feedback and provide the department with a means of accurately tracking their performance.

## **BI-WEEKLY EVALUATIONS**

An accumulation of a trainee's progress over a two-week period. This evaluation ties together the daily evaluations of the trainee for the previous two weeks and documents if the trainee is meeting performance expectations.

## **REMEDIATION**

A specific process to improve an identified performance deficiency, not improved after assigning a work sheet. This is usually a two-week phase requiring the trainee to correct the performance deficiency to a consistently competent level.



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## THE TRAINING PROGRAM

The training program for new dispatchers is a structured three-phase program. It lasts several months. These phases coincide with the positions worked by the dispatchers within the communications center. Phase one will be the call-taking. In phase two you will become the primary radio dispatcher. The trainee is assigned to a different Training Officer for each phase of training. Phase three will be an evaluation period. All phases have a series of tests/study guides and a final examination. At the successful completion of training, the trainee will be on probation. Probationary dispatchers receive periodic reviews by the Training Supervisor.

The first week of employment is a week of orientation for the new dispatcher. They spend time at with Administrative Services, and touring the various divisions of the department. They will meet with the Chief, Human Resources, and the Communications Supervisor. During their training, the trainee will go on a series of ride-alongs. These include Patrol, Community Service Officers, Jailers and Animal Control. The trainee will also have the opportunity to meet with the Training Supervisors.

The trainee will receive two training manuals. The Communications Training Manual is a book the trainee can keep. It is designed to aid them in learning, and provide a reference guide for them. It contains a history of the city, basic city organization, information on crime elements and sample incident entry masks. It also contains many charts, lists, codes, and abbreviations the new employee will need to learn. The ride-along checklists in the back of the book are for the trainees reference only and do not need to be completed by the Training Officer.

The Communications Training Workbook is a task sign-off book. The trainee and the Training Officer utilize it during the training process. Each phase section must be completed and signed off prior to the trainee's advancement to the next phase of training. The Training Officer and the trainee sign off each specific topic as the trainee demonstrates competency in the listed area. The completed workbook is then included in the trainees file in Planning/Research and Training. It is designed to provide consistent and structured training for all new employees. This book gives examples of the evaluations used and the guidelines upon which the trainee is rated. The ride-along checklists in the back of the workbook are to be completed for documentation of the training process.

During week two, the trainee begins phase one of their training. This phase covers the general information and call-taking portions of the training manual. During this time the trainee will begin ride-alongs.

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Phase two of training covers the secondary chapter of the manual. During this time the trainee will begin their instructions in police radio operations and be educated to a more thorough utilization of the teletype systems. Along with the new information gathered at this position, the trainee will reinforce their call-taking experience.

Phase three of training is the actual radio dispatching position covered in the primary chapter of the training manual. As in any of the phases, except phase four, the trainee may be cleared to the next phase prior to the listed time frame. However if a trainee is not able to move to the next phase within this time frame, a decision will be made whether the trainee should be re-phased or terminated.

Phase three is an evaluation phase for the trainee. During this time the trainee acts as an independent dispatcher, with the Training Officer in the role of an observer/evaluator. At the end of this period, a determination is made whether to release the trainee from the training program.

During the training phases the trainee will be given various exams that must be passed before going on to the next phase of training. This will test the trainee's retention of the information presented to them during that specific phase. It is the Training Officers responsibility to grade these tests and review them with the trainee.

All during the training program the trainee receives daily evaluations from the Training Officer that are compiled into bi-weekly evaluations by the Dispatch Supervisor. A book is kept by the training supervisor of all documented evaluations which are shared amongst the Training Officers as well as Administration to view the trainee's progress.

If a deficiency is recognized, the trainee will be given a specific assignment to correct that deficiency on a training work-sheet. The Training Officer will then document the results of that assignment in the trainee's evaluation.

Along with the actual training, training manuals, and tests, the trainee is required to view/listen to various audiotapes and other media.

The main goal of the training program is to ensure the success of the trainee and provide qualified dispatchers for the San Leandro Police Department. The training program is designed to make the training process easier by providing a guideline for the Training Officer and benefit the trainee with a structured and consistent program.

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## WRITING EVALUATIONS

Evaluations are used to document and communicate information pertaining to the progress of the trainee. One of the most vital responsibilities of the trainer is to document that progress in an objective and precise manner. This can also be one of the most difficult duties of the trainer.

The statements on an evaluation should be related to actual job performance and conduct. The Communications Training Workbook will list the actual tasks to be covered. The written evaluation must identify how the trainee responded to the tasks. If the trainee's progress or performance was barely satisfactory or below, the evaluation should be written in such a manner as to encourage improvement. In these cases, it is imperative to identify the area where improvement is needed, the desired improvement, and a suggestion as to how to improve. If the trainee met or exceeded the guidelines set by the training program, it is important to list the behavior that put them in this category. Be prepared to back up any statements with specific incidents (hard copies of examples will help the trainee and the trainer as a reference).

We all have a tendency to want to be "the nice guy". Unfortunately, this is not always possible when documenting a trainee's progress. The trainer has an obligation to be honest with the trainee and the department. It is unfair to both to let the trainee think poor performance was acceptable behavior.

Do not let personal prejudices influence your evaluations. Be objective in your ratings.

Be specific in your wording. Do not generalize as it easily leads to misunderstanding. Try not to use the word "you" in criticizing, but be sure to use it in complimenting. Criticize the problem, not the trainee. Stress what is wrong and how it is to be improved, rather than who is wrong.

Evaluations need to be timely. Keep the trainee informed on a constant basis as to their progress. Daily evaluations need to be given at the end of each working day. This immediate feedback is vital. When the behavior is fresh in the mind of the trainee and trainer it is easier to discuss. It also provides the trainee with a fresh beginning at the start of the next workday. It is unfair for the trainee to go home and worry all night about the prior days training. If there was a problem, discuss it and give suggestions for improvement. If the day went well, tell the trainee and let them feel good about their progress.

Evaluating a trainee with a poor demeanor can be extremely difficult. Demeanor is not something easily documented. The only way to address this is to document how the

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trainee's demeanor affects their performance. Remember, evaluations are based on actual conduct and performance only. Demeanor may be more appropriately documented in the "interpersonal skills" section of the evaluation. If that is the case, document it. Remember if it is not documented, it did not happen. Do not accept a resistant and confrontational trainee. If the problem cannot be solved after talking to the trainee, you may want to include a supervisor in the next evaluation session. You are the immediate supervisor to your trainee and it is imperative the trainee understand the chain of command.

Be careful not to overlook something that may turn out to be important at a later date. As an experienced dispatcher, you have the ability to recognize those traits that may be either beneficial or detrimental to the trainee. However, it is important to document only that which can be substantiated, not just a "feeling". A clear explanation of a weak area, on a daily evaluation, may help the trainee to do a better job. It may also be needed later to show a pattern of weakness in a particular area.

Keep your written evaluation specific, honest, objective, timely, and relevant to the job.

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## PRESENTING THE EVALUATION

After writing the evaluation, you must present it to the trainee. Try to begin and end the evaluation presentation on a positive note. Everyone has strong points. Going over the evaluation section by section gives the trainer a guideline to follow that will be consistent throughout the training period. The trainer can not only cover the general section, but also expand on each individual topic on the evaluation form.

Use any hard copies you may have when presenting an area for improvement to the trainee. By using the exact call history, teletype, etc., the trainer and trainee have something concrete with which to work. When possible, allow the trainee to help find the solutions for any problem areas. Let the trainee know you are interested in their input. Remember, the more problems and needed behavioral changes that are pointed out by the trainer, the more anxious and defensive the trainee may become. Try to harness any defensive behavior into a positive action. Help the trainee see it is a behavior that is weak and behaviors can be changed. Let the trainee know you are there to help.

Set realistic goals for the trainee. Explain what you expect of them by the next evaluation. This will help the trainee understand exactly what is expected and alleviate any possible misunderstandings.

Make sure the meeting is held in a private area. There can be a much better exchange of information if it is between the trainee and trainer without interruptions. The trainee will be more comfortable if they are assured their shortcomings are not going to be aired in front of their co-workers. Let the trainee know they can trust your integrity.

One of the most important reasons for the evaluation/counseling session is to keep an open line of communication between the trainer and the trainee. By listening, you are demonstrating to the trainee you want to hear what they have to say. Your interest validates their worth. If there are any negative feelings, they can be brought out and dealt with at this time. This is a three phase process. First of all, you will present the evaluation. Next will be the trainee feedback. Finally, there will be your acknowledgment of the trainees input. Use this time to allow the trainee to become directly involved.

Be open, honest, and direct. The trainee cannot improve if you do not let them know exactly what behavior you expect from them.

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## DAILY EVALUATIONS

The daily evaluation form is designed to aid the Communications Training Officer in evaluating the daily progress of the trainee in a consistent and standardized fashion. This form is an extremely important document. It is used to keep an accurate and chronological record of the trainee's progress. It is the foundation for recognizing consistent problems that will need to be addressed, and a basis for a fair and complete supervisors review. The Communications Training Officer must expect the same behavior of all the trainees. Acceptability is the point when the new trainee has progressed, and is performing in a manner consistent for a person at their level of training.

After marking the appropriate rating categories on the front of the work sheet, it is necessary to write a brief narrative for each rating section. Unless the task performed is not listed in the Communications Training Workbook, it is not necessary to list exactly which task was completed. The sign off in the Workbook will serve that purpose. This narrative should explain how the trainee reacted to the task. Were they able to apply their knowledge in an acceptable manner? Did you have to repeat the instructions numerous times? How did the trainee react to your instructions? Were they defensive, or were they receptive to the information given? Did they become emotional or were they able to handle the stress of the task? Did the trainee refer to their notes for the answers, or did they ask you a question for which you have already supplied the answer? Did they use the proper reference materials located in the communications center? In other words, the narrative should list how they reacted and completed the task, as opposed to which task was completed.

The Training Officer should not hesitate to mark a "needs improvement" category in any area of a trainee's evaluation. You are not doing anyone a favor to overlook a deficiency. If the trainee has a problem area, it is important to document the problem area along with steps necessary to correct the deficiency. The trainee should also understand this is a daily evaluation, and there will be some fluctuation in the markings. The trainee should be more concerned with their overall performance rather than one critical mark on any given day.

The following pages contain a copy of a blank daily evaluation form, and an example of a completed daily evaluation form, front and back sides. Note that the evaluation documents how the trainee performed a specific task. The actual task taught is listed in the Training Workbook.

**INSERT EVAL COPY HERE**

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# DAILY TRAINING EVALUATION FORMS STANDARDIZED GUIDELINES

## PERFORMANCE

### 1. LISTENING AND COMPREHENSION

#### Meets Standards

*General ability to accurately hear and comprehend information relayed via telephone, radio or voice.*

- A. Comprehends information received
- B. Aware of surrounding activity
- C. Rarely has to have information repeated
- D. Repeats information for verification only
- E. Does not make assumptions

#### Needs Improvement

*General inability to accurately hear and comprehend information relayed via telephone, radio or by voice.*

- A. Inability to comprehend information received
- B. Not aware of surrounding activity
- C. Must have others repeat on a continual basis
- D. Continually repeats unnecessary information
- E. Makes assumptions
- F. Other



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## **2. DECISION MAKING/CRITICAL THINKING**

### **Competent**

*General ability to make independent decisions and solve problems reasonably*

- A. Makes appropriate decision without assistance or hesitation
- B. Makes decisions in line with departmental policies and procedures
- C. Considers options/alternatives
- D. Recognizes when to ask for help
- E. Able to prioritize multiple calls and requests
- F. Anticipates potential problems and prepares solutions.

