FEDERAL BUREAU OF INVESTIGATION
FOI/PA
DELETED PAGE INFORMATION SHEET
FOI/PA# 1397123-0

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Page 46 ~ b7E;
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FD-71 Complaint Form User Guide

Updated September 21, 2011

FEDERAL BUREAU OF INVESTIGATION

FD-71 Complaint Form: User Guide

Updated: September 21, 2011

Form Version: 2.0.9000.72

Form Date: 8/22/2011

FEDERAL
BUREAU OF
INVESTIGATION

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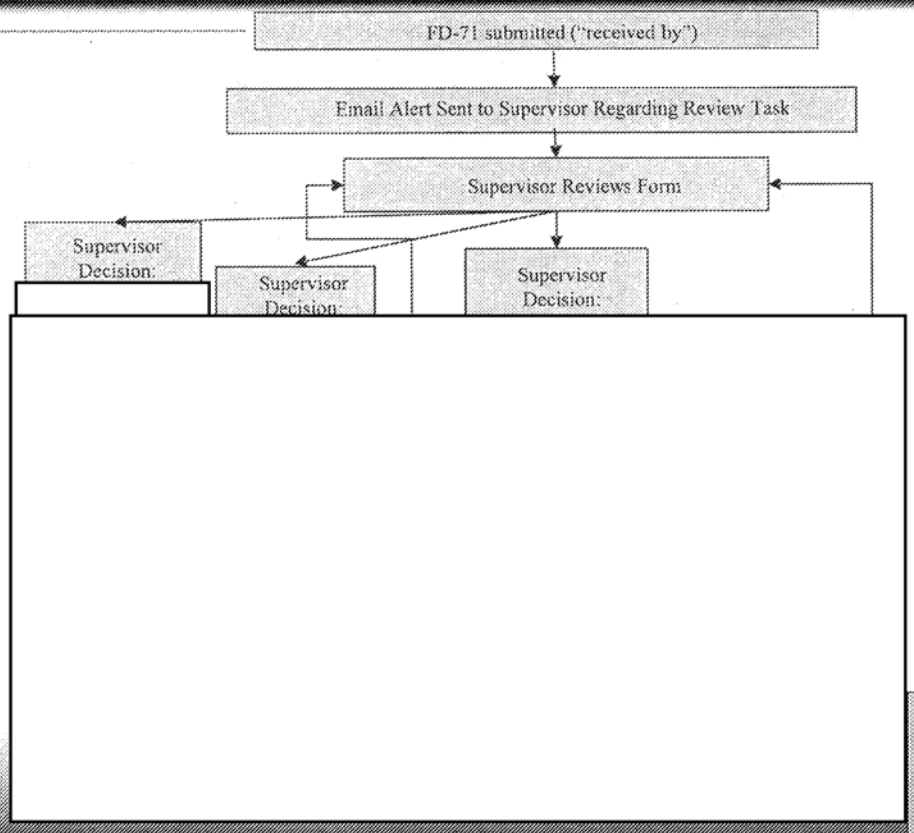
FD-71: Purpose and Users

- Form FD-71 is used for:
  - ⇨ Complaint Intake
  - ⇨ Documenting [redacted] assessments (per the DIOG)
    - NOTE: All terrorism related complaints and assessments should be documented [redacted]
  - ⇨ Opening a predicated investigation (PI or Full) based on the results of an assessment
- Users of the form
  - ⇨ Originator: Any complaint originator
  - ⇨ Supervisor: SSA or SIA who can assign an assessment
  - ⇨ Agent/Analyst: Any employee who is authorized to conduct assessment investigative activities
  - ⇨ CDC/ADC: SIM review
  - ⇨ ASAC/SAC: SIM review

FD-71: Workflow/Business Process

NOTE:

- Responsible Supervisor MUST be identified prior to form submission.
- When SIM is chosen, general read permissions are removed. Contribute permissions are granted to specified CDC, ASAC, and SAC.



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NOTE:

- If the assessment period end date is exceeded, the FD-71 will automatically be routed to the supervisor.

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FD-71: Opening a New Form

FD-71: Current Step & Classification Information

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FD-71: Received By

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FD-71: Spinoff from [redacted]

FD-71: Responsible Investigator/Supervisor & Summary

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FD-71: Sensitive Investigative Matter (SIM)

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FD-71: Facts of Incident & Complainant

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FD-71: Subject

FD-71: Victim

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FD-71: Witness

FD-71: Findings

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FD-71: Attachments & Submittal

FD-71: Form Identifiers

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FD-71: Supervisor Review

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FD-71: Supervisor Decision Overview

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FD-71: Supervisor Decisions Overview

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FD-71: Supervisor Decision:

[redacted]

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[redacted]

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FD-71: Supervisor Decision:

[redacted]

[redacted]

FD-71: Supervisor Decision:

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FD-71: Supervisor Decision:

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FD-71: Supervisor Decision:

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FD-71: Supervisor Decision:

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FD-71: Supervisor Decision:

[redacted]

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FD-71: Supervisor Decision:

[redacted]

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FD-71: Uploading with Attachments

Prior to uploading, please double check the size of your attachments. [redacted] if your attachments exceed this size, the ACS upload will fail with the error message depicted below.

If you receive the error message below, ACS has rejected your form because it is taking too long to upload. [redacted]

FD-71: Investigator's action

- Review the facts of the incident, the supervisory decision, and determine appropriate investigative steps . Once the appropriate actions have been taken, the form is then submitted back to the supervisor for review.

⇨ Items that should be filled out are:

- Investigative methods
- Findings
- Authorized Purpose and Objective
- Any additional information on the Subject, Witness or Victim.

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FD-71: Investigative Methods

FD-71: Investigative Methods [redacted]

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When the Investigative Method [redacted] is selected, additional fields must be filled out.

FD-71: Investigative Methods [redacted]

When the Investigative Method [redacted] is selected, additional fields must be filled out.

FD-71: Findings

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FD-71: Authorized Purpose and Objective

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The Authorized Purpose and Objective field should be updated, if necessary, to demonstrate that the assessment is continuing based upon an evaluation that the purpose changed or new objectives are sought.

This is a mandatory field that must be filled out before submitting the FD71 back to the supervisor or saving changes to the form.

FD-71: Submission back to Supervisor

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When all required information has been inpu

FD-71: Originator Responsibilities

- Complete mandatory form fields:
  - Document classification
  - Recipient name/e-mail
  - Office
  - Supervisor name/e-mail
- Summarize incident in synopsis
- Provide details in facts of incident
- Provide details on complainant, subject, and any known victims/witnesses, etc., in those fields
- Document any investigative methods [redacted] b7E
- If appropriate, identify the matter as a SIM [redacted]
- Submit the form to the named supervisor

FD-71: Agent/Analyst Responsibilities

- Review the facts of the incident, the supervisory decision, and determine appropriate investigative steps
- If appropriate, identify the matter as a SIM
  - If a SIM, follow office procedure for CDC review and SAC (or ASAC, if delegated) approval
- Document investigative methods [redacted] b7E
- [redacted]
- Submit the form to the named supervisor, [redacted]

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FD-71: Supervisor Responsibilities

- ⇨ Review the documented incident per the DIOG standards for [redacted] assessments.
- ⇨ Perform justification review for assessments still ongoing after 30 days.
- ⇨ If appropriate, identify the matter as a SIM
  - If a SIM, follow office procedure for CDC review and SAC (or ASAC, if delegated) approval
- ⇨ Choose an appropriate disposition for the incident
  - Close the incident [redacted]
  - Reassign the incident to another squad/office [redacted]
  - Assign the incident to an agent/analyst to work as an assessment [redacted]
  - Approve a method [redacted]

FD-71 Revision History

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- Current Version of the Form: 2.0.9000.72
  - ⇨ Date deployed: 8/22/2011
  - ⇨ Major changes:
- Previous Versions: 1.4, 1.3, 1.5, 2.0

FD71: Feedback/Support

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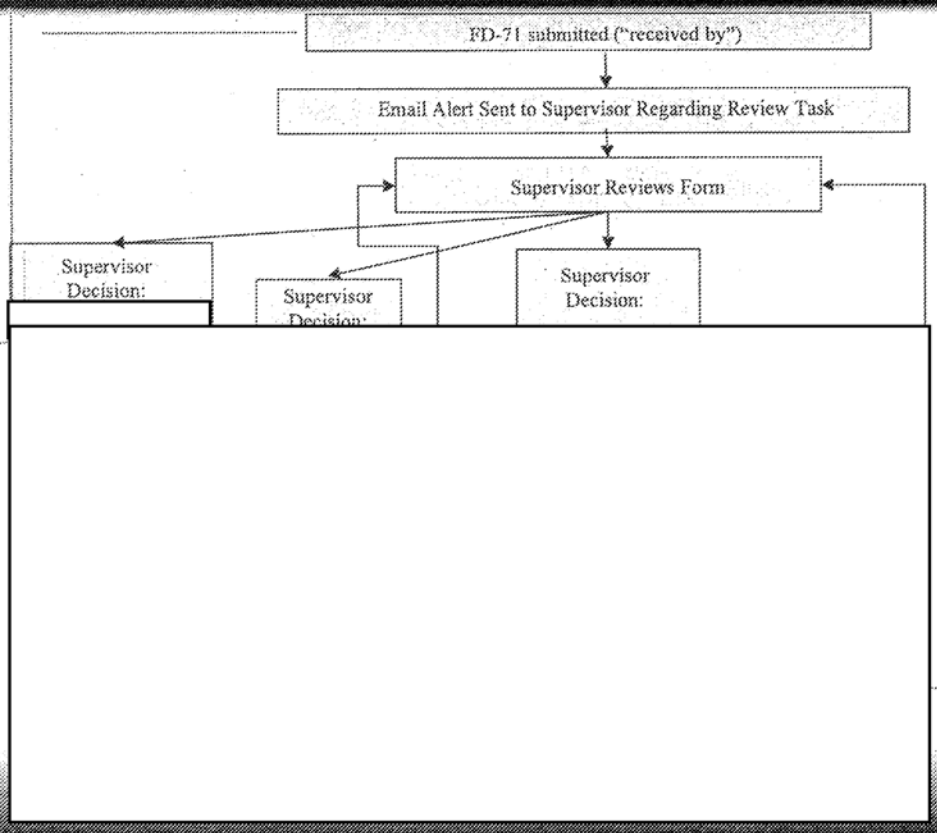
- Form owner: CPO
- FAQ:
- CPO Contact Information:
  - ⇨ Customer Support:
    - **Phone:**
    - **Email:**

FD-71: Workflow/Business Process

NOTE:

•Responsible Supervisor MUST be identified prior to form submission.

•When SIM is chosen, general read permissions are removed. Contribute permissions are granted to specified CDC, ASAC, and SAC.



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NOTE:

•Email alert is repeated if the period end date is exceeded and cc'ed to supervisor.

FBI Official Record of Training for Records between 08/12/2012 and 12/31/2012

Public Access Line Training Schedule September 12, 2012 Through September 14, 2012

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Date	Time	Group A	Group B	Group C	Group D
Tuesday, September 04, 2012	7 AM - 8 AM				
Tuesday, September 04, 2012	8 AM - 9 AM	Approx. 20-30 Minutes SES Greeting (Mr. Pender?) Auditorium	Approx. 20-30 Minutes SES Greeting (Mr. Pender?) Auditorium	Approx. 20-30 Minutes SES Greeting (Mr. Pender?) Auditorium	Approx. 20-30 Minutes SES Greeting (Mr. Pender?) Auditorium
Tuesday, September 04, 2012	9 AM - 10 AM	Teambuilding/Auditorium	Teambuilding/Auditorium	Teambuilding/Auditorium	Teambuilding/Auditorium
Tuesday, September 04, 2012	10 AM - 11 AM				
Tuesday, September 04, 2012	11 AM - 12 PM				
Tuesday, September 04, 2012	12 PM - 1 PM	Lunch			
Tuesday, September 04, 2012	1 PM - 2 PM	[redacted] Group A (STAS) Classroom 601	[redacted] Group B (STAS) Classroom 609	Verbal	Verbal
Tuesday, September 04, 2012	2 PM - 3 PM				
Tuesday, September 04, 2012	3 PM - 4 PM			Group C [redacted] 607	Group D - [redacted] 607
Tuesday, September 04, 2012	4 PM - 5 PM				
Tuesday, September 04, 2012	5 PM - 6 PM				
Wednesday, September 05, 2012	7 AM - 8 AM			[redacted] Group C (7-9:30 AM) (STAS) Classroom 601	
Wednesday, September 05, 2012	8 AM - 9 AM	Verbal	Verbal		
Wednesday, September 05, 2012	9 AM - 10 AM				
Wednesday, September 05, 2012	10 AM - 11 AM				[redacted] Group D (10-12:30) (STAS) Classroom 601
Wednesday, September 05, 2012	11 AM - 12 PM	Group A [redacted] 607	Group B [redacted] 607		
Wednesday, September 05, 2012	12 PM - 1 PM	Lunch			
Wednesday, September 05, 2012	1 PM - 2 PM	ITU #1-3 E-1 Conference Room (ITU)	ITU #1-3 E-1 Conference Room (ITU)	ITU #1-3 E-1 Conference Room (ITU)	ITU #1-3 E-1 Conference Room (ITU)
Wednesday, September 05, 2012	2 PM - 3 PM				
Wednesday, September 05, 2012	3 PM - 4 PM				
Wednesday, September 05, 2012	4 PM - 5 PM				
Wednesday, September 05, 2012	5 PM - 6 PM				
Thursday, September 06, 2012	7 AM - 6 PM	NCIC Training/Certification [redacted] *Room E-1 Conference Room* *Groups A, B, C and D*			
Thursday, September 06, 2012					
Thursday, September 06, 2012					
Thursday, September 06, 2012					
Friday, September 07, 2012	7 AM - 8 AM				
Friday, September 07, 2012	8 AM - 9 AM				
Friday, September 07, 2012	9 AM - 10 AM	ITU #4-6 Group A (ITU) Classroom 601	ITU #4-6 Group B (ITU) Classroom 609	[redacted] Groups C and D (PCC [redacted] Room 607	[redacted] C and D (PCC [redacted] Room 607
Friday, September 07, 2012	10 AM - 11 AM				
Friday, September 07, 2012	11 AM - 12 PM				
Friday, September 07, 2012	12 PM - 1 PM	Lunch			
Friday, September 07, 2012	1 PM - 2 PM				
Friday, September 07, 2012	2 PM - 3 PM	[redacted] Groups A and B (PCC [redacted] Room 607	[redacted] Groups A and B (PCC [redacted] Room 607	ITU #4-6 Group C (ITU) Classroom 601	ITU #4-6 Group D (ITU) Classroom 609
Friday, September 07, 2012	3 PM - 4 PM	Violations Training Room 603 [redacted]	Violations Training Room 603 [redacted]		
Friday, September 07, 2012	4 PM - 5 PM				
Friday, September 07, 2012	5 PM - 6 PM				
Monday, September 10, 2012	7 AM - 8 AM				
Monday, September 10, 2012	8 AM - 9 AM				
Monday, September 10, 2012	9 AM - 10 AM	Who's A Strong Communicator	Who's A Strong Communicator	Who's A Strong Communicator	Who's A Strong Communicator

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Monday, September 10, 2012	10 AM - 11 AM	Group A [redacted] E-1	Group B [redacted] E-1	Group C [redacted] E-1	Group D [redacted] E-1
Monday, September 10, 2012	11 AM - 12 PM				
Monday, September 10, 2012	12 PM - 1 PM	Lunch			
Monday, September 10, 2012	1 PM - 2 PM	[redacted] E-1 Conf. Room (POC [redacted]	[redacted] E-1 Conf. Room (POC [redacted]	[redacted] E-1 Conf. Room (POC [redacted]	[redacted] E-1 Conf. Room (POC [redacted]
Monday, September 10, 2012	2 PM - 3 PM	[redacted] Group A - Room 601 (POC [redacted]	[redacted] Group B - Room 601 (POC: [redacted]	The Power of One [redacted] Room 607	The Power of One [redacted] Room 607
Monday, September 10, 2012	3 PM - 4 PM	The Power of One [redacted] Room 607	The Power of One [redacted] Room 607	[redacted] Group C - Room 601 (POC: [redacted]	[redacted] Group D - Room 601 (POC [redacted]
Monday, September 10, 2012	4 PM - 5 PM				
Monday, September 10, 2012	5 PM - 6 PM				
Tuesday, September 11, 2012	7 AM - 8 AM				
Tuesday, September 11, 2012	8 AM - 9 AM				
Tuesday, September 11, 2012	9 AM - 10 AM	Customer Service [redacted] Group A - Classroom 607	Customer Service [redacted] Group B - Classroom 607	Violations Training Room 603 [redacted]	Violations Training Room 603 [redacted]
Tuesday, September 11, 2012	10 AM - 11 AM				
Tuesday, September 11, 2012	11 AM - 12 PM				
Tuesday, September 11, 2012	12 PM - 1 PM	Lunch			
Tuesday, September 11, 2012	1 PM - 2 PM				
Tuesday, September 11, 2012	2 PM - 3 PM				
Tuesday, September 11, 2012	3 PM - 4 PM	Active Listening/Completing an FD-71 Complaint Form (LECSU) E-1 Conf. Room	Active Listening/Completing an FD-71 Complaint Form (LECSU) E-1 Conf. Room	Active Listening/Completing an FD-71 Complaint Form (LECSU) E-1 Conf. Room	Active Listening/Completing an FD-71 Complaint Form (LECSU) E-1 Conf. Room
Tuesday, September 11, 2012	4 PM - 5 PM				
Tuesday, September 11, 2012	5 PM - 6 PM				
Wednesday, September 12, 2012	7 AM - 8 AM				
Wednesday, September 12, 2012	8 AM - 9 AM	Foreign Language Requirements (DI) E-1 Conference Room	Foreign Language Requirements (DI) E-1 Conference Room	Foreign Language Requirements (DI) E-1 Conference Room	Foreign Language Requirements (DI) E-1 Conference Room
Wednesday, September 12, 2012	9 AM - 10 AM				
Wednesday, September 12, 2012	10 AM - 11 AM	Phone Utilization 10:00am-10:15am Classroom 608 [redacted]	Phone Utilization 10:15am-10:30am Classroom 608 [redacted]	Phone Utilization 10:30am-10:45am Classroom 608 [redacted]	Phone Utilization 10:45am-11:00am Classroom 608 [redacted]
Wednesday, September 12, 2012	11 AM - 12 PM				
Wednesday, September 12, 2012	12 PM - 1 PM	Lunch			
Wednesday, September 12, 2012	1 PM - 2 PM	Grammar	Grammar	Customer Service [redacted] Group C - Classroom 607	Customer Service [redacted] Group D - Classroom 607
Wednesday, September 12, 2012	2 PM - 3 PM				
Wednesday, September 12, 2012	3 PM - 4 PM				
Wednesday, September 12, 2012	4 PM - 5 PM	Group A [redacted] 603	Group B [redacted] 603		
Wednesday, September 12, 2012	5 PM - 6 PM				
Thursday, September 13, 2012	7 AM - 8 AM				
Thursday, September 13, 2012	8 AM - 9 AM	Operations of Taking Calls/Listening to Calls/Breakout Group [redacted] VFO Employees	Operations of Taking Calls/Listening to Calls/Breakout Group [redacted] VFO Employees	Grammar	Grammar
Thursday, September 13, 2012	9 AM - 10 AM				
Thursday, September 13, 2012	10 AM - 11 AM				
Thursday, September 13, 2012	11 AM - 12 PM	Group A - Classroom 607	Group B - Classroom 607	Group C - [redacted] 603	Group D [redacted] 603
Thursday, September 13, 2012	12 PM - 1 PM	Lunch			
Thursday, September 13, 2012	1 PM - 2 PM			Operations of Taking Calls/Listening to Calls/Breakout Group [redacted] VFO Employees	Operations of Taking Calls/Listening to Calls/Breakout Group [redacted] VFO Employees
Thursday, September 13, 2012	2 PM - 3 PM				
Thursday, September 13, 2012	3 PM - 4 PM				
Thursday, September 13, 2012	4 PM - 5 PM			Group C - Classroom 607	Group D - E1 Classroom 607

Thursday, September 13, 2012	5 PM - 6 PM				
Friday, September 14, 2012	7 AM - 8 AM				
Friday, September 14, 2012	8 AM - 9 AM				
Friday, September 14, 2012	9 AM - 10 AM	Compliance (OIC) E-1 Conference Room	Compliance (OIC) E-1 Conference Room	Compliance (OIC) E-1 Conference Room	Compliance (OIC) E-1 Conference Room
Friday, September 14, 2012	10 AM - 11 AM				
Friday, September 14, 2012	11 AM - 12 PM				
Friday, September 14, 2012	12 PM - 1 PM	Lunch			
Friday, September 14, 2012	1 PM - 2 PM				
Friday, September 14, 2012	2 PM - 3 PM				
Friday, September 14, 2012	3 PM - 4 PM				
Friday, September 14, 2012	4 PM - 5 PM				
Friday, September 14, 2012	5 PM - 6 PM				

The NCIC File Reference

Revised October 2012

U.S. Department of Justice
Federal Bureau of Investigation
Criminal Justice Information Services (CJIS) Division

The NCIC File Reference

Revised October 2012

National Crime Information Center
NCIC

The National Crime Information Center (NCIC) is a computerized information system available to law enforcement and criminal justice agencies. The System includes records of wanted persons, missing persons, and persons who pose a threat to officer and public safety, as well as records for stolen property items. Records of persons are generally indexed and accessed using identifiers such as names and dates of birth, Social Security numbers, and operator's license numbers. Records of property are generally indexed and accessed using identifiers such as serial numbers, license plate numbers, vehicle identification numbers, and owner applied numbers.

NCIC files, the year of implementation, and the records the files contain

A discussion of each NCIC file, the year the file became part of the NCIC System, the type of information contained in the file, and how long a record remains in the file follows. The files are grouped by type and are in chronological order by the year each was implemented.

PERSON FILES

Wanted Person File (1967)

The Wanted Person File contains records of individuals who have an outstanding warrant(s). This file also contains records of juveniles who have been judged delinquent and who have escaped from custody or supervision or who have absconded while on probation or parole. The file also contains records of juveniles who were charged with committing an act of delinquency that would be a crime if committed by an adult and who have fled from the state in which the act was committed. Agencies may also enter temporary felony want records into this file. Temporary felony want records allow a law enforcement agency to take prompt action to apprehend a person suspected of committing a felony

when circumstances prevent the agency from immediately obtaining a warrant. Except for temporary felony want records, which are active for 48 hours, Wanted Person File records remain in this file indefinitely.

Missing Person File (1975)

The Missing Person File contains records of missing persons of any age who have a proven physical or mental disability; records of persons who are missing under circumstances indicating that they may be in physical danger or abducted; records of persons missing after a catastrophe; records of persons under the age of 21 who are missing but who do not meet any of the above criteria; and records of persons aged 21 and older who are missing but who do not meet any of the above criteria but for whom there is a reasonable concern for their safety. Records remain in this file indefinitely.

Unidentified Person File (1983)

The Unidentified Person File contains records of unidentified deceased persons, living persons who are unable to verify their identities, unidentified catastrophe victims, and recovered body parts. Records remain in this file indefinitely.

Foreign Fugitive File (1987)

Only the staff of the International Criminal Police Organization (INTERPOL) and the Royal Canadian Mounted Police (RCMP) can enter records into this file, which is available to all criminal justice agencies. INTERPOL records contain information on persons wanted in other countries for crimes that would be felonies if committed in the United States. The wanting country must have signed an extradition treaty or convention with the United States, or the subject must be wanted for a violent crime or otherwise must be known to be violent, armed, or dangerous. The RCMP records contain information on persons who are wanted for violations of the Criminal Code of Canada and for whom there is an outstanding Canada-wide warrant. Records remain in this file indefinitely.

Immigration Violator File (1996)

Only the staff of the Department of Homeland Security's Bureau of Immigration and Customs Enforcement can enter records into this file, which is available to all criminal justice agencies. This file contains records of criminal aliens whom immigration authorities deported for drug or firearms trafficking, serious violent crimes, or both; information on aliens who have outstanding administrative warrants for removal from and who have unlawfully remained in the United States; and records of aliens who have outstanding administrative warrants for failure to comply with national security registration requirements. Records remain in this file indefinitely.

Protection Order File (1997)

The Protection Order File contains records of individuals who are subject to court-issued orders to prevent violent or threatening acts, harassment against, contact or communication with, or physical proximity to another person(s). The NCIC System retains records in this file until the record reaches the date in the Date of Expiration Field. Nonexpiring records remain in the NCIC System indefinitely. The System retains expired and cleared records in an inactive status for the remainder of the year in which the record was cleared or expired plus 5 years.

National Sex Offender Registry (1999)

Records of sex offenders or other persons required to register under a jurisdiction's sex offender registry program are contained within this file. Records stay in the file until the record reaches the date in the Ending Registration Date Field. Nonexpiring records remain in the file indefinitely. The NCIC System retains expired or cleared records in an inactive status indefinitely.

Supervised Release File (1999)

The Supervised Release File contains records of individuals who are under specific restrictions during their probation, parole, supervised release, pre-trial sentencing, or released on their own recognizance. The System retains records until

the date in the Date of Probation Expiration Field is reached. Nonexpiring records remain in the System indefinitely.

Identity Theft File (2005)

The Identity Theft File contains records of victims of identity theft with descriptive and other information that law enforcement personnel can use to determine if an individual is a victim of identity theft or if the individual might be using a false identity. The NCIC System retains records in this file until the record reaches the date in the Date of Purge (DOP) Field. The maximum retention period is 5 years.

Gang File (2009)

This file was originally part of the Violent Gang and Terrorist Organization (VGTOF) File created in 1995. The Gang File contains records of violent gangs and their members. Records of gangs remain in the file indefinitely. Records of gang members are retained until the record reaches the date in the DOP Field. Records with a nonexpiring DOP are retained indefinitely.

Known or Appropriately Suspected Terrorist (KST) File (2009)

This file was originally part of the VGTOF created in 1995. The FBI's Terrorist Screening Center (TSC) is the only entity that can enter records into this file, which is available to all criminal justice agencies. KST records contain information on persons who have been nominated as a known or suspected terrorist to the TSC. These records remain in the file indefinitely or until the TSC staff removes them.

Protective Interest File (2011)

The Protective Interest File contains records for individuals for whom an authorized agency reasonably believes, based on its law enforcement investigation, might pose a threat to the physical safety of protectees or their immediate families. Only law enforcement agencies with a protective mission as specified within municipal, state, or federal statutes, regulations, or other appropriate legal authority may enter records into this file. The Protective Interest File expands upon the U.S. Secret Service Protective File, which was originally created in 1983. Records remain in this file indefinitely.

NICS Denied Transaction File (2012)

The NICS Denied Transaction File (NDTF) contains records regarding individuals who, having been determined to be prohibited persons according to the Brady Handgun Violence Prevention Act of 1993 (Brady Act), have been denied as a result of a National Instant Criminal Background Check System (NICS) background check. NDTF information will not be maintained on the NCIC system logs. NDTF records are entered and canceled through an interface between NCIC and NICS. NDTF records are available in NCIC for 180 days from the Date of NICS Denial. IF the status of a NICS denied transaction is subsequently changed, such as the result of a successful appeal, then the corresponding NDTF record will be removed from NCIC.

Violent Person File (2012)

The Violent Person File (VPF) contains records of individuals who have been convicted of violent crimes, or have made credible threats, against law enforcement and individuals who have been convicted of certain other violent crimes. The VPF was designed to alert law enforcement officers that an individual they are encountering may have the propensity for violence against law enforcement. Records remain in this file indefinitely.

PROPERTY FILES

Article File (1967)

The Article File contains records of any stolen item valued at $500 or more; records of all property taken, regardless of value, if the aggregate value taken in one theft exceeds 5,000; records of property taken, regardless of value, if the investigation indicates interstate movement of the property; records of property taken in which the seriousness of the crime indicates that the investigating agency should enter a record for investigative purposes; or records of

lost Public Safety, Homeland Security, or Critical Infrastructure items of identification. The Article File records remain active for the balance of the year of entry plus 1 year, with the exception of lost Public Safety, Homeland Security, or Critical Infrastructure (Category Q) items of identification, which stay active indefinitely.

Gun File (1967)

The Gun File contains records of stolen weapons; recovered (abandoned, seized, or found) weapons; lost or missing weapons; or weapons that have been used in the commission of a felony. Records of stolen, lost, or felony guns remain in the file indefinitely. Recovered gun records remain active for the balance of the year of entry plus 2 years.

License Plate File (1967)

The License Plate File contains records of stolen license plates. The License Plate File records remain active for the balance of the year of entry plus 4 years.

Vehicle File (1967)

The Vehicle File contains records of stolen vehicles, vehicles used in the commission of a felony, or vehicles that a law enforcement agency seizes based on a federally-issued court order. Records of felony vehicles and vehicles subject to seizure remain active for 90 days from the date of entry; records of stolen vehicles remain active for the balance of the year of entry plus 4 years.

Securities File (1968)

The Securities File contains records of securities that were stolen, embezzled, used for ransom, or counterfeited. Securities are identified as currency and documents or certificates that are evidence of debt or ownership of property or documents that represent subscription rights. Examples of securities include Federal Reserve notes, warehouse receipts, traveler's checks, money orders, stocks, and bonds. Securities File records of ransom securities remain active indefinitely. Records of stolen traveler's checks and money orders remain active for the balance of the year of entry plus 2 years; records of all other stolen, embezzled, or counterfeited securities remain active for the balance of the year of entry plus 1 years.

Boat File (1969)

The Boat File contains records of stolen boats. The Boat File records remain active for the balance of the year of entry plus 4 years.

Vehicle/Boat Part File (1999)

The Vehicle/Boat Part File contains records of stolen component parts from a vehicle or boat or ownership documentation. The Vehicle/Boat Part File records remain active for the balance of the year of entry plus 4 years.

OTHER FILES

Interstate Identification Index (III) (1983)

The III is not an NCIC file but is an index accessible through the NCIC System. The III contains personal descriptor information that an authorized agency can use to determine if a subject has a state or federal criminal history record on file. A positive response from the III will include instructions on how the agency can retrieve the corresponding history record.

Originating Agency Identifier (ORI) File (1985)

Agencies must have an ORI in order to access the NCIC System. The ORI File contains contact information (such as an agency's address and telephone number) of agencies that have an ORI. Records remain in this file indefinitely.

Image File (1999)

Images can be associated with NCIC records to assist agencies in identifying people and property items. In addition to identifying images, the file contains generic images that can be used as references for particular makes and models of vehicles and boats. If there is an identifying image associated with a record in this file, the image remains in the file until the record is canceled or expires. Generic images remain in the file indefinitely.

Retrievability

Mandatory descriptors for NCIC inquiries are listed below:

Wanted Person File

A Wanted Person File inquiry will also search the Foreign Fugitive, Gang, Identity Theft, Immigration Violator, KST, Missing Person, National Sexual Offender Registry, Protection Order, Supervised Release, Protective Interest, and the Violent Person Files. Inquiries containing vehicle identifiers will also search the License Plate, Vehicle/Boat Part, and Vehicle Files. Inquiries that contain a Miscellaneous Number, Social Security number, or Operator's License Number will also search the Article File. A Wanted Person File inquiry must include:

- Name (NAM) and one or more of the following identifiers: Date of Birth (DOB), Operator's License Number (OLN), Social Security Number (SOC), FBI Number (FBI), Miscellaneous Number (MNU), Vehicle Identification Number (VIN), and License Plate Number (LIC). The License State (LIS), Sex (SEX), and Race (RAC) Fields are not required, but agencies should include information in those fields to limit the scope of the search.
- LIC, VIN, or both.
- Name (NAM) and Originating Agency Case Number (OCA) only.

Missing Person File

Agencies must use a Wanted Person File inquiry to search the Missing Person File with name and unique identifiers. Agencies must use a Missing Person File inquiry to search nonunique identifiers. The Missing Person File inquiry must include: Approximate Age (AGE), Sex (SEX), Race (RAC), Height (HGT), Weight (WGT), Eye Color (EYE), and Hair Color (HAI).

Unidentified Person File

- An Unidentified Person File Body Part Status (BPS) inquiry must include: the BPS Field. Sex (SEX), Race (RAC), and Area (ARE) are not required, but agencies should include information in these fields to limit the scope of the search.
- An Unidentified Person File nonunique inquiry must include: Approximate Age (AGE), Sex (SEX), Race (RAC), Eye Color (EYE), Hair Color (HAI), Height (HGT), and Weight (WGT).

Foreign Fugitive File

Agencies must use a Wanted Person File inquiry to search the Foreign Fugitive File.

Immigration Violator File

Agencies must use a Wanted Person File inquiry to search the Immigration Violator File.

Protection Order File

Agencies may use a Wanted Person File inquiry to search the Protection Order File. Information in the Name, Date of Birth, and Social Security Number Fields will also search the Protected Person Name, Protected Person Date of Birth, and the Protected Person Social Security Number Fields. To limit the search to the Protection Order File (active, expired, and cleared records), agencies must conduct a Protection Order File (QPO) inquiry using the same descriptors as in a Wanted Person File inquiry, except a QPO can be made using: Name (NAM) and Protection Order Number (PNO) only.

