

FONTANA SCHOOL POLICE DEPARTMENT
DISPATCHER TRAINING GUIDE



Revised 07112016

FONTANA SCHOOL POLICE DEPARTMENT

Welcome to the Fontana School Police Department. Your selection as a member of this organization has been a most rigorous one! You are entering a Dispatch Training and Evaluation Program. You will be assigned to highly competent dispatch trainers who will train, guide, coach and evaluate you.

As you progress throughout this multi-phase program, you will be exposed to and trained in all tasks and skills necessary for you to eventually operate in a solo capacity as a School Police dispatcher, and you will be constantly evaluated both by your dispatch trainer and supervisors within the department. Individual training modes are explained further in this manual to provide you with an overview of what to expect.

You must have this manual with you at all times when reporting for duty, and will present it to your dispatch trainer. The dispatch trainer will record those dates when certain training is provided. You are not to make any entries or notations.

Best of luck to you in your chosen profession!

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INTRODUCTION

The dispatch trainer guide is designated to outline basic principles and procedures which will serve as a model for the dispatch trainer to follow. The goal of this program is to provide all trainees a more consistent and effective method of training, and to provide the department with a dispatcher who is capable of performing the job in an efficient and confident manner.

OBJECTIVES:

1. A closer liaison between verbal instruction and operational procedures will be achieved.
2. The expectations of the dispatch trainer and of the trainee will be made known so that both can strive for a better and more productive relationship.
3. Specific guidelines that have been set forth throughout the guide will be adhered to as closely as possible, thus ensuring quality and consistency of training. There will be exceptions, however, because many situations are unique, they must be evaluated and handled according to the particular set of circumstances.

The dispatcher training program is 15 weeks in length and is divided into eight (8) specific phases. Phase I will be one week in length and will cover basic introduction and instructional outline. Phase II will be two weeks in length and will involve tasks covering complaint and telephone practices and will be two weeks in length. Phase III will cover instruction in our CAD (Rims) system and will be two weeks in length. Phase IV will be two weeks long and the trainee will be trained in all areas alarm monitoring and video surveillance. Phase V will be three weeks long and will cover proper procedures relating to CLETS (California Law Enforcement Telecommunications System) and will be three weeks in length. Phase VI will cover primary police dispatching and will be three weeks in length. Phase VII will be one week long and will cover the records function of dispatch. Phase VIII will be the final phase in the training program and will consist of one week of review.

At the end of each phase, there will be a written test. Upon the successful completion of these five training phases, there will be a one week final evaluation.

This trainee program is designed on the concept of "training" rather than "washing out" trainees. During the training program, any deficiencies that are discovered must first be documented and then attempts to correct or overcome these deficiencies must be made. If these attempts to correct the deficiencies fail, termination of further training will be considered. Throughout the training program, every attempt will be made to develop all dispatcher trainees in a thorough, consistent, and fair manner.

Armory

Each phase of training has been broken down into a basic outline for the dispatch trainer's use. These outlines are intended for guidance only, and are by no means meant to be the only information covered for a particular phase. The outline lists only general areas of instruction and provides a means of consistent overall training. They reflect those areas covered on the trainee's written examination for each progressive phase of training. Dispatch trainers are required to provide their assigned trainees with as much expertise and job knowledge as possible during each phase of training.

Correction should be positive, firm, and enforced. You are the trainer and it is your responsibility to train them, while making sure that other dispatchers, officers, and citizens do not suffer because of their lack of knowledge. This demands immediate response by the trainee to every instruction.

Make sure you have signed off all those tasks the trainee has completed during each phase in the training manual. Indicate on the weekly observation report any obstacles you encountered in training, a skill you do not feel you spent enough time on, etc. Make your comments objective and specific.

Each major subsection under phase training will have a brief outline. The intent of this is to standardize the demands on the trainee, as well as present some teaching ideas to the dispatch trainer. Using your discretion, you may cover material that is not actually listed in the outline. However, be sure the trainee has ample time to learn what is in the outline. Trainees are responsible for knowing what the outline material is at the end of each phase.

EXPLANATION OF PHASE TRAINING

Phase training is a process designed to achieve the following goals:

1. A systematic, step-by-step approach to dispatcher training.
2. A means of ensuring trainee capability in performing basic tasks/skills necessary for competent operation in all areas of the dispatch center.
3. The prevention of unnecessary duplication of training as trainees transfer from one dispatch trainer to another.
4. Consistency in the method by which certain basic skills are taught to new police dispatchers.
5. An early detection of weaknesses in a trainee's performance and specific documentation of training given to overcome those weaknesses.

The following time frame has been established for each phase of dispatcher training. If a trainee demonstrates a competent level of performance prior to the scheduled end of any particular phase, the dispatch trainer may recommend the trainee for early advancement in the phase. Early advancement at any phase shall be subject to recommendation by the dispatch trainer and approval of the Dispatch Supervisor. All trainees will work each phase for at least the minimum time period listed before being advanced to the next phase of training. Dispatch trainers shall not start a trainee on the next phase of training without the required approval of the dispatch supervisor.

<u>PHASE</u>	<u>DESCRIPTION</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
I	Introduction/Orientation	1 week	1 week
II	Telephone/Front Counter	2 weeks	3 weeks
III	CAD/Rims	3 weeks	6 weeks
IV	Alarm/Video Surveillance	2 weeks	4 weeks
V	CLETS	1 week	2 weeks
VI	Primary Dispatch	3 weeks	6 weeks
VII	Records	1 week	1 week
VIII	Final evaluation	1 week	1 week

RE-phasing at any level will be for a maximum period of two weeks. Any trainee who is re-phased will be assigned a new dispatch trainer for that period. If a trainee fails a particular phase twice, the training status of that employee will be reviewed by the trainee's supervisor and the Chief of School Police or his designee for further evaluation and/or termination.

All trainees in the dispatch center will be administered a training evaluation test (written) during the last week of Phases II, III, and IV. These written tests will support the trainee's observed performance and provide a method of documentation of the abilities and knowledge of the employee. Results of these tests will be included in the weekly observation report completed by the dispatch trainer and retained in the trainee's training file.

All new dispatch employees will be issued the following training manuals on their first day of employment. It is the responsibility of the trainee to have these manuals with them at all times during the training process and to maintain and update them as required. All issued manuals and equipment shall be returned to the dispatch supervisor on or before the employee's last day of employment with the Fontana School Police Department.

- Dispatch Training Manual
- Rims Operating manual
- School Police Operations Manual (on shared drive)

DUTIES AND RESPONSIBILITIES

OF THE DISPATCH TRAINER

Your communications training officer (CTO) is the trainee's direct supervisor and the first person that should be contacted for questions and direction. CTO's receive significant additional responsibilities over and above their regular dispatch duties when assigned to train a newly assigned dispatcher. In addition to performing in an exemplary manner, while trainees closely watch, CTOs must slow their pace to review the purpose and detail of every new encounter. CTO's must guide trainees through a comprehensive curriculum that requires the blending of knowledge, skill and the good judgment of when, where and how to apply them.

The essentials of the CTO's role are to apply the techniques of coaching, taking ownership of the training experience, being a leader or role model and by giving encouragement and direction to the trainee. This is followed by giving feedback on the trainee's performance. As the training proceeds, an evaluation of the trainee's suitability to be a dispatcher will take shape in the mind of the CTO, because he/she is closest to the performance or product that is being evaluated. It is important that this assessment have a positive impact on the performance of the trainee. The CTO's appraisal of the trainee's abilities should always be followed with positive reinforcement and encouragement to continue good performance.

CTO's should immediately establish a good training relationship with the trainee. There should be a clear understanding of the CTO role and the trainee role, and it should be explained to the trainee. The sooner trainees know what the training program expectations are, the less apprehensive and more responsive they will be.

During the orientation process, and each time a trainee is introduced to a new CTO, the CTO should establish a friendly, open and professional rapport with the trainee. Development and learning are enhanced through effective communication. Rapport is extremely important to communication because people are not likely to share their ideas, questions, or feelings unless they feel their listener is open or empathetic to them.

The most obvious function of the CTO is that of a teacher. In most cases this teaching will occur in the dispatch work station under actual conditions. Other times, teaching may occur over a cup of coffee or during casual conversation. The fact is, CTO's will spend much of their time teaching, even when it does not appear to be an obvious activity. As teachers, CTO's should be willing to accept the responsibility for the progress of the trainee, or lack thereof, until they can identify any other uncontrollable factors that are the cause of the trainee's performance. Although the trainer has a responsibility to teach and the goal is to help the trainee to succeed, the ultimate responsibility to learn will be the trainee's. To be successful, the trainee must make a commitment to learning that may seem uncommonly intense for the first few months.

The CTO's training methods should be conducive to producing a successful trainee. This point cannot be overemphasized. Frequently, ineffective or counter-productive stressful training methods can seriously alter a trainee's self-image. The use of loud or profane speech or humiliation tactics are not acceptable conduct. These methods do not contribute to the learning environment, nor do they place the trainee in a proper state of mind.

CTO's should recall how they felt when they began training and consequently, they may appreciate the trainee's state of mind. Empathy must never be forgotten during training. The trainee's problems and fears can be allayed by the simple application of understanding from the CTO. The trainee should not be pampered, but instead, treated in a professional, objective and empathetic manner.

CTO's must be positive role models! This is done by maintaining a professional demeanor and appearance, adhering to rules and regulations, and having a positive attitude towards the Department, training program, job and trainee at all times. They must teach and reinforce department policy and procedures. CTO's should set examples by virtue of their knowledge, behavior and appearance. They should remember that trainees will be a product of what they are taught and of the behavior that is demonstrated to them. CTO's should attempt to set the highest standards in all areas of their performance.

CTO's should also convey an open and positive attitude that trainees can succeed in the training program. Trainees are not likely to develop when they feel or are told that success is not possible. **Trainees need to know and believe that their CTO's want them to succeed and that the CTO will help them achieve success.** There is nothing more disconcerting than facing a "stacked deck." Everyone needs to know that they have an even chance to succeed. CTO's are responsible for making sure their trainees are receiving and absorbing all the necessary information that will be required to succeed. They are also responsible for making sure trainees record this information and have it available upon request.

What CTO's expect from their trainee and how the trainee is treated largely determines the trainee's career success. Trainees, more often than not, perform at a level they believe is expected of them. The expectation of an event can actually make it happen in communications training. CTO's cannot avoid the cycle of events which stem from low expectations by merely hiding their feelings toward the trainee. It is virtually impossible to do this in that messages are constantly being conveyed through one's actions, mannerisms, expressions, tone of voice, and omissions. People will often communicate the most when they think they are communicating the least. To say nothing, for example, may be viewed as coldness, anger or disinterest. What is critical in the communication of expectations is not what the CTO says, but how the CTO behaves. The goals of the program, the department, the trainee and the CTO can be simultaneously achieved through open, honest, professional and positive attitudes.

It is particularly important that a CTO maintain a positive and objective attitude when assigned a trainee who has not performed well with another CTO. The subsequent CTO

must give the trainee every opportunity to succeed in that: (1) the trainee should not be stereotyped or be discriminated against, and (2) judgments should be based on independent observations, not on the comments of others. It is entirely possible that the change of CTO's and the application of a positive attitude by the subsequent CTO may, in and of itself, be sufficient to elicit an acceptable performance from the trainee. The emphasis should be placed on developing a competent, proactive solo dispatcher, rather than on finding a way to discharge the trainee.

Evaluation is another important aspect of the CTO's skills as a trainer. They must develop and use skills to determine if learning is occurring and whether or not remedial training is necessary. Evaluation skills are of primary importance to the communications training program. If CTO's cannot evaluate, then they cannot train. The principle element of effective evaluation is objectivity. The principle goal of evaluation is documentation. Evaluations will be conducted at the conclusion of each phase of training before proceeding to the next phase.

Training officers **shall not** discuss their trainee's progress with other department personnel, other than those who have a need and right to know. Supervisors involved in evaluations should ensure that positive as well as negative aspects of a trainee's performance are discussed and documented. They should also ensure that the comments are based on direct observation and not on speculation.

Problem solving and counseling are also important aspects of the CTO's role as a trainer. A CTO will often be placed in the situation where they are required to be the resource for problem solving that may also include personal problems. CTO's must develop the skill to help trainees solve their own problems. By allowing them to discuss issues and by gently guiding the trainee through these issues, many of the trainee's problems can be solved.

ROLES AND EXPECTATIONS OF TRAINEES

The role of the communications training program trainee is to demonstrate the ability to perform at a solo dispatcher level by the end of the communications training program. This is the standard by which the trainee will be measured throughout the training program.

The trainee's primary responsibility while assigned to the communications training program is to devote his/her full attention and efforts toward successfully completing that program. This may be a very intense and stressful time in the trainee's life. The communications training program staff will make every effort to provide the tools necessary for the trainee to succeed in this task. Trainees must simply give their best effort each and every moment they are assigned to the program.

Trainees are to be respectful to the Communications Training Officer (CTO) and other staff members. The CTO's direction is to be accepted and followed at all times. If the trainee believes that a specific order is improper or an evaluation is unfair, he/she should discuss it with the CTO. If the trainee is still unable to resolve the issue, the trainee should ask to meet with the Dispatch Supervisor. The Dispatch Supervisor's decision is final. If the trainee still has a concern or problem, the trainee may ask the Dispatch Supervisor to set up a meeting with the Chief of Police. The Dispatch Supervisor shall notify the Chief of Police and a meeting shall be scheduled.

Trainees will complete all assignments in a prompt, timely manner. They will follow all policy and procedures as outlined in the Fontana School Police Department Policy Manual as well as other procedure documents.

Trainees shall be receptive to constructive criticism given by CTO's and communications training staff. They may verbalize an explanation for their action; however, repeated rationalization, excessive verbal contradictions and hostility are not acceptable and are counter-productive to the communications training program itself.

It is the responsibility of the trainee, while on duty, to possess and maintain this training guide at all times during the training period and to use it for study and review during the down times in the communications center.

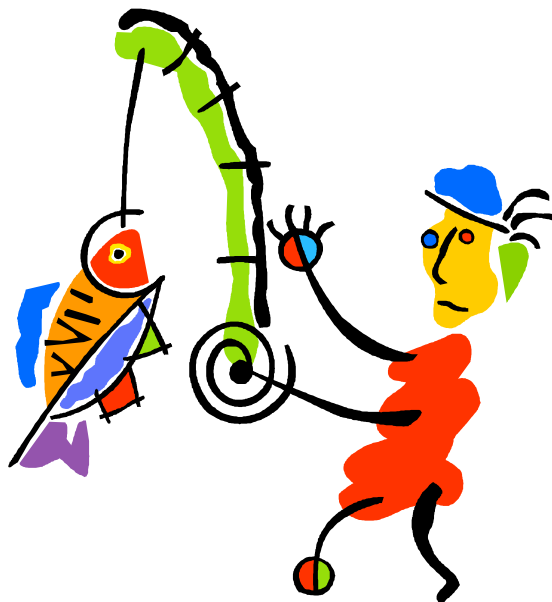
Additional responsibilities for the trainee that are unique to this new training program also include:

- **Learning**—CTO's can teach and train but they cannot make a trainee learn. Trainees must accept responsibility for their own learning as it applies to the job of dispatching. Communicating their learning needs to the trainer and training program is critical to their success.
- **Resourcefulness**—Trainees must learn how to utilize the many resources available to them inside and outside the agency. They must learn to build up and believe in their decision-making, problem-solving and critical thinking skills.

- **Initiative**—Trainees must take the initiative in the learning process. The trainee should communicate regularly with the trainer on what they are feeling confident in, what they feel they need more work in, and what assistance they need from the trainer. Trainees should ask questions when they arise. CTO's are information resources and trainees should not wait for the CTO to cover an area of concern they may have. **Trainees are expected to make mistakes** and they should not be overly concerned with errors when they are made. It is the trainee's responsibility to accept that mistakes will occur and that is important for them to review mistakes and to learn from them.
- **Self-Evaluations**—honest self-evaluations will assist both the trainee and the CTO during the training process, so openness and communication between trainer and trainee is vital. Self-evaluation will ensure that learning transfers from theory to practice. This process is fundamental to trainee development.
- **Leadership**—finally and most importantly, it is vital that the trainee understand their role as a leader. In this profession you are a role-model for your co-workers and the FUSD community. You must be confident in your own decisions. You must maintain an open mind and listen to other people's ideas. You must be motivated to learn, be professional under all circumstances, and use critical and ethical thinking in order to succeed.

“Give a man a fish
And you feed him
For a day;
Teach him how to fish
And you feed him
For a lifetime.”

Lao Tzu



PROCEDURES FOR TRAINEE TERMINATION

The following procedures will be adhered to when recommending the termination of training of a trainee. All required memoranda will be submitted as directed by the dispatch supervisor and/or watch commander.

If, during any phase of the training program, it is determined that further training will be of no benefit to the trainee, it then becomes necessary that all facts having a bearing on the eventual decision to continue or discontinue training to be gathered. A report summarizing the trainee's performance shall be directed to the dispatch supervisor and the watch commander. The report shall reflect the positive, as well as the negative aspects of the trainee's performance.

Although a dispatch trainer is encouraged to continually keep their trainee apprised of their level of performance, it is **not** the dispatch trainer's role to notify the trainee of their pending termination, even though the dispatch trainer may initiate the action.

The recommendation to terminate will be made only after all reports on file are reviewed by the Chief of School Police. All reports shall be submitted through the chain of command to the Chief of School Police. If the Chief concurs with the recommendation for termination, the Chief or his designee will notify the trainee.

WEEKLY MEETINGS AND EVALUATIONS

Weekly meetings will be held to assess the progress made by trainees. These meetings will be composed of the trainee, dispatch trainer and, when possible, the dispatch supervisor or watch commander.

At these meetings, the dispatch trainer will present his/her evaluation to their trainee. Attention should be focused on the major strengths and weaknesses possessed by the trainee.

During the evaluation meeting, an atmosphere of candid criticism should prevail. Most often the examples used by the dispatch trainers in anchoring their verbal/written judgments of a trainee are based on various operational situations. These situations will vary in nature and in degree to the stress which is present. As any one particular trainee progresses through the program, the decision of retention or separation from the department is a direct by-product of these evaluation sessions.

Briefly outlined, some of the contributions of the dispatch trainer, the dispatch supervisor, and the watch commander at the weekly meetings include:

- 1) Assuring ongoing continuity in quality of training;
- 2) Maintaining a keen sensitivity to the compatibility of the trainer/trainee relationship, part of which is the ability to reassign a trainee to another trainer should original assignments prove faulty; and
- 3) To innovate remedial programs tailored to the individual needs of the trainee

The dispatch trainer will submit the weekly evaluation to the dispatch supervisor within one day after the weekly meeting. At all levels of command, every effort must be made to ensure the content of trainee evaluations remain within the "need to know" concept.

WEEKLY/PHASE EVALUATION GUIDELINES

The weekly observations form is designed to combine daily observations with trend analysis to come up with future goal planning for the trainee. It is a total overview of the past week of training. The weekly evaluation is to serve as the progress measure for the dispatcher and the training sergeant.

When discussing your trainee's progress with him or her, be positive. First, discuss their accomplishments then move to those items that need to be stressed. Use the weekly observation report sheet to outline those items that require remedial training.

In outlining specific unacceptable areas, be sure the trainee understands why they are unacceptable in that area and then explain what our planned remedial instruction will be. Superior areas should be noted in this section.

At the end of each phase of training, a phase summary should also be completed. The purpose of the phase summary is to give an overview of the trainee's progress through the entire phase of the training program and not just the preceding week. In addition to the information needed on the weekly summary, the phase summary should include the trainer's recommendation as to whether or not the trainee should be advanced to the next phase or re-phased. In phases I and V, where the trainee is only in the phase for one week, it is only necessary for the dispatch trainer to complete the phase evaluation and not the weekly evaluation.

The weekly phase evaluation form (Appendix A) lists 23 specific behaviors to be evaluated. Each behavior is evaluated on a numerical score ranging from 1 (unacceptable) to 5 (superior). Appendix B is a list of definitions explaining what each numerical value means. The Weekly/Phase Summary form (Appendix C) has four sections that will be filled in by your trainer. You should thoroughly review the guidelines so you will know exactly what is required to establish an acceptable standard.

In cases where it appears remedial training might be necessary, then at the discretion of the dispatch supervisor, in consultation with the training sergeant, it may be required that evaluations be done daily as well as weekly, and at the end of each phase. The purpose of the daily evaluation is to offer a remedial tool for the dispatch trainer and supervisor. When filling out a daily evaluation form, it is important to remember that only specific activities observed during that day need be noted on the daily evaluation form. It is not necessary to include any type of overview of past training.

PHASE ONE—ORIENTATION

Though the first phase emphasizes learning through observation, you should not relegate the trainee to a passive observer position. Trainees should, within their limits of training and experience, participate as much as possible in everything you do. Explain, even on routine duties, how and why you do things. Remember that it is all new to them.

Phase I is the trainee's first week in the dispatch center. Skills taught are very basic, mostly relating to personnel and daily responsibilities. You will probably rely heavily on orientation training, and give initial instructions in only a few basic skills prior to the completion of Phase I.

I. ORIENTATION

- A. Building tour and introductions/Physical address of department & list of department personnel
- B. Department organization
- C. Chain of Command
 - 1. Dispatch Supervisor
 - 2. Sergeant
 - 3. Chief of School Police
- D. Copy of General Orders (in shared drive)
- E. Copy of Trainee's Manual
- F. Copy of Rims training guide (with Phase III)
- G. Tour of District Office Complex
 - Emergency Operations Center #38
 - Building 19-20 (FLIP/Briefing)
 - Human Resources 4-7
 - Risk Management 22A
 - Smoking areas
- H. Tour/Ride-along of District
- I. Mailboxes/Lockers
- J. City map

II. MISCELLANEOUS POLICIES

- A. Briefing relief (on time)
- B. Seniority – see schedule
- C. Shift changes
- D. Leave Program
 - 1. Sick leave/calling off
 - 2. Vacation time (vacation schedule)
 - 3. Leave Document
 - 4. Holidays
 - 5. Comp Time
 - 6. Furloughs
- E. Schedules

1. Dispatch schedule
 2. Officer schedule
- F. Breaks
- G. Cell Phone use
- H. Taking call off reports from department employees
- I. Taking call off reports from DSOs
- J. Gossip (general orders)
- K. Confidentiality of information
- L. Citizen's complaint procedure
- M. Personnel complaints (chain of command)
- N. Overtime (voluntary/ordered)
- Overtime rotation (officers & dispatchers)
 - Dispatch subs are called prior to overtime being offered
- O. Illness/injury on duty
- P. Payroll sheets
1. Sub timesheet
 2. Overtime sheet
 3. Shift Differential timesheet
 4. Comp time tracking (departmental form)
- Q. Performance evaluations
- R. Dress code (uniform shirt)
- S. Change of address/name
- T. Relief call-in list
- U. Master copies file
- V. Subpoena files
- W. Court calendar
- X. File tray at front counter
- Address labels
 - Tow yard information
 - Court envelopes
 - Receipt book
 - Stamps
 - School calendar
 - Leave docs
 - District map
 - Child safety seat info
- Y. Forms
- Vehicle release, tow company info
 - Report request

III. MISCELLANEOUS EQUIPMENT LOCATIONS

- A. Computers
- B. Radio consoles
 - 1. Primary channel
 - 2. TAC channel
 - 3. FPD channel
 - 4. Transportation channel
 - 5. School site channel
 - 6. Chase channel
- C. Alarm monitoring equipment
- D. Panic alarms
- E. Rims
- F. Video surveillance
- G. Phone/radio recorder
- H. Phones
- I. Xerox (copier/scanner/fax)
- J. Fire & Security alarm panels
- K. Generator panel
- L. Binders
 - Dispatch information
 - Alarm panel locations
 - Use of facilities
 - School site maps
- M. Keys
 - Cabinet
 - Return box outside
 - Sign out/in book
 - Custodian keys
 - Site keys
 - Vehicle keys (vans)
 - Dispatch keys
- N. Shredder
- O. Maps
 - Schools
 - City
- P. Restrooms
- Q. Microwave
- R. Fridge
- S. Evidence lockers
- T. Fire extinguishers
- U. Earthquake siren (duck & cover)
- V. Exercise room in building #8
- W. File folders for officers & Liaisons
- X. Thermostat
- Y. Weather/hazard alert radio

IV. JOB DUTIES AND RESPONSIBILITIES

- A. Public safety dispatcher
- B. Basic duties and responsibilities (see job description in Appendix)
- C. Records

V. EMERGENCY PREPAREDNESS/DISPATCH SAFETY

- A. Outer phone to contact dispatch
- B. Front door buzzer
- C. Door to hallway locked
- D. District cell phone

VI. OVERVIEW OF AFFILIATED AGENCIES/SURROUNDING AREA

- A. Fontana Police Department
- B. San Bernardino Sheriff's Department
- C. Rialto Police Department
- D. CHP
- E. Children's Family Services
- F. Probation
- G. District Attorney (Adult/Juvenile)
- H. West Valley Detention Center (Adult)
- I. Juvenile Hall (San Bernardino)
- J. Fire Department
- K. Comcenter
- L. Animal control
- M. Hazmat
- N. Etiwanda School District
- O. Colton School District
- P. Rialto School District
- Q. San Bernardino School District
- R. Landmarks

DISPATCHER TRAINING GUIDE

PHASE I: ADMINISTRATIVE ORIENTATION

ORIENTATION	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Building tour and introductions			
B. Department organization			
C. Chain of Command			
D. Copy of General Orders			
E. Copy of Trainee's Manual			
F. Copy of Rims training guide			
G. Tour of District Office			
H. Tour/ride-along of district			
I. Mailboxes/lockers			
J. City map			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE I: ADMINISTRATIVE ORIENTATION

MISCELLANEOUS POLICIES	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Briefing Relief			
B. Seniority			
C. Shift changes			
D. Leave program			
E. Schedules			
F. Breaks			
G. Cell Phone use			
H. Taking call off reports from department employees			
I. Taking call off reports from DSOs			
J. Gossip			
K. Confidentiality of Information			
L. Citizen's complaint procedure			

M. Personal complaints (chain of command)			
N. Overtime			
O. Illness/injury on duty			
P. Payroll sheets			
Q. Performance evaluations			
R. Dress code			
S. Change of address/name			
T. Relief call-in list			
U. Overtime rotation list			
V. Master copies file			
W. Subpoena files			
X. Court calendar			
Y. File tray at front counter			
Z. Forms			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE I: ADMINISTRATIVE ORIENTATION

MISCELLANEOUS EQUIPMENT LOCATIONS	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Computers			
B. Radio consoles			
C. Alarm monitoring			
D. Rims			
E. Video surveillance			
F. Phone/radio recorder			
G. Phones			
H. Xerox			
I. Fire & Security alarm panels			
J. Generator panel			
K. binders			
L. Keys			

M. Shredder			
N. Panic alarms			
O. Maps			
P. Restroom			
Q. Microwave			
R. Fridge			
S. Evidence lockers			
T. Fire extinguishers			
U. Earthquake siren			
V. Exercise room			
W. Dispatch keys			
X. File folders for officers & liaisons			
Y. Thermostat			
Z. Taser/Camera sign-out book			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE I: ADMINISTRATIVE ORIENTATION

JOB DUTIES & RESPONSIBILITIES	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Public safety dispatcher			
B. Basic duties and responsibilities			
C. Records			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE I: ADMINISTRATIVE ORIENTATION

Emergency Preparedness/ Dispatch Safety	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Outer phone			
B. Front door buzzer			
C. Door to hallway locked			
D. District Cell Phone			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE I: ADMINISTRATIVE ORIENTATION

OVERVIEW OF AFFILIATED AGENCIES/SURROUNDING AREA	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Fontana Police Department			
B. San Bernardino Sheriff's Department			
C. Rialto Police Department			
D. Children's Family Services			
E. Probation			
F. District Attorney			
G. West Valley Detention Center			
H. Juvenile Hall			
I. Fire department			
J. Concenters			
K. Etiwanda school district			
L. Colton school district			

M. Rialto School District			
N. San Bernardino School District			
O. Landmarks			

Trainee Name: _____

ORIENTATION SELF-TEST

1. What is the physical address for Fontana School Police?

2. As a dispatcher, who do you report to, according to the Chain of Command?

3. Where is the Emergency Operations Center located?

4. Where are the mailboxes for officers located?

5. What section of the policy manual explains the use of personal cell phones while on duty?

6. What is the name of the form that is to be completed when a School Police Employee calls off? Where is this form located and who is it given to once it is completed?

7. What form is given to a person wishing to file a complaint against an officer?

8. Where is the master copies file kept?

9. Where are served subpoenas kept?

10. What form is provided to persons requesting a copy of a police report? Where is the form located and who does the form go to after completed by the requestor?

11. List three (3) radio channels that are monitored by School Police dispatchers

12. Where is the custodian keys located? Where is the sign-out book located for these keys?

13. Where are the four department fire extinguishers located?

14. What is the signal to indicate "Duck and Cover"?

15. When should the outer door to building #10 be locked? How does someone communicate with the dispatcher when the door is locked?

16. Where is the district issued cell phone located?

17. List the law enforcement agencies that are within the boundaries of FUSD.

18. When adults are arrested by School PD, where are they booked into?

19. When juveniles are arrested by School PD, where are they booked into?

20. List three school districts that are in the area surrounding Fontana Unified.

TRAINEE EVALUATION FORM—STANDARDIZED GUIDELINES

The 1, 3, and 5 scale represents the latitude desired by a majority of the dispatch trainers. The evaluation of a trainee's performance should be based on these definitions. These definitions are to aid in continuity and lead to standardization.

SCALE VALUE DEFINITIONS

1 = Unsatisfactory/Not Acceptable by Dispatcher Trainer Program Standards

This behavior demonstrates an inability to accomplish the required tasks, indicating little benefit from training and/or experience. (Consistently incomplete, numerous, or chronic errors).

2 = The behavior demonstrates some ability but is less than satisfactory. (Occasionally incomplete and some errors).

3 = Satisfactory/Acceptable

The behavior demonstrates an adequate ability to accomplish the required task and meets minimum standards. (Allows for some reasonable error depending on the circumstances).

4 = The behavior demonstrated is highly satisfactory, indicating a continuing benefit from training and/or experience. (Characterized by few errors and timely accomplishment).

5 = Superior by Dispatch Trainer Program Standards

The behavior demonstrated is far above that required for the position. (No error and thorough)

_____Daily

_____Monthly

_____Weekly

_____Phase

**Fontana School Police Department
Dispatch Training Observation Report**

Evaluation period (dates): From _____ To _____

Trainee Name _____ Training Operator _____

In rating the trainee, consider carefully each area to be rated, taking into consideration his/her length of service and the opportunities afforded which might have a bearing on the performance observed. In completing this report, compare the trainee's progress and abilities to that of the average, competent trainee at that particular level of training.

Circle the number for the appropriate area. If you feel that your observations in any area have not been sufficient to rate the trainee, circle the area marked "N.O."

.....
This evaluation report reflects:

PHASE 1 _____ PHASE 4 _____

PHASE 2 _____ PHASE 5 _____

PHASE 3 _____ FINAL _____
.....

Attitude	1	2	3	4	5	N.O.
Comprehension of instructions	1	2	3	4	5	N.O.
Ability to implement instructions	1	2	3	4	5	N.O.
Rate of progress	1	2	3	4	5	N.O.
Understanding policies & procedures	1	2	3	4	5	N.O.
Observation of rules & regulations	1	2	3	4	5	N.O.
Written Skills	1	2	3	4	5	N.O.
Verbal Skills	1	2	3	4	5	N.O.
Listening Skills	1	2	3	4	5	N.O.
Knowledge of school geography	1	2	3	4	5	N.O.
Reaction to stress & emergency conditions	1	2	3	4	5	N.O.
Appearance	1	2	3	4	5	N.O.
Punctuality/Dependability	1	2	3	4	5	N.O.
Relations with other employees	1	2	3	4	5	N.O.
Relations with supervisors	1	2	3	4	5	N.O.
Relations with the public	1	2	3	4	5	N.O.
Self-Image/Confidence	1	2	3	4	5	N.O.
Initiative	1	2	3	4	5	N.O.
Judgment and common sense	1	2	3	4	5	N.O.
Memory/ability to recall information	1	2	3	4	5	N.O.
Mental Alertness	1	2	3	4	5	N.O.
Vocal clarity	1	2	3	4	5	N.O.
Job interest	1	2	3	4	5	N.O.

Overall Evaluation of Trainee	1	2	3	4	5	N.O.
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Continue in current phase _____

Advance to next phase _____

Recommend trainee be re-phased _____

Advance trainee to trained status _____

Dispatch Trainer Signature/Date

Watch Commander Signature/Date

PHASE TWO—TELEPHONE & FRONT COUNTER

Phase II of dispatch training is two weeks in length. It concentrates primarily on participatory learning. Having functioned primarily as an observer during Phase I, the trainee will now be expected to contribute more actively and assume full responsibility as a police dispatcher trainee in the dispatch center. Basic skills observed in Phase I will be reviewed and further developed at this time.

TELEPHONE OPERATIONS

The vital and specialized support role of the Public Safety Dispatcher dictates the need for highly dedicated and self-motivated persons to be assigned to this key function. Professional demeanor and a strong personal desire to provide effective service must be the primary job goals of the women and men who provide the critical communications link between the needs of the community and the resources of the public safety agency.

The job requirements of the call-taker are exacting. There is an expectation that a high standard of proficiency be achieved, as knowledge gained through training, ongoing experience, and natural abilities all come together to enhance overall performance. As the required level of proficiency is attained, you will earn the confidence of co-workers, officers and supervisors. They are aware of the contribution you make to their respective duties, the department's image, and the public's safety.

As a Dispatcher handling incoming calls for service, it is your responsibility to screen these calls in order of priority and importance. It is also your responsibility to convey a positive image of the department and your position by displaying a courteous and professional demeanor during all telephone contacts. To obtain accurate and complete information, proper questioning and listening techniques must be utilized at all times.