### **Needs Improvement**

*General inability to make independent decisions and solve problems reasonably*

- A. Acts without thought. Overlooks logical solutions
- B. Over or under reacts, even to routine situations
- C. Fails to consider options/alternatives
- D. Does not recognize when to ask for help
- E. Unable to prioritize multiple calls/requests
- F. Relies on CTO to provide solutions to situations that the trainee has handled on prior occasions

## **3. CALL-TAKING**

### **Competent**

*General ability to accurately identify the type of call. Obtains accurate, complete information.*

- A. Returns to holding calls and remembers the caller's name or what the caller was reporting
- B. Accurately classifies and prioritizes calls, events and computer work
- C. Able to field more than one call or request at a time
- D. Obtains accurate and complete information
- E. Maintains composure even during critical events
- F. Asks pertinent questions
- G. Is understandable and concise when answering questions or providing information
- H. Comprehends information provided by callers

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Needs Improvement

*General inability to identify the type of call or appropriate response. Information is inaccurate or incomplete. Spends too much time collecting information on low priority events while holding off other events or duties.*

- A. Callers holding must repeat information previously provided
- B. Fails to correctly classify or prioritize calls or events
- C. Unable to field more than one call or request at a time
- D. Obtains inaccurate or incomplete information
- E. Becomes emotional or panics in emergency situations
- F. Fails to ask pertinent questions
- G. Uses confusing or misleading language and provides lengthy explanations.

#### **4. DISPATCHING**

Competent

*Ability to recognize and respond to calls for service and/or radio traffic appropriately.*

- A. Accurately prioritizes pending calls, events and radio traffic
- B. Able to field more than one request at a time
- C. Maintains composure even during critical events
- D. Echoes pertinent information when appropriate
- E. Accurately updates call narrative
- F. Is understandable and concise
- G. Comprehends and rarely misses radio traffic or information provided by field units.

Needs Improvement

*General inability to identify the appropriate response to radio traffic, pending calls for service and or computer work associated to radio duties.*

- H. Fails to correctly prioritize calls or events
- I. Unable to field more than one call or request at a time
- J. Fails to update call narrative or echo pertinent information
- K. Becomes emotional or panics in emergency situations
- L. Uses confusing or misleading language and has lengthy transmissions
- M. Unable to comprehend or misses radio traffic/information from field units

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## **5. PRIORITIZATION**

### **Competent**

*General ability to properly prioritize daily tasks, including call taking and radio traffic.*

- A. While taking calls, is able to triage calls based on priority of callers needs.
- B. Handles non-emergency calls in order of calls received.
- C. Is able to complete other tasks while managing calls or radio traffic in a timely manner.
- D. Is able to dispatch calls for service correctly based on call priority.
- E. Is able to handle officer requests while on radio or on the phone in a timely manner, while still handling other traffic.

### **Needs Improvement**

*Inability to correctly prioritize incoming calls, radio traffic, and requests.*

- A. Is unable to correctly triage incoming phone calls.
- B. Returns to callers out of order of receipt or prioritization.
- C. Is unable to complete other tasks or officer requests in a timely manner.
- D. Does not dispatch calls based on priority.
- E. Is unable to prioritize radio traffic/requests.

## **6. RETENTION OF INFORMATION/PROCEDURES**

### **Competent**

*Generally able to retain information, recent calls for service, requests, briefing intelligence and departmental policies and procedures.*

- A. Commits CTO's instructions to memory
- B. Recalls most recent calls for service
- C. Remembers information provided at briefing
- D. Able to recall departmental policies and procedures
- E. Able to retrieve information from individual notes or departmental resources

### **Needs Improvement**

*Inability to recall information, recent events, requests, briefing intelligence or departmental policies and procedures.*

- A. Unable to recall recent conversations/transmissions
- B. Unable to recognize previous calls for service or similar events
- C. Fails to retain information provided at briefing
- D. Unable to recall departmental policies and procedures
- E. Unable to retrieve information from notes or departmental resources

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## **7. OFFICER SAFETY**

### Competent

*General ability to recognize officer safety issues*

- A. Obtains/relays information regarding weapons, drugs and alcohol
- B. Quickly records/relays important information
- C. Suspect, location, descriptions and time element are complete
- D. Keeps unit status board updated

### Needs Improvement

*General inability to recognize officer safety issues*

- A. Does not ask/relay about weapons, drugs or alcohol
- B. Does not record important information in a timely manner
- C. Suspect, location, descriptions and time element are inaccurate/incomplete
- D. Does not keep unit status board updated

## **8. VERBAL SKILLS**

### Competent

*General ability to maintain a calm assertive demeanor while accurately relaying necessary information to others in a concise, timely and understandable manner.*

- A. Maintains poise, professionalism and asserts authority in a courteous manner
- B. Initiates direct questioning
- C. Conveys concern and interest to the caller
- D. Preplans before transmitting
- E. Articulate transmissions

### Needs Improvement

*General inability to maintain a calm demeanor. Unable to accurately relay necessary information to others in a concise, timely and understandable manner.*

- A. Becomes flustered, lacks assertiveness or unprofessional
- B. Fails to interrupt. Does not direct the flow of conversation or radio traffic
- C. Allows caller to ramble or talk excessively
- D. Does not preplan before transmitting
- E. Does not use proper grammar or police related phrasing

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## **9. WRITTEN SKILLS**

### **Competent**

*General ability to accurately compile a concise, organized CAD event or any written communication in a timely manner.*

- A. Completed statement of fact in a logical order
- B. Specific crime elements delineated
- C. Approved abbreviations
- D. Concise, understandable language
- E. Complete suspect and/or vehicle description
- F. Updates information in a timely manner

### **Needs Improvement**

*General inability to accurately organize a concise, accurate CAD event or any written communication in a timely manner.*

- A. Omission or misstatement of facts
- B. Elements of crime missing
- C. Use of unapproved abbreviations
- D. Spelling errors or typos
- E. Confusing narrative
- F. Incomplete suspect and or vehicle description or details

## **10. TYPING**

### **Competent**

*General ability to keep pace with telephone and/or radio traffic with minimal errors*

- A. Able to apply basic formats with reasonable speed and accuracy.
- B. Proof reads for errors
- C. Events are updated immediately with accurate information

### **Needs Improvement**

*Unable to keep pace with telephone and/or radio traffic. Makes errors.*

- A. Unable to apply basic formats.
- B. Does not proof read. Makes errors.
- C. Updates are attached to the wrong event

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## **11. CAD SKILLS**

### **Competent**

*General ability to enter and locate information in CAD using the command line, search fields, and various tools.*

- A. Utilizes CAD commands correctly
- B. Moves quickly and efficiently about the CAD masks
- C. Is able to access all databases in CAD
- D. Able to reboot CAD workstation after a lock up

### **Needs Improvement**

*General inability to navigate through CAD.*

- A. Does not utilize CAD commands correctly.
- B. Is unable to move about the CAD masks without delay or difficulty.
- C. Difficulty in restarting the CAD workstation after a lock up
- D. Is unable to access all databases in CAD

## **12. MULTI-TASKING**

### **Competent**

*General ability to perform multiple tasks simultaneously, accurately and efficiently*

- A. Typing/talking/listening simultaneously
- B. Ability to incorporate communication center activity
- C. Ability to prioritize multiple calls and requests

### **Needs Improvement**

*General inability to perform multiple tasks simultaneously, accurately and efficiently*

- A. Inability to type/talk/listen simultaneously and accurately
- B. Inability to incorporate communication center activity
- C. Inability to prioritize multiple calls and requests

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### **13. TOLERANCE FOR STRESS/VERSATILITY & ADAPTABILITY**

#### **Competent**

*General ability to maintain control. Exhibits calm, controlled, professional attitude. Is flexible and adaptable.*

- A. Flexible
- B. Ability to adapt to changing situations
- C. Applies acquired knowledge to new situations
- D. Maintains calm, controlled attitude
- E. Visibly calm/monotone
- F. Uses TDD mode and manual mode without incident

#### **Needs Improvement**

*Generally unable to function. Becomes emotion and panic stricken. Allows situation to deteriorate. Is not flexible or adaptable.*

- A. Inflexible
- B. Tends to see things in black and white
- C. Does not apply acquired knowledge to new situations
- D. Panics. Visibly nervous, overwhelmed, freezes
- E. Inability to function . Unable to use TDD or perform in manual mode

### **14. INITIATIVE**

#### **Competent**

*General ability to take steps to enhance learning and improve performance, increase efficiency and job knowledge.*

- A. Needs minimal supervision
- B. Tends to do more on their own to increase knowledge and efficiency
- C. Utilizes computers/resources
- D. Uses free time to study/review
- E. Takes initiative to complete assignments

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Needs Improvement

*Generally does not take initiative to enhance learning, improve performance, increase efficiency or job knowledge.*

- A. Needs continual direction/supervision
- B. Tends to do the minimum required
- C. Failure to use computer/resources
- D. Idle during free time/wastes time
- E. Asks for answers instead of researching
- F. Must be reminded by trainer to complete assignments
- G.

**15. PERFORMANCE, VERBAL OR WRITTEN TESTS**

Meets Standards

*Having received training, trainee is able to apply instruction*

Needs Improvement

*Having received training, trainee is unable to apply instruction*

**KNOWLEDGE**

**16. CALL TYPES**

Competent

*General ability to correctly classify calls*

- A. Commits call types to memory
- B. Consistently applies call types to appropriate scenarios
- C. Can accurately define all call types and provide the elements

Needs Improvement

*Unable to correctly classify calls.*

- A. Unable to commit call types to memory
- B. Unable to accurately assign a call the correct call type
- C. Unable to define or provide the elements of call types



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## **17. DEPARTMENT/COMMUNICATIONS POLICIES**

### **Competent**

*Working knowledge and ability to apply department/division policies and procedures.*

- A. Understands policies and procedures
- B. Applies policies and procedures
- C. Knows how to apply policies and procedures
- D. Acceptable performance

### **Needs Improvement**

*Unfamiliar with department/division policies and procedures and how to apply them.*

- A. Does not understand policies and procedures
- B. Does not apply policies and procedures
- C. Does not know how to access policy and procedure manuals
- D. Unacceptable performance

## **18. RESOURCES**

### **Competent**

*Understands and utilizes available resources efficiently*

- A. Understands how to utilize the resources available
- B. Has an understanding of assistance available from outside agencies
- C. Knows what/where information is available

### **Needs Improvement**

*Does not understand and/or utilize available resources*

- A. Does not understand how to utilize the resources available
- B. Does not understand what assistance is available from outside agencies
- C. Does not know what/where information is available

## **19. COMPUTER SYSTEMS/FORMS/EQUIPMENT**

### **Competent**

*Has a good working knowledge of the equipment and forms utilized in the Communications Center*

- A. Is familiar with and able to utilize computer systems with speed and accuracy
- B. Has an understanding of location of forms and how to use them
- C. Is able to correctly use various equipment

---

Needs Improvement

*Does not have a functional knowledge of the equipment and forms utilized in the Communications Center*