National Sex Offender Registry (NSOR)

Agencies may use a Wanted Person File inquiry to search the NSOR. To limit the search to the National Sex Offender Registry, agencies must conduct a sex offender inquiry (QXS) using the same descriptors as in a Wanted Person File inquiry, except a QXS can be made using: Zip Code (ZIP) only.

Supervised Release File

Agencies must use a Wanted Person File inquiry to search the Supervised Release File.

Identity Theft File

Agencies may use a Wanted Person File inquiry to search the Identity Theft File. To limit the search to the Identity Theft File, agencies must conduct an Identity Theft File inquiry (QID) using the same descriptors as in a Wanted Person File inquiry.

Gang File

Agencies must use the following to search the Gang File:

- **Group Reference Capability**
  Group Name (GNG), Subgroup Name (SGP), or both.
- **Group Member Capability**
  Agencies may use a Wanted Person File inquiry. To limit the search to the Gang and KST Files, agencies must conduct a Group Member inquiry (QGM) using the same descriptors as in a Wanted Person File inquiry.

Known or Appropriately Suspected Terrorist (KST) File

Agencies may use a Wanted Person File inquiry to search the KST File. Agencies may also conduct a QGM inquiry using the same descriptors as a Wanted Person File inquiry.

Protective Interest File

Agencies must use a Wanted Person File inquiry to search the Protective Interest File.

NICS Denied Transaction File

Agencies must use the NICS Denied query to search the NICS Denied Transaction File.

Violent Person File

Agencies must use a Wanted Person File inquiry to search the Violent Person File.

Article File

Agencies must use the following to search the Article File: Serial Number (SER), which will also search the Owner Applied Number Field, and Type (TYP).

Gun File

Agencies must use the following to search the Gun File: Serial Number (SER).

License Plate File

Agencies must use the following to search the License Plate File: License Plate Number (LIC). License State (LIS) is not required, but agencies should include information in the LIS Field to limit the scope of the search.

Vehicle File

Agencies must use the following to search the Vehicle File: License Plate Number (LIC), Vehicle Identification Number (VIN), which will also search the Owner Applied Number Field, or both. License State (LIS) is not required, but agencies should include information in the LIS Field to limit the scope of the search.

Securities File

Agencies must use the following to search the Securities File:

- Type (TYP), Denomination (DEN), and Serial Number (SER).
- Owner (OWN), Social Security Number (SOC), or both. Type (TYP) is not required, but agencies should include information in the TYP Field to limit the scope of the search.

Boat File

Agencies must use the following to search the Boat File: Registration Number (REG), which will also search the Coast Guard Document Number Field; Boat Hull Number (BHN), which will also search the Owner Applied Number Field; or both.

Vehicle/Boat Part File

Agencies must use the following to search the Vehicle/Boat Part File: Vehicle Identification Number (VIN), which will search the Serial Number and Owner Applied Number Fields.

Originating Agency Identifier (ORI) File

Agencies must use the following to search the ORI File: ORI.

Image File

Agencies must use the following to search the Image File:

- NCIC Number (NIC) to retrieve all images associated with a particular record.
- Image Number (IMN) to retrieve a specified image.
- Vehicle Make (VMA), Vehicle Model (VMO), Vehicle Style (VST), and Vehicle Year (VYR) to retrieve a generic vehicle image.
- Boat Make (BMA), Boat Type (BTY), and Boat Length (BLE) to retrieve a generic boat image.

Siemens

Quick Reference Guide for PhoneMail Users PhoneMail Systems Release 6.3

SIEMENS

Quick Reference Guide for PhoneMail Users

PhoneMail Systems
Release 6.3

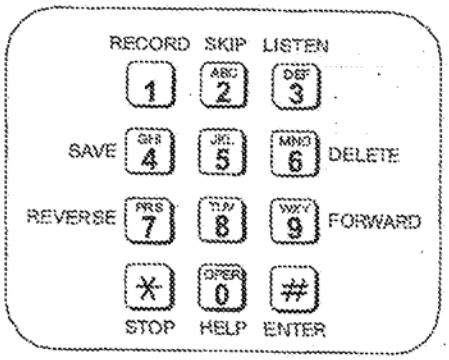
G341-1702-01

How PhoneMail Helps You

The PhoneMail system helps you because it:

- Answers your telephone automatically and plays your personal greeting.
- Accepts and stores voice messages in your PhoneMail mailbox.
- Lets you play back your messages at your convenience.
- Lets you send and receive messages anytime, from anywhere.
- Notifies you of new messages through pagers and telephones.

Your Telephone Keypad



Contents

This quick reference guide tells you:

- How to access PhoneMail, get help, and leave PhoneMail.
- How to use PhoneMail's most popular features.
- How to use PhoneMail's telecommunications device for the deaf (TDD) features.
- How to use the PhoneMail decision tree.
- Where to write your access numbers and personal distribution lists.

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Accessing Your Mailbox

Direct Access

1. Dial the PhoneMail ***direct access number***.
2. Press [#] if calling from your own extension, or

   if calling from another extension, dial your ***extension number*** (or your ***name*** if permitted), then press [#].
3. Dial your ***password***, then press [#].

Callback Access (Available in PhoneMail Rel. 6.0 or later)

1. From your extension, press the ***callback button*** on your ROLMphone telephone (or your telephone's equivalent ***repeat dial*** or ***speed dial*** button).
2. Dial your ***password***, then press [#].

The first time you access the PhoneMail system, change your password. (Refer to "Changing PhoneMail Messages" on page 8.)

Your PhoneMail Access Numbers

Your system administrator provides access numbers. Write yours here:

Direct access number _____

Guest access number _____

TDD access number _____

Forwarded or transfer access number _____

Getting Help

Press [0] to get help in using the PhoneMail system.

Leaving PhoneMail

When you finish using the PhoneMail system, you can:

Hang up, or press [*] [7] [6] to ***disconnect from*** the PhoneMail system.

Listening to Your Messages

1. ***Access*** your PhoneMail mailbox.
2. Press 3 to ***listen***.

While you are listening to messages, use the following control features. Key words are in **bold**.

While you listen to your messages...		**Press**
Speed	***Decrease speed*** of message.	7
	Increase speed of message.	9
Volume	***Decrease volume*** of messages and prompts.	8
	Increase volume of messages and prompts.	5
Headers	***Skip current header, play message.***	3
	Skip to ***previous header***.	7 2
	Skip to ***next header***.	2
Messages	***Stop*** message: *, ***continue*** playback: 3.	* 3
	Replay message from beginning.	* 7 3
	Replay ***last few words***.	* 7 8
	Skip ***next few words***.	* 9 8
	Skip to ***end of message***.	* 9 3
	Skip to ***next queue***.	* 9 1
	Save message.	* 4
	Delete message.	* 6
	Stop message, skip to ***next header***.	* 2
	Stop message, skip to ***previous header***.	* 7 2
	Stop message, ***replay header***.	* 7 7
	End PhoneMail session.	* 7 6
	Stop message, ***return home***.	* 7 #

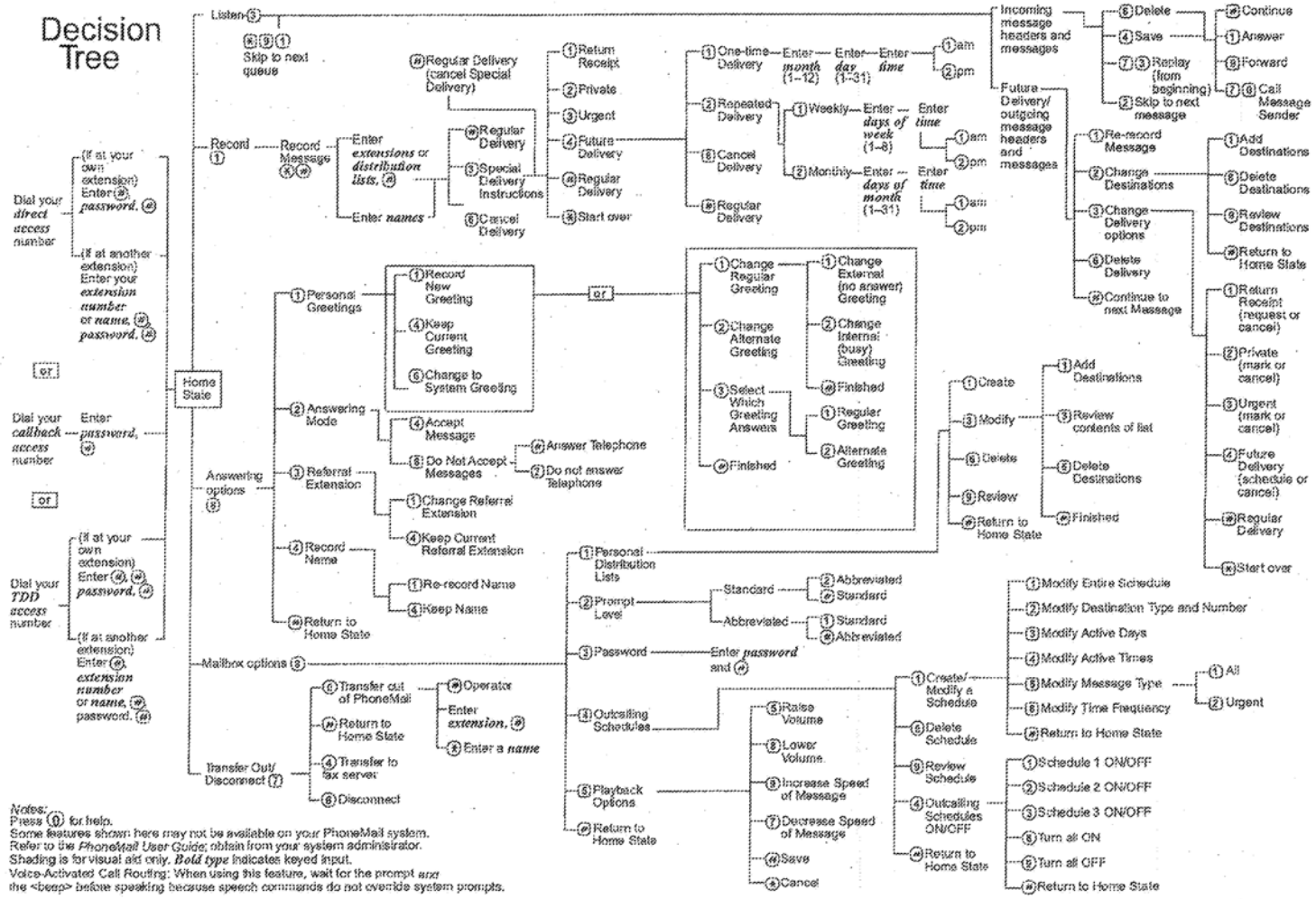
Recording Messages

1. *Access* your mailbox.
2. Press (1) to *record*.

As you record messages, use the following control features; key words are in **bold**:

While you record your messages...		**Press**
Skip Instruction	***Skip instructions*** on how to record, so you can begin recording your message.	(1)
Recording	***Record*** message.	(1)
	Stop recording (ready for addressing).	(*)(#)
Addressing	Enter address ***extensions***, each followed by:	(#)
	Enter address ***names***; dial last name, then first name until recognized, followed by:	(#)
Delivery	***Regular*** delivery.	(#)
	Special delivery.	(3)
	Cancel delivery.	(6)
Special Delivery	Mark ***return receipt*** requested.	(1)
	Mark ***private***.	(2)
	Mark ***urgent***.	(3)
Stopping and Pausing	***Stop*** (*), ***continue*** (1) recording.	(*)(1)
	Stop recording, ***start over*** (re-record message).	(*)(6)(1)
	Stop recording, ***cancel delivery*** of message.	(*)(6)(#)
Replay	Stop recording, ***replay*** what you just recorded.	(*)(7)(3)
	Stop recording, ***replay last few words***.	(*)(7)(8)
Quit	***End session / disconnect*** from system.	(*)(7)(6)

Decision Tree



Notes:
Press 0 for help.
Some features shown here may not be available on your PhoneMail system.
Refer to the *PhoneMail User Guide*, obtain from your system administrator.
Shading is for visual aid only. ***Bold type*** indicates keyed input.
Voice-Activated Call Routing: When using this feature, wait for the prompt *and* the <beep> before speaking because speech commands do not override system prompts.

Missing 7

Recording Messages (continued)

Use these control features when you call someone and PhoneMail answers.

Recording messages when PhoneMail answers *your* call...		Press
Recording Messages	***Wait for the record tone*** after the greeting, then, ***record your message***, or,	
	skip the greeting, and ***record your message*** now.	1

Changing PhoneMail Messages

1. ***Access*** your mailbox, then use the applicable keys below.

To change your name, greetings, prompt level or password...		Press
Personal Greetings	***Record*** or ***change*** your personal greeting.	8 1 1
	While recording the greeting, stop and ***replay*** it.	* 7 3
	While recording the greeting, delete and ***rerecord*** it.	* 6 1
	When you are ***finished*** recording the greeting.	* #
Name	***Record*** your name.	8 4 1
	When you are ***finished*** recording your name.	* #
Prompts	Change to ***abbreviated*** prompts.	9 2 2
	Change to ***regular*** prompts.	9 2 1
Password	***Change*** your password.	9 3
	Enter the ***new password*** followed by:	*

Using Distribution Lists

To set up a personal distribution list:

1. *Access* your mailbox, then:

To change your personal distribution lists...		Press
Personal Distribution lists	*Create* a personal distribution list. The PhoneMail system assigns a distribution list number *(write this number in List # space below).*	9 1 1
	Enter address ***extensions***, each followed by:	#
	Enter address ***names***; dial last name, then first name until recognized.	
	When you are ***finished***:	#

(*Write the names and extensions of your distribution list below.*)

List # _____		List # _____		List # _____	
Name	Extension	Name	Extension	Name	Extension

Other Options and Features

Transferring Out

To transfer out from home state...		Press
Transferring Out	*Transfer out* of the PhoneMail system.	7 0
	Transfer to the *fax server*.	7 4
	Transfer (if you have called someone and the PhoneMail system answers).	0

Using a TDD

To use a TDD:		
Setting up the TDD	Dial the *TDD access* number.	
	Place the handset in the TDD cradle.	
	Upon *connection* to the PhoneMail system, press:	#
	If calling from your *own extension*, press:	#
	If calling from another extension, dial your *extension number* (or *name*) followed by:	#
	Dial your *password*, followed by:	#
Sending a message through TDD	*Access* your mailbox (as above), followed by:	1
	After *GA* appears, use your TDD to *compose your message*, followed by:	* #
	Address the message. (Refer to "Addressing" under "Recording Messages" on page 5.)	

Other Options and Features (continued)

Using the Enhanced Multilingual Feature

The optional enhanced multilingual system permits callers to select one of two languages and TDD.

1. Press (*) or (0) at any time to invoke the prompt:

   "For instruction in <language>, press <number>."

Using the Voice-Activated Call Routing Feature

The voice-activated call routing feature is an optional speech recognition feature. There are no changes to prompts or the decision tree.

Using the Decision Tree

Examine the decision tree on page 6 to become familiar with the PhoneMail system's option paths. When in doubt, follow the PhoneMail prompts.

SIEMENS

Quick Reference Guide

Optiset E Advance, Advance Plus
for Hicom 300 E CS

Welcome to Your Optiset E Standard, Advance, Advance Plus, or Advance Conference Telephone

The Optiset® E Standard, Advance, Advance Plus, and Advance Conference digital telephones work with your company's Siemens® Hicom® 300 E Communications Server to give you advanced, easy-to-use telephone features. The communications server is your facility's internal telecommunications system.

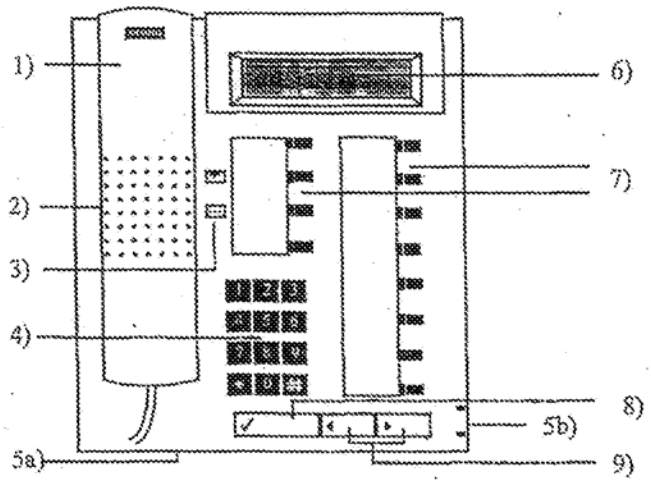


Figure 1. Optiset E Standard, Advance, Advance Plus, and Advance Conference Telephones

1) Handset
2) Speaker (ringing tone/open listening)
3) Keys for telephone settings
4) Key pad
5a) Microphone for handsfree talking (for Optiset E Standard, Advance, and Advance Plus)
5b) Microphone for handsfree talking (for Optiset E Advance Conference)
6) Display with 2 lines, 24 characters each
7) Feature keys with status lights
8) Guidance key "Select" (confirms function)
9) Guidance keys "Scroll Forward" and "Scroll Back" for browsing

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Status Lights

The red status lights next to the line keys tell you what is happening on those lines. A line key status light may turn on steadily, blink, or flash at different rates to signal the status of that line.

Table 1. Line Key Status Light Flash Rates

Flash Rate	Line Status
Off	Available
On steady	In use
Blinking	Ringing
Flashing (faster)	On hold
Flickering (fastest)	Forwarded

The OptiGuide Display

The OptiGuide™ display provides information to help you use your phone. The top line, generally in all capital letters, shows the time and date and call-related information like the extension calling you.

The second line, in initial capital letters, indicates some of the features available to your phone in its current state and provides prompts on how to use them. For example, when you are on a call, the prompt *Start transfer?* appears, to let you transfer the call if you want. When the > symbol appears at the right of the display, more features are available for your phone's current state. The second line also presents call-related information. You can configure your phone to display this line automatically or manually. (See *Configure display?* on page 16.)

You can also use the OptiGuide display to show features you have activated, scroll through messages sent to your phone, and change the audio settings on your phone.

Guidance Keys ✓ ◄ ►

The three large keys at the bottom of the phone are used to scroll through prompts and select features.

- The ► key (Scroll Forward) is used to scroll to the next option.

- The [◀] key (Scroll Back) is used to scroll to the previous option.
- The [✓] key (Select) is used to select or start the displayed feature or function.

After you have selected a feature, new prompts appear which help you complete the feature's operation.

Main Menu

To go to the main menu, press the Menu key. If your phone is idle, you can also press [◀] or [▶]. (This manual assumes that a Menu key has been set up for the user's phone at the communications server.

Then use [▶] or [◀] to scroll to any of the following prompts, which vary in some cases, depending on whether your phone is idle or active (when you have a dial tone or are on a call):

- *Speed dial features?*
- *More features?*
- *View active features?*
- *Program/Service?* (only available from the idle state)
- *Audio settings?* (only available from the idle state)
- Exit?

Speed dial features? provides access to the following features:

- *Last number redial?* - to redial the last number you dialed.
- *Station speed dial?* - to set up single digit codes to dial frequently used dialing sequences.
- *Saved number redial?* - to redial a number you have saved.
- *System speed dial?* - to use codes set up at your communications server to dial frequently used dialing sequences. You may have two system speed dial lists.
- Previous Menu? - to return to the Main Menu.

More features? provides access to prompts not available for activation through other prompts. If your phone is idle, the following prompts appear:

- *Call forwarding?* - to forward calls to another extension or outside number.
- *Do not disturb?* - to block incoming calls.
- Previous Menu - to return to the Main Menu.

If your phone is active, a different set of prompts appears:

- *Enter account code?* - to enter a code to charge an external call to an account.
- *Time and date?* - to display the time and date, when your phone is active.
- *Open listen/speaker?* - to use your handset and let someone nearby listen to the conversation over the speaker at the same time (on a phone with a speakerphone).
- *Private hold?* - to place a call in a temporary waiting position from which it can be retrieved only from your phone.
- *Line in-use?* - to determine which extension line you are currently using.
- *Mark bad line?* - to report a bad connection with an external call, so that it is logged at the communications server.
- Previous Menu? - to return to the Main Menu.

View active features? lets you view the features you have activated on your phone and lets you deactivate them. From it, you can scroll through submenus that show the state of the following features:

- FWD-ALL-BOTH? - to forward both internal and external calls under all conditions.
- Do Not Disturb? - to block incoming calls.
- Hunt Group? - to show whether you are actively part of a hunt group that automatically moves a call to the first available member extension.
- Speaker Call Rejection? - to block incoming speaker calls.
- Call Waiting Terminate? - to immediately alert you with a tone when a caller is trying to reach you with Busy Standby Queuing.
- Callback? - to show whether you have a callback request pending to help you reach another extension.

Program/Service? This is only available from the idle state and can be reached by pressing the Program key. The Program/Service menu gives you access to the following submenus:

- *Change destinations?* - to create or change destinations for the following features:
  - Call Forwarding? - to forward calls to another extension or outside number.
  - Repdials? - to set up keys for one-touch dialing.

- Station Speed Dial? - to assign frequently used dialing sequences to codes for easy dialing.

- Saved Number Redial? - to redial a number you have saved.

- Direct Station Select (DSS)? - to monitor and automatically dial or answer an extension.

* *Feature settings?* - to display and activate or deactivate the following features:

  - Call Forwarding? - to forward calls to another extension or outside number.

  - Do Not Disturb? - to block incoming calls.

  - Stop Hunt? - to use the No-Hunt feature to remove your phone from a Hunt group. A Hunt group is a group of phones that move an incoming call from one member's phone to another until it is answered or the caller hangs up.

  - Speaker Call Rejection? - to block incoming speaker calls.

  - Call Waiting Terminate? - to immediately alert you with a tone when a caller is trying to reach you with Busy Standby Queuing.

  - View Callbacks Sent? - to show whether you have sent a callback request to help you reach another extension.

* *Mailbox?* - to scroll through the PhoneMail and reminder messages that have been left on your phone and view the author, date, and time of the message. (You can also press the Mailbox key, if one appears on your phone, to reach the *Mailbox?* prompt.) It takes you to the following submenus:

  - All messages?

  - PhoneMail messages?

  - Reminder messages?

* *View feature keys?* - to display the feature keys configured on your phone. It prompts you to press the key whose function you wish to display.

* *Audio settings?* - to adjust the following audio settings for your phone:

- Ring volume? - to change the ring volume.
- Ring tone? - to change the ring tone.
- Alert tone volume? - to change the volume of the alert tone.
- Speakerphone mode? - to remove echoing from your speakerphone.

- *Configure display?* - to configure your phone for automatic or manual presentation of features prompts on the second display line when you are on a call. If you choose manual, push the right or left arrow keys to display prompts.
- *Phone test?* - to test the followings aspects of your phone:
  - LED? - to light all LEDs simultaneously.
  - Display? - to activate all pixels in the display.
  - Key? - to sound as each key is activated and show key code for function keys.
  - Audio tests? - to sound ring volume, ring tone, and alert tone.
  - Asset ID? - to display the phone's asset ID number.
  - Firmware version? - to display the phone's firmware version.
  - Power level? - to show whether a Local Power Supply is needed for your phone.
  - Exit? - to return to the time and date screen.

You can press the Program key, if one appears on your phone, to reach the Program/Service? prompt.

Also notice the service code numbers in the lower left of the subprompts available through the Program/Service prompts.

```
PROGRAM/SERVICE
1-Change destinations?        >
```

From the Program/Service prompt, you can dial these numbers to go directly to these submenus. Similarly, the subsections within the submenus have numerals that you can dial to go to those subsections.

Audio Settings? (also available from the Program/Service menu) lets you adjust the following audio settings for your phone: ring volume, ring tone, alert tone volume, and speakerphone mode.

Feature Keys and Access Codes

You can also press feature keys to gain access to Siemens telephone system features such as Hold, Transfer, Mailbox, and Program. Since your phone has already been assigned a set of feature keys, it may not have some of the feature keys described here. However, you may still use any feature available on your system and permitted by your class of service by dialing its feature access code, if it has one. This guide explains the basic steps for using many features, including the default feature access codes. Your system administrator may have configured both the acronyms for feature keys and the access codes differently from how they appear here.

Volume Keys

Use the Volume Up ⊕ and Volume Down ⊖ keys to adjust the voice volume of your telephone. While on a call, press ⊕ to raise the volume of the voice you are hearing, or press ⊖ to lower it. Press either key until you reach the desired voice level. Holding down either key only changes the volume one step.

When you hang up or switch to another call, the voice volume returns to the default level. Or you can store the new setting to override the default setting before hanging up, by pressing the ✓ (Select) key or by pressing the ⊕ and ⊖ keys together, before you hang up.

Sounds

Your phone makes different sounds to let you know what's going on. Rings occur on a line that you are not using to indicate that you have an incoming call. Tones occur while you are using your phone and provide information about calls and features.

Table 2. Rings

Sound	Meaning
Single (repeated)	Internal or Emergency call
Double (repeated)	External call
Triple (repeated)	Callback

Table 3. Tones

Sound	Meaning
Busy tone	The party you called is on the phone.
Dial tone	You can make a call or invoke a feature.
Fast busy tone	Invalid call
Short tone every 20 secs.	Internal call waiting
3 short tones (confirmation tone)	A feature has been successfully activated.
3 short tones followed by dial tone	Additional input, such as a PIN, is required.
2 short tones every 20 secs.	External call waiting
Wavering (error) tone	Invalid feature request

Changing Your Audio Settings

To change the audio settings on your phone:

1. From the Program/Service menu or the Main menu in the idle state, select *Audio settings?*.

2. Press the ▶ key to go to the audio setting you want to change. Press the ◀ key if you want to go back to a previous audio setting.

3. Press the ✓ key. Your phone will display the current setting for the audio setting you have selected. It will also make the sound of the current setting for ring volume, ring tone, and alert tone.

4. If you want to exit without making changes, hang up or press #.

5. To adjust the setting higher or lower, press the ⊕ or ⊖ keys. For ring volume, ring tone, and alert tone, your phone will make the sound of the adjustment.

6. If you want to exit without making changes, hang up or press #.

7. To save the adjustment you have made, press the ✓ key. Or press the ⊕ and ⊖ keys together.

Callback Request

Callback Request helps you complete calls to extensions that are busy, ringing, or in Do Not Disturb mode. It lets you hang up and have the communications server call you back with a triple ring notification. When you answer, the communications server automatically dials the number.

To request a callback,

1. Listen for the phone to ring or for the busy signal.

2. Select *Callback?* on your OptiGuide display.

   Or press the Callback (CALLBCK) key, or dial # 1.

3. Hang up.

4. When the communications server calls back with triple rings, answer. The communications server will then dial the extension.

Conference

The Conference feature lets you have up to eight parties, including yourself, in a telephone conversation. The other parties besides yourself can be on trunks (outside lines).

To set up a conference,

1. During a call, scroll through the prompts on your OptiGuide display and select *Start conference?*.

   Or press the Transfer (TRANSFR) key.

2. Dial the extension you want to add, or dial 9 and the outside number.

3. After the party answers, select *Conference?* from your OptiGuide display to join all the parties.

   Or press the Conference (CONF) key (or TRANSFR).

To reconnect to the conference when a called party isn't joining,

Scroll through the prompts on your OptiGuide display and select *Release and return?*.

Or press the Connect key.

To drop the last added party,

Scroll through the prompts on your OptiGuide display and select *Remove last party?*.

Or press the Clear key, or press TRANSFR and dial * * * 4. Then press the Conference (CONF) key (or the Connect key or TRANSFR) to rejoin the conference.

Connect

Connect lets you

- reconnect with a call placed on consultation hold
- reconnect with a transferred call before the transfer is complete
- alternate between two parties, when you have one of them on consultation hold

To reconnect with a call,

Scroll through the prompts on your OptiGuide display and select *Toggle/Connect?*

Or press the Connect key.

Consultation

Consultation lets you put the other party in a call on consultation hold, so that you can call and talk privately with a second party. You can then use the Connect feature to alternate between the two parties.

To consult with a second party during a call,

1. Scroll through the prompts on your OptiGuide display and select *Consult?*.

   Or press the Transfer (TRANSFR) key.

2. Dial the second party's extension or 9 and the outside number.

3. Talk with the second party.

To reconnect with the first party,

Scroll through the prompts on your OptiGuide display and select *Toggle/Connect?*.

Or press the Connect key.

You can continue to use the Connect feature to alternate between the two parties.

To release a party on consultation hold,

While connected with the party, scroll through the prompts on your OptiGuide display and select *Release and return?*.

Or press the Clear key.

The party will be released, and you will be connected to the other party.

Forwarding

Forwarding redirects your incoming calls to another extension or an outside number. Variable Forwarding lets you set up an extension or outside number for forwarding under conditions you specify. Fixed Forwarding sends calls to extensions set up for you at the communications server.

To use Variable Forwarding for all calls under all conditions,

1. When your phone is idle, press the Menu key.

2. Scroll to *More features?* and select it.

3. Scroll to *Call forwarding?* and select it.
   FWD-ALL-BOTH - - - OFF is displayed.

4. Dial the number where you want your calls forwarded.

OR

Get a dial tone. Press the Forward key or dial # 91. Dial the extension, or 9 and the outside number, where you want your calls forwarded. Hang up.

To cancel Variable Forwarding,

1. When your phone is idle, press the Menu key.

2. Use the OptiGuide display to scroll to *More features?* and select it.

3. Select *Call forwarding?*.
   FWD-ALL-BOTH - - - ON is displayed.

4. Scroll to *Deactivate?* and select it.

OR

Press the Forward key, or get a dial tone and dial # # 9 1, and then hang up.

Missing

25

Hold

The Hold feature lets you hang up a line without disconnecting the other party. If you do not retrieve the call after a certain period of time (determined by the communications server), your phone will ring. If it is an external call and you do not answer, the call is transferred to the operator.

If you want to make another call after placing a call on hold, you must use another line. If your telephone has only one line, press the Transfer (TRANSFR) key, instead of the Hold key, to place the call on consultation hold, then dial the second party.

To put a call on hold,

Use the OptiGuide display to scroll to *Hold?* and select it.

Or press the Hold key.

To reconnect,

Press the line key next to the flashing status light, or pick up the handset and press the line key.

Last Number Redial

Last Number Redial lets you quickly redial the last number you have dialed. Each time you dial a valid internal or external telephone number it is automatically stored so that you can redial it later. Numbers dialed during consultation calls and transfers are also stored. Only one number is stored at a time, and once you dial a new number it replaces the number stored previously.

To redial the last number dialed,

1. When your phone is idle, press the Menu key.

2. Select *Speed dial features?*.

3. Select *Last number redial?*.

OR

Press the Last Number Redial (LNR) key.

OR

Get a dial tone and dial # # 4.

Missing

Park

Park lets you move a call to an extension and hold it there without ringing that extension. You or another party can then retrieve the call from the extension as needed.

To park a call to another extension,

1. Scroll to *Park call?* and select it.

2. Dial the extension where you want to park the call.

3. Hang up.

   OR

Press the Transfer (TRANSFR) key. Dial * 6. Dial the extension where you want to park the call. Hang up.

To retrieve a parked call,

If the extension is on your phone, press the line key next to the flashing status light.

If the extension is on another phone,

1. Press the Pickup key.

   Or get a dial tone and dial * 3.

2. Dial the extension where the call is parked.

Pickup

Pickup features let you answer calls ringing, on hold, queued, or parked at other extensions.

Group Pickup lets you answer a call to an extension in your pickup group (set up at the communications server) even when you do not know the number for the extension.

Station Pickup lets you answer a call at any extension, provided that you know the number for the extension.

To answer a call in your pickup group,

Press the Pickup key twice. Or get a dial tone and dial * * 3.

To answer a call ringing, on hold, queued, or parked at any extension,

1. Press the Pickup key, or get a dial tone and dial * 3.

2. Dial the extension.

Missing 31

Missing 32

Repertory Dialing (Repdial) Keys

This feature lets you set up each repdial (R-) key on your faceplate for one-touch dialing of an extension, outside number, feature access code, or combination of numbers and feature access codes.

To set up a repdial key,

1. When your phone is idle, press the Menu key.

2. Scroll to *Program/Service?* and select it.

3. Select *Change destinations?*.

4. Scroll to *Repdial?* and select it.

5. Press the key you want to set up as a repdial.

6. Enter the dialing sequence you wish to assign to this repdial key.

   You can press [-] to add multiple time delays (the default is 2 seconds for each) to the sequence.

7. Select *Save?*.

8. If you want to set up another repdial key, scroll to *Next entry?* and select it.

9. To end set up, select *SAVED - Exit?*.

OR

Press the Program key. Press the repdial (R-) key that you want to use. Enter the dialing sequence you want to assign to the key. Press the Program key. On your faceplate, label the key with the name of the feature or person that it dials.

To dial using a repdial key,

Press the repdial key.

Saved Number Redial

This feature saves a number that you have dialed. Later, you can redial your saved number.

To save a number you have dialed, while you are still connected with that number,

Select *Save number?* from your OptiGuide display.

Or press the Saved Number Redial (SAV/RDL) key.

Or dial # 4 while the call is still ringing or busy.

To dial your saved number,

1. Press the Menu key.

2. Select *Speed dial features?*.

3. Scroll to *Saved number redial?* and select it.

OR

Press the Saved Number Redial (SAV/RDL) key, or get a dial tone and dial # 4.