The objective of your telephone training is:

1. The ability to speak in a voice that is clear, easily understood and authoritative
2. The ability to deal courteously with the public under any circumstances.
3. The ability to take control and direct the flow of the conversation.
4. A knowledge and understanding of call screening and prioritization.
5. A recognition of the importance of information verification.
6. A knowledge of logical questions to ask, in the proper sequence.
7. The importance of keeping others in the room and supervisors apprised.

VOICE QUALITY

See yourself as others hear you. Have you ever stopped to wonder how you would sound if you could call yourself? You would find that your speech has four important characteristics:

1. Cheerfulness
2. Distinctness
3. Volume
4. Speed

Every telephone call must be answered with a pleasant voice, never a brusque or gruff voice that might be intended to impress someone or is leftover from a previous difficult phone call. It is not a sign of weakness to be empathetic or polite. Be attentive to the caller and attempt to determine from the caller's tone of voice the urgency of the call. Keep the length of all incoming calls short. Be polite, but discourage the marathon conversation. They may have a wealth of information to give you, but only a small portion of the information is pertinent to the call.

Speak clearly. Enunciate your words. If you mumble and have to repeat yourself, you will waste valuable time.

Voice level should be of adequate volume, but don't shout. If you speak too softly, you will have to repeat yourself and this will waste time. If you speak too loudly, you may offend the caller and give the appearance of being rude or impatient.

Project an air of authority and knowledge. This is called **COMMAND PRESENCE**. Make positive and accurate statements. If you give the impression that you know you are correct, the caller will accept your authority and expertise. If you seem hesitant and unsure, the caller will question your abilities.

PROFESSIONALISM AND COURTESY

PUBLIC RELATIONS

Do you realize that you are one of the top public relations people in the department? When someone calls the dispatch center, you **ARE** the Fontana School Police Department. If you appear cheerful, knowledgeable and interested, their attitude towards the department will generally be a good one.

IDENTIFY YOURSELF

In the interests of professionalism and saving time, tell the caller immediately "School Police this is (your name)." The caller should never have to ask which department or which dispatcher they have reached.

ANSWER QUICKLY

No one likes to be kept waiting, especially on the phone. Make a real effort to answer every call before the second ring. That incoming call that you have kept waiting may well be a life in danger. Every second counts. Remember, an emergency call could come in on any phone line. Also, a person who was kept on hold too long could have had a pleasant attitude to begin with but is now irate and difficult to handle.

Note: During regular business hours (Monday-Friday, 8:00 a.m.-4:00 p.m.) when there are two dispatchers on duty, one dispatcher handles phones/front counter while the other handles primary radio only. If the dispatcher responsible for phones and front counter is busy, it is acceptable for the primary radio dispatcher to answer the phones and place the caller on hold unless the caller is reporting an emergency. In these instances, you should answer the phone with "School Police, is this an emergency?" If the caller says "no," place them on hold and advise your partner as soon as he/she is available. If the caller says "yes," handle the call accordingly.

PERSONAL CONDUCT

Remember, on the phones, you are ALWAYS being recorded. Develop good telephone habits. You should be dignified without sounding aloof, friendly without becoming familiar, and sincerely interested in the caller.

You must be careful, at all times, not to do or say anything that may be construed as disparaging of any race, creed, sex, or class of people. If the caller is making disparaging remarks about an ethnic group, ignore it. Don't fall into the trap of becoming argumentative or defensive even if you are personally offended.

Be businesslike at all times, but use your sense of humor when appropriate. It can help the caller get through a trying time and will certainly leave you feeling better. People respond to a smile in the voice and it will help them feel that you are genuinely interested in their problem. Avoid unprofessional expressions. Never appear flirtatious. Again, remember you are being recorded. Would you be embarrassed to have a call listened to by your supervisor, or how about in court? The crux of this matter is knowledge and sincerity. The public can spot a phony, and your whole rapport with the caller could be gone before you realize it.

COMMUNICATION BARRIERS

You will be frequently dealing with emotional persons. When a caller requests assistance from a public safety agency, an element of emotion, in greater or lesser degree, is always present. You will eventually develop your own style, but you must become proficient in communicating properly and effectively with callers who are:

TALKING TOO FAST

When excited, most people speak far more rapidly than they do in normal situations. They may talk with such speed that words run together and comprehension of what they are saying becomes difficult. You probably can't type as fast as they are talking. Always use a calm, confident sounding voice. Be compassionate, but not personal. Explain to them

what is taking place (i.e. prioritizing the call), how the officers will be handling the call (i.e. searching the area first before making contact), etc. If time allows, explain why it is necessary for you to ask the questions you are asking. **THE QUESTIONS ARE IMPORTANT.** Your choice of words and phrases can inflame or calm a situation. Help them realize that you and the responding officers will help them.

HOSTILE

Hostility is contagious. Treat hostility with courtesy, it is also contagious. With uncooperative or evasive callers, a greater attempt must be made to control the conversation. If they are yelling, do not yell back. Speak in a very soft voice and they will normally quiet down in order to hear you. Never place your personal or professional reputation in jeopardy by responding to profanity with profanity of your own, regardless of the provocation.

ANGRY

Realize that most callers who are angry are not angry with you and have genuine reason, at least to them, to be angry. Be sympathetic. Sometimes a good “ear” is all they need to dissipate the anger and become a good reporting party.

HYSTERICAL

Calm the hysterical caller. It is the only way you can get the information you need. Explain the need for them to calm down and assist them in doing so. Suggest a couple of deep, slow breaths before they attempt to talk. Tell the caller that you can help them and repeat that until they hear it (i.e. “I can help you, I can help you”).

INTOXICATED

Don’t assume that because a caller is intoxicated that you have an excuse for being rude or discourteous. Do not hang up on a drunk caller before evaluating his/her request. This may be the time that service is truly necessary. If, after questioning, it is determined or suspected that the caller is inebriated, be sure to include that information in the call.

MENTALLY UNSTABLE

Mentally unstable callers are the most difficult type of caller. Listen to what is being said and if the caller can keep one train of thought. Evaluate these skills carefully. Chronic unstable callers can and do make bona fide calls for service. Be sure to include your suspicions in the call.

LIMITED ENGLISH SKILLS

The situation with a foreign born citizen may have to be more thoroughly probed to secure the information necessary for full thought transfer to occur. Specifically, the barrier is the difficulty to say in words what a situation is because of unfamiliarity, or lack of knowledge, of words necessary to effectively communicate. Make a concerted effort.

CHILDREN

Extract as much information as possible. Treat the calls from children very seriously. Don't assume that the child is simply playing on the phone. And remember, children are very suggestible. For example, if they are describing a car and you ask for a color, they may hesitate trying to remember and find the language to describe it. If you say "was it red?" then all of a sudden they may agree it was red just because you are the authority figure. Calls from children just take more time.

ELDERLY PERSONS

Though it is common for some elderly to be senile, just because they are old does not mean they are senile. Treat the elderly or confused caller with sympathy and respect. Take control of the conversation without seeming impatient or frustrated. Even though they may be calling for a non-police matter, you may consider sending an officer to check on the person's welfare.

EVASIVE CALLERS

The reasons for callers to withhold information or give false information are as varied as the callers. Be aware that the person may be a suspect who will attempt to report a crime as a "victim" in order to cover a crime they have committed. Callers may be in a situation which is civil in nature; however the reporting party hopes that the officers' presence will threaten the other party. The reporting party will "add" to the story in order to get a unit. A caller may have a valid complaint, yet is trying to get the units to respond more quickly by embellishing. Juveniles, pranksters or persons who are upset with the police will make false reports for harassment.

"I DON'T WANT TO BE INVOLVED"

A reporting party may wish to remain anonymous by either refusing all information pertaining to their name, address and phone number, or by giving you that information and requesting that we not contact them, release the information to the offender or include that information in a report. The violator may be a friend and/or neighbor of the reporting party and the reporting party may not want the offender prosecuted. Most often the primary concern is that peace and tranquility be restored without undue and unnecessary legal proceedings which could ultimately create additional hostility and/or future police problems. In many instances, disclosure of the reporting party's identity could lead to further complications and retaliation by the offender. If the reporting party requests anonymity and does not wish to be contacted by the officers, that should be noted in the call. You may assure the reporting party that the personal information they give the police regarding their name, address, phone number will not be disclosed to the persons who are creating a problem if the reporting party does not wish it disclosed.

LIARS

If you feel the caller is giving you false information, check the call-back number. Check for contradictions in names, numbers and locations. Ask them to repeat certain information later in the call. Listen for unusual noises or conversations in the background. Confirm that they really **see** a weapon.

COMPLAINTS AGAINST OFFICERS

In the event a dispatcher receives a complaint from the public regarding a police officer, transfer the call to the Watch Commander. If the Watch Commander is unavailable, take a message and make sure he or she receives it. Don't get into the complaint and don't take sides.

COMPLAINTS AGAINST A DISPATCHER

In this unlikely event, transfer the call to the Dispatch Supervisor. If the Dispatch Supervisor is not available or not on duty, the call can be referred to the Watch Commander.

CALLS FOR HOME PHONE NUMBERS OF PERSONNEL

You will not give to anyone, outside of current personnel, the home address or phone number of any employee. **There are no exceptions!** Make sure you know to whom you are speaking and that they are entitled to the information. If a person who is not a member of this department indicates that an emergency exists, offer to take the name and phone number of the calling party and make the call to the employee yourself.

CONTROL THE CONVERSATION

In order to ascertain the urgency of the problem and assist in prioritizing calls, the Call Taker must take control of the conversation. After the initial exchange and you sense the need of the calling party, cut off superfluous wordage by leading the caller into a meaningful context by asking questions. Be courteous but firm. If it appears the person calling does not have complete information or is getting information from someone nearby, ask to talk to the most knowledgeable party.

Remember that you may only have seconds to abstract critical information for the citizen's welfare and officer safety. The caller may only have a few seconds to talk. The right questions must be asked first.

Callers will panic or become irate or hang up if you do not appear organized in questioning or confident in your work. How far can a suspect run or drive within the time it takes you to process the call? The dispatcher must have the information as quickly as possible prior to arrival. Other citizens attempting to report emergencies may have to wait while you are wasting time with a citizen who is rambling or until you take control of the conversation to obtain the necessary information.

Once the Reporting Party has made the decision to call, found a phone, dialed the correct number, he must still explain the situation to you. The caller usually knows what they want to report, but they rarely know how to report it. Particularly in an emergency situation, people may be under such stress that they have difficulty communicating quickly and clearly.

For this reason, the Call Taker must take control of the conversation in a courteous yet businesslike and professional manner (you will get to practice your command presence) and ask these direct questions, remembering to use the “Five W’s (sometimes including the hidden sixth!).

WHERE? (did the incident occur?)

You cannot send help if you don’t know where to send the units. Remember jurisdictional boundaries. No use wasting the caller’s time to take the call if another agency is going to handle it.

WHAT? (type of incident)

You need to know immediately to properly prioritize incoming calls.

WHEN? (did the incident occur?)

The time element greatly impacts the priority of the call. Ascertain quickly if the crime is in progress, just occurred or has a longer time element. From the above information you should be able to determine if this is a high priority (emergency/hot call/urgent), a secondary priority or routine (cold call).

WHO? (are the involved parties)

Knowing who the involved parties are and if they are still on scene is extremely important to the responding officers. Officers approaching a scene will handle the call differently if they know that the suspect is still at the scene and if they are going to be dealing with one or two people versus ten. Understanding if the involved parties are family members, supposed friends, boyfriend and girlfriend or partners will also have an impact on the response.

WEAPONS?

Are there any weapons involved? This again is extremely important to officer safety. If a weapon was used, what type of weapon was it? Where is the weapon now? If someone still has the weapon, get the description of that person. If there is not a weapon seen, was one mentioned? If so, what kind? Keep in mind that weapons are not just knives and guns, but can include rocks, baseball bats, sticks or vehicles.

WHY?

Often times this “W” is the hidden or unspoken one. It is generally the last question a dispatcher would ask if at all most simply because the answer may not be readily available. It is good to keep in mind, however, because there are occasions where keeping the caller talking is a good idea or there is going to be a lengthy response time for police. Not generally pertinent to the officer’s pre-response to a call, the WHY to any type of incident often comes out while the officers are on scene or sometime after the call has been terminated.

If the caller is observing the event, it is best to try and keep them on the phone to supply updated information to responding units. The reporting party can advise where the activity is occurring and if the subject is moving from place to place. Allow the caller to “paint a picture” of the scene.

CALL SCREENING AND PRIORITIZATION

The purpose of screening calls for service is to sort out those calls that require an emergency response (red lights and sirens), an immediate response, a routine response or no response. Because all dispatchers are required to handle multiple incoming telephone lines, a clear understanding of the prioritization of these calls is vital.

HIGH PRIORITY CALLS

The highest priority calls are those in which the physical well-being of a person is in jeopardy. Examples would include suicide attempts, injury traffic collisions, domestic violence, medical aid, any call involving the use of weapons, including fights and robberies. Also included in high priority calls but to a lesser degree, are calls in which property is in jeopardy (i.e. burglaries, thefts or malicious mischief, where the crime is **in progress** or where the crime just occurred and the suspects are still in the area.

Procedures for high priority calls are as follows:

1. Ascertain the location of the problem. It may not be within our jurisdiction to handle. Get the location of the problem and the phone number the Reporting Party is calling from in case it becomes an incomplete call. Confirm the location of the Reporting Party is the same as the location where the incident occurred. You may ultimately wind up with more than one address.
2. If the Reporting Party is calling from a business, get the name of that business and include it in the call, including suite number, etc.
3. Ascertain the **nature of the problem**.
4. Weapon information—ascertain if a **weapon** has been seen, heard, threatened or mentioned.
5. Dispatch the call immediately with the partial information. Advise the responding officers that you still have the reporting party on the phone, and then return to the caller for further information. Update the call and responding officers as new information is received.
6. Ascertain if anyone is injured as soon as possible. Keep the party on the line. Update the call that there is an injury involved. Send ambulance and medical aid response if necessary. Advise fire/ambulance personnel to standby for police arrival if hazard exists.
7. For officer safety, it is imperative that you obtain the following immediately, preferably in this order:

Vehicle description and license number (use CYMBALS)

- Color—be specific (light blue, dark blue)
- Year—at the minimum, newer or older model
- Make/model—Chev/Camaro, Ford/T-bird, etc.
- Body style—station wagon, 2-door, 4-door. If a truck, full size, small pickup, flatbed, etc.
- Anything else that can help identify the vehicle
- License—make sure to ask specifically for the license
- State---license plate state

Direction of travel

- Whether on foot or in a vehicle
- Use directions (North/South/East/West and which street last seen)

Weapon(s) used, if any—NEVER ASSUME ANYTHING

- Just because no weapon was mentioned does not mean no weapon was involved. ASK!
- Also be sure the caller observed the weapon and not just assumed they had one because they were talking about it.

Number of Suspects**Description of Suspect(s)—one person at a time**

- Sex
- Race
- Age
- Height (at least tall or short)
- Weight or build
- Hair and eye color (if known)
- Clothing description—start at the top and work down the body, outside to inside (i.e. hat, green jacket over a red shirt, pants, shoes, carrying anything)
- Physical oddities, such as glasses, mustache, scars, marks, tattoos

LOWER PRIORITY CALLS

These calls for service do not require an immediate response, but should be dealt with, ideally in 15 minutes or less. However, a situation such as combative student in the office detained by school staff could well fall within the Priority 1 classification. All calls of this type must be carefully and accurately evaluated by the dispatcher to ensure that no person is in immediate danger. The procedure would be the same as above, except you need not send an incomplete call to the dispatcher and you need not keep the caller on the phone. However, the caller should be instructed to call back if the situation changes.

ROUTINE CALLS

The majority of calls received fall into this category. They are informational in nature, or the time element dictates that no person or property is in jeopardy. Calls in this category are usually handled in the order in which they are received, by the appropriate beat unit.

Research indicates that the expectations of the caller and the ability of the police to satisfy those expectations are more important to citizen satisfaction than sheer speed of response. In other words, if the dispatcher tells the citizen that the officer will “be right there”, and the officer does not arrive for thirty minutes, the citizen will not be impressed or satisfied with the response time. However, if the citizen had been told that an officer would be there in approximately thirty minutes, barring any emergencies and the officer arrives in fifteen minutes, that same citizen would probably be satisfied with the response time because the officer arrived earlier than expected. Before terminating the call, the caller should always be advised if there will be an undue time delay. If possible, call the caller back if the response is being delayed longer than first advised.

QUESTIONING AND LISTENING—SPECIAL QUESTIONS FOR SPECIAL CALLS

By carefully questioning and listening, the dispatcher should be able to clearly identify the critical from the non-critical call for service. Once this has been established, there are specific questions and information that should be obtained, other than WHERE, WHAT, WHO, and WHEN.

The “**Common Questions to Ask Reporting Party (R/P)**” at the end of this section were prepared for your reference and study but should not be relied upon as a crutch. Let the questions become second nature to you. If you learn good basic skills, then in an emergency your instincts will kick in and you will handle the call the same way as a routine call, only faster.

TRANSFERRING A CALL

Only transfer calls when necessary. None of us likes the proverbial “run around.” In time, you will become proficient in answering many questions, but you will never be able to handle them all. When it is necessary to transfer, tell the caller what you are going to do. Make sure the transfer is to the proper person and provide the extension or phone number. Never give the caller misinformation and never guess. Rather, refer them to the proper party even if it means transferring the call. If requested information is not immediately available, obtain the name and number and return the call yourself. You can learn a lot of information in this manner.

PUTTING A CALL ON HOLD

Regardless of how busy you are, the caller should never be treated with impatience. If possible, explain when it is necessary to put any caller on hold, such as "Please hold for a moment, I have another line ringing." When you put a caller on hold, try not to leave the caller for more than 60 seconds. Remember the information already provided and don't make the caller start over each time you come back on the line. If you see a call on hold and you are available, offer to take over the call for the other dispatcher. If the dispatcher needs you to do this, explain to the caller that you will help them as the other dispatcher is busy. Don't be afraid to ask for help from others in the office when you either become overburdened with calls or if you have left lines on hold and are in the middle of an involved, potentially lengthy call. A caller should never be placed on hold while you are on a personal call, unless it is to terminate that personal call.

OBTAINING NON-PUBLISHED NUMBERS

Due to a 1984 court decision, the telephone companies may release non-published telephone listing and/or subscriber information to a public safety agency only under the following conditions:

- To enable response to a possible life threatening situation. These have been described as incomplete 911 calls, unknown trouble calls, barricaded suspects, suicides, and similar situations.
- In response to a lawful search warrant.

Any employee requesting and obtaining non-published telephone information may need to complete a request form for the phone company. If a form is completed, it shall be forwarded to the Dispatch Supervisor.

Cell phones can be traced via their specific carrier to the location to which the phone is registered. In the event of an emergency the carrier can place a "ping" on the phone to track the general area in which it is being used.

TERMINATING A CALL

Often, a "Thank you for calling" will go a long way towards building a rapport that would not otherwise exist.

I. TELEPHONES

- A. Incoming lines
- B. Protocol/demeanor
 - 1. Proper identification upon answering phone
 - 2. Obtain caller's information
 - 3. Type directly into Rims (notepad)
 - 4. Place caller on hold if necessary
 - 5. Retrieving requested information
- C. In-progress calls
- D. Courtesy to the public and to co-workers
- E. Procedure for taking calls for service
- F. Transferring calls
- G. Direct lines
 - 1. Method of answering
 - 2. Transfers
 - 3. Speed dialing
 - 4. Department extensions
 - 5. District extensions
 - 6. School site extensions
 - 7. Elevator phones
 - 8. Unlisted numbers
- H. Outside agency phone numbers
- I. Front door phone/buzzer
- J. Rolodex in Rims
- K. School Police staff phone numbers
- L. Requesting assistance
 - 1. Fontana PD
 - 2. Sheriff's Department
 - 3. Rialto PD
 - 4. Comcenter
 - 5. CHP
 - 6. Animal control

II. COMMON DESCRIPTIONS AND ABBREVIATIONS

- A. Persons and clothing
- B. Vehicles
- C. Colors
- D. Location

III. COMMON CODES

- A. Radio codes
- B. Penal codes
- C. Vehicle codes
- D. Health and Safety codes
- E. Welfare & Institutions Codes
- F. Business & Professions Codes
- G. Fontana City codes
- H. Call signs
 - 1. Officers
 - 2. Leads
 - 3. Attendance liaisons
- I. Phonetic alphabet
- J. Abbreviations

IV. WORK RELATED AIDS

- A. Alarm books
- B. Site maps
- C. County schools directory
- D. Criss-cross directory

Many times an officer will have a phone number and need the address or be at a residence and ask us to ascertain a phone number when we don't know the name of the resident. The criss-cross index is our main source for doing this. This book lists only published numbers, but is an invaluable resource for us. This book is leased from the Haines Company, who publishes it. It is not used for general public information.

- E. Dispatch information binder
- F. CLETS information
- G. Supplies
- H. Use of Facilities books
- I. Utility shut off locations
- J. White board
 - Supplies

V. OTHER DISPATCH DUTIES

- A. Use of facilities
 - Entering into computer
 - Date stamp
 - Printing list
 - Filing in binder
 - Removing from binder when expired

B. Mail

- Date stamping
- Sorting
- Distribution
- Outgoing

C. Work orders

- Department
- School site (i.e. graffiti or other vandalism)
- Alarm repairs

VI. EMERGENCY AND NON-EMERGENCY CALL-OUTS

- A. Department personnel
- B. Alarm technicians
- C. Maintenance staff
- D. Site administrators
- E. Utility companies

VII. REPORTING

- A. Power outage/generator
- B. Street lights out
- C. Traffic signals out
- D. Clogged street drains – Fontana Public Works
- E. Animal on campus, city and county
- F. Bees (swarm)
- G. Shopping carts
- H. Graffiti Hotline (on city/county property)
- I. Railroad crossings
 - Lights/arms malfunctioning
 - Bus stuck at crossing

VIII. GEOGRAPHIC PLACE NAMES/LOCATIONS

- A. Schools
- B. District sites
- C. Parks
- D. Shopping centers
- E. County buildings
- F. Hospitals
- G. Major problem areas
- H. City hall
- I. Libraries
- J. Points of interest

POLICE CALL TAKING GUIDELINES

P.C. 187 – HOMICIDE

- A. Where exactly is the victim?
- B. Are you sure the person is dead?
- C. What did you see?
 - 1. Is the victim bleeding?
 - 2. Did you see a weapon?
 - 3. Did you see who did it?
 - a. Are they still there?
 - b. Description of suspect?
 - c. Description of suspect vehicle?
 - d. Direction of travel of the vehicle/suspect(s)?
- D. Is there anyone with the victim?
- E. When did this occur?
- F. Continue to assure the caller that the police are on the way, but you must continue to ask these important questions?
- G. Tell the caller not to disturb the crime scene and keep the caller on the line until the officers are on scene.
- H. Remember, that this type of call may come in as a request for Paramedics. Stay on the line. When you determine that this is a crime, question the caller.

P.C. 211– ROBBERY

- A. Was there a weapon involved? (often a person calls in a robbery when it is actually a burglary)
 - 1. What type of weapon?
 - 2. Where did the suspect place the weapon when leaving?

- 3. Did the caller actually see the weapon or did the suspect only state that he had a weapon?
- B. When did it occur?
- C. Is anyone injured?
- D. Description of suspect vehicle?
- E. Direction of travel on the suspect and/or vehicle?
- F. Description of the suspect?
- G. What is the loss?
- H. Continue to assure the caller throughout the questioning that the police are on the way, but you need to continue to ask important questions.
- I. Tell the caller not to touch any place that the suspect may have touched so that we may collect fingerprints (counter tops, cash registers, etc.).

P.C. 459 BURGLARY (IN PROGRESS)

- A. If occurring now or just occurred:
 - 1. Description of suspect?
 - 2. Suspect vehicle?
 - 3. Direction of travel on the suspect?
 - 4. What does the building back up to? (to establish possible escape routes)
 - 5. Keep the caller on the line until the officers are on scene to update the officers on the suspect(s) activity.
 - 6. If the caller does not know the exact address, have them advise how far from the caller's current location (how many doors down, across the street, behind the caller's current location, etc.)
- B. If past:
 - 1. Time element?
 - 2. The loss?
 - 3. The point of entry?

- C. The business name, if applicable

BURGLARY ALARMS (459 SILENT)

- A. Include in description text
1. Area covered on alarm and location of alarm panel
 2. Any responsible party who is en route. Include their ETA and a description of their vehicle.

BURGLARY OR PANIC ALARM

If alarm activation is received FROM any district property, confirm if it is truly a burglary or a panic alarm. Enter the call with the information from Sims alarm computer. Then attempt to contact the location by phone to confirm everything is 'ok.' On the phone, identify yourself as the School Police Department, ask who you are speaking with and make a note of the person's personal information on the call card. If there is an alarm activation after hours, the alarm will need to be verified (i.e. multiple activations, activity observed on cameras, phone call from neighbor advising subjects on campus, etc.), you will need to contact the agency of jurisdiction to have an officer respond.

For panic alarms, you will need to ascertain where the activation is coming from (i.e. Superintendent's office, payroll, Human Resources, etc.). If there are cameras covering the area in question, pull up those cameras to assist responding officers while broadcasting information over primary radio channel. Once units have arrived and dispatch is able to either get information via cameras or own observation, officers will request that dispatch call the location and provide them with information such as confirmation of panic alarm and ascertain if "Code 4." Advise the person that you have officers on scene and obtain the person's name, title and description so that you can relay that to the officers. Keep the subject on the phone while relaying the information to officers. You may need to advise the subject any instructions from the officer (where to exit the location and in which direction to walk, etc.).

If staff from the location of the panic alarm calls dispatch to advise that the panic alarm was set off accidentally, dispatch needs to obtain the caller's information and provide them with the officer's instructions when they arrive on scene to confirm that the alarm was accidental.

P.C. 261 RAPE

- A. Where did the rape occur?
- B. Where is the victim now?
- C. How long ago?
- D. Do you know suspect(s) or how did you encounter suspect(s)?
- E. Did the suspect leave in vehicle?
- F. Vehicle description?
- G. Direction of travel?
- H. Suspect description?
- I. Any weapon involved?
- J. Do you need paramedics?

***** IF RAPE OCCURRED RECENTLY, ADVISE VICTIM NOT TO BATHE OR CHANGE CLOTHES*****

Note: Advise the Watch Commander of any rape calls as it may be necessary for Fontana Police to handle the report.

P.C. 314 INDECENT EXPOSURE

- A. When did the incident occur?
- B. Is the suspect still there?
- C. Where was the suspect when he exposed himself?
- D. Description of suspect vehicle?
- E. Description of suspect?
- F. Direction of travel on the vehicle/suspect?
- G. What did the suspect do to gain your attention?
- H. Where is the victim now?
- I. Remember, this is a misdemeanor and we need the victim to file a crime report for us to arrest and prosecute the offender.

P.C. 415 FIGHT

- A. Who is involved?
 - 1. Husband vs. wife?
 - 2. Boyfriend vs. girlfriend?
 - 3. Mother vs. son?
 - a. If son or daughters are involved, get age
 - 4. Are the parties' adults or juveniles?
- B. Verbal or physical altercation? If physical:
 - 1. Weapons?
 - a. What kind?
 - b. Where (even if not displayed during fight)?
- C. Anyone been drinking or using drugs?
- D. What is happening now and what have you been hearing?
 - 1. Arguing?
 - 2. Thumping or slapping?
 - 3. Screaming?
 - 4. Breaking glass?
 - 5. Any dialogue?
 - 6. Shots fired?

MAN WITH A GUN

- A. Was a weapon displayed? If so what type of weapon?
- B. Did the suspect point the weapon at anyone?
- C. How long ago?
- D. Any shots fired? Any shots heard?

- E. If so, is anyone injured?
- F. Description of suspect and/or vehicle?
- G. The penal code 417 is different than the radio code of 417 (other agencies)
 - 1. Radio code = Man with a *gun*
 - 2. Penal code = to display a *weapon* in a rude or threatening manner

HIT & RUN TRAFFIC COLLISION

Hit and run with injuries (felony - respond medics if needed)

Hit and run with no injuries (misdemeanor)

Hit and run of parked vehicle

- A. Are there injuries?
- B. How long ago?
- C. Suspect vehicle description?
- D. Direction of travel on suspect vehicle?
- E. Probable location of damage to suspect vehicle?
- F. Are you a witness or the victim?
 - 1. If a witness, be sure to ask for name and phone number so the officer can contact later for a statement
 - 2. Include that information in the call history

**Since hit and run is a crime, we take a report whether or not it occurred on public or private property. Further, if a note is left on the victim's vehicle by the other driver which identifies him/herself, it is not a hit and run. He/she has complied with the law prior to leaving the scene. However if a note is left that contains misinformation that does qualify as a hit and run. *

VEHICLE BURGLARY OR THEFT

- A. In progress now or when occurred:
 - 1. Description of the victim's vehicle?

2. Exactly where is it parked? (helps to determine from which direction the officers should respond)
 3. Description of suspect?
 4. Suspect vehicle?
 5. Direction of travel of the suspect?
 6. Keep the caller on the line until the officers are on scene to update the officers on the suspect(s) activity.
- B. If past:
1. Time element?
 2. The loss?
 3. The point of entry?
 4. Description of the victim vehicle?
 5. Exactly where is the vehicle parked?
- C. Remember, the officer should advise you if the call type needs to be changed due to crime elements.

STOLEN VEHICLE

- A. Did you see it taken?
- B. Direction of travel?
- C. How do you know it was stolen?
- D. Suspect(s) description?
- E. Was it legally parked?
- F. Do you know who stole it?
- G. Where are the keys?
- H. Does anyone else have keys or permission to drive it?
- I. Victim's vehicle description including license plate?

J. Are your payments current?

K. Suspect(s) vehicle?

NO SUSPECT INFORMATION:

A. Run license plate to see if it has been stored or repossessed.

B. How long was it parked?

C. Was it legally parked?

D. Could it have been towed by an apartment or condominium association?

E. Make sure the Reporting Party is the registered owner or is responsible for the vehicle

F. Sometimes we are not notified regarding repossession or private property impound.

NOTE:

A. Private property impounds involve illegal parking as deemed by apartment or condominium association rules (must be properly posted).

B. Repossessions are not only for back payment due, but also can be for failure to maintain auto insurance.

ILLEGAL PARKING

A. Typical violations

1. Parked in a posted "no parking" zone

2. Parked in a fire lane

3. Parked within 15 feet of a fire hydrant

4. Parked in a handicapped space

5. Blocking a driveway or sidewalk

ACCIDENTS/TRAFFIC COLLISION

A. Are there any injuries?

1. Yes = (send paramedics)

2. Unk = (send paramedics)
3. No = (no paramedics needed)

B. For the text of the call, be sure to include:

1. How many vehicles involved?
2. What kind of accident?
 - A. vehicle vs. vehicle?
 - B. vehicle vs. bicyclist?
 - C. vehicle vs. pedestrian?
 - D. vehicle vs. pole (pole or wires down?)
 - E. vehicle vs. bus
 - Students on board = contact CHP to also respond
 - No students on board = School PD to handle

C. If you are advised of an injury or unknown injury accident:

1. Call and advise Fontana Police Department after disconnecting with the caller.
2. Indicate in the call history that FPD is en route to the accident.

D. If you are advised of a non-injury accident:

1. Determine if the vehicles are still in the roadway.
2. Try to determine which direction the vehicles are from the intersection or if they are exactly in the intersection.

E. Try to get a basic vehicle description.

F. If the reporting party will be in a parking lot, ask them to flag down the officer when they see the unit.

G. Try to ask each caller if they witnessed the accident. Get their name and phone number if they are not remaining at the scene. Include that information in the call history so the dispatcher can advise the officer taking the report for follow up contact.

H. Be alert for pending or actual fights between parties in all accidents.

- I. A police report is not required in California unless there is injury or death.
- J. Parties are required to exchange information with each other, regardless of who is at fault.
- K. The Police Department will not document private property accidents.
- L. If a caller wants the police regardless of the above information or if they are having any problems with the exchange of information with the other driver, send an officer.

TRAFFIC HAZARD

- A. Traffic hazard can be any of the following:
 - 1. A vehicle stalled in the traffic lanes
 - 2. An object in the roadway
 - 3. A substance (i.e. wet or dry concrete, sand, oil, etc.) on the surface of the road.
 - 4. Flooding
 - A. Due to rain
 - B. Due to long running sprinklers
 - 1. Water running on street can be a hazard to vehicles and pedestrians.
 - 5. Malfunctioning traffic signals

P.C. 594 MALICIOUS MISCHIEF

- A. What damage was done?
- B. Is the damage permanent? If not, no crime.
- C. Do you know who did this or why?

- D. Graffiti? What is the exact location of the vandalism?
- E. Broken windows?

ATTEMPT SUICIDE / SUICIDE

- A. Method
 - 1. If pills:
 - a. What kind?
 - b. How many?
 - c. When taken?
 - 2. If weapon:
 - a. Does Reporting Party have personal knowledge of victim having a weapon?
- B. Alert medics after method established & have them stage away.
- C. When was last time caller talked to victim?
- D. How was contact made, in person or by phone?
- E. Did victim contact caller, or did caller contact victim
- F. Victim's information
 - 1. Name
 - 2. Age
 - WIC 5150 = ADULT
 - WIC 5585 = JUVENILE
 - 3. Victim's phone number and address
 - 4. Does victim live alone?
 - 5. Does victim have previous history of suicide attempt? Method used?
 - 6. Any history of other mental or physical problems

KEEP THE CALLER ON THE LINE IN CASE RESPONDING OFFICERS HAVE ANY FURTHER QUESTIONS

DEAD BODY

- A. Are you sure the victim is dead?
- B. How did you happen upon the victim?
- C. Where exactly is the victim?
- D. Do you know how they died?
 - 1. Have they been ill?
 - 2. Is suicide possible?
 - 3. Could this be a homicide?
- E. Identification of the victim?
- F. Always treat every dead body call as a possible homicide.
- G. Advise the caller not to disturb anything around the victim.
- H. Remember, that most of these calls originate as a call for the paramedics on 911. Stay on the line and listen to the circumstances. When you determine that this is a dead body call, start your own questioning when the Fire Department has disconnected if necessary.

