



Recommended Minimum Guidelines for Initial Public Safety Telecommunicator Training

June 2026

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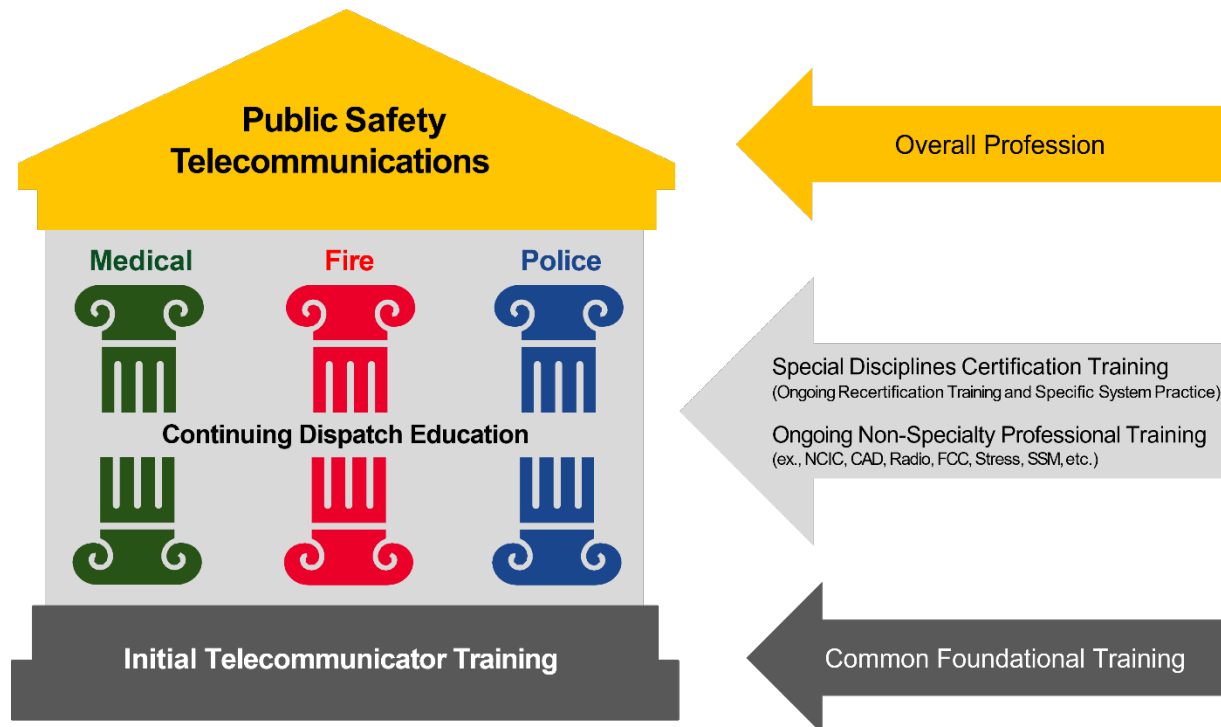
Introduction

This document outlines essential, non-discipline specific training guidelines designed to ensure that all 911 professionals receive the foundational/preparatory training necessary for the entry-level Public Safety Telecommunicator (PST) to perform their expanding and evolving job functions effectively.

This document is endorsed by prominent organizations, including Public Safety Answering Point (PSAP) professionals (also referred to as Emergency Communications Center [ECC] professionals), the Association of Public-Safety Communications Officials (APCO) International, the International Academies of Emergency Dispatch (IAED), the National Association of State 9-1-1 Administrators (NASNA), the National Emergency Number Association (NENA), the National Fire Protection Association (NFPA), and Total Response, a RapidSOS solution.

These guidelines, while not federally owned or mandated, result from a collaborative effort among the entities mentioned above and others noted on the following page. The National Highway Traffic Safety Administration (NHTSA) National 911 Program has played a facilitating role by providing a forum for discussion and development. This underscores the inclusive nature of this project, where all voices and perspectives were considered.

The recommended training topics outlined in this document are intended for inclusion in the **minimum** training curriculum for new PSTs, commonly known as call takers and/or emergency dispatchers. The Authority Having Jurisdiction (AHJ) defines the specific roles and responsibilities of PSTs. According to the NFPA, the AHJ is an “organization, office, or individual responsible for enforcing the requirements of a code or standard, or for approving equipment, materials, an installation, or a procedure.”



Recommended Minimum Guidelines for Initial Public Safety Telecommunicator Training

The AHJ is responsible for establishing qualifications for PSTs at the local and/or state level. The basic training topics described in this document provide minimum-level understanding. To competently manage and field emergency calls in a live environment, PSTs must receive supplemental, discipline-specific training that enables them to process the types of calls handled by their respective PSAP or emergency services provider. This must include specialized training and/or protocols for each specific discipline utilized.

Coursework is essential for imparting this foundational knowledge, and training in policies, procedures, discipline-specific protocols, on-the-job training, and continuing education is also crucial.

The duration of training for each topic should align with the needs and services provided by each AHJ. Some agencies or AHJs may not be involved in every area covered by these guidelines; however, all PSTs must be educated on the recommended topics and meet the minimum continuing education requirements for entry-level PSTs, along with the discipline-specific requirements defined by national standards-setting organizations that provide the respective protocols and training. PSTs trained only to the entry-level (pre-discipline-specific) should not field or manage emergency calls in a live environment without successfully completing the appropriate discipline-specific training (Police, Fire, Medical)

This document provides general guidance on the topics and tools that should be included in any entry-level PST training and continuing education program. While these topics offer a foundation for each agency or AHJ to build upon, they are not exhaustive. Nothing in this document supersedes, alters, or otherwise modifies any existing standards for emergency communications or 911.

