



**POLICE LEGAL SCIENCES**

ONLINE TRAINING FOR POLICE, DISPATCHERS AND JAILERS



**DISPATCH PRO**

POLICE LEGAL SCIENCES

Reality Based Dispatcher Training

Dispatcher training written by dispatchers for dispatchers



Our Website

[www.policelegalsciences.com](http://www.policelegalsciences.com)



# AGENDA

HISTORY OF PLS

OVERVIEW OF  
DISPATCH PRO



**DISPATCH PRO**  
POLICE LEGAL SCIENCES

LET'S TAKE A LESSON!

PACKAGES & PRICING

DEMO LESSONS

## Introduction

# About Police Legal Sciences



### Legal Update

Reality-based training for law enforcement officers in Iowa & Missouri



### Dispatch Pro

Reality-based training for dispatchers nationwide



### Jail Pro

Reality-based legal training for correctional officers nationwide

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# What is our mission?



Our mission is to help public safety professionals make good decisions.



**Law Enforcement**



**Dispatch**



**Corrections**



# DISPATCH PRO

POLICE LEGAL SCIENCES

- Overview
- Taking a lesson
- Packages & pricing

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# SCOPE OF SERVICE



Strengthen dispatcher decision-making skills



Qualifies for EMD recertification credit



Reduces risk of civil liability



Renews enthusiasm of experienced dispatchers



Prepares new dispatchers



Online, flexible training



Lesson plan & certificate for each lesson



Professional & technical development training



Lessons available up to 12 months



New lessons created & released monthly

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Dispatch Pro Lessons  
**Focus Points**



**Police**



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**Active  
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**Call  
Handling  
Techniques**



**Low-Frequency  
High-Risk  
Calls**



**Legal  
Liability Risks**



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**PLS Dispatch Pro**  
**Generic Telecommunicator Lesson**  
**2025 Lesson 7**  
**Machete Attack**



"Helping public safety professionals make effective decisions."

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- 1-hour lessons
- Pause & resume
- Individual user accounts
- Available online 24/7
- New lessons every month



**Police Legal Sciences, Inc.**  
**PLS Dispatch Pro 2025 Lesson 7**  
**Goal Statement and Objectives**

The goal of this lesson is to promote dispatcher competence, confidence, and professionalism in handling high-risk, low-frequency 9-1-1 calls by reinforcing classroom training and supplementing agency practices. The lesson will review each of the major components of call taking while breaking down and analyzing a real 9-1-1 call from a person reporting a woman had been attacked by a man with a machete. The lesson will challenge the lesson taker to think critically while providing tips and techniques to enhance their skill set. In addition, it will provide the background and resolution of the incident as well as articles and links to additional resources to expand the lesson taker's knowledge.

Upon completion of this lesson, the participant will be able to:

1. Identify effective techniques that may be helpful when handling 9-1-1 calls similar to the Target Call.
2. Determine which aspects of the Target Call were handled well by the dispatcher and which could have been improved.
3. Ask questions in a logical order to ensure important information is not left out.
4. Explain the value of providing good customer service, empathy, and assurances to a caller.
5. Understand what aspects of the dispatcher's handling of the Target Call could expose her agency to liability.
6. Understand the rising prevalence of machetes in violent crimes and the critical role 9-1-1 dispatchers play in responding to these high-risk incidents.

- Brief overview & summary of lesson
- Lesson plans available for each lesson for all users & admins



# LESSON STRUCTURE

## 9-1-1 Call Analysis



**DISPATCH PRO**  
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1

### 9-1-1 Call Review

- Communication Center Information
- 9-1-1 Audio & Transcript
- Critical Thinking Exercises

2

### Interview

Standard Question Format:  
Salutation, Where, What, Caller Safety, Weapons, Injuries, When, Who, & Ending the Call

3

### Perspectives

- Commentary
- Professional Skills
- Situational Awareness
- Interpersonal Skills

4

### Epilogue

- Background & Outcome
- Civil Liability
- Risk Management

5

### Outside the Call

- Psychology Snapshot
- Learning Points
- Dispatcher Wellness

6

### Final Review

- Summary of Key Points
- Discussion Questions
- Final Exam

## **Part I – Call Review**

### **Communication Center Information**

The Target Call was first received by another agency, then transferred to the Upper Sandusky Police Dispatch in Ohio. The Upper Sandusky Police Department is comprised of 13 full-time officers, 10 reservists, four full-time dispatchers, and one part-time dispatcher.