Speaker

The Optiset E Advance telephone has a speaker underneath the handset that you can use for receiving calls or listening to the PhoneMail system. Since the speaker is one-way, you must pick up your handset to speak to the other party.

To answer a call,

Pick up the handset. The blinking status light next to the line key turns on steadily.

To hang up,

Hang up the handset.

Speakerphone

The Optiset E Standard and Advance Plus telephones have a two-way speakerphone, consisting of a speaker and a microphone. You can use either the handset or the speakerphone to make or receive calls. During a conversation, you can use your speakerphone instead of your handset by pressing the Speaker key and hanging up the handset. If you want to switch back to using your handset, pick it up.

To make a call,

Press a line key or the Speaker key to get a dial tone, then dial.

To answer a call,

Press the line key next to the blinking status light.

To hang up,

Press the line key or the Speaker key.

To switch during a call,

If you are using the handset and want to use the speakerphone, press the Speaker key and hang up the handset. If you are using the speakerphone and want to use the handset, pick up the handset.

Station Speed Dialing

Station Speed Dialing lets you assign frequently used dialing sequences (extensions, outside numbers, or feature access codes) to each of ten single-digit codes (0 through 9). You can then dial a single-digit code instead of the entire sequence. You can be set up at the communications server for up to 30 codes, in groups of 10. If you are set up for more than ten, they follow a double-digit scheme (00 through 29).

To set up a station speed code,

1. When your phone is idle, press the Menu key.

2. Scroll to *Program/Service?* and select it.

3. Select *Change destinations?*.

4. Scroll to *Station speed dial?* and select it.
   Enter index: will be displayed, for the station speed dialing code.

5. Dial the code you want to use.
   Enter new number: will be displayed.

6. Dial the sequence you want the code to dial.

7. Select *Save?*.

8. Select *Exit?*.

OR

Press the Program key. Dial 13. Dial the code you want to use. Dial the sequence you want the code to dial. Select *Save?*. Select *Exit?*.

To dial using a station speed code,

1. When your phone is idle, press the Menu key.

2. Select *Speed dial features?*.

3. Scroll to *Station speed dial?* and select it.
   ENTER INDEX: will be displayed.

4. Dial the station speed dialing code.

OR

Press the Station Speed (SPEED) key, and dial the station speed code. Or get a dial tone, dial # 3, and then dial the station speed code.

System Speed Dialing

If the System Speed Dialing feature is set up on your communications server, you can dial frequently called outside numbers (local, long distance, and international) by dialing a code number. Usually these codes are published for an entire company in a special system speed directory. Consult your system administrator if you do not know your system speed numbers. Your company may have up to sixteen system speed lists. For release 6.5 and above, you may have access to two of these lists or to the first ten lists plus one additional list. A number set up for a system speed code can contain an initial Personal Identification Number (PIN), if one is necessary to make outside calls.

To make a system speed call,

1. Press the Menu key.

2. Select *Speed dial features?*.

3. Scroll to *System speed dial?* and select it. You may have two system speed dial lists.
   ENTER INDEX: will be displayed.

4. Dial the system speed dialing code.

OR

Press the correct System Speed key (SYS-SP1 for the first System Speed list or SYS-SP2 for the second). Or, get a dial tone and dial # 6 1 for the first list or # 6 2 for the second.

Then dial the system speed code.

Transfer

Transfer lets you move a call to another extension or to an outside number if your communications server is set up to do this.

To transfer a call,

1. During a call, select *Start transfer?*

2. Dial the extension, or dial 9 and the outside number. If you want, announce the caller when the party answers.

3. Hang up.

OR

Press the Transfer (TRANSFR) key. Dial the extension, or dial 9 and the outside number. If you want, announce the caller when the party answers. Hang up.

To reconnect,

Before hanging up, scroll to *Release and return?* and select it. This rejoins you to the original call and releases the party you are talking to.

Or scroll to *Toggle/Connect?* and select it. This rejoins you to the original call. Selecting Toggle/Connect again returns you to the second party.

Feature Access Codes

To use feature access codes

➪ Get a dial tone, or press the Transfer key during a call. Dial the feature access code. You may need to press the Connect key to return to your call.

Feature	Access Code
Account Number	* 2
Bad Line Reporting	* 5 6 3
Busy Override	# # 7
Buzz	# * 2
Callback Request	# 1
Cancel	# # 1
Class of Service	
Restore Primary	* # 5 9 1
Return to Secondary	* # 5 9 0
Com Group Speaker Call	* * 6
Conference	
Remove Last Party	* * * 4
Remove Specific Party	* * 4 1-8
Direct Trunk Select	# # 8
Forwarding, Fixed	# 9 0
Cancel	# # 9 0
Forwarding, Variable	
All	# 9 1
Busy	# 9 4
Busy/Ring No Answer	# 9 5
External	# 9 2
Internal	# 9 3
Ring No Answer	# 9 6
Cancel	# # 9 1
Last Number Redial	# # 4
Mailbox Callback Message	
Leave Message	# * 1
Cancel	# * 8
Turn Off Light	* 5 2
Park	* 6
Pickup	
Group	* * 3
Station	* 3
PIN Authorization	* # 5 7
Cancel	* # 5 8
Privacy	# 2
Cancel	# # 2
Saved Number Redial	# 4
Speaker Call, Fixed	# * 4
Speaker Call, One-Way	# 8 1
Speaker Call, One-Way Broadcast	# 8 0
Station Hunt	
Prevent	# * 9 3
Allow	# * 9 2
Set Destination	# * 9 8
Clear Destination	# * 9 9
Station Speed Dialing	
Call	# 3
System Hold	* 8 0-9
System Speed-1	# 6 1
System Speed-2	# 6 2
Trace Call	# # # 1
Universal Night Answer	* # 3

Public Access Line Scenarios for Training

Public Access Line

- Some Basic Scripts
- Drafting and Submission of a PAL FD-71 in Sentinel
- FD-71 Routing Protocol for SSA's

Some basic scripts

Answering a call:

- "Good (morning, afternoon, evening). Thank you for calling the FBI. How may I help you?"

Closing a call:

- "We appreciate your call. Is there anything else I can help you with? Thank you for calling."

Putting someone on hold:

- "May I put you on hold for a moment?" Check back within 2 minutes.

Transferring a call: Do not ever do a cold transfer - brief your supervisor on the situation prior to the transfer.

- Tell the caller why you are transferring. The reason will vary ie, "My supervisor can best handle your situation..."

If the Caller asks for your name:

- "I'm ...first name only [redacted]" b7E

If the Caller asks to speak with a Special Agent:

- "Our Special Agents will review the information you provide at their first opportunity."

Complaint Guide

Complaint Guide

Public Access Line

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Arrest Records

- The FBI will not provide arrest records to third parties.
- Arrest records are housed in database repositories within CJIS Division (304) 625-2000 (hey, this is where you live!).
- The caller can go to www.fbi.gov under Stats and Services for instructions or you can
- Advise a caller to request a copy of their arrest record, and include the following:
  - Full Name
  - Any Aliases
  - Date and place of birth
  - Social Security Number (optional)
  - A set of your fingerprints (this can be obtained by going to your local police department and have them take your fingerprints. The local FBI office will not do this for you)
  - Either a certified check or money order in the amount of $18.00 made payable to the Treasury of the United States.
  - Send all of the above to the following address:
    Federal Bureau of Investigation
    Criminal Justice Information Services Division
    1000 Custer Hollow Road
    Clarksburg, West Virginia 26306

ATF (Bureau of Alcohol Tobacco Firearms and Explosives)

- All ATF violations should be directed to:
  www.atf.gov
  1-800-ATF-GUNS (1-800-283-4867) or
  1-800-ATF-TIPS (1-800-283-8477)

ATM (Automated Teller Machine Card) Fraud

- Report to the Secret Service, www.secretservice.gov
- You can advise the caller the numbers to each field office are available on this site, or you can provide the number yourself from the site.

Automobile Dealer Complaints

- Federal Trade Commission, www.ftc.gov

Bank Fraud

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Bankruptcy Fraud

- Report to Department of Justice, the Office of the United States Trustee, www.doj.gov/ust. [redacted] b7E

Businesses (Fraudulent)

- Callers who want to report or find out if a business is legitimate should contact and/or make reports to:
- Better Business Bureau (www.bbb.org)
- Federal Trade Commission (www.ftc.org)
- [redacted]

Cable Television Complaints

- Report to Federal Communications Commission
  www.fcc.gov
  Phone: 1-888-225-5322
  Write: Federal Communications Commission
  Cable Services Bureau
  Consumer Protection and Competition Division
  445 12th Street, S.W.
  Washington, D.C. 20554

Cell Phones, Pagers, Wireless Complaints

- Report to the Federal Communications Commission
  www.fcc.gov
  Phone: 888-225-5322
  Write: Federal Communications Commission
  Wireless Telecommunications Bureau
  Enforcement and Consumer Information Division
  Informal Complaints and Public Inquiry Branch
  1270 Fairfield Road
  Gettysburg, PA 17325
- [redacted] b7E

Check Fraud

- **Internet** check Fraud Schemes should be reported to ic3.gov
- Stolen, forged, or 'hot' checks are handled by the local police department or Attorney General's Office
- [redacted]

Child Support Recovery Act (CSRA)

(www.fbi.gov./hq/cid/cac/recovery.htm)

- The Attorney General's guidelines make the United States Attorney in each judicial district responsible for determining which cases will be selected for investigation and prosecution. The FBI cannot accept individual complaints from lawyers, advocacy groups, or from individual citizens. According to AG guidelines, the FBI can only open cases upon referral from a United States Attorney's Office (USAO).
- The Attorney General's guidelines are intended to ensure effective prosecution of the CSRA by providing a means for selecting egregious cases which states are unable to handle because of the interstate nature of the case or in which federal prosecution is deemed more appropriate. As a general principle, cases are usually accepted only when the referral clearly indicates that all reasonable and available remedies at the state level have been exhausted. Among such cases, priority is given to those where the following is established:
    - a pattern of interstate flight to avoid payment or flight after service of process for contempt or contempt hearings;
    - a pattern of deception to avoid payment, such as changing employment, concealing assets or location, or using false names and/or social security account numbers;
    - failure to make support payments after being held in contempt;
    - particular circumstances exist which dictate the need for immediate federal intervention, such as where the custodial parent and/or child have special medical needs or where the custodial family is in danger of eviction and homelessness;
    - when the failure to make child support payments has nexus to other potential federal charges, such as bankruptcy fraud, bank fraud, federal income tax charges or other related criminal conduct; and
    - Priority may also be given to those cases where the children of the non paying parent are still minors.

Civil Rights

- The FBI is the lead agency for investigating violations of federal civil rights laws; however the decision to prosecute allegations of civil rights violations is made by the Department of Justice.
- The Civil Rights Program is divided into four sub-programs:
    - Hate Crimes
    - "Color of Law"
    - Human Trafficking
    - Freedom of Access to Clinic Entrances (FACE) Act
- The following information should be provided by the complainant. It is okay to ask the Complainant to write a narrative and mail/fax it in:
    - All identifying information for the victim(s);

- As much identifying information as possible for the subject(s), including position, rank, and agency employed;
- Date and time of the Incident;
- Location of Incident;
- Names, addresses, and telephone numbers of any witness(es);
- A complete chronology of events; and
- Any report numbers and charges with respect to the incident.

- [redacted] b7E

Color of Law

- [redacted]
- 18 U.S.C. § 242 (Color of Law) – unlawful for any person acting under color of law to willfully deprive someone of any rights secured or protected by the Constitution or laws of the U.S.
- 18 U.S.C. § 241 (Conspiracy Against Rights) – unlawful for two or more persons to conspire to injure, oppress, threaten, or intimidate any person…in the free exercise or enjoyment of any right secured to him by the Constitution or laws of the United States.
- "Color of Law" simply means that the person is using authority given to him or her by a local, state, or federal government agency.
- Most Color of Law crimes fall into five broad areas:
  - Excessive Force: In making arrests, maintaining order, and defending life, law enforcement officers are allowed to use whatever force is "reasonably" necessary. The breadth and scope of the use of force is vast-from just the physical presence of the officer…to the use of deadly force. Violations of federal law occur when it can be shown that the force used was willfully "unreasonable" or "excessive."
  - Sexual Assaults by officials acting under color of law can happen in jails, during traffic stops, or in other settings where officials might use their position of authority to coerce an individual into sexual compliance. The compliance is generally gained because of a threat of an official action against the person if he or she doesn't comply.
  - False arrest and fabrication of evidence: The Fourth Amendment of the U.S. Constitution guarantees the right against unreasonable searches or seizures. A law enforcement official using authority provided under the color of law is allowed to stop individuals and, under certain circumstances, to search them and retain their property. It is in the abuse of the discretionary power-such as an unlawful detention or illegal confiscation of property-that a violation of a person's civil rights may occur. Fabricating evidence against or falsely arresting an individual also violates the color of law statute, taking away the person's rights of due process and unreasonable seizure. In the case of deprivation of property, the color of law statute would be violated by unlawfully obtaining or

maintaining a person's property, which oversteps or misapplies the official's authority. The Fourteenth Amendment secures the right to due process; the Eight Amendment prohibits the use of cruel and unusual punishment. During an arrest or detention, these rights can be violated by the use of force amounting to punishment (summary judgment). The person accused of a crime must be allowed the opportunity to have a trial and should not be subjected to punishment without having been afforded the opportunity of the legal process.

- Failure to keep from harm: The public counts on its law enforcement officials to protect local communities. If it's shown that an official willfully failed to keep an individual from harm, that official could be in violation of the color of law statute.

Computer Intrusion

- Computer Intrusion is defined as an individual or entity that is gaining or attempting to gain access to a personal computer or network system illegally with the internet to corrupt/destroy information, or use the information to commit further crimes.
- Computer Intrusion includes government entities, private sectors companies, and individuals.
- [redacted] b7E
- [redacted]

Copyright, Trademark Infringement, and Theft of Trade Secrets

- [redacted]
- [redacted]
- People can also be referred to the National Intellectual Property Rights Coordination Center
- Intellectual Property Rights is the monopoly protection for creative works such as writing (copyright), inventions (patents), processes (trade secrets) and identifiers (trademarks).
- The National Intellectual Property Rights Coordination Center (IPR Coordination Center) is the U.S. government's latest weapon in the fight against violations of Intellectual Property Rights (IPR) laws. Located in Washington, D.C., the IPR Coordination center is a multi-agency Center responsible for coordinating a unified U.S. government response regarding IPR enforcement issues. Investigative personnel provide core staffing from Immigration and Customs Enforcement (ICE) and the Federal Bureau of Investigation (FBI). Particular emphasis is given to

investigating major criminal organizations and those using the Internet to facilitate IPR crime.

- Internet: www.ice.gov/pi/cornerstone/ipr/

- Mail: U.S. Immigration and Customs Enforcement
  National Intellectual Property Rights
  500 12th Street SW
  Washington, D.C. 20224

  Phone: 866-IPR-2060, or 866-477-2060
  Fax: (202) 307-2127

Counterfeit Money

- Report to the U.S. Secret Service, www.secretservice.gov

Credit Bureaus

- **Equifax Credit Information Services - Consumer Fraud Division**
  P.O. Box 105496
  Atlanta, Georgia 30348-5496
  Tel: (800) 997-2493
  Fraud Alert: (800) 525-6285
  www.equifax.com

- **Experian**
  P.O. Box 2104
  Allen, Texas 75013-2104
  Tel: (888) EXPERIAN (397-3742)
  Fraud Alert: (888) 397-3742
  www.experian.com

- **Trans Union Fraud Victim Assistance Department**
  P.O. Box 390
  Springfield, PA 19064-0390
  Tel: (800) 680-7289
  Fraud Alert: (800) 680-7289
  www.transunion.com

Credit Card Fraud

- Report to the U.S. Secret Service, www.secretservice.gov
- The Secret Service investigates offenses against the laws of the United States, relating to the obligations and securities of the United States and foreign governments, such as counterfeiting (currency, credit cards/debit cards) and forgery of government securities.
- If the complaint is essentially a non-criminal dispute with a retailer or other business, the caller should contact and must immediately dispute the

charge(s) in writing with the customer relations office of your credit card company. Here are some tips:

- Report the crime to the police immediately
- Immediately contact your credit card issuers
- Call the fraud unit of the three credit reporting bureaus (listed below)

- **Equifax** (800) 525-6285
- **Experian** (888) 397-3742
- **Trans Union** (800) 680-7289

Crime on the High Seas

- Crimes include sexual and physical assaults, death, drug smuggling, theft, and "vessel Conversion."
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-

Crimes against Children

- The National Center for Missing and Exploited Children (NCMEC/www.missingkids.com), in conjunction with the U.S. Postal Inspection Service, U.S. Customs Service, and the Federal Bureau of Investigation, serves as the National Child Pornography Tip line. The Congressionally mandated CyberTipline is a reporting mechanism for cases of child sexual exploitation including child pornography, online enticement of children for sex acts, molestation of children outside the family, sex tourism of children, child victims of prostitution, and unsolicited obscene material sent to a child. Reports may be made 24-hours per day, 7 days per week online at www.cybertipline.com or by calling 1-800-843-5678.
- b7E

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- [redacted]

Debt Collectors (Fair Debt Collection Practices Act)

- The Fair Debt Collection Practices Act requires that debt collectors treat you fairly and prohibits certain methods of debt collection. This law does not erase any legitimate debt you owe.
- Report any problems that you have with a debt collector to your state Attorney General's office and the Federal Trade Commission.
- FTC - ftc.gov or 877-382-4357

Drugs

- Refer to the local police department and/or the DEA, www.justice.gov/dea
- [redacted]

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Elder Fraud

- More and more of the Elderly are the victims of fraud/scams. Why :
  - Accessibility
  - The gaining of Trust
  - Isolation
  - The belief that most senior citizens have cash available.
- www.aarpelderwatch.org

FACE Act

- The FACE Act (18 U.S.C. § 248) prohibits the use of force, threat of force, or physical obstruction to, or attempt to, intentionally injure, intimidate or interfere with the right of another person to obtain or provide reproductive health services. This situation makes it unlawful to damage or attempt to damage property because the facility provides reproduction health services. This includes places of worship.
- (www.fbi.gov./hq/cid/civilrights/civilrts.htm)
- [redacted]

b7E

FD-71s

- [redacted]
- [redacted]

- [redacted] b7E
- [redacted]
- [redacted]
- [redacted]

Federal Election Crimes

- Federal Election crimes include: Vote Buying, Giving False information when voting, voting multiple times, voting by ineligibles, intimidation, destruction of ballots, falsifying vote tallies, baseless voter challenges, voter deception, and campaign finance fraud. b7E
- Federal Election crimes do NOT include: False charges about opponents, trying to convince an opponent to withdraw, campaigning too close to the polls, paying for endorsements, taking voters to the polls, offering a stamp to mail an absentee ballot, giving voters time off to vote, and technical errors in election management. (These offenses come under local/state Jurisdiction.)
- [redacted]
- [redacted]

Federal Trade Commission (FTC)

- Clearinghouse for victims of identity theft:
  By phone: Toll-free 877-FTC-HELP (382-4357); TDD 202-326-2502;
  Identity Theft Hotline: (877) 438-4338
  By Mail: Consumer Response Center
  Federal Trade Commission
  600 Pennsylvania Ave, NW
  Washington, DC 20580
  www.ftc.gov/ftc/complaint.htm
- For Consumer Information: www.ftc.gov/ftc/consumer.htm
- NOTE: Also suggest they contact Social Security: www.ssa.gov, (800) 772-1213

Federal Treasury Checks (stolen/fraudulent)

- Report to the U.S. Secret Service – www.secretservice.gov

Fingerprints

- The FBI only fingerprints arrestees and applicants. Those who need to be fingerprinted for other jobs or other reasons should contact their police department. Those who want a copy of their criminal history (rap sheet) from the FBI must submit a check and a set of fingerprints to the CJIS Division. See Arrest section.

Freedom of Information Act (FOIA) Requests

- The PAL cannot release information to a person regarding themselves or another individual. A Freedom of Information Act request has to be approved and managed through FBIHQ. Advise the caller that

  - To make a freedom of information request a letter should be written stating you would like any information the FBI has on you and include the following:
  - Full Name
  - Any Aliases
  - Date and Place of Birth
  - Social Security Number (optional)
  - Have your letter notarized (if this a request for information about a third party, you must submit a notarized authorization or Privacy Waiver & Certification of Identity Form from that party)
  - State how much you are willing to pay for duplication fees if any are assessed.
  - Send all of the above to the following address:

    Federal Bureau of Investigation
    Record Information/Dissemination Section
    170 Marcel Drive
    Winchester, VA 22602-4843

- These requests can also be faxed to 540-868-4995.
- Online Requests for Freedom of information act can go to FBI.gov and click on Freedom of Information Act at the bottom of the screen. Then click on FOIPA Request Form and click "send."

Gift Card Fraud

- Gift Card Fraud is reported to the Federal Trade Commission. They can be contacted in any of the following ways:

Online: www.ftc.gov/idtheft
By phone: 1-877-438-4338 or TTY, 1-866-653-4261
By Mail: Identify Theft Clearinghouse
Federal Trade Commission
600 Pennsylvania Ave., N.W.

[redacted] b7E

Hate Crimes

- A hate crime is defined as a criminal offense against a person or property motivated in whole or in part by the offender's bias against race, religion, disability, ethnic/national origin, or sexual orientation.
- [redacted]
- [redacted] b7E
- 18 U.S.C. § 245 (Federally Protected Activities) – prohibits injury, intimidation, interference by force or threat of force, of any person because of race, color, religion, national origin, or sexual orientation because of their participation in certain activities.
- 18 U.S.C. § 247 (Damage of Religious Property) – prohibits intentional defacement, damage, or destruction of any religious real property because of its religious, racial, or ethnic characteristics.

Healthcare Fraud

- See Medicare/Medicaid section
- FBI is the primary investigative agency for Healthcare Fraud
- [redacted] b7E
- Examples of Healthcare Fraud are:
  - Hospitals, doctors, pharmacists, and other care providers submitting bills for services never rendered.
  - Service Providers charging insurance for unnecessary and costly procedures.

- Doctors selling prescriptions to patients for cash.
- Companies billing insurance for expensive equipment but providing poor substitutes.
- Crooked physicians enticing patients to visit their offices for "free services" or gifts, then stealing their personal information and using it to file fraudulent claims.

HIPAA Privacy

- Health Insurance Portability and Accountability Act
- MUST refer to Health & Human Services at www.HHS.gov
- [redacted] b7E

Housing Discrimination

- Office of Fair Housing and Equal Opportunity
  - Phone: 1-800-669-9777
  - Write (National): Office of Fair Housing and Equal Opportunity
    Department of Housing and Urban Development
    451 Seventh Street, Room 5204
    Washington, D.C. 20410-2000

Human Trafficking

- The Trafficking Victims Protection Act (TVPA) (18 U.S.C. §§ 1589-1594) was passed in 2000 to strengthen federal criminal laws prohibiting human trafficking and improve immigration benefits for qualified person.
- The TVPA is a "victim-centered" law whereby the trafficking victim is viewed as a victim of crime even if they are present in the U.S. illegally.
- Human Trafficking occurs when someone recruits, harbors, transports, or obtains a person through the use of force, fraud. Or coercion for many purposes including sexual exploitation and/or forced labor.
- Any activity related to commercial sex involving victims less than 18 years of age is considered a form of trafficking regardless of whether the victim was forced into that type of work.
- Common tactics used to maintain control over trafficked person including debt bondage, isolation, beatings, torture, starvation, false promises, and threats to members of the victim's family. Traffickers may also confiscate the victim's passport, visa, other important documents, and any money in their possession in order to keep them from running away.
- People are trafficked for: prostitution, exotic dancing, servile marriage, agricultural work, landscape work, domestic services, factory work, street peddling, restaurant services, construction, hotel housekeeping, and day labor.
- 18,000 to 20,000 people are trafficked into the U.S. each year. More than 80% of victims are women and girls; of those, 70% are forced into sexual servitude.

Identity Theft

- The FBI does not handle identity theft. Callers should be referred to the Federal Trade Commission, www.ftc.gov.

Defend against Identity theft:

- Place a "Fraud Alert" on your credit reports, and review the reports carefully. The alert tells creditors to follow certain procedures before they open new accounts in your name or make changes to your existing accounts. The three nationwide consumer reporting companies have toll-free numbers for placing an initial 90-day fraud alert; a call to one company is sufficient:
  - Equifax: 1-800-525-6285
  - Experian: 1-888-397-3742
  - TransUnion: 1-800-680-7289

- Placing a fraud alert entitles you to free copies of your credit reports. Look for inquiries from companies you haven't contacted, accounts you didn't open, and debts on your accounts that you can't explain.

- Close accounts. Close any accounts that have been tampered with or established fraudulently.
  - Contact the security or fraud departments of each company where an account was opened or changed without approval. Follow up in writing, with copies of supporting documents.
  - Use the ID Theft Affidavit at www.ftc.gov/idtheft to support your written statement.
  - Ask for verification that the disputed account has been closed and the fraudulent debts discharged.
  - Keep copies of documents and records of your conversations about the theft.
- File a police report. File a report with local law enforcement official to help you with creditors who may want proof of the crime.
- Report the theft to the Federal Trade Commission. Your report helps law enforcement officials across the country in their investigations.
  Online: www.ftc.gov/idtheft
  By phone: 1-877-438-4338 or TTY, 1-866-653-4261
  By Mail: Identify Theft Clearinghouse
  Federal Trade Commission
  600 Pennsylvania Ave., N.W.
  Washington, D.C. 20580

Immigration and Customs Enforcement (ICE)

- Immigration matters contact 1-866-DHS 2 ICE (347-2423)
- www.ice.gov

Internet Crime Complaint Center

- The Internet Crime Complaint Center (ic3) is an alliance between the National White Collar Crime Center and the FBI. ic3's mission is to address crime committed over the Internet. ic3 offers a central repository for complaints related to Internet crime, uses the information to quantify patterns, and provides timely statistical data of current trends.
- www.ic3.gov
- http://www.LooksTooGoodToBeTrue.com: designed to protect consumers against Internet Crimes and offer in-depth information on the latest Internet schemes as well as an on-line risk assessment test.

Lottery/Sweepstakes Scam

- These scams involve the victim receiving notification, either by telephone or mail, that the victim has won a large sum of money. The victim is then convinced to pay money, under the guise of customs taxes, processing fees, or as a fee to convert the winnings to United States currency, as a prerequisite to receiving the winnings.
- It is a violation of Federal Trade Commission (FTC) trade rules to require a purchase or send money as a condition of receiving lottery or sweepstakes winnings as a condition of entering a contest, sweepstakes, or other promotion. Also it is illegal to play a foreign lottery through the mail or on the telephone or internet (Title 18 United States Code, section 1301-1307).

Mail Fraud

- U.S. Postal Inspectors investigate any crime in which the U.S. Mail is used to further a scheme—whether it originated in the mail, by telephone, or on the Internet. The use of the U.S. Mail is what makes it mail fraud.
- If evidence of a postal violation exists, Postal Inspectors may seek prosecutorial or administrative action against the violator. However, if money is lost through a fraudulent scheme conducted via the mail, Inspectors lack the authority to ensure you receive a refund and can't require that products, services, or advertisements—on the Internet or elsewhere—be altered.
- Postal Inspectors base investigations or mail fraud on the number, pattern, and substance of complaints received from the public. The Postal Inspection Service will carefully review the information you provide. We may share the information with other agencies when there is a possible violation within their jurisdiction.
- If you feel you've been victimized in a fraud scheme that involves the U.S. Mail, submit a Mail Fraud Complaint Form to the U.S. Postal Inspection Service.
- Postal Inspection Service, www.postalinspectors.uspis.gov

Medical Drugs and Medical Products Sold Online

- Food and Drug Administration
  Phone: 1-888-463-6332 to request a complaint form
  Fax: 1-800-332-0178 fax your complain form
  Write: MedWatch
  The FDA Medical Products Reporting Program
  Food and Drug Administration
  5600 Fishers Lane
  Rockville, MD 20852-9787

Medicare/Medicaid Fraud

- [redacted] b7E
- Complainant may also report to Department of Health and Human Services, Office of Inspector General at 1-800-447-8477
- Write to: Director, MFCU
  Office of Attorney General
  1525 Sherman Street, 5th Floor
  Denver, CO 80203
  Phone: (303) 866-5431
  http://oig.hhs.gov/hotline.html

Missing Abroad

- State Department (202) 647-5225
- http://travel.state.gov/law/info/info_629.html

Missing Children

- The National Center for Missing and Exploited Children (NCMEC), in conjunction with the U.S. Postal Inspection Service, U.S. Customs Service, and the Federal Bureau of Investigation, serves as the National Child Pornography Tip line. The Congressionally mandated CyberTipline is a reporting mechanism for cases of child sexual exploitation including child pornography, online enticement of children for sex acts, molestation of children outside the family, sex tourism of children, child victims of prostitution, and unsolicited obscene material sent to a child. Reports may be made 24-hours per day, 7 days per week online at www.cypertipline.com or by calling 1-800-843-5678.
- Callers should also be directed to notify there local authorities
- Also see Kidnapping and Crimes against Children Section.

Mortgage Fraud

- [redacted] b7E
- If possible, try to get the complainant to either fax or send in a summary of their issue along with copies of as many of their loan documents as possible.
- Typical mortgage and foreclosure scams:

Property Flipping – Property is purchased, falsely appraised at a higher value, and then quickly sold. What makes property flipping illegal is that the appraisal information is fraudulent. The schemes typically involve one or more of the following: fraudulent appraisals, doctored loan documentation, inflating buyer income, etc. Kickbacks to buyers, investors, property/loan brokers, appraisers, title company employees are common in this scheme. A home worth $20,000 may be appraised for $80,000 or higher in this scheme.

Silent Second – The buyer of a property borrows the down payment from the seller through the issuance of a non-disclosed second mortgage. The primary lender believes the borrower has invested his own money in the down payment, when in fact it is borrowed. The second mortgage may not be recorded to further conceal its status from the primary lender.

Nominee Loans/Straw Buyers – The identity of the borrower is concealed through the use of a nominee who allows the borrower to use the nominee's name and credit history to apply for a loan.

Fictitious/Stolen Identity – A fictitious/stolen identity may be used on the loan application. The applicant may be involved in an identity theft scheme: the applicant's name, personal identifying information and credit history are used without the true person's knowledge.

Inflated Appraisals – An appraiser acts in collusion with a borrower and provides a misleading appraisal report to the lender. The report inaccurately states an inflated property value.

Foreclosure Schemes – The perpetrator identifies homeowners who are at risk of defaulting on loans or whose houses are already in foreclosure. Perpetrators mislead the homeowners into believing that they can save their homes in exchange for a transfer of the deed and up-front fees. The perpetrator profits from these schemes by re-mortgaging the property or pocketing fees paid by the homeowner.

Equity Skimming – An investor may use a straw buyer, false income documents, and false credit reports, to obtain a mortgage loan in the straw buyer's name. Subsequent to closing, the straw buyer signs the property over to the investor in a quit claim deed which relinquishes all rights to the property and provides no guaranty to title. The investor does not make any mortgage payments and rents the property until foreclosure takes place several months later.

Air Loans – This is a non-existing property loan where there is usually no collateral. An example of an air loan would be where a broker invents

borrowers and properties, establishes accounts for payments, and maintains custodial accounts for escrows. They may set up an office with a bank of telephones, each one used as the employer, appraiser, credit agency, etc., for verification purposes.

Tips to avoid Mortgage Fraud

- Get referrals for Real Estate/Mortgage Professionals. Check licenses of industry professionals with state, county, or city regulatory agencies.
- If it sounds to good to be true, it probably is.
- Be wary of strangers/unsolicited contacts, as well as high pressure sales techniques.
- Verify the value of any property before proceeding.
- Understand what you are signing and agreeing to and do not sign any blank forms. If you do not understand, re-read the documents or seek assistance from an attorney.
- Make sure the name on your application matches the name on your identification.
- Review the title history of the home you are anticipating to purchase before making the purchase.
- Know and understand the terms of your mortgage.
- Never sign any loan documents that contain "blanks."
- Check out tips on the MBA's website at http://www.StopMortgageFraud.com for additional advice on avoiding Mortgage Fraud.

Moving Company Hostage Freight

- When a moving company is holding a person's/company's items hostage and demanding more money than the original cost.
- Handled by the Federal Motor Carrier Safety Association (FMCSA) 1-888-368-7238 or www.1-888-DOT-SAFT.com

National Sex Offender Public Registry

- www.nsopr.gov/

Parental Kidnapping

- The FBI dose not investigate parental kidnapping unless there is evidence that the parent is taking the child out of the country, or unless the parent can provide:
  - A copy of the court order that states who has custody of the child.
  - An official letter from the district attorney or local police department requesting the FBI's assistance.
  - A copy of the warrant issued by the district attorney stating that the parent is in violation of the court order.