- A. Is unfamiliar with and unable to use the computer system with speed and accuracy
- B. Does not understand how to use forms correctly or their location
- C. Is unable to correctly use various equipment

**20. GEOGRAPHY**

Competent

*General ability to determine jurisdiction of calls*

- A. Able to use map books or city map
- B. Able to use CAD for jurisdiction verification
- C. Is familiar with common landmarks
- D. Understands Beat/District boundaries and street numbering system

Needs Improvement

*General inability to determine jurisdiction of calls*

- A. Unable to use map books or city map
- B. Unable to use CAD for jurisdiction verification
- C. Is unfamiliar with common landmarks
- D. Does not understand Beat/District boundaries and street numbering system

**21. IDENTIFIERS**

Competent

*Consistently identifies unit/terminal call signs*

- A. Familiar with unit designators and area of responsibility
- B. Understands specialized units functions
- C. Knowledge of terminal ID's

Needs Improvement

*Inability to accurately identify correct unit/terminal call signs*

- A. Unable to correctly identify units and area of responsibility
- B. Does not understand specialized units functions
- C. Unfamiliar with terminal ID's

---

## **INTERPERSONAL SKILLS**

### **22. ACCEPTANCE OF INSTRUCTION/FEEDBACK**

#### **Competent**

*Able to accept instruction and constructive criticism in a positive manner*

- A. Receptive to trainer
- B. Accepts responsibility of actions
- C. Accepts criticism without being argumentative or defensive
- D. Accepts scheduling and shift rotation without complaint

#### **Needs Improvement**

*Unable to accept instruction or constructive criticism in a positive manner*

- A. Rationalizes or argumentative
- B. Fails to make corrections
- C. Defensive
- D. Complains regarding scheduling or shift rotation

### **23. APPLICATION OF INSTRUCTION/FEEDBACK**

#### **Competent**

*Is able to apply instruction to further learning process*

#### **Needs Improvement**

*Is unable to apply instruction to further learning process*

---

## **24. ATTITUDE TOWARD CITIZENS**

### **Competent**

*Generally establishes competent, courteous interpersonal contacts*

- A. Professional
- B. Impartial
- C. Non-discriminatory
- D. Objective
- E. Patient
- F. Empathetic
- G. Friendly

### **Needs Improvement**

*Unable to establish competent, courteous interpersonal contacts*

- A. Unprofessional
- B. Tone is sarcastic
- C. Displays prejudicial demeanor
- D. Unable to maintain objectivity
- E. Impatient
- F. Is not empathetic
- G. Abrupt, belligerent or overbearing

## **25. ATTITUDE TOWARD CO-WORKERS**

### **Competent**

*Gets along well with employees from all divisions of the department*

- A. Polite
- B. Considerate
- C. Avoids gossip

### **Needs Improvement**

*Relates poorly with others*

- A. Defensive
- B. Argumentative
- C. Gossips

---

## **26. CONDUCT TOWARDS SUPERVISION**

### Competent

*The trainee respects and supports the duties, roles and responsibilities of the training officer and supervision.*

- A. Respects/adheres to chain of command.
- B. Does not criticize or ridicule training officers or supervisors in an inappropriate forum but addresses the issues with the training officers or supervisors.
- C. Follows direct orders without argument.

### Needs Improvements

*The trainee does not display respect for the duties, roles, and/or responsibilities of training officer or supervisor.*

- A. Fails to follow the chain of command
- B. Discusses or solicits information from others outside the their chain of command in an effort to support their position, belief, or conduct
- C. Is critical, disrespectful, or insubordinate to training officer or supervisor

## **27. DECISION MAKING AND JUDGEMENT**

### Competent

*Consistently exercises sound judgement and exhibits a professional demeanor*

- A. Uses departmental equipment or telephones for business purposes only
- B. Shows logical thought process
- C. Takes decisive action
- D. Ability to make decisions in line with department policies and procedures
- E. Effectively chooses between alternative course of action and draws a logical conclusion
- F. Able to operate without supervision

### Needs Improvement

*Does not exercise sound judgement and/or lacks a professional demeanor*

- A. Uses departmental equipment or telephones for business purposes only
- B. Acts without thought
- C. Indecisive
- D. Takes action inappropriate to the situation
- E. Must continually redo work due to incorrect decision
- F. Lacks discretion

---

## **28. PUNCTUALITY/DEPENDABILITY**

### **Competent**

*Is on time and ready to work at assigned position. Does not abuse sick leave*

- A. Punctual
- B. Minimum use of sick leave
- C. Brings required work materials/equipment

### **Needs Improvement**

*Is generally unprepared to begin at assigned time. Appears to abuse sick leave*

- A. Late for duty or tardy from code 7 or breaks
- B. Excessive use of sick leave
- C. Fails to bring necessary equipment. Unprepared.

## **29. GENERAL APPEARANCE**

### **Competent**

*Uniform is neat and in good condition with polished shoes. Well groomed, maintains hygiene.*

### **Needs Improvement**

*Inappropriate attire, shoes or uniform. Unkempt, offensive body odor including perfume.*

---

## **PHASE I CALL-TAKING**

During phase one you will be training for the call-taking position. The teachings of this position are the foundation for all future training. Along with training the fundamentals of handling the various phone lines with professionalism and proficiency, you will be demonstrating the multitude of resources available to the new employee. The trainee must learn how to supply information to the citizens and other departmental personnel in a timely and accurate manner. They must be taught to project a demeanor of helpfulness at all times. You will be teaching the new employee many of the teletype systems available and how to utilize them to their fullest potential.

It will be your responsibility to make sure the trainee is proficient in each assigned area. Have the trainee demonstrate each task prior to sign off in the training workbook. Each numbered section must be signed and dated prior to the complete sign off of the page by the Training Officer and trainee.

---

# PHASE I TELEPHONE EQUIPMENT

(22)

- |                       |                                 |
|-----------------------|---------------------------------|
| 1. Handset/Headset    | 7. Understanding of taped lines |
| 2. Business lines     | 8. Voice Mail                   |
| 3. Emergency lines    | 9. Phone Messages for Employees |
| 4. 911                | 10. Translation Services        |
| 5. Transferring lines |                                 |
| 6. Telephone paging   |                                 |
- 
1. Make sure the trainee understands the differences between using the handset/headset and how to maintain each.
  2. Show the trainee the location on the phone screen and how to answer the lines.
  3. Show the trainee the location on the Emergency Lines and how to answer the lines.
  4. Show the trainee the location on the 911 screen and how to answer the lines.
  5. The trainee must know the mechanics of transferring all of the phone lines.
  6. Demonstrate the proper way to utilize the in-house page system via the telephone.
  7. Make sure the trainee understands that all lines are taped including radio.
  8. Teach the trainee the use of, reason for, and call forwarding capabilities of the voice mail system.
  9. Explain how messages are taken for on-duty vs. off-duty personnel and how to relay information to a field officer. Make sure the trainee understands the importance of never giving out personal information on any employee of the police department.
  10. Explain to the trainee the functions of the translation line. Let them know we do have translators available through the city for specific languages. Show them the information need to give the operators at the language line.



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**PHASE I**  
**INTRADO/POWER 911**  
(23)

- |                        |                    |
|------------------------|--------------------|
| 1. Call Control Window | 5. Recall Recorder |
| 2. Speed Dial window   | 6. Headset Volume  |
| 3. ALI Window          | 7. Manual ALI      |
| 4. TTY Mode            | 8. 911 Misroute    |

1. Show the trainee the basic set up of the Call Control Window
2. Explain to the trainee where to find the speed dial for in-house and outside agencies and how to use them, including when transferring calls.
3. Explain the "ALI" (Automatic Location Identification) and "ANI" (Automatic Number Identification). Teach the trainee how to transfer a 911 call. Make sure the trainee understands the priorities of all the above lines and per the Legislated 911 guidelines; a 911 call must be answered within 10 seconds.
4. Explain how a TTY call may come in and the mechanics of a TTY call.
5. Demonstrate how to play a call back on the phone system.
6. Show the trainee where to adjust the volume for headset/handset.
7. Demonstrate how to manually re-transmit an ALI if the system does not register.
8. Show the trainee the steps to report a mis routed 911 call

---

**PHASE I**

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. Legal Requirements       | 4. Language                 |
| 2. Responsibility/Liability | 5. California Relay Service |
| 3. Silent Calls             |                             |

1. Explain under the Americans with Disabilities Act (effective January 26, 1992) all state and government agencies are prohibited from discrimination based on disability. This mandates agencies must provide telephone access; including TTY's to ensure effective communication with deaf and hard of hearing individuals. This includes 911 services. The ADA also requires all agencies must not only provide access for the hearing disabled, but a means by which the agency can communicate back to the caller. As of July 1, 1997, all California emergency responders must have a TTY in the communications center and maintain equipment in good working order.
2. Make sure the employee knows they are being trained in how to use the TTY, the language to use, and the verbiage used by the hearing impaired. Stress the importance of their individual liability, along with the City's. Ensure the trainee understands we are providing the equipment and training and they must follow the guidelines set forth by the ADA. Failure to do so can result in civil responsibility.
3. Explain a silent call is not necessarily a hang up call. Make sure they understand that sometimes the hearing disabled caller will forget to hit the space bar to initiate the baudot tone indicating a TTY call. Place a test call and let them hear the silent sound
4. Explain to the trainee how the language/conversation will look when dealing with a TTY call. Help them understand the hearing impaired leave out most adverbs and adjectives. Let them know they must wait until the caller is done before they can ask further questions, so it is important to ask direct and specific questions with the most pertinent information obtained first.
5. Explain the function of the California Relay Service. Let them know this service is available for the hearing impaired to obtain information available to the hearing population and not readily accessible for them. Let them know a hearing impaired person may call the relay service to report an emergency. In this case we may be obtaining information from the service about a local emergency.

---

# PHASE I REFERENCE MATERIAL

(25)

- |                                |                         |
|--------------------------------|-------------------------|
| 1. Teletype operations manuals | 4. CJIS book            |
| 2. Equipment manuals           | 5. Schedule ("G" Drive) |
| 3. Map books                   |                         |

1. Show the trainee where the various books are located and the types of information available. Let them know they will be responsible to use them properly throughout their training.
2. Show the trainee where the equipment manuals are and how they are utilized.
3. Show the trainee where the various types of map books are located
4. Show the trainee where the CJIS manual is located and how it's utilized with regards to the codes used for entries.
5. Show the trainee where the master schedule is located in the "G" drive.

---

# PHASE I COMPUTER AIDED DISPATCH

(26)

1. Sign On/Off
2. Keyboard
3. Function keys
4. Password

1. Show the trainee how to sign on and sign off the CAD
2. Explain the function of the keyboard.
3. Show the trainee how to use the function keys and the dual role they serve.
4. Explain to the trainee how to change their password and the need to keep it secret.

