

**Florida Department of Education
Curriculum Framework**

Program Title: Public Safety Telecommunication
Program Type: Career Preparatory
Career Cluster: Law, Public Safety & Security

Secondary – Career Preparatory	
Program Number	9101000
CIP Number	0743039901
Grade Level	11,12
Program Length	1.5 credits
Teacher Certification	Refer to the Program Structure section.
CTSO	SkillsUSA, FPSA
SOC Codes (all applicable)	43-5031 -- Police, Fire, and Ambulance Dispatchers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety & Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety & Security career cluster.

The purpose of this program is to prepare students for employment as a dispatcher: police, fire, ambulance (SOC 43-5031).

The content includes, but is not limited to, ethics and the role of the telecommunicator; standard telecommunication operating procedures; relationship to field personnel; understanding of command levels; typical layouts of message centers; use of performance aids; overview of emergency agencies; functions and terminology; use of correct words and grammar; communications equipment, functions and terminology; types of telecommunication equipment; malfunctions and maintenance agreements; proper and correct telephone and dispatching procedures and techniques; cooperation and reciprocal agreements with other agencies; federal, state, and local communication rules; emergency situations and operating procedures; emergency medical dispatch procedures; employability skills; leadership and human relations skills; and health.

Program Structure

This program is a planned sequence of instructions consisting of 1.5 credits.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
9101100	Dispatcher: Police, Fire, Ambulance	FIRE FIGHT 7G PUB SERV 7G LAW ENF @7 7G CORR OFF 7G PUB SAF TE 7G *Applicable Subject Matter Experts may assist in teaching this course.	1.5 credits	43-5031	2	CT

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

Florida's Career Readiness Skills for CTE Programs

Employability Skills	
01.0	Apply academic skills to workplace scenarios.
01.01	Use reading skills.
01.02	Use writing skills.
01.03	Use mathematical strategies and procedures.
01.04	Use scientific principles and procedures.
02.0	Design a solution to an industry problem.
02.01	Use critical thinking.
02.02	Use creativity.
02.03	Make sound decisions.
02.04	Solve problems.
02.05	Reason.
02.06	Plan and organize.
03.0	Manage resources within an industry project
03.01	Manage time.
03.02	Manage money or resources.
03.03	Manage materials.
03.04	Manage personnel.
04.0	Oversee the subcomponents, operations and output of a technical or organizational system.
04.01	Manage systems.
04.02	Monitor systems.
04.03	Improve systems.
05.0	Use information for decision making.
05.01	Locate information.
05.02	Organize information.
05.03	Use information.

05.04	Analyze information.
05.05	Communicate information.
06.0	Apply relevant technology to workplace scenarios to aid productivity.
06.01	Use technology.
07.0	Interpret and express interpersonal communication.
07.01	Communicate verbally.
07.02	Listen actively.
07.03	Comprehend written material.
07.04	Convey information in writing.
07.05	Communicate nonverbally.
07.06	Interpret nonverbal communication.
08.0	Interact with others to accomplish workplace goals.
08.01	Collaborate with others in a team.
08.02	Respond to customer needs.
08.03	Exercise leadership.
08.04	Negotiate to resolve conflict.
08.05	Respect others.
09.0	Manage personal behavior to maximize productivity and professional growth.
09.01	Demonstrate responsibility and self-discipline.
09.02	Adapt and show flexibility.
09.03	Work independently.
09.04	Demonstrate a willingness to learn.
09.05	Demonstrate integrity.
09.06	Demonstrate professionalism.
09.07	Take initiative.
09.08	Display positive attitude.
09.09	Take responsibility for professional growth.

Career Exploration & Planning	
10.0	Explain career opportunities aligned with the regional economy and personal aspirations.
10.01	Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.
10.02	Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.
11.0	Explain postsecondary pathways aligned with his or her career aspirations.
11.01	Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).
11.02	Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.
11.03	Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.
11.04	Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.
12.0	Develop a personalized career and academic plan.
12.01	Prioritize an occupation, credential and postsecondary training provider for plan formation.
12.02	Self-assess progress toward meeting graduation requirements and skill-development goals.
12.03	Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.
12.04	Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.
12.05	Develop a postsecondary training budget that is inclusive of living and school expenses.
Job Attainment	
13.0	Find, assess and apply to job opportunities.
13.01	Identify online job posts relevant to his or her career aspirations.
13.02	Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.
13.03	Define what information, documentation and writing prompts are required for the positions.
14.0	Communicate personal competence, character and fit for a job opportunity.
14.01	Develop a resume.
14.02	Write a cover letter.
14.03	Curate a professional portfolio that includes work products.
14.04	Prepare for and experience a mock job interview.