- There are basically two federal criminal investigative options that may be pursued when a child is abducted by a parent and taken over state lines and/or outside the United States.
- *International Parental Kidnapping Crime Act (IPKCA) of 1993:* A violation where a parent takes a juvenile under 16-years of age outside of the United States without the other custodial parent's permission.
  - Make sure that a missing person's report has been filed for child.
  - Contact Department of State, Office of Children's Issues (OCI) 202-736-9090 (tel)/202-736-9133 (fax).
  - Have Child's name entered into Children's Passport Issuance Alert Program at Dept. of State (202-736-9156) to be notified if dept. receives passport application for child.
  - Contact National Center for Missing and Exploited Children (NCMEC) at 1-800-843-5678.
  - Hague Convention
    - No Custody decree needed.
    - Submit Application to U.S. Central Authority (DOS OCI).
- *Unlawful Flight to Avoid Prosecution (UFAP) – Parental Kidnapping:* In any parental kidnapping case, a UFAP – Parental Kidnapping arrest warrant may be issued for the abducting parent who takes their child(ren) interstate or internationally. In order for the FBI to assist with a UFAP warrant, the following criteria must be met:
  1) There must be probable cause to believe the abducting parent has fled interstate or internationally to avoid prosecution or confinement.
  2) The state authorities must have an outstanding warrant for the abductor's arrest charging him/her with a felony under the laws of the state from which the fugitive flees.
  3) The state authorities must agree to extradite and prosecute that fugitive from anywhere in the U.S. the subject is apprehended by the FBI.
  4) The local prosecuting attorney or police agency should make a written request to the United States Attorney for FBI assistance.
  5) The United States Attorney must authorize the filing of a complaint and the federal arrest process must be outstanding prior to the time that investigation is instituted.

(www.fbi.gov/hq/cid/cac/kidnap.htm)

Passports

- Stolen, Fraudulent, or information regarding passports should be referred to the Department of State – travel. www.state.gov, or the National Passport Information Center – 1-877-487-2778.

Public Corruption

- [redacted] b7E

- "Public Corruption investigation" is defined as any criminal case, opened under any classification, wherein it is alleged that either a public official (either elected, appointed, or under contact), and/or a private individual, has been or is engaging in a corrupt scheme that involves either a direct or indirect abuse of the public official's trust and/or undermines the integrity of federal, state or local governmental operations, in violation of federal law.
- Type of Public Corruption are:
  - Contract
  - Judicial
  - Law Enforcement
  - Legislative
  - Regulatory
  - Election Fraud

Contract – Payment of bribes or kickbacks (i.e. anything of value) to local, state, or federal public officials in exchange for favorable treatment regarding government contracts and can include:

- "Pay to play" schemes
- Improper disclosure of competitor bid informations
- Discretionary awarding of "no Bid" contracts
- Approving false invoices or cost overruns for the bidding contractor.

Judicial – When and individual or organization seek to influence an act taken by a court by engaging in behavior that corrupts a member of the judicial system.

- Reduction of bond or sentence
- Waiving fines
- Dismissal of charges

Law Enforcement – Can involve payment or benefit of local, state, or federal law enforcement officials in exchange for some desired action or inaction, such as:

- Theft of items during an investigation
- "Protecting" illegal activity
- Leaking sensitive information to unauthorized parties

Legislative – Bribes or kickbacks to legislators, their staff, lobbyists, or consultants in exchange for some action or inaction concerning pending or future legislation or policy. This may include any of the following:

- Voting for/against legislation
- Confirmation of an executive appointment
- Appropriation considerations
- "Pay to play" schemes

Regulatory – Typically involves payments to public officials in exchange for some action or inaction pertaining to licensing, inspections, zoning variances, or other public documents. Regulatory corruption can include:

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- Failure to report violations of regulatory codes in exchange for something of value.
- Fraudulent issuance of identification documents.
- Improper issuance of identification documents.
- Improper issuance of licenses (liquor, vehicle, construction, adult entertainment, etc.)
- Altering zoning variances

Election Fraud – Election fraud can occur in state or federal election and encompasses activities such as buying votes, intimidating voters, voting more than once in an election, tampering with ballot boxes, destroying ballots, or any other intentional disruptions of the polling process.

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Social Security Administration, Fraud

- Internet: www.ssa.gov/oig/
  Phone: 1-800-772-1213, or 1-800-269-0271
  Write: Social Security Fraud Hotline
  P.O. Box 17768
  Baltimore, Maryland 21235

Spam or Junk E-mails

- Federal Trade Commission
  Phone: 1-877-382-4357
  Write: Federal Trade Commission
  CRC-240
  Washington, D.C. 20580

Spam or Junk Facsimiles

- Federal Communications Commission
  Phone : 1-888-225-5322
  Internet : www.fcc.gov

Student Loans

- Fraudulent loans or information regarding student loans should be referred to the Department of Education, 1-800-872-5327.

Telemarketing Fraud

- The Federal Trade Commission (FTC) enters all telemarketing, identity theft, and other fraud complaints into *Consumer Sentinel*, which is a secure database available to hundreds of civil and criminal law enforcement agencies in the U.S. and abroad. The FTC offers a telemarketing fraud hotline, as well as a website:
  1-877-382-4357
  www.ftc.gov

- If there is a Canadian nexus, caller should be referred to Phonebusters Email: info@phonebusters.com, Fax: (888) 654-9426 or Telephone: (888) 495-8501. By mail: Box 686 North Bay, Ontario P1B8J8.
  www.phonebusters.com

Telephone Service (Billing, Access, Service, Long Distance)

- Federal Communications Commission, www.fcc.gov
  Phone: 1-888-225-5322
  Write: Federal Communications Commission
  Consumer Information Bureau
  Consumer Complaints-Telephone
  Washington, D.C. 20554

Travel Advisories

- Department of State
  www.Travel.State.gov
  202-647-4000

Valor (Stolen)

- Wearing, manufacturing, or selling any decoration of medal authorized by Congress for the Armed Forces or any medal, badge, or decoration awarded to members of such forces without authority. b7E
- [redacted]

Watch List

- [redacted] Refer them to the Transportation Security Administration (TSA) – 866-289-9673 or the Terrorist Screening Center – 866-872-5678.

Witness Protection

- This program is handled by the U.S. Marshal's service, www.usmarshals.gov.
- USMS also apprehends federal fugitives

Common Referrals (other government agencies and public service organizations)

BATF (Bureau of Alcohol, Tobacco and Firearms, and Explosives)
- www.atf.gov
- 1-800-ATF-GUNS (283-4867) or
- 1-800-ATF-TIPS (283-8477)

Better Business Bureau
- www.bbb.org

Department of Homeland Security
- www.dhs.gov

Department of Health and Human Services
- www.hhs.gov

Drug Enforcement Agency
- www.justice.gov/dea

Federal Trade Commission
- www.ftc.org

Federal Communications Commission
- www.fcc.org
- 1-888-225-5322

Food and Drug Administration
- Food and Drug Administration
- 1-888-463-6332 to request a complaint form
- Fax: 1-800-332-0178 fax your complain form
- Write: MedWatch

The FDA Medical Products Reporting Program
Food and Drug Administration
5600 Fishers Lane
Rockville, MD 20852-9787

Immigrations and Customs Enforcement (ICE)
- www.ice.gov
- 1-866-DHS 2 ICE (347-2423)

Internet Crime Complaint Center (an FBI initiative)
- www.ic3.gov

National Center for Missing or Exploited Children
- www.ncmec.com
- www.cypertipline.com
- 1-800-843-5678

National Sex Offender Public Registry
- www.nsopr.gov/

Office of Fair Housing and Equal Opportunity
- 1-800-669-9777
- Office of Fair Housing and Equal Opportunity

  Department of Housing and Urban Development
  451 Seventh Street, Room 5204
  Washington, D.C. 20410-2000
- www.hud.gov

US Marshals Service
- www.usmarshals.gov

US Postal Inspection Service
- www.postalinspectors.uspis.gov

US Immigrations and Customs Enforcement (ICE)
- www.ice.gov

US State Department
- www.state.gov
- 202-647-2000

US Secret Service
- www.secretservice.gov

Social Security Administration
- www.ssa.gov/oig
- 1-800-772-1213, or 1-800-269-0271
- Social Security Fraud Hotline, P.O. Box 17768, Baltimore, Maryland 21235

Transportation Security Administration
- 866-289-9673
- www.tsa.gov

FEDERAL BUREAU OF INVESTIGATION
FOI/PA
DELETED PAGE INFORMATION SHEET
FOI/PA# 1397123-0

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Complaint Guide

Complaint Guide

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- Refer to DOJ's Trafficking in Persons and Worker Exploitation Task Force Complaint Line at 1-888-428-7581, Monday through Friday 9:00am-5:00pm. After hours voice mail/instructions 17

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- Individuals convicted of a sex offence are required by law to register with the local jurisdiction, providing their current address and contact information. A listing of registered sex offenders is available to the public on www.nsopr.gov/ 23

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Arrest Records

- The FBI will not provide arrest records to third parties.
- Arrest records are housed in database repositories within CJIS Division (304) 625-2000 (hey, this is where you live!).
- The caller can go to www.fbi.gov under Stats and Services for instructions or you can
- Advise a caller to request a copy of their arrest record, and include the following:
  - Full Name
  - Any Aliases
  - Date and place of birth
  - Social Security Number (optional)
  - A set of fingerprints, which can be obtained by going to a local police department. The local FBI office will not do this.
  - Either a certified check or money order in the amount of $18.00 made payable to the Treasury of the United States.
  - Send all of the above to the following address:
    Federal Bureau of Investigation
    Criminal Justice Information Services Division
    1000 Custer Hollow Road
    Clarksburg, West Virginia 26306

ATF (Bureau of Alcohol Tobacco Firearms and Explosives)

- All ATF violations should be directed to:
  www.atf.gov
  1-800-ATF-GUNS (1-800-283-4867)

ATM (Automated Teller Machine) Card Fraud

- Report to the Secret Service, www.secretservice.gov
- You can advise the caller the numbers to each field office are available on this site, or you can provide the number yourself from the site.

Automobile Dealer Complaints

- Federal Trade Commission, www.ftc.gov

Bank Fraud

- Bank fraud is the criminal offense of knowingly executing or attempting to execute a scheme or artifice to defraud a financial institution or to obtain property owned by or under control of a financial institution by means false or fraudulent pretenses, representations or promises.

b7E

[redacted]

Bankruptcy Fraud

- Report to Department of Justice, the Office of the United States Trustee, www.justice.gov/ust. [redacted]

Businesses (Fraudulent)

- Callers who want to report or find out if a business is legitimate should contact and/or make reports to:
- Better Business Bureau (www.bbb.org)
- Federal Trade Commission (www.ftc.org)
- [redacted]

Cable Television Complaints

- Report to Federal Communications Commission
  www.fcc.gov
  Phone: 1-888-225-5322
  Write: Federal Communications Commission
  Cable Services Bureau
  Consumer Protection and Competition Division
  445 12th Street, S.W.
  Washington, D.C. 20554

Cell Phones, Pagers, Wireless Complaints

- Report to the Federal Communications Commission
  www.fcc.gov
  Phone: 888-225-5322
  Write: Federal Communications Commission
  Wireless Telecommunications Bureau
  Enforcement and Consumer Information Division
  Informal Complaints and Public Inquiry Branch
  1270 Fairfield Road
  Gettysburg, PA 17325

Check Fraud

- **Internet** check fraud schemes should be reported to ic3.gov
- Stolen, forged, or 'hot' checks are handled by the local police department or Attorney General's Office unless they are US Treasury checks

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Child Support Recovery Act (CSRA)

(www.fbi.gov/hq/cid/cac/recovery.htm)

- The Attorney General's guidelines make the United States Attorney in each judicial district responsible for determining which cases will be selected for investigation and prosecution. The FBI cannot accept individual complaints from lawyers, advocacy groups, or from individual citizens. According to AG guidelines, the FBI can only open cases upon referral from a United States Attorney's Office (USAO).
- The Attorney General's guidelines are intended to ensure effective prosecution of the CSRA by providing a means for selecting egregious cases which states are unable to handle because of the interstate nature of the case or in which federal prosecution is deemed more appropriate. As a general principle, cases are usually accepted only when the referral clearly indicates that all reasonable and available remedies at the state level have been exhausted. Among such cases, priority is given to those where the following is established:
    - a pattern of interstate flight to avoid payment or flight after service of process for contempt or contempt hearings;
    - a pattern of deception to avoid payment, such as changing employment, concealing assets or location, or using false names and/or social security account numbers;
    - failure to make support payments after being held in contempt;
    - particular circumstances exist which dictate the need for immediate federal intervention, such as where the custodial parent and/or child have special medical needs or where the custodial family is in danger of eviction and homelessness;
    - when the failure to make child support payments has nexus to other potential federal charges, such as bankruptcy fraud, bank fraud, federal income tax charges or other related criminal conduct; and
    - Priority may also be given to those cases where the children of the non paying parent are still minors.

Civil Rights

- The FBI is the lead agency for investigating violations of federal civil rights laws; however the decision to prosecute allegations of civil rights violations is made by the Department of Justice.

- The Civil Rights Program is divided into four sub-programs – these are the FBI's priority:
  - Hate Crimes
  - "Color of Law"
  - Human Trafficking
  - Freedom of Access to Clinic Entrances (FACE) Act

- The following information should be provided by the complainant. All identifying information for the victim(s);
  - As much identifying information as possible for the subject(s), including position, rank, and agency employed;
  - Date and time of the Incident;
  - Location of Incident;
  - Names, addresses, and telephone numbers of any witness(es);
  - A complete chronology of events; and
  - Any report numbers and charges with respect to the incident.

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Color of Law

- 18 U.S.C. § 242 (Color of Law) – unlawful for any person acting under color of law to willfully deprive someone of any rights secured or protected by the Constitution or laws of the U.S.

- 18 U.S.C. § 241 (Conspiracy Against Rights) – unlawful for two or more persons to conspire to injure, oppress, threaten, or intimidate any person…in the free exercise or enjoyment of any right secured to him by the Constitution or laws of the United States.

- "Color of Law" simply means that the person is using authority given to him or her by a local, state, or federal government agency.

- Most Color of Law crimes fall into five broad areas:

  - Excessive Force: In making arrests, maintaining order, and defending life, law enforcement officers are allowed to use whatever force is "reasonably" necessary. The breadth and scope of the use of force is vast-from just the physical presence of the officer…to the use of deadly force. Violations of federal law occur when it can be shown that the force used was willfully "unreasonable" or "excessive."

- Sexual Assaults by officials acting under color of law can happen in jails, during traffic stops, or in other settings where officials might use their position of authority to coerce an individual into sexual compliance. The compliance is generally gained because of a threat of an official action against the person if he or she doesn't comply.

- False arrest and fabrication of evidence: The Fourth Amendment of the U.S. Constitution guarantees the right against unreasonable searches or seizures. A law enforcement official using authority provided under the color of law is allowed to stop individuals and, under certain circumstances, to search them and retain their property. It is in the abuse of the discretionary power-such as an unlawful detention or illegal confiscation of property-that a violation of a person's civil rights may occur. Fabricating evidence against or falsely arresting an individual also violates the color of law statute, taking away the person's rights of due process and unreasonable seizure. In the case of deprivation of property, the color of law statute would be violated by unlawfully obtaining or maintaining a person's property, which oversteps or misapplies the official's authority. The Fourteenth Amendment secures the right to due process; the Eight Amendment prohibits the use of cruel and unusual punishment. During an arrest or detention, these rights can be violated by the use of force amounting to punishment (summary judgment). The person accused of a crime must be allowed the opportunity to have a trial and should not be subjected to punishment without having been afforded the opportunity of the legal process.

- Failure to keep from harm: The public counts on its law enforcement officials to protect local communities. If it's shown that an official willfully failed to keep an individual from harm, that official could be in violation of the color of law statute.

Computer Intrusion/Hacking

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- Computer Intrusion is defined as an individual or entity gaining or attempting to gain access to a personal computer or network system illegally with the internet to corrupt/destroy information, or use the information to commit further crimes.

- Computer Intrusion includes government entities, private sectors companies, and individuals.

- Refer to IC3 if there is an internet predicate [redacted] b7E

Copyright, Trademark Infringement, and Theft of Trade Secrets

- Supported by ICE : www.iprcenter.gov or go to www.copyright.gov

[redacted] b7E

- Intellectual Property Rights is the monopoly protection for creative works such as writing (copyright), inventions (patents), processes (trade secrets) and identifiers (trademarks).
    - The National Intellectual Property Rights Coordination Center (IPR Coordination Center) is the U.S. government's latest weapon in the fight against violations of Intellectual Property Rights (IPR) laws. Located in Washington, D.C., the IPR Coordination center is a multi-agency Center responsible for coordinating a unified U.S. government response regarding IPR enforcement issues. Investigative personnel provide core staffing from Immigration and Customs Enforcement (ICE) and the Federal Bureau of Investigation (FBI). Particular emphasis is given to investigating major criminal organizations and those using the Internet to facilitate IPR crime.
    - Mail: U.S. Immigration and Customs Enforcement
      National Intellectual Property Rights
      500 12th Street SW
      Washington, D.C. 20224
      Phone: 866-IPR-2060, or 866-477-2060
      Fax: (202) 307-2127

Counterfeit Money

- Report to the U.S. Secret Service, www.secretservice.gov

Credit Card Fraud

- Report to the U.S. Secret Service, www.secretservice.gov

- The Secret Service investigates offenses against the laws of the United States, relating to the obligations and securities of the United States and foreign governments, such as counterfeiting (currency, credit cards/debit cards) and forgery of government securities.

- If the complaint is essentially a non-criminal dispute with a retailer or other business, the caller should contact and must immediately dispute the charge(s) in writing with the customer relations office of your credit card company. Here are some tips:

  - Report the crime to the police immediately
  - Immediately contact your credit card issuers
  - Call the fraud unit of the three credit reporting bureaus (listed below)

  - **Equifax Credit Information Services - Consumer Fraud Division**
    P.O. Box 105496
    Atlanta, Georgia 30348-5496
    Tel: (800) 997-2493
    Fraud Alert: (800) 525-6285
    www.equifax.com
  - **Experian**
    P.O. Box 2104
    Allen, Texas 75013-2104
    Tel: (888) EXPERIAN (397-3742)
    Fraud Alert: (888) 397-3742
    www.experian.com
  - **Trans Union Fraud Victim Assistance Department**
    P.O. Box 390
    Springfield, PA 19064-0390
    Tel: (800) 680-7289
    Fraud Alert: (800) 680-7289
    www.transunion.com

Crime on the High Seas

- Crimes include sexual and physical assaults, death, drug smuggling, theft, and "vessel conversion."

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Crimes against Children

- The National Center for Missing and Exploited Children (NCMEC/www.missingkids.com), in conjunction with the U.S. Postal Inspection Service, U.S. Customs Service, and the Federal Bureau of Investigation, serves as the National Child Pornography Tip line. The Congressionally mandated CyberTipline is a reporting mechanism for cases of child sexual exploitation including child pornography, online enticement of children for sex acts, molestation of children outside the family, sex tourism of children, child victims of prostitution, and unsolicited obscene material sent to a child. Reports may be made 24-hours per day, 7 days per week online at www.cybertipline.com or by calling 1-800-843-5678.

[redacted] b7E

Cyber Threats to FBI Systems (not specific to a Field Office)

- [redacted] b7E
- [redacted]

Debt Collectors (Fair Debt Collection Practices Act)

- The Fair Debt Collection Practices Act requires that debt collectors treat you fairly and prohibits certain methods of debt collection. This law does not erase any legitimate debt you owe.

- Report any problems that you have with a debt collector to your state Attorney General's office and the Federal Trade Commission.

- FTC - ftc.gov or 877-382-4357

Drugs

- Refer to the local police department and/or the DEA, www.justice.gov/dea
- [redacted] b7E

Elder Fraud (this is not a federal violation per se)

- More and more of the Elderly are the victims of fraud/scams. Why :
  - Accessibility
  - The gaining of Trust
  - Isolation
  - The belief that most senior citizens have cash available.
- www.ncea.aoa.gov

FACE Act

- The FACE Act (18 U.S.C. § 248) prohibits the use of force, threat of force, or physical obstruction to, or attempt to, intentionally injure, intimidate or interfere with the right of another person to obtain or provide reproductive health services. This situation makes it unlawful to damage or attempt to damage property because the facility provides reproduction health services. This includes places of worship.
- www.fbi.gov./hq/cid/civilrights/civilrts.htm
- [redacted] b7E

FD-71s

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- [redacted]

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Federal Election Crimes

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- Federal Election crimes include: Vote Buying, Giving False information when voting, voting multiple times, voting by ineligibles, intimidation, destruction of ballots, falsifying vote tallies, baseless voter challenges, voter deception, and campaign finance fraud.

- Federal Election crimes do NOT include: False charges about opponents, trying to convince an opponent to withdraw, campaigning too close to the polls, paying for endorsements, taking voters to the polls, offering a stamp to mail an absentee ballot, giving voters time off to vote, and technical errors in election management. (These offenses come under local/state jurisdiction.)

- [redacted]

Federal Trade Commission (FTC)

- The FTC is the clearinghouse for identity theft victims.
- www.ftc.gov/ftc/complaint.htm
  - By phone: Toll-free 877-FTC-HELP (382-4357); TDD 202-326-2502; Identity Theft Hotline: (877) 438-4338 Online: www.ftc.gov/idtheft
  - By Mail: Consumer Response Center
    Federal Trade Commission
    600 Pennsylvania Ave, NW

Washington, DC 20580

- For Consumer Information: www.ftc.gov/ftc/consumer.htm
- NOTE: Also suggest they contacting the Social Security Administration: www.ssa.gov, (800) 772-1213

Federal Treasury Checks (stolen/fraudulent)

- Report to the U.S. Secret Service – www.secretservice.gov

Fingerprints

- The FBI only fingerprints arrestees and applicants. Those who need to be fingerprinted for other jobs or other reasons should contact their local police department. Those who want a copy of their criminal history (rap sheet) from the FBI must submit a check and a set of fingerprints to the CJIS Division. See Arrest section.

Food Stamp Fraud

- Refer the caller to the Secret Service

Freedom of Information Act (FOIA) Requests

- The PAL cannot release information to a person regarding themselves or another individual. A Freedom of Information Act request has to be approved and managed through FBIHQ. Advise the caller that
    - To make a freedom of information request a letter should be written stating you would like any information the FBI has on you and include the following:
        - Full Name
        - Any Aliases
        - Date and Place of Birth
        - Social Security Number (optional)
        - Have your letter notarized (if this a request for information about a third party, you must submit a notarized authorization or Privacy Waiver & Certification of Identity Form from that party)
        - State how much you are willing to pay for duplication fees if any are assessed.
        - Send all of the above to the following address:
          Federal Bureau of Investigation
          Record Information/Dissemination Section
          170 Marcel Drive
          Winchester, VA 22602-4843

- These requests can also be faxed to 540-868-4995.
- Online Requests for Freedom of information act can go to fbi.gov and click on Freedom of Information Act at the bottom of the screen. Then click on FOIPA Request Form and click "send."

Gift Card Fraud

- Gift Card Fraud is reported to the Federal Trade Commission. They can be contacted in any of the following ways:

  By phone: 1-877-438-4338 or TTY, 1-866-653-4261
  By Mail: Federal Trade Commission
  600 Pennsylvania Ave., N.W.
  Washington, D.C. 20580
  www.ftc.gov/ftc/complaint.htm

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Harassment

- Via the internet: refer to ic3 and local police department
- Via the mail: refer to postalinspectors.uspis.gov
- Via the phone: refer to local police department

Hate Crimes

- A hate crime is defined as a criminal offense against a person or property motivated in whole or in part by the offender's bias against race, religion, disability, ethnic/national origin, or sexual orientation. b7E
- [redacted]
- 18 U.S.C. § 245 (Federally Protected Activities) – prohibits injury, intimidation, interference by force or threat of force, of any person because of race, color, religion, national origin, or sexual orientation because of their participation in certain activities.
- 18 U.S.C. § 247 (Damage of Religious Property) – prohibits intentional defacement, damage, or destruction of any religious real property because of its religious, racial, or ethnic characteristics.
- [redacted] b7E

Healthcare Fraud

- FBI is the primary investigative agency for Health Care Fraud.
- Examples of Healthcare Fraud are:
  - Hospitals, doctors, pharmacists, and other care providers submitting bills for services never rendered.

- Service Providers charging insurance for unnecessary and costly procedures.
- Doctors selling prescriptions to patients for cash.
- Companies billing insurance for expensive equipment but providing poor substitutes.
- Crooked physicians enticing patients to visit their offices for "free services" or gifts, then stealing their personal information and using it to file fraudulent claims.
- Physicians receiving kickbacks for referrals, or paying a third party for

- [redacted] b7E

- Can also refer to the Department of Health and Human Services, Office of the Inspector General at 1-800-447-8477 or oig.hhs.gov/hotline.html

HIPAA Privacy

- Health Insurance Portability and Accountability Act
- MUST refer to Health & Human Services at www.HHS.gov

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Housing Discrimination

- Refer to the Office of Fair Housing and Equal Opportunity
  - Phone: 1-800-669-9777
  - Write (National): Office of Fair Housing and Equal Opportunity
    Department of Housing and Urban Development
    451 Seventh Street, Room 5204
    Washington, D.C. 20410-2000

Human Trafficking

- Refer to DOJ's Trafficking in Persons and Worker Exploitation Task Force Complaint Line at 1-888-428-7581, Monday through Friday 9:00am-5:00pm. After hours voice mail/instructions.

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- The Trafficking Victims Protection Act (TVPA) (18 U.S.C. §§ 1589-1594) was passed in 2000 to strengthen federal criminal laws prohibiting human trafficking and improve immigration benefits for qualified person.

- The TVPA is a "victim-centered" law whereby the trafficking victim is viewed as a victim of crime even if they are present in the U.S. illegally.

- Human Trafficking occurs when someone recruits, harbors, transports, or obtains a person through the use of force, fraud. Or coercion for many purposes including sexual exploitation and/or forced labor.

- Any activity related to commercial sex involving victims less than 18 years of age is considered a form of trafficking regardless of whether the victim was forced into that type of work.

- Common tactics used to maintain control over trafficked person including debt bondage, isolation, beatings, torture, starvation, false promises, and threats to members of the victim's family. Traffickers may also confiscate the victim's passport, visa, other important documents, and any money in their possession in order to keep them from running away.

- People are trafficked for: prostitution, exotic dancing, servile marriage, agricultural work, landscape work, domestic services, factory work, street peddling, restaurant services, construction, hotel housekeeping, and day labor.

- 18,000 to 20,000 people are trafficked into the U.S. each year. More than 80% of victims are women and girls; of those, 70% are forced into sexual servitude.

Identity Theft

- FBI identity theft investigations typically focus on large groups of identity thieves and criminal enterprises which are the most difficult to investigate and involve a substantial number of victims. Should a caller be reporting [redacted] b7E
- [redacted] will not be investigated by the FBI. Individual victims should be referred to the Federal Trade Commission, www.ftc.gov.

Defend against Identity theft:

- Place a "Fraud Alert" on your credit reports, and review the reports carefully. The alert tells creditors to follow certain procedures before they open new accounts in your name or make changes to your existing accounts. The three nationwide consumer reporting companies have toll-free numbers for placing an initial 90-day fraud alert; a call to one company is sufficient:

  - Equifax: 1-800-525-6285
  - Experian: 1-888-397-3742
  - TransUnion: 1-800-680-7289

- Placing a fraud alert entitles the victim to free copies of their credit reports. Advise them to look for inquiries from companies that have not been contacted, accounts they didn't open, and unexplained debt.

- Free credit reports are obtainable once per year at www.annualcreditreport.com

- Close any accounts that have been tampered with or established fraudulently.

  - Contact the security or fraud departments of each company where an account was opened or changed without approval. Follow up in writing, with copies of supporting documents.
  - Use the ID Theft Affidavit at www.ftc.gov/idtheft to support the written statement.
  - Ask for verification that the disputed account has been closed and the fraudulent debts discharged.
  - Keep copies of documents and records of your conversations about the theft.

- File a police report. File a report with local law enforcement official to help with creditors who may want proof of the crime.

- Report the theft to the Federal Trade Commission.
  Online: www.ftc.gov/idtheft
  By phone: 1-877-438-4338 or TTY, 1-866-653-4261
  By Mail: Identify Theft Clearinghouse
  Federal Trade Commission
  600 Pennsylvania Ave., N.W.
  Washington, D.C. 20580

Immigration and Customs Enforcement (ICE)

- Immigration matters contact 1-866-DHS 2 ICE (347-2423)
- www.ice.gov

Internet Crime Complaint Center

- The Internet Crime Complaint Center (IC3) is an alliance between the National White Collar Crime Center and the FBI. IC3's mission is to address crime committed over the Internet. IC3 offers a central repository for complaints related to Internet crime, uses the information to quantify patterns, and provides timely statistical data of current trends.

- When the fraudulent activity has an internet nexus, (started via email or website, or a social networking site) refer callers to www.ic3.gov

- http://www.LooksTooGoodToBeTrue.com: This site is designed to protect consumers against internet crimes and offer in-depth information on the latest Internet schemes as well as an on-line risk assessment test.

Lottery/Sweepstakes Scam

- These scams involve the victim receiving notification, either by telephone or mail, that the victim has won a large sum of money. The victim is then convinced to pay money, under the guise of customs taxes, processing fees, or as a fee to convert the winnings to United States currency, as a prerequisite to receiving the winnings.

- It is a violation of Federal Trade Commission (FTC) trade rules to require a purchase or send money as a condition of receiving lottery or sweepstakes winnings as a condition of entering a contest, sweepstakes, or other promotion. Also it is illegal to play a foreign lottery through the mail or on the telephone or internet (Title 18 United States Code, section 1301-1307).

Mail Fraud

- Refer to Postal Inspection Service, www.postalinspectors.uspis.gov

- 1-877-876-2455

- U.S. Postal Inspectors investigate any crime in which the U.S. Mail is used to further a scheme—whether it originated in the mail, by telephone, or on the Internet. The use of the U.S. Mail is what makes it mail fraud.

- If evidence of a postal violation exists, Postal Inspectors may seek prosecutorial or administrative action against the violator. However, if money is lost through a fraudulent scheme conducted via the mail, Inspectors lack the authority to ensure you receive a refund and can't require that products, services, or advertisements—on the Internet or elsewhere—be altered.

- Postal Inspectors base investigations or mail fraud on the number, pattern, and substance of complaints received from the public. The Postal Inspection Service will carefully review the information you provide. We may share the information with other agencies when there is a possible violation within their jurisdiction.

Medical Drugs and Medical Products Sold Online

- Refer to Food and Drug Administration
  Phone: 1-888-463-6332 to request a complaint form
  Fax: 1-800-332-0178 fax your complain form
  Write: MedWatch
  The FDA Medical Products Reporting Program
  Food and Drug Administration
  5600 Fishers Lane
  Rockville, MD 20852-9787

Missing Abroad

- State Department (202) 647-5225

  1-888-407-4747

- http://travel.state.gov/law/info/info_629.html

Missing Children

- The National Center for Missing and Exploited Children (NCMEC), in conjunction with the U.S. Postal Inspection Service, U.S. Customs Service, and the Federal Bureau of Investigation, serves as the National Child Pornography Tip line. The Congressionally mandated CyberTipline is a reporting mechanism for cases of child sexual exploitation including child pornography, online enticement of children for sex acts, molestation of children outside the family, sex tourism of children, child victims of prostitution, and unsolicited obscene material sent to a child. Reports may be made 24-hours per day, 7 days per week online at www.cybertipline.com, www.missingkids.com, or by calling 1-800-843-5678.
- [redacted] b7E
- [redacted]
- [redacted]
- [redacted]

Mortgage Fraud

- [redacted] b7E
- Typical mortgage and foreclosure scams:
  - **Property Flipping** – Property is purchased, falsely appraised at a higher value, and then quickly sold. What makes property flipping illegal is that the appraisal information is fraudulent. The schemes typically involve one or more of the following: fraudulent appraisals,

doctored loan documentation, inflating buyer income, etc. Kickbacks to buyers, investors, property/loan brokers, appraisers, title company employees are common in this scheme. A home worth $20,000 may be appraised for $80,000 or higher.

- **Silent Second** – The buyer of a property borrows the down payment from the seller through the issuance of a non-disclosed second mortgage. The primary lender believes the borrower has invested his own money in the down payment, when in fact it is borrowed. The second mortgage may not be recorded to further conceal its status from the primary lender.

- **Nominee Loans/Straw Buyers** – The identity of the borrower is concealed through the use of a nominee who allows the borrower to use the nominee's name and credit history to apply for a loan.

- **Fictitious/Stolen Identity** – A fictitious/stolen identity may be used on the loan application. The applicant may be involved in an identity theft scheme: the applicant's name, personal identifying information and credit history are used without the true person's knowledge.

- **Inflated Appraisals** – An appraiser acts in collusion with a borrower and provides a misleading appraisal report to the lender. The report inaccurately states an inflated property value.

- **Foreclosure Schemes** – The perpetrator identifies homeowners who are at risk of defaulting on loans or whose houses are already in foreclosure. Perpetrators mislead the homeowners into believing that they can save their homes in exchange for a transfer of the deed and up-front fees. The perpetrator profits from these schemes by re-mortgaging the property or pocketing fees paid by the homeowner.

- **Equity Skimming** – An investor may use a straw buyer, false income documents, and false credit reports, to obtain a mortgage loan in the straw buyer's name. Subsequent to closing, the straw buyer signs the property over to the investor in a quit claim deed which relinquishes all rights to the property and provides no guaranty to title. The investor does not make any mortgage payments and rents the property until foreclosure takes place several months later.

- **Air Loans** – This is a non-existing property loan where there is usually no collateral. An example of an air loan would be where a broker invents borrowers and properties, establishes accounts for

payments, and maintains custodial accounts for escrows. They may set up an office with a bank of telephones, each one used as the employer, appraiser, credit agency, etc., for verification purposes.