Upper Sandusky is the county seat of Wyandot County, Ohio and as of the 2020 Census it has a population of 6,698. The city is approximately seven square miles.



- Background information on the agency that handled the 9-1-1 call.



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## ***Part I – Call Review***

### ***9-1-1 Audio***

The 9-1-1 call has been broken into several sections. Listen to each of the following sections and focus on actively listening to what you are hearing. The transcript is provided at the bottom of the page.

This call was received on January 1, 2023, at approximately 1625 hours:

#### **Section 1**

▶ 0:00 / 0:16 ———— 🔊 ⋮

- Call is broken up into sections
- Audio recording
- Written transcript provided below (not pictured)

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## ***Part I – Call Review*** ***Critical Thinking Exercise***

How do you think the caller feels about this exchange?

- Critical Thinking Exercises are provided at the end of each section of the 9-1-1 call audio recording



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## ***Part I – Call Review***

### ***Critical Thinking Exercise***

The transfer of this call was handled in a disorganized manner—which likely left the caller feeling confused and uncertain about who she was speaking to. She was interrupted while attempting to provide critical information, which could have diminished her trust in the emergency response process, and impacted the tone of the rest of the interview. It is important to ensure that call transfers are executed with clear communication, proper introductions, and minimal disruption to the caller's account of the emergency.

- Our lesson production provides their perspective in answer to the Critical Thinking Exercise question

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Identifying yourself and addressing the person by name or title helps improve communication, especially when more than two people are on the same call.

- 1. True.
- 2. False.

Submit

- Learning checkpoints throughout each Dispatch Pro lesson



## Part II – Questioning Technique

### Standard Question Format

Questions should be asked in a logical order: Where, What (including Safety, Weapons, and Injuries), When, and Who. Asking questions in a logical sequence establishes a structure for leading an effective and efficient interview.



\* When applicable, caller safety should be addressed as soon as the location and nature of the emergency have been established. **Are you safe?**

The following section breaks down the 9-1-1 call into defined question categories and analyzes the call from a static environment without the possible distractions, disruptions, or other influences the dispatcher in the Target Call may have experienced.

- Analysis of dispatcher's interview & question format

## Part III – Perspectives Commentary – 1

D1: Hello? ◀ **Confusing.**

C: Uh, we're inside Dollar Tree, and a guy came in...

D2: 9-1-1, what's the address of your emergency?

D1: Uh, they...

C: Dollar Tree in Upper Sandusky.

D2: Uh, Dollar Tree in Upper? Okay. ◀ **Attempt to verify the address, then use recommended phrasing, "Tell me exactly what happened."**

D1: They're saying there is a guy there with an axe. Is the guy still there or did he leave? ◀ **1. Before transferring a caller, it is good to set an expectation. For example: "I'm going to transfer you now, please stay on the line. When they answer, I'm going to speak first." This creates space for the first dispatcher to relay the important details before letting the next dispatcher take control of the call. 2. D2's next question should have been about caller safety: "Caller, are you safe where you are?"**

C: It was like...it was like...a machete and he walked out. ◀ **Because the caller said he walked out it was important to obtain his direction of travel, "Which direction did he go?" Then, determine the caller's location and address any caller safety issues.**

D2: Alright...

- Line by line commentary by our lesson production team

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## ***Part III – Perspectives Professional Skills***

### **D1**

D1 made an excellent choice to send EMS even though there had not yet been any confirmed injuries. However, she demonstrated a lack of professionalism in the confusing transfer and botched the hand off to D2. Once she made the handoff, she should have either dropped off the line or listened silently. Always follow your agency's policies.