Annex A provides a detailed list of training topics for each chapter. At the same time, Annex B suggests continuing education topics that may be used to meet the minimum continuing education requirements identified later in the document.

The following individuals served on the work group to update the 2016 *Recommended Minimum Training for Telecommunicators*. While individual participation varied over the course of the project, each member contributed to the revision process between June 2023 and June 2026.

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Chapter 1 Definitions

1.1 General.

1.1.1 The definitions contained in this chapter apply to the terms used within these guidelines. The AHJ may have definitions that vary slightly from these.

1.2 General Definitions.

1.2.1 Authority Having Jurisdiction (AHJ). The administrative jurisdiction of a particular 911 system. This could be a county/parish or city government, a special 911 or Emergency Communications District, a Council of Governments, an individual PSAP or other similar body.¹

1.2.2 Call-handling Equipment (CHE). Software used to answer 911 calls.

1.2.3 Computer-aided Dispatch (CAD). Manages 911 call information for call-taking and dispatch processes. Maintains records of all interactions.

1.2.4 Criteria-Based Call Taking and Dispatch (CBD). CBD is a symptom-driven dispatch methodology that prioritizes the rapid identification of life-threatening conditions using medically or operationally approved criteria. Under this approach, telecommunicators rely on structured criteria categories to make timely and accurate dispatch decisions. CBD supports immediate dispatch when a single critical criterion is identified and allows telecommunicators to bypass non-essential or redundant questions when the caller has already provided the necessary information. This model empowers telecommunicators to apply professional judgment within a consistent, evidence-based framework that follows a clinician-style triage mindset: identify life threats first, then gather additional information once responders are en route. CBD also requires the delivery of appropriate pre-arrival instructions based on the criteria identified and ensures consistency across personnel through the use of standardized decision rules. Its flexible, criteria-driven structure enables adaptation to unusual or evolving situations, supports faster dispatching in time-critical incidents, and integrates seamlessly with agency QA/QI processes that evaluate recognition of critical criteria, dispatch timeliness, and pre-arrival instruction accuracy.²

1.2.5 Data. A collection of values that convey information, usually sent with the initial 911 call. May include caller's name, address, phone number, geographic information system (GIS) data, cell site sectors, multimedia (text, images, videos, files), language preferences, PSAP status, etc.

1.2.6 Emergency Communications Center (ECC). A facility designated to receive and process requests for emergency assistance, which may include 911 calls, determine the appropriate emergency response based on available resources, and coordinate the emergency response according to a specific operational policy.³

¹ NENA Knowledge Base

² APCO

³ NENA Knowledge Base

- 1.2.7 Emergency Medical Services (EMS).** A system that responds to medical emergencies generally requiring pre-hospital treatment and stabilization. Includes ambulances, emergency medical technicians, and paramedics.
- 1.2.8 Emergency Services IP Network (ESInet).** A network of systems connected to distribute 911 calls in a Next Generation 911 (NG911) environment.
- 1.2.9 Entry-level Telecommunicator Training.** Initial, common foundational and preparatory training required for all PST professionals (generally accepted as a minimum of 40 hours) that prepares them for specialized discipline-specific training and certification provided by national standards-setting organizations, states, or the AHJ.
- 1.2.10 Geographic Information System (GIS).** Geospatial data used to develop maps and other location information products. Foundation for NG911.
- 1.2.11 Interoperability.** Interoperability means the capability of emergency communications centers to receive 9–1–1 requests for emergency assistance and information and data related to such requests, such as location information and call back numbers from a person initiating the request, then process and share the 9–1–1 requests for emergency assistance and information and data related to such requests with other emergency communications centers and emergency response providers without the need for proprietary interfaces and regardless of jurisdiction, equipment, device, software, service provider, or other relevant factors.⁴
- 1.2.12 Mobile Data Terminal/Mobile Data Computer (MDT/MDC).** Device and software used in a law enforcement vehicle, fire apparatus, and/or ambulance to receive call information.
- 1.2.13 National Crime Information Center (NCIC).** The United States' central database for tracking crime-related information.
- 1.2.14 Next Generation 911 (NG911).** The term “Next Generation 9–1–1 services” means an IP-based system comprised of hardware, software, data, and operational policies and procedures that— (A) provides standardized interfaces from emergency call and message services to support emergency communications; (B) processes all types of emergency calls, including voice, text, data, and multimedia information; (C) acquires and integrates additional emergency call data useful to call routing and handling; (D) delivers the emergency calls, messages, and data to the appropriate public safety answering point and other appropriate emergency entities; (E) supports data or video communications needs for coordinated incident response and management.
- 1.2.15 Next Generation Core Services (NGCS).** Applications and services used to process and route 911 calls in an NG911 environment.