*****Tips to avoid Mortgage Fraud**

- Get referrals for Real Estate/Mortgage Professionals. Check licenses of industry professionals with state, county, or city regulatory agencies.
- If it sounds too good to be true, it probably is.
- Be wary of strangers/unsolicited contacts, as well as high pressure sales techniques.
- Verify the value of any property before proceeding.
- Understand what you are signing and agreeing to and do not sign any blank forms. If you do not understand, re-read the documents or seek assistance from an attorney.
- Make sure the name on your application matches the name on your identification.
- Review the title history of the home you are anticipating to purchase before making the purchase.
- Know and understand the terms of your mortgage.
- Never sign any loan documents that contain "blanks."
- Check out tips on the MBA's website at http://www.StopMortgageFraud.com for additional advice on avoiding Mortgage Fraud.

Moving Company Hostage Freight

- When a moving company is holding a person's/company's items hostage and demanding more money than the original cost.

- Handled by the Federal Motor Carrier Safety Association (FMCSA) 1-888-368-7238 or www.1-888-DOT-SAFT.com

National Sex Offender Public Registry

- Individuals convicted of a sex offence are required by law to register with the local jurisdiction, providing their current address and contact information. A listing of registered sex offenders is available to the public on www.nsopr.gov/.

Parental Kidnapping

- The FBI **does not investigate parental kidnapping.** If one parent takes their child across state lines in violation of a state court custody order it is not a federal kidnapping case. A parent cannot violate the federal kidnapping statute by taking their own child, even if state lines are

crossed, unless the individual's parental rights have been terminated in court. I violation of a custody order is not a termination of parental rights.

- **NCMEC (1-800-843-5678)** intakes reports of missing children, including children who have been concealed by a parent or other family member.

**The FBI will not work a non-custodial kidnapping unless there is evidence that the parent has taken the child out of the country, or unless the parent can provide:

  - A copy of the court order that states who has custody of the child.
  - An official letter from the district attorney or local police department requesting the FBI's assistance.
  - A copy of the warrant issued by the district attorney stating that the parent is in violation of the court order.

- There are basically two federal criminal investigative options that may be pursued when a child is abducted by a parent and taken over state lines and/or outside the United States.

  1. *International Parental Kidnapping Crime Act (IPKCA) of 1993:* A violation where a parent takes a juvenile under 16-years of age <u>outside of the United States</u> without the other custodial parent's permission.

     - Make sure that a missing person's report has been filed for child.
     - Contact Department of State, Office of Children's Issues (OCI) 202-736-9090 (tel)/202-736-9133 (fax).
     - Have Child's name entered into Children's Passport Issuance Alert Program at Dept. of State (202-736-9156) to be notified if dept receives passport application for child.
     - Contact National Center for Missing and Exploited Children (NCMEC) at 1-800-843-5678.
     - Hague Convention
       No Custody decree needed.
       Submit Application to U.S. Central Authority (DOS OCI).

  2. *Unlawful Flight to Avoid Prosecution (UFAP) – Parental Kidnapping:* In any parental kidnapping case, a UFAP – Parental Kidnapping arrest warrant may be issued for the abducting parent who takes their child(ren) interstate or internationally. <u>In order for the FBI to assist with a UFAP warrant, the following criteria must be met:</u>

- There must be probable cause to believe the abducting parent has fled interstate or internationally to avoid prosecution or confinement. The state authorities must have an outstanding warrant for the abductor's arrest charging him/her with a felony under the laws of the state from which the fugitive flees.
- The state authorities must agree to extradite and prosecute that fugitive from anywhere in the U.S. the subject is apprehended by the FBI.
- The local prosecuting attorney or police agency should make a written request to the United States Attorney for FBI assistance.
- The United States Attorney must authorize the filing of a complaint and the federal arrest process must be outstanding prior to the time that investigation is instituted.

- The FBI has jurisdiction if, and only if, the victim is transported across state lines. If we are unsure if this has occurred we will often work them anyway. After 24hrs pass, the law presumes the interstate transport occurred.

- Refer caller to www.fbi.gov/hq/cid/cac/kidnap.htm

Passports

- Stolen, Fraudulent, or information regarding passports should be referred to the Department of State – travel. www.state.gov, or the National Passport Information Center 1-877-487-2778.

Public Corruption

- [redacted] b7E

- A Public Corruption matter is defined as any criminal case, opened under any classification, wherein it is alleged that either a public official (either elected, appointed, or under contract), and/or a private individual, has been or is engaging in a corrupt scheme that involves either a direct or indirect abuse of the public official's trust and/or undermines the integrity of federal, state or local governmental operations, in violation of federal law.

- Type of Public Corruption are:

  - **Contract** – Payment of bribes or kickbacks (i.e. anything of value) to local, state, or federal public officials in exchange for favorable treatment regarding government contracts and can include:

    - "Pay to play" schemes

- Improper disclosure of competitor bid information
- Discretionary awarding of "no Bid" contracts
- Approving false invoices or cost overruns for the bidding contractor.

- **Judicial** – When an individual or organization seek to influence an act taken by a court by engaging in behavior that corrupts a member of the judicial system.
  - Reduction of bond or sentence
  - Waiving fines
  - Dismissal of charges

- **Law Enforcement** – Can involve payment or benefit of local, state, or federal law enforcement officials in exchange for some desired action or inaction, such as:

  - Theft of items during an investigation
  - "Protecting" illegal activity
  - Leaking sensitive information to unauthorized parties

- **Legislative** – Bribes or kickbacks to legislators, their staff, lobbyists, or consultants in exchange for some action or inaction concerning pending or future legislation or policy. This may include any of the following:

  - Voting for/against legislation
  - Confirmation of an executive appointment
  - Appropriation considerations
  - "Pay to play" schemes

- **Regulatory** – Typically involves payments to public officials in exchange for some action or inaction pertaining to licensing, inspections, zoning variances, or other public documents. Regulatory corruption can include:

  - Failure to report violations of regulatory codes in exchange for something of value.
  - Fraudulent issuance of identification documents.
  - Improper issuance of identification documents.
  - Improper issuance of licenses (liquor, vehicle, construction, adult entertainment, etc.)
  - Altering zoning variances

- **Election Fraud** – Election fraud can occur in state or federal election and encompasses activities such as buying votes, intimidating voters, voting more than once in an election, tampering

with ballot boxes, destroying ballots, or any other intentional disruptions of the polling process.

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Social Security Number issues

- If the complainant can provide documentation proving they are being disadvantaged because of the misuse of their SSN, they should contact the Social Security Administration.

- Internet: www.ssa.gov/oig/
  Phone: 1-800-772-1213, or 1-800-269-0271
  Write: Social Security Fraud Hotline
  P.O. Box 17768
  Baltimore, Maryland 21235

Spam or Junk E-mails

- Federal Trade Commission
  Phone: 1-877-382-4357
  Write: Federal Trade Commission
  CRC-240
  Washington, D.C. 20580

Spam or Junk Facsimiles

- Federal Communications Commission
  Phone : 1-888-225-5322
  Internet : www.fcc.gov

Student Loans

- Fraudulent loans or information regarding student loans should be referred to the Department of Education, 1-800-872-5327.

Tax Fraud

- Refer to IRS at irs.gov, where they will fill out a form 3949-A and mail in to the IRS, Fresno, CA, 93888

Telemarketing Fraud

- The Federal Trade Commission (FTC) enters all telemarketing, identity theft, and other fraud complaints into *Consumer Sentinel*, which is a secure database available to hundreds of civil and criminal law enforcement agencies in the U.S. and abroad. The FTC offers a telemarketing fraud hotline, as well as a website:
  1-877-382-4357
  www.ftc.gov

Telephone Service (Billing, Access, Service, Long Distance)

- Federal Communications Commission, www.fcc.gov
  Phone: 1-888-225-5322
  Write: Federal Communications Commission
  Consumer Information Bureau
  Consumer Complaints-Telephone

Washington, D.C. 20554

Travel Advisories

- Department of State, 202-647-4000
- www.Travel.State.gov

Valor (Stolen)

- Wearing, manufacturing, or selling any decoration of medal authorized by Congress for the Armed Forces or any medal, badge, or decoration awarded to members of such forces without authority. b7E
- [redacted]

Watch List

- [redacted] Refer them to the Transportation Security Administration (TSA) – 866-289-9673 or the Terrorist Screening Center (TSC) – 866-872-5678. b7E

Wire Fraud

- Defined as the use of electric or electronic communications facility to intentionally transmit a false and/or deceptive message in furtherance of fraudulent activity. [redacted] b7E

Witness Protection

- This program is handled by the U.S. Marshal's service, www.usmarshals.gov.
- USMS also apprehends federal fugitives.

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Curriculum and Training Schedule for Public Access Line

April 7, 2014

Through

April 11, 2014

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Curriculum and Training Schedule for Public Access Line

Time Allotted	Segment		Instructor/Presenter
Monday April 7, 2014 9:00 – 9:30 am	Administrative	609	[redacted]
9:30 – 10:00 am	PAL UC Presentation Overview of Job Description/Work Flow Process Role of the Special Agent in PAL	609	[redacted]
10:00 – 10:15 am	Break		
10:15 – 11:15 am	Violations Pertinent to FBI (What does FBI Investigate?)	609	[redacted]
11:15 am – 12:15 pm	PAL Complaint Guide	609	CSR
12:15 – 1:00 pm	Lunch		
1:00 – 2:00 pm	*Cont.* PAL Complaint Guide	609	CSR
	Overview of all systems used in PAL within the performance of job duties		
2:00 – 3:00 pm	Each System Used will be explained in detail. a) Sentinel	609	[redacted]
Tuesday April 8, 2014 8:00 – 10:00 am	b) [redacted]	601	[redacted]
10:00 – 10:15 am	Break		
10:15 – 11:45 am	c) NCIC and Certification	601	[redacted]
11:45 – 12:30 pm	Lunch		

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12:30 – 1:30 pm	d) [redacted]	601	[redacted]
1:30 – 2:30 pm	e) [redacted]	601	[redacted]
2:30 – 2:45 pm	Break		
2:45 – 3:15 pm	f) [redacted]	601	CSR
3:15 – 3:45 pm	g) [redacted]	601	[redacted]
Wednesday April 9, 2014 All Day	Job Shadowing in Public Access Line Unit	PAL	[redacted]
Thursday April 10, 2014 8:00 – 12:00	Communication/Grammar	605	[redacted]
12:00 – 12:45 pm	Lunch		
12:45 – 1:45 pm	Listen to a Call and the breakdown of how to write a Narrative—FD-71 & [redacted]	TBA	[redacted]
1:45- 2:15 pm	Overview of Crisis Situations and How the normal Job Flow may Change Crisis Video/EAP	TBA	[redacted]
Friday April 11, 2014 All Day	Taking Calls—Listen to many Calls and Determining How to Handle—in the classroom study	TBA	[redacted]
	Alignment with a Mentor (on-the-job) Senior PAL employee.		

Public Access Line

- What the field can expect from the Public Access Line
- What the Public Access Line expects from the field

Curriculum and Training Schedule for Public Access Line June 16-27, 2014

Curriculum and Training Schedule for Public Access Line

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June 16 – 27, 2014

Time Allotted	Segment	Room	Instructor/Presenter
Monday June 16, 2014 8:00 AM – 9:45 AM	Administrative • Computer program set up of passwords and PKI cards	609	[redacted]
9:45 AM-10:00 AM	Break		
10:00 AM-10:30 AM	Tour PAL and observe the CSR(s) in action. Observation Only Please. Questions will be addressed at a later time.	PALU A1	
10:45 AM - 11:15	PAL UC Introduction and Welcome	609	[redacted]
11:15 AM – 12:30 PM	PAL Complaint Guide	609	CSR [redacted]
12:30 PM – 1:15 PM	Lunch		
1:15 PM – 2:30 PM	Cont. PAL Complaint Guide	609	CSR [redacted]
2:30 PM – 2:45 PM	Break		
2:45 PM – 4:00 PM	Cont. PAL Complaint Guide	609	CSR [redacted]
Tuesday June 17, 2014 8:00 AM – 9:00 AM	Introduction to Sentinel • Access and Use • Practice	609	CSR [redacted]
9:00 AM – 10:00 AM	Cont. – Sentinel Access and Use Practice • How is Sentinel used in the PALU?	609	[redacted]
10:00 AM – 10:15 AM	Break		

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10:15 AM – 11:30 AM	Sentinel • Using Sentinel as an Intelligence/Analytical database • Analyzing Results	609	[redacted]
11:30 AM – 12:15 PM	Lunch		
12:15 PM – 1:30 PM	Cont. Sentinel • Using Sentinel as an Intelligence/Analytical database • Analyzing Results	609	[redacted]
1:30 PM – 2:15 PM	Cont. Sentinel • How to draft a Sentinel FD-71. • Listen to calls and draft narratives.	609	[redacted]
2:15 PM – 2:30 PM	Break		
2:30 PM – 4:00 PM	Cont. Sentinel • How to draft a Sentinel FD-71. • Listen to calls and draft narratives	609	[redacted]
Wednesday June 18, 2014 8:00 AM – 9:15 AM	NCIC and Certification • How to search/when to use • Show Examples • Test	BSS Multi-Purpose Room (E1)	[redacted]
9:15 AM – 10:15 AM	[redacted]	BSS Multi Purpose Room (E1)	[redacted]
10:15 AM – 10:30 AM	Break		
10:30 AM – 12:00 AM	Listen to Calls	BSS Multi Purpose Room (E1)	[redacted]

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12:00 PM – 12:45 PM	Lunch		
12:45 PM – 2:00 PM	[redacted] What is it? • Using [redacted] as an Intelligence/Analytical database • Analyzing Results	601	[redacted]
2:00 PM – 2:15 PM	Break		
2:15 PM – 4:00 PM	[redacted] • Using [redacted] as an Intelligence/Analytical database • Analyzing Results	601	[redacted]
Thursday June 19, 2014 8:00 AM – 12:00 AM	Communication and Grammar	605	[redacted]
12:00 PM – 12:45 PM	Lunch		
12:45PM – 2:15 PM	Overview of Crisis Situations and How the Normal Job Flow May be Change/EAP • Boston Calls • Crisis Video	605	[redacted]
2:15 PM – 2:30 PM	Break		
2:30 PM – 4:00 PM	Listening to Calls • Determining proper resolution	605	[redacted]
Friday June 20, 2014 8:00 AM – 10:00 AM	[redacted] • What is [redacted] and How is it used in the PALU • Searching [redacted] • Logging in [redacted]	601	[redacted] and TBD

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10:00 AM – 10:15 AM	Break		
10:15 AM – 12:00 PM	Cont. [redacted] • Practice	601	[redacted] and
12:00 PM – 12:45 PM	Lunch		
12:40 PM – 2:00 PM	[redacted] • Using [redacted] as an Intelligence/Analytical database • Analyzing Results	601	[redacted]
2:00 PM – 2:15 PM	BREAK		
2:15 PM – 3:30 PM	Cont. [redacted] • How to draft a [redacted] • Listen to calls and draft a narrative.	601	[redacted]
3:30 PM – 4:00 PM	Alignment with a Mentor	601	[redacted]
Monday June 23, 2014 8:00 AM – 10:00 AM	Practice Calls • Listening • Correct follow up questions • Logging in [redacted] • Documentation to FO	609	Various CSR(S)
10:00 AM – 10:15 AM	Break		
10:15 AM – 12:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
12:00 PM – 12:30 PM	Job Shadow Mentor/Lunch/Break	PAL	
12:30 PM – 1:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
1:00 PM – 2:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
2:00 PM – 2:15 PM	Break		

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2:15 PM – 4:00 PM	Practice Calls • Listening • Correct follow up questions • Logging in [redacted] • Documentation to FO	609	[redacted]
Tuesday June 24, 2014 8:00 AM – 10:00 AM	Practice Calls • Listening • Correct follow up questions • Logging in [redacted] • Documentation to FO	609	Various CSR(S)
10:00 AM – 10:15 AM	Break		
10:15 AM – 12:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
12:00 PM – 12:30 PM	Job Shadow Mentor/Lunch/Break	PAL	
12:30 PM – 1:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
1:00 PM – 2:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
2:00 PM – 2:15 PM	Break		
2:15 PM – 4:00 PM	Practice Calls • Listening • Correct follow up questions • Logging in [redacted] • Documentation to FO	609	[redacted]
Wednesday June 25, 2014 8:00 AM – 10:00 AM	Practice Calls • Listening • Correct follow up questions • Logging in [redacted] • Documentation to FO	609	Various CSR(S)
10:00 AM – 10:15 AM	Break		
10:15 AM – 12:00 PM	Job Shadow Mentor/Lunch/Break	PAL	

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12:00 PM – 12:30 PM	Job Shadow Mentor/Lunch/Break	PAL	
12:30 PM – 1:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
1:00 PM – 2:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
2:00 PM – 2:15 PM	Break		
2:15 PM – 4:00 PM	Practice Calls • Listening • Correct follow up questions • Logging in [redacted] • Documentation to FO	609	[redacted]
Thursday June 26, 2014 8:00 AM – 10:00 AM	Practice Calls • Listening • Correct follow up questions • Correct Resolution	605	Various CSR(S)
10:00 AM – 10:15 AM	Break		
10:15 AM – 12:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
12:00 PM – 12:30 PM	Job Shadow Mentor/Lunch/Break	PAL	
12:30 PM – 1:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
1:00 PM – 2:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
2:00 PM – 2:15 PM	Break		
2:15 PM – 4:00 PM	Practice Calls • Listening • Correct follow up questions • Correct Resolution	605	[redacted]
Friday June 27, 2014 8:00 AM – 10:00 AM	Practice Calls • Listening • Correct follow up questions • Correct Resolution	601	Various CSR(S)

	• Correct Follow up questions • Logging in [redacted] • Documentation to FO		
10:00 AM – 10:15 AM	Break		
10:15 AM – 12:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
12:00 PM – 12:30 PM	Job Shadow Mentor/Lunch/Break	PAL	
12:30 PM – 1:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
1:00 PM – 2:00 PM	Job Shadow Mentor/Lunch/Break	PAL	
2:00 PM – 2:15 PM	Break		
2:15 PM – 4:00 PM	End of Training Party	601	Bring finger foods

Training Schedule for Public Access Line July 14-25, 2014

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Curriculum and Training Schedule for Public Access Line

July 14 – 25, 2014

Time Allotted	Segment	Room	Instructor/Presenter
Monday July 14, 2014 9:00 AM – 9:30 AM	AD Greeting	601	AD Morris
9:30 AM – 10:15 AM	Administrative • Computer programs set up - passwords and PKI cards	601	[redacted]
11:00 1M - 11:15 AM	Break		
11:15 AM – 1:15 PM	Tour PAL and Silent Monitoring of calls Observation Only Please. Questions will be addressed at a later time.	PALU A1	
1:15 PM – 2:00 PM	Lunch		
2:00 PM – 4:00 PM	PAL Complaint Guide	601	TBD
4:00 PM – 4:15 PM	Break		
4:15 PM – 5:00 PM	Cont. PAL Complaint Guide	601	TBD
Tuesday July 15, 2014 9:00 AM – 11:00 AM	Communication and Grammar	601	[redacted]
11:00 AM – 11:15 AM	Break		
11:15 AM – 1:00 PM	Communication and Grammar Cont.	601	[redacted]
1:00 PM – 1:45 PM	Lunch		
1:45 PM – 3:45 PM	[redacted] • What is [redacted] and How is it used in the PALU	601	TBD

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	• Searching [redacted] • Logging in [redacted] • [redacted] Practice		
3:45 PM – 4:00 PM	Break		
4:00 PM – 5:00 PM	[redacted] Practice	601	TBD
Wednesday July 16, 2014 9:00 AM – 11:00 AM	Introduction to Sentinel • Access • What is it and how is it used in PALU • Using Sentinel as an Intelligence/Analytical database • Analyzing Results	601	[redacted]
11:00 AM – 11:15 AM	Break		
11:15 PM – 1:00 PM	Silent Monitoring of Calls Observation Only Please. Questions will be addressed at a later time.	PALU A1	TBD
1:00 PM – 1:45 PM	Lunch		
1:45 PM – 3:45 PM	Introduction to [redacted] • Access • What is it and how is it used in PALU • Using [redacted] as an Intelligence/Analytical database • Analyzing Results	601	TBD
3:45 PM – 4:00 PM	Break		
4:00 PM – 5:00 PM	[redacted] Practice	601	TBD
Thursday July 17, 2014 9:00 AM – 10:00 AM	NCIC and Certification • How to search and when to use	601	[redacted]

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	• Examples • Test		
10:00 AM – 11:00 AM	Introduction to [redacted] • Access • What is it and how is it used in PALU •	601	[redacted]
11:00 AM – 11:15 AM	Break		
11:20 AM – 1:00 PM	Silent Monitoring of Calls Observation Only Please. Questions will be addressed at a later time.	PALU A1	
1:00 PM – 1:45 PM	Lunch		
1:45 PM – 3:45 PM	[redacted] Continued • Using [redacted] as an Intelligence/Analytical database • Analyzing results	601	[redacted]
3:45 PM – 4:00 PM	Break		
4:00 PM – 5:00 PM	[redacted] Practice	601	[redacted]
Friday July 18, 2014 9:00 AM – 11:00 AM	Practice Calls • Listen to a call • Determine appropriate response • Log into appropriate Database	601	TBD
11:00 AM – 11:15 AM	Break		
11:15 AM – 1:00 PM	Continued: Practice Calls	601	TBD
1:00 PM – 1:45 PM	Lunch		
1:45 PM – 3:45 PM	Silent Monitoring of Calls Observation Only Please. Questions	PALU A1	

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	will be addressed at a later time.		
3:45 PM – 4:00 PM	BREAK		
4:00 PM – 5:00 PM	Continued – Practice Calls	601	[redacted]
Monday July 21, 2014 8:00 AM – 10:00 AM	Practice Calls • Listen to a call • Determine appropriate response • Log into appropriate Database	601	
10:00 PM – 10:15 PM	Break		
10:20 AM – 2:15 PM	Job Shadow Mentor/Lunch/Break	PAL	
2:15 PM – 4:00 PM	Practice Calls • Listen to a call • Determine appropriate response • Log into appropriate Database	601	[redacted]
Tuesday July 22, 2014 10:00 AM – 2:15 PM	Job Shadow/Break/Lunch	PAL A1	
2:15 PM – 4:15 PM	Practice Calls • Listen to a call • Determine appropriate response • Log into appropriate Database	601	
4:15 PM – 4:30 PM	Break		
4:30 PM – 6:00 PM	Practice Calls • Listen to a call • Determine appropriate response • Log into appropriate Database	601	

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Wednesday July 23, 2014 10:00 AM – 12:00 PM	Job Shadow	PAL A1	
12:00 PM – 12:15 AM	Break		
12:15 AM – 1:30 PM	Job Shadow	PAL	
1:30 PM – 2:00 PM	Lunch		
2:15 PM – 4:00 PM	Job Shadow	PAL A1	
4:00 PM – 4:15 PM	Break		
4:15 PM – 6:00 PM	Practice Calls • Listening • Correct follow up questions • Logging in [redacted] • Documentation to FO	609	[redacted]
Wednesday July 23, 2014 10:00 AM – 12:00 PM	Job Shadow	PAL A1	
12:00 PM – 12:15 AM	Break		
12:15 AM – 1:30 PM	Job Shadow	PAL	
1:30 PM – 2:15 PM	Lunch		
2:15 PM – 4:00 PM	Job Shadow	PAL A1	
4:00 PM – 4:15 PM	Break		
4:15 PM – 6:00 PM	Practice Calls • Listening • Correct follow up questions • Logging in [redacted] • Documentation to FO	609	[redacted]

Friday July 25, 2014 **8:00 AM – 10:00 AM**	**Practice Calls** • **Determining correct resolution**	607	
10:00 AM – 10:15 AM	**Break**		
10:15 AM – 12:00 PM	**Job Shadow**	PAL	
12:00 PM – 12:30 PM	**Job Shadow Mentor/Lunch/Break**	PAL	
12:30 PM – 1:00 PM	**Job Shadow Mentor/Lunch/Break**	PAL	
1:00 PM – 2:00 PM	**Job Shadow Mentor/Lunch/Break**	PAL	
2:00 PM – 2:15 PM	**Break**		
2:15 PM – 4:00 PM	**End of Training Party**	607	Bring finger foods

Job Shadow Schedule
July 14, 2014 Class

Job Shadow Schedule
July 14, 2014 Class

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	Monday 14 (10:35 – 13:00)	Tuesday 15 (No Job Shadowing)	Wednesday 16 (11:20 – 13:00)	Thursday 17 (11:20 - 13:00)	Friday 18 (13:45 – 15:45)

Updated on: 2/17/2018 9:05 PM

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	Monday 21 (10:20 – 14:15)	Tuesday 22 (10:00 – 14:15)	Wednesday 23 (10:00 – 16:15)	Thursday 24 (10:00 – 16:15)	Friday 25 (10:20– 14:15)

Updated on: 2/17/2018 9:05 PM

Curriculum and Training Schedule for Public Access Line Aug. 11 – Sept. 5, 2014

Curriculum and Training Schedule for Public Access Line

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Aug. 11 – Sept. 5, 2014

Time Allotted	Segment	Room	Instructor/Presenter
Monday Aug. 11, 2014 8:30 AM – 10:30 AM	Communication and Grammar	C1 Lab	[redacted]
10:30 AM – 10:45 AM	Break		
10:45 AM – 12:30 M	Communication and Grammar Continued	C1Lab	[redacted]
12:30 PM – 1:15 PM	Lunch		
1:15 PM – 2:45	Administrative • Determine Access • Computer programs – Passwords and PKI cards •	C1Lab	[redacted]
1:45 PM – 3:15 PM	Administrative • Computer programs set up - passwords and PKI cards	C1 Lab	[redacted]
3:15 PM – 3:30 PM	Break		
3:30 PM – 5:00 PM	NCIC and Certification • How to search and when to use • Examples • Test	C1 Lab	[redacted]
Tuesday Aug. 12, 2014 8:30 AM – 10:30 AM	Complaint Guide	C1 Lab	TBD
10:30 AM – 10:45 AM	Break		
10:45 AM – 12:30 PM	Complaint Guide	C1 Lab	TBD

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12:30 PM – 1:15 PM	Lunch		
1:15 PM – 3:15 PM	Silent Monitoring of Calls Observation only please. Questions will be addressed at a later time.	PALU	
3:15 PM – 3:30 PM	Break		
3:30 PM – 5:00 PM	Silent Monitoring of Calls Observation only please. Questions will be addressed at a later time.	PALU	
Wednesday Aug. 13, 2014 8:30 AM – 10:30 AM	[redacted] • What is [redacted] and how is it used in the PALU • Searching [redacted] • Logging in [redacted] • [redacted] Practice	C1 Lab	[redacted]
10:30 AM – 10:45 AM	Break		
10:45 AM – 11:45 PM	[redacted] Practice	C1 Lab	[redacted]
11:45 PM – 12:45 PM	Introduction to Sentinel • Access • What is it and how is it used in the PALU	C1 Lab	
12:45 PM – 1:30 PM	Lunch		
1:30 PM – 3:00	Sentinel • Using Sentinel as an Intelligence/Analytical database • Analyzing results	C1 Lab	
3:00 PM – 3:15 PM	Break		
3:15 PM – 5:00 PM	Job Shadowing	PALU	

Thursday Aug. 14, 2014 8:30 AM – 10:30 AM	Sentinel Continued • Searching Sentinel	C1 Lab	
10:30 AM – 10:45 AM	Break		
10:45 AM – 12:30 PM	Sentinel Continued • Drafting a Sentinel FD-71	C1 Lab	
12:30 PM – 1:15 PM	Lunch		
1:15 PM – 3:00 PM	Sentinel Practice	C1 Lab	
3:00 PM – 3:15 PM	Break		
3:15 PM – 5:00 PM	Job Shadow	PALU	
Friday Aug. 15, 2014 8:30 AM – 10:30 AM	Introduction to [redacted] • Access • What is it and how is it used in the PALU • Using [redacted] as an Intelligence/Analytical database • Analyzing results	C1 Lab	TBD
10:30 AM – 10:45 AM	Break		
10:45 AM – 12:00 PM	[redacted] Practice	C1 Lab	
12:00 PM – 12:45 PM	Lunch		
12:45 PM – 2:45 PM	Practice Calls	C1 Lab	
2:45 PM – 3:00 PM	BREAK		
3:00 PM – 5:00 PM	Practice Calls	C1 Lab	
Monday Aug. 18, 2014 8:30 AM – 10:30 AM	Introduction to [redacted] • Access • What is it and how is it used	C1 Lab	

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	in the PALU • Using [redacted] as an intelligence/Analytical database • Analyzing results		
10:30 AM – 10:45 AM	Break		
10:45 AM – 12:30 PM	[redacted] Continued • Searching [redacted]	C1 Lab	
12:30 PM – 1:15 PM	• Lunch		
1:15 PM – 3:15 PM	Job Shadow	PALU	
3:15 PM – 3:30 PM	Break	C1 Lab	
3:30 PM – 5:00 PM	Job Shadow	PALU	
Tuesday Aug. 19, 2014 10:00 AM – 2:15 PM	Job Shadow/Lunch/Break	PAL A1	
2:15 PM – 4:15 PM	Practice Calls • Listen to a call • Determine appropriate response • Log into appropriate Database	C1 Lab	[redacted]
4:15 PM – 4:30 PM	Break		
4:30 PM – 6:00 PM	• Job Shadow	PALU	
Wednesday Aug. 20, 2014 10:00 AM – 12:00 PM	Practice Calls • Listen to a call • Determine appropriate response • Log into appropriate Database	C1 Lab	
12:00 PM – 12:15 PM	Break		

12:15 PM – 1:30 PM	Practice Calls Continued	C1 Lab	
1:30 PM – 2:15 PM	Lunch		
2:15 PM – 4:15 PM	Job Shadow		
4:15 PM – 4:30 PM	Break		
4:30 PM – 6:00 PM	Job Shadow	PALU	
Thursday Aug. 21, 2014 10:00 AM – 12:00 PM	Practice Calls • Listen to a call • Determine appropriate response • Log into appropriate Database	C1 Lab	
12:00 PM – 12:15 PM	Break		
12:15 PM – 1:30 PM	Practice Calls Continued	C1 Lab	
1:30 PM – 2:15 PM	Lunch		
2:15 PM – 4:15 PM	Job Shadow		
4:15 PM – 4:30 PM	Break		
4:30 PM – 6:00 PM	Job Shadow	PALU	
Friday Aug. 22, 2014 9:00 AM – 11:00 AM	Practice Calls • Listen to a call • Determine appropriate response • Log into appropriate Database	C1 Lab	[redacted] b6 b7C
11:00 AM – 11:15 AM	Break		
11:15 AM – 1:00 PM	Practice Calls Continued	C1 Lab	

1:00 PM – 1:45 PM	Lunch		
1:45 PM – 3:00 PM	Job Shadow	PALU	
3:00 PM – 3:15 PM	Break		
3:15 PM – 5:00 PM	Job Shadow	PALU	

FEDERAL BUREAU OF INVESTIGATION
FOI/PA
DELETED PAGE INFORMATION SHEET
FOI/PA# 1397123-0

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Page 61 ~ b6; b7C; b7E;
Page 66 ~ b7E;
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Page 70 ~ b7E;
Page 72 ~ b7E;
Page 74 ~ b7E;
Page 75 ~ b7E;
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Page 85 ~ b6; b7C; b7E;

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Desktop Reference Public Access Line Revised 10/2015

- FBI, CJIS Division & PAL Unit; Mission Statements and Guiding Principles
- Federal Bureau of Investigation; Mission Statement
- Criminal Justice Information Services (CJIS) DIV.; Mission Statement
- CJIS Division; Guiding Principles
- Public Access Line Unit; Mission Statement
- Public Access Line Unit; Guiding Principles

DESKTOP REFERENCE

PUBLIC ACCESS LINE

FBI, CJIS DIVISION & PAL UNIT

Mission Statements & Guiding Principles

FEDERAL BUREAU OF INVESTIGATION

MISSION STATEMENT

The mission of the FBI is to uphold the law through the investigation of violations of federal criminal law; to protect the United States from foreign intelligence and terrorist activities; to provide leadership and law enforcement assistance to federal, state, local, and international agencies; and to perform these responsibilities in a manner that is responsive to the needs of the public and is faithful to the Constitution of the United States.

CRIMINAL JUSTICE INFORMATION SERVICES (CJIS) DIV.

MISSION STATEMENT

The mission of the CJIS Division is to equip our law enforcement, national security, and intelligence community partners with the criminal justice information they need to protect the United States while preserving civil liberties.

CJIS DIVISION

GUIDING PRINCIPLES

- *We will be honest in what we say, ethical in what we do, and accountable for our actions.*
- *We will seek fairness and equity for all.*
- *We will respect all people, especially those with whom we work and who rely upon our services.*
- *We will encourage responsible risk taking.*
- *We will cooperate to accomplish our mission.*
- *We will always seek better ways to do our work; using technology where appropriate.*
- *We will admit our mistakes and profit from them.*
- *We will encourage professional growth.*
- *We will expect leadership and open communication throughout our organization.*

PUBLIC ACCESS LINE UNIT

MISSION STATEMENT

The mission of the Public Access Line Unit is to serve as a central intake point through which the public can provide tip information about potential or ongoing crimes via telephone, email, and facsimile.