### **D2**

It is difficult to take a 9-1-1 call while simultaneously dispatching it, handling other radio traffic, and, in this situation, being interrupted by another dispatcher. After the initial confusion surrounding the transfer, D2 could have recovered by attempting to follow the standard question format, however, she continued to jump around from topic to topic. She did not obtain all the necessary information, gathered an inadequate suspect description, left out details when relaying information to officers, and she did a poor job of coordinating a meeting between the caller and officers.

- Analysis of how the dispatcher's professional skills in handling the 9-1-1 call

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## ***Part III – Perspectives***

### ***Situational Awareness***

Situational awareness refers to a dispatcher's ability to recognize what a caller is reporting, to anticipate how circumstances might change, and to provide direction to avoid unnecessary risk. The biggest concerns on the target call are:

**Sending EMS** – D1 demonstrated excellent situational awareness when she made the call to send EMS (even though there had not yet been any confirmed injuries). Because of the likelihood that the cashier was injured, she properly decided to send EMS.

**Leaving the Scene** – The caller was a witness but had left the scene and was some distance away. Officers would need to contact her for additional information or a statement. D2 did not provide adequate instructions to the caller to facilitate a meeting, nor did she obtain the caller's address.

**Involvement of Others** – Although D2 asked if anyone else was at the store, she did not follow up or ask if anyone else had been injured. She did not ask for any information about where the cashier, or anyone else, was in the store, or attempt to obtain a basic layout. All of this information would have helped responders more quickly locate and treat potential victims.

**Possible Hoax** – The caller expressed doubt that the incident was real. D2 never followed up on her statement or asked for any additional information that could have helped responders understand what the caller had witnessed or had caused doubt.

**Anticipating Officer Arrival** – When a dispatcher is both taking and dispatching a 9-1-1 call, communication can become chaotic and unmanageable once officers arrive on scene. As events unfold, the focus transitions away from the caller and toward the officers' requests. Dispatchers should anticipate this and ensure they provide appropriate instructions to the caller and can quickly disconnect when appropriate. D2 did not anticipate this transition and did not provide appropriate instructions to the caller prior to disconnecting.

- Analysis of the dispatcher's situational awareness in handling the 9-1-1 call



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## ***Part III – Perspectives Interpersonal Skills***

Interpersonal skills refer to the dispatcher's ability to effectively communicate, build rapport, and provide good customer service.

Both dispatchers used calm, professional, and engaging tones. D2 was understandably distracted by having to communicate with officers, but she maintained a good cadence until the end of the call. After officers arrived on scene, she became less assertive and did not sound as confident when providing instructions to the caller. This was likely due to her having to focus on the officers, however it detracted from her effectiveness and the caller's experience.

### **Assurances**

D2 could be heard dispatching the call in the background, which could have the same effect as an assurance. She attempted to provide an assurance at 1:07, but was interrupted. Her first real complete assurance was given at 1:58:

D: Well, we've got officers enroute, and the ambulance will be enroute.

**Comments:** Given the circumstances and the fact that the dispatcher was clearly heard speaking with officers, this was an acceptable number of assurances for the call.

- Analysis of the dispatcher's interpersonal skills in handling the 9-1-1 call



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## ***Part IV – Epilogue***

### ***Background and Outcome***

On New Year's Day at approximately 1625 hours, the Upper Sandusky Police Department received a call reporting that a man entered the Dollar Tree and began to wave around a machete. The man then approached a Dollar Tree employee and struck her several times with the weapon.

When officers arrived, they found an employee, Keris Riebel (22), deceased from her injuries. They discovered that the man had left the machete on scene and fled on foot. Officers initiated a search and located the man, Bethel Bekele (27), in his parked car near the Wyandot County Sheriff's Office. Bekele was taken into custody without incident and confessed to the murder. He was charged with six felonies, including aggravated murder, murder, felonious assault, and aggravated burglary.

Bekele was deemed incompetent to stand trial and is currently residing in a maximum-security mental health facility.

Riebel's family have initiated a civil lawsuit against Bekele, Dollar Tree, and Lowe's, where Bekele is believed to have purchased the machete. The suit alleges that Lowe's employees brought concerns about Bekele's behavior to management, but their concerns were dismissed.