---

# PHASE I CUSTOMER SERVICE

(27)

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1. Placing callers on hold   | 5. Tone of voice                  |
| 2. Providing directions      | 6. Empathy/Patience               |
| 3. Controlling conversations | 7. Sometimes you have to say "no" |
| 4. Difficult callers         |                                   |

1. Make sure the trainee knows how to properly place a caller on hold and how to retrieve the call. It is essential calls be handled as quickly as possible, but sometimes priorities dictate a caller be placed on hold. Tell the caller they are being placed on hold. Thank them for holding when returning to the call.
2. Part of quality customer service is to provide directions to callers. Directions whether it's referring a caller to the proper agency/dept if we can't help, or location directions. Ensure that the trainee understands the need to provide this information in a helpful and understandable manner.
3. Explain to the trainee how callers will often ramble or get off the subject. The trainee must learn how to politely control the conversation to get the caller back to the crux of the call.
4. Make sure the trainee understands some callers will be difficult to handle. This is the time when they must use some tact and diplomacy. Make sure the trainee knows there is never an excuse to be rude to the caller. While we may need to be assertive, there is never an excuse to be rude.
5. Explain how tone of voice displays the attitude of the trainee. This reflects not only on the employee, but the entire department.
6. Explain to the trainee that some callers really only want to vent, or are dealing with a situation that is uncomfortable for them. This is the time to display a little empathy and patience with them. Follow the golden rule. Have the trainee treat the caller the way they would want someone to treat them or their family.
7. When the occasion arises where the trainee may have to tell a person "no" make sure they know how to do it. Teach them the diplomatic and honest way to do this.

---

# PHASE I COMMAND LINE

(28)

- |                |             |
|----------------|-------------|
| 1. Workstation | 6. Inquiry  |
| 2. Unit        | 7. Tools    |
| 3. Event       | 8. Database |
| 4. Info        | 9. Help     |
| 5. View        |             |

1. Review with the trainee the system commands located under this heading
2. Review with the trainee the specific unit commands.
3. Review with the trainee the event related commands.
4. Review with the trainee the information related commands.
5. Review with the trainee the viewing commands relating to pending events, and unit/event status windows.
6. Review with the trainee the query commands.
7. Advise the trainee that we do not currently use this function.
8. Show the trainee how to determine if both databases are processing. Make sure they understand the system will work effectively with only one operational database and the need to notify user support.
9. Explain that **F1** will provide additional help information for the New World Systems.

---

# PHASE I COMMAND LINE ENTRY

(29)

1. Keying in commands
2. Command line entry

1. Explain to the trainee that the command line entry text box can be used to key in a command string.
2. Explain to the trainee how the drop list provides a list of previous commands that have been keyed in at your workstation since CAD started. You may display the drop list by clicking on the down arrow.

---

# PHASE I EVENT ENTRY

(30)

- |                           |                         |
|---------------------------|-------------------------|
| 1. Locations/Verification | 4. Remarks/Descriptions |
| 2. Activity Codes         | 5. Override Control     |
| 3. RP Information         | 6. Event times          |

1. Explain to the trainee that the locations can be entered by street address, intersections, or commonplace name.
2. Review with the trainee the extensive CAD activity code list. Explain that you can type the event type or use the drop down list.
3. Explain to the trainee that names should be entered in the event we need to call the reporting party back to verify information
4. Explain to the trainee that they can type any information into the narrative field and it will be added to the call and sent to the primary dispatcher. Explain how to add descriptions of subjects and/or vehicles so that they are clearly understood.
5. Show the trainee the override box and explain how to override an address to allow a location to verify.
6. Show the trainee where the event times are located on the mask



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# **PHASE I CANCELING EVENTS**

(31)

1. Cancelling calls for service

1. Show the trainee how to cancel an event that has not been assigned as well as being assigned which is now in control of the Dispatcher.

---

**PHASE I**  
**LOG ON/OFF**  
(32)

1. Log on units
2. Log off units

1. Show the trainee how to log on units.
2. Show the trainee how to log off units.

---

# PHASE I MESSAGES

(33)

- 1, Send Message
2. Receive Message

1. Show the trainee the various ways to send messages from one workstation to another workstation or mobile data terminal. Explain to the trainee that anyone can retrieve these messages. They are NOT private.
2. Show the trainee how to receive a message when the message button illuminates.

---

# PHASE I CAD INQUIRIES

(34)

1. Event Search
2. Display Event
3. Employee Search
4. Unit Summary
5. Unit History

1. Show the trainee how to do an event search using the Cleared Cal Search. Explain this may be done using a number of possible criteria.
2. Show the trainee how to use the display event command (DI CFS#). Explain this command can only be used to view an open event, and also allows the addition of remarks to any event.
3. Show the trainee how to locate personnel using the DE command.
4. Show the trainee how to use the unit summary command to display the current unit activity for each unit based on search criteria defined.
5. Show the trainee how to use the unit history command to review a historical display of all the unit activities based on the search criteria defined. Refer to the CAD Manual #6-48.

---

# PHASE I CODES

(35)

1. Radio codes - understanding and memorization
2. CAD Activity codes
3. Phonetic alphabet - understanding and memorization

1. Explain the importance of knowing the radio codes. Refer to the Communications Training Manual, chapter 2
2. Explain the importance of knowing the CAD Activity codes. Refer to the Communications Training Manual, chapter 2
3. Explain the importance of knowing the phonetic alphabet. Refer to the Communications Training Manual, chapter 2

---

## **PHASE I CODES**

(36)

- |                |                      |
|----------------|----------------------|
| 1. State codes | 3. Directional codes |
| 2. Color codes | 4. Days of the week  |

1. Explain the use of the state codes. Show the trainee that state code lists are contained in the SVS manual and the CJIS manual, chapter 1.15.2. Refer to the Communications Training Manual, chapter 2.
2. Explain the need to use the color codes and the complete list that is included in the SVS book, and CJIS book, chapter 1.15.21. Refer to the Communications Training Manual, chapter 2.
3. Explain the accepted directional codes and how to utilize them. Refer to the Communications Training Manual, chapter 2.
4. Explain the accepted codes utilized for the days of the week. Refer to the Communications Training Manual, chapter 2.

---

# PHASE I CODES

(37)

1. Police agency identifiers
2. Common abbreviations and acronyms

1. Explain each agency has both an NCIC and CLETS identifier. Show the trainee the mnemonic list in the CLETS Operational Manual and the NCIC identifier in the NCIC Operating Manual. Explain when to use the mnemonic vs. the NCIC identifier.
2. Explain the need to use abbreviations. Have the trainee utilize the training manual and study sheets to aid in learning. Refer to the Communications Training Manual, chapter 2.

---

# PHASE I GEOGRAPHY

(38)

1. Schools
2. Shopping centers
3. Fire Stations
4. Common place names / Restaurants

1. Show the trainee the list of schools in the Notes (ND) file and the information contained for the schools.
2. Have the trainee utilize the study guide to learn the major shopping centers. Impress the need to know these centers, as many citizens will call in using a store or shopping center as their location.
3. Utilize the CAD "ND fire" to obtain a list of the fire stations in San Leandro. Make sure the trainee knows how to access this information and is familiar with the locations. Refer to the Communications Training Manual, chapter 2.
4. Utilize the study guides for both of the above. It is important for the trainee to realize citizens will call in using a common place or restaurant as their location. Many times they do not know the exact address and are depending on the police department to know where they are. Make sure the trainee understands they are not expected to memorize the address of each location, but they do need to know how to use the resources available to find a specific address



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# PHASE I BEATS

(39)

- |            |                     |
|------------|---------------------|
| 1. Beats   | 3. Radio Call Signs |
| 2. Sectors | 4. Patrol Shifts    |

1. Explain the geographic based policing.
2. Explain to the trainee that the city is made up of beats and sectors. Units assigned to the sectors are normally responsible for 2 beat responsibilities.
3. Explain the various radio calls signs utilized by department personnel. Utilize chapter 2 of the training manual "Radio Call Signs".
4. Explain the different patrol schedules. Show the trainee schedule information is available on the intranet thru In-Time.

---

# PHASE I CALL OUTS

(40)

1. Call outs – documentation and notifications
2. Call outs – Tactical Operations
3. Call outs – Investigations
4. Call outs – Public Works
5. Call outs – Utilities
6. Call outs – Blood Technician
7. Call outs – Tow trucks
8. Call outs –Traffic

1. Explain the basic call-out procedure. Make sure they understand the necessity of updating the call history with any information or ETA's. All callouts can be looked at under "ND Callout"
2. Explain the call-out procedure for SWAT ( Tactical Operations) and the need for accurate documentation.
3. Explain investigative call-outs. In the event of a CID callout, the field supervisor will advise who is needed.
4. Explain the call-out procedure for public works. Tell the trainee who can authorize such a call-out. Explain to the trainee that a type code of "ASCHAZ" is available for use on a call for service mask to document call-outs when they are not associated with another incident.
5. Explain call-outs for utility companies. Show the trainee where to access the needed phone numbers under "ND utilities" and the phone speed dial button "utilities". Make sure the time is documented in the call.
6. Explain when a blood technician is utilized and how to call them. Make sure the time is documented in the call.
7. Explain the tow rotation is used, how to make the call, and document it in the call history. Show them the rotation list under "SV Rotation"
8. Explain the call-out procedure for the traffic division. Explain when they are called and who can authorize such a call-out. Show them the listing in the "ND Callout". Reiterate the need for documentation in the call history.

---

# PHASE I TELETYPES

(41)

1. Responsibility and liability
2. ORI
3. Mnemonic
4. File Control Number
5. Screening

1. Explain the responsibility and liability of using the various teletype systems. Make sure the trainee is aware of the civil and criminal liability.
2. Reinforce where and how to use the various reference books introduced to the trainee earlier. Make sure they know how to use the books. Let them know it is their responsibility to search through the books to find the answers to their questions before relying on their co-workers for the answers. It is imperative that the trainee knows how to use these references.

## **SAN LEANDRO'S NCIC ID**



3. Explain that the various teletype systems have methods of sending messages and information between agencies. The mnemonic is nothing more than the "address" of that terminal. Each agency in California has at least one mnemonic, a 3-letter digit unique to that terminal, which determines where your message is routed.


## **SAN LEANDRO'S MNEMONIC**



4. Explain that each person or piece of property entered into the state system receives a unique identifying number call a File Control Number (FCN). For example:

FCN/



 = San Leandro's agency identifier  
09 = Year of the entry  
235 = Julian date for Sept 04 - 235th day of the year  
4650 = Sequential number of entries made by San Leandro for the year

---

5. Explain how we screen the different teletypes we receive.

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# PHASE I STOLEN VEHICLE SYSTEM

(42)

1. Communications procedure
2. Vehicles – Inquiry
3. Vehicles – Entry
4. Vehicles – Locate
5. Vehicles – Modify
6. Vehicles – Clear
7. Vehicles – Cancel

1. Explain to the trainee the CJIS manual states all serial numbered vehicles, which are reported to peace officers as taken, stolen, lost, or recovered and license plates which are stolen or lost, are to be entered into SVS. Make sure they understand a stolen vehicle must be entered even if it is recovered before it is reported stolen.
2. Show the trainee how to inquire on a possible stolen vehicle using the basic inquiries. Refer to #1.12 of the CJIS Manual.
3. Show the trainee how to enter vehicles and license plates using the system. Explain the various types of entries. Make sure they understand the requirements for entering vehicles. Explain the entry levels listed for license plates. Make sure the trainee is aware all license plates booked at the station must be entered as found/evidence. Refer 1.2 of the CJIS Manual.
4. Explain to the trainee how to locate a vehicle. Show your trainee the status codes for recovered vehicles and/or license plates are listed in the SVS and CJIS books, along with the CAD notepad “STA”. Refer to #1.8 of the CJIS Manual.