PUBLIC ACCESS LINE UNIT

GUIDING PRINCIPLES

- *It is better to send information that is not needed, than to not send information that is needed.*
- *Sooner is better than later.*
- *It is always right to be polite.*

Quick Reference Sheets

b7E

Counterterrorism Division

- [redacted]

Field Office Assignments

b7E

- [redacted]

Region Map

- [redacted]

NCIC

- NCIC Queries – Criminal History
- NCIC Record Abbreviations
- NCIC – Vehicle Registration Queries
- NCIC – Driver License Queries
- NCIC Queries – Gun Query
- NCIC Queries – Securities Query

NCIC QUERIES – CRIMINAL HISTORY

b7E

NATIONAL CRIME INFORMATION CENTER

NCIC RECORD ABBREVIATIONS

MKE: message key (example: Wanted Person-Caution)

ORI: originating agency identifier

NAM: name

SEX: sex

RAC: race

POB: place of birth

DOB: date of birth

HGT: height

WGT: weight

HAI: hair

FBI: number assigned if arrested & fingerprinted

CTZ: citizen

SKN: skin

SMT: scars, marks, tattoos

FPC: fingerprint classification

MNU: miscellaneous number

OA: state/local issued I.D.

SOC: social security number

OLN: operator's license number

OLY: year license expires

OFF: offense

OOC: original offense classification

DOW: date of warrant

OCA: original agency case number

WNO: warrant number

ADD: address

MIS/C: miscellaneous/caution

IMN: image number

IMT: image type

DTE: date & time entered

DLU: date & time last updated

IMR/MNAM: image name

DOI: date of image

NIC: NCIC number

DLC: date of last contact

MNP: missing person

BLT: blood type

FPA: footprints available

BXR: body x-rays

VRX: vision

JWT: jewelry

MNP/CA: child abduction

PIN: person with information

GNG: gang type

DOP: date purge

CON: conviction date

ORD: date ordered on file

DLO: location of DNA

SID: state I.D.

BHN: boat haul number

IID: internet I.D.

AOV: age of victim

SOV: sex of victim

ROV: relationship to victim

PPN: protected person

VIN: vehicle identification number

LIC: license plate number

OCA: originating agency case number

NCIC – VEHICLE REGISTRATION QUERIES

b7E

NATIONAL CRIME INFORMATION CENTER

NCIC – DRIVER LICENSE QUERIES

b7E

NATIONAL CRIME INFORMATION CENTER

NCIC QUERIES – GUN QUERY b7E

NCIC QUERIES – SECURITIES QUERY

b7E

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[redacted]

- Querying [redacted]
- PAL Unit Training 2015; Querying [redacted] & Interpreting Results

PAL UNIT TRAINING 2015

Querying [redacted] & Interpreting Results

b7E

Avaya Reason Codes

AVAYA REASON CODES

- GO READY – means you are available to take live incoming calls

- GO NOT READY –
  - AA_Unavailable (30)
  - AA_Work (40)
  - Break (22)
  - Lunch (19)
  - Meetings (26)
  - Training (25)
  - Drafting an FD-71 (70)
  - [redacted]
  - [redacted]

b7E

- SET ACW CODE - (After Call Work)
  - After Call Work (24) – for database queries, filling out [redacted] etc.

Quick Reference Guide

FBI – WV Call Center

QUICK REFERENCE GUIDE

FBI - WV CALL CENTER

Keep this Quick Reference Guide (QRG) nearby for easy reference to effectively utilize Language Line® Over-the-phone Interpretation Service.

WHEN RECEIVING A CALL:

1. Use Conference Hold to place the limited English speaker on hold.
2. Dial: **1-866-874-3972**
3. Enter on your telephone keypad or provide the representative:
   You may press 0 or stay on the line for assistance at anytime:
   - 6-digit Client ID: [redacted] b7E
   - Press 1 for Spanish
   - Press 2 for all other languages and speak the name of the language you need at the prompt.
   - Enter Your: **Access Code (All shifts:** [redacted]
     Do not begin your number with a zero.

   An Interpreter will be connected to the call.
4. Brief the Interpreter. Summarize what you wish to accomplish and give any special instructions.
5. ADD THE limited-ENGLISH SPEAKER to the line.
6. Say "End of Call" to the interpreter when the call is completed

NOTE: When placing a call to a limited-English speaker, begin at Step 2. If you need assistance placing a call to a limited-English speaker, please inform the interpreter at the beginning of the call.

IMPORTANT TIPS:

UNKNOWN LANGUAGE – If you do not know which language to request, our representative will help you

LINE QUALITY PROBLEMS – If you have problems before reaching a representative, press "0" to be transferred. If there is a sound quality problem, ask the representative to stay on the line to check for sound quality. If you have problems connecting to an Interpreter call Customer Service at 1-800-752-6096.

WORKING WITH AN INTERPRETER – Give the interpreter specific questions to relay. Group your thoughts or questions to help conversation flow quickly.

LENGTH OF CALL – Expect interpreted comments to run a bit longer than English phrases. Interpreters convey meaning-for-meaning, not word-for-word. Concepts familiar to English speakers often require explanation or elaboration in other languages and cultures.

INTERPRETER IDENTIFICATION – Our Interpreters identify themselves by first name and number only. For reasons of confidentiality, they do not divulge either their full names or phone number.

DEMONSTRATION LINE – To hear a recorded demonstration of over-the-phone interpretation call our demonstration line at 1-800-996-8808 or visit our website at www.LanguageLine.com

DOCUMENT TRANSLATION – We also provide written translation services, for more information please contact our Document Translation Department at 1-888-763-3364 or email translation@languageline.com.

CUSTOMER SERVICE – To provide feedback, commend an Interpreter, or report any service concerns, call Customer Service at 1-800-752-6096.

Language Line Services • 1 Lower Ragsdale Drive, Bldg. 2 • Monterey, CA 93940

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www.LanguageLine.com

Revision: 03/2015

Reference Materials

- Common Phrases in Spanish for Immediate Response
- Phonetic Alphabet
- State Abbreviations
- Julian Date Calendar – Perpetual
- Julian Date Calendar – For Leap Years Only
- Standard Time Zones
- Field Offices and Resident Agencies
- FBI Field Offices
- Federal Agency Reference Sheet
- State Agencies
- Federal & State Agency Referrals by Field Office

Common Phrases in Spanish for Immediate Response

SPANISH PHRASE	ENGLISH PHRASE	PRONUNCIATION KEY
¿Hablas Inglés?	Do you speak English?	Hah-blahs een-glehs?
No hablo Español	I don't speak Spanish	No hah-bloh es-pahn-yol
Un momento por favor	One moment please	oon moh-mehn-toh pohr-fah-vor
¿Cúal es su nombre?	What is your name?	Qual- es soo nom-breh?
Regreso en un momento	I'll be back in a moment	Reh-greh-soh ehn oon moh-mehn-toh
¿Me permite buscarle ayuda?	Will you allow me to get you help?	meh-pehr-mee-teh boos-kar-leh ah-yoo-dah?
¿Puedo ponerlo en espera?	May I place you on hold	Poo-eh-doh po-nehr-loh en es-peh-rah?
Ahorita regreso	I'll be right back	Ah-oh-rih-tah reh-greh-soh
Por favor hable más despacio.	Please speak slower.	Pohr fah-vor, ah-bleh mahs dehs-pah-see-oh
¿Entiendes?	Do you understand?	Ehn-tiehn-dehs?
Sí	Yes	See
No	No	No

The Spanish language is noted for its pronunciation of each letter and its strong *"r"* sounds, as in la*dd*er, be*tt*er, wa*t*er. And the "L" as in e*L*ephant.

If you hear words like **ATAQUE TERRORISTA** (terrorist attack), **BOMBA** (bomb), **PELIGRO** (danger), **AYUDA** (help), **SECUESTRO** (kidnapping) ***PLEASE LET A SUPERVISOR KNOW***

PHONETIC ALPHABET

A	- ALPHA	**N**	- NOVEMBER
B	- BRAVO	**O**	- OSCAR
C	- CHARLIE	**P**	- PAPA
D	- DELTA	**Q**	- QUEBEC
E	- ECHO	**R**	- ROMEO
F	- FOXTROT	**S**	- SIERRA
G	- GOLF	**T**	- TANGO
H	- HOTEL	**U**	- UNIFORM
I	- INDIA	**V**	- VICTOR
J	- JULIET	**W**	- WHISKEY
K	- KILO	**X**	- X-RAY
L	- LIMA	**Y**	- YANKEE
M	- MIKE	**Z**	- ZULU

STATE ABBREVIATIONS					
Alabama	AL	Louisiana	LA	Oklahoma	OK
Alaska	AK	Maine	ME	Oregon	OR
Arizona	AZ	Maryland	MD	Pennsylvania	PA
Arkansas	AR	Massachusetts	MA	Puerto Rico	PR
California	CA	Michigan	MI	Rhode Island	RI
Colorado	CO	Minnesota	MN	South Carolina	SC
Connecticut	CT	Mississippi	MS	South Dakota	SD
Delaware	DE	Missouri	MO	Tennessee	TN
District of Columbia	DC	Montana	MT	Texas	TX
Florida	FL	Nebraska	NE	Utah	UT
Georgia	GA	Nevada	NV	Vermont	VT
Hawaii	HI	New Hampshire	NH	Virginia	VA
Idaho	ID	New Jersey	NJ	Washington	WA
Illinois	IL	New Mexico	NM	West Virginia	WV
Indiana	IN	New York	NY	Wisconsin	WI
Iowa	IA	North Carolina	NC	Wyoming WY	WY
Kansas	KS	North Dakota	ND		
Kentucky	KY	Ohio	OH		

JULIAN DATE CALENDAR

PERPETUAL

Day	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Day
1	001	032	060	091	121	152	182	213	244	274	305	335	1
2	002	033	061	092	122	153	183	214	245	275	306	336	2
3	003	034	062	093	123	154	184	215	246	276	307	337	3
4	004	035	063	094	124	155	185	216	247	277	308	338	4
5	005	036	064	095	125	156	186	217	248	278	309	339	5
6	006	037	065	096	126	157	187	218	249	279	310	340	6
7	007	038	066	097	127	158	188	219	250	280	311	341	7
8	008	039	067	098	128	159	189	220	251	281	312	342	8
9	009	040	068	099	129	160	190	221	252	282	313	343	9
10	010	041	069	100	130	161	191	222	253	283	314	344	10
11	011	042	070	101	131	162	192	223	254	284	315	345	11
12	012	043	071	102	132	163	193	224	255	285	316	346	12
13	013	044	072	103	133	164	194	225	256	286	317	347	13
14	014	045	073	104	134	165	195	226	257	287	318	348	14
15	015	046	074	105	135	166	196	227	258	288	319	349	15
16	016	047	075	106	136	167	197	228	259	289	320	350	16
17	017	048	076	107	137	168	198	229	260	290	321	351	17
18	018	049	077	108	138	169	199	230	261	291	322	352	18
19	019	050	078	109	139	170	200	231	262	292	323	353	19
20	020	051	079	110	140	171	201	232	263	293	324	354	20
21	021	052	080	111	141	172	202	233	264	294	325	355	21
22	022	053	081	112	142	173	203	234	265	295	326	356	22
23	023	054	082	113	143	174	204	235	266	296	327	357	23
24	024	055	083	114	144	175	205	236	267	297	328	358	24
25	025	056	084	115	145	176	206	237	268	298	329	359	25
26	026	057	085	116	146	177	207	238	269	299	330	360	26
27	027	058	086	117	147	178	208	239	270	300	331	361	27
28	028	059	087	118	148	179	209	240	271	301	332	362	28
29	029		088	119	149	180	210	241	272	302	333	363	29
30	030		089	120	150	181	211	242	273	303	334	364	30
31	031		090		151		212	243		304		365	31

JULIAN DATE CALENDAR

FOR LEAP YEARS ONLY

Day	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Day
1	001	032	061	092	122	153	183	214	245	275	306	336	1
2	002	033	062	093	123	154	184	215	246	276	307	337	2
3	003	034	063	094	124	155	185	216	247	277	308	338	3
4	004	035	064	095	125	156	186	217	248	278	309	339	4
5	005	036	065	096	126	157	187	218	249	279	310	340	5
6	006	037	066	097	127	158	188	219	250	280	311	341	6
7	007	038	067	098	128	159	189	220	251	281	312	342	7
8	008	039	068	099	129	160	190	221	252	282	313	343	8
9	009	040	069	100	130	161	191	222	253	283	314	344	9
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14	014	045	074	105	135	166	196	227	258	288	319	349	14
15	015	046	075	106	136	167	197	228	259	289	320	350	15
16	016	047	076	107	137	168	198	229	260	290	321	351	16
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21	021	052	081	112	142	173	203	234	265	295	326	356	21
22	022	053	082	113	143	174	204	235	266	296	327	357	22
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25	025	056	085	116	146	177	207	238	269	299	330	360	25
26	026	057	086	117	147	178	208	239	270	300	331	361	26
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30	030		090	121	151	182	212	243	274	304	335	365	30
31	031		091		152		213	244		305		366	31

USE IN 2004, 2008, 2012, 2016, 2020, 2024, ETC.

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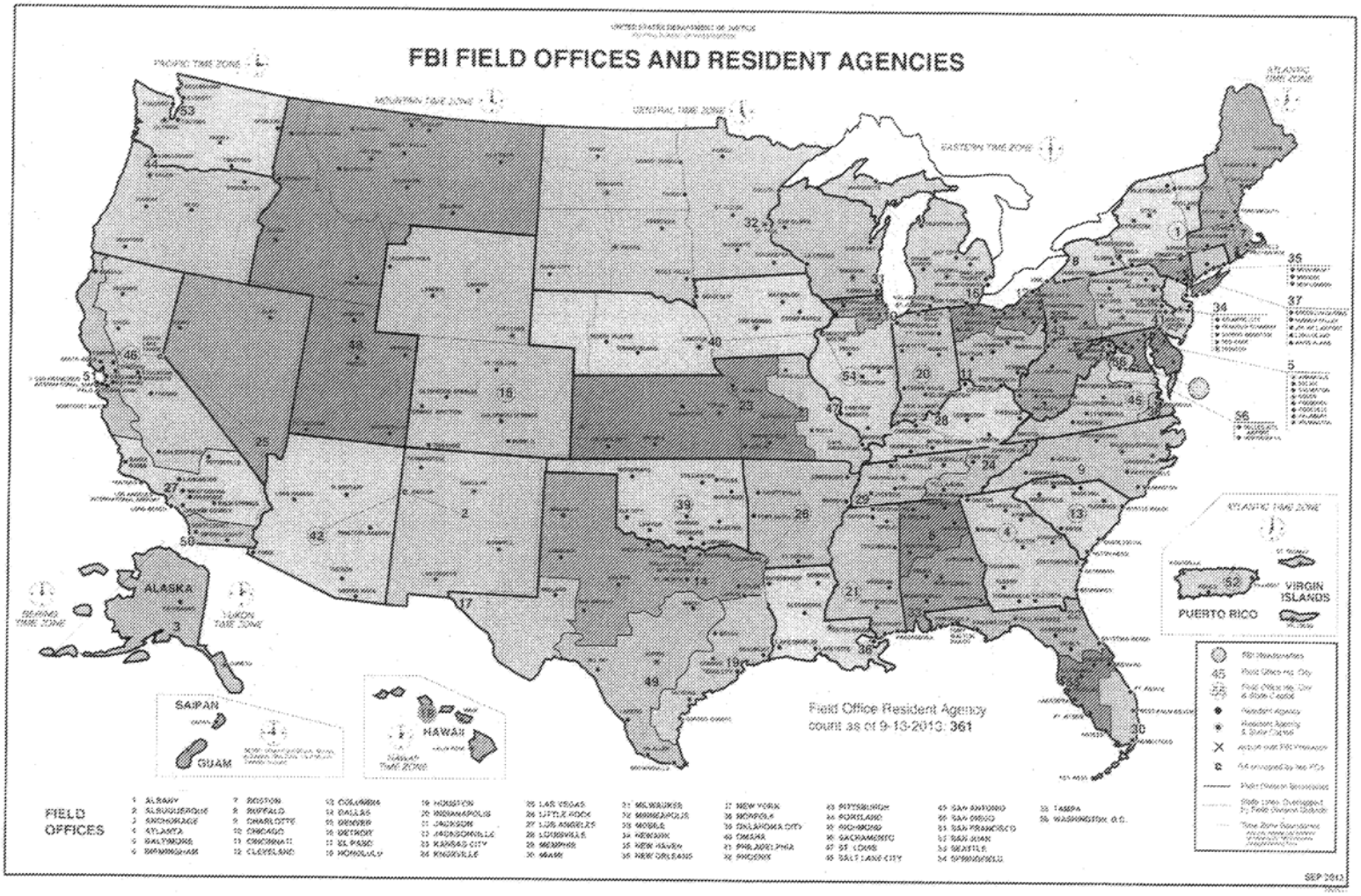
Where We Are
STANDARD TIME ZONES
CANADA
MEXICO
CUBA
PACIFIC
3 PM
MOUNTAIN
4 PM
CENTRAL
5 PM
EASTERN
6 PM
HAWAII-
ALEUTIAN
1 PM
ALASKA
2 PM
SEATTLE
PORTLAND
SAN FRANCISCO
LAS VEGAS
LOS ANGELES
SALT LAKE CITY
DENVER
PHOENIX
EL PASO
MINNEAPOLIS
CHICAGO
DETROIT
NEW YORK
WASHINGTON
LOUISVILLE
OKLAHOMA CITY
MEMPHIS
ATLANTA
DALLAS
HOUSTON
MIAMI
HONOLULU
Areas that do not observe Daylight Time
U.S. Department of the Interior
U.S. Geological Survey
The National Atlas of the United States of America®

FBI FIELD OFFICES AND RESIDENT AGENCIES



FBI FIELD OFFICES

Division	Abr.		Xfer
Albany, NY	AL	518-465-7551	
Albuquerque, NM	AQ	505-889-1300	
Anchorage, Alaska	AN	907-276-4441	
Atlanta, Georgia	AT	404-679-9000	
Baltimore, Maryland	BA	410-265-8080	
Birmingham, Alabama	BH	205-326-6166	
Boston, Mass.	BS	617-742-5533	
Buffalo, NY	BF	716-856-7800	
Charlotte, NC	CE	704-672-6100	
Chicago, Illinois	CG	312-421-6700	
Cincinnati, Ohio	CI	513-421-4310	
Cleveland, Ohio	CV	216-522-1400	
Columbia, SC	CO	803-551-4200	
Dallas, Texas	DL	972-559-5000	
Denver, Colorado	DN	303-629-7171	
Detroit, Michigan	DE	313-965-2323	
El Paso, Texas	EP	915-832-5000	
Honolulu, Hawaii	HN	808-566-4300	
Houston, Texas	HO	713-693-5000	
Indianapolis, Indiana	IP	317-595-4000	
Jackson, Miss.	JN	601-948-5000	
Jacksonville, FL	JK	904-248-7000	
Kansas City, Missouri	KC	816-512-8200	
Knoxville, Tenn.	KX	865-544-0751	
Las Vegas, Nevada	LV	702-385-1281	
Little Rock, Arkansas	LR	501-221-9100	
Los Angeles, CA	LA	310-477-6565	
Louisville, Kentucky	LS	502-263-6000	

	Abr.		Xfer
Memphis, Tennessee	ME	901-747-4300	
Miami, Florida	MM	754-703-2000	
Milwaukee, WI	MW	414-276-4684	
Minneapolis, MN	MP	763-569-8000	
Mobile, Alabama	MO	251-438-3674	
New Haven, CT	NH	203-777-6311	
New Orleans, LA	NO	504-816-3000	
New York, NY	NY	212-384-1000	
Newark, NJ	NK	973-792-3000	
Norfolk, Virginia	NF	757-455-0100	
Oklahoma City, OK	OC	405-290-7770	
Omaha, Nebraska	OM	402-493-8688	
Philadelphia, PA	PH	215-418-4000	
Phoenix, Arizona	PX	623-466-1999	
Pittsburgh, PA	PG	412-432-4000	
Portland, Oregon	PD	503-224-4181	
Richmond, VA	RH	804-261-1044	
Sacramento, CA	SC	916-481-9110	
Salt Lake City, Utah	SU	801-579-1400	
San Antonio, Texas	SA	210-225-6741	
San Diego, CA	SD	858-320-1800	
San Francisco, CA	SF	415-553-7400	
San Juan, Puerto Rico	SJ	787-754-6000	
Seattle, Wash.	SE	206-622-0460	
Springfield, Illinois	SI	217-522-9675	
St Louis, Missouri	SL	314-589-2500	
Tampa, FL	TP	813-253-1000	
Washington, DC	WF	202-278-2000	

b7E

NONE = No Recording S.O.L. = Stay On Line

Revision: 08/18/2015

AGENCY NAME	WEBSITE	TELEPHONE	ALTERNATE CONTACT	REASONS TO CONTACT
ATF (Bureau of Alcohol, Tobacco, Firearms)	www.ATF.gov	1-800-ATF-GUNS	1-888-ATF-TIPS	Alcohol, Tobacco, Firearms
Consumer Financial Protection Bureau	www.CFPB.gov	1-855-411-2372		PayDay Loan Scams, Predatory Lending, etc.
Consumer Safety Product Commission	www.SafeProducts.gov	1-800-638-2772		Unsafe products
Department of Homeland Security	www.DHS.gov	202-282-8000		Terrorist Watch List, Some Cyber Crimes
Department of Labor	www.DOL.gov	1-866-487-2365		Labor/Employment Disputes & Concerns
Department of State	www.State.gov	1-877-487-2778		Passports, Missing Abroad
Do Not Call Registry	www.DoNotCall.gov	1-888-382-1222		Nat'l Do Not Call Registry, run by FTC
Federal Bureau of Prisons	www.bop.gov	202-307-3198		Issues in federally-run correctional facilities
Federal Communications Commission	www.FCC.gov	1-888-225-5322		Cable, Cellular, Pager, Wireless Complaints
Federal Labor Relations Authority	www.flra.gov	202-218-7770		Unfair Labor Practices, Arbitration
Federal Motor Safety Carrier Commission	http://nccdb.fmcsa.dot.gov	1-888-368-7238		Hostage Moving Trucks
Federal Trade Commission	www.FTC.gov	1-877-382-4357		ID Theft, Gift Card Fraud, Telemarketing Fraud, etc.
Fingerprints (BSS Customer Service)		304-625-5590		issues with fingerprint submission or delays
Food and Drug Administration	www.FDA.gov	1-888-463-6332		Medical Drugs, Online Pharmacies
Intellectual Property Rights Center	www.iprcenter.gov/referral	1-866-477-2060		Copyright violations, Piracy, etc.
Internal Revenue Service (IRS)	www.IRS.gov	202-622-5000		Taxes
Internet Crimes Complaint Center	www.IC3.gov	NO Phone Calls!		Internet, Text, Email Scams/Fraud
Immigration & Customs Enforcement (ICE)	www.ICE.gov	1-866-347-2423		Immigration Issues, Customs Violations, etc.
Nat'l Center for Missing/Exploited Children	www.MissingKids.com	1-800-843-5678	www.CyberTipline.com	Crimes Against Children, Abduction, Child Porn
National Sex Offender Public Registry	www.NSOPR.gov			Sex Offenders
NICS (Gun Background Checks)		1-877-FBI-NICS	877-324-6427	Gun Rights, Background Checks for Guns
Office of Fair Housing & Equal Opportunity	www.HUD.gov	1-800-669-9777		Fair Housing
Social Security Administration	www.SSA.gov	1-800-772-1213	1-800-269-0271	Social Security Fraud
Transportation Security Administration	www.TSA.gov	1-866-289-9673		Terrorist Watch List
Treasury Inspector General (Tax Admin)	www.treasury.gov/tigta	1-800-366-4484		IRS scams, tax fraud, IRS Agent impersonation
Terrorist Screening Center		1-866-872-5678		Terrorist Watch List
US Customs & Border Patrol	http://apps.CBP.gov/EAllegations	1-800-BE-ALERT		Import/Export Violations & Fraud
US Marshalls Service	www.usmarshals.gov	202-307-9100		Witness Protection, Federal Fugitives
US Office of the Trustee	www.justice.gov/ust	202-514-2000		Bankruptcy Fraud
US Postal Inspectors	http://PostalInspectors.USPIS.gov	1-877-876-2455	<---Option 4 for Fraud	Mail Fraud
US Postal Service	www.uspsoig.gov	1-888-877-7644		Complaint on Post Office/Postal Worker
Veterans Affairs	www.va.gov	1-800-827-1000		Issues Related to Veteran Benefits, etc.
Veterans Administration (Health)	www.va.gov/health	1-800-488-8244		VA Fraud, VA hospital complaints

Revised 01/27/2016

STATE AGENCIES				
ALABAMA Highway Patrol	334-242-4371		MONTANA Highway Patrol	406-444-3780
ALASKA State Troopers	907-269-5511		NEBRASKA State Police	402-471-4545
ARIZONA Highway Patrol	602-223-2504		NEVADA Highway Patrol	775-687-5300
ARKANSAS State Police	501-618-8000		NEW HAMPSHIRE State Police	603-223-3856
CALIFORNIA Highway Patrol	800-835-5247		NEW JERSEY State Police	609-882-2000
COLORADO State Police	303-273-1884		NEW MEXICO State Police	505-827-9300
CONNECTICUT State Police	203-630-5640		NEW YORK State Police	518-783-3211
DELAWARE State Police	302-739-5901		NORTH CAROLINA Highway Patrol	919-733-7952
FLORIDA Highway Patrol	850-410-3046		NORTH DAKOTA Highway Patrol	701-328-2455
GEORGIA State Patrol	404-699-4368		OHIO Highway Patrol	877-772-8765
HAWAII Sheriff Division	808-587-3621		OKLAHOMA Highway Patrol	405-425-2285
IDAHO State Police	208-884-7200		OREGON State Police	503-378-3720
ILLINOIS State Police	847-294-4400		PENNSYLVANIA State Police	717-783-5599
INDIANA State Police	317-232-8280		RHODE ISLAND State Police	401-444-1000
IOWA State Criminal Invest.	515-725-6010		SOUTH CAROLINA Highway Patrol	803-896-7920
KANSAS Highway Patrol	785-296-6800		SOUTH DAKOTA Highway Patrol	605-773-3105
KENTUCKY State Police	502-782-1800		TENNESSEE Highway Patrol	731-668-9645
LOUISIANA State Police	225-925-6006		TEXAS Highway Patrol	512-424-2000
MAINE State Police	207-646-7200		UTAH Highway Patrol	801-887-3800
MARYLAND State Police	301-729-2101		VERMONT State Police	802-241-5000
MASSACHUSETTS State Police	508-820-2300		VIRGINIA State Police	804-674-2000
MICHIGAN State Police	517-332-2521		WASHINGTON State Patrol	360-596-4000
MINNESOTA State Patrol	651-201-7100		WEST VIRGINIA State Police	304-746-2100
MISSISSIPPI State Bureau of Invest.	601-987-1435		WISCONSIN State Patrol	608-266-3212
MISSOURI Highway Patrol	573-526-6112		WYOMING Highway Patrol	307-777-4301

FEDERAL & STATE AGENCY REFERRALS BY FIELD OFFICE

FIELD DIVISION	ATF	Attorney General	DEA	EPA	DHHS	SECRET SERVICE	US MARSHALS
Albany, NY	646-335-9000	518-474-7330	212-337-3900	888-372-7341	212-264-4600	718-840-1000	718-260-0400
Albuquerque, NM	602-776-5400	505-827-6000	713-693-3000	800-887-6063	214-767-3301	505-248-5290	505-346-6400
Anchorage, AK	206-204-3205	907-465-2133	206-553-5443	800-424-4372	206-615-2010	907-271-5148	907-271-5154
Atlanta, GA	404-417-2600	404-656-3300	404-893-7000	800-241-1754	404-562-7888	404-331-6111	404-331-6833
Baltimore, MD	443-965-2000	410-576-6300	202-305-8500	800-438-2474	215-861-4633	443-263-1000	410-962-2220
Birmingham, AL	615-565-1400	334-242-7300	504-840-1100	800-241-1754	404-562-7888	205-731-1144	205-307-7300
Boston, MA	617-557-1200	617-727-2200	617-557-2100	888-372-7341	617-565-1500	617-565-5640	617-748-2500
Buffalo, NY	646-335-9000	518-474-7330	212-337-3900	877-251-4575	212-264-4600	716-551-4401	716-348-5300
Charlotte, NC	704-716-1800	919-716-6400	404-893-7000	800-241-1754	404-562-7888	704-442-8370	704-350-8000
Chicago, IL	312-846-7200	312-814-3000	312-353-7875	800-621-8431	312-353-5160	312-353-5431	312-353-5290
Cincinnati, OH	614-827-8400	614-466-4320	313-234-4000	800-621-8431	312-353-5160	513-684-3585	614-469-5540
Cleveland, OH	614-827-8400	614-466-4320	313-234-4000	800-621-8431	312-353-5160	216-750-2058	216-522-2150
Columbia, SC	704-716-1800	803-734-3970	404-893-7000	800-241-1754	404-562-7888	864-233-1490	803-765-5821
Dallas, TX	469-227-4300	512-463-2100	214-366-6900	800-887-6063	214-767-3301	972-868-3200	214-767-0836
Denver, CO	303-575-7600	720-508-6000	720-895-4040	800-227-8917	303-844-3372	303-850-2700	303-335-3400
Detroit, MI	313-202-3400	517-373-1110	313-234-4000	800-621-8431	312-353-5160	313-226-6400	313-234-5600
El Paso, TX	469-227-4300	512-463-2100	915-832-6000	800-887-6063	214-767-3301	915-532-2144	210-472-6540
Honolulu, HI	206-204-3205	808-586-1500	213-621-6700	866-372-9378	415-437-8500	808-541-1912	808-541-3000
Houston, TX	281-716-8200	512-463-2100	713-693-3000	800-887-6063	214-767-3301	713-868-2299	713-718-4800
Indianapolis, IN	614-827-8400	317-232-6201	312-353-7875	800-621-8431	312-353-5160	317-635-6420	317-226-6566
Jackson, MS	504-841-7000	601-359-3680	504-840-1100	800-241-1754	404-562-7888	601-965-4436	601-608-6800
Jacksonville, FL	813-202-7300	850-414-3300	954-660-4500	800-241-1754	404-562-7888	904-296-0133	850-942-8400
Kansas City, MS	816-559-0700	573-751-3321	314-538-4600	800-223-0425	816-426-2821	816-460-0600	816-512-2000
Knoxville, TN	615-565-1400	615-741-3491	404-893-7000	800-241-1754	404-562-7888	865-545-4627	865-545-4182
Las Vegas, NV	925-557-2800	775-684-1100	213-621-6700	866-372-9378	415-437-8500	702-868-3000	702-388-6355
Little Rock, AR	504-841-7000	501-682-2007	504-840-1100	800-887-6063	214-767-3301	501-324-6241	501-324-6256
Los Angeles, CA	818-265-2500	916-445-9555	213-621-6700	866-372-9378	415-437-8500	213-894-4830	213-894-6820
Louisville, KY	502-753-3400	502-696-5300	313-234-4000	800-241-1754	404-562-7888	502-582-5171	502-588-8000
Memphis, TN	615-565-1400	615-471-3491	404-893-7000	800-241-1754	404-562-7888	901-544-0333	901-544-3304
Miami, FL	305-597-4800	850-414-3300	954-660-4500	800-241-1754	404-562-7888	305-863-5000	786-433-6340
Milwaukee, WI	651-726-0200	608-266-1221	312-353-7875	800-621-8431	312-353-5160	414-297-3587	414-297-3707