⁴ APCO

Definitions

- 1.2.16 Priority Dispatch Protocols.** A system of structured, logic-based, and scripted dispatch procedures, including systemized caller-interrogation questions, decision and logic pathways, and pre-arrival instructions, enabling discipline-certified emergency dispatchers to match a caller's condition or situation to the correct public safety response level, then provide reproducible, prioritized, unbiased, and safe care consistent within the current standard of care and practice. Protocols, by definition, require direct, non-optional use, whenever possible and appropriate.⁵
- 1.2.17 Protocol.** A structured call handling framework that guides certified emergency dispatchers in gathering information, assessing incidents, providing instructions, and delivering appropriate responses with consistency.
- 1.2.18 Public Safety Answering Point (PSAP) or 911 center.** Physical or virtual entity where 911 calls are delivered by the 911 service provider.⁶
- 1.2.19 Public Safety Telecommunicator (Telecommunicator).** A first responder (i.e., emergency response professional) whose primary responsibilities, once trained in one or more discipline-specific specialties (police, fire, medical), including receiving, processing, and prioritizing 911, emergency, and non-emergency calls. Specific responsibilities may include determining the location of incidents; evaluating and assigning incident and response types; providing pre-arrival instructions; and coordinating and dispatching the appropriate response for police, fire, emergency medical, and other public safety-related services.
- 1.2.20 Records Management System (RMS).** A system that maintains electronic records throughout their lifecycle from creation to disposition. Allows the classification, storage, security, retrieval, tracking, and preservation of records related to calls and incidents within the public safety ecosystem.
- 1.2.21 Telecommunications Device for the Deaf (TDD)/Teletypewriter (TTY)/Telephone Relay Service (TRS).** Legacy devices used by the deaf and hard-of-hearing to communicate, including with 911.

⁵ IAED

⁶ NENA Knowledge Base

Chapter 2 Roles and Responsibilities

2.1 General.

- 2.1.1** PSTs must have a comprehensive understanding of their roles and responsibilities in relation to key stakeholders and the four pillars of the public safety team (911, EMS, fire services, and law enforcement). Stakeholders include the community, response, and ancillary agencies, and other PSAPs/ECCs that might be involved in the incident from inception to completion. This understanding is crucial for ensuring effective coordination and communication among all parties involved in emergency response.
- 2.1.2** The professionalism displayed by PSTs directly reflects upon their respective agency, the AHJ, and the entire public safety team. PSTs must consistently demonstrate professionalism, as their conduct can influence public perception and trust in emergency services. Maintaining high standards of professionalism is essential for fostering a positive image and ensuring public confidence in the emergency response system.
- 2.1.3** Accurate data capture throughout the emergency response process is imperative. This includes the initial call receipt, incident entry, dispatch, arrival of field responders, and incident closure. Every action taken by a PST must be meticulously documented. Data accuracy is critical for PSAP records to be a trusted and reliable source of information.

2.2 Recommended Training Topics.

- 2.2.1** A list of recommended training topics can be found in Annex A.2.

Chapter 3 Legal Concepts

3.1 General.

- 3.1.1** It is crucial for PSTs to understand key legal concepts such as liability and negligence. Every action taken by a PST can be scrutinized in a court of law, as well as by the community they serve and other external entities. A deep understanding of these legal principles is essential to minimize the legal risks of both the PST and the agency and to ensure that PSTs perform their duties within the bounds of the law.
- 3.1.2** It is imperative that state and local legal concepts are thoroughly addressed in the agency's structured training program. PSTs must be familiar with the American legal system, including constitutional and statutory systems of laws; federal, state, and local court systems; and the legal framework that dictates their actions and responsibilities to ensure compliance and maintain the highest standards of professional conduct. Understanding these legal guidelines helps PSTs navigate complex situations and make informed decisions that uphold the law and protect the integrity of the public safety system. By integrating these legal concepts into their training, PSTs can better understand the implications of their actions, thereby enhancing their ability to perform their duties responsibly and effectively.

3.1.3 PSTs must understand and adhere to all administrative policies, procedures, and protocols required by their agency or AHJ to ensure compliance and protection from legal and regulatory scrutiny.

3.2 Recommended Training Topics.

3.2.1 A list of recommended training topics can be found in Annex A.3.

Chapter 4 Interpersonal Communications

4.1 Setting the Tone Through Effective Communication.

4.1.1 PSTs are often the first point of contact with stakeholders during emergencies. Their ability to communicate effectively sets the tone for every subsequent interaction. Effective communication techniques are crucial for calming distressed callers, accurately processing information, and ensuring field responders receive clear and precise details. This initial interaction is vital for establishing trust and providing reassurance in high-stress situations.

4.2 Essential Knowledge, Skills, and Abilities.

4.2.1 This section focuses on the essential knowledge, skills, and abilities that every PST must possess. PSTs must excel in information processing and critical thinking to analyze situations quickly and make informed decisions. Strong critical thinking skills are necessary to handle the complexities of emergency and non-emergency scenarios. Providing excellent customer service is crucial, as it requires maintaining a calm and empathetic demeanor while interacting with callers in a fair and respectful manner, regardless of their background.

4.2.2 PSTs must be proficient in written communications to document calls and incidents accurately, ensuring that records are detailed and dependable for future reference.

4.2.3 By mastering these skills, PSTs can significantly enhance their effectiveness in managing emergency communications, ultimately leading to better outcomes for the community and field responders.

4.3 Recommended Training Topics.

4.3.1 A list of recommended training topics can be found in Annex A.4.

Chapter 5 Emergency Communications Technology

5.1 General.

5.1.1 PSTs must have a thorough understanding of the technology integral to their job functions. PSAPs/ECCs should provide comprehensive training on the specific technologies utilized by their agency and an overview of other industry technologies. This foundational knowledge serves as a

building block for future learning, ensuring that PSTs can adapt to technological advancements and integrate new tools into their operations effectively.