- 
5. Explain what a “modify” is and how to utilize the format. Refer to #1.6 of the CJIS Manual.
  6. Explain what a “clear” is and which format to utilize when we clear our own vehicle vs. one that is recovered in another jurisdiction. Refer to #1.9 of the CJIS Manual
  7. Explain when an entry is “canceled” and which format to use. Refer to #1.7 of the CJIS Manual.

---

# PHASE I LOJACK

(43)

- |               |                   |
|---------------|-------------------|
| 1. Definition | 3. LOJACK Inquiry |
| 2. Type code  | 4. SVS entry      |

1. Explain to the trainee how the LoJack system works. Make sure they understand that it is important to indicate in the call if the vehicle is equipped with a LoJack. Make sure they are aware that the LoJack company may call with a specific LoJack number on a stolen vehicle
2. Show the trainee the proper type code to use when receiving a LoJack activation. The type code of "10851" can be changed to a "R10851" if the vehicle is located. In the Nature Of Call you can place LOJACK if you would like.
3. Demonstrate how to run the specific LoJack number. Make sure they understand that the LoJack number will only display on the stolen vehicle hit if it is run by the specific LoJack number. The LoJack number will not display if the stolen vehicle hit is the result of an inquiry by VIN or license plate.
4. Impress upon the need to enter the vehicle in the stolen vehicle system as soon as possible as this is the way the LoJack device is activated.

---

**PHASE I**  
**NAME CHECK – 936**  
(44)

- |    |   |                          |    |   |                           |
|----|---|--------------------------|----|---|---------------------------|
| 1. | ■ | - Drivers license        | 6. | ■ | - Supervised Release File |
| 2. | ■ | - Wanted Persons         | 7. | ■ | - MUPS                    |
| 3. | ■ | - Sex/Arson Registration | 8. | ■ | - NCIC                    |
| 4. | ■ | - AWS                    | 9. | ■ | CRIMS                     |
| 5. | ■ | - CARPOS                 |    |   |                           |

1. Explain how to access ■ information. Let the trainee know they will be inquiring into eight separate systems. You do not need to go into detail about these eight systems at this point. That will be handled in depth in the secondary section of training. At this point, the trainee only needs to know how to utilize these systems in their call-taking position. Explain the soundex system utilized by DMV and how it may affect any responses they may receive.
2. Briefly explain the Wanted Persons System (WPS) is a state system. Explain the soundex system used and how to check through any possible responses. Let them know this is an unconfirmed response and is not probable cause for arrest by itself. Refer to section 2.3.3 in the introduction of the CJIS manual for the hit confirmation guidelines.
3. Explain the Sex and Arson Registration file.
4. Briefly explain the Automated Warrant System (AWS) is an Alameda County system. Let the trainee know any warrants received through this system are confirmed (automated system).
5. This is an automatic response on a ■.
6. Explain the Supervised Release File and what types of individuals are entered into the system. Let the trainee know how this information can help in deployment of follow up unit(s) for the primary officer. Advise the trainee that it is the dispatcher's responsibility to send a contact message to the entering agency.



- 
7. Explain the Missing/Unidentified Persons System. Make sure the trainee is aware all missing persons report has priority. Missing persons are to be responded to as soon as possible. We are mandated to take all reports of missing persons. Explain how to query the MUPS. Refer to Operations Directive I-02 84-19
  8. Briefly explain the National Crime Information Center (NCIC) system is a national system. Again, let the trainee know this is an unconfirmed response and not probable cause for arrest by itself. Refer to 3.5 in the introduction of the NCIC manual for the hit confirmation guidelines.
  9. Explain how to log in to CRIMS and the different information we can receive from the system.

---

## PHASE I VEHICLE ENTRY

(45)

- |                         |                             |
|-------------------------|-----------------------------|
| 1. Private property tow | 5. Repossessions            |
| 2. Liability            | 6. Repossession - Liability |
| 3. CAD entry            | 7. Repossession – CAD entry |
| 4. SVS entry            | 8. Repossession – SVS entry |

1. Explain a private property tow and who may authorize a vehicle to be towed. Officers' do have authority to tow a vehicle from private property as outlined in [REDACTED] Dispatch has the responsibility for entering PP Tows.
2. Explain what our liability would be in not entering a PPTOW after it is reported to us, and the officer safety and liability issues involved.
3. Show the trainee how to enter a PPTOW in the CAD. This includes entering the vehicle information into the narrative.
4. Show the trainee how to enter a PPTOW into the SVS.
5. Explain to the trainee what a repossession is, and how to determine if a vehicle has been repossessed. Explain the necessity of asking a caller if their car payments are current when they call to report their vehicle stolen. Dispatch has the responsibility for entering repossessions.
6. Explain what our negligence would be in not entering a repossession after it is reported to us. Make sure they are aware the owner may try to report the vehicle as stolen. This could create an officer safety issue.
7. Show the trainee how to enter a repossession in the CAD. This includes entering the vehicle information into the supplemental mask.
9. Show the trainee how to enter a repossession in the SVS.

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# PHASE I RECOVERED VEHICLES

(46)

1. Responsibility/liability
2. Within San Leandro – CAD entry
3. Within San Leandro – SVS entry
4. Outside San Leandro – Teletype locate
5. Dissemination of paperwork
6. Notification of owner
7. Records Update

1. Explain our responsibility to recover a vehicle in SVS quickly and the officer safety issue involved. Explain the liability if we do not remove a vehicle in a timely fashion and the driver is arrested. It is required a Peace Officer must notify DOJ immediately upon locating a reported stolen vehicle.
2. Show the trainee the way to enter a San Leandro stolen vehicle that was recovered in San Leandro, into CAD. Show the trainee how to enter a vehicle stolen from another jurisdiction and recovered in San Leandro in the CAD.
3. Reinforce the formats to use for a San Leandro stolen vehicle recovered in San Leandro, and a vehicle from another jurisdiction recovered in San Leandro
4. Explain to the trainee how we will be notified by teletype if a San Leandro stolen vehicle is recovered in another jurisdiction. Explain an SVS locate entered in another jurisdiction automatically generates a teletype notice to the originating agency.
5. Explain the chain of paperwork for stolen vehicles and license plates.
6. Explain the importance to notify the owner of the vehicle and the need to document this information into the call history. If the vehicle is drivable, we will make an attempt to contact the owner. If not or no answer, records will send a letter.
7. Show the trainee how to update one of our own located stolen vehicles in records through the property tab.

---

# PHASE I ANIMAL CONTROL

(47)

1. Calls for service
2. Event entry
3. Emergency call outs

1. Advise the trainee that dispatch is responsible to take calls for service for animal control. Those wishing to leave a message may be transferred to the appropriate voice mail.
2. Explain that Animal Control calls are entered into the CAD as open calls when they are on duty and as "AC" calls after hours. After hour calls are entered with the type code of "AC". If the call requires a callout, an officer is sent first to ascertain. If the call can wait until next business day, the call will be entered into CAD and will be printed out for animal control officer at the beginning of each day. Calls taken during business hours will be coded with the specific incident type.
3. Explain when and why an emergency call-out for Animal Services would be initiated. Let the trainee know who can authorize the call-out and what constitutes a real emergency.

---

# PHASE I CAD CRASH

(48)

1. Responsibility
2. Cards
3. Card system
4. Map books/Beat maps
5. Catch up mode

1. Explain to the trainee what a CAD crash is, and the responsibility of the dispatcher. Explain the differences between a scheduled and un-scheduled crash and the implications of each.
2. Show the trainee where the cards are located and make sure the trainee is familiar with them.
3. Teach your trainee the card system as it pertains to the call-taking / dispatch position. Have them enter calls for service using the cards for a period of time to become somewhat comfortable. This will also allow the trainee to ask clarifying questions using real calls.
4. Show the trainee how to utilize the map books and beat maps during a CAD crash. Make sure they understand it is their responsibility to supply beats on the dispatch cards. Make sure they are aware of the location of the books and extra cards.
5. Explain to the trainee how to utilize the catch up mode when recovering from a CAD crash.

---

## PHASE II

You will find that you will be doing quite a bit of review in this phase along with teaching the information unique to the secondary position. It is important to reinforce the learning done by the trainee during the call-taking phase, and to monitor the trainee while at that position.

Secondary places the trainee into a radio position for the first time. This is a big step for them. You may find yourself teaching your trainee how to talk properly and not be intimidated by the radio. They must not only learn how to perform the functions unique to this position, but to do so while deciphering which radio traffic is intended for them, and comprehending that information.

During Phase II the trainee will be instructed in how to utilize the teletype systems to their fullest potential. They will be taught how to extract vital data using minimal information. Their teletype training will go far beyond the basics they learned in Phase I. Now the trainee will learn to use the systems as an investigative tool.

It will be your responsibility to make sure the trainee is proficient in each assigned area. Have the trainee demonstrate each task prior to sign off in the Communications Training Workbook. Each numbered section must be signed and dated prior to the complete sign off of the page by the Training Officer and trainee.

---

## **PHASE II**

# **RADIO CONSOLE**


(50)


1. Foot pedal
2. Headset
3. Select/Un-select frequencies

1. Explain how the foot pedal is used vs. the manual transmit button. Make sure the trainee is aware of the transmitting delay.
2. Make sure the trainee is aware how to use the headset (fit, placement at mouth, VU meter).
3. Explain to the trainee how a channel is selected and that it alone will be heard from the select speaker. Explain the un-select, and that all un-select frequencies, will emit from the one speaker. Show them how to select a channel by left clicking on the mouse on the name of the radio channel or function. The name of the selected radio channel or function will be highlighted. This is the channel heard from the headset.

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## PHASE II RADIO WORK AREA (51)

- |                                       |   |
|---------------------------------------|---|
| 1. Radio Work Area                    | 4. Channel Name/Select line   |
| 2. Radio tabs                         | 5. Alert Tone   |
| 3. Primary/Secondary/Back-Up Channels | 6. Channel Marker  |

1. Explain the dynamics of the radio work area on the monitor. Let the trainee know that the Radio screen is the monitor where the dispatcher displays the radio channels and/or function control windows. Show the trainee how to open, close, show options and use the various functions available.
2. Explain to the trainee that there are various tabs and menu buttons located at the top of the radio screen in the radio work area. There are several operations, including multi-select, patch, display, sirens, monitor and help.
3. Explain to the trainee where our Primary (Channel 1) and the Secondary (Channel 2) channels are located, and how they are used. Show the trainee where our back-up channel is and when it would be used.
4. Explain the layout of each control window. It will have the name of the radio channel or function displayed at the top of the window. Show the trainee how to select to a specific channel control window and how to transmit on both the selected and unselected windows.
5. Make sure the trainee is aware of where the alert tone button is located and its function. You do not need to cover the entire policy covering its usage at this time.
6. Show the trainee how to activate the channel marker to indicate a .