15.0	Cultivate and leverage relationships to professionally advance.
15.01	Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.
15.02	Develop a plan to cultivate a professional digital footprint.
15.03	Develop a networking plan for a specific industry of interest.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Understand the roles and duties of a public safety telecommunicator (PST).
- 02.0 Describe and understand professionalism, ethics, and legal concepts as it relates to a PST.
- 03.0 Identify and explain the operation of communication equipment and resources.
- 04.0 Demonstrate communication and interpersonal skills.
- 05.0 Describe guidelines and operational standards of incident classification and prioritization.
- 06.0 Identify and perform the operational skills of a PST.
- 07.0 Understand the principles of a command structure.
- 08.0 Understand the basic principles of law enforcement communications.
- 09.0 Understand the basic principles of emergency medical services (EMS) communications.
- 10.0 Understand the basic principles of fire services communications.
- 11.0 Understand the basic principles of emergency management function, homeland security and disaster operations.
- 12.0 Comprehend health and wellness of the PST.

**Florida Department of Education
Student Performance Standards**

Course Title: Dispatcher: Police, Fire, Ambulance
Course Number: 9101100
Course Credit: 1.5

Course Description:

This course is designed to prepare students for certification as a dispatcher as defined s. 365.172(3)(a), F.S.

CTE Standards and Benchmarks	
01.0	Understand the roles and duties of a public safety telecommunicator (PST). The student will be able to:
01.01	Comprehend the history of the telecommunication profession.
01.02	Describe the evolution of telecommunications and 911.
01.03	Define the roles of a call taker and a dispatcher as it relates to public safety telecommunications.
01.04	Understand the proper conduct of a PST.
01.05	Understand the importance of reporting for duty and the impact absences have on a communications center.
01.06	Understand the importance of adhering to dress codes (if applicable) and personal hygiene.
01.07	Identify performance standards and explain why they are important.
01.08	Identify statutory and other legal requirements and expectations for a certified PST.
02.0	Describe and understand professionalism, ethics, and legal concepts as it relates to a PST. The student will be able to:
02.01	Understand ethics, professionalism, values, image and personal conduct.
02.02	Explain how PST actions related to ethics, professionalism, values, image and personal conduct affect the role of a PST.
02.03	Explain how criminal and civil law affects a PST and the agency (liability, confidentiality, negligence, breach of duty, etc.).
02.04	Understand and explain how federal, state and local laws, codes and regulations relate to the PST.
02.05	Understand the impact and importance of disseminating information.
02.06	Explain the importance of and procedure for testifying in court.
03.0	Identify and explain the operation of communication equipment and resources. The student will be able to:
03.01	Describe and explain the function and operation of typical components found within communication centers.
03.02	Explain the 911 various call routing processes.

CTE Standards and Benchmarks	
03.03	Describe the various delivery methods of information into the communications center.
03.04	Understand the various three-digit call options such as N-9-1-1 code (411, 711, 911, 988, etc.).
03.05	Explain the operation of ADA services including TDD and telephone relay services.
03.06	Explain notification systems within the communications center (radio, mass notification, etc.).
03.07	Explain the overall radio systems and interoperability capabilities.
03.08	Explain the Florida Interoperability radio capabilities. Define the purpose of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).
03.09	Explain the importance of cyber security in the communications center.
03.10	Explain the various resources available to the PST.
04.0	Demonstrate communication and interpersonal skills. The student will be able to:
04.01	Understand the communication cycle.
04.02	Demonstrate interpersonal skills.
04.03	Demonstrate the proper use of pronunciation and enunciation.
04.04	Demonstrate the ability to give and follow instructions.
04.05	Explain the difference between a fact and an inference.
04.06	Demonstrate professional customer service skills.
04.07	Demonstrate problem solving and critical thinking skills.
04.08	Demonstrate specific call management techniques.
04.09	Demonstrate the ability to recognize when information received is appropriate to the situation or appears suspicious.
04.10	Discuss the impact of cultural diversity as it relates to public safety.
04.11	Demonstrate the ability to communicate with challenging callers.
04.12	Utilize voice techniques to control radio transmissions and telephone calls.
05.0	Describe guidelines and operational standards of incident classification and prioritization. The student will be able to:
05.01	Explain the importance of incident types, incident classification and incident prioritization.
05.02	Identify and describe incident types.
05.03	Identify and describe incident classification.
05.04	Identify and describe incident prioritization.