- 5.1.2** PSTs must have a basic understanding of all systems used in an ECC, as applicable.
- 5.1.3** PSTs should be familiar with various industry solutions that support 911 operations, including additional data repositories and supplemental location providers, commonly referred to as over-the-top (OTT) solutions, to name a few. This knowledge enhances their current capabilities and prepares them to understand and implement future emerging technologies, ultimately improving the services provided by the ECC to the public.

5.2 Recommended Training Topics.

- 5.2.1** A list of recommended training topics can be found in Annex A.5.

Chapter 6 Call Processing

6.1 Call Processing.

- 6.1.1** The core responsibilities of the PST are to manage calls/incidents, from delivery, categorization, prioritization, pre-arrival, and post-dispatch instructions, and to dispatch the appropriate resources. PSTs are responsible for efficiently handling emergency calls, categorizing them based on severity, prioritizing responses, and providing necessary instructions to callers and field responders.
- 6.1.2** PSTs must possess a foundational working knowledge of all disciplines relevant to emergency response, regardless of their agency's primary discipline (e.g., law enforcement only). This comprehensive understanding enables PSTs to effectively manage a wide range of emergencies and provide appropriate assistance to callers and field responders while effectively interacting with other discipline agencies.
- 6.1.3** While some PSAPs may divide the call-taking and dispatch functions of the PST position, every PST should understand how incident information flows to the field responder. This understanding ensures seamless communication and coordination between call takers, emergency dispatchers, and field responders, facilitating a timely and effective emergency response.
- 6.1.4** PSTs must have a fundamental knowledge of the data collected and available in an ECC. They must also understand the importance of the data and have a basic understanding of how it is used to make decisions to improve the services the ECC provides. Understanding the significance of this data allows PSTs to accurately assess the nature and urgency of the emergency and provide appropriate assistance and instructions to callers and field responders.

6.2 Reliable Records.

- 6.2.1** Reliable records ensure that all involved parties have the information needed to respond effectively and that historical data is accurate for future reference and analysis.

6.3 Local Curriculum.

6.3.1 Developing or adopting a curriculum that encompasses all response agencies is essential for ensuring the effectiveness of field responders and safeguarding the public. By including training components relevant to all response disciplines, PSTs can acquire the knowledge and skills necessary to collaborate seamlessly with other agencies and provide comprehensive emergency services to the community.

6.4 Recommended Training Topics.

6.4.1 A list of recommended training topics can be found in Annex A.6.

Chapter 7 Radio Communications

7.1 General.

7.1.1 PSTs should comprehensively understand the rules, regulations, capabilities, and limitations of the local radio system. This knowledge enables PSTs to effectively coordinate communication between field responders and ensures that responses are conducted in accordance with established protocols. Understanding the intricacies of the local and regional radio system allows PSTs to anticipate potential challenges and optimize communication for efficient emergency response.

7.1.2 The PST must recognize the critical reliance that field responders have on the data provided during the incident. Missing or inaccurate information risks field responders' safety and exposes the PSAP and the PST to potential liability. PSTs play a vital role in ensuring the accuracy and completeness of the information provided to field responders, thereby enhancing the safety and effectiveness of the response.

7.1.3 PSTs must understand the importance of accurately capturing and entering the information provided by field responders via the radio in a timely manner. This includes capturing time stamps to document the sequence of events and ensure accountability during emergency response operations. By meticulously documenting radio communications, PSTs contribute to the creation of a comprehensive incident record, facilitating post-incident analysis and improving future response protocols.

7.2 Recommended Training Topics.

7.2.1 A list of recommended training topics can be found in Annex A.7.

Chapter 8 Incident Management

8.1 General.

8.1.1 The PST plays a pivotal role in the management of emergency incidents, particularly as the scope and complexity of an incident increase. PSTs need to understand incident management principles

and the Incident Command System (ICS) to effectively serve as the *first* first responder in emergency situations. By comprehending incident management processes, PSTs can facilitate and coordinate field responders, ensure efficient allocation of resources, and support the safety and well-being of both the public and field responders.

8.2 Emergency Operations Plan.

8.2.1 PSTs should be familiar with the AHJ's local emergency operations plans.

8.3 Recommended Training Topics.

8.3.1 A list of recommended training topics can be found in Annex A.8.

Chapter 9 Quality Assurance

9.1 General.

9.1.1 Effective quality assurance is essential for fostering excellence within emergency dispatch agencies. By applying and adhering to established standards, agencies can drive performance improvement, leading to better outcomes for the communities they serve. Quality assurance processes first identify areas where PSTs comply with the agency's protocols, policies, and standards and then identify areas for improvement.

9.1.2 PSTs should clearly understand that adherence to AHJ-approved policies, procedures, and/or protocol systems is essential, and that compliance is mandatory as demonstrated through appropriate call review and quality assurance processes and standards.

9.2 Quality Assurance Program.

9.2.1 PSTs should clearly understand why quality assurance and quality improvement programs are implemented in the ECC. These programs aim to uphold standards of excellence, enhance service delivery, and ensure the highest level of care for callers and field responders.