Minneapolis, MN	651-726-0200	651-296-3353	312-353-7875	800-621-8431	312-353-5160	612-348-1800	612-664-5900
Mobile, AL	615-565-1400	334-242-7300	504-840-1100	800-241-1754	404-562-7888	251-441-5851	251-690-2841
New Haven, CT	617-557-1200	860-808-5318	617-557-2100	888-372-7341	617-565-1500	203-865-2449	203-773-2107
New Orleans, LA	504-841-7000	225-326-6000	504-840-1100	800-887-6063	214-767-3301	504-841-3260	504-589-6079
New York, NY	646-335-9000	518-474-7330	212-337-3900	877-251-4575	212-264-4600	718-840-1000	212-331-7200
Newark, NJ	973-413-1179	609-292-4925	973-776-1100	877-251-4575	212-264-4600	973-971-3100	973-645-2404
Norfolk, VA	202-648-8010	804-786-2071	202-305-8500	800-438-2474	215-861-4633	757-441-3200	540-857-2230
Oklahoma City, OK	469-227-4300	405-521-3921	214-366-6900	800-887-6063	214-767-3301	405-272-0630	405-231-4206
Omaha, NE	816-559-0700	402-471-2682	314-538-4600	800-223-0425	816-426-2821	402-965-9670	402-221-4781
Philadelphia, PA	215-446-7800	717-787-3391	215-861-3474	800-438-2474	215-861-4633	215-861-3300	215-597-7273
Phoenix, AZ	602-776-5400	602-542-4266	602-664-5600	866-372-9378	415-437-8500	602-640-5580	602-382-8768
Pittsburgh, PA	215-446-7800	717-787-3391	215-861-3474	800-438-2474	215-861-4633	412-281-7825	412-644-3351
Portland, OR	206-204-3205	503-378-6002	206-553-5443	800-424-4372	206-615-2010	503-326-2162	503-326-2209
Richmond, VA	202-648-8010	804-786-2071	202-305-8500	800-438-2474	215-861-4633	804-592-3086	540-857-2230
Sacramento, CA	925-557-2800	916-445-9555	415-436-7900	866-372-9378	415-437-8500	916-325-5481	916-930-2030
Salt Lake City, UT	303-575-7600	801-538-9600	720-895-4040	800-227-8917	303-844-3372	801-524-5910	801-524-5693
San Antonio, TX	281-716-8200	512-463-2100	713-693-3000	800-887-6063	214-767-3301	210-308-6220	210-472-6540
San Diego, CA	818-265-2500	916-445-9555	856-616-4100	866-372-9378	415-437-8500	619-557-5640	619-557-6620
San Francisco, CA	925-557-2800	916-445-9555	415-436-7900	800-372-9378	415-437-8500	415-576-1210	415-436-7677
San Juan, PR	305-597-4800	n/a	n/a	877-251-4575	212-264-4600	305-863-5000	787-766-6000
Seattle, WA	206-204-3205	360-753-6200	206-553-5443	800-424-4372	206-615-2010	206-553-1922	206-370-8600
Springfield, IL	312-846-7200	312-814-3000	312-353-7875	800-621-8431	312-353-5160	217-726-8453	217-492-4430
St Louis, MO	816-559-0700	573-751-3321	314-538-4600	800-223-0425	816-426-2821	314-539-2238	314-539-2212
Tampa, FL	813-202-7300	850-414-3300	954-660-4500	800-241-1754	404-562-7888	813-228-2636	813-483-4200
Washington, DC	202-648-8010	n/a	202-305-8500	800-438-2474	215-861-4633	202-406-8800	202-616-8600

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Public Access Line Training Schedule 10/24/2016 to 11/07/2016

DATE	TIME	SEGMENT/TOPIC	ROOM	PRESENTER
		Week #1		
10/24/2016		CTAP Orientation (All Day)		
Monday				
10/25/2016				
Tuesday	9:00am - 10:00am	Welcome/Infosec	2C.11	[redacted]
	10:00am - 10:30am	EAP Presentation	2C.11	[redacted]
	10:30am - 12:00pm	PAL Workflow	2C.11	[redacted]
	12:00pm - 12:45pm	Lunch	Common Area/Cafeteria	
	12:45pm - 5:30pm	Mentoring		
10/26/2016				
Wednesday	9:00am - 10:30am	Case Structures - FBI organization	2C.11	[redacted]
	10:30am - 12:00pm	[redacted]	2C.11	[redacted]
	12:00pm - 12:45pm	Lunch	Common Area/Cafeteria	
	12:45pm - 5:30pm	Mentoring		
10/27/2016				
Thursday	9:00am - 9:30am	Review	2C.11	[redacted]
	9:30am - 12:30pm	Sentinel [redacted]	2C.11	[redacted]
	12:30pm - 1:15pm	Lunch	Common Area/Cafeteria	
	1:15pm - 5:30pm	Mentoring		
10/28/2016				

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	9:00am - 9:30am	Foreign Language Calls	2C.11 [redacted]
	9:15am - 10:15am	Web TA Presentation	2C.11 [redacted]
	10:15am - 12:30pm	Cheat Sheets - Sharepoint	2C.11 [redacted]
	12:30pm - 1:15pm	Lunch	Common Area/Cafeteria
	1:30pm - 5:30pm	Mentoring	[redacted]
Friday	9:00am - 9:15am	Review	2C.11 [redacted]
	9:15am - 10:15am	Cyber Issues	2C.11 [redacted]
	10:15am - 10:30am	UC Greeting	2C.11 [redacted]
	10:30am - 12:30pm	[redacted]	2C.11 [redacted]
	12:30pm - 1:15pm	Lunch	Common Area/Cafeteria
	1:30pm - 5:30pm	Mentoring	

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Week #2
10/31/2016
Monday

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11/1/2016

Tuesday	9:00am - 9:30am	Review	2C.11	[redacted]
	9:15am - 10:15am	Web TA Presentation	2C.11	[redacted]
	10:15am - 10:30am	Complaint Guide	2C.11	[redacted]
	10:30am - 12:30pm	Lunch	Common Area/Cafeteria	
	12:30pm - 1:15pm	Mentoring	[redacted]	

11/2/2016

Wednesday	9:00am	Logins/Security	2C.11	[redacted]
	11:00am	SharePoint/Cheat Sheets	2C.11	[redacted]
	11:30am	Referrals	2C.11	[redacted]
	12:30pm - 1:15pm	Lunch	Common Area/Cafeteria	
	1:30pm - 5:30pm	Mentoring	TBD	

11/3/2016

Thursday	9:00am - 9:30am	Review	2C.11	[redacted]
	9:30am - 12:30pm	Common Writing Protocols	2C.11	[redacted]
	12:30pm - 1:15pm	Lunch	Common Area/Cafeteria	
	1:30pm - 5:30pm	Mentoring	TBD	

11/4/2016

Friday	9:00am - 10:00am	Complaint Guide Wrap Up/Review	2C.11	[redacted]
	10:00am - 12:30pm	Recordings/Writing Practice	2C.11	[redacted]
	12:30pm - 1:15pm	Lunch	Common Area/Cafeteria	
	1:15pm - 5:30pm	Mentoring	TBD	

Week #3

11/7/2016

Monday

9:00am - 10:00am	Active Listening/Follow Up Questions	2C.11	[redacted]
10:00am - 12:30pm	Writing Practice	2C.11	Lead CSR's
12:30pm - 1:15pm	Lunch	Common Area/Cafeteria	
1:15pm - 5:30pm	Mentoring	TBD	
	NCIC	TBD	

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Writing Tips for PAL CSRs

New Customer Service Representative Checklist

New Customer Service Representative Logbook

New CSR Name: _____

	Date
FBI EOD	_____
PAL EOD	_____
1st Quarter Review	_____
2nd Quarter Review	_____
3rd Quarter Review	_____
CSR - PAL One Year Completion Date	_____

Successfully completed intial CSR requirements ☐

Individual has not met initial CSR requirements ☐

Supervisor _____ **Date** _____

Unit Chief _____ **Date** _____

MENTORING CHECKLIST - CJIS-UNET (GREEN)	Date	LCSR
Employee Demonstrated		

op Operations

- Set up Desktop Shortcuts
- Pin to Taskbar
- Internet Explorer
  - Open a New Tab and Navigate Between Tabs
  - Set up Favorites
- Send an Instant Messages on Skype (IM)
- Outlook
  - Send/Read Email
  - Set Up Folders in Outlook
  - Add, Delete, and Replace Distribution Lists
- Change Passwords (CJIS-Unet, FBI-Unet/Outlook Credentials)

PAL Applications

- Log in to [redacted] b7E
- Log in to Leep
- [redacted] NCIC
- [redacted]
- Go to the CJIS-Unet Portal
- Go to the Sharepoint Site

Other Web

- Get to the FBI Home Page (fbi.gov)
  - Contact Us Tab
  - About Us Tab
  - Most Wanted Tab
  - News Tab
  - Services Tab
  - Background Checks - "Identity History Summary Checks"
  - Scams & Safety Tab
  - ~~Look Up Office by Zipcode~~
- Explore the IC3.gov Website
- [redacted]
- Explore the Federal Trade Commission Website (FTC.gov)
- Explore NCMEC
- National Finance Center - MyEPP

[redacted]	Date	LCSR
Employee Demonstrated		

Desktop Operations

- Log on Using Card Reader
- Set up Desktop Shortcuts
- Pin to Taskbar
- Internet Explorer
  - Open a New Tab and Navigate Between Tabs
  - Set up Favorites
- Send an Instant Messages on Skype (IM)
- Outlook
  - Read Email
  - Initiate a New E-mail with Proper Markings
  - Set Up Folders in Outlook
  - Add, Delete, and Replace Distribution Lists
- Change Passwords
- Microsoft Word - create/save document

Core Applications

- Sentinel - Searches

Intranet

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Other

Demonstrate understanding of Job titles and acronyms

[illegible]		Date		Supervisor

Initial CSR Training (classroom and mentoring)

To Be completed within first 30 days

INFOSEC		
FISA Std. Minimization Procedures and SMP Policy Imp. Guidelines		
Foreign Intelligence Surveillance Act (FISA) Section 702 Retention		
Marking Classified National Security Information		
FBI Record Management: Records Management for All		
FBI Records Management: E-mail Record Marking Tool		
Privacy: Its Every Employee's Business		

To Be completed within six months

Introduction to editing and proofreading		
Business Writing: How to Write Clearly and Concisely		
The Mechanics of Writing course		
Introduction to Civil Rights		
Mortgage Fraud v2		
Preventing Fraud and Abuse		
Introduction to editing and proofreading		

To be completed before completion of one year

Diversity & Inclusion Requirement		
Domestic Terrorism Investigations: Introduction		
Introduction to International Terrorism		
WMD Awarentess & Recognition		

Optional

Basic Networking for Investigators		
The Cloud, It's All About Communication		
Economic Crimes Unit: Corporate Fraud (v2)		
Economic Crimes Unit: Insurance Fraud		
Economic Crimes Unit: Mass Marketing Fraud		
Economic Crimes Unit: Securities and Commodities Fraud		

Work Performance		Date		Supervisor

Ca[illegible]rformance (Provide variety of samples from each Category)

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E-Tips Performance

Result

Maintain

Maintain

Maintain

Attendence

NOTES:

(Attach Hard copies of examples to Training book)

PAL Unit Standard Writing Guide 2016

Composing Official Reports & Communications

FD-71, [redacted] & Email

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PAL UNIT STANDARD WRITING GUIDE 2016

Composing Official Reports & Communications: FD-71, [redacted] & Email

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PAL UNIT STANDARD WRITING GUIDE 2016

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Drafting an FD-71

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Drafting an FD-71

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Drafting a

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PAL UNIT STANDARD WRITING GUIDE 2016

Complaint Synopsis

Drafting an FD-71

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Complaint Synopsis

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PAL UNIT STANDARD WRITING GUIDE 2016

General Outline of Report

General Outline

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1. Opening Paragraph

Introductory Statement

2. Complainant Narrative

Database Searches Separator

3. Database Searches

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Opening Paragraph [redacted]

Database Checks

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Database Checks

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PAL UNIT STANDARD WRITING GUIDE 2016

E-Complaints

Drafting an FD-71

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Drafting an FD-71

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Drafting an FD-71

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Drafting a [redacted]

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Drafting a [redacted]

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Drafting an FD-71, [redacted] and Emails

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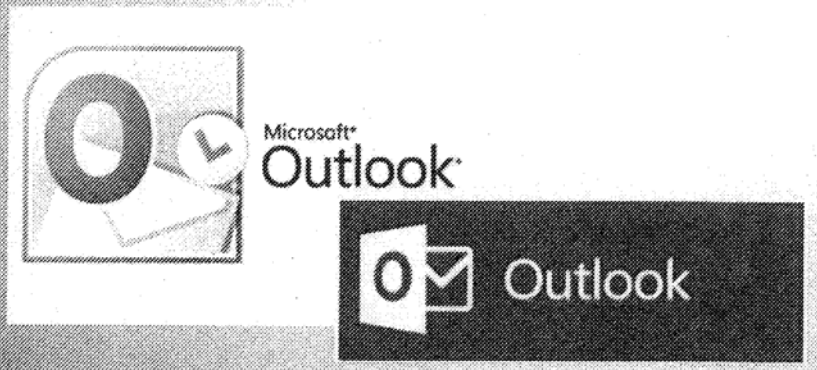
Drafting Official E-mail Communications to FBI Special Agents



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FBI PAL Unit – Compass Virtual Academy Required Training List

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Public Access Line Training Schedule

02/12/2018 to 03/09/2018

DATE		TIME	SEGMENT/TOPIC	ROOM	PRESENTER
MODULE 1 - Week #1 - FBI Mission, Organization, INFOSEC, Complaint Guide 1					
2/12/2018	Group 2				
Monday	BLOCK 1	9:00am - 10:45am	CTAP		
	BLOCK 2	11:00am - 12:45pm	CTAP		
	LUNCH	12:45pm - 1:15pm	CTAP	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	CTAP		
	BLOCK 4	3:15pm - 5:15 pm	CTAP		
2/13/2018					
Tuesday	BLOCK 1	9:00am - 10:45am	Avaya Telephone, Low/High Side Access, and Email	2B-14	[redacted] b6 b7C
	BLOCK 2	11:00am - 12:45pm	Database Access Forms	2B-14	
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	WebTA	2B-14	[redacted]
	BLOCK 4	3:15pm - 5:15 pm	Virtual Academy		
2/14/2018					
Wednesday	BLOCK 1	9:00am - 10:45am	Welcome and FBI PAL Unit Mission	2B-14	[redacted]
	BLOCK 2	11:00am - 12:45pm	Infosec, Organization, Case Structures	2B-14	
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	PAL Workflow	2B-14	[redacted]
	BLOCK 4	3:15pm - 5:15 pm	Virtual Academy		
2/15/2018					
Thursday	BLOCK 1	9:00am - 10:45am	Virtual Academy		
	BLOCK 2	11:00am - 12:45pm	Virtual Academy		
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	FBI PAL Unit Complaint Guide Pages 1-4	2B-14	[redacted]
	BLOCK 4	3:15pm - 5:15 pm	FBI PAL Unit Complaint Guide Pages 5-9		
2/16/2018					
Friday	BLOCK 1	9:00am - 10:45am	Virtual Academy		

	BLOCK 2	11:00am - 12:45pm	Virtual Academy		
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	FBI PAL Unit Complaint Guide Pages 10-14	2B-14	[redacted] b6 b7C
	BLOCK 4	3:15pm - 5:15 pm	FBI PAL Unit Complaint Guide Pages 15-19		

DATE		TIME	SEGMENT/TOPIC	ROOM	PRESENTER
MODULE 2 - Week #2 - Complaint Guide 2					
2/19/2018					
Monday			George Washington Day Off		
			George Washington Day Off		
			George Washington Day Off		
			George Washington Day Off		
			George Washington Day Off		
2/20/2018					
Tuesday	BLOCK 1	9:00am - 10:45am	Writing basics	2B-14	[redacted]
	BLOCK 2	11:00am - 12:45pm		2B-14	
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	FBI PAL Unit Complaint Guide Pages 20-24	2B-14	[redacted]
	BLOCK 4	3:15pm - 5:15 pm	FBI PAL Unit Complaint Guide Pages 25-29	2B-14	
2/21/2018					
Wednesday	BLOCK 1	9:00am - 10:45am	Virtual Academy	2B-14	
	BLOCK 2	11:00am - 12:45pm	Virtual Academy	2B-14	
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	FBI PAL Unit Complaint Guide 30-34		[redacted]
	BLOCK 4	3:15pm - 5:15 pm	FBI PAL Unit Complaint Guide 35-39		
2/22/2018					
Thursday	BLOCK 1	9:00am - 10:45am	Proof Reading	2B-14	[redacted]
	BLOCK 2	11:00am - 12:45pm		2B-14	

	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	FBI PAL Unit Complaint Guide 40-44	2B-14	[redacted]
	BLOCK 4	3:15pm - 5:15 pm	FBI PAL Unit Complaint Guide 45-49	2B-14	
2/23/2018					
Friday	BLOCK 1	9:00am - 10:45am	Virtual Academy	2B-14	
	BLOCK 2	11:00am - 12:45pm	Virtual Academy	2B-14	
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm -3:00pm	FBI PAL Unit Complaint Guide 50-54		[redacted]
	BLOCK 4	3:15pm - 5:15 pm	**Complaint Guide Exam 1**		

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DATE		TIME	SEGMENT/TOPIC	ROOM	PRESENTER
MODULE 3 - Week #3 - Complaint Guide 3					
2/26/2018					
Monday	BLOCK 1	9:00am - 10:45am	Virtual Academy	2B-14	
	BLOCK 2	11:00am - 12:45pm	Virtual Academy	2B-14	
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	FBI PAL Unit Complaint Guide 55-59	2B-14	[redacted]
	BLOCK 4	3:15pm - 5:15 pm	FBI PAL Unit Complaint Guide 60-64	2B-14	
2/27/2018					
Tuesday	BLOCK 1	9:00am - 10:45am	Virtual Academy	2B-14	
	BLOCK 2	11:00am - 12:45pm	Virtual Academy	2B-14	
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	FBI PAL Unit Complaint Guide 65-68		[redacted]

	BLOCK 4	3:15pm - 5:15 pm	FBI PAL Unit Complaint Guide 69-70		
2/28/2018					
Wednesday	BLOCK 1	9:00am - 10:45am	Virtual Academy	2B-14	
	BLOCK 2	11:00am - 12:45pm	Virtual Academy	2B-14	
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	FBI PAL Unit Complaint Guide 71-72		[redacted]
	BLOCK 4	3:15pm - 5:15 pm	FBI PAL Unit Complaint Guide 73-74		
3/1/2018					
Thursday	BLOCK 1	9:00am - 10:45am	Virtual Academy	2B-14	
	BLOCK 2	11:00am - 12:45pm	Virtual Academy	2B-14	
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm -3:00pm	FBI PAL Unit Complaint Guide 74-75		[redacted]
	BLOCK 4	3:15pm - 5:15 pm			
3/2/2018					
Friday	BLOCK 1	9:00am - 10:45am	Virtual Academy	2B-14	
	BLOCK 2	11:00am - 12:45pm	Virtual Academy	2B-14	
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm -3:00pm	Study		[redacted]
	BLOCK 4	3:15pm - 5:15 pm	**Complaint Guide Exam 2**		

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DATE		TIME	SEGMENT/TOPIC	ROOM	PRESENTER
MODULE 4 - Week #4 - Interviews and Intro to Sentinel, [redacted] and Database Queries					
3/5/2018					
Monday	BLOCK 1	9:00am - 10:45am	Mentoring		
	BLOCK 2	11:00am - 12:45pm	Introduction to [redacted]		???

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	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	FBI Style of Interviewing - Part 1	2B-13	SSA [redacted]
	BLOCK 4	3:15pm - 5:15 pm	Interview Questions Guide	2B-14	[redacted]
3/6/2018					
Tuesday	BLOCK 1	9:00am - 10:45am	Mentoring		
	BLOCK 2	11:00am - 12:45pm	Mentoring		
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	FBI Style of Interviewing - Part 2	2B-13	SSA [redacted]
	BLOCK 4	3:15pm - 5:15 pm	Introduction to Sentinel and Queries	2B-14	[redacted]
3/7/2018					
Wednesday	BLOCK 1	9:00am - 10:45am	Mentoring		
	BLOCK 2	11:00am - 12:45pm	Mentoring		
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	FBI Style of Interviewing - Part 3	2B-14	SSA [redacted]
	BLOCK 4	3:15pm - 5:15 pm	Introduction to [redacted] and Queries		[redacted]
3/8/2018					
Thursday	BLOCK 1	9:00am - 10:45am	Mentoring		
	BLOCK 2	11:00am - 12:45pm	Mentoring		
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm -3:00pm	FBI Style of Interviewing - Part 4	2B-14	SSA [redacted]
	BLOCK 4	3:15pm - 5:15 pm	Introduction to [redacted] and Queries		[redacted]
3/9/2018					
Friday	BLOCK 1	9:00am - 10:45am	Mentoring		
	BLOCK 2	11:00am - 12:45pm	Mentoring		
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	

	BLOCK 3	1:15pm -3:00pm	FBI Style of Interviewing - Part 5	2B-14	SSA [redacted]
	BLOCK 4	3:15pm - 5:15 pm	FBI Style of Interviewing Exam		

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DATE		TIME	SEGMENT/TOPIC	ROOM	PRESENTER
MODULE 5 - Week #5 - Writing Reports					
3/5/2018					
Monday	BLOCK 1	9:00am - 10:45am	Mentoring		
	BLOCK 2	11:00am - 12:45pm	Mentoring		
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	Virtual Academy		
	BLOCK 4	3:15pm - 5:15 pm	Introduction to [redacted]		[redacted]
3/6/2018					
Tuesday	BLOCK 1	9:00am - 10:45am	Mentoring		
	BLOCK 2	11:00am - 12:45pm	Mentoring		
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	Virtual Academy	2B-14	
	BLOCK 4	3:15pm - 5:15 pm	Introduction to NCIC and Queries		[redacted]
3/7/2018					
Wednesday	BLOCK 1	9:00am - 10:45am	Mentoring		
	BLOCK 2	11:00am - 12:45pm	Mentoring		
	LUNCH	12:45pm - 1:15pm	Lunch	Common Area/Cafeteria	
	BLOCK 3	1:15pm - 3:00pm	Virtual Academy	2B-14	
	BLOCK 4	3:15pm - 5:15 pm	Standard Writing Guide	2B-14	[redacted]

3/8/2018					
Thursday	**BLOCK 1**	9:00am - 10:45am	Mentoring		
	BLOCK 2	11:00am - 12:45pm	Mentoring		
	LUNCH	12:45pm - 1:15pm	**Lunch**	Common Area/Cafeteria	
	BLOCK 3	1:15pm -3:00pm	Virtual Academy	2B-14	
	BLOCK 4	3:15pm - 5:15 pm	Call Recordings & Writing Practice - Part 1	2B-14	[redacted]
3/9/2018					
Friday	**BLOCK 1**	9:00am - 10:45am	Mentoring		
	BLOCK 2	11:00am - 12:45pm	Mentoring		
	LUNCH	12:45pm - 1:15pm	**Lunch**	Common Area/Cafeteria	
	BLOCK 3	1:15pm -3:00pm	Virtual Academy	2B-14	
	BLOCK 4	3:15pm - 5:15 pm	Call Recordings & Writing Practice - Part 2	2B-14	[redacted]

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CSR Refresher Training 2018

01/02/2018 to 02/06/2018

CSR Refresher Training 2018

Mandatory Training

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FBI Complaint Guide **LCSR**[redacted] Tuesday, 01/02/2018	**Class Participants**	**FBI Complaint Guide** **LCSR**[redacted] Thursday, 01/04/2018	**Class Participants**
3:00 PM	Team 1	3:00 PM	Team 2
FBI Complaint Guide **LCSR**[redacted] Tuesday, 01/09/2018	**Class Participants**	**FBI Complaint Guide** **LCSR**[redacted] Thursday, 01/11/2018	**Class Participants**
3:00 PM	Team 1	3:00 PM	Team 2
FBI Complaint Guide **LCSR**[redacted] Tuesday, 01/16/2018	**Class Participants**	**FBI Complaint Guide** **LCSR**[redacted] Thursday, 01/18/2018	**Class Participants**
3:00 PM	Team 1	3:00 PM	Team 2
Interview Questions **LCSR**[redacted] Tuesday, 01/23/2018	**Class Participants**	**Interview Questions** **LCSR**[redacted] Thursday, 01/25/2018	**Class Participants**
3:00 PM	Team 1	3:00 PM	Team 2
Call Recordings & Writing Practice LCSR [redacted] Tuesday, 01/30/2018	**Class Participants**	**Call Recordings & Writing Practice** **LCSR**[redacted] Thursday, 02/01/2018	**Class Participants**
3:00 PM	Team 1	3:00 PM	Team 2
Database Queries **LCSR**[redacted] Tuesday, 02/06/2018	**Class Participants**	**Database Queries** **LCSR**[redacted] Thursday, 02/08/2018	**Class Participants**
3:00 PM	Team 1	3:00 PM	Team 2

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FOI/PA# 1397123-0

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Page 99 ~ Duplicate;
Page 100 ~ Duplicate;

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X   Deleted Page(s)    X
X   No Duplication Fee X
X   For this Page      X
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WRITING REFERENCE MATERIALS

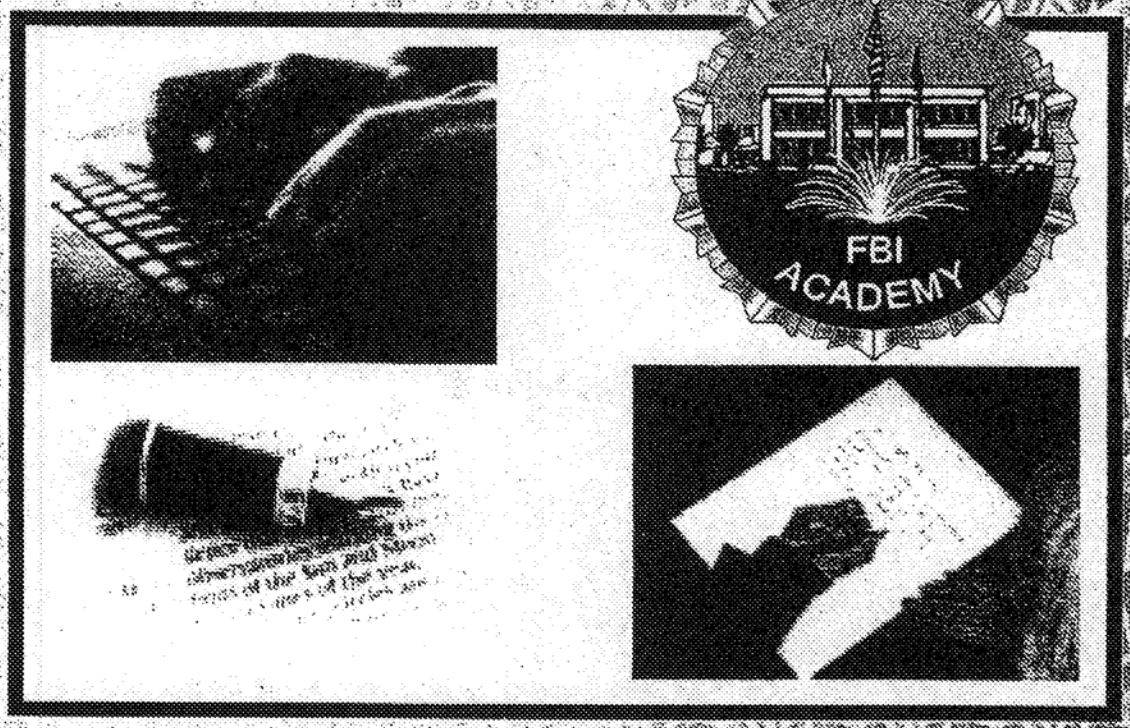
Writing Reference Materials

- Writing Clearly: A Style manual for the FBI by Ginny Field, M. A.

WRITING CLEARLY:

A Style Manual for the FBI

By Ginny Field, M.A.



FBI Academy, Quantico, Virginia

Revised September 2008

By [redacted] b6

For copies and more information:
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ACKNOWLEDGMENTS

Special thanks…

- To Ginny Field, who created the first version of *Writing Clearly* in 1993 b6
- To the numerous students of Effective Writing at the FBI National Academy who have contributed sample sentences and helped clarify lessons over the years
- To [redacted] for contributing photography for the cover of this book
- And to [redacted] who edited and formatted this version of *Writing Clearly*, as well as converted *Writing Clearly* to digital format for electronic distribution

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INTRODUCTION

Few of us find it easy to write well. We sit and look at a blank piece of paper or a blank screen on our word processor and wonder how to begin. When we finally do get something down, we never seem satisfied with the words we chose, how we arranged them, the information we put down, how we organized it, the paragraphs we wrote, or how we punctuated them. For the Bureau, however, good writing is essential.

As one of the top law enforcement agencies in the United States, the Federal Bureau of Investigation (FBI) always has had to adhere to higher standards than other government agencies in all areas, including writing. Written documents contain the investigative information of the FBI's special agents. Electronic communications (ECs), intelligence reports, teletypes, letters, and e-mails form the communication network that allows the FBI to function. All employees must write clearly for the FBI to function as effectively as it must. We cannot complete our mission with any efficiency unless we communicate well within our divisions and with the outside world.

Often, our writing forms the first impression people on the outside have of the Bureau. We want those people to feel that the Bureau employs only strong, confident, intelligent professionals. To maintain our efficiency as an organization, we also must be able to communicate with each other. That means we must make ourselves clear the first time we write. We only hurt ourselves and our readers by composing vague, convoluted documents that communicate only misunderstanding and frustration.

A special agent can investigate a case brilliantly, yet chance losing it in court because of a poorly written report. Investigations can be delayed, leads lost, and literally weeks wasted because of the confusion generated by unclear communications. By using the guidelines outlined in this style manual, all personnel can write clear, specific, concise documents for all Bureau formats.

By continually putting into practice the guidelines outlined in the six sections of this style manual, you can quickly become more confident with your writing and find writing easier. You will save time because this process will make writing easier for you, and your reader will save time because you will make your message clear the first time. By using these guidelines, you can impress all your readers. At the same time, you will increase the Bureau's productivity while decreasing unnecessary paperwork.

INTRODUCTION

This manual answers most of the questions that may arise when you face an ordinary writing task. For example,

- *How do I figure out what I want to say?*
- *How do I get started?*
- *Does my main point go first or last?*
- *How do I know what information to include or delete?*
- *What's the best way to organize this?*
- *Is it OK to choose "use" instead of "utilize"?*
- *How important is correct grammar and punctuation?*
- *How should I format this?*

Thus, the six sections of this manual deal with six main steps in writing:

1. Thinking Before Writing
2. Getting Started
3. Writing and Organizing
4. Revising for Style
5. Presenting
6. Proofreading

STEP 1: THINKING BEFORE WRITING

This section shows how a little forethought can save you a lot of time and frustration once you start writing. It shows you how to determine exactly what you want to say. By figuring out your purpose for writing—why you are writing each document—you can make sure you do what you want with it.

By truly thinking about and paying attention to your readers, you can write to them specifically, and thus make yourself clearer to them. Answering some questions about your readers also helps you start to decide what and how much information you need to include.

By deciding in advance what you want your readers to do with your information or how they will probably use your document, you can figure out the best way to present it to them.

Finally, this section emphasizes the importance of writing a bottom line for each document you write and then gives you an idea of how to go about doing just that.

INTRODUCTION

STEP 2: GETTING STARTED

This section describes the functions of the left and right brains in writing. It then presents five different techniques for getting your thoughts on paper.

When using these techniques, in effect you interview yourself to write your first draft. This section should help those of you who suffer from writers block by giving you fast, easy methods of getting started.

STEP 3: WRITING AND ORGANIZING

In this section you learn how to review the draft you produced using one of the above methods for getting started. You then begin to structure the information for both short and long documents. This section lists different ways you can organize your information and helps you choose the most logical method. It helps you produce your second draft.

STEP 4: REVISING FOR STYLE

The four parts of this section deal with your writing on the levels of sentences, phrases, and words. They cover four areas of style you need to examine on the most basic level: writing in active voice, applying the KISS principle, reducing clutter, and writing strong sentences.

"Writing in Active Voice" details a four-step process for recognizing passive voice in your writing and changing it to active. You also learn other forms of weak writing and how to invigorate them.

"Applying the KISS Principle" defines KISS as "Keep It Simple and Specific" and details the kinds of words you want to choose to best get your point across. Essentially, this subsection covers the kind of language that will make your writing clear and reader-friendly, not vague, ambiguous, stuffy, or pretentious.

"Reducing Clutter" defines clutter, distinguishing it from words or repetition needed for emphasis or clarity. It also lists specific forms of clutter to look for and reduce in your writing.

Lastly, *"Writing Strong Sentences"* presents 10 steps you can follow to ensure you write decisive, lively sentences that express your message clearly.

INTRODUCTION

STEP 5: PRESENTING

This section discusses the importance of presentation—why you should use a pleasing and useful format. If you try to meet the readers' needs with your format, you might get your documents read before others.

STEP 6: PROOFREADING

This final section covers a few common problems in grammar and punctuation to give you a quick reference guide. It also discusses the importance of making sure your documents are free of errors.

Writing and sending a perfect document will impress your readers with your thoroughness and professionalism, which can prove especially important for both you and the FBI. The six sections that follow can help you write the perfect document.

THINKING BEFORE WRITING

Do you ever do anything before you sit down to write a document? For instance, do you ask yourself some questions and try to figure out the answers BEFORE you write your document? If you don't, perhaps you should.

Fuzzy thinking can only produce fuzzy writing. If you, the writer, don't know what you want to say, how can you make a message clear to your readers? You can't. Before you write then, you must understand what you want to say and how it will affect your readers. You can do this by answering several questions before you begin to write (Aldrich 8): "Why am I writing this?" "Who am I writing to?" and "What do I want my readers to do with this information?"

Another question you may want to answer before writing, and one you certainly must answer at some point in the writing process, is "How will my message benefit my readers?" In other words, "How can I make it important to them?" or "Why should they read this?"

Finally, you can combine the answers to all of these questions or use implied answers to form your bottom-line sentence (main point of your document). Answering these questions focuses your thoughts before you write, making your writing more understandable and logically organized, not rambling and vague.

WHY AM I WRITING THIS? (WHAT IS MY PURPOSE?)

You should always have a good reason for writing something. You don't like to have someone waste your time with useless documents, so don't waste theirs. Try to minimize your writing by taking care of questions or problems in person if you can. I know sometimes we must write to cover (insure) ourselves, but try not to make that kind of writing a habit. We are so mired in paper now that you will do everyone in the Bureau a favor by making sure you really need to write something before you do.