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## PHASE II RADIO TALKGROUPS

(52)

- |    |                |     |                |
|----|----------------|-----|----------------|
| 1. | Police Main    | 8.  | Training       |
| 2. | Police Back Up | 9.  | Administration |
| 3. | Tac Three      | 10. | City wide      |
| 4. | Traffic        | 11. | SLPD Main      |
| 5. | Tac Five       | 12. | ACSO 1         |
| 6. | Investigations | 13. | IA Law         |
| 7. | Vice           |     |                |

1. Explain Police Main is utilized for routine traffic. This is where the mechanics of the “radio ear” comes into play, and the importance of the call taker to monitor this channel the best they can. Let them know the importance of being able to monitor and anticipate the needs of the officers and the Primary Dispatcher. Field personnel, including animal control and civilian staff are dispatched on this channel as well.
2. Explain that the Police Back Up is not routinely monitored by dispatch and this is considered an auxiliary channel.
3. Explain Tac Three is not monitored by dispatch and this channel is used for Car-to-car/special events/surveillances/SWAT.
4. Explain Traffic is not monitored by dispatch and this Channel is used by Traffic Division
5. Explain the function of Tac Five is not monitored by dispatch and is for wide area reception, used when outside transmission range from Channel This channel is used for any units going east of Castro Valley to the Tri-Valley area.
6. Explain Investigations is monitored by Investigation personnel and used by the detectives when in the field.
7. Explain Vice is not monitored by dispatch and is used by Vice/Narcotics units.

- 
8. Explain [REDACTED] Training is used by the Training division.
  9. Explain [REDACTED] Administration used by the Chief, Captains and Administration personnel.
  10. Explain [REDACTED] City Wide is not monitored by dispatch. Used as a tactical channel for special events. Provides Police, Fire, and Public Works with direct communications to each other and used by the detectives when in the field.
  11. Explain to the trainee that [REDACTED] and [REDACTED] are SLPD Main Channel
  12. Explain to the trainee that [REDACTED] Is ACSO Main channel.
  13. Explain to the Trainee that [REDACTED] IA LAW is Monitored by secondary dispatcher. Used only when an officer is held hostage [REDACTED] for communication regarding that specific event.

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## PHASE II STATION INTERCOMS (54)

- |                 |                 |
|-----------------|-----------------|
| 1. In-house     | 5. VCRRM (Jail) |
| 2. Jail-Entr    | 6. Front Door   |
| 3. Men-X (Jail) |                 |
| 4. Pit          |                 |

1. Show the trainee where the buttons are for the various intercoms through the station. Explain where they are located and how to use them.

In-House: Pages only specific areas within the station, Lineup Room, Locker Room, and Break Room

Jail –Entr: This is the intercom which is in the sally-port to the jail. This intercom can also “call” into radio in the event a citizen gets into the area. (In case they ask, the meaning for **sally port** is a small controlled space)

Men-X: This area is for the men’s and female side of the jail

Pit: The area where the patrol vehs are parked

VCCRRM: Located in the jail, this is the hallway between the men’s section and female section. It’s called VCRRM which is VCR Room. This is where they used to video tape [REDACTED] when A/R’d which would be played in court when the IC would be taken.

Front Door: Primarily used after hours when the front doors are locked.

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## PHASE II RESOURCES

(54)

1. Teletype manuals
  2. California Penal Code
  3. California Vehicle Code
  4. Health and Safety Code
  5. Business and Professions Code
  6. Municipal Code
  7. Radio codes
- 
1. Reinforce where these manuals are kept and their value.
  2. Show the trainee where the California Penal Code is kept and what it contains.
  3. Show the trainee where the California Vehicle Code is kept and what it contains.
  4. Explain to the trainee this is located in the penal code book and the information it contains.
  5. Explain to the trainee this is located in the penal code book and the information it contains.
  6. Show the trainee the San Leandro Municipal Code Book. Explain these are sections unique to the city and how we utilize this information. They also need to know where some municipal codes are located in the "ND" files. There is also a condensed list of the most frequently used codes in the training manual.
  7. Make sure the trainee knows how to use their radio book. Let them know there should be one at every console in the communications center.

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## PHASE II RESOURCES

(55)

1. City map
2. Apartment Complex maps
3. City Limit maps
4. SLAM
5. Google Earth

1. Make sure the trainee can demonstrate to you how to use the map books. Explain their value during a major incident or pursuit
2. Show the trainee the apartment complex maps. Let them know how helpful these can be to find a difficult address or aid in a major incident.
3. Show the trainee the city limit map located on the back wall. Explain to them how this is to be used.
4. Show the trainee how to see the SLAM map online.
5. Show the trainee how to access google earth online.

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## **PHASE II TELEPHONE CALL-OUTS**

(56)

- |                      |                         |
|----------------------|-------------------------|
| 1. Tow trucks        | 4. Gas/Electric Company |
| 2. Blood technicians | 5. EBMUD                |
| 3. Taxi              | 6. Coroner              |

1. Make sure the trainee is aware of the tow truck rotation. Let them know that the tow information needs to be documented in the call history. Explain to the trainee the difference between a police department request and a citizen's request for a tow truck.
2. Explain to the trainee what a blood technician callout is and the procedure of how to do it.
3. Explain how to call, and document a call, for a taxi.
4. Explain what information is needed when calling out PGE. Show the trainee how to access the phone numbers under "ND utilities".
5. Explain to the trainee when to call out EBMUD and their functions. Show them how to access the phone numbers in the "ND" file. Again, emphasize the need to document the call out in the call history.
6. Explain when the coroner is needed, how to call them, and the information they will need. Tell the trainee the coroner is a part of the Alameda County Sheriffs Department and who can authorize the call out.

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## PHASE II RADIO CALL-OUTS (57)

- |                   |                              |
|-------------------|------------------------------|
| 1. Helicopter     | 4. Alameda County Fire       |
| 2. Other agencies | 5. California Highway Patrol |
| 3. K9 Officers    | 6. Bomb squad                |

1. Explain who can authorize using a helicopter and how to call for one.
2. Make sure the trainee knows how to call another local agency. Let them know we utilize surrounding agencies for assistance at times. Show the trainee how to locate information on local agencies through "Notes Display".
3. Let the trainee know who can authorize calling a canine callout.
4. Reinforce the use of Alameda County Fire. Make sure they understand the importance of documenting this information in the call history when the fire department is requested over the radio
5. Review the function of the California Highway Patrol. Make sure the trainee understands that CHP helicopters do have the ability to access our channel during a mutual aid incident.
6. Explain to the trainee that we utilize the Alameda County Sheriff Department's Bomb Squad. Make sure they understand when they are called and who can authorize the call out. Lexipol Policy #408

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**PHASE II**  
**LINE UP**  
(58)

1. Reading Line Up
2. [REDACTED]
3. Patrol Checks
4. Crime Info

5. Briefing Notes

1. Explain/review what the line-up is. Show the trainee how to retrieve the line up from the Daily Roster.
2. Explain [REDACTED] and how they update thru Records
3. Explain how to add/delete/edit Patrol Check
4. Explain how to add/delete/edit Crime Info and what kind of crimes are listed.
5. Show trainee where to access the briefing notes.



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## PHASE II ON CALL

(59)

- |                        |                    |
|------------------------|--------------------|
| 1. Communications      | 4. Watch Commander |
| 2. Tactical Operations | 5. Investigations  |
| 3. Traffic Officers    | 6. Public Works    |
|                        | 7. Animal Control  |

1. Make sure the trainee understands the procedure relating to on-call sick pagers for Dispatchers
2. Make sure the trainee understands the procedure relating to on-call Tactical Operations members. Review their function and how to call them out. Make sure the trainee has the current callout list in their email and understands the importance of accurate documentation.
3. Review how and why a callout would be needed for the traffic division. Again, reinforce the importance for accurate documentation in the call history.
4. Make sure the trainee understands the importance of Watch Commander approval for specific call outs. If Watch Commander is not available the Sergeant will authorize.
5. Review the call out procedure for investigations.
6. Review the call out procedure for public works. Demonstrate how to find the needed numbers in the "ND" file.
7. Review the call out procedure for Animal Services. Under only the rarest of occasions will a AC callout be authorized. Otherwise, patrol handles any after hour AC calls that require immediate attention.

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## PHASE II VIDEO EQUIPMENT (60)

1. Display of camera views
2. Display controller
3. Cameras / Intercom

1. Show the trainee the configuration of the cameras on the video wall.
2. Explain how the controller for the cameras are operated - PTZ.
3. Demonstrate the location and use of the various cameras and intercoms, and their monitoring responsibility. Explain the difference between the Monitors and the Cameras.

### **LEFT SCREEN**

1. Sally port
2. Jail Entrance
3. Jail Booking
4. Jail Cell 1
5. Jail Hallway
6. Jail Cell 1
7. Jail Men's Side
8. Pit
9. Jail Women's
10. Jail Women's

### **RIGHT SCREEN**

1. North Courtyard
2. Courtyard Memorial
3. South Courtyard
4. Lobby
5. South View Front Door
6. North View Front Door
7. Back Door/Patio
8. Pit
9. 10 11. CID
12. Side Entrance

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## **PHASE II MUTUAL AID**

(61)

1. Pursuit policy
2. Other agency pursuits in city
3. Notification of Supervisor

1. Have the trainee read Operations Directive M-8 84-17 – Pursuit Policy. Explain how important the Secondary Dispatcher's/Call Takers role is as a competent back up for the Primary Dispatcher during a pursuit. Let the trainee know they should take the initiative to utilize the information they have on the vehicle and/or suspect, if time permits.
2. Explain to the trainee what will happen when a pursuit from another agency enters San Leandro
3. Make sure the trainee knows if there is a pursuit, or any other major incident, it is our responsibility to notify the Sergeant and or Watch Commander of the incident. Explain to the trainee that the Sergeant and or Watch Commander may find it necessary to discontinue a pursuit, or he may allow additional units to enter another agency's pursuit that has entered the City of San Leandro.

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**PHASE II**  
**COMPUTER REGULATIONS**  
**CJIS/NCIC**  
(62)

1. User responsibility
2. Security – Liability
3. User misuse

4. 
- 4

1. The San Leandro Police Department is responsible for the timely input of data, the quality/validity of such data, taking appropriate action based upon system information and the security of both State and Federal-level information files accessed through established authority.
2. Review user liability and confidentiality with the trainee. Refer to Operations Directive C-3 86-09
3. Any person authorized by law to receive a record or information obtained from a record who knowingly furnishes the record or information to a person not authorized by law to receive the record or information is guilty of a misdemeanor. Any employee who misuses the authorization to access the various systems is subject to immediate dismissal from employment. Violations may result in criminal and/or civil action.
4. Explain to the trainee what it means when the system is 966. Show them the difference between CAD externals being down and the entire system being down.

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## PHASE II VEHICLE INQUIRIES

(63)

- |                             |   |
|-----------------------------|---|
| 1. Vehicle License Inquiry  | 6. New owner information  |
| 2. Vehicles Registered to   | 7. Proper method of relaying teletype   |
| 3. Dealer Plates            | returns   |
| 4. VIN Inquiry              | 8. Stolen vehicles – <span style="background-color: black; color: black;">XXXXXXXXXX</span> |
| 5. License plate type codes |   |
- 
1. Demonstrate the various ways how to run a license plate. Explain the three different responses (AWS, Auto Stat, Reg) that return when inquiring on these systems. Have them read back the information, as it would be disseminated on the radio.
  2. Demonstrate how to obtain vehicle registration information by a name. Explain how a list of possible vehicle registrations may return and the need for the trainee to decipher what information is pertinent to the specific inquiry. Have them read back the information, as it would be disseminated on the radio.
  3. Show the trainee where to go to run a dealer plate for registration. Make sure they understand the plate is not registered to a specific vehicle, but to the dealership. Have them read back the information, as it would be disseminated on the radio.
  4. Demonstrate how to run a VIN. Explain what information returns when inquiring into this system. Have them read back the information, as it would be disseminated on the radio.
  5. Review the license plate type codes and have the trainee show you the various places to access this information. Refer to the SVS Manual, CJIS Manual.
  6. Show the trainee how to check for new owner information, release of liability, pending master file records, and any transactions or fees paid on vehicles. Explain the importance of entering the most current information into the call history.
  7. Review the methods of reading and relaying teletype information over the radio. Have the trainee demonstrate this knowledge to you.