9.2.2 PSTs should be aware of the goals of these programs, what to expect from them, and how they will receive feedback to validate or improve their performance. Feedback mechanisms within quality assurance programs provide valuable insights for PSTs to identify strengths and areas for development, ultimately contributing to the continuous improvement of emergency dispatch services.

9.3 Recommended Training Topics.

9.3.1 A list of recommended training topics can be found in Annex A.9.

Chapter 10 Disaster Preparedness and Continuity of Operations

10.1 General.

- 10.1.1** PSTs play a crucial role in disaster preparedness, and they need to have a basic understanding of their responsibilities in such situations. PSTs must be prepared to effectively manage emergency communications during disasters, coordinate responses, and provide vital support to both callers and field responders.
- 10.1.2** While much of the information related to disaster preparedness may be above that of an entry-level PST, it is vital for PSTs to be familiar with recommended training topics as a high-level overview for awareness. Understanding the fundamentals of disaster response protocols, communication procedures, and resource coordination enables PSTs to contribute effectively to emergency response efforts during crises.
- 10.1.3** PSTs should be aware of their agency's policies and procedures regarding continuity of operations, particularly during disasters or emergencies. Continuity plans ensure that essential functions and services can be maintained even in adverse conditions, minimizing disruptions to emergency communications and response operations.

10.2 Recommended Training Topics.

- 10.2.1** A list of recommended training topics can be found in Annex A.10.

Chapter 11 Stress Management, Health, and Wellness

11.1 General.

- 11.1.1** Due to the nature of their work, all members of the public safety profession, including PSTs, experience intense levels of stress at times. PSTs must recognize the effects stress may have on, and themselves, their job performance, and their social interactions. Understanding how stress can impact their well-being enables PSTs to implement effective coping strategies and seek support when needed.

11.2 Health and Wellness Program.

- 11.2.1** A well-designed health and wellness program, tailored to address both individual and organizational needs, is essential for promoting the health and well-being of PSTs. By providing resources and support mechanisms, such as counseling services, mindfulness training, and peer support groups, organizations can help PSTs effectively manage stress and maintain a better quality of life.
- 11.2.2** A comprehensive overall health and wellness program contributes to a higher level of service delivery for field responders and citizens, as PSTs are better equipped to handle the demands of their role with resilience and professionalism.

11.3 Recommended Training Topics.

11.3.1 A list of recommended training topics can be found in Annex A.11.

Chapter 12 On-The-Job Training

12.1 General.

12.1.1 Any comprehensive training curriculum should allow sufficient time for the review of agency or center policies, procedures, and protocols. Understanding these required processes is essential for PSTs to perform their duties effectively and ensure compliance with established protocols.

12.1.2 A hands-on, supervised training experience is a crucial component of any training program for PSTs. This practical portion provides PSTs with valuable real-world experience and the confidence needed to excel in their role. Additionally, it allows the AHJ, agency, or department to identify any areas for improvement and provide targeted support and feedback to PSTs as they develop their skills.

12.1.3 Agencies are strongly encouraged to create a structured list of tasks and skills that must be observed by a trainer and demonstrated by the PST to show proficiency. This assessment ensures that PSTs are competent in essential job functions before they assume full responsibility for the position. The content of this assessment should be supplemented with agency-specific information gathered from previous chapters of this document, ensuring that PSTs are well-prepared to meet their agency's unique needs and requirements.

12.2 Recommended Training Topics.

12.2.1 A list of recommended training topics can be found in Annex A.12.

Chapter 13 Continuing Education

13.1 General.

- 13.1.1** In-service training and continuing education strengthen skill levels. This responsibility is shared by both the individual and the agency.
- 13.1.2** PSTs should receive continuing education annually, including any training specified in section 13.1.3 and any topic listed in Annex B.13.2.
- 13.1.3** Continuing education requirements, at a minimum, shall comply with any state, 911, and other authority-mandated guidelines, whichever has a higher hourly requirement.
- 13.1.4** The AHJ should develop a policy outlining continuing education requirements, including the number of hours to be completed annually, if such requirements are not already established by national standards-setting organizations or mandated by the state.
- 13.1.5** Training and education should be job-related and tied directly to maintaining proficiency and future growth.
- 13.1.6** A variety of outside training and educational opportunities, including webinars, articles, in-house materials, and online and instructor-led courses, are necessary for a well-rounded 911 professional.
- 13.1.7** A summary of the content of the continuing education and attendance and completion of all training should be documented.

13.2 Recommended Training Topics.

- 13.2.1** A list of recommended training topics can be found in Annex B.13.

Annex A Training Topics

A.2 Roles and Responsibilities

A.2.2.1 Recommended Training Topics.

- (1) Mission Statement
- (2) Core Values
- (3) Culture
- (4) Terminology
- (5) 911 As Your Career
- (6) Public Safety Team
 - a. 911
 - b. EMS
 - c. Fire Services
 - d. Law Enforcement
 - e. Animal Control
 - f. Emergency Management
 - g. Health and Human Services (HHS)
 - h. Nurse Triage
 - i. Alternative Response Resources
 - j. 988
- (7) Ethics
- (8) Professionalism
- (9) Personal Conduct
- (10) Image (e.g., Personal and Organizational)
- (11) Policies and Procedures
- (12) Rules and Regulations
- (13) Data
 - a. Accurate, Complete, Timely, Quality
 - b. Analytics and Insights
 - c. Decision-making
 - d. Field Responder Reliance
 - e. Freedom of Information Act (FOIA) Requests

- f. Court Proceedings
- (14) Duties and Responsibilities
- (15) Communities and Agencies Served
 - a. Law Enforcement Overview
 - b. Fire Services Overview
 - c. EMS Overview
 - d. Jurisdictions
 - e. Neighboring PSAPs
- (16) Field Responder Safety
- (17) Physical Security
- (18) Daily Observation Reports
- (19) Skills Performance Testing
- (20) Knowledge Checklists

A.3 Legal Concepts

A.3.2.1 Recommended Training Topics.