- What Happened Next? Background and outcome of the target 9-1-1 call



## ***Part IV – Epilogue***

### ***Risk Management for the Communication Center***

Risk management involves identifying those activities where the risk of physical harm to people at the scene of an emergency and/or the risk of civil liability to the dispatcher, supervisors, or employer are the greatest. There were three high-risk areas in the Target Call:

- a) The mismanagement of the transfer
- b) Informing responders of the caller's statements that the events in the store did not seem "real" and the perpetrator's weapon "...didn't look like a real machete;"
- c) Directing the caller and her sister to return to the scene of the crime.

#### **The Transfer**

Once D1 completed the transfer to D2, she proceeded to disrupt D2's interview of the caller by interjecting her own questions and comments with those of D2. Whether or not D1 was following her agency's practice or policy by remaining connected to the call after transferring it, outside of extenuating circumstances, after briefing D2, D1 should not have had any further involvement in handling the call until after D2 had completed her interview. In jurisdictions where a primary PSAP only handles police calls and transfers fire and medical calls, the first dispatcher will transfer a medical emergency call to an EMD, remain connected to the call until the EMD interview is completed, then resume handling the call. This is a common practice because, in cases where the medical emergency may have been the result of criminal conduct, police have a responsibility to secure the scene before ambulance personnel will be allowed access to the patient. When a transferring dispatcher and a receiving dispatcher both try to interview a caller simultaneously, the integrity of the dialogue can suffer; the caller can become confused; and the efficient and effective handling of the call can be compromised. Fortunately, no significant, negative consequences occurred in the Target Call as a result of D1's unhelpful interference.

#### **Informing Responders**

D2 specifically instructed officers, "...respond to the Dollar Tree, for a male with a machete." Later in the call, the caller stated that she didn't know "if it (the

- Risk Management Training - analysis of the 9-1-1 call from risk management center



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## Part V – Outside the Call

### Psychology Snapshot

#### Psychology and Trends of Violent Crime

By Stella Benami, Clinical Psychologist

Exact data on the frequency of violent crime between strangers is difficult to obtain due to inconsistent reporting practices, unsolved cases, and unclear relationships between victims and perpetrators. Existing data suggest that crime is generally most likely to occur between people who know one another. Our desire to believe in a "just world" may skew our perception of random acts of violence, leading us to think that innocent people are targeted by evil offenders more often than is actually the case. Conversely, among public safety personnel, there may be an erroneous perception that the world is generally more violent than it is due to frequent exposure to violence.

There are many theories on the causes of violence. Typically, violent acts are presumed to be driven by powerful negative emotions including anger or fear. Interestingly, positive emotions can have an impact as well, given that some people experience a sense of pleasure associated with aggression (e.g., righting a wrong, taking revenge, etc.). Another factor is difficulty with emotion regulation; when severe, this inhibits a person's ability to control the impact of their emotions on behavior and can lead to impulsivity and violence. According to Scott Bonn, PhD, fear is often the emotion that underlies all others as a trigger for violence; adults often engage in aggressive behaviors stemming from unresolved childhood fears and resentments. Experiences of abandonment or abuse in childhood can lead individuals to see the world as a frightening and unfair place, justifying violence in response to their negative experiences.

Alcohol and drugs can also trigger the commission of violent crimes, as they alter one's ability to think clearly and logically, regulate emotions, make sound decisions, and control behaviors. Mental illness can have a significant impact on engagement in violence as well; though most mentally ill individuals are not violent, certain conditions such as bipolar disorder, antisocial personality disorder, conduct disorders, and some forms of psychosis can lead to aggression.

#### Fast Facts

- Psychological analysis of the 9-1-1 call by a clinical psychologist



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## ***Part V – Outside the Call***

### ***Learning Point – The Rise of Machetes as a Weapon of Choice***



- Learning Point - deep dive into one aspect of the 9-1-1 to give dispatchers thorough education on the topic



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## ***Part V – Outside the Call***

### ***Learning Point – The Power of Precision***

If you've ever played the game "telephone" as a child, you've seen firsthand how a simple message can morph into something entirely different as it's passed along from person to person. While this is entertaining in a casual setting, the consequences of miscommunication in emergency dispatching can be far more serious.