MISSING PERSON

- A. Name?
- B. Age?
- C. Sex?
- D. Clothing?
- E. Last seen how long ago?
- F. Where seen?

*Additional questions for a **MISSING CHILD***

- G. Have you checked the campus thoroughly?
- H. How does the child normally get home (bus, walks, picked up—by whom?)
- I. Any problems involving child custody or visitation?
- J. Have you checked with the neighbors or the child's friends?
- K. Stay at your home (or at the school), officers are on the way.
- L. Has juvenile run away in the past?

BOMB THREAT

- A. Did caller state time of detonation?
- B. Did caller advise exactly where bomb was placed?
- C. Any suspicious packages observed in the area? Do not investigate, just ask if they recall anything unusual.
- D. Suspect description?
 - 1. Male/Female?
 - 2. Young/old?
 - 3. Accent?
- E. Did suspect give a reason for wanting to bomb the location?
- F. Did he call anyone by name?
- G. Are you evacuating the building or campus?

HAZMAT

- A. Hazardous materials can be:
 - 1. Gasoline

2. Pool chlorine
 3. Oil
 4. Paint
- B. Is the material in a container(s)?
1. How large?
 2. Any placards or markings?
 3. Any leaks (liquid, powder, smoking)?
- C. Is the material spilled?
1. Is the spill a liquid, powder, or gas (smoking)?
 2. How large of an area does it cover?
 3. From what container did it spill?
 - a. Are there any identifiable placards, marking, numbers, or the name of the product on the container(s)?
- D. Is anyone injured?
- E. Do you know who owns the container or how it got there?
- F. A HAZMAT incident can be anything from a spill of a gallon of motor oil into the storm drains to a spill of radioactive material from a train.
- G. Remember, the information you obtain will be relayed to the responding officers and can be vital to their safety.

DISPATCHER TRAINING GUIDE

PHASE II: TELEPHONE & FRONT COUNTER

TELEPHONES	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Incoming lines			
B. Protocol/demeanor			
C. Courtesy to the public and co-workers			
D. Procedure for taking calls for service			
E. Transferring calls			
F. Direct lines			
G. Outside agency phone numbers			
H. Front door phone/buzzer			
I. Rolodex in Rims			
J. School Police staff phone numbers			
K. Requesting assistance			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE II: TELEPHONE & FRONT COUNTER

COMMON DESCRIPTIONS AND ABBREVIATIONS	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Persons and clothing			
B. Vehicles			
C. Colors			
D. Location			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE II: TELEPHONE & FRONT COUNTER

COMMON CODES	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Radio codes			
B. Penal codes			
C. Vehicle codes			
D. Health and Safety codes			
E. FCC codes			
F. Call signs			
G. Phonetic alphabet			
H. Abbreviations			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE II: TELEPHONE & FRONT COUNTER

WORK RELATED AIDS	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Alarm books			
B. Site maps			
C. County schools directory			
D. Criss-cross directory			
E. Dispatch information binder			
F. CLETS information			
G. Supplies			
H. Use of facilities books			
I. Utility shut off locations			
J. White board			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE II: TELEPHONE & FRONT COUNTER

OTHER DISPATCH DUTIES	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Use of facilities			
B. Mail			
C. Work orders			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE II: TELEPHONE & FRONT COUNTER

EMERGENCY AND NON-EMERGENCY CALL-OUTS	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Department personnel			
B. Alarm technicians			
C. Maintenance staff			
D. Site administrators			
E. Utility companies			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE II: TELEPHONE & FRONT COUNTER

REPORTING	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Power outage			
B. Street lights out			
C. Traffic signals out			
D. Clogged street drains			
E. Animal on campus			
F. Shopping carts			
G. Graffiti			
H. Railroad crossings			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE II: TELEPHONE & FRONT COUNTER

GEOGRAPHIC PLACE NAMES/LOCATIONS	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Schools			
B. District sites			
C. Parks			
D. Shopping centers			
E. County buildings			
F. Hospitals			
G. Major problem areas			
H. City hall			
I. Libraries			
J. Points of interest			

Trainee Name: _____

CALL TAKER SELF TEST

1. You receive an in-progress call that needs to be dispatched immediately. Answer the following:
 - A. What is the quickest way to start a unit rolling into the area while you obtain further information?
 - B. What is the minimum amount of information needed on the call card to send the call to the primary dispatcher?
2. You receive a phone call from a citizen requesting to speak to a specific officer. Explain how;
 - A. You see if the officer is on duty.
 - B. If the officer is in the field, how do you deliver the message to the officer?
3. You receive a phone call from a citizen who has one of the following characteristics. Explain to your Training Officer a phrase or technique you could use to deal effectively with this caller.
 - A. Hostile towards police
 - B. Angry
 - C. Hysterical
 - D. Profane
4. List five direct questions you would ask in order to gain control of a telephone conversation.
5. List four examples of an incident which would require notification of a supervisor or Watch Commander.
6. Assuming that each of the following categories of calls is of a non-critical nature, list the questions you would ask that would be unique to that type of call.
 - A. HAZMAT
 - B. 594
 - C. 415
 - E. TCINJ
 - F. 5150/SUICIDAL
 - G. 211
 - H. 459

7. Show your Training Officer how to transfer a call to the Dispatch Supervisor's voice mail.
8. How do you obtain an unlisted phone number in case of an emergency? Under what circumstances may you obtain an unlisted number?
9. You have received a request from the Primary Dispatcher to call the district maintenance/operations supervisor. Demonstrate to your Training Officer how to call out maintenance/operations personnel and create a call for service with the information.
10. Demonstrate to your Training Officer the questions you would ask an informant to gain an accurate suspect description and in what order you would ask them.
11. You are working a possible burglary with the suspect on foot in the area. The officer has requested the helicopter to assist. How do you obtain the needed help?
12. You receive a request from the Primary Dispatcher for a tow truck.
 - a. How do you find out which tow company is next in the rotation?
 - b. After you call for the tow truck, how do you notify the Primary Dispatcher that the tow truck is en route and enter that information in the call card at the same time?

13. Name the 5 basic questions

14. Convert the following to military time:

2:00 pm _____

4:15 pm _____

1:26 am _____

9:30 pm _____

15. Convert the following to standard time

1342 hrs. _____

0131 hrs. _____

1700 hrs. _____

1806 hrs. _____

16. In what order is a basic suspect description taken?

17. Using the order listed above write a basic suspect description using your trainer as the "suspect".

18. What is the phone number for dispatch that is given out to the public?

19. What is the proper order to obtain a vehicle description?

20. Using the order listed above give a vehicle description using your own vehicle as a guide.

21. Identify what the following acronym's letters stand for:

C _____
Y _____
M _____
B _____
A _____
L _____
S _____

22. Match the following penal and vehicle codes to their definition:

459 PC _____
488 PC _____
415 PC _____
10851 CVC _____
594 PC _____

Trainee Signature

CTO Signature

Date

Dispatch Supervisor Signature

TRAINEE EVALUATION FORM—STANDARDIZED GUIDELINES

The 1, 3, and 5 scale represents the latitude desired by a majority of the dispatch trainers. The evaluation of a trainee's performance should be based on these definitions. These definitions are to aid in continuity and lead to standardization.

SCALE VALUE DEFINITIONS

1 = Unsatisfactory/Not Acceptable by Dispatcher Trainer Program Standards

This behavior demonstrates an inability to accomplish the required tasks, indicating little benefit from training and/or experience. (Consistently incomplete, numerous, or chronic errors).

2 = The behavior demonstrates some ability but is less than satisfactory. (Occasionally incomplete and some errors).

3 = Satisfactory/Acceptable

The behavior demonstrates an adequate ability to accomplish the required task and meets minimum standards. (Allows for some reasonable error depending on the circumstances).

4 = The behavior demonstrated is highly satisfactory, indicating a continuing benefit from training and/or experience. (Characterized by few errors and timely accomplishment).

5 = Superior by Dispatch Trainer Program Standards

The behavior demonstrated is far above that required for the position. (No error and thorough)

_____Daily

_____Monthly

_____Weekly

_____Phase

**Fontana School Police Department
Dispatch Training Observation Report**

Evaluation period (dates): From _____ To _____

Trainee Name _____ Training Operator _____

In rating the trainee, consider carefully each area to be rated, taking into consideration his/her length of service and the opportunities afforded which might have a bearing on the performance observed. In completing this report, compare the trainee's progress and abilities to that of the average, competent trainee at that particular level of training.

Circle the number for the appropriate area. If you feel that your observations in any area have not been sufficient to rate the trainee, circle the area marked "N.O."

.....
This evaluation report reflects:

PHASE 1 _____ PHASE 4 _____

PHASE 2 _____ PHASE 5 _____

PHASE 3 _____ FINAL _____
.....

Attitude	1	2	3	4	5	N.O.
Comprehension of instructions	1	2	3	4	5	N.O.
Ability to implement instructions	1	2	3	4	5	N.O.
Rate of progress	1	2	3	4	5	N.O.
Understanding policies & procedures	1	2	3	4	5	N.O.
Observation of rules & regulations	1	2	3	4	5	N.O.
Written Skills	1	2	3	4	5	N.O.
Verbal Skills	1	2	3	4	5	N.O.
Listening Skills	1	2	3	4	5	N.O.
Knowledge of school geography	1	2	3	4	5	N.O.
Reaction to stress & emergency conditions	1	2	3	4	5	N.O.
Appearance	1	2	3	4	5	N.O.
Punctuality/Dependability	1	2	3	4	5	N.O.
Relations with other employees	1	2	3	4	5	N.O.
Relations with supervisors	1	2	3	4	5	N.O.
Relations with the public	1	2	3	4	5	N.O.
Self-Image/Confidence	1	2	3	4	5	N.O.
Initiative	1	2	3	4	5	N.O.
Judgment and common sense	1	2	3	4	5	N.O.
Memory/ability to recall information	1	2	3	4	5	N.O.
Mental Alertness	1	2	3	4	5	N.O.
Vocal clarity	1	2	3	4	5	N.O.
Job interest	1	2	3	4	5	N.O.

Overall Evaluation of Trainee	1	2	3	4	5	N.O.
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Continue in current phase	_____
Advance to next phase	_____
Recommend trainee be re-phased	_____
Advance trainee to trained status	_____

Dispatch Trainer Signature/Date

Watch Commander Signature/Date

PHASE THREE—CAD/RIMS

This phase will cover all areas of our CAD system—RIMS-- from logging units on, inputting calls for service, updating call cards, etc. Please refer to your Rims Training Manual for more detailed information on this system.

RIMS

- A. Signing on/off
- B. Screen configuration
- C. Pull down menus
- D. Unit status display
- E. Function keys
- F. Control keys
- G. Logging units on/off including dispatch
 - Vehicle information/equipment
 - Adding 2nd officer (i.e. K9 or training officer)
 - Updating vehicle information (late log on or vehicle exchange)
- H. Call for service incident (Incident Entry)
 - RP information (last name first)
 - Sims as RP for alarm calls
 - Description put [] around juvenile names
 - Assigning unit(s) to a call
 - Dispatching unit(s) to a call
 - Clearing a call with disposition
 - Assigning a case # to an incident
- I. Pending incidents
- J. Holding incident for particular officer
- K. Using the command line
- L. Officer Initiated Incident
 - Traffic stops
 - Ped checks
 - School checks
 - Assigning tow on traffic stop
 - Assigning case #
- M. Case log
 - Looking up a case
 - Inputting information into a case
 - Voiding a case
- N. Citations
 - Looking up a cite
 - Inputting information into a cite
 - Voiding a cite
- O. Premises
- P. Phone list

- Q. Searches
- R. Location history
- S. Tow log/assigning a tow
- T. Messages
 - Sending messages
 - Reading messages
 - Printing messages
- U. Post-it notes
- V. Scheduled incidents
- W. Subpoena processing
- X. Property
- Y. Incident summary
- Z. Shift bulletin
- AA. Media bulletin
- BB. Rims Updates
- CC. Changing password
- DD. Exiting rims
- EE. Ready Reference
- FF. Protection Orders
- GG. People Look Up & Entry
- HH. Vehicle Look Up
- II. Admin Vehicle Maintenance

ATTACHED LISTS:

- **INCIDENT TYPES**
- **DISPOSITIONS**

COLOR CODES

The following is a list of color codes utilized daily. They are used in the text of calls for service and entry into several different teletype systems. It is imperative that you become familiar with them.

Beige	BGE	Pink	PNK
Blue	BLU	Purple	PUR
Black	BLK	Red	RED
Brown	BRN	Silver	SIL
	BRO	Tan	TAN
Cream	CRM	Teal	TEA
Gold	GLD	White	WHT

Green	GRN
Gray	GRY
Orange	ORG

Yellow	YEL
Maroon	MAR

DAYS OF THE WEEK

Monday	MON
--------	-----

Friday	FRI
--------	-----

Tuesday	TUES
---------	------

Saturday	SAT
----------	-----

Wednesday	WED
-----------	-----

Sunday	SUN
--------	-----

Thursday	THU
----------	-----

DIRECTIONS

N/B	NORTHBOUND
-----	------------

S/B	SOUTHBOUND
-----	------------

W/B	WESTBOUND
-----	-----------

E/B	EASTBOUND
-----	-----------

N/O	NORTH OF
-----	----------

S/O	SOUTH OF
-----	----------

W/O	WEST OF
-----	---------

E/O	EAST OF
-----	---------

STATES

AL	ALABAMA
AK	ALASKA
AZ	ARIZONA
AR	ARKANSAS
CA	CALIFORNIA
CO	COLORADO
CT	CONNECTICUT
DE	DELAWARE
DC	DISTRICT OF COLUMBIA
FL	FLORIDA
GA	GEORGIA

MO	MISSOURI
MT	MONTANA
NB	NEBRASKA
NV	NEVADA
NH	NEW HAMPSHIRE
NJ	NEW JERSEY
NM	NEW MEXICO
NY	NEW YORK
NC	NORTH CAROLINA
ND	NORTH DAKOTA
OH	OHIO

HI	HAWAII
ID	IDAHO
IL	ILLINOIS
IN	INDIANA
IA	IOWA
KS	KANSAS
KY	KENTUCKY
LA	LOUISIANA
ME	MAINE
MD	MARYLAND
MA	MASSACHUSSETTS
MI	MICHIGAN
MN	MINNESOTA
MS	MISSISSIPPI

OK	OKLAHOMA
OR	OREGON
PA	PENNSYLVANIA
RI	RHODE ISLAND
SC	SOUTH CAROLINA
SD	SOUTH DAKOTA
TN	TENNESSEE
TX	TEXAS
UT	UTAH
VT	VERMONT
VA	VIRGINIA
WA	WASHINGTON
WV	WEST VIRGINIA
WI	WISCONSIN
WY	WYOMING

ABBREVIATIONS

Abbreviations are used in law enforcement for speed and brevity. When entering calls for service it is important to use abbreviations to shorten the time it takes to enter a call, however it is also important to use abbreviations that will be understood by anybody reading it. Below is a list of abbreviations used by law enforcement.

ABC	Alcohol Beverage Control
ADDL	Additional
ADDR	Address
ADV	Advised
ADW	Assault with a Deadly Weapon
AKA	Alias (also known as)
AOD	Assist Other Department
APB	All Points Bulletin
APT	Apartment
ARR	Arrest
ASAP	As Soon As Possible
ATC	Attempt to Contact
ATF	Alcohol, Tobacco, and Firearms
ATL	Attempt to Locate
ATT	Attempt
AWOL	Absent Without Leave
BA	Blood Alcohol
BB CAP	Baseball Cap

BLK	Black
BLDG	Building
BLU	Blue
BFA	Black Female Adult
BMA	Black Male Adult
BOLO	Be On The Lookout
BRO	Brown
BTWN	Between
BURG	Burglary or Burgundy
BUSN	Business
B&P	Business and Professions Code
CAD	Computer Aided Dispatch
CCW	Carrying a Concealed Weapon
CDL	California Driver's License
CHK	Check
CHP	California Highway Patrol
CII	Criminal Identification Index
CLETS	California Law Enforcement Telecommunications System
CP	Command Post
CPL	Corporal
CTR	Center

CYA	California Youth Authority
DA	District Attorney
DB	Dead Body or Detective Bureau
DEA	Drug Enforcement Agency
DESC	Description
DL	Driver's License
DMV	Department of Motor Vehicle
DOA	Dead on Arrival
DOB	Date of Birth
DOJ	Department of Justice
DOT	Direction of Travel
DROS	Dealer Record of Sale
DUI	Driving Under the Influence
EMP	Employee
ENRT	Enroute
E/O, EO	East of
EOC	Emergency Operations Center
EOW	End of Watch (end of shift)
ETA	Estimated Time of Arrival
FAA	Federal Aviation Administration
FBI	Federal Bureau of Investigations
FCC	Federal Communications Commission
FD	Flag down
FI	Field Interrogation
FST	Field Sobriety Test
FTA	Failure to Appear

FTP	Failure to Pay
FU	Follow Up
FWY	Freeway
GOA	Gone on Arrival
GLD	Gold
GRN	Green
GRY	Gray
GTA	Grand Theft Auto
H&S	Health and Safety Code
HBD	Has Been Drinking
HFA	Hispanic Female Adult
HMA	Hispanic Male Adult
HR	Human resources
H&S	Health and Safety
IA	Internal Affairs
I/C or IC	In Custody
ID	Identification
INFO	Information
INJ	Injury
IOD	Injured on Duty

IP	In progress
JO	Just Occurred
JUV	Juvenile
LIC	License
LKA	Last Known Address
LOC	Location
LSW	Last Seen Wearing
LT	Lieutenant
LT	Light (color)
MC	Motorcycle
MAR	Maroon
MED	Medical or Medium
MEDAID	Medical AID
MGR	Manager
MISC	Miscellaneous
MISD	Misdemeanor
MO	Method of Operation (Modus Operandi)
MP	Missing Person or Military Police
MUNI	Municipal
NCIC	National Crime Information Center
NFD	No Further Description
NFI	No Further Information
NLETS	National Law Enforcement Telecommunications System

NSF	Non-sufficient Funds
OBS	Observed
OCC	Occur
OD	Overdose, Off-Duty
OFCR	Officer
OLN	Operator's (driver's) License Number
OR	Own Recognizance (To be Released on own Recognizance)
ORI	Origination Agency Identifier
ORNG	Orange
OSHA	Occupational Safety Health Agency
OT	Overtime
PU	Pick Up (Vehicle Description or to Transport)
PC	Penal Code or Probable Cause
PED	Pedestrian
PKD	Parked
PKG	Package
PLOT	Parking Lot
POE	Point of Entry
POI	Pont of Impact
POSS	Possible
POV	Personal Owned Vehicle
PPI	Private Party Impound
PROP	Property

RO	Registered Owner
RP	Reporting Party
REF	Reference
REPO	Repossession
RES	Residence or Resident
RIP	Registration In Progress (DMV)
RPT	Report
RT	Right
SW	Station Wagon
SCE	Southern California Edison
SCH	School
SER	Serial
SGT	Sergeant
S/O,SO	South of
SUBJ	Subject
SUPP	Supplemental Report (or Information)
SUSP	Suspect or suspicious
SVS	Stolen Vehicle System
SWAT	Special Weapons and Tactics
TC	Traffic Collision
TIP	Transfer In Progress (DMV)
TRO	Temporary Restraining Order
TWD	Towards
UNK	Unknown

UTI	Under the Influence
UTL	Unable to Locate
VIC VICT	Victim
VC	Vehicle Code
VEH	Vehicle
VIN	Vehicle Identification Number
VS	Versus
W/	With
WC	Watch Commander
WIC	Welfare & Institutions Code
W/O	Without or West of
W, WIT	Witness
WARR	Warrant
WFA	White Female Adult
WMA	White Male Adult
WPN	Weapon
WPS	Wanted Persons System
YR	Year
YOA	Years of age

DISPATCHER TRAINING GUIDE

PHASE III: RIMS

RIMS	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Signing on/off			
B. Screen Configuration			
C. Pull down menus			
D. Unit status display			
E. Function keys			
F. Control keys			
G. Logging units on/off			
H. Call for service incident			
I. Pending incidents			
J. Holding incidents			
K. Using the command line			
L. Officer instated incidents			

M. Case log			
N. Citations			
O. Premises			
P. Phone list			
Q. Searches			
R. Tow log/assigning a tow			
S. Messages			
T. Post-it notes			
U. Scheduled incidents			
V. Subpoena processing			
W. Property			
X. Incident summary			
Y. Shift bulletin			
Z. Media bulletin			
AA. Rims updates			
BB. Changing password			
CC. Exiting rims			

Trainee Name: _____

RIMS SELF-TEST

1. What do the following Unit Status codes mean?

OS _____

BK _____

PR _____

BO _____

CW _____

ER _____

FL _____

2. Give the definition of the following Disposition Codes:

AD _____

NC _____

FA _____

RT _____

EX _____

UL _____

AR _____

MC _____

CI _____

TW _____

OK _____

3. Give a brief explanation of the following call types:

23110 _____

314 _____

647(f) _____

16-15 _____

71 _____

AOD _____

WELCK _____

CFS _____

ELEV _____

KTP _____

HV _____

MEDAID _____

CIVIL _____

PEDCK _____

626.10(a) _____

FOL UP _____

20002 _____

422 _____

487 _____

288 _____

594 _____

417 _____

451 _____

4. Write in the definition of the following radio codes:

10-1 _____

10-33 _____

10-2 _____

10-42 _____

10-4 _____

10-97 _____

10-5 _____

10-98 _____

10-6 _____

999 _____

10-7 _____

CODE 33 _____

10-8 _____

CODE 5 _____

10-9 _____

10-10 _____

10-11 _____

10-14 _____

10-15 _____

10-19 _____

10-20 _____

10-21 _____

10-22 _____

10-23 _____

10-28 _____

10-29 _____

5. Give two additional questions you would ask for any given report call (after the 5 basic "W" questions are asked):

6. What is the function of the following keys in relation to Rims?

F3 _____

F4 _____

F5 _____

F6 _____

F8 _____

F9 _____

F11 _____

F12 _____

7. Give the abbreviations for the following colors:

Beige _____

White _____

Cream _____

Maroon _____

Black _____

Purple _____

Green _____

Yellow _____

Orange _____

Brown _____ or _____

8. Give the definition of the following state abbreviations:

AR_____

MT_____

DC_____

NC_____

IA_____

OK_____

MO_____

PA_____

MS_____

TN_____

9. Give the definitions of the following common abbreviations used by Law Enforcement:

ADDL_____

APT_____

ATL_____

BLDG_____

BFA_____

BTWN_____

CDL_____

DESC_____

DOB_____

ENRT_____

EOW_____

FI_____

GOA_____

HMA_____

LOC_____

NFI_____

ORI (AND WHAT IS OURS?)_____

POV_____

RP_____

UNK_____

WFA_____

10. Demonstrate to your training officer how to log on to Rims
11. On the unit display screen, what color indicates that a unit is busy?
12. Using the main screen in Rims, demonstrate to your training officer how to find a premise (i.e. Fontana Middle School).
13. Demonstrate to your training officer how you would assign a case number to an incident when requested by the officer.
14. Demonstrate to your training officer how to look up an incident that occurred the previous day.
15. Demonstrate to your training officer how to create an incident:

Officer Initiated_____

Phone/Alarm initiated_____

16. What function key is used to activate the command line?
17. Demonstrate to your training officer how to change the status of a unit.
18. Give the operation that the following control key combinations would do:

Control + L _____

Control + T _____

Control + N _____

Control + X _____

Control + U _____

19. Demonstrate to your training officer how to dispatch the incident that you created in question #15.
20. Demonstrate to your training officer how to create a scheduled incident.
21. Demonstrate to your training officer how to send a Rims message to all dispatchers.
22. Demonstrate to your training officer how to make a particular unit primary when there is more than one unit assigned to a call.
23. Demonstrate to your training officer how to assign a tow to a call. Further, show how you would keep the same tow company at the top of the rotation.
24. Demonstrate to your training officer how to see who is signed on to Rims.
25. Demonstrate to your training officer how to look up a subpoena for an officer.
26. Print up a shift bulletin for the previous 24 hours.
27. Demonstrate to your training officer how you would open an incident that is already closed.
28. Demonstrate to your training officer how to retrieve your last CLETS query.
29. Demonstrate to your training officer how to enter an officer's vehicle information (unit # and starting mileage) when they log on.
30. Demonstrate to your training officer how you would log yourself off Rims and exit the program.

Trainee Signature

CTO Signature

Date

Dispatch Supervisor Signature

TRAINEE EVALUATION FORM—STANDARDIZED GUIDELINES

The 1, 3, and 5 scale represents the latitude desired by a majority of the dispatch trainers. The evaluation of a trainee's performance should be based on these definitions. These definitions are to aid in continuity and lead to standardization.

SCALE VALUE DEFINITIONS

1 = Unsatisfactory/Not Acceptable by Dispatcher Trainer Program Standards

This behavior demonstrates an inability to accomplish the required tasks, indicating little benefit from training and/or experience. (Consistently incomplete, numerous, or chronic errors).

2 = The behavior demonstrates some ability but is less than satisfactory. (Occasionally incomplete and some errors).

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The behavior demonstrates an adequate ability to accomplish the required task and meets minimum standards. (Allows for some reasonable error depending on the circumstances).

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The behavior demonstrated is far above that required for the position. (No error and thorough)

_____Daily

_____Monthly

_____Weekly

_____Phase

**Fontana School Police Department
Dispatch Training Observation Report**

Evaluation period (dates): From _____ To _____

Trainee Name _____ Training Operator _____

In rating the trainee, consider carefully each area to be rated, taking into consideration his/her length of service and the opportunities afforded which might have a bearing on the performance observed. In completing this report, compare the trainee's progress and abilities to that of the average, competent trainee at that particular level of training.

Circle the number for the appropriate area. If you feel that your observations in any area have not been sufficient to rate the trainee, circle the area marked "N.O."

.....
This evaluation report reflects:

PHASE 1 _____ PHASE 4 _____

PHASE 2 _____ PHASE 5 _____

PHASE 3 _____ FINAL _____
.....

Attitude	1	2	3	4	5	N.O.
Comprehension of instructions	1	2	3	4	5	N.O.
Ability to implement instructions	1	2	3	4	5	N.O.
Rate of progress	1	2	3	4	5	N.O.
Understanding policies & procedures	1	2	3	4	5	N.O.
Observation of rules & regulations	1	2	3	4	5	N.O.
Written Skills	1	2	3	4	5	N.O.
Verbal Skills	1	2	3	4	5	N.O.
Listening Skills	1	2	3	4	5	N.O.
Knowledge of school geography	1	2	3	4	5	N.O.
Reaction to stress & emergency conditions	1	2	3	4	5	N.O.
Appearance	1	2	3	4	5	N.O.
Punctuality/Dependability	1	2	3	4	5	N.O.
Relations with other employees	1	2	3	4	5	N.O.
Relations with supervisors	1	2	3	4	5	N.O.
Relations with the public	1	2	3	4	5	N.O.
Self-Image/Confidence	1	2	3	4	5	N.O.
Initiative	1	2	3	4	5	N.O.
Judgment and common sense	1	2	3	4	5	N.O.
Memory/ability to recall information	1	2	3	4	5	N.O.
Mental Alertness	1	2	3	4	5	N.O.
Vocal clarity	1	2	3	4	5	N.O.
Job interest	1	2	3	4	5	N.O.
Care and use of equipment	1	2	3	4	5	N.O.

Acceptance of criticism	1	2	3	4	5	N.O.
Asks questions when needed	1	2	3	4	5	N.O.
Officer Safety	1	2	3	4	5	N.O.
Comprehension of radio transmissions	1	2	3	4	5	N.O.
Radio Transmissions/Reception	1	2	3	4	5	N.O.
Knowledge of Call Types	1	2	3	4	5	N.O.
Knowledge of Rims Commands	1	2	3	4	5	N.O.
Stress Control	1	2	3	4	5	N.O.
Versatility/Adaptability	1	2	3	4	5	N.O.

Overall Evaluation of Trainee

1 2 3 4 5 N.O.

REMARKS: In the area below, indicate any appropriate information which reflects on the strengths and/or weaknesses of the trainee which were not reflected on the first page. All below average marks are to be explained here, with specific instances if possible.

Training Operator Recommendations:

Continue in current phase	_____
Advance to next phase	_____
Recommend trainee be re-phased	_____
Advance trainee to trained status	_____

Trainee Signature/Date

Dispatch Trainer Signature/Date

Dispatch Supervisor Signature/Date

Watch Commander Signature/Date

PHASE FOUR—SIMS/VIDEO SURVEILLANCE/STUDENT INFO

Trainees will be instructed on the use of the Sims alarm computer and video surveillance cameras as well as how to utilize the student information system.

I Sims Alarm computer

- A. Burglary alarm activations
- B. Verified response (after hours)
- C. Fire alarms
- D. Trouble alarms
- E. Open accounts
- F. Alarm history
- G. Work orders
 - Inputting work order
 - Clearing work orders
 - Updating work orders
- H. Placing on test
- I. Manual restoral
- J. Deployment of units to alarm
- K. Contacting responsible party
- L. Log on/off

II. RPS

- A. Logging on
- B. Remote setting

III. VIDEO SURVEILLANCE

- A. Monitoring
- B. Alarm activation at site (verified response)
- C. Moving camera/zooming in
- D. Replay
- E. Nightly check of all cameras, Email concerns to BarrCA@fUSD.net

IV. STUDENT INFORMATION SYSTEM

- A. Student information
- B. Student look up by last name
- C. Student look up by address
- D. Discipline
- E. Attendance
- F. Parent information

- G. Emergency information
- H. Class roster
- I. Requests from outside agencies for student information
- J. Release of juvenile information

V. MISCELLANEOUS

- A. Updates
 - Computer
 - Camera
- B. Changing network password
- C. UPS key/thumb drive

DISPATCHER TRAINING GUIDE

PHASE IV: SIMS/VIDEO SURVEILLANCE & STUDENT INFO

Sims Alarm Computer	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Burglary alarm activations			
B. Verified response (after hours)			
C. Fire alarms			
D. Trouble alarms			
E. Open accounts			
F. Alarm history			
G. Work orders			
H. Deployment of units to alarm			
I. Contacting responsible party			
J. Log on/off			

DISPATCHER TRAINING GUIDE

PHASE IV: SIMS/VIDEO SURVEILLANCE & STUDENT INFO

RPS	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Logging on			
B. Remote setting			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE IV: SIMS/VIDEO SURVEILLANCE & STUDENT INFO

VIDEO SURVEILLANCE	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Monitoring			
B. Alarm activation at site			
C. Moving camera			
D. Replay			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE IV: SIMS/VIDEO SURVEILLANCE & STUDENT INFO

STUDENT INFO	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Student information			
B. Student look up by last name			
C. Student look up by address			
D. Discipline			
E. Attendance			
F. Parent information			
G. Emergency information			
H. Class rosters			
I. Requests from outside agencies for student information			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE IV: SIMS/VIDEO SURVEILLANCE & STUDENT INFO

Miscellaneous	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Updates			
B. Changing network password			
C. USB key			

Trainee Name: _____

PHASE 4 PRACTICALS

SIMS ALARM/RPS

- 1) Demonstrate to your training officer how to log on to Sims alarm traffic screen
- 2) Demonstrate to your training officer the steps you would take when an alarm is received after hours (start to finish)
- 3) Demonstrate to your training officer how to do an open report (district wide)
- 4) Demonstrate to your training officer how to do an open report for an individual school site (i.e. Fontana High)
- 5) Demonstrate to your training officer how to enter a work order for an alarm
- 6) Demonstrate to your training officer how to clear an alarm
- 7) Demonstrate to your training officer how to log on to the remote alarm system
- 8) Demonstrate to your training officer how to set an alarm using RPS

VIDEO SURVEILLANCE

- 1) Demonstrate to your training officer how to log on to the video cameras
- 2) Demonstrate to your training officer how to pull up cameras for a particular location (i.e. Jurupa Hills High)
- 3) Demonstrate to your training officer how to replay a segment of recorded data
- 4) Demonstrate to your training officer how to move the camera at a particular site (i.e. A.B. Miller High)
- 5) Demonstrate to your training officer how to zoom in/out

STUDENT INFORMATION

- 1) Demonstrate to your training officer how to log on to Student Information
- 2) Demonstrate to your training officer how to look up a student by last name only
- 3) Demonstrate to your training officer how to look up a student by student ID # only
- 4) Demonstrate to your training officer how to look up a student by address
- 5) Demonstrate to your training officer how to look up a student roster
- 6) Demonstrate to your training officer how to look up parent information on a student
- 7) Demonstrate to your training officer how to print out student information including discipline, attendance and emergency information.
- 8) Demonstrate to your training officer how to find an inactive student
- 9) Demonstrate to your training officer how to pull up a student's photo
- 10) Demonstrate to your training officer how to copy the student's photo into a word document so that it can be printed for a flyer if needed (i.e. missing student)

Trainee Signature

CTO Signature

Date

Dispatch Supervisor Signature

TRAINEE EVALUATION FORM—STANDARDIZED GUIDELINES

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_____Daily

_____Monthly

_____Weekly

_____Phase

**Fontana School Police Department
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 PHASE 2 _____ PHASE 5 _____
 PHASE 3 _____ FINAL _____
.....