- (1) American Legal System
 - a. Constitutional Law
 - b. Statutory Law
- (2) Courts
 - a. Federal
 - b. State
 - c. Local
- (3) Liability
 - a. Vicarious Liability
 - b. Special Relationship
- (4) Confidentiality
- (5) Negligence
 - a. Gross
 - b. Simple
 - c. Wanton
 - d. Negligent entrustment

- e. Negligent training
- (6) Key aspects of negligence
 - a. Causation
 - b. Damages
 - c. Duty of Care
 - d. Breach of Duty
- (7) Exigent Circumstances
 - a. Wireless
 - b. Operational Impacts
- (8) Extreme Risk Protection Orders (ERPOs) (e.g., Gun Violence Prevention)
- (9) Health Insurance Portability and Accountability Act (HIPAA)
- (10) Americans with Disabilities Act (ADA)
- (11) Freedom of Information Act (FOIA)
- (12) 988
- (13) Alternative Response Resources
- (14) Audio and Data Recording
- (15) Data Protection and Data Security
- (16) Records Retention
- (17) Applicable Privacy Laws (e.g., personally identifiable information [PII])
- (18) Warrants
- (19) Domestic Violence and Other Protective Orders
- (20) Emergency Custody Orders
- (21) Court Subpoenas and Proceedings
- (22) Testifying
- (23) Agency-specific Legal Concepts
 - a. Law Enforcement
 - b. Fire
 - c. EMS
 - d. Rescue
- (24) Telecommunications Regulations and Laws
 - a. FCC
 - b. Kari's Law

c. RAY BAUM'S Act

A.4 Interpersonal Communications

A.4.3.1 Recommended Training Topics.

- (1) Communication Techniques
- (2) Information Processing
- (3) Communications Cycle
- (4) Problem Solving and Critical Thinking
 - a. Conflict Resolution
- (5) Customer Service
 - a. Internal
 - b. External
- (6) Non-native Speaking Callers
- (7) Callers with Sensory Disabilities
 - a. Deaf
 - b. Hard of Hearing
 - c. Deaf-Blind
- (8) Callers with Speech Disabilities
- (9) Access and Functional Need Callers
 - a. Children
 - b. Elderly
 - c. Physical and Intellectual Difficulties
- (10) Generational Differences
- (11) People with varying needs and circumstances
- (12) Written Communications
- (13) Professional neutrality
- (14) Stereotyping
- (15) Agency Policy versus Field Responder identified needs

A.5 Emergency Communications Technology

A.5.2.1 Recommended Training Topics.

- (1) Legacy (Enhanced 911) System Overview
- (2) Next Generation 911 (NG911) System Overview
 - a. Emergency Services IP Network (ESInet)
 - b. Next Generation Core Services (NGCS)
 - c. Images, Video, and Live stream
- (3) Emerging Technologies
- (4) Call Delivery
 - a. Class of Service
 - b. Telephony Technologies
 - i. Private Branch Exchange (PBX)
 - ii. Multi-line Telephone System (MLTS)
 - iii. Voice over Internet Protocol (VoIP)
 - c. Legacy
 - i. Basic 911
 - ii. Enhanced 911
 - iii. Automatic Number Identification (ANI) and Automatic Location Identification (ALI)
 - d. NG911
 - i. Multimedia
 1. Images
 2. Video
 3. Live stream
 - ii. Text
 - iii. Call Delivery
 - iv. Data
 - e. Wireless Call Delivery
 - i. Phase I
 - ii. Phase II
 - iii. Location-based Routing (LBR)
 - iv. Z-axis
 - v. Dispatchable Location

- f. Telecommunications Device for the Deaf (TDD)/Teletypewriter (TTY)/Telephone Relay Service (TRS)
 - g. Text to 911, Text from 911, and Real-Time Text (RTT)
 - h. Telematics
 - i. Artificial Intelligence (AI)/Machine Learning (ML)
 - j. Identifying Technology Failures and/or Disruptions
 - k. Additional Data Delivery and Repository (Over-the-Top [OTT] Applications)
- (5) Geographic Information System (GIS)
- a. Mapping and Mapping Layers
 - b. CAD Integration
 - c. NG911 Databases
 - i. Addresses
 - ii. Road Centerlines
 - iii. PSAP Boundary
 - iv. Service Boundaries
 - 1. Law
 - 2. Fire
 - 3. EMS
 - 4. Other resources
- (6) Logging Recorders
- a. Data Retention
- (7) Instant Recall Recorder (IRR)
- (8) Computer-Aided Dispatch (CAD) Systems
- (9) Call Processing and Prioritization (Protocol or Criteria Based) Systems
- (10) Mobile Data Systems
- (11) Automatic Vehicle Location (AVL)
- (12) Paging
- (13) Fire Station Alerting.
- (14) Call Transfers
- (15) Alternate and Default Routing
- (16) Emergency Notification Systems
- (17) Cybersecurity
- a. Hygiene

- b. Threats
- (18) Language Translation Technology
- (19) Over-the-top Solutions
 - a. Caller Location
 - b. Data (Devices, Apps, Sensors, Buildings)
 - c. Language Translation
 - d. Messaging

A.6 Call Processing

A.6.4.1 Recommended Training Topics.