In emergency communications, every second counts, and every detail matters. Dispatchers act as the critical link between callers, responders, and other agencies. A minor alteration in phrasing, a missing detail, or a misunderstood statement can lead to significant consequences like delays in response, incorrect resources being dispatched, or even compromised safety.

Unlike the game of telephone, where errors are expected, dispatchers must strive for absolute clarity and accuracy when relaying information. Ensuring precise communication not only improves response times but also builds trust between callers and first responders.

#### **Common Pitfalls**

**Paraphrasing Too Much** – While summarizing information can be helpful, over-simplifying or altering key details can change the meaning entirely. For example, a caller reporting "a man pacing with a knife in his hand" is different from a dispatcher relaying "a suspicious person with a weapon." The latter lacks the important context that details responding officers need.

**Failing to Clarify Details** – If a caller provides vague or confusing information, it's crucial to ask follow-up questions before relaying it. A caller saying, "There's a huge fire!" may mean anything (depending on context) from a small trash can fire to an entire building engulfed in flames. Clarification prevents misunderstandings.

**Interrupting or Cutting Off Callers** – In the rush to obtain necessary information quickly, dispatchers may inadvertently interrupt callers, leading to

- Learning Point - deep dive into one aspect of the 9-1-1 to give dispatchers thorough education on the topic



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## ***Part V – Outside the Call Medical Objective***

### **Lacerations, Stabbings or Sharp Object Injuries**

*By Mitchel Schwindt, M.D.*

In the United States, knife-related incidents are a significant component of violent crime statistics. According to the Federal Bureau of Investigation (FBI), in 2022, there were 1,630 homicides committed with knives or cutting instruments.

Lacerations, stabbings, and other sharp object injuries can lead to significant blood loss and other complications. Prompt and appropriate care is crucial to minimize damage and ensure the victim's recovery.

#### **Key Considerations:**

**Blood Loss:** Significant blood loss can lead to life-threatening shock.

**Infection:** Open wounds are susceptible to infection.

**Nerve Damage:** Deep wounds can damage nerves, leading to loss of sensation or movement.

**Internal Injuries:** In some cases, internal organs may be injured, requiring immediate medical attention. Lacerations to solid organs such as the liver or spleen can result in massive internal bleeding.

**Neck Injuries:** All lacerations to the neck require medical evaluation in the emergency department.

#### **Instructions for Callers:**

1. **Assess the Victim's Consciousness:** Ask the caller to check if the victim is conscious and responsive.

- Medical Perspective - additional medical training written by Mitchel Schwindt, M.D.



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## ***Part V – Outside the Call Dispatcher Wellness***

### **Muscle Tension**

*By: Katy Burno, JD, MBA, LMSW*

#### **The Silence of Muscle Tension**

Muscle tension can be silent. We go about our days doing the business of life and dealing with stressors while holding our bodies in the ways we always have – shoulders up, head pitched forward, our abdominal muscles in. Many times, we do not even know we are tensing certain muscles until we begin to feel discomfort – head aches, neck discomfort, or low back pain.

#### **Identifying and Relieving Muscle Tension**

To release muscle tension, we first need to identify it by conducting a mental body scan from the top of your head to your feet, feeling for areas of tension or discomfort in your muscles.

Once you have identified an area of tension, you can use one of the following techniques to release it:

**Progressive muscle relaxation:** In progressive muscle relaxation we tense and relax the muscle while focusing on the different sensations. To do this, tense the muscle with each inhale and relax it on the exhale. Try it for three rounds and notice what changes you feel. You may also find it helpful to tense and relax all your muscle groups in order from your feet to your head (see the video below).

**Stretching:** Stretching tense muscles helps them relax. To use this technique, gently stretch the muscle as you inhale and exhale for three rounds. Then, take a moment to notice the changes you feel.