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Ability to implement instructions	1	2	3	4	5	N.O.
Rate of progress	1	2	3	4	5	N.O.
Understanding policies & procedures	1	2	3	4	5	N.O.
Observation of rules & regulations	1	2	3	4	5	N.O.
Written Skills	1	2	3	4	5	N.O.
Verbal Skills	1	2	3	4	5	N.O.
Listening Skills	1	2	3	4	5	N.O.
Knowledge of school geography	1	2	3	4	5	N.O.
Reaction to stress & emergency conditions	1	2	3	4	5	N.O.
Appearance	1	2	3	4	5	N.O.
Punctuality/Dependability	1	2	3	4	5	N.O.
Relations with other employees	1	2	3	4	5	N.O.
Relations with supervisors	1	2	3	4	5	N.O.
Relations with the public	1	2	3	4	5	N.O.
Self-Image/Confidence	1	2	3	4	5	N.O.
Initiative	1	2	3	4	5	N.O.
Judgment and common sense	1	2	3	4	5	N.O.
Memory/ability to recall information	1	2	3	4	5	N.O.
Mental Alertness	1	2	3	4	5	N.O.
Vocal clarity	1	2	3	4	5	N.O.
Job interest	1	2	3	4	5	N.O.
Care and use of equipment	1	2	3	4	5	N.O.
Acceptance of criticism	1	2	3	4	5	N.O.

Asks questions when needed	1	2	3	4	5	N.O.
Officer Safety	1	2	3	4	5	N.O.
Comprehension of radio transmissions	1	2	3	4	5	N.O.
Radio Transmissions/Reception	1	2	3	4	5	N.O.
Knowledge of Call Types	1	2	3	4	5	N.O.
Knowledge of Rims Commands	1	2	3	4	5	N.O.
Stress Control	1	2	3	4	5	N.O.
Versatility/Adaptability	1	2	3	4	5	N.O.

Overall Evaluation of Trainee

1 2 3 4 5 N.O.

REMARKS: In the area below, indicate any appropriate information which reflects on the strengths and/or weaknesses of the trainee which were not reflected on the first page. All below average marks are to be explained here, with specific instances if possible.

Training Operator Recommendations:

Continue in current phase _____

Advance to next phase _____

Recommend trainee be re-phased _____

Advance trainee to trained status _____

Trainee Signature/Date

Dispatch Trainer Signature/Date

Dispatch Supervisor Signature/Date

Watch Commander Signature/Date

PHASE FIVE—CLETS

Phase V of dispatcher training extends through three weeks of instruction. It concentrates primarily on functions used in conjunction with CLETS.

SECONDARY FUNCTION OF THE CALL TAKER

The call taker position is truly the right-hand person of the Primary Dispatcher. Your duties are many and varied and you will be relied upon heavily to assist and anticipate the needs of the Primary Dispatcher.

When working the call taker position, you will be responsible for all the wants/warrants checks for officers in the field and for the teletype entries. The call taker must also keep abreast of what is happening at all times and should be able to, at a moment's notice, take over the responsibilities of the Primary Dispatcher. The call taker must be able to utilize the CAD system to its fullest potential in order to be an effective back-up for the Primary Dispatcher.

A good call taker helps the Primary Dispatcher listen. For one reason or another, a radio transmission may be heard more clearly by one person than another. It is also your responsibility to make calls for field officers, at the direction of the Primary Dispatcher, for tow trucks, animal control, public works, parents, etc.

TELETYPE & WARRANT/RECORD CHECKS

You are the primary person who runs the teletype queries and after hours records entries. You also handle the phone calls for out of county warrant checks for field officers. You, as the telecommunications operator, are the link between the police officer, a subject or piece of property, and the computer data bank that determines if a subject is to be arrested or a piece of property seized. You must be familiar with the corresponding systems. You must be accurate in your data taking, data input, and the ability to read and interpret the data you receive from the computer.

The Communications Center at Fontana School Police not only deals with the querying of data, but also is responsible for the entries and locates into most teletype systems. These systems include the stolen vehicle system, automated property system, gun system, missing persons system (MUPS), and the restraining order file.

I.TELETYPE (INCLUDES INTERPRETATION OF RESPONSES)

In order to access County, State, and Federal property and warrant systems, you need to be familiar with the Rims formats pertaining to that request, and the special codes that are required to fill those formats.

All three of the aforementioned systems have methods of sending messages between agencies. That means you, sitting at a terminal, can send a message to another operator sitting at another terminal by addressing that message to their specific mnemonic. A mnemonic is nothing more than the "address" of that terminal. Each agency in California has at least one mnemonic, a 3-4 letter digit unique to each terminal that determines where your message is routed. If you are talking to someone at Irvine PD and they want to send you a message, they might ask you for your mnemonic. A proper response would be "AFAJ". The masks already contain, out of view, our mnemonic.

Fontana School Police Primary Mnemonic (MNE): AFAJ (Primary Dispatch)
Fontana School Police Secondary MNE: DNFT (Secondary Dispatch)

The NCIC (National Crime Information Center) identifier is of the same nature, only each agency in the United States is assigned a letter/number identifier. All of California starts with "CA". The "36" portion identifies it as a San Bernardino County location, and the rest is the identifier for the PD and terminal. It is also referred to as an "ORI" (Originating Agency Identifier). The masks already contain, out of view, our ORI number.

Fontana School Police ORI #: CA0365000

There are two types of systems into which you will inquire upon, the automated and non-automated. An automated system is a system where for any given transaction "no person is involved". That is, we query the computer, and the computer answers us in return without the intervention of another human being. A non-automated system would be a manual system where we would send a message via the computer and a person on the other end would have to physically look up the information and sit down at another terminal at their end and send us a response. Some systems are partially automated. That is, via a computer we can query the information. However, in order to verify the status of that information before an arrest or property seizure, we would have to call the agency that put the data in and verify that information (hit).

THE FEDERAL SYSTEM

NCIC is the name of the federal system we use to access property and warrant systems that are of a significant enough nature to warrant being placed in the nationwide system. In order to place a warrant in NCIC you must be willing to extradite out of state. That would mean a felony warrant, of a significant severity and bail amount to justify bringing a prisoner back from another state for trial. This is obviously a lengthy and costly venture. If you do get an NCIC "hit" on a person or on property, plan to spend a significant amount of time making phone calls to verify information. Not all states are as efficient as California and it is often a real adventure talking to another state's agencies.

THE STATE SYSTEM

The state property and warrant systems are all set up and monitored by the Department of Justice (DOJ). The date is entered by the agency holding the report and/or warrant. You must meet their criteria to enter property or persons, and you must use the state coding to enter. Any property item with a brand and a serial number can be entered. It is a very useful tool in putting persons in possession of stolen property in jail and in getting property back to its rightful owner. Just be sure you always confirm the information with the officer prior to an arrest or seizure (i.e. serial number, make, model, etc.) and you confirm with the agency that made the data entry. A great deal depends on your information and accuracy to make a valid arrest.

SAN BERNARDINO AUTOMATED WARRANT SYSTEM (SAW)

The San Bernardino County Automated Warrant System (SAW) was implemented to provide a single point of inquiry for all warrants issued in San Bernardino County via the CNI (central name index) or JIMS (jail information management system) programs. Both of these data bases belong to a single a single repository which is responsible for entering all warrants into the system. The information in this system can provide us with warrant and investigative information on persons contained in the system. This is an automated system and warrant information returned to you is automatically confirmed.

There are two different types of inquiries made into the system. They are the exact search and the soundex name search. An exact search is done when you have the exact spelling of a subject's name. The soundex system will sound on the last name and return a list of all exact matches as well as those names that sound similar to the requested name. Most often, it is recommended to inquire by soundex unless you have a very common name that will return too many matches to identify. One of the advantages of SAW system is that the first name will hit on an exact match or a common nickname or abbreviation of the given first name. (I.e. William = Will, Bill, Willie, etc.)

Once the inquiry is complete, the SAW system will respond with one of two possible types of responses. There will either be a single return or multiple returns. A single return will occur when the name inquired upon matches a single name on the data base. You will get more than one return when more than one name in the data base matches the requested name. This will provide a list of the possible matches, along with a brief description. Once you have determined which subject is correct, enter the key number at the bottom of the screen to continue the inquiry.

The response will include the subjects identifying information along with any possible active warrants. This response will also include any other data contained on the subject in the data base such as prior arrests, addresses, tattoos, AKA's and also shows whether the subject is currently in custody in San Bernardino County. If there is an active warrant on the subject "SAW" will appear at the top of the screen. Once you bring up the warrant check the top of the screen for the status of the warrant:

- A. Active
- B. Served
- C. Recalled
- D. Pending

GETTING A SECOND PAGE OF WARRANTS

Always be sure to check the next page of the warrant response to make sure that you have located all warrants. Also make sure the warrant has “active” at the top of the screen. Warrants that have been recalled or served will also be in the system. Once you have located an active warrant you must call San Bernardino Central Records to have the warrant abstracted to the jail.

TYPES OF TRAFFIC WARRANTS

There are four different types of traffic warrants. Each type of warrant is only good for a certain length of time. After the time period elapses, the court has a system that automatically purges the warrant. The system does not always work so it is necessary for each dispatcher to check the date of issuance before giving out a warrant as active. Below is a list of the warrant types and the length of time they remain active.

- WAR - Good for four years from date of issuance
- FTA - Good for four years from date of issuance
- FTP - Good for four years from date of issuance
- B/W - Good for ten years from date of issuance

CALIFORNIA DRIVER’S LICENSE (CDL)

The California Department of Motor Vehicles maintains fully automated vehicle registration and driver's license files. It is interfaced with the Department of Justice's statewide California Law Enforcement Telecommunications System (CLETS). The information contained within this system is one of the largest persons and property files in the country. It can be accessed within seconds via messages transmitted over the telephone lines and returned to your terminal. **Information contained in this system is intended strictly for the purpose of enforcing the law and may not be given out to unauthorized second parties.**

- A. Driver's license inquiry
 - By name
 - By ID #

You will receive the full inquiry into the California Driver's License (CDL) system called an “L1”. This will give you the identifying information, license status, issue date, departmental actions, convictions, accidents, and failures to appear (FTA's). You need to check the court codes to determine what county the warrants were issued out of and check with the sheriff's department of that county for a telephonic warrant check.

An individual record is established in the Driver's License File on all applicants for a driver's license (permits), those with a driver's license, those with an identification card, and those subjects issued an index number. (An index number is a file number beginning with the letter "X", followed by a maximum of seven numbers, assigned to unlicensed drivers that have given the DMV need to document a traffic violation or restriction) Information is placed in these files from the initial application, accident reports, and court abstracts of convictions for traffic violations, and any restrictions placed on the persons driving privileges by the Department of Motor Vehicles. Inquiries into the system can be made via names or numbers. Names are run through the Automated Name Index ("ANI"), which is structured the same as "AMIS". The system is designed to cross reference a driver's name to his driver's license number and contains over 20 million drivers, ID card holders, and index number holders. The "ANI" records are stored in soundex code in a file separate from "AMIS" (Soundexing is a method of coding names so that sound alike names are grouped together).

Our CAD is set up to query the full check of driver license histories. The full check includes the following information:

- Basic record, identifying information, license and ID issue data, license status, departmental actions, abstracts of convictions, FTA's and accidents.

When officers in the field request that dispatch run the driver's license for them to obtain information needed on a suspended or revoked license, the officer will need the following suspension data:

1. Effective date of suspension
2. Ending date of suspension (if noted)
3. Authority code
4. Reason for suspension (not all officers request this)
5. Service code

The service code is essential to the officer in determining if the subject is to be cited for 14601 CVC or 12500a CVC. If the suspension has not been served, the subject will be cited for 12500a CVC and given official notice of the suspension.

Service codes are as follows:

- A - Mailed, not returned unclaimed
- B - Served, signed document on file
- D - Personal service document on file
- H - Acknowledged, no signature
- I - Returned unclaimed
- J - Written notice served by officer
- K - Refused
- L - Deceased
- M - Verbal notice document on file

VEHICLES REGISTERED TO

You will receive a return on all vehicles registered to that person through the department of motor vehicles. You will not get full 10-28 or 10-29 returns but you will get a list of license plates numbers, the year and makes of all vehicles registered in that person's name.

VEHICLE REGISTRATIONS

An inquiry may be made on a vehicle via the license plate number, vehicle identification number (VIN), or the registered owner's name. Each type of vehicle has a specific vehicle type code assigned to it. They are as follows:

- A - Auto, legislative officials, historical vehicles (you must enter "HV" prior to the license plate of an historical vehicle)
- B - Vessels (when using the vessel number, delete the "CF" from the vessel number. The input must be six positions; i.e. "CF1234AA" is input as "1234AA")
- C - Commercial
- E - Exempts
- F - Off road vehicles
- H - Ham
- I - Apportioned plates
- L - Environmental plates
- M - Motorcycle
- P - Prorated ID commercial and trailers
- S - Special vehicles (mopeds w/o motorcycle plates, etc.)
- T - Trailers, horseless carriage, press photographer
- V - Vehicle identification numbers, motorcycle engine number, or hull identification number.

Our system is set up to return a full response. This includes complete records and/or any DMV automated update information on the vehicle. A response may indicate a pending master file record, release of liability, or leave vehicle information. The abbreviation "PNO" may be listed above the expiration date of the registration. This will mean that the vehicle has been registered through DMV to be "non-operational". The owner will not have to pay registration for the time of non-operation and will not be penalized any late fees when they register the vehicle for use on the streets. However, if they are driving the vehicle or the vehicle is parked on the streets expired during this time; they can be cited for 4000A CVC.

B. Stolen Vehicle System

- Inquiry
- Entry
- Locate
- Clear
- Cancel
- Modify
- Stored/impounded
- Embezzled

When we inquire to determine if a vehicle, license plate, or vehicle part is wanted by a criminal justice agency we are actually soliciting a dual response. The California Department of Justice (DOJ) maintains the Stolen Vehicle System (SVS), and the FBI's National Crime Information Center (NCIC) maintains the Vehicle File.

Vehicles entered into SVS have an automatic retention period. They are as follows:

Stolen Vehicle	Balance of the year entered plus 4 years
Stolen Vehicle Part	Balance of the year entered plus 4 years
Stolen/Lost License Plate	One year past the year of registration
Felony Vehicle	90 days
Felony License Plate	90 days
Found/Evidence Veh Part	6 months
Missing Person Vehicle	30 days
Stored Vehicle	30 days
Impounded Vehicle	30 days
Lost Vehicle	30 days
Located Vehicle	30 days
Cleared Vehicle	30 days, unless another agency record of the same vehicle needs to be entered

NCIC allows fewer record types than SVS and has a different retention period. The types and retention's are as follows:

Stolen Vehicle	Balance of the year entered plus 4 years (records w/o VIN's are purged in 90 days and license plate data purged 1 year past the year of registration)
Stolen Vehicle Part	Balance of the year entered plus 4 years.
Stolen License Plates	One year past the year of registration.
Felony Vehicle	90 days.

Once the vehicle has successfully been entered into the CJIS, you will receive an acknowledgment of the entry, along with a uniquely generated File Control Number (FCN). The FCN is a 13 digit number constructed in such a way as to indicate the identifying number of the entering agency, Julian date of the entry, and sequential number of the entry (sequential number of entries made by the entering agency). For example:

FCN/I861225601071

I86	=	Fontana School Police agency identifier
12	=	Year of the entry
256	=	Julian date for September 12 – 256 th day of the year
01071	=	Sequential number of entries made by FSPD for the year

AUTOMATED PROPERTY SYSTEM

C. Automated Property System

- Inquiry
- Entry
- Locate
- Cancel
- Modify

There are two sources of stolen property information which are available from your terminal. The California Department of Justice (DOJ) maintains the Automated Property System (APS) and the National Crime Information Center (NCIC) maintains the Stolen Article File. Both contain records of serialized property reported lost, found, under observation, pawned, bought or held as evidence (a requirement of CPC 11108).

When inquiring into the property system, you must specify the category. These categories are listed in the “property section” of the CJIS manual. They are as follows:

- A - Automotive *
- B - Bicycle
- C - Cameras
- D - Data Processing Equipment
- E - Equipment/Tools
- F - Furniture and Furnishings
- G - Games and Gambling Apparatus
- I - Identification Cards, Special Documents, Food Stamps, Tickets
- J - Non serialized Jewelry, Coins, Precious Metals **
- K - Keepsakes and Collectibles
- L - Livestock/Pets
- R - Radio, Sound Devices, Stereos
- S - Sports Equipment and Toys

T - Televisions, TV Games, related accessories
V - Optical Viewing Equipment
W - Well Drilling Equipment
Y - Other, Lottery Tickets, Mace, Ingots, etc.
Z - Credit Cards

The same confirmation restrictions that are on Wanted Persons apply to any computerized hit that you may receive on property. By itself, a positive response is not enough for confiscation and the hit must be confirmed.

AUTOMATED FIREARMS SYSTEM

D. Automated Firearms System

- Inquiry
- Entry
- Locate
- Cancel
- Modify

The AFS is a pointer file and a positive computerized hit is not necessarily a positive identification of a firearm. The inquiring agency must contact the entering agency to ensure that the firearm is the same and that the record is correct before taking any action.

With Rims, inquiry can be made via a string format or a mask. The serial number is the only field that is mandatory for entry. You can specify inquiry into one of 4 categories. Each will query a particular series of gun entries. They are:

Law Enforcement/NCIC	Will query guns that are stolen, evidence, found, institutional registration, lost, under observation, retained for official use, or destroyed.
Historical	Will query guns that are listed as bought, on consignment, DROS, serial number assigned, serial number restored, licensed for CCW, pawned, voluntary registration, or sold at auction.
Full	Will query both law enforcement and historical.
Mail Response	Used to generate a mail response when you have received a "more than 12 records response" to a previous inquiry or when a mail response is wanted. This will check both the law enforcement and historical segments of the system.

MISSING/UNIDENTIFIED PERSONS

E. Missing Persons (NCIC)

- Inquiry
- Entry
- Locate
- Cancel
- Modify

The California Department of Justice (DOJ) has developed a Criminal Justice Information System (CJIS) that keeps a computerized record of Missing and Unidentified Persons (MUPS).

The MUPS will automatically forward copies of all missing/unidentified persons reports to NCIC. This works in the same fashion as the Stolen Vehicle System automatically forwarding information to the NCIC Vehicle File. Copies of selected reports of persons missing "at risk" (as defined in 14213(b) CPC and all unidentified persons will automatically be forwarded to DOJ's Violent Crime Information System (VCIS). These reports will be compared against reports of homicide cases and records of registered sex offenders in an effort to generate leads to assist local law enforcement agencies in solving violent crimes.

Dispatch will have primary responsibility to enter missing/unidentified person into the system. Inquiry can be made via name, vehicle, driver's license number, guns, originating agency case number, or body parts status.

II. RECORD/WARRANT CHECKS

- A. Confidentiality of criminal record information
- B. Requests from other agencies/persons for information
- C. Requesting information from other agencies
- D. Warrant status/types
 - Felony, misdemeanor, infraction
 - Active
 - Abstract
 - Necessary information

WANTED PERSONS SYSTEM

- F. Wanted Persons System (CLETS & NCIC)
 - Inquiry
 - Warrant confirmation
 - Abstracting warrant

If a match is made with an out of county warrant, you will need to call to verify with the agency that entered the warrant. If the match shows to be a San Bernardino County (SAW) warrant, you will refer to the CNI/JIMS Net program to run the warrant for exact information.

SAN BERNARDINO AUTOMATED WARRANT SYSTEM (SAW)

The San Bernardino County Automated Warrant System (SAW) was implemented to provide a single point of inquiry for all warrants issued in San Bernardino County via the CNI (central name index) or JIMS (jail information management system) programs. Both of these data bases belong to a single a single repository which is responsible for entering all warrants into the system. The information in this system can provide us with warrant and investigative information on persons contained in the system. This is an automated system and warrant information returned to you is automatically confirmed.

There are two different types of inquiries made into the system. They are the exact search and the soundex name search. An exact search is done when you have the exact spelling of a subject's name. The soundex system will soundex on the last name and return a list of all exact matches as well as those names that sound similar to the requested name. Most often, it is recommended to inquire by soundex unless you have a very common name that will return too many matches to identify. One of the advantages of SAW system is that the first name will hit on an exact match or a common nickname or abbreviation of the given first name. (i.e. William = Will, Bill, Willie, etc.)

Once the inquiry is complete, the SAW system will respond with one of two possible types of responses. There will either be a single return or multiple returns. A single return will occur when the name inquired upon matches a single name on the data base. You will get more than one return when more than one name in the data base matches the requested name. This will provide a list of the possible matches, along with a brief description. Once you have determined which subject is correct, enter the key number at the bottom of the screen to continue the inquiry.

The response will include the subjects identifying information along with any possible active warrants. This response will also include any other data contained on the subject in the data base such as prior arrests, addresses, tattoos, AKA's and also shows whether the subject is currently in custody in San Bernardino County. If there is an active warrant on the subject "SAW" will appear at the top of the screen. Once you bring up the warrant check the top of the screen for the status of the warrant:

- A. Active
- B. Served
- C. Recalled
- D. Pending

GETTING A SECOND PAGE OF WARRANTS

Always be sure to check the next page of the warrant response to make sure that you have located all warrants. Also make sure the warrant has "active" at the top of the screen. Warrants that have been recalled or served will also be in the system. Once you have located an active warrant you must call San Bernardino Central Records to have the warrant abstracted to the jail.

TYPES OF TRAFFIC WARRANTS

There are four different types of traffic warrants. Each type of warrant is only good for a certain length of time. After the time period elapses, the court has a system that automatically purges the warrant. The system does not always work so it is necessary for each dispatcher to check the date of issuance before giving out a warrant as active. Below is a list of the warrant types and the length of time they remain active.

- WAR - Good for four years from date of issuance
- FTA - Good for four years from date of issuance
- FTP - Good for four years from date of issuance
- B/W - Good for ten years from date of issuance

NCIC (NATIONAL CRIME INFORMATION CENTER - NATIONWIDE FELONY WARRANTS)

A "hit" from this system will require a phone call to the entering agency to verify validity and whether that agency will extradite. You will also get a return on a missing person entered into NCIC.

VIOLENT FELON FILE

You will receive a response from this system only if there is a possible match with the subject you have inquired about. This will indicate if your subject has had three previous convictions of violent felonies or drug related offenses. For a subject to be included in the system they must meet the following criteria.

- A. Have a minimum of three prior violent felony or serious drug offense convictions as defined in the statute.
- B. Have a felony conviction for a violent crime where a firearm or other weapon was used.
- C. Have a conviction for a crime where the subject has injured or killed the victim.
- D. Be either on probation or parole or have been released from supervision (prison, probation, or parole) within the last five years.

All information must be verified prior to arrest.

RESTRAINING ORDER FILE

This file will return information on a defendant against which a restraining order has been filed in the state. This entry is added whether or not the defendant has been served with the order. The entry is purged on the date the restraining order expires.

SUPERVISED RELEASE FILE

Any person entered into this file is one that the supervising agent may feel is important for law enforcement personnel to know about. Not all parolees and probationers are in this system. This information will be a great aid to the safety of the officers in the field. It can save the dispatcher the time and energy of searching and calling various agencies to see if a particular subject is on parole, probation, search and seizure, or a registrant. A person can be placed into the supervised release file only if they fall into one of the following categories:

- A. California Department of Corrections (CDC) parolees.
- B. California Youth Authority (CYA) parolees.
- C. Subjects on probation.
- D. Sex and arson registrants.
- E. Career criminals, as defined in CPC 13853.
- F. Federal parolees and probationers.

Armed with the above teletype systems and information, you now possess the ability to use them to their fullest potential. If you see that the warrant information you are tracking could pose a potential officer safety problem, like a felony warrant, alert the Primary Dispatcher so she can be making manpower decisions for back-up. Then advise the officer what you are doing. By informing the officer that you are checking possible "10-35" lets him know that you are working something that could jeopardize his safety. Don't verbalize the information until the officer advises you he is ready. Remember, the officer could be standing next to the suspect alone and you don't want the suspect to know that you have information on him that could put him in jail. Many suspects do know police codes. Let the officer ask for the complete information when he knows that he has placed himself in a safe position. If you have located a felony warrant, use the radio terms "clear 10-35". Again, don't go ahead until the officer advises you he is ready. Know what you are going to say before you get on the radio. Be very clear whether your 10-35 information is confirmed already or whether you will have to call to confirm. Don't abstract the warrant until you are directed to do so. If you are unclear, ask the officer for direction.

CRIMINAL HISTORY SYSTEM (CHS)

C. Criminal History System (CLETS)

- Inquiry (right to know/need to know)
- Required information
- Automated rap sheet
- Mail rap sheet

The Criminal History System contains the records of criminal offenders (CORI). This information is provided to agencies on a right-to-know and need-to-know basis. 11105 CPC defines who may have access to this information. Criminal History is not to be used for licensing, employment, or certification purposes. You can inquire into the system via name, social security number (SOC), FBI number (FBI), California operator license or identification number (OLN), or California Department of Corrections or Youth Authority Institution number (INN). When making an inquiry it is possible to specify an abbreviated criminal history, complete history via mail, or personal descriptions only.

There are three types of number groupings used in the CHS. They are as follows:

- "A"- Automated Criminal Information Index ("CII") records. Rap sheets and identifiers can be accessed via the "CR-HST" mask or the "RAP" string format.
- "M"- Numbers less than 90000000 indicate a manual record. A criminal history record can be obtained via mail. Only the personal descriptions can be obtained via the "CR-HST" mask.
- "M"- Numbers from 90 million to 98999999 indicate applicant records. These will have the abbreviation "APP" in the type field of the return.

11142 CPC states that "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 who is not authorized by law to receive the record or information is guilty of a misdemeanor". Along with the penal code violation, anyone found in violation will be subject to departmental sanctions, up to and including termination.

D. Interstate Identification Index (NCIC)

- Inquiry

E. Administrative Messages

- CLETS
- NLETS
- County-wide
- State-wide

III. MANUALS/INFORMATION

- A. CLETS
- B. CJIS
- C. NLETS
- D. NCIC
- E. CII
- F. Miscellaneous references

DISPATCHER TRAINING GUIDE PHASE V: CLETS

TELETYPE	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Driver's license inquiry			
B. Stolen Vehicle system			
C. Automated Property System			
D. Automated Firearms system			
E. Missing persons			
F. Wanted Persons system			
G. Criminal History system			
H. Interstate Identification Index			
I. Administrative Messages			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE V: CLETS

RECORD/WARRANT CHECKS	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. Confidentiality of criminal record information			
B. Requests from other agencies/ persons for information			
C. Requesting information from other agencies			
D. Warrant status/types			

Trainee Name: _____

DISPATCHER TRAINING GUIDE

PHASE V: CLETS

MANUALS/INFORMATION	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINER INITIALS & DATE
A. CLETS			
B. CJIS			
C. NLETS			
D. NCIC			
E. CII			
F. Miscellaneous references			

Trainee Name: _____

TRAINEE EVALUATION FORM—STANDARDIZED GUIDELINES

The 1, 3, and 5 scale represents the latitude desired by a majority of the dispatch trainers. The evaluation of a trainee's performance should be based on these definitions. These definitions are to aid in continuity and lead to standardization.

SCALE VALUE DEFINITIONS

1 = Unsatisfactory/Not Acceptable by Dispatcher Trainer Program Standards

This behavior demonstrates an inability to accomplish the required tasks, indicating little benefit from training and/or experience. (Consistently incomplete, numerous, or chronic errors).

2 = The behavior demonstrates some ability but is less than satisfactory. (Occasionally incomplete and some errors).

3 = Satisfactory/Acceptable

The behavior demonstrates an adequate ability to accomplish the required task and meets minimum standards. (Allows for some reasonable error depending on the circumstances).

4 = The behavior demonstrated is highly satisfactory, indicating a continuing benefit from training and/or experience. (Characterized by few errors and timely accomplishment).

5 = Superior by Dispatch Trainer Program Standards

The behavior demonstrated is far above that required for the position. (No error and thorough)

_____Daily

_____Monthly

_____Weekly

_____Phase

**Fontana School Police Department
Dispatch Training Observation Report**

Evaluation period (dates): From _____ To _____

Trainee Name _____ Training Operator _____

In rating the trainee, consider carefully each area to be rated, taking into consideration his/her length of service and the opportunities afforded which might have a bearing on the performance observed. In completing this report, compare the trainee's progress and abilities to that of the average, competent trainee at that particular level of training.

Circle the number for the appropriate area. If you feel that your observations in any area have not been sufficient to rate the trainee, circle the area marked "N.O."

.....
This evaluation report reflects:

PHASE 1 _____ PHASE 4 _____
PHASE 2 _____ PHASE 5 _____
PHASE 3 _____ FINAL _____
.....

Attitude	1	2	3	4	5	N.O.
Comprehension of instructions	1	2	3	4	5	N.O.
Ability to implement instructions	1	2	3	4	5	N.O.
Rate of progress	1	2	3	4	5	N.O.
Understanding policies & procedures	1	2	3	4	5	N.O.
Observation of rules & regulations	1	2	3	4	5	N.O.
Written Skills	1	2	3	4	5	N.O.
Verbal Skills	1	2	3	4	5	N.O.
Listening Skills	1	2	3	4	5	N.O.
Knowledge of school geography	1	2	3	4	5	N.O.
Reaction to stress & emergency conditions	1	2	3	4	5	N.O.
Appearance	1	2	3	4	5	N.O.
Punctuality/Dependability	1	2	3	4	5	N.O.
Relations with other employees	1	2	3	4	5	N.O.
Relations with supervisors	1	2	3	4	5	N.O.
Relations with the public	1	2	3	4	5	N.O.
Self-Image/Confidence	1	2	3	4	5	N.O.
Initiative	1	2	3	4	5	N.O.
Judgment and common sense	1	2	3	4	5	N.O.
Memory/ability to recall information	1	2	3	4	5	N.O.
Mental Alertness	1	2	3	4	5	N.O.
Vocal clarity	1	2	3	4	5	N.O.
Job interest	1	2	3	4	5	N.O.
Care and use of equipment	1	2	3	4	5	N.O.
Acceptance of criticism	1	2	3	4	5	N.O.

Overall Evaluation of Trainee	1	2	3	4	5	N.O.
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Continue in current phase	_____
Advance to next phase	_____
Recommend trainee be re-phased	_____
Advance trainee to trained status	_____

Dispatch Trainer Signature/Date

Watch Commander Signature/Date

PHASE SIX—PRIMARY POLICE DISPATCH

Phase VI of dispatcher training encompasses a minimum of three weeks of highly intensified training. This phase specializes in primary dispatching using the department's RIMS computer aided dispatching system and the radio console.

The early stages of training in Phase VI should stress basics and accuracy. In this phase you will be expected to progress to the level of an independent and viable dispatcher. Your Training Officer will again act as a resource and teacher. You must be able to apply the knowledge you have gained. You must also be able to put into action what you have learned up to this phase. At the conclusion of this phase, you will be expected to function as a competent, fully trained dispatcher.

During your radio training you will learn the actual dispatching responsibilities. You will receive the calls from the call-taker and make the determination of which unit(s) to send and how many units to send. You will be expected to remember each unit's activity and update the computer when that activity changes. Far more important than the computer knowledge you will obtain, will be the ability to problem solve and make sound decisions, even under the most stressful situations. You will need to utilize all your training to comprehend not only what you are doing, but why. You will continue to learn how the radio works and to fine tune your "radio ear". When your "radio ear" is fully developed, you will be able to focus your attention on the radio to interpret and process information from one or more radio sources, regardless of the distractions of your immediate surroundings.

When you are ready to assume the dispatching responsibilities, it is important to be comfortable at the radio console. Sit down and adjust the chair and console to your comfort level. Configure the radio work area in a manner that is satisfactory to you. Allow time to be properly briefed by the off-going shift as to the status of pending and active calls. Make sure every unit shows their current status and that you understand any other pertinent information. Make sure all of the volumes are adjusted comfortably so that no radio transmissions are missed. And lastly, be prepared to work.

Practicing proper day to day radio techniques will tend to make emergency radio procedures automatic and reduce confusion. All communications, regardless of nature, should be restricted to the minimum practical transmission time. Use of the standardized radio codes facilitates both brevity and clarity. Be familiar with the radio codes listed in this book.

There is no perfect way to dispatch a call. Dispatching is more of an art than a science. Each department, and certainly each dispatcher, has their own unique style. The actual mechanics of dispatching a call may be very different from one to another person or department. If you are a new dispatcher, follow the manner in which your training officer instructs you while you are in training. Their experience will afford you a style that is understandable and effective during any situation. Once you are on your own, listen to the speech patterns and phraseology of other dispatchers. If there is a style someone

uses that you think sounds better, try it. If you like it and it is effective, keep it. If it doesn't feel comfortable, return to the original way you were taught. If you are not a new dispatcher, listen to the way calls are being dispatched. Make every effort to mesh what you have been doing with the current practice here. You may or may not have a better way. It is simply a different way. The primary goal is transmitting and receiving accurate and pertinent information to and from the field personnel in a timely manner. They are used to hearing information in a certain rhythm. Breaking that rhythm may disrupt the speedy flow of information and negate your entire dispatch. Be flexible. No manual of policies will cover all of the possible circumstances that a dispatcher will be face in the realm of the operational realities. Your response must be within departmental guidelines, and must be logical, effective, and thorough.

When dispatching, speak in a normal tone of voice, at a normal volume and at a normal to slower speed. Speaking too loudly will distort your voice. If officers are having a difficult time hearing you, don't get louder; simply try dropping the tone of your voice. A deeper voice carries better on the radio. Speak distinctly and clearly. Learn to control your breathing so you do not run out of breath in mid-transmission. This will reduce repeat transmissions.

The normal radio transmission rate should be about 40 to 60 words per minute. Never sacrifice accuracy for speed. No call is so important or urgent that you can afford to do it wrong. It is always best to take your time and do it right the first time, rather than having to repeat yourself.