- (1) Call Answering and Processing Time Standards
 - a. State or Local Requirements
 - b. Industry Standards
 - i. Association of Public Safety Communications Officials (APCO) International
 - ii. Commission on Accreditation for Law Enforcement Agencies (CALEA)
 - iii. International Academies of Emergency Dispatch (IAED)
 - iv. National Emergency Number Association (NENA)
 - v. National Fire Protection Association (NFPA)
- (2) Call Receipt
 - a. Fire Service Call Processing
 - b. Law Enforcement Call Processing
 - c. EMS Call Processing
 - d. Structured Call-Taking Protocols
 - e. Text
 - f. Video
 - g. Livestream
 - h. Social Media
 - i. Telematics
- (3) Incident Handling Process Standards
 - a. State and Local Requirements
 - b. Industry Standards
 - i. Association of Public-Safety Communications Officials (APCO) International

- ii. Commission on Accreditation for Law Enforcement Agencies (CALEA)
 - iii. International Academies of Emergency Dispatch (IAED)
 - iv. National Emergency Number Association (NENA)
 - v. National Fire Protection Association (NFPA)
- (4) Artificial Intelligence (AI)/Machine Learning (ML)
 - (5) Interview and Interrogation Techniques
 - (6) Nurse Triage
 - (7) Alternative Response Resources
 - (8) Controlling the Call
 - a. De-escalation Techniques
 - (9) Callers with Intellectual/Developmental Disabilities
 - (10) Callers with Functional Limitations
 - a. Children
 - b. Elderly
 - c. Affected by Dementia including Alzheimer's
 - (11) Managing High-Risk and/or Specialty Calls
 - a. Active Assailant
 - b. Swatting
 - c. Suicidal Callers
 - d. Behavioral Health Crisis
 - e. AMBER, Blue and Silver Alerts
 - f. Homeland Security, Terrorism, and Weapons of Mass Destruction
 - g. Aircraft, Rail, and Marine Incidents
 - h. Hazardous Materials Incidents
 - i. Missing, Exploited, and Trafficked Persons
 - j. Silent Callers (callers unable to speak, or speak at a lower volume for their personal safety)
 - k. Lost Callers
 - l. Nuisance Calls
 - (12) Call Data
 - a. Caller Information
 - b. Coordinates or Location Data
 - c. Accuracy

- d. Additional Data
- (13) Incident Entry
 - a. Call Categorization and Prioritization
 - b. Event Categorization
 - c. Painting an Accurate Picture for Field Responders
- (14) Interactions with 988 and Other Crisis Lines
- (15) Tip Lines
- (16) Fusion Centers
- (17) Calls Received by Nonconventional Means in E911 (including but not limited to Internet of Things [IoT], sensor data, supplemental location information, medical records, subscriber information (mobile), and information enhancing situational awareness)
- (18) Traffic Incident Management
- (19) Local and Environmental Considerations
- (20) Internal and External Event Communications
- (21) Communications Barriers
 - a. Limited English Proficiency
 - b. Speech Disabilities
 - c. Alternative and Augmentative Communication
 - d. Cognitive Disabilities
 - e. Behavioral or Mental Health Crisis or Disorder

A.7 Radio Communications

A.7.2.1 Recommended Training Topics.

- (1) Radio Communication Techniques
 - a. Rate of Speech
 - b. Common Language
- (2) Radio Discipline
- (3) Radio Technology
 - a. Frequency Bands
 - b. Equipment
 - i. Tower Sites
 - ii. Microwave

- iii. Repeaters
 - iv. Portables, Mobiles, and Control Stations
 - v. Radio Consoles and Consolettes
 - c. System Types
 - i. Conventional
 - ii. Analog
 - iii. Digital
 - iv. 700-800 MHz
 - d. Coverage Area
 - e. Common Malfunctions
- (4) Procedures and Protocols
 - a. Emergency Button Activation
 - b. Be on the Lookout (BOLO)
 - c. Systemwide Messaging
 - d. Private Calls
- (5) Fire Service Dispatching
- (6) EMS Call Dispatching
- (7) Law Enforcement Dispatching
- (8) Interoperability
 - a. Frequency/talk group patching
 - b. SAFECOM Interoperability Continuum
- (9) Capturing Field Responder Radio Traffic
 - a. CAD Incident
 - b. Query Systems
 - c. RMS
- (10) Field Responder-Initiated Calls
- (11) Federal Communications Commission Rules

A.8 Incident Management

A.8.3.1 Recommended Training Topics.

- (1) FEMA National Incident Management Courses
 - a. IS-100. C. *Introduction to the Incident Command System*, ICS-100

- b. IS-144.A, *Telecommunicator Emergency Response Taskforce (TERT)*
 - c. IS-200.C, *Basic Incident Command System for Initial Response*, ICS-200
 - d. IS-700.B, *An Introduction to the National Incident Command System*
 - e. IS-800.D, *National Response Framework, An Introduction*
- (2) Local Emergency Operations Plan
 - (3) Local Risk Assessments

A.9 Quality Assurance

A.9.3.1 Recommended Training Topics.