**Self-Massage:** To conduct a self-massage, apply gentle pressure and massage the tense muscle while accompanying it with slow, deep inhales and

- 5-minute mental health training section
- Mental & emotional development training
- Written by Katy Burno, JD, MBA, LMSW



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## ***Part VI – Final Review Discussion Questions***

With the approval of your supervisor, the following questions about the Target Call can serve as useful launching points for discussions:

1. What protocols does your agency have regarding transfers and/or requesting assistance from other agencies?
2. How would you professionally handle a transferring dispatcher who stayed on the line and interrupted your interview?
3. Describe a time when you made a mistake in relaying the correct information. What was the outcome and what did you learn from the experience?
4. What techniques do you use to help reduce tension and stress?
5. What aspects of how the dispatcher handled the Target Call (professionalism, customer service, and general effectiveness) were done well?
6. What, if anything, would you have done differently than the dispatcher, and why?



- Discussion questions for your team
- Encourages critical thinking skills and constructive dialogue



# FINAL EXAM

- 10 multiple choice questions
- Default passing score set to 70
- Customizable passing score
- Unlimited exam attempts
- Downloadable certificates

## Certificate of Completion

**Police Legal Sciences, Inc.**

Verifies that

**COL-Trial-VA-K Curles**

has successfully completed the following ONE (1) hour lesson:

**PLS Dispatch Pro – 2020 Lesson 10 – Caller shot her 2-yr old – Son finds dad/stepmother dead**

Date of completion:

**November 3, 2021**

**Score: 100%**

Verification ID: 61a57f3c-1ac0-4d5b-907d-cdb0939a3f9d

# LESSON PLANS

- Available for each lesson
- Download as a PDF
- Save for future reference
- Submit to certifying body



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## Syllabus

### 2025 Lesson 7 Machete Attack

**Lesson Goal**  
 The goal of this lesson is help prepare dispatchers to confidently and professionally handle high-risk, low-frequency 9-1-1 calls such as a caller reporting that a man attacked a woman with a machete.

- Lesson Structure**
- I. Call Review: Communication Center Information; Audio and Transcript; Critical Thinking Exercises
  - II. Interview: Standard Question Format; Ending the Call
  - III. Perspectives: Commentary; Professional Skills; Situational Awareness; Interpersonal Skills
  - IV. Epilogue: Background and Outcome; Civil Liability; Risk Management
  - V. Outside the Call: Learning Point Articles; Psychology Snapshot; Medical Objective, Dispatcher Wellness
  - VI. Final Review: Summary of Key Points; Discussion Questions; Final Exam

**9-1-1 Call**  
 Machete Attack

- Key Points**
1. Proper call transferring etiquette
  2. Gathering and relaying accurate information
  3. Addressing safety concerns
  4. Deciding when EMS should be sent
  5. Providing appropriate instructions to the caller

- Learning Point Articles**
1. The Rise of Machetes as a Weapon of Choice
  2. The Power of Precision

**Medical Objectives**

1. Lacerations, Stabbings or Sharp Object Injuries – Mitchel Schwindt, M.D.

**Psychology Snapshot and Dispatcher Mental Health**

1. Psychology and Trends of Violent Crime – Dr. Stella Benami, Clinical Psychologist
2. Muscle Tension – By Katy Burno JD, MBA, LMSW

To provide feedback about this lesson, please use the following form:

<https://forms.office.com/r/0TBkav5f1u>

Accreditations	
TCOLE	3852
GA2025	DYD16G
NM	

\*The call in this lesson deals with a medical emergency. Agencies in Oregon may consider using this lesson to help satisfy the EMD maintenance training requirement under Oregon Administrative Rule 259-008-0064(A)(c)