Make your voice as emotionless as possible on the air regardless of the situation, but don't sound bored, disinterested or robotic. Emotion tends to distort your voice and render it unintelligible. Emergency messages require no expression, but a high degree of intelligibility. Don't let anger or impatience show in your voice. Don't laugh on the radio. A smile can be heard and be just as effective.

Be impersonal on the air. Refrain from using names of the person receiving the message or the term "I" when referring to you. All transmissions should be business-like and use the minimum of words. You should never be argumentative, sarcastic or defensive.

Any lengthy transmission should be broken into intervals to allow others access to the radio frequency. Saying "Break" after a long transmission lets the receiving unit know there is more information to follow.

Think before you speak. Read the call completely and formulate your broadcast into proper codes, phrases and sequences.

Remember not to chop transmissions by speaking too soon after the mic is keyed. There is a short delay built into the system. Remember to pause, key the mic, and take a breath before starting your transmission.

When dispatching, call the officer or officers and give them a chance to answer. It is a matter of simple radio courtesy that you will want, and expect, to be reciprocated.

Remember that you simply provide information to the officers about what is happening and where. You do not "order" officers to go somewhere or to do something. This should be reflected in the tone of your voice and the words you use. For example...

Good--Impersonal --- "P2, 242 report, Almeria Middle."

Poor--Authoritative --- "P2, go to Almeria Middle and take a 242 report."

Get to know the voices of the officers on your shift. Sometimes it is the only clue you have as to whom is talking. It also helps you gauge the amount of stress in the voice and not be misled by officers who have stressful speech patterns. You can identify the stress in a voice and respond more appropriately when you are aware of the officer's normal voice. Sometimes you can tell an officer is involved in a stressful situation more by their tone of voice than their actual words. For example, you may not know specifically what an officer is saying, but the stress level alone alerts you that they need help. You can respond units based on the incident and the stress in the officer's voice.

Make sure each unit dispatched answers or acknowledges the dispatcher. This can be tricky when you are sending 2 or more units to one call. Don't assume they heard you and are responding just because you sent them.

Do not confuse "affirmative" and "copy." "Copy" means you heard and understood. The entire message. It is simply an acknowledgment that the transmission was received. If you want to say "yes," say "affirmative."

Another good word is "clarify." If you heard the officer, but do not understand the request or information, do not have them repeat or they will repeat the entire transmission. However, you can ask them to "clarify" the last transmission (or ask a specific question about the information). They will then understand the need to rephrase.

Officer safety is paramount and will not be compromised. It is imperative you know what field personnel are doing and constantly maintain a status check for those that may be out of service for an inordinate amount of time. RIMS is programmed to flag an officer on specific incidents after a pre-set amount of time by changing the original call color to red. Use common sense. If an officer is on a high-risk type of call, have in mind which unit would be sent as a back-up and even a second back-up. Once a call has been dispatched, you cannot dismiss it from your mind. You must remain alert to any additional information, a second call at the same location, a heightened risk, etc.

Be sure you know the true status of a two-officer (2 man) unit. The unit may contain two officers, however one may be in training and not considered, for officer safety, a fully qualified officer.

Know when to send two units or a two-officer unit to a call. Consider the type of call, time of day, location, amount of traffic, weather, amount of other radio traffic, etc. Follow deployment procedure when dispatching alarm calls. Send at least two units on any in progress or just occurred call, fights, suspicious circumstances, and any other time you feel there is a potential officer safety issue.

If you have no units to send on a call, document that information in the RIMS entry. If you are holding priority calls, notify the watch commander and document that notification in the log.

When radio traffic is heavy, it is possible that two or more officers may try to speak on the radio in quick succession. It is very helpful to know the officer's voices as you may only hear a portion of the transmission. Try to pick out and identify a lower priority call, such as a 10-28. Have "the unit with the 28 stand by. Other unit, go ahead." Or you may clearly hear one unit ID. Ask the officer you have identified if they have emergency traffic. If they do not, have them stand by and ascertain who the other officer is and the nature and priority of their traffic. Be sure to get back on the air and have the first unit go ahead with its traffic.

RESPONSIBILITY

The radio dispatcher has responsibility for establishing priorities for all calls for service, dispatching calls via radio, coordinating field officers and their radio traffic, maintaining status of all units, disposing of all incidents and handling requests for service from field units.

The radio dispatcher must constantly scan the Rims display of unassigned incidents and determine which call to dispatch next, checking on the status of officers and maintaining radio contact with them. During emergencies, the radio dispatcher is the officer's sole link to other officers and assistance.

During the radio dispatcher's tour on the "desk", he/she must devote complete attention to the radio and remain alert for every transmission. Often the radio reception is poor and the dispatcher must understand a transmission just from hearing part of a broadcast. Your proficiency directly bears upon the safety of every officer in the field. Any error or lapse of attention could have the gravest of consequences.

This attention and concentration establishes a positive control of the radio channel. It ensures the safety of the officers and maximizes the use of police resources.

Just as important, there are many things that the radio dispatcher should not do, including calling for tows, handling the front counter, etc. Depending on the manpower in the dispatch center at the time of the request, you should delegate such duties to the Tac channel dispatcher. If a field officer asks you to order a tow, politely tell the other dispatcher that you need a tow for the specific unit if they did not hear the request (Note: Have the officers go to the TAC channel for these requests if an operator is available).

The dispatching operation often moves very quickly, so you should try not to dwell on one thing very long. As you make decisions, move on to the next operation. Don't ponder over

the Rims screen or radio transmission. The quicker you can transition from one event to another, the more efficient you will become.

However, no matter how quickly things move, you will find that you do have a maximum speed. You should try to regulate on-going events to match your speed of operation. Use spare moments to do non-priorities so that, when an officer calls on the radio, you can answer immediately. Defer certain tasks until activity decreases. Using a combination of these "tricks," you can easily keep up with the flow of activity.

GEOGRAPHY

Geography knowledge is important and it makes the job significantly easier. As a dispatcher, you should be familiar with the basic geography of Fontana, including the location of the school sites and major landmarks. You should have a sense of "where" the streets are generally located. You should be able to visualize a city block as a square surrounded by four streets.

With experience, you will learn the exact locations of schools, streets, buildings and other landmarks. If you live in Fontana or visit often, you'll begin to remember specific schools, stores, restaurants and other public places which are visited by the police.

Radio

All channels of the radio shall be used only for short, essential messages. Lengthy or non-priority messages should be made on the telephone or in person. You should think before you broadcast, choosing and limiting your words so that they convey the message in the shortest transmission time, while not being cryptic.

Long Form--Wordy	Short Form--Preferred
"P3, 10-4. I copy you're 10-8 now."	"P3, 10-4"
"C1, you're 10-97 at the scene."	"C1, copy"
"P2, what's your exact location"	"P2, 10-20?"
"P9, do you have enough officers"	"P9, are you Code 4?"
"S2, I show you 10-19 on your 14, check"	"S2 10-19 for 10-14"

You should never use names or familiar conversation on the radio, but rather call signs and business-like transmissions. For example...

Familiar--Not Acceptable Codes	Acceptable
"Bill, are you going to arrest some drunks from there?"	P4, will you be 10-15 with 647f's?"

You should use the phonetic alphabet for license numbers, apartment numbers and other single-letter identifiers. Use the words "affirmative" and "negative" instead of "yes" and "no."

COMMONLY USED TERMINOLOGY

Use clear, simple terms and avoid more informal language. For example:

<u>USE</u>	<u>DON'T USE</u>
Unable	Can't
Affirmative	Yes
Negative	No
Assaulting	Beating Up

COPY: Used by radio units to acknowledge a call or transmission. It means the unit has received the message and completely understands it.

97 Indicates the unit has arrived at their location

10-8 Used by field units to notify dispatch that they are in service and available for calls.

STATUS CHECK Used by the dispatcher to check the status of a unit. If the unit is not "code 4" or does not answer the status check, a back-up unit must be sent to check on the unit at their last location. In the event a unit does not answer the radio, the dispatcher shall continue to call for the unit on the radio while the back-up unit(s) is enroute and attempt contact on their cell phone.

10-7 Off duty. Used by the field units when they complete their watch. May also be used to indicate they are on a meal break.

STAND BY Stop broadcasting and wait for further information.

DISREGARD Ignore call, message or transmission (can also use 10-22).

ENROUTE The unit is enroute to a detail or location.

REPEAT Repeat transmission (10-9).

ETA Estimated time of arrival

GOA Gone on arrival

IN CUSTODY The field unit is notifying that he has made an arrest. The time shall be broadcast on the air and shall be documented in RIMS

ENROUTE WITH ONE: The field unit has a prisoner in custody and is enroute to jail or a specified location. For opposite sex prisoners the officer shall report mileage and the dispatcher shall acknowledge the transmission by repeating it and advising the current time.

10-14 The field unit will be transporting one (1X) or two (2X) subjects to a specified location. The above mileage and time principals apply to this code.

10-19 Used to request a unit to return to the station. Example: "Paul 3, 10-19 for Sam-1"

10-81 Used by field units to advise when they are at the station. Used by some units interchanging with 10-19 when a unit is enroute to the station "Paul 3, enroute 10-81 for Sam-1"

10-10 Used by field units to request another unit to respond. This is used when the situation is stable at this time, but an officer is requesting unit to respond to their current location to complete a search, tow a vehicle, or make an arrest, etc.

REQUEST BACK-UP Used by field units when the situation is not stable and additional assistance is needed immediately.

OFFICER NEEDS HELP This term will be used only if an officer has been injured or is likely to be injured. This call will be answered by all available units Code Three (Also known as a 999)

UTL Unable to locate

OFFICER SAFETY

Your main responsibility, as a dispatcher, is to promote the safety of the FUSD community and the officers. It is imperative you are aware of the activity of the officers in the field at all times. You are the lifeline between the officer and the help they may need. This is an

exciting and challenging profession, but one that must be taken seriously. Enjoy your work, but always be aware and alert. Remember, officer safety is our number one priority. The status of all units must be kept current. That is the only way one can know at a glance the activity and the location of the field officers. Guidelines and/or procedures have been developed to ensure all field personnel respond to each situation in as safe and comprehensive manner as possible. You will be responsible for all procedures and policies that relate to the communications division and the safety of the officers.

CHANNEL USAGE

Radio channel 6-FS PD (Primary) is reserved for essential dispatching and co-ordination. Transmissions should always be short, to the point and pertain to business. Dispatchers should remember that officers may have an emergency at any time which would require a clear channel.

Two field units cannot be received at the same time. Field officers should be encouraged to use 6-FSP TC (Tac Channel) or the telephone to make lengthy transmissions. When using the primary channel, officers should be encouraged to break their broadcast into smaller segments, with a short pause between them which would allow another officer with a priority to break in, as should the dispatcher.

Tac may be used for car-to-car broadcasts and any transmissions which are lengthy. It may also be used if Primary is inoperable because of a technical problem or an open mic, or a code 33.

ALERT TONE ACTIVATIONS

The radio system used by FSPD has the ability for an officer to push a "panic" button on their portable radios if they get into trouble and are unable to speak. The emergency alert tone has two sound activations: one that alerts the dispatcher and one that alerts the other officers and on-duty personnel. This activation is the ultimate in officer safety when an officer is unable to speak or get on his/her radio. In depth training on this system and how to react, assist the officer and reset the system will be taught during the training program.

ATTENTION TO RADIO

All transmissions, including sounds of static or clicking, on primary are to be acknowledged immediately, regardless of what else you are doing. You should cross check the radio number that shows on the radio screen with your shift roster to see who possibly has radio traffic. If you do not have that radio number listed on your roster then ask over the radio for the unit with radio #737323 to advise their status.

If you receive simultaneous transmissions, you should tell one officer to stand-by and tell the other to "Go ahead." However, you should consider which officer to tell "Stand by," depending on what assignment they are on, where they are, if they have cover, etc. The officer in the least, current jeopardy should be told to stand by. If you're unsure, ask one officer "Do you have priority traffic?" If they answer "No," tell them to stand by and let the other officer broadcast.

It's mandatory that you acknowledge the message and not tell the officer to "standby" for car or pedestrian stops, calls for cover or pursuits. If it becomes necessary for you to concentrate your attention on a radio channel other than primary, or on the telephone for a short period of time, you should tell officers "if code 4 stand by on a 10-21".

BLIND RADIO TRAFFIC

If you receive radio traffic from a unit where their radio has static or a broken transmission, you can transmit your response stating; "P3 or unit in the blind".....and complete your message. It is possible for the unit to receive your transmission but not able to transmit a response to dispatch. Remember to follow up with this unit to confirm information was transmitted and received completely.

STATUS CODES

Unlike the use of clear speech instead of radio codes, status codes should be used instead of their clear speech/text conversion. The following are designed to give quick reference to assignments and priority of assignments.

999 Officer needs help, all units respond Code 3.

CODE THREE: EMERGENCY. The "Code 3" response shall be immediate and in a manner to enable the unit to arrive at the scene as quickly as possible with safety, using red lights and siren to obtain the right of way. The authority to assign a "Code 3" priority to a unit ordinarily rests with the dispatcher. Code 3 responses may be justified for the preservation of life, a crime of violence in progress, an immediate pursuit, unit requesting "Code 3" back-up, or serious public hazard. Any field unit that is responding "Code 3" when not on an assignment from dispatch shall advise of his purpose and destination.

CODE 33: Emergency radio traffic only. A "Code 33" can be initiated by a field unit or a dispatcher. When a "Code 33" is in effect the dispatcher will advise "All units Code 33" and advise the TAC operator to do the same in case units are on TAC channel. Once the "Code 33" is lifted, a second announcement should be made on both channels to release the code 33.

CODE TWO: Urgent. The "Code 2" response shall be immediate and in a manner in which will enable the unit to arrive at the scene as quickly as

possible with safety, by observing all traffic laws and without the use of red lights and siren. A unit may use its flashing amber lights to indicate to other motorists that the unit is on an urgent assignment.

CODE FOUR: No further assistance needed. This code is broadcast when units at the scene of a call have the situation under control. When other units on the way to the call hear the "Code 4" and no additional information is given, the additional responding units may cancel their response.

CODE FIVE: Stakeout. This code will refer to a unit or units involved in a stakeout or hidden observation unit. Units not involved in a stakeout should remain away from the area.

CODE SEVEN: Meal break. When units take their meal break they will use this code and provide the dispatcher with a location or phone number where they can be reached. Units must request clearance for Code 7. The dispatcher will determine if sufficient personnel are left to cover the district and advise the unit they are "Clear for Code 7" or if not enough units are available to cover, "Negative at this time."

28: Registration check on a vehicle

29: Want or warrant check on a vehicle, person or property

L1 or CDL CHECK: California Driver's License check

LOCAL: Check person for county warrants

RADIO AND DISPATCH PROCEDURE

The communications system is strictly for official radio communications. Messages shall be impersonal. Use of first names and personal messages are prohibited. Radio messages shall be brief and to the point. The radio is not to be used as a replacement for the telephone system. Confidential, lengthy or complicated messages should be transmitted by telephone or Tac channel. When using police radios, keep communications brief and use a tone of voice that is professional.

Emergency transmissions from field units shall supersede all other traffic including the telephone.

Calls for service **must be** broadcast over the air. Often times, when officers are in the station, it is tempting to communicate in person about a call. This, however, creates a few problems. Telling an officer about a call is not dispatching them to it. By putting the dispatch out over the air, the call is time stamped. It then becomes the officer's responsibility to go to the call in a timely manner. Additionally, by broadcasting over the air, other officers are given a heads up on the call. Hearing the call type and location provides other officers with important information, should their assistance be needed.

Dispatchers shall repeat most transmissions as acknowledgment of that transmission. Some lengthy, non-critical transmissions can be acknowledged with "Copy." **Transmissions that must be repeated verbatim are any location, any license number, vehicle description, name, date of birth or serial number given in a request for a computer system inquiry, any critical transmission such as a request for back-up or a report of "Code 4," and our standardized dispositions. If officers use non-standardized disposition, do not repeat their error.**

When a unit transmits that they are out at a location, the dispatcher shall repeat the location. For example: "Paul-2, 10-97." The dispatcher broadcasts "Paul-2, 10-97 Redwood Elementary on a PC415 past." (Include the location and call type).

The radios use a repeater system. Remember to key the mic, wait a moment and then speak. Otherwise the first part of your transmission will be cut off. Some field units will cut off the first part of their transmissions for this reason. It is appropriate to remind units that they are cutting off their transmissions.

Field unit transmissions that are unreadable or unclear should be clarified. If you are unsure of the message, ask for the unit to repeat until you are able to understand the message. Never guess at what a field unit is broadcasting and never acknowledge 10-4 when you do not understand the entire transmission.

It is important to status check all the units on calls if they have not checked in or broadcasted for several minutes. Officers will either advise that they are "Code 4," "Busy," "4 & 6" or "10-8" and sometimes what they are doing. Officers assigned to school sites are to advise when they arrive on campus and if they are handling a call at their location. For example, the officer assigned to Fontana High will advise over the radio that he is "10-97 Fohi." Unless he was dispatched to handle a call or if he advises you that they are handling a call the dispatcher will show him "Busy" on Rims.

SAMPLE MESSAGE CONSTRUCTION

In an attempt to be consistent with other law enforcement agencies and between dispatch and patrol, the following examples are instruction for a basic dispatch.

All calls are dispatched using the same basic format:

- 1) Unit number being assigned

- 2) Type of call
- 3) Location
- 4) Details (if necessary)

Often, a dispatcher will describe an assignment to a field unit, giving the entire case in detail. This occurs so frequently that for the most part, the officers have come to expect it. Not only is this additional information undesirable, it is also prohibited by FCC (Federal Communications Commission) rules and regulations pertaining to superfluous radio communications. Generally, report calls can be dispatched with the type of call, who to see (R/P) and the location. An officer will need to obtain all the specific details from the reporting party to complete their report and does not need the specifics broadcasted. If other types of calls need specific details broadcast, make sure to be concise and to the point. The Rims description portion of the call will contain information that is needed for documentation but may not need to be broadcast to the unit. Any information that may affect the officer's safety **MUST** be broadcast.

In progress/just occurred calls are updated as information is obtained from the reporting party. You may broadcast the basic information and advise units to "Stand by for additional info." When more information is available the additional information is broadcast to the responding units. In some cases, the dispatcher may want to get the officer's attention prior to dispatching the call. In other situations, generally emergency responses, just occurred or "hot calls," it may be necessary to dispatch the call outright, not waiting to receive the officer's response.

Officer self-initiated activity: Officers are trained to run their traffic stops by following a specific format. This format, when utilized, follows the manner in which a self-initiated call for service is physically entered into the Rims system. The following is an example:

Initial Transmission: "Paul-7, Traffic."
Dispatch: "Paul-7, Go" or "Paul-7, Go ahead"
Unit (Location): Citrus north of Randall on ABC123
Dispatch (Repeat Location): Citrus north of Randall
Dispatch: Paul 7 ABC123 negative/current on a 2007 Honda coupe

In most circumstances, officers are encouraged to use the CYMBL format to describe vehicle information in conversations, radio transmissions, and teletypes. Dispatchers will use CYMBL for broadcasts as well.

C = COLOR
Y = YEAR
M = MAKE
B = BODY STYLE
L = LICENSE PLATE NUMBER

As indicated previously, it is important that the dispatchers repeat back certain information when responding to the officers, particularly when they are on self-initiated activities.

When an officer performs a traffic stop, the dispatcher shall repeat back ALL of the information provided by the officer.

Dispatch shall repeat back the unit number, location and license number. It is not okay to simply respond with "copy!"

If an officer does not provide a license plate number or forgets to broadcast their location, the dispatcher shall ask for that information.

Once an officer has advised "Code 4" or is comfortable enough with their contact to be able to make additional requests, (likely requests will be a driver's license check, local warrant check, NCIC check or Rims prior contacts on a person). The officer may also ask for the 28 or registration information on the vehicle. (Note: If there is a dispatcher on the TAC channel, the officer should be advised to switch to TAC for these requests). Again, it is important that the dispatcher repeat back the request to the officer for clarification of the information provided.

When all of the information requested has been obtained from the various computer systems, dispatch will provide the return information to the officer, first making sure you have the officer's attention and that the officer is code 4 if their status has not already been given (i.e. Dispatch: Paul 3, clear to copy).

Make sure you have the officer's attention before proceeding, as the broadcast may be lengthy. A pause between the transmissions may be necessary if the return is going to be lengthy (i.e. subject with priors).

If the person comes back with warrants in the system, ask the officer if they are clear for "unconfirmed 10-35." Advise the charges as well as the bail amount and the court issuing the warrant. You will need to contact the agency holding the warrant to confirm that the warrant is active. If the warrant is active, you will need to ask the officer if they want the warrant abstracted to the West Valley Detention Center. It is possible that the warrant has been rescinded by the court.

If the request was made using the driver's license number, the return shall be given using the subject's name for confirmation. For example: Dispatch: *"Paul 4 on CDL A123456, valid class C last of Smith, first of Mary, code 30."*

If, during the traffic stop, the officer requests 28 (registration information) on the vehicle, the dispatcher shall repeat back the license plate to the officer while making the broadcast, providing the minimum information on the registered owner unless specifically requested by the officer. Again, it is very important for the dispatcher to review the registration return prior to making the broadcast. The correct information should be provided to the officer the first time. This will provide a smooth broadcast with no dead air while the dispatcher looks for the information needed by the officer. It is also important in the event there is a pending master file or sub-plate on the return.

Although the preceding examples are quite specific about the things that shall be repeated by the dispatcher and by the officer, it is important to note that each trainer and dispatcher have their own style. Styles vary by dispatcher and that is okay as long as the basic format is followed and the required information is still given. Newly released trainees will also develop their own style, generally after they are no longer being supervised by a training officer.

Roles and Responsibilities of a Dispatcher

- Receive, prioritize, dispatch appropriate emergency/non-emergency personnel.
- The Dispatcher is the “First responding unit”.
- Protect Officers/responding units.
- Interview/question caller.
- Update all responding units/equipment.

Police Calls for Service

- Obtain location of incident or crime.
- What is happening and when did crime occur?
 - Obtain description of party of interest (sex, race, age, physical description, and head to toe clothing).
- Weapons involved? Description
- Have the involved parties been drinking or are they under the influence of drugs?
- Obtain suspect/vehicle description (color, year, make, model, license, distinctive features).
- Obtain direction of travel for person of interest/suspect and vehicle

As a Police Dispatcher handling incoming calls for service, it is your responsibility to screen these calls in order of priority and importance. It is also your responsibility to convey a positive image of the department and your position by displaying a courteous and professional demeanor during all telephone contacts. To obtain accurate and complete information, proper questioning and extensive listening techniques must be utilized at all times.

I. RADIO CONSOLE EQUIPMENT OPERATION

- A. School Police Primary channel
 - Handles all officer/leads radio traffic
 - Assists with phone calls
- B. School Police TAC channel
 - Handles all liaison radio traffic
 - Handles license/vehicle check information for officers
 - Handles phone calls & front lobby traffic
- C. School site channel
- D. Transportation channel
- E. Fontana PD primary
- F. Fontana PD TAC
- G. Law IC channel
- H. Headset

II. RADIO COURTESY/PROFESSIONALISM

- A. Demeanor
- B. 10-codes
- C. Penal and other codes
- D. Abbreviations and descriptions
- E. Officer call signs
- F. Acknowledging units
- G. Communication with partner/TAC Channel Operator
 - Code 33 on primary channel
 - Code 33 lifted on primary channel

III. OFFICER SAFETY

- A. Knowing location and status of all units at all times
- B. Unit/officer safety check
- C. Back-up units
- D. Unable to raise officer on radio
- E. Premise checks
- F. Emergency preparedness
 - Lock down procedures
- G. Repeat information not heard or understood
- H. 999
- I. Unauthorized transmissions (from an unknown source)
- J. Self-initiated calls
- K. Foot pursuits
- L. Vehicle pursuits
- M. Transporting juveniles

IV. ASSIGNMENTS/RADIO DESIGNATIONS

- A. School Resource Officers
- B. Sergeants
- C. Chief
- D. Beat system
- E. Attendance Liaison assignments
- F. Lead DSO assignments
- G. K9
- H. Motor officer

RELATED AGENCIES

CALIFORNIA HIGHWAY PATROL

California Highway Patrol is responsible for all freeways, on-ramps, off-ramps, and any accidents or traffic related matters within the unincorporated areas of the county. Any criminal activity on the freeways will be handled by the Police/Sheriffs Agency handling that jurisdiction. The CHP also investigates all accidents involving school buses which were carrying at least (1) pupil at or below the 12th grade at the time of the collision, and all accidents involving police vehicles at the Watch Commander's request.

DMV

The DMV is not a law enforcement agency. The DMV is responsible for issuance and maintenance of driver's license, vehicle registration, identification cards, etc.

CALIFORNIA DEPARTMENT OF JUSTICE

California DOJ is made up of several bureaus. To name a few, Bureau of Narcotics, Bureau of Investigations, and Forensic Services. DOJ is set up to supplement local law enforcement agencies in cases where expertise or assistance is needed due to the complex or sensitive nature of the investigation being handled by the smaller agency.

FEDERAL BUREAU OF INVESTIGATIONS

The FBI investigates robberies that occur at federally insured financial institutions. The FBI is also responsible for the investigation of any federal crime.

MARSHAL'S OFFICE

The Marshal's Office operates out of the municipal courts. They provide bailiff services in court rooms and deal with civil matters and disputes pertaining to evictions, etc.

CORONER

The Coroner's Office is charged with determining manner and cause of death in unidentified bodies, victims of foul play, bodies of those not under a doctor's care where unusual circumstances exist.

COMM CENTER / FIRE DEPARTMENT

The San Bernardino County Fire Department is responsible for firefighting, fire prevention and paramedic/medical services. Their dispatch center is located within the San Bernardino Counties Communication Center, otherwise known as Comm Center.

CHILDREN & FAMILY SERVICES

CFS is responsible for the supervision of children who, through neglect or abuse are unable to be left in the custody or supervision of their parents or legal guardian. CPS has no jurisdiction over minors who have committed criminal offenses.

ADULT PROTECTIVE SERVICES

APS is responsible for the suitable placement of dependent adults who have no resources to provide for their own care. APS is also responsible for investigation of allegations of abuse against elderly persons.

BUREAU OF ALCOHOL, TOBACCO, AND FIREARMS

ATF is a Federal agency that is responsible for enforcement of laws pertaining to the use, distribution and regulations of alcohol, tobacco and firearms.

DEPARTMENT OF CORRECTIONS

The Department of Corrections is charged with housing and confining individuals sentenced to prison. Parole Officers monitor inmates released into the community to complete their sentences.

PAROLE BOARD

Charged with reviewing a prisoner's record and making recommendations regarding the termination or continuation of sentence. Also charged with monitoring parolees (prisoners released before completion of sentence).

CRIMINAL LAW

The United States legal system operates primarily in two areas, Civil law and Criminal law.

Police agencies deal with the criminal aspects of the law, but there are grey areas where the two spheres of jurisdiction overlap. It sometimes takes attorneys and judges to decide the jurisdiction.

Questions related to legal issues, unless clear cut, should be referred to the Watch Commander. Legal advice and recommendations should never be made. Often referrals to attorneys, courts, or legal aid are all that the caller may be soliciting.

Law enforcement agencies are the arm of the law that is charged with the responsibility to apprehend and arrest those individuals who break the law. They are the "hands" of the legal system and although agency names may vary, the determining factor is that they must be sworn and primarily responsible for the suppression of crime and the apprehension of criminals.

Criminal law deals with crimes; defined as illegal acts, which are punishable by fine, imprisonment, or removal from public office, or a combination thereof. Criminal law deals with injury to the State or to the people of the State. The criminal court then passes a sentence of imprisonment and/or fines as established by State law. Only the State, acting through the courts, can impose fines or imprison a violator.

Fines are paid to the State. Crime victims do not have a right to the fine, however, through Victim-Witness programs; specified victims may receive some form of compensation.

Civil law deals with non-criminal legal proceedings such as marriage, divorce, adoption, custody, contracts, law-suits, etc... Proceedings that prove injury to the individual can result in restitution or compensation for loss or injury.

There are many instances where the distinction between injury to the individual as "people of the state" is not clear. However, when the victim is interested in recovering their loss, or damages, they may accomplish this action through the civil court system. If the victim desires prosecution, and there is a statute or law that applies to the situation, it is a matter for law enforcement.

It is the responsibility of the law enforcement agency to determine if a crime did occur. However, it is the decision of the District Attorney's office and the courts whether or not to prosecute a case.

CODES

Crimes as defined in the California Penal Code most often come to the attention of law enforcement. The California Penal Code (PC) contains the majority of the statutes that are enforced by Peace Officers. It also contains laws that establish Peace Officers' powers, jurisdiction, and training. However, there are several other California codes that contain sections enforced by School Police.

VEHICLE CODE (VC)

This is a body of laws that regulate vehicular traffic within the State of California.

HEALTH & SAFETY CODE (H&S)

This is a body of laws that regulate food and drugs (including controlled substances).

BUSINESS & PROFESSIONS CODE (B&P)

These codes regulate the ethics of the business community regarding truth in advertising, marketing, and controls sales of certain substances. They also contain statutes concerning the sales of alcoholic beverages.

WELFARE & INSTITUTIONS CODE (WIC)

This is the body of regulations governing the treatment of children or others that are unable to care for themselves. All juvenile criminal affairs are directed by this authority. Included in the WIC are statutes regarding child neglect, incorrigibility, and delinquency.

ADMINISTRATIVE CODE

This contains miscellaneous sections that include Fish & Game, Harbor and Navigation, and other regulations.

MUNICIPAL CODE

This body of regulations has been enacted by the City Council to regulate the actions of the persons within a given City boundary which are not already covered by any other code. (FCC Fontana City Code)

PENAL CODES

Penal codes are a definition of crimes that are coded for easy identification. There are several different codes used for different areas of crime. Below is a brief list of the penal, vehicle, and health and safety codes. Some of the codes are also used as call types.

PC 148 RESISTING/OBSTRUCTING PUBLIC OFFICER: Every person who willfully obstructs delays or tries to take the officer's firearm, while the officer is in the performance of their duties.

PC148.9 GIVING FALSE INFORMATION: Anyone, who falsely represents himself/herself to a peace officer as another person, whether the person is real or not.

PC 187 HOMICIDE: The killing of a human being or fetus by another human being.

MURDER: The unlawful killing of a human being or fetus, with malice aforethought. (Malice aforethought: a premeditation to commit an act without legal justification or excuse; a purposeful action thought out in advance)

PC 207 KIDNAPPING: The unlawful forcible taking of a person against their will from one place to another.

PC 211 ROBBERY: The taking of personal property in the possession of another, from his person, against his will accomplished by means of force or fear.

PC 215 CARJACKING: The taking of a motor vehicle, in the possession of another, from his or her immediate presence.

PC 242 BATTERY: Any willful and unlawful use of force or violence upon another person.

PC 245 ASSAULT WITH A DEADLY WEAPON: Commits an assault on another person with a deadly weapon or instrument or by means of force likely to produce great bodily injury.

PC 246 DISCHARGE OF FIREARM AT INHABITED DWELLING, VEHICLE OR AIRCRAFT: Maliciously and willfully discharges a firearm at an inhabited dwelling (house), occupied building, occupied vehicle, occupied aircraft, inhabited house car, or inhabited camper.

PC 247 DISCHARGE OF A FIREARM AT AN UNINHABITED DWELLING, VEHICLE OR AIRCRAFT: Any person who willfully and maliciously discharges a firearm at and unoccupied dwelling vehicle or aircraft.

PC 261 RAPE: The act of sexual intercourse accomplished with a person, not the spouse of the perpetrator, where it is accomplished against the person's will by force or fear.

PC 261.5 UNLAWFUL SEXUAL INTERCOURSE: Unlawful sexual intercourse, not the spouse of the perpetrator, with someone under the age of 18.

PC 273.5 SPOUSAL OR COHABITANT BEATING: Willfully inflicts upon his or her spouse, or any person of the same or opposite sex with whom he or she is co-habiting, or any person who is the mother or father of his or her child, corporal injury resulting in a traumatic condition.

PC 288 LEWD ACT ON A CHILD: Willfully commits any lewd and lascivious act, upon or with the body, or any part or member thereof, a child under the age of 14 years, with the intent of arousing, appealing to, or gratifying the lust or passions or sexual desires of that person or child.

PC 314 INDECENT EXPOSURE: Any person who willfully and lewdly, either exposes his person, or the private parts thereof, in any public place, or in any place where there are present other persons to be offended or annoyed thereby; or procures, counsels, or assists any person to expose himself or take part in any model exhibition, or to make any other exhibition of himself to public view, or the view of any number of persons, such as is offensive to decency.

PC 415 DISTURBING THE PEACE: Unlawfully fights in a public place or challenges another person to fight in a public place. Or, maliciously and willfully disturbs another person by loud and unreasonable noise. Or, uses offensive words in a public place which are inherently likely to produce an immediate violent reaction. This does not have to be an obscenity or profanity.

PC 417 BRANDISHING A WEAPON OR FIREARM: Any person, in the presence of another person, draws or exhibits any firearm or deadly weapon in a rude, angry or threatening manner unlawfully uses the same in any fight or quarrel.

PC 422 THREATS TO COMMIT GREAT BODILY INJURY: Any person who threatens to commit a crime that will likely result in great bodily injury to another, whether the crime is committed or not.

PC 451 ARSON: Willfully and maliciously sets fire to or burns or causes to be burned or who aids, counsels or procures the burning of, any structure, forest land or property.

PC 459 BURGLARY: Entry into a structure, even lawfully, with the intent to commit a theft or any felony. (Such as open business doors, residence doors, or garage

doors. A vehicle however must be locked and forced entry must be made for it to be a burglary.)