- (1) Quality Assurance, Control, and Improvement
 - a. Definitions
 - b. Differences
- (2) Quality Assurance and Improvement Standards
 - a. State and Local Requirements
 - b. Industry Standards
 - i. Association of Public-Safety Communications Officials (APCO) International
 - ii. Commission on Accreditation for Law Enforcement Agencies (CALEA)
 - iii. International Academies of Emergency Dispatch (IAED)
 - iv. National Emergency Number Association (NENA)
 - v. National Fire Protection Association (NFPA)
- (3) Quality Assurance Program
 - a. Intent
 - b. Benefits
 - c. Source Data
 - d. Identification of Training Needs
 - e. Internal versus External Reviews
- (4) Identification of Trends
- (5) Key Performance Indicators (APCO International)
 - a. Operational
 - i. Call-Answer Times
 - ii. Call-Processing Times
 - iii. Abandoned Calls

- iv. Ring Times
- v. Talk Times
- vi. Call Durations
- b. Personnel
 - i. Call-Answer Time Statistics
 - ii. Dispatch Time Statistics
 - iii. Calls for Service Handled
 - iv. Incidents Handled
- c. Technical
 - i. Call routing
 - ii. Outages

A.10 Disaster Preparedness and Continuity of Operations

A.10.2.1 Recommended Training Topics.

- (1) Emergency Management Roles and Responsibilities
- (2) Disaster Preparedness
 - a. Continuity of Operations (COOP) Plan
 - i. Community
 - ii. Agency-specific
 - iii. Disaster Operations
 - 1. Crisis Standards of Care (Awareness)
 - b. PSAP Disaster Recovery Plan
- (3) Cybersecurity
 - a. Hygiene
 - b. Swatting
 - c. Ransomware
- (4) PSAP Evacuations
 - a. Drills
- (5) Mutual-Aid
- (6) Telecommunicator Emergency Response Taskforce (TERT)
- (7) Activations
 - a. Modified Work Schedules

- b. All-Hands

A.11 Stress Management, Health, and Wellness

A.11.3.1 Recommended Training Topics.

- (1) Stress
 - a. Definition
 - b. Causation
 - c. Identification
- (2) Strategies for Dealing with Stress
 - a. Employee Assistance Program (EAP)
 - b. Peer Support
 - c. Formal Incident Stress Debriefings
 - d. Health and Wellness Choices
- (3) Critical Incident Stress Management
 - a. Internal Resources
 - b. External Resources
- (4) Organizational Wellness
 - a. Peer Support
 - b. Mentoring
 - c. Employee Assistance Program
 - d. Ergonomics
 - e. Preventing Illness and Work-related Injuries
- (5) Individual Wellness
 - a. Physical
 - i. Nutrition
 - ii. Sleep
 - iii. Hydration
 - iv. Exercise and Movement
 - v. Preventing Illness and Work-related Injuries
 - b. Financial
 - c. Social Support System
- (6) Work-life Balance

A.12 On the Job Training

A.12.2.1 Recommended Training Topics.

- (1) AHJ and Agency or Department Policies and Procedures
- (2) Local Governance Structure
- (3) Governmental and Private Resources
- (4) Data Captures
- (5) Information Technology Operations
 - a. Telephony/CHE
 - b. CAD System
 - c. Mapping
 - d. Radio System
 - e. Instant Recall Recorder
 - f. Records Management System (RMS)
 - g. National Crime Information Center (NCIC)
 - h. National Law Enforcement Telecommunications System (NLETS)
- (6) Interagency Networks and Databases
- (7) Dispatch Procedures
- (8) Geography
- (9) Media and Information Dissemination
- (10) Agency-specific Documentation
- (11) Call-Tracing and Records-Retrieval Procedures
- (12) Daily Observation Reports
- (13) Skills Performance Testing
- (14) Performance Improvement Plans

Annex B Continuing Education Training Topics

B.13 Continuing Education

B.13.2.1 Recommended Training Topics.

- (1) New Policies / Policy/Procedure Updates
- (2) 988-911
- (3) Active Assailant
- (4) Additional Data in NG911
- (5) Advanced Dispatch Topics (Law, Fire, EMS)
- (6) Call Diversion Program
- (7) Callers in Crisis
- (8) Cardiopulmonary Resuscitation (CPR)
- (9) Crisis and Hostage Negotiation
- (10) Current Events and Industry Hot Topics
- (11) Customer Service
- (12) Domestic Violence
- (13) Discipline-specific Protocols
- (14) Natural and Manmade Disasters
- (15) Field Responder and Citizen Safety
- (16) Harassment and Discrimination in the Workplace
- (17) Human Trafficking
- (18) Professional Neutrality
- (19) Importance of Data Accuracy
- (20) Legislative Updates
- (21) Liability
- (22) Mass Casualty Events
 - a. Responder Emergency /Mayday
 - b. Responder Down
 - c. Emergency Fire Dispatch, Emergency Law Dispatch and Emergency Medical Dispatch.
- (23) Missing and Exploited Children
- (24) Mutual and Automatic Aid
- (25) Professional Decorum
- (26) Resiliency Training

- (27) Sex-based Crimes
- (28) Suicidal Callers
- (29) Swatting
- (30) Tactical Dispatch
- (31) Technical, Water Rescue, and Search and Rescue
- (32) Technology Updates