**Dispatch Pro is eligible to satisfy  
recertification requirements for:**

1 Lesson  
=  
1 Credit Hour



**EPD**

**EMD**

**EFD**



**EMD**

# PACKAGES & PRICING

**6**

**LESSONS**

- 1 lesson every other month
- Generally call-based lessons

**\$80 per  
dispatcher / year**

**12**

**LESSONS**

- 1 lesson every month
- Generally call-based lessons

**\$120 per  
dispatcher / year**

**16**

**LESSONS**

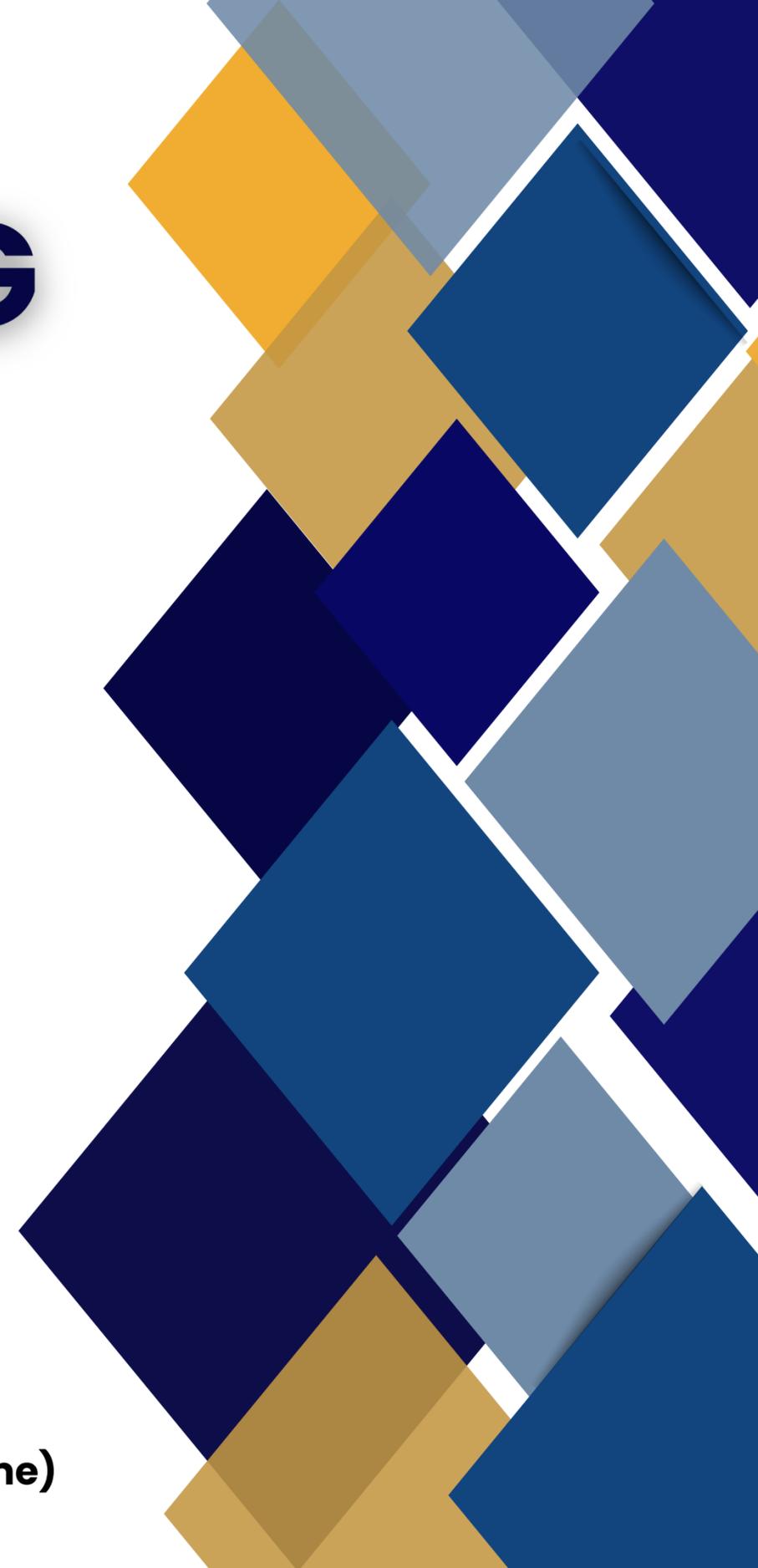
- 1 lesson every month
- PLUS 4 technical / interpersonal skills lessons released once a quarter.

**\$160 per  
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**FREE**

*PLS offers free training for any part time / per diem dispatchers*

**+ \$2 service fee for all users (full-time and part-time)**





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# Thank You

For Your Attention and Cooperation



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