- 
8. Explain the need to use the [REDACTED] when alerting the officer in the field of a stolen vehicle. Make sure they know this alerts not only the officer involved, but also other officers in the field, of the situation. Advise the trainee that if the auto-stat portion of the system is down, a header of "DOJ STOP" on the registration page is an indication the vehicle may be stolen.

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## PHASE II DRIVERS LICENSE INQUIRIES

(64)

- |                      |                                 |
|----------------------|---------------------------------|
| 1. By Number         | 5. Provisional license          |
| 2. By Name           | 6. Valid license/Classes        |
| 3. Out of State      | 7. Restrictions/Court Probation |
| 4. Suspended license | 8. Soundex                      |

1. Demonstrate the format to query by California Drivers License number. Demonstrate to the trainee that each license, index, or ID card number consists of one letter and a maximum of 7 numbers.
2. Demonstrate the format to query by the subjects name for a California Drivers License. Review the information received via each of the listed inquiry systems.
3. Demonstrate to the trainee how to run an out of state drivers' license. Review with the trainee how to read all the information obtained.
4. Show the trainee where the suspension information is located on a response. Make sure they know what information the officer will need: the effective date of the suspension, ending date (if noted), authority code, and service code. Have the trainee demonstrate to you how they would relay this information over the radio and explain the importance of talking slowly and clearly.
5. Make sure the trainee is aware juveniles between the ages of 16-18 years are issued "provisional licenses". Explain to them if the subject accrues a specified number of "points", either through accidents or convictions, they can have their license suspended or revoked.
6. Explain to the trainee the different classes of licenses. Make sure they understand the difference between a valid license, index card, and ID card.
7. Make sure the trainee can interpret and understand the various restrictions that may be placed on a driver's license. These can be as mundane as needing corrective lenses, to being restricted to driving only while in the course of employment in the employers vehicle. It is also important the trainee understand the subject may be on

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court probation for a specific period of time. They must be able to recognize and understand this information.

8. Explain to the trainee what a soundex is. It is imperative that they understand that the California driver's license file will soundex the last name, but the first name must be exact. Make sure they understand this is not the same for all teletype systems.



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## PHASE II AWS - PERSONS (65)

1. AWS – Inquiry/Confirmation
2. Name Inquiry
3. Number Inquiry
4. Response Options

1. Teach what AWS is, and what is found in the system. Show them how to obtain the complete warrant information if a multiple name response indicates a warrant for their subject. Explain to the trainee that this is confirmed upon receipt of the teletype. (Automated system)
2. Show the trainee what an AWS hit looks like when running a [REDACTED]
3. Show the trainee how to run an warrant number in AWS.
4. Make sure the trainee can read and interpret the entire response. Refer to the CJI and AWS books. Have the trainee read, and make sure they understand, the procedure. Make sure they understand the officer will be advised of a possible warrant utilizing the radio code [REDACTED] followed by a [REDACTED] or [REDACTED] for misdemeanor or felony.

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## PHASE II SUPERVISED RELEASE (66)

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. SRF – Inquiry/Confirmation      | 3. SRF – Contact Messages           |
| 2. SRF – Interpreting the Response | 4. SRF – Parole Officer Information |
- 
1. Demonstrate to the trainee that an inquiry into the SRF is automatically generated when running a [REDACTED]. Stress that this information is not grounds for arrest, but is vital for officer safety.
  2. Explain to the trainee how to decipher the information contained in the response. Make sure they understand all sections of the response.
  3. Explain to the trainee the need for the officers to send a “contact message” whenever a subject is contacted that is listed in the SRF. Make sure they understand it is the only way the parole officer can keep track of the subject’s activities. This information is crucial and can be cause for revocation of parole.
  4. Let the trainee know that every time a contact message is sent, it generates an automatic notification to the parole officer. This occurs if the subject is arrested or just contacted in the field.

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## PHASE II

# NATIONAL/STATE WANTED PERSONS

(67)

- |                              |                                      |
|------------------------------|--------------------------------------|
| 1. Wanted Persons System     | 7. National Crime Information Center |
| 2. WPS - Inquiry             | 8. NCIC - Inquiry                    |
| 3. WPS - Confirmation        | 9. NCIC - Confirmation               |
| 4. WPS - Locate              | 10. NCIC - Locate                    |
| 5. WPS - Extradition         | 11. NCIC - Extradition               |
| 6. WPS – Pulling the warrant | 12. NCIC – Pulling the warrant       |

1. Explain what information is contained in the WPS. Have the trainee refer to 3.1 and Intro 1.4.5 in the wanted persons section of the CJIS manual for further clarification.
2. Explain to the trainee a Wanted Persons response is automatic when running a 936. Show them how to run a name “Wanted Persons”
3. Make sure the trainee is aware that the WPS is a pointer system. Responses are not automatically confirmed. This system "points" them in the direction of the necessary information or agency with the warrant. To confirm a warrant, the dispatcher must telephone the listed agency and determine if the warrant is still valid and/or if the agency will extradite.
4. Make sure the trainee is aware when a warrant is served from the WPS, a locate must be sent to the originating agency. The trainee should be aware of the procedure
5. Make sure the trainee reads and understands the restrictions WPS has put on extradition of subjects. Extradition restrictions will normally be noted in the “miscellaneous” section of the return.
6. Explain to the trainee that after the confirmation call, the officer must be notified of the results. The issuing agency will send the warrant to confirmation at "SLD".
7. Explain to the trainee what information is contained in this system. Make sure they understand the WPS is for California and the NCIC is for the United States

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8. Explain to the trainee a response from NCIC is automatic in a [REDACTED]
  9. Make sure the trainee knows that the NCIC is a pointer system. A call must be made to confirm the validity of the warrant. (Pointer system)
  10. Make sure the trainee is advised that a locate must be sent by dispatch when a subject is arrested on an NCIC warrant.
  11. Once again, make sure the trainee is aware that NCIC places guidelines on the extradition of subjects. If a warrant is only to be served in a specific area, it must be stated in the teletype response. Extradition restrictions are normally noted in the "miscellaneous" section of the return.
  12. Make sure the trainee understands that when pulling an NCIC warrant it will be handled the same as a WPS warrant.

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## PHASE II PROPERTY TELETYPES (68)

- |                              |                                  |
|------------------------------|----------------------------------|
| 1. Automated Property System | 6. Bicycles – Automated Property |
| 2. APS – Inquiry             | 7. Bicycles – In house           |
| 3. APS – Confirmation        | 8. Boats – SVS                   |
| 4. Automated Firearm System  | 9. Boats - APS                   |
| 5. AFS – Inquiry             |                                  |

1. Explain to the trainee the need for all serialized property to be entered into the APS. Make sure they understand their responsibility will be the inquiry and confirmation process only.
2. Show the trainee how to inquire on property.. Make sure the trainee knows how to utilize the category codes and the various places to access this list. ("Article/Brand Name Book, and the CJIS book).
3. Make sure the trainee knows upon receiving information a piece of property may be stolen, a telephone call must be made to verify the information.
4. Explain to the trainee the need for all serialized guns to be entered into this system. Make sure they understand this is not just for stolen guns, but also for registration. Registration is done through CID
5. Demonstrate how to query the system.
6. Explain how to query on a possible stolen bicycle in the APS.
7. Explain what information can be retrieved in RMS. Make sure the trainee knows the difference between the two systems.
8. Review the procedure for inquiring and entering a stolen boat in the Stolen Vehicle System.
9. Explain that some boats and/or parts can also be entered in the Automated Property System. Refer to the CJIS manual for specifics.

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## PHASE II CRIMINAL HISTORY

(69)

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1. Criminal History System-Definition | 6. Juvenile Contacts                 |
| 2. CHS – Liability and restrictions   | 7. CJIS - Liability and restrictions |
| 3. CHS – Relaying via radio or MDT    | 8. CJIS - Name Inquiry               |
| 4. Automated CHS                      | 9. CJIS - Number Inquiry             |
| 5. Response types                     | 10. Relaying via radio or MDT        |

1. Explain the definition of the system.
2. Explain the liability and restrictions of the Criminal History System and CORI. Refer to the CJIS manual introduction, page 2.1 for a detailed explanation of the restrictions.
3. Explain CHS information cannot be relayed via radio or MDT unless the requesting officer has met the following criteria:
4. Show the trainee how to fill in the information to obtain the full CHS. Explain the need for the officer's name and CFS/Incident number to be in the "Audit Info" section of the mask.
5. Show the trainee the various response types that can be obtained through the Criminal History System.
6. Explain to the trainee this system is the juvenile version of the CHS and show them where it is located
7. They must understand the restrictions and liabilities involved. Let them know juvenile information is tightly restricted.
8. Show the trainee how to run a name in Juvenile Contacts and show them what information can be accessed

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9. Demonstrate to the trainee how to run a number (Agency Case Number, PJNL Key Number) in Juvenile Contacts and show them what information can be accessed
  10. Make sure the trainee knows that PJNL falls under the same guidelines for radio dissemination as CHS.

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## **PHASE II COMPUTER FILES**

(70)

1. Premise Files
2. NOTES files
3. Intranet

1. Show the trainee how to locate the premise and explain what information can be retrieved from the file.
2. Review the "NOTES " files with the trainee and make sure they understand the amount of information available to them
3. Review the information available in the Intranet, along with the links to other city sites. Make sure they understand use of the Intranet is for business purposes only.



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## **PHASE II SECURITY SYSTEM**

(71)

- |                                 |                       |
|---------------------------------|-----------------------|
| 1. Panic alarms – locations     | 3. Lexipol Policy 346 |
| 2. Panic alarms – notifications | 4. Jail Alarm         |

1. Explain the purpose and locations of the panic alarms within the Police Department. They are located in the Chiefs Office, CID, and the Jail. Also the city alarms we have City Hall Kiosk, City Hall Finance, and Council Chambers.
2. Explain the notifications that must be made upon activation of a Panic alarm
3. Make sure the trainee reads and understands Lexipol Policy 346 dealing with Building Security.
4. Demonstrate how the jail alarm operates. Make sure they understand that this a manual alarm carried on the person of the jailer.

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## **PHASE II EVACUATION**

(72)

- |                      |                            |
|----------------------|----------------------------|
| 1. Evacuation routes | 4. 911 Switch over         |
| 2. Notifications     | 5. Power shut off switches |
| 3. Evacuation kit    |                            |

1. Review the evacuation procedure. Walk the trainee through the various evacuation routes. It is imperative that they are familiar with these prior to any emergencies.
2. Explain to the trainee the importance of the various notifications. Make sure they understand the need to notify the patrol officers, fire department, Watch Commander, and Alameda County Sheriff of the need to evacuate communications.
3. Show them the location of the evacuation kit and evacuation directions located in the flip file in the front of the CAD book at each console.
4. Explain why Alameda County Sheriff is important. Make sure the trainee knows it is necessary to notify a communications supervisor or Watch Commander that they will be taking over our 911 calls. These people will activate a 911 switch that routes our 911 calls over to their station. We must supply them with a means to relay any emergency calls to us.
5. Have the trainee read and understand the procedure.