PC 470 FORGERY: Every person who, with the intent to defraud, signs the name of another, or of a fictitious person, knowing that he/she has no authority to do so, or falsely makes, alters, forges or counterfeits any of a long list of writings, or counterfeits or forges the seal or handwriting of another; or utters, publishes, passes, or attempts to pass any of the above.

PC 484 THEFT DEFINED: The taking and carrying away of personal property of another without the owner's consent, intent to permanently deprive the owner thereof, (Two degrees of theft: Grand and Petty Theft); or to defraud another of money, labor, personal or real property.

PC 487 GRAND THEFT: When the value is exceeding \$400.00, domestic fowls, or specific crops exceeding \$100.00, specific agriculture exceeding \$100.00 where the employee theft exceeds \$400.00 in a twelve month period, or when the property is a firearm (of any value), automobile (of any value) or specific listed animals.

PC 496 (a) RECEIVING/POSSESSION OF STOLEN PROPERTY: Knowingly buys, receives, conceals, sells, or withholds property, knowing the property was obtained by theft or extortion.

PC 503 EMBEZZLEMENT: The fraudulent appropriation of property by a person to whom it has been entrusted.

PC 537 DEFRAUDING INKEEPER: Any person who obtains food, fuel, services, or accommodations at a hotel, inn, restaurant, motel, marina, ski area etc., with the intent of not paying.

PC 594 VANDALISM: Defaces with graffiti or other inscribed material and damages or destroys.

(b)(1) If the amount of defacement, damage, or destruction is \$400.00 or more.

(2)(a) If the amount of defacement, damage, or destruction is less than \$400.00.

(B) If the amount of defacement, damage, or destruction is less than \$400.00 and the defendant has been previously convicted of vandalism or affixing graffiti or other inscribed material.

PC 597 CRUELTY TO ANIMALS: Every person who maliciously maims, wounds, tortures, or mutilates a living animal, or maliciously kills an animal.

PC 602(L) TRESPASSING (BUILDING): Entering and occupying real property or structures of any kind, without the consent of the owner.

PC 647(a) LEWD ACTS IN A PUBLIC PLACE: Solicits anyone to engage or who engages in any lewd or dissolute conduct in any public place.

PC 647 (c) PANHANDLING: Accosts other persons in any public place or in any place open to the public for the purpose of begging.

PC 647 (f) DRUNK IN PUBLIC: Found in any public place under the influence of intoxicating liquor, or any drug, or the influence of toluene, or combination of such substances (or poisons) in such a condition that he or she is unable to exercise care for his or her own safety or the safety of others.

PC 653m OBSCENE PHONE CALLS: With the intent to annoy, telephones another or addresses to or about the other person any obscene language or addresses the other person with any threat to inflict injury to the person or property of the person addresses or any member of his or her family.

PC 666 PETTY THEFT WITH PRIOR: Every person who has a prior conviction of petty theft, grand theft, auto theft, possession of stolen property and has served at least one day in jail and arrested for a subsequent theft.

PC 12020 MANUFACTURE, IMPORTATION, SALE, OR POSSESSION OF DISGUISED FIREARMS OR OTHER DEADLY WEAPONS; CARRYING CONCEALED WEAPONS: Carrying a concealed weapon or manufacturing, importing or selling of a firearm.

PC 12031 LOADED FIREARM; CARRYING IN A PUBLIC PLACE OR VEHICLE: A person is guilty of carrying a loaded firearm when he or she carries a loaded firearm on his or her person or in a vehicle while in any public place or on any public street in an incorporated city or on any public street or public place in a prohibited area of unincorporated territory.

VEHICLE CODES

10851 AUTO THEFT: Drives or takes a vehicle without the consent of the owner.

10852 AUTO TAMPERING: Tampering with a vehicle or its contents. Breaking or removing any parts of the vehicle without the consent of the owner.

12500(a) UNLICENSED DRIVER: Driving a motor vehicle without a valid driver's license.

12500(b) OUT OF CLASS DRIVERS LICENSE: Driving a vehicle that requires an endorsement without said endorsement.

14601 SUSPENDED DRIVERS LICENSE: Driving when your privileges have been suspended or revoked by the Department of Motor Vehicles.

22350 BASIC SPEED LAW (SPEEDING): Driving a vehicle at a speed which is not reasonable or prudent.

23103 RECKLESS DRIVING: Anyone who drives a vehicle with disregard for the safety of other persons or property.

23109 SPEED CONTEST: Engaging in any speed contest on a public roadway. It includes any contest against another vehicle or timing device.

23110 THROWING SUBSTANCES AT VEHICLES: Throwing substances at a vehicle or occupant on the highway. Note: Causing injury with the intent to do great bodily injury constitutes a felony charge.

23152 DRIVING UNDER THE INFLUENCE: Driving a motor vehicle while under the influence of an intoxicating beverage, drugs or combination thereof.

4000(a) UNREGISTERED VEHICLE: Driving or leaving a vehicle on the street that is not registered and the proper fees have not been paid.

20001 HIT AND RUN; INJURY OR FATALITY: Any driver involved in a traffic collision where there is an injury or a fatality that leaves the scene without exchanging or leaving his or her information.

20002 HIT AND RUN; PROPERTY DAMAGE ONLY: Any driver involved in a traffic collision without injury that leaves the scene without leaving his/her name, address, vehicle information, and driver's license information.

HEALTH & SAFETY CODES

H&S 11350 POSSESSION OF COCAINE: Unlawful possession of cocaine or cocaine hydrochloride in any amount.

H&S 11357(b) POSSESSION OF MARIJUANA: Possession of less than one ounce of marijuana.

H&S 11364 POSSESSION OF PHARAPHERNALIA: Possession of any pipe, or device used for smoking opium or other narcotics or any instrument used to inject narcotics into the human body.

H&S 11377 POSSESSION OF METHAMPHETAMINE: Unlawful possession of methamphetamine in any amount.

H&S 11378 POSSESSION OF METHAMPHETAMINE FOR SALES: Having possession of any methamphetamine with the intent to sell.

H&S 11550 UNDER THE INFLUENCE OF A CONTROLLED SUBSTANCE: A person under the influence of a controlled substance without a valid doctor's prescription.

WELFARE AND INSTITUTION CODES

WIC 601 DISOBEDIENT/TRUANT MINOR: Anyone under 18 years who habitually refuses to obey his/her parents or guardian or who has four or more trancies in one school year. (Non-criminal Jurisdiction of the Court)

WIC 602 DELIQUENT MINOR: Any person under the age of 18 who violates any law of the United States, State of California, any county or city ordinance that is defined as a crime. (Criminal Jurisdiction of the Court)

WIC 5150 DANGEROUS OR GRAVELY DISABLED PERSON: When a person is a danger to themself or others or is gravely disabled due to a mental disease, a peace officer or other designated person may cause the person to be taken to a mental facility approved by the State Department of Mental Health for 72 hour treatment/evaluation.

WIC 5585 Juvenile who is a danger to himself or others or is gravely disabled due to a mental disease, a peace officer or other designated person may cause the person to be taken to a mental facility approved by the State Department of Mental Health for 72 hour treatment/evaluation.

JUDICIAL AGENCIES

COUNTY/CITY ATTORNEY'S OFFICE

This is the legal representative for the County or City and is responsible for the presentation of the prosecution's information in any criminal case. The actual responsibility in San Bernardino County for all criminal prosecutions rests with the County District Attorney's Office (except City Municipal Code violations). All matters that Law Enforcement agencies seek to pursue must be filed with the District Attorney's Office for review.

MUNICIPAL COURTS

These have been combined into Superior Court in San Bernardino County.

SUPERIOR COURT

This court handles all felony criminal filings. Superior Court is the primary court reviewing court and the court charged with dispensing justice in all matters of infractions, misdemeanors, and felonies. Superior Court presides over judgment, juries, and related matters. Any criminal filings made by the District Attorney's office are filed in the Superior Court. Small Claim's Court is a division of the Superior Court.

APPELLATE COURT

This Court handles appeals from the Superior Court.

STATE SUPREME COURT

This Court is the final step in the appeal process within the California Judicial System. The Supreme Court selects the cases that it wishes to review. Action is taken when there is an appeal based on the interpretation of a law or the application or regulation of a law.

ADJUNCTS TO THE COURT

There are several agencies that are adjunct to the court in that they are charged with the responsibility to carry out the judgments of the court, review, confine, release, and otherwise control the lives of individuals in any way deemed appropriate by the court.

DEPARTMENT OF CORRECTIONS

They are charged with housing and confining individuals sentenced to prison.

CALIFORNIA YOUTH AUTHORITY

They are charged with housing and confining juvenile offenders.

PAROLE BOARD

They are charged with reviewing a prisoner's record and making recommendations regarding the termination or continuation of the prisoner's sentence. Also charged with monitoring parolees (prisoners released before completion of sentence).

PROBATION DEPARTMENT

They are charged with making recommendations regarding sentencing of offenders. Supervise misdemeanor offenders not serving time in the County jail.

GRAND JURY

The Grand Jury is a judicial body appointed by each County that assists the judicial system by making citizen reviews.

LOCAL LAW ENFORCEMENT AGENCIES

It is important for dispatchers be aware that there are many occasions in which the School Police Department will act in accordance with other agencies and provide assistance for law enforcement purposes if requested. The following is a list of the other agencies that we may come in contact with or need to communicate with on a regular basis.

FONTANA POLICE DEPARTMENT

The Fontana Police Department is responsible for the law enforcement for the City of Fontana. The majority of our schools are in the City of Fontana area.

SAN BERNARDINO COUNTY SHERIFF

The San Bernardino County Sheriff's Department is primarily responsible for the law enforcement functions that take place in the unincorporated areas of the county such as Bloomington, and contracts with other incorporated cities for law enforcement (i.e. Chino Hills, Rancho Cucamonga) when such cities have no municipal law enforcement. The Sheriff's department also maintains the West Valley Detention Center at 9500 Etiwanda in Rancho Cucamonga, several detention facilities, and work camps, a county crime lab, and various other units such as a bomb squad, SWAT, K9, and helicopter units, which may be called upon in times of mutual aid.

There are several of our schools that are in the county area:

Beech Elementary
Live Oak Elementary
Redwood Elementary
Sequoia Middle
West Randall Elementary

RIALTO POLICE DEPARTMENT

The Rialto Police Department is responsible for the law enforcement in the City of Rialto. FUSD has two schools in Rialto PD's jurisdiction:

Maple Elementary
Primrose Elementary

COMCENTER/FIRE DEPARTMENT

Fontana School Police receives fire services from the San Bernardino County Fire Department. They are responsible for firefighting, fire prevention and paramedic services. Their dispatch center is located within the San Bernardino County Communication Center, otherwise known as ComCenter.

CALIFORNIA HIGHWAY PATROL

California Highway Patrol is responsible for all freeways, on-ramps, off-ramps, and any accidents or traffic related matters within the unincorporated areas of the county. Any criminal activity on the freeways will be handled by the Police/Sheriffs Agency handling that jurisdiction. The CHP also investigates all accidents involving school buses which are carrying at least (1) pupil at or below the 12th grade at the time of the collision, and all accidents involving police vehicles at the Watch Commander's request.

CRIME CATEGORIES

Crimes are categorized by the nature of the crime, the punishment by imprisonment in State Prison, and fines over \$500.

The following definitions do not indicate the actual complexity of the law, for crimes may be plea-bargained from Felony to Misdemeanor, and sometimes a Misdemeanor will become a Felony if there is a previous conviction for the same or similar offense.

FELONY

A crime that is very serious in nature which can be punished by imprisonment in State Prison.

MISDEMEANOR

A crime which can be punished by up to, but not exceeding, one year in the County Jail.

INFRACTION

A minor offense which can be punished by fines.

“How to sound like a Pro on the Radio”

1. Visualize the party whom you are talking to
2. Talk to only one person at a time.
 - a. Radio traffic is intentionally impersonal, but that does not prevent you from making it personal within your own mind
3. Don't try to sound bored or disinterested, as both of these attitudes carry with them a certain vocal inflection
4. Don't key your mike until you are reasonably sure of where you're going and especially sure of where the ending is. Do not “break” during a transmission unless the break is planned, necessary and announced.
5. Do not start talking until the mike has been keyed for approximately one second, but make sure you start talking immediately after that one second has transpired.
6. Do not take it as a personal attack if the unit asks you to repeat your traffic. You may have been covered by another unit or surrounding noise.
7. Do not over enunciate! Especially words and phrases familiar to the officer.
8. Practice out loud to yourself, on and off duty. Practice continuously.
9. When an apology is necessary, make it in person or over the phone. Never apologize on the radio. “Correction” is okay, “I'm sorry” is not okay.
10. When requesting a unit to back, provide the nature of the circumstances, but not the whole story.
11. Learn which direction is north, south, east and west and use them constantly.
12. Learn the boundaries of the beat structure
13. Learn the communities and streets in your area.
14. Anticipate and be ready to dispatch back-up units. Know who is available.
15. Recognize the potential of a call escalating and who will respond for back-up. Don't forget the possibilities of requesting allied agencies for help.
16. Know the location of the allied agencies.
17. Know your procedures. When an incident occurs, you will not have time to look it up.
18. Don't forget your responsibility to patrol supervision (notification)
19. Dispatch units with primary information; then follow-up with secondary information.

20. Relay information accurately and without delay.
21. Promptly prioritize calls for service (life before property)
22. Know location and activity of all units on or off the air
23. Learn commonly used penal codes
24. Know the ten codes

DISPATCHER TRAINING GUIDE PHASE VI—PRIMARY POLICE DISPATCH

RADIO CONSOLE EQUIPMENT OPERATION	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINEE INITIALS & DATE
A. School Police primary channel			
B. School Police TAC channel			
C. School site channel			
D. Transportation channel			
E. Fontana PD primary			
F. Fontana PD TAC			
G. Law IC channel			
H. Headset			

Trainee Name: _____

DISPATCHER TRAINING GUIDE PHASE VI—PRIMARY POLICE DISPATCH

RADIO COURTESY & PROFESSIONALISM	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINEE INITIALS & DATE
A. Demeanor			
B. 10-codes			
C. Penal and other codes			
D. Abbreviations and descriptions			
E. Officer call signs			
F. Acknowledging units			
G. Communication with Partner/ TAC channel operator			

Trainee Name: _____

DISPATCHER TRAINING GUIDE PHASE VI—PRIMARY POLICE DISPATCH

OFFICER SAFETY	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINEE INITIALS & DATE
A. Knowing location and status of all units at all times			
B. Unit/Officer safety checks			
C. Back-up units			
D. Unable to raise officer on radio			
E. Premise checks			
F. Emergency preparedness			
G. Repeat information not heard or understood			
H. 999			
I. Unauthorized transmissions			
J. Self-initiated calls			
K. Foot pursuits			
L. Vehicle pursuits			

M. Transporting juveniles			

Trainee Name: _____

DISPATCHER TRAINING GUIDE PHASE VI—PRIMARY POLICE DISPATCH

ASSIGNMENTS/RADIO DESIGNATIONS	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINEE INITIALS & DATE
A. School Resource Officers			
B. Sergeants			
C. Chief			
D. Beat system			
E. Attendance Liaison assignments			
F. Lead DSO assignments			
G. K9			
H. Motor Officer			

Trainee Name: _____

RADIO SELF TEST

1. You receive an emergency call and have no units available to handle the call. Explain to your training officer what steps you would take to properly handle the call.
2. You receive a call of a non-injury traffic collision involving a school bus with students on board. Explain to your training officer the steps you would take properly handle the call.
3. Show your training officer how to patch radio channels.
4. Show your training officer how to send an alert tone to broadcast a priority call.
5. An officer advises that a vehicle is failing to yield and is currently southbound on Citrus, approaching Valley at a high rate of speed. Tell your training officer what information you would obtain from the officer. What command would you use to enter the officer's activity into Rims? How do you update the progress of his location? Who would you notify of the pursuit?
6. Explain to your training officer what you would do if an officer sets off his emergency alert button on his radio and how to determine if the officer is in need of assistance.
7. You have two officers handling the same call. The primary officer clears the scene. The second officer then advised you that he is going 10-8 and will be handling the report. How do you show the 2nd officer as the handling officer in Rims?
8. You have dispatched an officer to a possible 10851 that just occurred. What information needs to be broadcast over the air and in what order?
9. An officer on a petty theft call advises you that he is actually taking a vehicle burglary report. Explain the method of changing the type code on the incident.
10. During a traffic stop, the officer requests a 28/29 on a subject and the return shows a warrant. Explain to your training officer how you would relay this information to the officer and what additional steps you would take.

Trainee Signature

CTO Signature

Date

Dispatch Supervisor Signature

TRAINEE EVALUATION FORM—STANDARDIZED GUIDELINES

The 1, 3, and 5 scale represents the latitude desired by a majority of the dispatch trainers. The evaluation of a trainee's performance should be based on these definitions. These definitions are to aid in continuity and lead to standardization.

SCALE VALUE DEFINITIONS

1 = Unsatisfactory/Not Acceptable by Dispatcher Trainer Program Standards

This behavior demonstrates an inability to accomplish the required tasks, indicating little benefit from training and/or experience. (Consistently incomplete, numerous, or chronic errors).

2 = The behavior demonstrates some ability but is less than satisfactory. (Occasionally incomplete and some errors).

3 = Satisfactory/Acceptable

The behavior demonstrates an adequate ability to accomplish the required task and meets minimum standards. (Allows for some reasonable error depending on the circumstances).

4 = The behavior demonstrated is highly satisfactory, indicating a continuing benefit from training and/or experience. (Characterized by few errors and timely accomplishment).

5 = Superior by Dispatch Trainer Program Standards

The behavior demonstrated is far above that required for the position. (No error and thorough)

_____Daily

_____Monthly

_____Weekly

_____Phase

**Fontana School Police Department
Dispatch Training Observation Report**

Evaluation period (dates): From _____ To _____

Trainee Name _____ Training Operator _____

In rating the trainee, consider carefully each area to be rated, taking into consideration his/her length of service and the opportunities afforded which might have a bearing on the performance observed. In completing this report, compare the trainee's progress and abilities to that of the average, competent trainee at that particular level of training.

Circle the number for the appropriate area. If you feel that your observations in any area have not been sufficient to rate the trainee, circle the area marked "N.O."

.....
This evaluation report reflects: PHASE 1 _____ PHASE 4 _____
 PHASE 2 _____ PHASE 5 _____
 PHASE 3 _____ FINAL _____
.....

Attitude	1	2	3	4	5	N.O.
Comprehension of instructions	1	2	3	4	5	N.O.
Ability to implement instructions	1	2	3	4	5	N.O.
Rate of progress	1	2	3	4	5	N.O.
Understanding policies & procedures	1	2	3	4	5	N.O.
Observation of rules & regulations	1	2	3	4	5	N.O.
Written Skills	1	2	3	4	5	N.O.
Verbal Skills	1	2	3	4	5	N.O.
Listening Skills	1	2	3	4	5	N.O.
Knowledge of school geography	1	2	3	4	5	N.O.
Reaction to stress & emergency conditions	1	2	3	4	5	N.O.
Appearance	1	2	3	4	5	N.O.
Punctuality/Dependability	1	2	3	4	5	N.O.
Relations with other employees	1	2	3	4	5	N.O.
Relations with supervisors	1	2	3	4	5	N.O.
Relations with the public	1	2	3	4	5	N.O.
Self-Image/Confidence	1	2	3	4	5	N.O.
Initiative	1	2	3	4	5	N.O.
Judgment and common sense	1	2	3	4	5	N.O.
Memory/ability to recall information	1	2	3	4	5	N.O.
Mental Alertness	1	2	3	4	5	N.O.
Vocal clarity	1	2	3	4	5	N.O.
Job interest	1	2	3	4	5	N.O.
Care and use of equipment	1	2	3	4	5	N.O.
Acceptance of criticism	1	2	3	4	5	N.O.

Asks questions when needed	1	2	3	4	5	N.O.
Officer Safety	1	2	3	4	5	N.O.
Comprehension of radio transmissions	1	2	3	4	5	N.O.
Radio Transmissions/Reception	1	2	3	4	5	N.O.
Knowledge of Call Types	1	2	3	4	5	N.O.
Knowledge of Rims Commands	1	2	3	4	5	N.O.
Stress Control	1	2	3	4	5	N.O.
Versatility/Adaptability	1	2	3	4	5	N.O.

Overall Evaluation of Trainee

1 2 3 4 5 N.O.

REMARKS: In the area below, indicate any appropriate information which reflects on the strengths and/or weaknesses of the trainee which were not reflected on the first page. All below average marks are to be explained here, with specific instances if possible.

Training Operator Recommendations:

Continue in current phase _____

Advance to next phase _____

Recommend trainee be re-phased _____

Advance trainee to trained status _____

Trainee Signature/Date

Dispatch Trainer Signature/Date

Dispatch Supervisor Signature/Date

Watch Commander Signature/Date

PHASE SEVEN—RECORDS

In addition to the duties and responsibilities of dispatch; all dispatchers manage the records processing for the department. Trainees will be instructed regarding all aspects of the records system.

Although records management is a function of dispatch, it is secondary to the primary responsibility of dispatch. Records processing is assigned to the dispatchers working the graveyard and weekend shifts.

I. REPORT PROCESSING

- A. Signing on to RIMS records
- B. Records review in Rims
- C. Scanning attachments/additional attachments
- D. Copying reports
- E. Printing photos
- F. Report requests (i.e. Local Agencies, Risk Management, Maintenance)
- G. Initials/ID# on case inspection sheet
- H. In custody reports
- I. Placement in proper routing file
 - Adult District Attorney
 - Juvenile Probation/Youth Accountability Board
 - FPD
 - Awaiting lab results/pending reports
- J. Mailing reports/envelopes/certified mail receipts
- K. Organizing in filing cabinets
- L. Arrest warrants
- M. RIMS T/C info

II. CITATION PROCESSING

- A. Entering information in RIMS
- B. Verifying information/return to Sgt. for corrections
- C. Scanning cites
- D. Separating & distribution
- E. Attachments & Amendments
- F. Mailing cites
- G. Organizing in filing cabinet

REPORTS REFERENCE GUIDE—UPDATED 072014:jm

9/16/13 – We no longer handle CFS cases/inquiries – refer to agency of jurisdiction or contact W.C. for further instruction

4/15/14

Juvenile court procedures will remain the same. Misdemeanor and felony charges on juveniles go to Gilbert street. YAB still goes to Probation. WIC 256 charges go to Probation, 150 W. 5th St. Only changes will be Adult Misdemeanor and Felony charges will be heard in the Rancho Court. Infractions will remain in Fontana Court. All court times will be 0800 hours.

Juvenile Infractions: Fontana Superior Court-Traffic Court, No case # unless evidence is booked. No witness list needed ***9/16/13 per S1—All infractions to Fontana Superior Crt new court time is 1230hrs

FCC 16-15

PC 308b

PC 415

H&S 11357b

Youth Accountability Board (YAB): No change, all cases to SB Juvenile Delinquency Court 900 E Gilbert St. San Bernardino CA 92415 (Misd, Felony)

10/9/13 Per S1---Parent cite for this court is included on all YAB cases.

Informal juv traffic court: All (MISD) cases go to San Bernardino County Juvenile Probation Dept. 150 W. 5th St. San Bernardino CA 92415

PC 490.1, PC 594, PC 602, PC 626.2, PC 647f

B&P 25608, 25658

H&S 11364, 11357e

Cite Juvenile

Juv application

Juvi Dispo form

10/3/13 Per S2---Parent cite is no longer needed for informal juv traffic court/Probation cases

ADULT TRAFFIC COURT / DIRECT FILE

Note: Direct File cases are listed on memo from the DA's Office dated 3/11/12 (towards the end of this document)

***EC 48293, H&S 11364(a), H&S 11550(a), PC 415, PC 243.5, B&P 25658 and a variety of VC sections need full documentation (3) with the exception of VC12500 and VC14601, H&S 11357(b) which only need green cite mailed to court, no documentation needed.

2/2013 Adult traffic court no longer needs SARB docs, after scanning

- Review case in RIMS
- Green copy of cite to court; no DMV printouts or other attachments as of 1/1/10.

- All cites must be scanned into cite attachments in RIMS & copy of cite scanned into report attachments in RIMS.
- **All misdemeanor (Direct File) cases must have 3 copies of report attached** with CII & DMV printout
- This does not apply to VC12500 or VC14601, moving violations only (just send cite)
- Infractions: **send cite only** for 308(b) H&S 11357(b) **(no documentation unless requested by court)**
- **Any juveniles cited for infractions (i.e. jaywalking) are cited into adult traffic court (Fontana Superior Court)**
- **Any copies of case info forwarded to any FPD Officer or Dept. will be carried over & placed in FPD file for delivery.**
- Mail original green cite only to Fontana Superior Court 17780 Arrow Blvd, Fontana 92335

****2/24/14, CITE ALL INFRACTIONS AND ALL DIRECT FILED MISDEMEANOR VIOLATIONS FOR MONDAY THROUGH THURSDAY AT 8:00 A.M. (no longer 1230)**
5/23/14: Per Sgt Wolverton, cites that have both misd and infractions, send to Rancho Cucamonga court which handles the misd portion of cite

DISTRICT ATTORNEY (ADULT IN CUSTODY)

- Review case in Rims
- Scan any documents attached to case inspection sheet
- Make three (3) copies of entire report plus all attachments, label copies as “**DA Copy,**” “**Defense Copy,**” “**Court Copy**” in red ink. (*Exception is when the report is of a sensitive matter, i.e.: CPS or 261 PC. *Complete list forthcoming from DA.*) One (1) additional copy for each additional suspect. Order of documents is: **Bail Sheet (needed for ALL arrests), CII printouts, Booking App, Probable Cause Declaration, face sheet, report, other miscellaneous printouts and documents.** Note: CHP 180 and fingerprint cards do not need to be copied for the DA).
- Place your initials/ID # on back of case inspection sheet (reviewed, attachments) clamp or rubber band 3 copies to original & hand deliver.
- **Note: If the adult is cite released at West Valley, the report is still treated as an “In Custody” and including the Bail Sheet. If report is assigned to Adult DA for review (suspect not in custody) 3 copies are still needed.**
- **WHEN A WARRANT OF ARREST IS REC'D FROM DA OFFICE, FAX TO SBSO WARRANTS 909-387-3691**
- *****for court copy, give them same copies as DA and Defense. “Public Version” is printed for CPS & 261 cases, or a case w/confidential witnesses*****
- Contact W.C. to advise report is ready for delivery
- **10/31/12: Only ADULT cases with narcotics that have been sent to the lab need to be held for lab results. Cases for H&S 11364.1(a) are possession of paraphernalia so those reports can be processed without lab results.**
- **9/9/11 Re Bail Sheets...**
- **Per the Adult DA's office, bail sheets will be completed and attached to EVERY report that is turned into them. This is what they use as a “cover sheet”. In cases where there is no arrest, the bail sheet will be completed, however, the line that has BOOKING #, will be completed with the citation number.**

ADULT DISTRICT ATTORNEY/OUT OF CUSTODY

Review case in Rims

- Scan any documents/cites attached to case inspection sheet
- Make 3 copies (misdemeanor only) of the report & attachments and attach to green (court copy) of citation; place in folder for hand delivery to DA
- **Infractions – send cite only** to Adult Traffic Court, no documentation
- Make copy of citation to go with the case inspection sheet and other documents
- Place your initials/ID # on case inspection sheet and file
- Complete the “**DA Log Sheet**” and place on top of the copies of reports for “**OUT OF CUSTODY**” **ADULT CASES only.**
- **ALL ADULT CASES MUST BE HELD UNTIL LAB RESULTS ARE AVAILABLE**
- **After we receive lab reports for cases that need to go to the DA, make a copy of the lab results to attach to the reports.**
- Place into Adult DA folder & fourth records tray

9/9/11 Re Bail Sheets...

Per the Adult DA's office, bail sheets will be completed and attached to EVERY report that is turned into them. This is what they use as a “cover sheet”. In cases where there is no arrest, the bail sheet will be completed, however, the line that has BOOKING #, will be completed with the citation number.

- **No cases awaiting lab results will be taken to the Adult DA until the lab results have been received.** There is a separate bin and file folder for cases waiting for lab results. Attached is a copy of the February 2012 memo from the DA's office regarding direct file cases and cases with lab results as well as the December 2008 memo listing direct file charges. If you have any questions or need clarification, please contact Amanda or myself.
10/31/12: Only ADULT cases with narcotics that have been sent to the lab need to be held for lab results. Cases for H&S 11364.1(a) are possession of paraphernalia so those reports can be processed without lab results.

CALIFORNIA HIGHWAY PATROL

- Review case in Rims
- Scan any documents attached to case inspection sheet
- Print out report and mail to CHP office in Sacramento (labels in folder at front counter)
- Place your initials/ID # on case inspection sheet and file.

JUVENILE DA (IN CUSTODY)

- No need to write "DA/Defense/Court copy" in red on copies that go to the DA
- 3 copies of entire report plus attachments to DA (misdemeanor cases)
- If multiple suspects attach only (1) one additional copy of report per suspect
- **Needs juv detention dispo report form. No witness list needed. STAPLE the green cites to the juv dispo form**
- Place in fourth records tray

JUVENILE PROBATION/YAB (OUT OF CUSTODY)

- 3 copies of report & any additional documentation
- **Juvenile Application for Petition w/PC declaration on reverse side, juv petition app, medical history, cites, report, picture gallery, Gladys r, Miranda rights, statement, photos, etc.**
- **No witness list needed.**
- **Juv detention dispo report w/cite(s) stapled at top, 3 copies of report/other paperwork clipped or banded together, originals w/inspection sheet.**
- Place into YAB folder & in fourth records tray.

5/5/14

RAJ Locates:

It was recently brought to my attention that on the back of the "Missing Person Report" form there is a box on the back of the form for the CLETS entry cancellation (see attached). This box would be completed by the dispatcher when the Missing Person is cancelled/located (regardless if it is our missing person or another agency's entry).

Missing Person CLETS entry cancelled by

Officer --

Badge #

FILE ONLY CASES

- Review case in Rims
- Scan any documents into Rims
- Place your initials/ID # on back of case inspection sheet (Reviewed, Attachments)
- File (no need to print report)

CITES

- Enter into RIMS under cites
- Scan **ALL CITES** green copy front & pink copy back (no exceptions) under attachments feature in RIMS (description is cite #)
- Place green copy into court envelope, forward pink to Sherri
- **Juvenile Infractions: Fontana Superior Court-Traffic Court, No case # unless evidence is booked.**
- **Fcc 16-15**
- **PC 308b**
- **PC 415**

- **H&S11357b**

***Do not attach any photos, student profiles, statements, etc. to pink copy of cite, just scan into RIMS and place in shredding bin.

PARKING CITES

- Enter into RIMS under cites
- Scan **ALL PARKING CITES** front only into attachments feature in RIMS (description is cite #)
Place white original into court envelope, mail to Data Ticket 4600 Campus Dr. Ste.
200 Newport Beach CA 92660

IMPOUND HEARINGS

Place vehicle impound info in this order: Cite, 180, SVS entry, veh info, CDL info, misc

2/14/11-Only use the "Verification" stamp entry (you have to have a 2nd person verify the entry. Use the stamp at the front counter and have the 2nd person verify and date/initial) **when you are entering missing persons, stolen vehicles, and stolen property or ANY firearms entries** (stolen, recovered, etc.). No need to verify any vehicle "locates", persons locate/cancel or property or entry of impounded vehicles.

9/16/13 – We no longer handle CFS cases/inquiries – refer to agency of jurisdiction or contact W.C. for further instruction

CPS REPORT (WITH ARREST)

- See "Adult in custody" arrest instructions
- Color copy photos for DA
- Copy of confidential victim sheet for DA
- Copy of report to agency of jurisdiction (Fontana PD, Rialto PD, or SBSD—will be indicated in narrative of report and on case inspection sheet)
- Agency of jurisdiction receives the **ORIGINAL** Suspected Child Abuse report form as well as the **ORIGINAL** Child Abuse Investigation Report form. That agency will then send the Report form to the DOJ Child Abuse Unit for processing. ****Do not send copy to CPS****

CPS REPORT (NO ARREST)

Copy of report to agency of jurisdiction for CPS notification *** Do not send copy to CPS***

The following procedure must be followed whenever you respond to a CPS call.

In Custody Reports:

- Complete Bail Sheet include CII (criminal history if the suspect has one) and 28/29 printouts

Police Report, include:

A. Obtain the CPS form from the mandated reporter. If one is not filled out, do not leave the school without it. Provide the mandated reporter with the case number.

- B. Contact CPS for notification and prior CPS calls at the residence.
- C. Conduct a residence check for living condition, food, water, maintenance....
- D. Ensure all siblings, parents and members of the household are interviewed.
- Complete and attach Victim's Confidentiality Advisal or Request for Confidentiality Victim of Sex Crime which ever applies.
- Complete and attach Child Abuse or Severe Neglect Indexing Form BCIA 8583 on-line on the Department of Justice website.

MIR Reports:

1. Obtain the CPS form from the mandated reporter. If one is not filled out, do not leave the school without it. Provide the mandated reporter with the case number.
 2. Contact CPS for prior CPS calls at the residence.
 3. Conduct a residence check for living condition, food, water, maintenance.
 4. Ensure all siblings, parents and members of the household are interviewed.
 5. Take a police report NO EXCEPTIONS.
- If you have any questions, contact W.C.