CTE Standards and Benchmarks	
06.0	Identify and perform the operational skills of a PST. The student will be able to:
06.01	Obtain and organize pertinent information.
06.02	Identify the difference between emergency and non-emergency incidents.
06.03	Utilize available resources properly.
06.04	Correctly complete appropriate forms, logs, and files.
06.05	Obtain and process requests for service and/or resources from field units in a timely manner.
06.06	Explain geographical jurisdictions and mutual aid agreements, and how they affect day-to-day activities.
06.07	Demonstrate multi-functional dexterity.
06.08	Identify various resources for crisis call handling.
06.09	Explain the importance of informing other PST's and supervisors of pertinent activities and incidents as they relate to operations.
07.0	Understand the principles of a command structure. The student will be able to:
07.01	Understand the need for structure within the communications center and internal chain of command.
07.02	Understand the National Incident Management System (NIMS) and identify the roles and responsibilities within the Incident Command System (ICS).
07.03	Understand the role of the PST in relation to the communications within ICS.
07.04	Understand the impacts to ICS from providing or receiving aid from other agencies.
08.0	Understand the basic principles of law enforcement communications. The student will be able to:
08.01	Identify the most commonly used terms in law enforcement.
08.02	Understand the roles and responsibilities of law enforcement officers.
08.03	Know the different types of law enforcement units.
08.04	Understand the various reasons that citizens request police assistance.
08.05	Understand the difference between criminal and civil complaints.
08.06	Understand why a PST should not give legal advice.
08.07	Understand the difference between in-progress, just occurred and past event incidents.
08.08	Comprehend the various types of emergency response modes.
08.09	Understand the role of the PST during critical incidents to include active assailant, barricaded subjects, hostage situations, suicide threats and missing or abducted persons.
08.10	Understand why some law calls may require EMS and/or fire service response.

CTE Standards and Benchmarks

08.11	Describe the PST's role in officer safety.
08.12	Understand the various types of law enforcement related broadcast alerts.
09.0	Understand the basic principles of emergency medical services (EMS) communications. The student will be able to:
09.01	Identify the most commonly used terms in EMS.
09.02	Understand the roles and responsibilities of the emergency medical technician or paramedic and the patient care provided.
09.03	Understand the various transportation methods used.
09.04	Comprehend the various types of emergency response modes.
09.05	Define multi-casualty incident (MCI).
09.06	Describe the role and responsibility of the PST during an MCI.
09.07	Define Trauma Center and Trauma Alert criteria.
09.08	Understand why some EMS calls may require law enforcement and/or fire service response.
09.09	Describe the PST's role in EMS responder safety.
09.10	Understand the PST's role in referral to other resources.
09.11	Understand the role of the PST in relation to telecommunicator CPR.
10.0	Understand the basic principles of fire services communications. The student will be able to:
10.01	Identify the most commonly used terms in the fire service.
10.02	Understand the roles and responsibilities of fire service responders.
10.03	Define types of fire incidents.
10.04	Comprehend the various types of emergency response modes.
10.05	Know the different types of fire service apparatus used.
10.06	Comprehend the various types of fire response plans.
10.07	Identify basic precautions taken during a hazardous materials incident.
10.08	Identify typical locations and various containers used for the storage, transport, use, or disposal of hazardous materials.
10.09	Understand various resources and notifications required for hazardous materials incidents.
10.10	Describe the PST's role when a mayday is called and overall firefighter safety.
10.11	Understand why some fire calls may require law enforcement and/or EMS response.

CTE Standards and Benchmarks

11.0 Understand the basic principles of emergency management functions, homeland security and disaster operations. The student will be able to:

11.01 Understand the roles and responsibilities of the local, state, and federal emergency management operations.

11.02 Identify the various types of terrorist threats and disasters.

11.03 Explain the roles and responsibilities of the Telecommunicator Emergency Response Taskforce (TERT).

11.04 Identify the different types of public notification resources utilized by local, state, and federal agencies.

11.05 Identify examples of incidents that are reported to the county and state watch office or warning point.

12.0 Comprehend health and wellness of the PST. The student will be able to:

12.01 Understand the importance of health, wellness and resiliency of the PST.

12.02 Identify and define stressors unique to PST's.

12.03 Identify signs and symptoms of stress and compassion fatigue.

12.04 Identify best practices for stress management and health/wellness.

12.05 Understand the various resources available to the PST to maintain health and wellness.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Special Notes

Any person employed as a 911 public safety telecommunicator at a public safety answering point, as defined s. 365.172(3)(a), F.S., must be certified by the Department of Health in accordance with s. 401.465, F.S.

<http://www.floridahealth.gov/licensing-and-regulation/911-public-safety-telecommunicator-program/index.html>

Career and Technical Student Organization (CTSO)

CTSOs are co-curricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. Other CTOSs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.