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## **PHASE II**

# **CAD CRASH - REVIEW**

(73)

1. Responsibility
2. Card System
3. Map Books/Beat map
4. Catch-up Mode

1. Review the CAD crash procedure and explain the trainee's responsibility.
2. Review how to process calls with cards
3. Review the importance of the map books and beat maps when taking calls for service on cards. Make sure they understand the importance of writing the beat and area on the card prior to giving it to the dispatcher
4. The current CAD Catch-up mode is in review

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## **PHASE III PRIMARY POSITION**

Phase III will move the trainee to the position of ultimate responsibility. Many trainees can be intimidated by the fact they will have so much information coming to them. Their secondary training has given them the ability to talk on the radio without trepidation. Now, they must make decisions while processing information from the field officers and Call-takers.

During this phase they will be learning many CAD commands and policies relating to the dispatch position. They may be placed in the position of handling emergency and/or life threatening calls. Help them, teach them, but do not do it for them. This is probably the hardest phase for any Training Officer. The experienced Training Officer can do the dispatch job effortlessly, and the frustration of teaching this position can be phenomenal. However, the reward of a competent trainee surpasses that frustration.

It will be your responsibility to make sure the trainee is proficient in each assigned area. Have the trainee demonstrate each task prior to sign off in the training workbook.

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## PHASE III RADIO CONSOLE (75)

- |                          |                           |
|--------------------------|---------------------------|
| 1. Alert tone            | 3. FCC regulations        |
| 2. [REDACTED] [REDACTED] | 4. Radio Procedure Manual |

1. This is the time to go into detail as to when and how to utilize the [REDACTED] [REDACTED] as a primary dispatcher.
2. Again, this is the time to go into detail as to when and how to utilize the [REDACTED]  
[REDACTED]
3. Explain The FCC oversees users of the radio waves. The FCC has the authority to suspend the license of any operator upon proof the agency or user has transmitted radio communications or signals containing profane or obscene words, language, or meaning. Communications on the radio should always be professional
4. Have the trainee read and understand the procedure as it relates to the responsibilities of the primary dispatch position.

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## **PHASE III**

# **RADIO OPERATION**

(76)

- |                      |                                    |
|----------------------|------------------------------------|
| 1. Hearing/Listening | 3. Transmitting                    |
| 2. Acknowledging     | 4. Proper/professional terminology |

1. Explain to the trainee the difference between "hearing" and "listening", and the importance of listening to the radio at all times. Make sure they understand that it is their responsibility as the Primary Dispatcher to listen and comprehend. Emphasize that the trainee will not be allowed to utilize the call-checks during training unless it is an emergency situation.
2. Impress upon the trainee the importance of never acknowledging a radio transmission that is not fully understood. Make sure they know they are to acknowledge an officers radio transmission in a timely fashion and never leave the officer guessing or having to confirm that the dispatcher received their radio transmission.
3. Advise the trainee of the minor delay when using the foot pedal. Make sure they understand they need to speak in a normal tone of voice with minimal voice inflections. We do not want them to sound bored, but they must not express emotion or opinions in their voice inflections.
4. Review the FCC regulations regarding proper language on the radio. Review proper radio terminology as listed in the chapter 4 of the Communications Training Manual.

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## **PHASE III**

# **DISPATCHING A CALL**

(77)

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1. How to read a call             | 6. MDT policy                    |
| 2. Event priorities               | 7. Selection of units            |
| 3. Response times                 | 8. Relaying accurate information |
| 4. Beat Responsibility            | 9. GPS - Unit locations          |
| 5. CAD vs. Dispatcher dispatching |                                  |

1. Explain to the trainee the need to read the call before dispatching. Make sure they understand they do not, and probably should not, read the calls verbatim. Practice ways to take long descriptions and circumstances and condense them into a clear and concise radio call. The Training Officer can input calls for service and have the trainee verbalize the proper way to dispatch the calls. Use your free time to go over various scenarios with the trainee.
2. Explain the call priorities and how they impact the job of the dispatcher. Make sure they understand they can break an officer from a non-priority call to handle a priority call if necessary.
3. Make sure they know that calls need to be dispatched within a specific time frame whenever possible.
4. Explain the need for and reasoning behind beat responsibility and making sound decisions when assigning primary or cover units.
5. Explain to the trainee although CAD does have the ability to recommend units to dispatch, this should never be substituted for unit location retention.
6. Explain the MDT policy for the city. Have the trainee read Operations Directive H-04 02-02

- 
7. Make sure the trainee understand the ultimate selection of which unit(s) to send on a call is theirs. Explain the need for the dispatcher to determine the number of units on a call depending on the circumstances. Review dispatcher discretion.
  8. Emphasize the need to relay accurate information. Make sure the trainee knows that they are never to guess an answer. They must always relay accurate information. If they do not have the answer, ask the Call-taker, tell the officer they do not have the answer, or call the reporting party back.
  9. Demonstrate to the trainee how the GPS can aid in the dispatch of the closest unit, especially for a priority call. Emphasize they are **not** to rely on the GPS as it is not always accurate.



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**PHASE III**  
**RADIO PROCEDURES**  
(78)

1. [REDACTED] policy

2. When/which units to roll [REDACTED]

3. Lexipol Policy 307

1. Go over the criteria to roll a unit [REDACTED] [REDACTED]

2. Explain when a unit would roll [REDACTED] [REDACTED] on an emergency call. Have the trainee explain to you when they would dispatch a unit [REDACTED] [REDACTED] to a call.

3. Have the trainee read and understand the procedure.

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## PHASE III OFFICER SAFETY

(79)

1. Updating calls
2. Updating officers status
3. Officer safety awareness
4. Alarm responses
5. Unit Contact

1. Explain the need to have the most current information in the call history and on the status monitor. Make sure the trainee understands this information may be vital to the safety of the officer.
2. Explain the need to assure status changes are current, i.e. if the officer is code four and if there is a change in location. This will not only aid the officer involved, but also keep the monitor updated for available units.
3. Emphasize the dispatcher's role in officer safety. Make sure they understand that they are the officers' lifeline to any aid they may need. Stress the importance of keeping the status monitor updated. Reinforce that officer safety is of the highest priority and will not be compromised.
4. Explain the guidelines and differences between the types of alarms we will receive. And the importance of updating the status monitors of their location.
5. Explain the need to check on an officer on calls for service ████████

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## PHASE III CALLS FOR HELP (80)

1. Officer Involved Shootings
2. Officer Held Hostage

1. Explain the procedure if an Officer is involved in a shooting.
2. Explain the procedure when an Officer is held hostage

When an officer is captured and/or held hostage the officer, consistent with his/her personal safety, will endeavor to gain use of his/her radio or a telephone and will transmit the radio

### COMMUNICATIONS CENTER PROCEDURE

Upon receipt of the [REDACTED] call the dispatcher shall:

- Check for the officer's last known location
- Immediately notify the Sergeant/Watch Commander in charge of the circumstances by land wire.
- Relay instructions from the field commander to other officers by land wire or in person.
- The code [REDACTED] ASAP shall be defined as "Call immediately".
- The secondary dispatcher will monitor **Channel C-2**.

### PATROL PROCEDURES

- In no case will field officers ask via radio for a description of the incident or of the officer's last known location.
- Officers assigned to respond will do so with extreme caution and **without** red lights and siren. Officers will avoid any alarming radio transmissions.
- Officers responding to the call will monitor **Channel C-2**.

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## **PHASE III CALLS FOR HELP**

(81)

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. Mutual aid               | 4 Pursuits exiting the city |
| 2. Pursuit policy           | 5. Helicopters              |
| 3. Pursuits within the city |                             |

1. Explain mutual aid. Let the trainee know that there is emergency mutual aid and routine mutual aid (planned and spontaneous assistance of a non-critical nature) and who is notified if the request is made.
2. Explain the pursuit policy for the city of San Leandro. Refer to Operations Directive M-08 84-17
3. Explain to the trainee that all pursuits remain on channel 1.
4. Explain to the trainee that pursuits initiated by a San Leandro officer that exit the city require dispatch to call the agency which we are approaching and request assistance. Let them know the dispatchers responsibility in such a situation.
5. Explain the asset of a helicopter in specific incidences. Review the procedure to utilize air support and the need to document this information in the call history.

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## **PHASE III SPECIALIZED RESPONSES**

(82)

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. HAZMAT                    | 5. Parking Enforcement Officers |
| 2. K9 Officers               | 6. Motor Officers               |
| 3. Crime Scene Investigators | 7. Community Service Officers   |
| 4. Traffic policy            |                                 |

1. Explain to the trainee what Hazmat is and the possible impact on the city. Review who needs to be notified and when.
2. Review how and when our canine officer may be needed for another agency, and how and when we may need the assistance of a canine officer from another agency.
3. Review the function of the crime scene investigation (CID) unit.
4. Review the notifications to be made in the event of a major traffic accident. Have the trainee demonstrate how to obtain the needed information. Review the traffic call out procedures.
5. Explain the function of the Parking Enforcement Officer.
6. Explain the function of the motor officers.
7. Explain the responsibilities of the Community Services Officers.

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## **PHASE III SPECIALIZED RESPONSES**

(83)

1. Tactical Operations

1. Explain to the trainee what the Tactical Operations Team is and how it is utilized. Demonstrate how to locate TacOps information and how a callout is done for an incident. Make sure the trainee is aware of the importance of accurate documentation of the call out for TacOps. Make sure they understand that the Station Supervisor has the primary responsibility to make the call outs when they are on duty.

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## **PHASE III**

# **CAD CRASH - REVIEW**

(84)

1. CAD crash supplies
2. Card dispatching
3. Catch-up mode

1. Review the information and materials available when CAD goes down, and where they are located.
2. Teach the trainee how to dispatch by cards. Have the trainee dispatch by cards, for at least a four hour block of time while you update the computer. Make sure they are familiar with the manual DR log.
3. Review the catch up mode for a CAD crash. How calls are entered into the system.

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## **PHASE IV EVALUATION**

(86)

The evaluation phase is one of the most critical times in the training process. This phase consists of approximately 160 hours in a four week period. The Training Officer must evaluate the trainee's ability to work as an independent dispatcher within the communications team. The Training Officer will be in the role of an observer/evaluator. During this time the Training Officer will not step in unless there is a liability or officer safety issue involved. They will be there to answer questions and continue the training process, but not to do the work for the trainee. The Training Officer must assess how effectively, safely, and thoroughly the trainee performs their duties. They must determine if the trainee has retained the information afforded them during their training, and note any weak areas in their performance. The Training Officer must develop specific tasks to overcome any areas of deficiency noted, utilizing a work-sheet if necessary. If the trainee cannot perform at a competent level, a decision will be made whether to re-phase the trainee or terminate them from the program.

While in the evaluation phase the trainee will continue to receive daily and bi-weekly evaluations. It is imperative to document any areas of weakness, along with the trainees overall performance, on these evaluations. The Training Officer must take a hard look at the trainee to determine if they can operate as a viable dispatcher for the department. It is crucial to provide accurate documentation of the trainee's progress before releasing them from the training program.