HOW TO MAKE A COPY OF A STILL PHOTO FROM THE CAMERAS

Using the left small camera monitor, choose the still photo from the Browse on the camera

Right click on photo

Left Click on copy

Minimize the cameras

Click Start & click MS Office, then choose MS Word

Right click, and then left click on the icon below paste options to produce the image

Go the File, choose Save and name it with the case #, click save

Using the same computer, on the open Windows, Click "computer" Select "N" drive, scroll down & choose 'photos' folder & save

Click School Police, Click Police Dispatch

Pull up "N" drive on dispatch computer, under photos

Click on case #, open file & choose print

Procedure for Subpoenas

Retrieved daily from mail bag

Use 'Fontana School Police Records' stamp at front desk, fill in received date, time, your ID # & initials

In RIMS toolbar, click Records

Click on Agency Subpoenas

Click on Add Subpoena, the next subpoena # will automatically be assigned

Defendant Name

Court Case #

Type of subpoena, use drop down

Judge/DA Name

Date & Time (of hearing)

Person Served, use drop down (officer name)

Court, use drop down

Case # (our case #)

Ref # use case # again or citation #

DA Case (if listed or leave blank)

DA Phone # (if listed or leave blank)

Received, (enter today's date and time), By: (employee name), use drop down

Entered into Rims: same date & time as above, or adjust accordingly

Serving Person in Agency, leave blank for entry by Sgt.

Acknowledged by Recipient, leave blank for entry by Sgt.

Note: list charges & court department # & any other pertinent info

Make 2 copies, one placed in Sherri's mailbox, original and one copy to Subpoena Sgt.'s/W.C mailbox

After Service, copy is filed in bottom horizontal drawer in dispatch

Some subpoenas need to be sent back to court for proof of service, three copies will be received together from court, one goes back to court after Sgt. completes service to the officer, one for Officer & one for file in dispatch bottom horizontal drawer. Subpoenas are filed within each Officer's folder with the most recent added behind the existing subpoenas in the folder (most current date on top, then next current, etc.)

PRINT USE OF FAC (USE ALL CAPS & MILITARY TIME WHEN ENTERING NEW INFO)

Click on "computer" on desktop

Click on "I" drive

Click School police

Click Police Dispatch

Click on use of facilities, then the Access use of facilities (not memo)

Open FUSD Report 2

Enter the date requesting eg.. 07/02/15

Under file, click print

Click print icon & OK

Click on the top (color) icon only (named current)

Place curser on date

Click filter

Un-click selects all to remove all check marks

Scroll down to appropriate date & click OK

Close print preview

DELETE EXPIRED USE OF FACILITIES

Place curser on date

Click filter

Un-click selects all to remove all check marks

Scroll down to appropriate date & click OK

Highlight expired entries & use 'delete' key (delete a few rows at a time in order not to over delete)

3/6/12

Adult DA/Direct File reports

The DA's office advised that we have been sending over reports that must be mailed as DA/Direct filing. If a report is assigned to the Adult DA/Direct file then all of the

discovery/attachments will go with the case to the same address as adult traffic court via mail.

No cases awaiting lab results will be taken to the Adult DA until the lab results have been received. There is a separate bin and file folder for cases waiting for lab results. Attached is a copy of the February 2012 memo from the DA's office regarding direct file cases and cases with lab results as well as the December 2008 memo listing direct file charges. If you have any questions or need clarification, please contact Amanda or myself.

3/11/12

SUBJECT: Direct Filing of Criminal Charges by Law Enforcement Agencies

Local law enforcement agencies are authorized to file citations alleging the following violations directly with the court without prior approval of the District Attorney. **Copies of the defendant's CII and DMV must be included in each set of submitted agency reports.** This memo supersedes the previous memo dated June 24, 2011. The change is the addition of Health & Safety Code Section 11364.1 which replaced Health & Safety Code Section 11364 January 1, 2012 until January 1, 2015 as the operative section proscribing Possession of Paraphernalia for Unlawful Use.

Business & Professions Code

4140 and 4149

22435.2 and 22435.4

Education Code 48293

Page 2

Fish and Game Violations (All code sections are Fish & Game Codes unless California Code of Regulations (CCR) is indicated.)

1052 2005 2006 3682 3700 3800 3801.8

4330 4336 5652 7145 7180

2.00—7.50 CCR T-14 264.5 CCR T-14 300—313 CCR T-14

352—360CCRT-14 502—510CCRT-14 700CCRT-14

Harbor and Navigation Code

655(a)

Health and Safety Code

11364(a) 11364.1 11550(a)

Penal Code

369i 555 587b 647(f) 484(a)/490.5

Vehicle Code

2813 4461 (b) &(c) 4462.5 12500(a) 12951(b)

14601(a) 14601.1(a) 14601.2(a)&(b) 14601.3 14601.4

14601.5 14610(1) 14610(2) 14610(3) 14610(4)

14610(5) 14610(6) 14610(7) 14610(8) 14610.1

21 702(a)&(b) 21963 22406.1 22520.5(a) 231 03(a)&(b)

231 09(a,b,c,&d) 231 14(a,b&e) 23127 23332 32000.5

32001(c) 32002(b) 34501.1 2(e)(1) 34501.12(f) 34506(a)

34620(a) 34623(g)&(h) 35550 35550(a)

Direct Filing of Criminal Charges by Law Enforcement Agencies

April 16, 2012

Page 3

Vehicle Code Violations Cont.

35551(a) 35551.5 35554 35600 35601

35655(a) 35753(a) 35783 35784(a&c) 35784.5

35784.5(a) 35785(b) 35786(b) 35789 35790(g&h)

40508(a,b&c)

6/25/12

I received a phone call from Denise @ San Bernardino Juvenile Traffic Court. She informed me that if we issue cites to juvenile & parent for Juvenile Delinquency, then we need to use separate labels that indicate "Juvenile Delinquency Court" and not "Juvenile Traffic Court." The reason for this is because delinquency court cases are held in the same building but defendants go to a different window.

So, I will be making labels for "Juvenile Delinquency Court" and place a set of labels in each officer's mailbox as well as a supply in dispatch. Please remember that the labels ONLY need to go on the green (violation's copy) and yellow (court copy).

5/31/11

Records Processing Clarification

- 1) If a report is checked to go to the DA, it is hand-carried never mailed. Even if there is a citation with the report it is not mailed. Sergeants will no longer write "Direct File" next to DA as we believe this may be causing confusion.
- 2) Adult infraction citations are mailed to court
- 3) The only time color photos need to be printed is for CPS cases. Otherwise, you can print the photo gallery and those can be in black/white.
- 4) If a case has adults and juveniles arrested for the same crime (i.e. 459), a copy of entire report must be hand-carried to the appropriate DA.
- 5) When scanning cites, please check to make sure they scanned correctly. We have come across some, where 1/2 of the pink copy is not scanned. Check **ALL** attachments.

9/11/11

Bail Sheets...

Per the Adult DA's office, Bail sheets are to be completed and attached to EVERY report that is turned into them. This is what they use as a "cover sheet". In cases where there is no arrest, the bail sheet will be completed, however, the line that has BOOKING #, will be completed with the citation number.

10/9/11

To add an attachment to an incident:

- Save the document to be added on your desktop or wherever you would save if you scanned the document to be attached
- Open incident
- click on the attachment tab on the incident (last tab at the top of the incident)
- click on "add attachment" at the bottom, it is the same as if you are adding an attachment to a citation or report.

COUNTERFEIT BILLS 4/11/13

When reports come in for Secret Service, **DO NOT mail....** Secret Service does not want the report until they have the counterfeit bill. Property clerk will forward bill(s) and report.

04/09/12

Property Report Form: Property Forms should be attached to the property and not with the report. If the form is attached to the report when it is sent to dispatch for processing, please pull the form and either place in Amanda's mailbox or in an evidence locker. We DO NOT need to make copies of the property report form (PCR)

FONTANA PD RAJ LOCATES:

When doing a LOCATE on one of their Missing Persons, please fax over our CLETS copy of Locate when taken out of the system and fax over copy of the Locate Report when completed by the officer. This will allow them to take their side of the report out of the system and notify the reporting party that a locate was completed. A copy of our Locate will complete their report for processing and therefore won't have to request a copy at a later date. FPD Records Fax# 909 829 2714

2/24/14

Effective immediately, it is not necessary for dispatchers to read (review) the narrative when performing the "records review." It will be the responsibility of the reviewing Sergeant to make sure any spelling or grammar errors, etc. are corrected before sending the report through to records. When the report gets to records, simply click in the "review complete" box and process as normal.

3/5/12 SUBJECT: Direct Filing of Criminal Charges by Law Enforcement Agencies

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4140 and 4149

22435.2 and 22435.4

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48293

Fish and Game Violations (All code sections are Fish & Game Codes unless California Code of Regulations (CCR) is indicated.)

1052 2005 2006 3682 3700 3800 3801.6

4330 4336 5652 7145 7180

2.00 – 7.50 CCR T-14 264.5 CCR T-14 300 – 313 CCR T-14

352 – 360 CCR T 14 502 – 510 CCR T-14 700 CCR T-14

Harbor and Navigation Code

655(a)

Health and Safety Code

11357(b)	11364(a)	11364.1	11550(a)
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Penal Code

369i	555	587b	647(f)	484(a)/490.5
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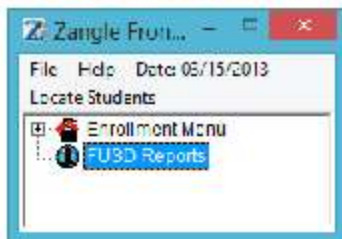
Vehicle Code

2813	4461 (b) &(c)	4462.5	12500(a)	12951(b)
14601(a)	14601.1(a)	14601.2(a)&(b)	14601.3	14601.4
14601.5	14610(1)	14610(2)	14610(3)	14610(4)
14610(5)	14610(6)	14610(7)	14610(8)	14610.1
21702(a)&(b)	21963	22406.1	22520.5(a)	23103(a)&(b)
23109(a,b,c,&d)	23114(a,b&e)	23127	23222(b)	23332
32000.5	32001(c)	32002(b)	34501.12(e)(1)	34501.12(f)
34506(a)	34620(a)	34623(g)&(h)	35550	35550(a)

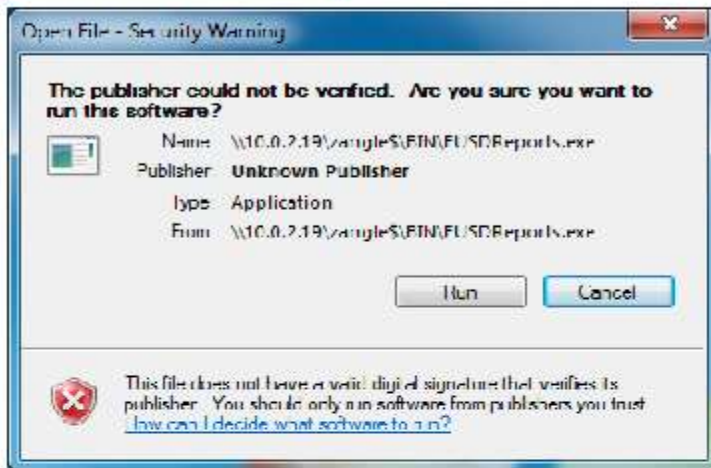
Vehicle Code Violations Cont.

35551(a)	35551.5	35554	35600	35601
35655(a)	35753(a)	35783	35784(a&c)	35784.5
35784.5(a)	35785(b)	35786(b)	35789	35790(g&h)
40508(a,b&c)				

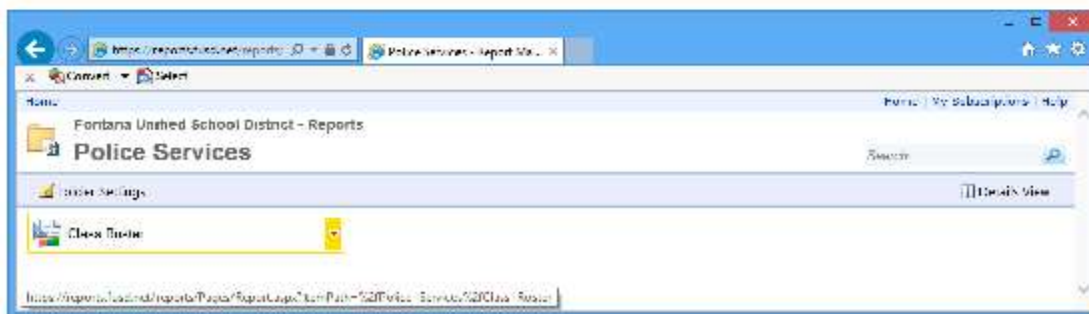
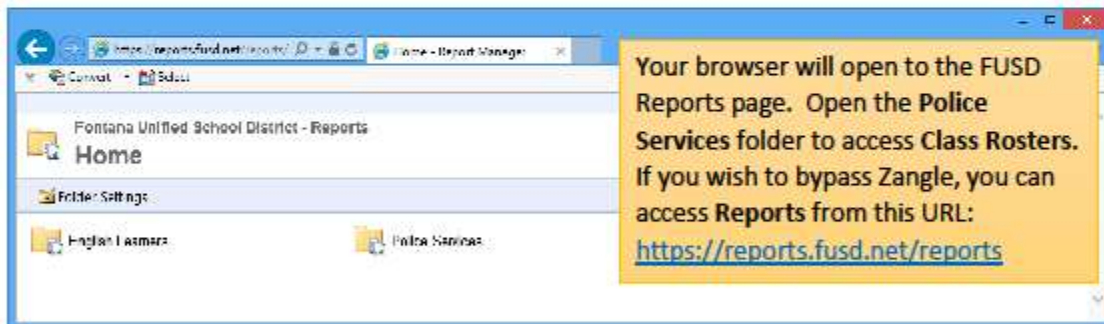
Police Services – Zangle Class Rosters



From the Zangle Menu, select FUSD Reports.



Select Run when the install box appears.



Police Services – Zangle Class Rosters

School will default to FUSD-Fontana Unified School District. Set the **Effective Date** from the drop down calendar.

Select the teacher. **Teacher Name** will return all teachers in the district. School site code is in parentheses following the teacher name. School site codes are noted in the District phone list.

Select Report returns the report in desired format, **Excel** or **PDF**. Click on **View Report** to generate **Class Roster**.

GUIDELINES FOR ENTERING CITATIONS:

- Log onto rims under records. Each dispatcher has been given a separate log in for records, password records, type D. Once logged in click on cites at the top of the screen. This will bring up the citation log. Down in the left hand corner type in the citation number you will be entering and hit "OK". If the citation is already logged in it will bring up the blue screen automatically. If the cite is not found you can click on "add citation" to start the process.
- Confirm that the citation number on the top of the entry screen matches your cite. Enter the location and city of the violation which is located a little more than half way down the cite. You can leave the place blank.
- Always confirm that the date and time entered as the citation date is the one on the cite itself as the computer automatically enters the date of data entry.
- The court date at the bottom of the citation should be entered where it says "ct date" followed by the court appearance time.
- If there is a case number associated with the citation it should be entered in the "note" section, i.e.: 13-0001.
- The "status" should always be "active" unless voided by supervision. For the "type" use the drop down and choose the appropriate section.
- The cursor will now jump to the Officers/Routing area. Under "issued by" you will enter the officer ID number which is located on the citation. If another officer assisted on the citation enter that ID number under "assisted by". Just enter the ID number, (i.e. D168) and the officers name will automatically populate.
- In the "Approved by" section enter the ID number of the watch commander that reviewed the citation. For example if you enter D139 the W/C's name will automatically pop in.
- The "routed to" section is for the name of the court checked by the officer at the bottom of the citation. Examples of the abbreviations used for the courts are listed below. The block after is for the date you are entering the citation.
- For some continuity to our entering of information into the cite system the following abbreviations are suggested:

GUIDELINES FOR ENTERING CITATIONS CONT:

- Fontana Superior - for the Valley Superior Court
- Juv Probation - for Juvenile Delinquency Court –

- The “disposition” section should be left blank.
- The violation will normally already be present, however if it is not you can use the drop down to find the violation that matches the charge on the actual citation. Clicking on the chosen violation should enter the necessary information. You can also start typing in the violation (i.e. 11357) and Rims will jump to that section; you will just need to click on the appropriate one (i.e. 11357b)
- At this point hit the “OK” button at the bottom of the screen. Go back to the citation log screen.

ENTERING PERSONS & VEHICLES:

- From the blue citation screen click on the “PERSON” tab at the bottom to bring up the persons screen. Sometimes you will get a pop-up asking for the name. If you get the pop-up enter last name, first name and the white entry screen should come up.
- In most cases at least part, if not all of the person’s information will have been entered by the officer. You basically fill in the blanks with the information from the citation. Enter as much information as possible including address, date of birth, physical description and CDL. Then hit the “OK” tab to save the information into the citation.
- After hitting the “OK” tab you should be back at the blue citation screen. To enter a vehicle connected to the citation hit the “VEHICLE” tab at the bottom. A pop-up will come up asking you for the license plate number. Enter the plate and the entry screen should come up. Again you enter as much information as possible off the citation including the year, vin number, make, model and color. Once all the information is entered hit “OK” to bring you back to the blue screen, hit “OK” again to bring you back to the log screen and “OK” again to finish your session.
- If the person cited is a student, check the “student” box on the citation screen. If the person cited is the registered owner of the vehicle, check the “Driver is RO” box.

DISPATCHER TRAINING GUIDE PHASE VII—RECORDS

REPORT PROCESSING	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINEE INITIALS & DATE
A. Records review in Rims			
B. Scanning attachments			
C. Copying report for DA, Probation			
D. Printing photos			
E. Printing copy of report if requested			
F. Initialing case inspection sheet			
G. Placement in proper routing file			
H. Filing in proper order in filing cabinet			

Trainee Name: _____

DISPATCHER TRAINING GUIDE PHASE VII—RECORDS

CITATION PROCESSING	INSTRUCTED IN AND/OR DEMONSTRATED BY	KNOWLEDGE OR ABILITY HAS BEEN DEMONSTRATED BY TRAINEE	TRAINEE INITIALS & DATE
A. Scanning cites			
B. Entering information in rims			
C. Verifying information entered by officer			
D. Separating cites			
E. Mailing cites			
F. Cites to Dispatch Supervisor			
G. Filing cites			

Trainee Name: _____

TRAINEE EVALUATION FORM—STANDARDIZED GUIDELINES

The 1, 3, and 5 scale represents the latitude desired by a majority of the dispatch trainers. The evaluation of a trainee's performance should be based on these definitions. These definitions are to aid in continuity and lead to standardization.

SCALE VALUE DEFINITIONS

1 = Unsatisfactory/Not Acceptable by Dispatcher Trainer Program Standards

This behavior demonstrates an inability to accomplish the required tasks, indicating little benefit from training and/or experience. (Consistently incomplete, numerous, or chronic errors).

2 = The behavior demonstrates some ability but is less than satisfactory. (Occasionally incomplete and some errors).

3 = Satisfactory/Acceptable

The behavior demonstrates an adequate ability to accomplish the required task and meets minimum standards. (Allows for some reasonable error depending on the circumstances).

4 = The behavior demonstrated is highly satisfactory, indicating a continuing benefit from training and/or experience. (Characterized by few errors and timely accomplishment).

5 = Superior by Dispatch Trainer Program Standards

The behavior demonstrated is far above that required for the position. (No error and thorough)

_____Daily

_____Monthly

_____Weekly

_____Phase

**Fontana School Police Department
Dispatch Training Observation Report**

Evaluation period (dates): From _____ To _____

Trainee Name _____ Training Operator _____

In rating the trainee, consider carefully each area to be rated, taking into consideration his/her length of service and the opportunities afforded which might have a bearing on the performance observed. In completing this report, compare the trainee's progress and abilities to that of the average, competent trainee at that particular level of training.

Circle the number for the appropriate area. If you feel that your observations in any area have not been sufficient to rate the trainee, circle the area marked "N.O."

.....
This evaluation report reflects:

PHASE 1 _____ PHASE 4 _____

PHASE 2 _____ PHASE 5 _____

PHASE 3 _____ FINAL _____
.....

Attitude	1	2	3	4	5	N.O.
Comprehension of instructions	1	2	3	4	5	N.O.
Ability to implement instructions	1	2	3	4	5	N.O.
Rate of progress	1	2	3	4	5	N.O.
Understanding policies & procedures	1	2	3	4	5	N.O.
Observation of rules & regulations	1	2	3	4	5	N.O.
Written Skills	1	2	3	4	5	N.O.
Verbal Skills	1	2	3	4	5	N.O.
Listening Skills	1	2	3	4	5	N.O.
Knowledge of school geography	1	2	3	4	5	N.O.
Reaction to stress & emergency conditions	1	2	3	4	5	N.O.
Appearance	1	2	3	4	5	N.O.
Punctuality/Dependability	1	2	3	4	5	N.O.
Relations with other employees	1	2	3	4	5	N.O.
Relations with supervisors	1	2	3	4	5	N.O.
Relations with the public	1	2	3	4	5	N.O.
Self-Image/Confidence	1	2	3	4	5	N.O.
Initiative	1	2	3	4	5	N.O.
Judgment and common sense	1	2	3	4	5	N.O.
Memory/ability to recall information	1	2	3	4	5	N.O.
Mental Alertness	1	2	3	4	5	N.O.
Vocal clarity	1	2	3	4	5	N.O.

Job interest	1	2	3	4	5	N.O.
Care and use of equipment	1	2	3	4	5	N.O.
Acceptance of criticism	1	2	3	4	5	N.O.
Asks questions when needed	1	2	3	4	5	N.O.
Officer Safety	1	2	3	4	5	N.O.
Comprehension of radio transmissions	1	2	3	4	5	N.O.
Radio Transmissions/Reception	1	2	3	4	5	N.O.
Knowledge of Call Types	1	2	3	4	5	N.O.
Knowledge of Rims Commands	1	2	3	4	5	N.O.
Stress Control	1	2	3	4	5	N.O.
Versatility/Adaptability	1	2	3	4	5	N.O.

Overall Evaluation of Trainee

1 2 3 4 5 N.O.

REMARKS: In the area below, indicate any appropriate information which reflects on the strengths and/or weaknesses of the trainee which were not reflected on the first page. All below average marks are to be explained here, with specific instances if possible.

Training Operator Recommendations:

Continue in current phase	_____
Advance to next phase	_____
Recommend trainee be re-phased	_____
Advance trainee to trained status	_____

Trainee Signature/Date

Dispatch Trainer Signature/Date

Dispatch Supervisor Signature/Date

Watch Commander Signature/Date

PHASE EIGHT—FINAL PHASE

The final phase of dispatcher training is an overall observation and evaluation period of one week in length. The trainee, at this point, should possess all the expertise and knowledge necessary to operate as a trained dispatcher. The dispatch trainer assigned to this phase will monitor the trainee, observing the quality of work produced in each position in the dispatch center.

The dispatch trainer will complete a final weekly observation report on the trainee at the end of this period. This report shall reflect the opinions and observations of the dispatch trainer, noting those areas which the trainee either excels or lacks in expertise or knowledge. The dispatch trainer will recommend any possible retraining necessary in any particular phase. If the trainee displays satisfactory performance in all areas of training, the dispatch trainer shall recommend the trainee for advancement from training status to that of a trained dispatcher.

Upon recommendation of advancement by the final phase dispatch trainer, the supervisor, and the watch commander, the trainee will be assigned to a shift as staffing requirements dictate.

FINAL EVALUATION

PHASE VIII

TRAINEE NAME: _____

The above named trainee is able to function as a School Police Dispatcher in a competent, professional and safe manner.

Training completion date

Phase V Dispatch Trainer

Comments: (Review in detail the trainee's activity during this phase and fully support your recommendation.)

Dispatch Supervisor Signature

Date

Watch Commander Signature

Date

Chief of School Police Signature

Date

APPENDIX

TRAINEE EVALUATION FORM—STANDARDIZED GUIDELINES

The 1, 3, and 5 scale represents the latitude desired by a majority of the dispatch trainers. The evaluation of a trainee's performance should be based on these definitions. These definitions are to aid in continuity and lead to standardization.

SCALE VALUE DEFINITIONS

1 = Unsatisfactory/Not Acceptable by Dispatcher Trainer Program Standards

This behavior demonstrates an inability to accomplish the required tasks, indicating little benefit from training and/or experience. (Consistently incomplete, numerous, or chronic errors).

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The behavior demonstrates an adequate ability to accomplish the required task and meets minimum standards. (Allows for some reasonable error depending on the circumstances).

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The behavior demonstrated is far above that required for the position. (No error and thorough)

_____Phase

_____Monthly

**Fontana School Police Department
Dispatch Training Observation Report**

Evaluation period (dates): From _____ To _____

Trainee Name _____ Training Operator _____

In rating the trainee, consider carefully each area to be rated, taking into consideration his/her length of service and the opportunities afforded which might have a bearing on the performance observed. In completing this report, compare the trainee's progress and abilities to that of the average, competent trainee at that particular level of training.

Circle the number for the appropriate area. If you feel that your observations in any area have not been sufficient to rate the trainee, circle the area marked "N.O."

.....						
This evaluation report reflects:	PHASE 1 _____		PHASE 4 _____			
	PHASE 2 _____		PHASE 5 _____			
	PHASE 3 _____		FINAL _____			
.....						
Attitude	1	2	3	4	5	N.O.
Comprehension of instructions	1	2	3	4	5	N.O.
Ability to implement instructions	1	2	3	4	5	N.O.
Rate of progress	1	2	3	4	5	N.O.
Understanding policies & procedures	1	2	3	4	5	N.O.
Observation of rules & regulations	1	2	3	4	5	N.O.
Written Skills	1	2	3	4	5	N.O.
Verbal Skills	1	2	3	4	5	N.O.
Listening Skills	1	2	3	4	5	N.O.
Knowledge of school geography	1	2	3	4	5	N.O.
Reaction to stress & emergency conditions	1	2	3	4	5	N.O.
Appearance	1	2	3	4	5	N.O.
Punctuality/Dependability	1	2	3	4	5	N.O.
Relations with other employees	1	2	3	4	5	N.O.
Relations with supervisors	1	2	3	4	5	N.O.
Relations with the public	1	2	3	4	5	N.O.
Self-Image/Confidence	1	2	3	4	5	N.O.

Dispatch Trainer Signature/Date

Dispatch Supervisor Signature/Date

Watch Commander Signature/Date

MONTHLY TRAINEE EVALUATION FORM STANDARDIZED GUIDELINES

ATTITUDE

UNACCEPTABLE—Shows minimal interest or dedication to communications work.

- A. Not career attitude
- B. Indifferent
- C. Lack of commitment

ACCEPTABLE—Shows normal interest and dedication to communications work.

- A. Does the job
- B. Participatory
- C. Willingly complies with supervision

SUPERIOR—Always demonstrates understanding of or consistently utilizes policies and procedures.

- A. Enthusiastic
- B. Highly motivated
- C. Professional

COMPREHENSION OF INSTRUCTIONS

UNACCEPTABLE—Does not demonstrate understanding of or consistently fails to comprehend instructions (both verbal and written).

- A. Unable to mentally grasp instructions given
- B. Confused, unorganized thoughts
- C. Continual misunderstanding, always questions instructions

ACCEPTABLE—Generally demonstrates an understanding or comprehension of instructions.

- A. Mentally grasps instructions given with ease
- B. Organized thoughts
- C. Only occasionally questions instructions

SUPERIOR—Immediate and proper evaluation of all instructions

- A. Mentally grasps all instructions given quickly
- B. Always well organized thoughts
- C. Seldom questions instructions

ABILITY TO IMPLEMENT INSTRUCTIONS

UNACCEPTABLE—General inability to accurately implement instructions

- A. Omission or misuse of instructions
- B. Continual errors
- C. Excessive time used to implement instructions

ACCEPTABLE—General ability to accurately implement instructions

- A. Usually demonstrates complete use of instructions
- B. Minimal errors
- C. Reasonable time used to implement instructions

SUPERIOR—Exceptional ability to accurately implement instructions

- A. Always demonstrates complete use of instructions
- B. No errors
- C. Timely implementation of instructions

RATE OF PROGRESS

UNACCEPTABLE—Unable to effectively progress at a normal rate

- A. Slow learner
- B. Poor organization of work
- C. Reluctant to or cannot perform work in a progressive manner

ACCEPTABLE—Able to effectively progress at a normal rate

- A. Generally able to learn
- B. Generally organized work
- C. Usually performs work in a progressive manner

SUPERIOR—Maximizes progress at a rapid rate

- A. Quick learner
- B. Completely organized work
- C. Demonstrates effective maximum progress and work performance

UNDERSTANDING POLICIES AND PROCEDURES

UNACCEPTABLE—Does not demonstrate understanding of or consistently utilize policies and procedures.

- A. Cannot relate policies and procedures to work
- B. Consistently fails to implement policies and procedures
- C. Continually questions policies and procedures

ACCEPTABLE—Generally demonstrates understanding of or consistently utilizes policies and procedures.

- A. Usually relates policies and procedures to work
- B. Usually implements policies and procedures
- C. Occasionally questions policies and procedures

SUPERIOR—Always demonstrates understanding of or consistently utilizes policies and procedures.

- A. Always relates policies and procedures to work
- B. Always implements policies and procedures
- C. Only questions policies and procedures for clarification

OBSERVATION OF RULES AND REGULATIONS

UNACCEPTABLE—Fails to follow guidelines set forth in rules and regulations.

- A. Negligent
- B. Disregards directions
- C. Challenges new rules and regulations

ACCEPTABLE—Follows guidelines of the rules and regulations

- A. Observant of rules

- B. Supportive of directives
- C. Receptive to new rules and regulations

SUPERIOR—Excellent working knowledge and consistent application of rules and regulations.

- A. Observes and encourages others to observe rules and regulations
- B. Supportive of all directives
- C. Accepts all new rules and regulations, and questions only for clarification

WRITTEN SKILLS

UNACCEPTABLE—General inability to accurately organize concise written communication in a timely manner

- A. Omission or misstatement of facts
- B. Spelling errors
- C. Suspect and/or vehicle information missing or incomplete

ACCEPTABLE—General ability to compile concise written communication in a timely fashion.

- A. Proper grammar
- B. Concise, understandable language
- C. Suspect and/or vehicle information accurate and complete

SUPERIOR—Ability to compile concise written communication consistently

- A. Specific crime elements delineated
- B. Complete statement of facts
- C. Information relayed in a timely manner

VERBAL SKILLS

UNACCEPTABLE—Inability to accurately relay necessary information verbally to others in a concise, timely and understandable manner.

- A. Confusing or misleading language
- B. Incomplete statement of facts
- C. Information relayed slowly

ACCEPTABLE—General ability to relay necessary information verbally to others in a timely and understandable manner.

- A. Concise, understandable language

- B. Information relayed in a timely manner
- C. Complete statement of facts

SUPERIOR—Overall ability to accurately relay necessary information to others in a concise, timely and understandable manner.

- A. Controlled command of conversation/voice inflection
- B. Accurately relays information received
- C. Concise, understandable language

LISTENING SKILLS

UNACCEPTABLE—Inability to accurately hear and comprehend information relayed to the trainee via phone, radio or in person.

- A. Misses radio transmissions
- B. Does not comprehend information received
- C. Must have others repeat on a continual basis.

ACCEPTABLE—General ability to accurately hear and comprehend information relayed via phone, radio or in person.

- A. Occasionally has to have information repeated
- B. Responds appropriately to verbal communications within the center
- C. For the most part, comprehends information received

SUPERIOR—Extremely attentive to what is being relayed via phone, radio or in person.

- A. Rarely or never has to have information repeated
- B. Comprehends information received
- C. Rarely or never misses a radio transmission

KNOWLEDGE OF SCHOOL GEOGRAPHY

UNACCEPTABLE—unaware of locations of beats or school locations

- A. Unable to learn beats/school sites
- B. Unable to relate locations to destinations
- C. Unable to use maps effectively

ACCEPTABLE—Demonstrates reasonable knowledge of beats and school sites

- A. Normal rate of learning of beats/school sites

- B. Usually relates locations to destinations
- C. Normal ability to use maps effectively

SUPERIOR—Demonstrates exceptional knowledge of all beats and school sites

- A. Quickly memorizes beats and school sites
- B. Always able to relate locations to destinations
- C. Excellent ability to use maps effectively

REACTION TO STRESS AND EMERGENCY CONDITIONS

UNACCEPTABLE—outwardly emotional and unable to maintain order

- A. Loses temper
- B. Visibly nervous and agitated
- C. Cannot control situation
- D. Does not work well with co-workers

ACCEPTABLE—Exhibits a controlled attitude and able to maintain order.

- A. Control of temper
- B. Visibly calm
- C. Able to contain situation
- D. Able to work as a team member

SUPERIOR—Composed and professional demeanor and able to maintain order.

- A. Excellent visible self-control
- B. Able to resolve situations
- C. Able to coordinate actions of and work with fellow employees

APPEARANCE

UNACCEPTABLE—Grooming indicates lack of professional pride

- A. Shoes and clothes dirty or in disrepair
- B. Unkept hair
- C. Lack of personal hygiene
- D. No uniform shirt

ACCEPTABLE—Grooming neat and clean

- A. Neat, clean clothes
- B. Well groomed hair

- C. Good personal hygiene

SUPERIOR—Grooming and personal hygiene indicates personal and professional pride in demeanor and appearance.

- A. Command bearing
- B. Clean, proper fitting clothing
- C. Exemplary personal hygiene

PUNCTUALITY/DEPENDABILITY

UNACCEPTABLE—Fails to devote full time, while on duty, to the activities which relate to work.

- A. Fails to perform duties as required
- B. Consistently absent or late
- C. Vacates positions without proper relief

ACCEPTABLE—Generally devotes full time, while on duty, to activities which relate to work.

- A. Performs duties as required
- B. Low absentee rate
- C. Maintains position until properly relieved

SUPERIOR—Always devotes full time to activities which relate to work.

- A. Exceeds performance required
- B. Never absent from duty
- C. Always maintains position until properly relieved, ensures all personnel are fully aware of position status

RELATIONS WITH OTHER EMPLOYEES

UNACCEPTABLE—Belittles and rejects the duties, roles and responsibilities of other department personnel.

- A. Insubordinate
- B. Sarcastic
- C. Gossips maliciously

ACCEPTABLE—Respects and supports the duties, roles, and responsibilities of other department personnel.

- A. Considerate
- B. Sincere
- C. Respects chain of command

SUPERIOR—Always establishes competent, courteous, interpersonal contacts.

- A. Friendly
- B. Empathetic
- C. Impartial

RELATIONS WITH SUPERIORS

UNACCEPTABLE—Doesn't listen to directions or take responsibility for actions

- A. Creates conflict in the department
- B. Does not respond to criticism
- C. Argumentative

ACCEPTABLE—Follows directions well and isn't afraid to ask questions

- A. Generally works well with and assists others
- B. Asks for feedback to ensure they are performing tasks correctly
- C. Accepts criticism and is not argumentative

SUPERIOR—Exceptionally effective at working with and assisting others

- A. Continually striving to improve working relationships and good at resolving conflicts
- B. Eagerly volunteers to work with and assist others
- C. Strives for perfection and welcomes feedback/criticism from superiors

RELATIONS WITH THE PUBLIC

UNACCEPTABLE—Is often rude, disrespectful in manner and speech

- A. Antagonizes others
- B. Not helpful
- C. Discourteous

ACCEPTABLE—Treats others with respect and generally displays a courteous attitude

- A. Not antagonistic
- B. Helpful
- C. Courteous on phone and at front counter

SUPERIOR—Makes an overt effort to be courteous.

- A. Team player
- B. Goes above and beyond to assist
- C. Extremely courteous

SELF-IMAGE/CONFIDENCE

UNACCEPTABLE—Behavior indicates a negative self-image

- A. Demonstrates lack of confidence
- B. Avoids others
- C. Does not do tasks without being told

ACCEPTABLE—Behavior indicates unsure about their self-image

- A. Will perform tasks with some guidance
- B. Gets along with others
- C. Needs some motivation from supervisors and/or peers

SUPERIOR—Behavior indicates a positive self-image

- A. Demonstrates self-confidence
- B. Self-motivated
- C. Develops positive work relationships

INITIATIVE

UNACCEPTABLE—Does not see or avoids activity; will not follow-up on situations.

- A. Withdrawn
- B. Passive
- C. Unobservant

ACCEPTABLE—Generally recognizes and identifies necessary activities, initiates work.

- A. Inquisitive
- B. Observant
- C. Self-starter

SUPERIOR—Recognizes and identifies necessary activities, utilizes auxiliary information tools.

- A. Perceptive
- B. Analytical
- C. Self-starter and encourages others to initiate work

JUDGMENT AND COMMON SENSE

UNACCEPTABLE—Unable to reason out a problem and make an independent decision

- A. Indecisive
- B. Reacts without reason
- C. Fails to solicit others' opinions/views/advice

ACCEPTABLE—Ability to reason out a problem and make an independent decision

- A. Perceptive
- B. Flexible
- C. Solicits others' opinions/views/advice

SUPERIOR—Ability to perceive potential problems and to seek decisive independent solutions.

- A. Perceptive
- B. Analytical
- C. Utilizes foresight in problem solving

MEMORY/ABILITY TO RECALL INFORMATION

UNACCEPTABLE—Unable to remember or memorize routine information

- A. Memory loss
- B. Unable to organize thoughts
- C. Disoriented

ACCEPTABLE—Able to memorize and recall information under routine conditions

- A. Normally able to memorize information
- B. Able to organize thoughts

- C. Generally able to recall information when needed

SUPERIOR—Excellent ability to memorize and recall information under all conditions

- A. Ability to memorize quickly
- B. Thorough organization of thoughts
- C. Quick, accurate recall of information

MENTAL ALERTNESS

UNACCEPTABLE—Unable to focus on the job responsibilities

- A. Tired
- B. Preoccupied
- C. Unable to concentrate

ACCEPTABLE—Generally able to focus on the job responsibilities

- A. Generally alert
- B. Stays on task
- C. May need to be reminded to stay focused

SUPERIOR—Alert and able to focus on the job responsibilities

- A. Well rested
- B. Alert
- C. Demonstrates willingness to learn

VOCAL CLARITY

UNACCEPTABLE—Poor vocal clarity, no command presence in voice

- A. Timid
- B. Low volume
- C. Voice trails off

ACCEPTABLE—Good vocal clarity, always portrays command presence in voice

- A. Normally confident
- B. Good volume
- C. Constant clarity

SUPERIOR—Excellent vocal clarity, always portrays command presence in voice

- A. Portrays confidence
- B. Excellent volume
- C. Exceptional clarity

JOB INTEREST

UNACCEPTABLE—Demonstrates little or no interest in the job

- A. Little or no concern
- B. No involvement
- C. Does not share in activities

ACCEPTABLE—Generally demonstrates an interest in the job

- A. Shows concern
- B. Usually gets involved
- C. Shares in activities

SUPERIOR—Demonstrates an excellent interest in the job

- A. Shows concern
- B. Gets involved
- C. Shares in or initiates new ideas

CARE AND USE OF EQUIPMENT

UNACCEPTABLE—Does not have required equipment or fails to use equipment properly.

- A. Loses equipment
- B. Consistently uses improper operational methods
- C. Disregard for department or others' equipment

ACCEPTABLE—Has required equipment and uses equipment properly

- A. Keeps track of issued equipment
- B. Uses proper operational methods
- C. Normally demonstrates regard for equipment of others

SUPERIOR—Totally equipped and always uses equipment properly

- A. Maintains equipment in excellent condition
- B. Always uses and encourages others to use proper operational methods
- C. Always demonstrates regard for the equipment of others

ACCEPTANCE OF CRITICISM

UNACCEPTABLE—Unable to accept criticism in a positive manner

- A. Argumentative
- B. Rationalizes
- C. Defensive

ACCEPTABLE—Able to accept criticism in a positive manner

- A. Accepts responsibility for acts
- B. Mature
- C. Able to question without being argumentative/defensive

SUPERIOR—Willing to solicit criticism to assist personal growth

- A. Applies criticism in future acts
- B. Mature
- C. Confident

ABILITY TO ASK QUESTIONS WHEN NEEDED

UNACCEPTABLE—Unable or refuses to ask questions when the need arises

- A. Lack of interest
- B. Lack of self-confidence, timid
- C. Unable to formulate relevant questions

ACCEPTABLE—Generally demonstrates the ability to ask questions when needed

- A. Most often confident
- B. Usually formulates relevant questions
- C. Normally applies information received

SUPERIOR—Always demonstrates ability to ask questions when needed

- A. Confident
- B. Formulates and asks relevant questions
- C. Always applies information received

OFFICER SAFETY

UNACCEPTABLE—Inability to recognize and respond effectively to officer safety issues

- A. Does not understand priority of radio traffic
- B. Does not understand need for specific information on incidents
- C. Lack of concern for exact location of officers

ACCEPTABLE—General ability to recognize and effectively respond to officer safety issues

- A. Understands the priority of radio traffic
- B. Keeps status information accurate on Rims
- C. Responds in a timely manner

SUPERIOR—Complete understanding that officer safety is their number one concern

- A. Understands priority of radio traffic
- B. Sends appropriate number of officers on calls
- C. Understands need for specific information on incidents

COMPREHENSION OF RADIO TRANSMISSIONS

UNACCEPTABLE—Does not demonstrate understanding of or consistently fails to comprehend radio traffic

- A. Consistently misses and/or needs to have radio traffic repeated
- B. Continually misunderstands radio traffic
- C. Continually unable to keep up with radio traffic workload

ACCEPTABLE—Generally demonstrates an understanding or comprehension of radio traffic

- A. Normally understands radio traffic
- B. Generally keeps up with workload

- C. Seldom needs to have radio traffic repeated

SUPERIOR—Always demonstrates understanding of radio traffic

- A. Almost always understands what units are saying
- B. Keeps up with traffic workload even when very busy
- C. Almost never needs to have radio traffic repeated

RADIO TRANSMISSIONS/RECEPTION

UNACCEPTABLE—Inability to recognize and respond to radio traffic accurately

- A. Transmissions confusing or lengthy
- B. Poor voice inflections
- C. Does not properly use radio codes and police terminology

ACCEPTABLE—General ability to recognize and respond to radio traffic accurately

- A. May need to be reminded to put breaks into transmissions
- B. Proper voice inflections
- C. Proper use of radio codes and police terminology but not always consistent

SUPERIOR—Consistently able to recognize and respond to radio traffic accurately

- A. Transmissions understandable and concise
- B. Good retention of information received
- C. Monotone radio voice
- D. Proper use of radio codes and police terminology consistently

KNOWLEDGE OF CALL TYPES

UNACCEPTABLE—Inability to accurately memorize and apply appropriate call types to calls for service

ACCEPTABLE—Has memorized the majority of the call types and applies them appropriately to calls for service

SUPERIOR—Ability to accurately memorize call types and applies them to calls for service appropriately.

KNOWLEDGE OF RIMS COMMANDS

UNACCEPTABLE—Inability to accurately memorize and utilize the commands as they apply to various inquiries and functions.

- A. Does not use system inquiries efficiently
- B. Refers to notes excessively
- C. Does not use help files efficiently

ACCEPTABLE—General ability to utilize the commands as they apply to various inquiries and functions.

- A. Uses Info/Data files efficiently
- B. Uses system inquiries efficiently
- C. Uses dispatch commands accurately and timely

SUPERIOR—Has memorized the commands and is able to utilize them by applying them to various inquiries and functions.

- A. Uses dispatch commands accurately and timely
- B. Uses system inquiries efficiently
- C. Uses help files effectively

STRESS CONTROL

UNACCEPTABLE—Outwardly emotional and unable to maintain order

- A. Loses temper
- B. Visibly nervous and agitated
- C. Does not control the situation

ACCEPTABLE—Remains calm

- A. Able to function effectively in an emergency situation
- B. Does not lose temper
- C. Tries their best to control the situation

SUPERIOR—Exhibits a controlled attitude and able to maintain order

- A. Visibly calm/monotone
- B. Controls situation
- C. Functions effectively during emergency situations

VERSATILITY/ADAPTABILITY

UNACCEPTABLE—Inability to be flexible

- A. Complains and criticizes about changes
- B. Does not apply acquired knowledge to new situations
- C. Inflexible

ACCEPTABLE—General ability to be flexible and adaptable

- A. Tends to see things in black and white
- B. Tries to be flexible
- C. Applies acquired knowledge to new situations

SUPERIOR—Always willing to be flexible and adaptable to situations presented

- A. Adapts to changing situations
- B. Accepts change without criticism or complaint
- C. Extremely flexible

PHONETIC ALPHABET

When talking on the radio it is sometimes necessary to use the alphabet phonetically to eliminate confusion. Below is a list of the alphabet and the phonetic name associated with each letter.

A-Adam
B-Boy
C-Charles
D-David
E-Edward
F-Frank
G-George
H-Henry
I-Ida
J-John
K-King
L-Lincoln
M-Mary
N-Nora
O-Ocean
P-Paul
Q-Queen
R-Robert
S-Sam
T-Tom
U-Union
V-Victor
W-William
X-X-ray
Y-Young (or Yellow)
Z-Zebra

MILITARY TIME

Fontana School Police Department, like most agencies, uses military time. Military time is based on a 24-hour clock, which eliminates the need for an “AM” or “PM”. Below is a conversion of the twelve-hour clock to a 24-hour clock and how to pronounce the time.

1:00am	0100	zero one hundred hours
2:00am	0200	zero two hundred hours
3:00am	0300	zero three hundred hours
4:00am	0400	zero four hundred hours
5:00am	0500	zero five hundred hours
6:00am	0600	zero six hundred hours
7:00am	0700	zero seven hundred hours
8:00am	0800	zero eight hundred hours
9:00am	0900	zero nine hundred hours
10:00am	1000	ten hundred hours
11:00am	1100	eleven hundred hours
12:00pm	1200	twelve hundred hours
1:00pm	1300	thirteen hundred hours
2:00pm	1400	fourteen hundred hours
3:00pm	1500	fifteen hundred hours
4:00pm	1600	sixteen hundred hours
5:00pm	1700	seventeen hundred hours
6:00pm	1800	eighteen hundred hours
7:00pm	1900	nineteen hundred hours
8:00pm	2000	twenty hundred hours
9:00pm	2100	twenty one hundred hours
10:00pm	2200	twenty two hundred hours
11:00pm	2300	twenty three hundred hours
12:00am	0000	twenty four hundred hours (midnight)

**STANDARD DESCRIPTIONS OF PERSONS
(I.E. MISSING PERSON)**

**ALWAYS GIVE INFORMATION IN THIS ORDER
(IF POSSIBLE)**

- 1) Name
- 2) Sex
- 3) Race
- 4) Age
- 5) Height
- 6) Weight
- 7) Hair color
- 8) Eye color
- 9) Complexion
 - A) Fair
 - B) Medium
 - C) Dark
- 10) Physical description
 - A) Scars
 - B) Facial hair
 - C) Glasses
 - D) Handicap (cast, limp, etc.)
- 11) Home address and phone #
- 12) Clothing description (head to foot) including color of garment
 - A) Hat
 - B) Shirt, blouse
 - C) Coat, vest, jacket, sweater
 - D) Pants, shorts, skirt
 - E) Socks
 - F) Shoes
- 13) Extenuating circumstances (i.e. custody dispute)
- 14) Route home
 - A) Bus
 - B) Walk
 - C) Picked up (by whom?)
- 15) Teacher's name
- 16) Classmates/friends names
- 17) New to area? Know the address and phone

Common Questions to Ask Reporting Party (RP)



When contacting School Police (or ANY Law Enforcement Agency), be prepared to answer some or all of the following questions:

- 1) What is your name?
- 2) What is your phone number (and extension, if applicable)?
- 3) What school site/location are you calling from?
- 4) What type of incident are you reporting? (i.e. fight in progress, vandalism, truancy issue, etc.)
- 5) Is the incident in progress? If not, how long ago did it occur?
- 6) What is the location of the **INCIDENT**?
- 7) How many suspects are there?
- 8) What is the description of the suspect(s)? (male/female, ethnicity, clothing Description)
- 9) Did the suspects leave campus/area? If so, in what direction
- 10) If they left in a vehicle, what is the description? (Make, model, license plate number, color, number of doors)
- 11) If you are reporting a fight:
 - a) How many are involved? In progress?
 - b) Describe the involved parties (male/female, black/white/Hispanic, etc.)
 - c) Are there any weapons involved?

- d) Who reported the fight to you (name/phone #)? **Suggestion: Transfer call to School Police and we will ask them for information on the incident**
- 12) If you are reporting a missing child:
- a) What is the child's name?
 - b) What is the child's address?
 - c) What is the child's home phone number?
 - d) What is the child's date of birth?
 - e) What grade is the child in? Any handicap (mental or physical)?
(Print class roster for Officer)
 - f) What is the child's description (sex, race, hair color, eye color, complexion, height, weight, etc.?)
 - g) What was the child wearing (head to foot, including color of backpack and whether they wear glasses?)
 - h) Do you know the names/addresses of child's friends?
 - i) How does the child normally get home (rides bus, walks, picked up by relative)?
 - j) How long has the child been missing?
 - k) What is the child's last known location?
 - l) Is there a relative at home that we can contact for additional information (i.e. photo)?
- 13) If you are reporting a traffic accident:
- a) What is the exact location of the accident (intersection)?
 - b) How many vehicles are involved?
 - c) Are there any injuries?
 - d) Are the vehicles blocking the road?

These are the most common questions that you will be asked by the dispatcher. However, depending on the incident, there may be additional information we may need. Note: If you received your information from another party (i.e. parent, teacher, etc.), give the dispatcher the name of that person and their phone number (home, work, cellular) so that the officer can contact them for additional information that you may not have.

Suggestions:

- If you are reporting an irate parent/subject in the office or on campus, it is recommended that you call from a phone out of earshot from the subject to avoid further confrontation.
 - If you have a medical emergency or fire on your campus call 9-1-1 first, then call School Police so that we can dispatch an officer as well. On some occasions, a police report will be taken as the incident may need to be documented for Risk Management (i.e. student that fell off monkey bars).
 - If you or another staff member is calling to report suspected child abuse, please make sure that the "Suspected Child Abuse Report" form has been completed. Forms can be obtained through the Attorney General's Office website (www.ag.ca.gov/childabuse/forms.htm).
- **DO NOT USE CODE WORDS WHEN CALLING FOR POLICE ASSISTANCE!**

Contact Phone Numbers:

Emergency: 9-1-1

District Centrex:	357-7600
School Police:	x5020 (dispatch/emergency)
School Police:	x29060 (dispatch/non-emergency)
School Police:	x29066 (Sergeant Barnett)
School Police:	x29067 (Sergeant Avalos)
School Police:	x29064 (Dispatch Supervisor)
School Police:	X29065 (Chief Sissac)
Fontana PD:	350-7700 (non-emergency)
Sheriff Dept.:	356-6767 (non-emergency)
Rialto PD:	820-2550 (non-emergency)

RADIO CODES (COMMONLY USED)

<u>CODE</u>	<u>DEFINITION</u>
10-1	RECEPTION POOR
10-2	RECEPTION FAIR/CLEAR
10-4	MESSAGE RECEIVED
10-5	RELAY MESSAGE
10-6	BUSY
10-7	OUT OF SERVICE (LUNCH OR END OF WATCH)
10-8	IN SERVICE
10-9	REPEAT MESSAGE
10-10	OUT OF SERVICE (SUBJECT TO CALL)
10-11	SPEAKING TOO RAPIDLY
10-13	WEATHER CONDITIONS?
10-14	CONVOY OR ESCORT
10-15	PRISONER IN CUSTODY
10-16	PICK-UP PRISONER
10-19	RETURN TO STATION
10-20	YOUR LOCATION?
10-21	PHONE OFFICER/DISPATCHER/STATION
10-22	CANCEL/DISREGARD
10-23	STAND BY
10-24	TROUBLE AT STATION
10-28	REGISTRATION/LICENSE CHECK
10-29	CHECK FOR WANTS/WARRANTS
10-30	DOESN'T CONFORM TO REGULATIONS
10-31	PRIOR ARRESTS
10-35	WARRANT INFORMATION/CONFIDENTIAL INFORMATION
10-36	CORRECT TIME
10-42	OUT AT PERSONAL RESIDENCE OR SPOUSE IS AT STATION
10-81	AT THE STATION
10-87	MEET THE OFFICER
10-88	BACK THE OFFICER
10-97	ARRIVED ON SCENE
10-98	FINISHED LAST DETAIL
CODE 2	URGENT, BUT NOT AN EMERGENCY
CODE 3	EMERGENCY—LIGHTS & SIREN
CODE 4	NO FURTHER ASSISTANCE NEEDED
CODE 5	STAKE OUT
CODE 7	OUT OF SERVICE FOR MEAL

CODE 30	NO RECORD/NO WANTS
CODE 31	RECORD/NO WANTS
CODE 33	CLEAR RADIO CHANNELS FOR EMERGENCY
CODE 77	USE CAUTION, POSSIBLE AMBUSH
CODE 999	OFFICER DOWN/NEEDS HELP CODE 3

ABBREVIATIONS

Abbreviations are used in law enforcement for speed and brevity. When entering calls *for service it is important to use abbreviations to shorten the time it takes to enter a call*, however it is also important to use abbreviations that will be understood by anybody reading it. Below is a list of abbreviations used by law enforcement.

ABC	Alcohol Beverage Control
ADDL	Additional
ADDR	Address
ADV	Advised
ADW	Assault with a Deadly Weapon
AKA	Alias (also known as)
AOD	Assist Other Department
APB	All Points Bulletin
APT	Apartment
ARR	Arrest
ASAP	As Soon As Possible
ATC	Attempt to Contact
ATF	Alcohol, Tobacco, and Firearms
ATL	Attempt to Locate
ATT	Attempt
AWOL	Absent Without Leave
BA	Blood Alcohol
BB CAP	Baseball Cap

BLK	Black
BLDG	Building
BLU	Blue
BFA	Black Female Adult
BMA	Black Male Adult
BOLO	Be On The Lookout
BRO	Brown
BTWN	Between
BURG	Burglary or Burgundy
BUSN	Business
B&P	Business and Professions Code
CAD	Computer Aided Dispatch
CCW	Carrying a Concealed Weapon
CDL	California Driver's License
CHK	Check
CHP	California Highway Patrol
CII	Criminal Identification Index
CLETS	California Law Enforcement Telecommunications System
CP	Command Post
CPL	Corporal
CTR	Center

CYA	California Youth Authority
DA	District Attorney
DB	Dead Body or Detective Bureau
DEA	Drug Enforcement Agency
DESC	Description
DL	Driver's License
DMV	Department of Motor Vehicle
DOA	Dead on Arrival
DOB	Date of Birth
DOJ	Department of Justice
DOT	Direction of Travel
DROS	Dealer Record of Sale
DUI	Driving Under the Influence
EMP	Employee
ENRT	Enroute
EOC	Emergency Operations Center
EOW	End of Watch (end of shift)
ETA	Estimated Time of Arrival
FAA	Federal Aviation Administration
FBI	Federal Bureau of Investigations
FCC	Federal Communications Commission
FD	Flag down
FI	Field Interrogation

FI	Field Interrogation Card
FST	Field Sobriety Test
FTA	Failure to Appear
FTP	Failure to Pay
FU	Follow Up
FWY	Freeway
GOA	Gone on Arrival
GLD	Gold
GRN	Green
GRY	Gray
GTA	Grand Theft Auto
H&S	Health and Safety Code
HBD	Has Been Drinking
HFA	Hispanic Female Adult
HMA	Hispanic Male Adult
HR	Human resources
H&S	Health and Safety
IA	Internal Affairs
I/C or IC	In Custody
ID	Identification
INFO	Information
INJ	Injury
IOD	Injured on Duty

IP	In progress
JO	Just Occurred
JUV	Juvenile
LIC	License
LKA	Last Known Address
LOC	Location
LSW	Last Seen Wearing
LT	Lieutenant
LT	Light (color)
MC	Motorcycle
MAR	Maroon
MED	Medical or Medium
MEDAID	Medical AID
MGR	Manager
MISC	Miscellaneous
MISD	Misdemeanor
MO	Method of Operation (Modus Operandi)
MP	Missing Person or Military Police
MUNI	Municipal
NCIC	National Crime Information Center
NFD	No Further Description
NFI	No Further Information
NLETS	National Law Enforcement Telecommunications System

NSF	Non-sufficient Funds
OBS	Observed
OCC	Occur
OD	Overdose, Off-Duty
OFCR	Officer
OLN	Operator's (driver's) License Number
OR	Own Recognizance (To be Released on own Recognizance)
ORI	Origination Agency Identifier
ORNG	Orange
OSHA	Occupational Safety Health Agency
OT	Overtime
PU	Pick Up (Vehicle Description or to Transport)
PC	Penal Code or Probable Cause
PED	Pedestrian
PKD	Parked
PKG	Package
PLOT	Parking Lot
POE	Point of Entry
POI	Pont of Impact
POSS	Possible
POV	Personal Owned Vehicle
PPI	Private Party Impound
PROP	Property

RO	Registered Owner
RP	Reporting Party
REF	Reference
REPO	Repossession
RES	Residence or Resident
RIP	Registration In Progress (DMV)
RPT	Report
RT	Right
SW	Station Wagon
SCE	Southern California Edison
SCH	School
SER	Serial
SGT	Sergeant
SUBJ	Subject
SUPP	Supplemental Report (or Information)
SUSP	Suspect or suspicious
SVS	Stolen Vehicle System
SWAT	Special Weapons and Tactics
TC	Traffic Collision
TIP	Transfer In Progress (DMV)
TRO	Temporary Restraining Order
TWD	Towards
UNK	Unknown

UTI	Under the Influence
UTL	Unable to Locate
VIC VICT	Victim
VC	Vehicle Code
VEH	Vehicle
VIN	Vehicle Identification Number
VS	Versus
W/	With
WC	Watch Commander
WIC	Welfare & Institutions Code
W/O	Without
W, WIT	Witness
WARR	Warrant
WFA	White Female Adult
WMA	White Male Adult
WPN	Weapon
WPS	Wanted Persons System
YR	Year
YOA	Years of age

DISPATCHER ATTITUDE

The most important word that will guide you to success and achievement is **ATTITUDE**, and **YOU** are the only one who has the capacity to control it.

A = Always realize the importance of your responsibility. It is the determining factor in the dispatcher position

T = Training is essential and fosters self-confidence, creating opportunities

T = Treat each call with professionalism

I = Insert yourself in the caller's shoes. It will assist you in making the right decision

T = Think out each call. Your actions will determine your caller's view of the entire department

U = Understand that the person calling is often under severe stress and may require urgent assistance

D = Develop your abilities—it is the key to your future

E = Evaluate yourself consistently. This will increase your overall ability and permit a speedy correction of weakness

LEARNING STYLE INVENTORY

*Adapted from Barsch Learning Style Inventory by Jeffrey Barsch, Ed.D.
And Sensory Modality Checklist by Nancy A. Haynie*

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Directions:

To gain a better understanding of yourself as a learner, you need to evaluate the way you prefer to learn or process information. By doing so, you will be able to develop strategies which will enhance your learning potential. The following evaluation is an easy, quick way of assessing your learning style.

This 24-item survey is not timed. Answer each question as honestly as you can. Circle the most appropriate statement.

1. I can remember best about a subject by listening to a lecture that includes information, explanations and discussion.

(a) OFTEN

(b) SOMETIMES

(c) SELDOM

2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.

(a) OFTEN

(b) SOMETIMES

(c) SELDOM

3. I like to write things down or to take notes for visual review.

(a) OFTEN

(b) SOMETIMES

(c) SELDOM

4. I prefer to use posters, models, or actual practice and other activities in class.

(a) OFTEN

(b) SOMETIMES

(c) SELDOM

5. I require explanations of diagrams, graphs, or visual directions.

(a) OFTEN

(b) SOMETIMES

(c) SELDOM

6. I enjoy working with my hands or making things.

(a) OFTEN

(b) SOMETIMES

(c) SELDOM

7. I am skillful and enjoy developing and making graphs and charts.

(a) OFTEN

(b) SOMETIMES

(c) SELDOM

8. I can tell if sounds match when presented with pairs of sounds.

(a) OFTEN

(b) SOMETIMES

(c) SELDOM

9. I remember best by writing things down several times.
(a) OFTEN (b) SOMETIMES (c) SELDOM
10. I can easily understand and follow directions on maps.
(a) OFTEN (b) SOMETIMES (c) SELDOM
11. I do best in academic subjects by listening to lectures and tapes.
(a) OFTEN (b) SOMETIMES (c) SELDOM
12. I play with coins or keys in my pockets.
(a) OFTEN (b) SOMETIMES (c) SELDOM
13. I learn to spell best by repeating the words out loud than by writing the words on paper.
(a) OFTEN (b) SOMETIMES (c) SELDOM
14. I can understand a news article better by reading about it in the newspaper than by listening to a report about it on the radio.
(a) OFTEN (b) SOMETIMES (c) SELDOM
15. I chew gum, smoke, or snack while studying.
(a) OFTEN (b) SOMETIMES (c) SELDOM
16. I think the best way to remember something is to picture it in your head.
(a) OFTEN (b) SOMETIMES (c) SELDOM
17. I learn the spelling of words by "finger spelling" them.
(a) OFTEN (b) SOMETIMES (c) SELDOM
18. I would rather listen to a good lecture or speech than read about the same material in a textbook.
(a) OFTEN (b) SOMETIMES (c) SELDOM
19. I am good at working and solving jigsaw puzzles and mazes.
(a) OFTEN (b) SOMETIMES (c) SELDOM
20. I grip objects in my hands during learning periods.
(a) OFTEN (b) SOMETIMES (c) SELDOM
21. I prefer listening to the news on the radio rather than reading about it in the newspaper.
(a) OFTEN (b) SOMETIMES (c) SELDOM
22. I obtain information about an interesting subject by reading about it.
(a) OFTEN (b) SOMETIMES (c) SELDOM

23. I feel very comfortable touching others, hugging, handshaking, etc.
(a) OFTEN (b) SOMETIMES (c) SELDOM

24. I follow oral directions better than written ones.
(a) OFTEN (b) SOMETIMES (c) SELDOM

SCORING PROCEDURES

Directions:

Place the point value on the line next to the corresponding item. Add the points in each column to obtain the preference scores under each heading.

OFTEN = 5 POINTS
SOMETIMES = 3 POINTS
SELDOM = 1 POINT

VISUAL		AUDITORY		TACTILE	
NO.	PTS.	NO.	PTS.	NO.	PTS.
2	_____	1	_____	4	_____
3	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
14	_____	13	_____	15	_____
16	_____	18	_____	17	_____
19	_____	21	_____	20	_____
22	_____	24	_____	23	_____
VPS = _____		APS = _____		TPS = _____	

VPS = Visual Preference Score
APS = Auditory Preference Score
TPS = Tactile Preference Score

If you are a **VISUAL** learner, then by all means be sure that you look at all study materials. Use charts, maps, filmstrips, notes and flashcards. Practice visualizing or picturing words/concepts in your head. Write out everything for frequent and quick visual review.

If you are an **AUDITORY** learner, you may wish to use tapes. Tape lectures to help you fill in the gaps in your notes. But do listen and take notes, reviewing notes frequently. Sit in the lecture hall or classroom where you can hear well. After you have read something, summarize it and recite it aloud.

If you are a **TACTILE** learner, trace words as you are saying them. Facts that must be learned should be written several times. Keep a supply of scratch paper for this purpose. Taking and keeping lecture notes will be very important. Make study sheets.

PERSONALITY PROFILE

This is a test administered by Human Relations Departments at many major corporations to provide insight into current and prospective employees. It will be administered to the trainee by the CTO in order to help with the learning development between trainer and trainee.

Please answer honestly.

1. When do you feel you are at your best?
 - (a) in the morning
 - (b) during the afternoon and early evening
 - (c) late at night
2. You usually walk.....
 - (a) fairly fast, with long steps
 - (b) fairly fast, with short, quick steps
 - (c) less fast, with head up, looking the world in the face
 - (d) less fast, with head down
 - (e) very slowly
3. When talking to people you...
 - (a) stand with your arms folded
 - (b) have your hands clasped
 - (c) have one or both of your hands on your hips
 - (d) touch or push the person to whom you are talking
 - (e) play with your ear or chin or smooth your hair
4. When relaxing you sit with....
 - (a) your knees bent with your legs neatly side by side
 - (b) your legs crossed
 - (c) your legs stretched out or straight
 - (d) one leg curled beneath you
5. When something really amuses you, you react with.....
 - (a) a big, appreciative laugh
 - (b) a laugh, but not a loud one
 - (c) a quiet chuckle
 - (d) a sheepish smile
6. When you go to a party or social gathering, you...
 - (a) make a loud entrance so everyone notices you
 - (b) make a quiet entrance, looking around for someone you know
 - (c) make the quietest entrance, trying to stay unnoticed
7. You're working very hard, concentrating hard and suddenly you're interrupted. Do you:

- (a) welcome the break
- (b) feel extremely irritated
- (c) vary between these two extremes

8. Which of the following colors do you like most?

- (a) red or orange
- (b) black
- (c) yellow or light blue
- (d) green
- (e) dark blue or purple
- (f) white
- (g) brown or gray

9. When you are in bed at night, in those last few moments before going to sleep, you lie...

- (a) stretched out on your back
- (b) stretched out face down on your stomach
- (c) on your side, slightly curled
- (d) with your head on one arm
- (e) with your head under the covers

10. You often dream that you are...

- (a) falling
- (b) fighting or struggling
- (c) searching for something or somebody
- (d) flying or floating
- (e) you usually have dreamless sleep
- (f) your dreams are always pleasant

POINTS

Question #1 (a) 2 (b) 4 (c) 6	Question #2 (a) 6 (b) 4 (c) 2 (d) 1	Question #3 (a) 4 (b) 2 (c) 5 (d) 7 (e) 6	Question #4 (a) 4 (b) 6 (c) 2 (d) 1	Question #5 (a) 6 (b) 4 (c) 3 (d) 5 (e) 2
Question #6 (a) 6 (b) 4 (c) 2	Question #7 (a) 6 (b) 2 (c) 4	Question #8 (a) 6 (b) 7 (c) 5 (d) 4 (e) 3 (f) 2 (g) 1	Question #9 (a) 7 (b) 6 (c) 4 (d) 2 (e) 1	Question #10 (a) 4 (b) 2 (c) 3 (d) 5 (e) 6 (f) 1

Based on the numbers in the chart above, give yourself points for each answer you provided and add up the total. The trainer will review the results with you.

For the trainer: After the trainee has added up all of their points, review the following with him/her.

OVER 50 POINTS

Some see you as someone they should handle with care. You're seen as vain, self-centered and extremely dominant. Others may admire you, wishing they could be more like you, but don't always trust you and hesitate to become too deeply involved with you.

41-50 POINTS

Others see you as an exciting, highly volatile, rather impulsive personality; a natural leader who is quick to make decisions though not always the right ones. They see you as bold and adventuresome; someone who will try anything once; someone who takes charge and enjoys an adventure. They enjoy being in your company because of the excitement you radiate.

31-40 POINTS

Others see you as sensible, cautious, careful and practical. They see you as clever, gifted or talented, but modest. You're not a person who makes friends too quickly or easily but someone who is extremely loyal to the friends you do make and who expect the same loyalty in return. Those who really get to know you realize it takes a lot to share your trust in your friends, but equally it takes you a long time to get over if that trust is ever broken.

21-30 POINTS

Your friends see you as painstaking and fussy. They see you as very cautious, extremely careful, a slow and steady plodder. It would really surprise them if you ever did something impulsively or on the spur of the moment, expecting you to examine everything carefully from every angle and then usually decide against it. They think this reaction is caused partly by your careful nature.

UNDER 21 POINTS

People think you are shy, nervous and indecisive, someone who needs looking after, who always wants someone else to make the decisions and who doesn't want to get involved with anyone or anything. They see you as a worrier who always sees problems that don't exist. Some people think you're boring. Only those who know you will know that you are not.