Why do you write some of the documents you write? Why do you write a proposal, for instance? To propose something or, perhaps, to solve a problem. Why do you write policies or procedures? To inform and make sure people follow the rules. Why do you write lesson plans? To help a substitute instructor teach your class or maintain a checklist of items you need to cover or maintain uniformity from one student group to the next. Perhaps you write lesson plans for all three of these reasons.

Why do you need to figure out what your purpose is before you write? Look at it this way: When someone asks you to do something, do you ever want to know why you should do it? Knowing the why sometimes makes it easier for you to understand how to do something. It also can make you more willing to do it. The same holds true for writing. Knowing why you need to write something often directs you on how to write it. And if it doesn't show you how, it at least gives you a goal to work for. You want to

make sure what you write meets your purpose. You can't do that if you don't know what your purpose is.

What are some of the reasons you write for the FBI? When you're stuck, the list below may give you some ideas (Aldrich 9).

To:	*inform*	*persuade*
	ask	*describe*
	report	*answer*
	fix	*apply for a job*
	sell	*buy*
	explain	*propose an action*
	recommend	*commend*
	reprimand	*state a position*
	record	*coordinate a project*
	get a decision	*give a decision*

What does figuring out your purpose do for you? It helps you focus your writing and acts as your first step in achieving your purpose. Much of what you write (the information you decide to keep or delete) and how you write it (the format and organization you choose) will depend on the answer to "Why am I writing this—to do what?" Now that you know what your purpose is, you need to figure out who your audience is.

WHO AM I WRITING TO?

When answering this question, you need to go beyond simply figuring out the name of the person or persons who will read your document. Finding out as much as you can about your readers will help you gear your writing to *those* readers. It will better equip you to answer their needs with your writing and show them why they should read your document in the first place. Thus, answering the question "Who am I writing to?" means considering at least a few of the following issues:

Number of Readers:

- Is my reader one person or a group of people?
- How many levels of readers do I have? Primary? Secondary? (For example, when writing an interview summary, think of defense attorneys as well as prosecutors.)

THINKING BEFORE WRITING

Kinds of Readers:

- In what level in the organization are my readers? Am I writing to superiors, peers, or subordinates? (This will help you determine the kind of information to include—such as, broad concepts or lots of detail—and how persuasive you may have to be.)
- Are my readers inside or outside the Bureau? Could they judge the whole FBI based on what I write and how I write it?
- Who are my final readers? What do I have to do to make my writing clear to *them* (not just pass it by my supervisors)?

Readers' Knowledge:

- What do my readers know about the topic?
- How much and what kind of work experience do my readers have? (This is especially important in lesson plans, directions, or memos of request.)

Readers' Actions:

- What will my readers do with what I write?
- Do I want my readers to do something specific? If so, exactly what? What information will they need to do what I ask?
- How can I influence the reader to make the decision I want?

Readers' Needs:

- How important will my readers find this information? How can I make them believe it's important to them?

The number of questions you consider when you write may vary with the length or importance of each document and the time you have to write. For short documents or those you write routinely, you may spend only a minute or two thinking about your reader. For long or important documents, or documents meant to persuade in any way, you will want to spend more time learning about your reader.

THINKING BEFORE WRITING

WHAT DO I WANT MY READERS TO DO WITH THIS INFORMATION?

If you think about it, when you write, you always want your readers to either do or stop doing something based on the information you give them (Aldrich 13). Why write otherwise? One thing is sure: if *you* don't know what you want your readers to do with your information, *they* certainly won't know. And if you don't tell them specifically what you want them to do, they probably won't do it (Aldrich 13). Few readers make work for themselves by trying to figure out what a writer wants from them, so the writer must always make that clear.

While you may not want your readers to *do* anything right away with your information, most often, in writing for the Bureau, you will want them to do more than simply understand or agree with you. You will want them to act on your information in some way. They may act on it tomorrow or 5 years from now, but you should want them to act on it. Your purpose for writing should help you define what you want your readers to do with what you write. The columns below give you some ideas as to why you might write and what you might want your reader to do for that purpose:

YOUR PURPOSE:	ACTION BY READER:
Inform	*use the information*
persuade	*do what the writer wants*
set out policy	*follow the policy*
answer a question	*use the answer somehow or stop asking questions*
compliment	*feel good and continue the behavior*
discipline	*improve poor behavior*
show progress	*supervise less or more, redirect resources*

Obviously, this list could go on. It simply gives you an idea of what you might want from your readers when you write to them for a specific purpose. Also, in instances where you actually tell your reader what you want them to do (this would be inappropriate for some reasons of writing), you should also figure out if they need any direction in *how* to do it. For example, if you want all Bureau employees to follow a new procedure for filling out travel vouchers, you should not only show them the difference between the old and the new and explain the reason for the change, but also give them step-by-step directions.

Make sure, too, that you give your readers all the information they need to do what you ask them to do. If you want your boss to buy a piece of equipment for you, tell her the name of the equipment, what it will cost, where you can get it, and, most important, how your having this item will benefit her. Few things frustrate readers more than being asked to do something and not having the information they need to do it.

THINKING BEFORE WRITING

WHY SHOULD MY READERS CARE ABOUT READING THIS DOCUMENT?

For most writing situations, and especially those where you need to convince or persuade, you must figure out how reading your document or doing what you want will benefit your readers. Why should your readers care about what you have to say? What will they get out of it?

Even in the Bureau, we all listen to the same radio station when it comes to reading: WII-FM (What's In It For Me?). Try to figure out how your information will help your readers, and then grab their attention by pointing out their need or gain. For example, your boss will more likely buy a computer program for you if you can show how it will speed up the case statistical report you must submit each month. Perhaps you could show how the program would help you more accurately keep track of ongoing cases and requests for subpoenas, search warrants, and other legal documents so that you could keep him informed. Emphasizing how buying the program will help him rather than how it will help you still gets you the results you want—the computer program—because your boss will be more inclined to do something that benefits him as well as you.

Also, starting with how your information will benefit your readers may give you an edge over the many other things they must read: They will see immediately that you've thought about them and their needs. Caring about your readers' needs not only gets your document read, it gives you a head start in getting them to do whatever you want, because they feel good about you.

WHAT'S MY BOTTOM LINE?

Once you've figured out the answers to the above four questions, you can write your bottom-line sentence—your main message. A bottom line is one complete sentence that contains the main point you want to make to your readers. (Very long documents may have bottom lines of up to two or three sentences.) A bottom line does not equate to the topical information following "Subject" or "Re:" lines in memoranda, for that information rarely comes in complete sentences. Figuring out your bottom line benefits both you and your readers in several ways.

First, the bottom line focuses your thinking and gives you direction about what information you need to include or what you can afford to leave out. All information in the document should in some way support your bottom line by proving, explaining, or detailing it, or the information doesn't belong there. The bottom line also can influence your choice of format for the document and the way you should organize it. Writing a bottom line also helps you, the writer, get to the point—which becomes its main benefit for the reader.

Second, your bottom line basically tells your reader where the document is headed. Is it a request for information? a commendation? an appraisal? or what? Your reader won't have to search through your entire document trying to figure out what it's about.

HOW DO I WRITE A BOTTOM LINE?

Think of every reader as someone whose attention you MUST catch within 6 seconds, or your message is lost. What would that sentence be? In many cases, that sentence will become your bottom line or main point, and you should place it first or second (after an attention-getter) in your document. Sometimes your bottom line will be a sentence outlining the purpose of your writing:

I propose we provide each FBI employee with the same kind of ID badge.

We need two more agents to meet the demand of the cases in our resident agency.

Sometimes the bottom line will tell your readers what you want them to do:

Please authorize reimbursement for actual lodging expenses over the per diem rate incurred while on official business in San Francisco.

You must attend firearms training on one of the following dates.

At times, both the purpose and what you want your reader to do are implied rather than stated in your bottom line:

Since you're still teaching defensive tactics, I thought you might enjoy this article on new arm holds.

We've assigned your case to Special Agent Garza, who will contact you in a few days.

SUMMARY

As you can see, doing a little thinking before you write certainly can make your writing easier. First, you need to answer four questions: "Why am I writing this?" "Who am I writing to?" "What do I want my readers to do?" and "Why should my readers care about this?" Answering these questions will help you focus your thoughts, decide how much information you will need, and tailor your document to your reader's needs. The

answers should lead you to your main point or message, which will become your bottom line sentence. Placed first or second in the document, the bottom line then gives both you and your reader clear direction.

GETTING STARTED

We all have two warring entities within us: a writer and an editor, or our right brain and our left brain. To write effectively, we need to use both sides of our brain, but we should try to separate them when we do. To get started writing, you should try to use only your right brain—your writer. If you have trouble getting started, you may be letting your left brain editor interfere. For example, when you start writing a report, personnel evaluation, or all-employee memo, do you also edit? Do you worry about spelling and punctuation, getting the exact word you want, and organizing as you go? If so, you're letting your left brain take over the right brain's function. After bearing a barrage of criticisms and stops, your right brain soon gives up trying to come up with ideas. In effect, you suffer writer's block.

Let's look at it another way. If you attend a meeting and are asked for ideas, how many times will it take for you to stop making suggestions when the person leading the meeting criticizes each one you make? Now, let's reverse that situation. What will you do if the person leading the meeting greets each of your ideas with enthusiasm or praise, whether they all merit it or not? The first situation describes what happens when you let your editor left brain interfere with your writer right brain's part of the writing process. If you let your right brain go at writing unhindered, you put yourself more in the second situation's nurturing atmosphere. You will come up with more and better ideas—like a snowball effect. Don't worry. You'll let your editor left brain do its thing before you finish whatever you're writing—just not at this stage of the process.

So, to get started, forget about editing as you go. Don't worry about writing a sentence that lasts for five pages or listing incomplete sentences. Don't worry if unrelated or personal thoughts come into your head. Get them down on paper and edit them out *later.*

UNDERSTANDING THE RIGHT AND LEFT BRAINS

One of the sides of the brain dominates in most of us. It may control 90 percent of the way we think or only 55 percent. Both sides show intelligence and complexity in the way they function; they simply process information in different ways.

According to Betty Edwards, author of *Drawing on the Right Side of the Brain* (1979), the two lists below compare the different processes and preferences of our left and right brains (40):

GETTING STARTED

LEFT	RIGHT
verbal	*nonverbal*
analytic	*synthetic*
symbolic	*concrete*
abstract	*analogic*
temporal	*nontemporal*
rational	*nonrational*
digital	*spatial*
logical	*intuitive*
linear	*holistic*

Right-brainers prefer intuition and instinct over logic and rationale, which left-brainers swear by. Right-brainers tend to synthesize (put things together) while left-brainers tend to analyze (take things apart). Right-brainers create; left-brainers organize. Right-brainers communicate mainly through nonverbals; left-brainers use words. Right-brainers prefer the concrete and practical; left-brainers like the abstract and theoretical.

As I stated earlier, we need our whole brain to write well. Both parts of our brains help us think before we write, answering the four questions and writing a bottom line. Our writer right brain then helps us produce a first draft by getting our thoughts on paper. Our editor left brain helps us structure and organize those thoughts, so our reader can understand them. When we have trouble starting, we may be letting our left brain edit as our right brain tries to create. Our left brain may look for the "perfect" word or try to reorganize thoughts as they come out instead of just letting them come out. No wonder our right brain calls it quits after a few sentences or paragraphs!

USING YOUR RIGHT BRAIN TO START

While you can use any number of methods to get started (all often encompassed by the term "fastwriting"), you may prefer one or two over the others, depending on whether you're a right brainer or a left brainer. People often use one method to get their ideas out and focus their thoughts on the specifics of a topic or the angle they want to take. Then, once they're more focused, they try a different fastwriting method to produce sentences to correspond to their first list of ideas. The second product becomes their first draft.

This section presents six methods of fastwriting. Whenever you write, try to do so during your most productive times in the day. Make yourself as comfortable as you can and use your favorite writing instruments (pad and pen, word processor, or whatever you prefer). Also, and perhaps most important, try to fastwrite when you can avoid interruptions (phone calls and visits from others) or at least keep them to a

minimum. Use one or two of these methods for at least 5 minutes for brief documents and up to 25 or 30 minutes for complex ones. Fastwrite for 1 or 2 minutes beyond when you think you're done. An idea you struggle to get out could become the main focus of your document.

Writing a Letter

People generally don't have trouble writing letters to someone they care about (spouse, child, or good friend) and, more important, someone they know won't judge them by their writing, no matter how good or bad it is. When starting to write a document for the Bureau, initially set aside your intended readers and think instead of trying out your idea on the person you trust. Write the first draft of your memorandum or report in the form of a letter to your friend or spouse (Gladis 30-31). You can even start with the usual greetings of "Dear Wilma, Hi there! How are you doing these days?" Write whatever will get you started putting words on paper. Eventually you will focus on your topic. For example:

> *I have to write this memo to all employees about a change in policy, but I'm really not sure how to start it. We must now always use a different format for our memoranda. Instead of just writing them, we have to start with a heading of "Purpose," move on to "Recommendations," and then end with "Details." I know I need to tell them…*

If ideas unrelated to your topic slip into your mind, such as "I have to remember to take my library books back," write them down and keep going! Before you know it, you'll finish your letter to your trusted other and have your memo's first draft.

Brainstorming or Listing

If the thought of writing a letter doesn't exactly thrill you, try writing lists of ideas instead. Write your ideas down in the middle of your paper and then break each one into its smallest parts as you move to the right of the paper. Or join them together to form similar groups as you move to the left of the paper. For example, if you have to start a newsletter for your division, you might come up with an original list of ideas like the following one:

Newsletter Ideas

goodbye to friends	*births*
profile of an employee	*new job postings*
exercise tips	*hobbies*
achievements	*volleyball tournaments*

GETTING STARTED

In trying to expand or group those ideas, your new list might start to look like this one:

Newsletter Ideas

- suggestions
- new job postings
- comings and goings →
  - moves within the division
  - hello to newcomers
  - goodbye to friends
- division activities →
  - helping the homeless day
  - volleyball tournaments
  - blood drives
  - recycling cans/bottles
- achievements →
  - kinds →
    - scholastic →
      - honor roll
    - physical →
      - sports award
    - performance
  - people →
    - employees
    - children
- profiles →
  - hobbies →
    - work working
    - collecting →
      - coins
      - patches
      - stamps
    - gardening
  - employees →
    - agent
    - agent
    - management
  - sports →
    - skiing
    - hiking
    - scuba diving
- birthdays
- births
- health matters →
  - diet news
  - best exercises
  - dealing with stress

Notice how many more ideas you can come up with, in fairly good order, if you just give yourself time to think. Note how some of the original ideas are the biggest group labels on the far left, while others of them became secondary groups. The idea is to keep breaking down each element until you can't break it down any more (practically speaking).

As with letter-writing, and all of these techniques, you probably will not use all of the ideas you produce. But you may find that the process brings out ideas you never would have thought of originally.

Conversing

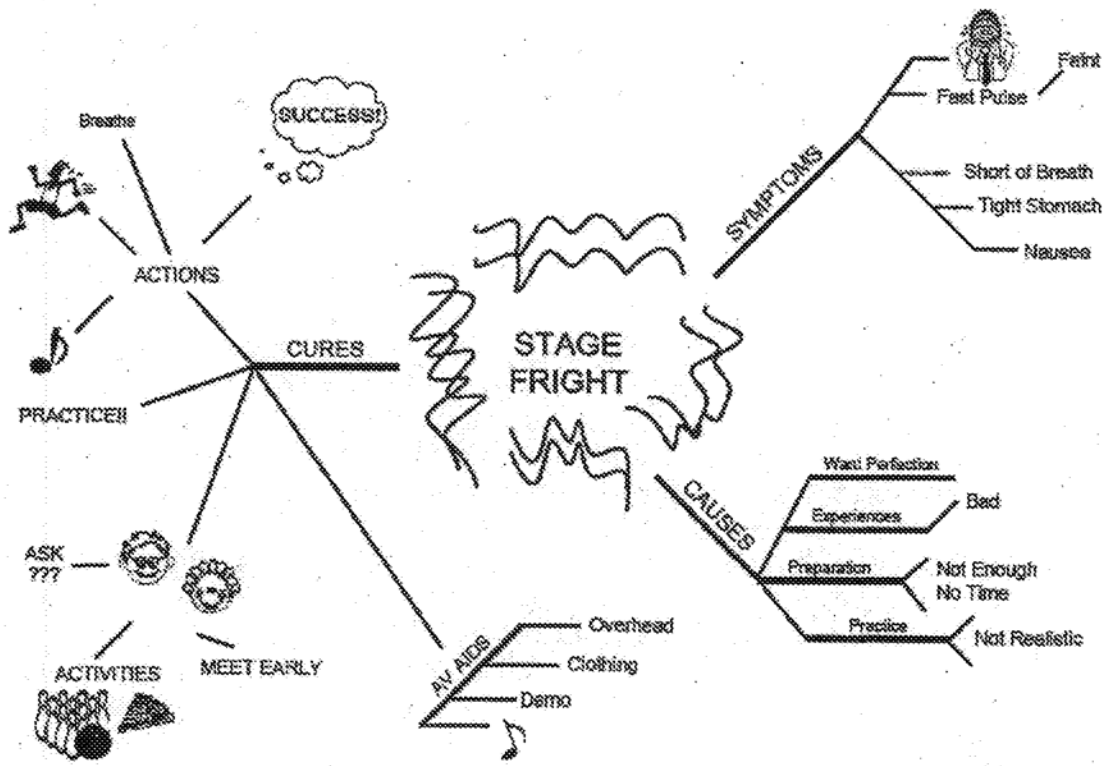
Some people may have trouble writing about a topic or concept, but if you ask them to explain it to you verbally, they can. One way of getting started when writing, then, is to record a conversation you have with someone (either imaginary or, better yet, real) about your topic. If you do this, remember to *talk* about your topic, not *dictate* about it. When you dictate, your left brain starts editing and spelling, and you want to avoid that now.

One advantage of conversing with someone is that you will tend to organize your thoughts a bit before you speak. You also will tend to speak in complete thoughts (sentences) rather than just ideas or topical areas. Finally, if you actually converse with someone, that person can ask you to explain further or can point out inconsistencies or holes in your discussion. When you type the transcript of your conversation, you can automatically edit out all the little unrelated comments or irrelevant parts of the discussion, and you'll end up with a pretty good working draft.

GETTING STARTED

Mindmapping

This concept, introduced by Tony Buzan, allows you to start with a main topic and literally branch out into main ideas and more minute ideas, showing connections as you go (Buzan, 91-104). Steve Gladis, former editor of the *FBI Law Enforcement Bulletin*, called a version of mindmapping "webbing" (34-35). As you can see from the examples below, mindmapping and webbing both help you express ideas in a slightly more organized form than letter-writing or conversing. Mindmapping and webbing encourage the artistic right side of the brain with their use of space and drawings while at the same time appeasing the organized left brain. The first example shows a mindmap of a lesson plan on stage fright:

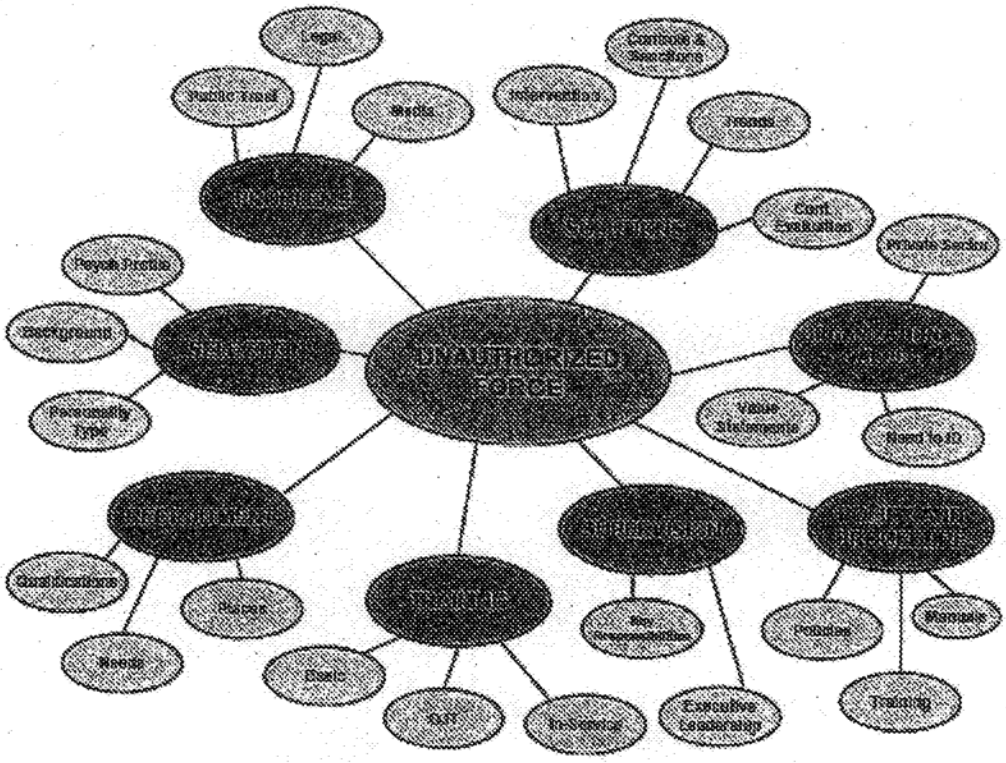


While mindmapping can get slightly messy, and it often means something only to the author, it can make the second stage of writing fun. In a relatively short time, you can produce a spidery creature like the one above or a group of pictures joined by thin lines. This method of starting helps you come up with numerous ideas and then easily choose which to use, add others as necessary, and organize all pertinent ones. Obviously, you then have to write sentences to say whatever you need about these ideas. You might find it easy to start with this method or webbing to get your best ideas out, and then try letter-writing or conversing to write your sentences and paragraphs.

GETTING STARTED

Webbing

Virtually the same as mindmapping, webbing looks less like a spider and more like a chart. In mindmapping, Tony Buzan encourages drawing pictures to depict ideas rather than always writing the words or phrases (Buzan, 91-104). In webbing, Steve Gladis uses ovals and circles to contain all phrases and words (34-35). He does not encourage drawing pictures to replace the words. The following sample "webs" a proposed study on the unauthorized use of force by agents:



As with mindmapping, webbing gives you a fairly organized picture of ideas, though webbing looks more like a chart. During the process, you find that some ideas lead you to others, and the snowball effect of idea-producing seems easier because of the spatial layout. You can organize or group these words and phrases, make connections, and spot holes in information more easily than you can by writing letters or conversing. Thus, webbing, like mindmapping, might be a good initial step before moving on to a method that produces sentences and paragraphs.

GETTING STARTED

Carding

You also can start a writing project by writing a general list of ideas or topical areas and then turning each idea into a complete sentence. Write each sentence on a card (Baxter). Then, choose a card and, on another card, explain or expand the sentence you chose. Each sentence you write should be on a separate card. At the end of this exercise, you should have a stack of cards, each containing a complete sentence. You can easily organize these into groups of similar ideas that would become paragraphs or sections, depending upon the length of the document you want to write. Write or type the sentences into paragraphs only after you're satisfied with the way you've ordered the cards. You can add and delete cards as you organize or as more ideas come to mind.

SUMMARY

Use any of the above fastwriting techniques, or a combination of them, to get started with whatever you have to write in your job. You may want to start with webbing or mind-mapping to bring out lots of ideas. Then you can choose the best ideas and try to organize them in a logical manner. Using this focused, organized list of ideas as your base, try fastwriting with the letter-writing, conversing, or carding methods. This will give you a very workable first draft requiring far fewer changes than one written solely with your bottom-line sentence as a focus.

With whatever method or combination you choose, you'll be amazed at how much less time you spend procrastinating and dreading your writing tasks and how much less time they will take you to complete. In no time, you'll have a first draft to rewrite and organize.

WRITING AND ORGANIZING

Once you've gotten started with one of the techniques discussed in "Getting Started" (or the one that has always worked for you), you must at some point review what you've done to see what you have. You need to start structuring this information for your readers in a way that best suits their needs and yours. Starting with your bottom line, you must organize the details, reasons, and examples in the body of information within your overall structure. This section presents tips on how to follow a time-tested structure that works. It also discusses methods of organizing your information within that structure. You'll learn how you can structure and organize both short and long documents.

With whatever method of getting started you used, the next step is to find a pattern of key ideas or general topical areas. You might have done this already if you used listing, mindmapping, or webbing to start. With these three methods, you should have general categories broken down into at least some component parts. Keep the categories and ideas you think you need based on what you want your readers to do and the information they must have to do it. Set aside or discard the rest of the categories and phrases you produced. Once you've done this, you'll have to write your sentences and paragraphs.

If you chose letter writing, conversing, or carding to get started, you may find it a little more difficult to read what you wrote and pull out key ideas and patterns or categories. However, once you have done this and decided what information to keep, you already have your sentences written. You can move right to forming paragraphs, which you will then organize.

How you present your information with an overall structure depends on the length of your document. How you organize the information within that structure depends on your purpose, what you want your readers to do, and your readers' needs.

SHORT DOCUMENTS

Normally you can get away with a fairly informal structure for short documents (two pages and under). However, you still will help your readers if you follow a few basic guidelines. You'll need to start with either an attention-getter (also known as a grabber) or your bottom line. Then you should choose a logical method for organizing your information. What you begin with depends on the purpose and type of document you're writing and who you're writing to.

Hook Your Readers with a Grabber

If you're trying to persuade a peer to do something for you, a superior to authorize something for you, or a group to accept your proposal for change, you should start with a grabber. This kind of grabber should be aimed at how doing what you want

will benefit *your readers*—not just you! Your boss might not care that having a computer at your desk would save your having to go to a different building to work, but he would care that it would make you more productive and better able to handle the special projects he likes to give you. That you also benefit from having a computer at your desk is nice, but it is not what you should emphasize. Making sure your readers see how your proposal, request, or other information benefits them will help you achieve your purpose far faster than coming at it with a "me" attitude.

Another kind of grabber will reach out and get your readers' attention, making sure they read what you wrote instead of just throwing it in their never-to-be-read pile of documents. You can't communicate if your reader doesn't cooperate and read what you wrote, so you have to make sure you get her attention right away. Pointing out the benefit of reading your writing is only one kind of grabber. Others include appropriate quotations, startling statistics or facts, hypothetical situations, pertinent true stories, or bold questions. On rare occasions, and only when you know your audience well and it fits your purpose (as in speech writing), you can start with a joke.

All grabbers need to lead smoothly into your bottom line. Sticking just any hypothetical situation or quotation at the top of your document will not accomplish your mission. Grabbers should get attention *and* lead directly into the point of the document, your bottom line. The chapter "Thinking Before Writing" gives you an idea of how to write a bottom-line sentence.

Get to the Point

If you decide you can do without a grabber, and you certainly will find this true for many memos, letters, reports and other documents, you should begin with your bottom line. Use the bottom line to grab your readers' attention. You definitely want to avoid losing your momentum by either following your grabber or starting your document with the "history of the earth" (commonly called background information). You do not have to lead into your main message—a writer's tendency, not a reader's wish. So get to the point quickly by putting it up front. In other words, make your request first, and then justify it. Commend your employee first, and then tell her what she did to deserve it. State the result of an investigation, then show why you decided the way you did and give an account of the investigation.

WRITING AND ORGANIZING

Organize Your Information Logically

Follow your bottom line with whatever information you have—facts, statistics, times, dates, examples, whatever—presented in a logical manner. Organizing or developing your information helps you move a topic smoothly and logically from start to finish.

A logical manner for presenting your detailed information will again depend on your purpose. Some people tend to stick with organizing their material in a familiar way, such as chronologically, whether or not it fits their purpose. Do yourself and your reader a favor by thinking of and using the *best* way to organize your information.
This will help you communicate the best with your reader. The following paragraphs describe methods of organizing that you might not have considered before. The *Handbook of Technical Writing* defines many of these methods, so its page references follow subheadings where appropriate.

Chronology

Chronological organization arranges events in the order they occur in time. If you want to organize chronologically, start at a point in time and move either forward or backward. This method is handy for reports of many kinds, especially progress reports, complaints, and some interviews.

Sequence (629-630)

Similar to chronological organization, sequential organization moves a subject along step by step—first, second, third, and so on. This numbered method works well for explaining a process, instructions, or procedures. It also can help describe how a mechanism functions. But take care; although readers generally can follow sequential organization easily, they also can find it monotonous. Writers often have trouble emphasizing important points with this kind of organization.

Problem—Solution—Results

An effective method of organizing proposals is to present a problem, suggest a solution, and then detail the results you expect if your solution is adopted. Keep the reader in mind when using this method of organizing: make sure to present the problem as the reader's problem, too, one that he or she will want to solve. If you present the problem as only your own, the reader may not care if it gets fixed. Use this method whenever you have a problem you need to fix. You can either solicit ideas for solutions or propose your own solutions. This method also can organize some instructions and plans.

WRITING AND ORGANIZING

Cause and Effect (84-87)

At times you may want to organize a proposal about a problem by moving your information from cause to effect or effect to cause. You need to make sure your facts and arguments pertain to the topic and that you have adequate supporting evidence. This method also forces you to demonstrate that one element (cause or effect) cannot exist without the other. You may want to note that effects often have more than one cause. This method works well for certain investigations or organizational studies. The Bureau's scientists often may choose this method to report the findings of their experiments.

Comparison and Contrast

People involved in making any kind of choice (for example, deciding among computers, office space, food service contracts, weapons, investigative procedures, or any number of things) will find the comparisons useful. With this method you can easily emphasize one product or service over another to lead your readers to the decision (choice) you want them to make. You need to ensure that your readers clearly understand all the elements you compare or contrast, and you need a basis for comparing the elements. This method also works well for explaining difficult concepts or subjects, as in analogy. You simply compare it to something you know your reader will understand (a good reason for learning as much as you can about your reader).

You can compare or contrast in two different ways. For example, you can describe all the pros and cons of computer A, then all the pros and cons of computer B, then all pros and cons of computer C (whole-by-whole version). Or you can describe one feature of all three computers (such as processing speed or memory), then a second characteristic of all three, and so on until you've addressed all relevant parts (characteristic-by-characteristic version). The order in which you present your data and the amount of information you devote to each whole or characteristic can help you emphasize one item over the others.

Order of Importance (161, 308)

Decreasing order of importance (161) allows you to emphasize the information you want. You can begin with the most important fact or example and move logically to the least important. Decreasing order of importance immediately gains your reader's attention and makes a strong initial impression. Because this method helps you make sure the hurried readers will at least see the most important information, it works well for reports, some requests, inquiries, and memos for information.

If you can decrease the order of importance of information or points, you can increase the order of importance (308), too. This method of organizing leaves the most

important of several ideas for last, thus freshest in the reader's mind. You should take care when using this method, however, because some readers might consider your argument weak or might not take the time to reach the important conclusions. Even though you take a chance of losing your reader early by starting with your least exciting information, you can use it confidently with oral presentations. This method also works well for leading to unpleasant news or for reporting on production or personnel.

Level of Detail (261, 637)

Two methods of organizing that use a concept similar to the above two are general to specific (261) and specific to general (637). With the first, you begin with a general statement and then provide specific facts and examples to develop and support it. With the latter, you begin with a specific statement and build to a general conclusion. As with general to specific, this method carefully builds a case with facts, examples, and analogies, but it doesn't make the point until the end. These methods, especially specific to general, work well for documents or presentations where the audience has heard the main point many times before (for example, reminding people to keep safety in mind or reiterating the rules on sexual harassment or other such topics).

Division and Classification (Grouping)

A good method for organizing particularly difficult topics is division and classification (in other words, grouping). Division separates topics into logical categories that you then can classify and label (for example, you might label one group "people," another "ideas," another "systems," and so on). Division and classification allows you to break down complex subjects or group similar ideas to form more general topics. You then discuss each group separately and completely before moving on to the next. This method works well when you need to describe a physical object or an organization, examine an idea, explain a process, or even give instructions that have no real sequence.

Space (635-637)

Finally, you can organize your information spatially, detailing an object or process according to the physical arrangement of its features. For example, you can describe things from top to bottom, side to side, east to west, inside to outside, or however they take up space. This method relies wholly on dimension, direction, shape, and proportion. You describe features in relation to one another and to their surroundings. This method lends itself to crime scene descriptions, construction or landscaping proposals, some progress or activity reports and instructions, equipment descriptions, and process explanations (such as describing how to correctly search a room for suspects or evidence).

WRITING AND ORGANIZING

You can choose to use more than one method for organizing your information, but you should stick to one overall method to avoid confusing your reader. In other words, within an overall structure of going from effect to cause, you could use a sequential, chronological, or division and classification form of organizing. For example, while writing a report on your investigation of a plane crash, you could conceivably start with the crash (the effect) and move through all the facts by eliminating groups that you've classified (mechanical fault, human error, environmental causes) before you reach the cause (wind shear). As you can see, organizing can get tricky with two methods; using more than that, while feasible, may not be advisable.

Using three or more methods will defeat the purpose of trying to organize in the first place. When you make your readers work too hard to figure out which level of organization they are on, you lose them. The same happens when you start with one method and end with a different one. This confuses your reader and makes your document seem disorganized.

Make Your Writing Flow Smoothly

You can ease a reader's understanding of how you organize your document, even a short one, by using headings and subheadings where appropriate. They help your reader understand where you are going. Your headings should be informative, relevant, brief, and parallel (i.e., following the same word patterns).

Beginning each paragraph with a topic sentence also benefits you and your reader. First, topic sentences help you focus and organize each paragraph (keeping out information that doesn't support the topic sentence). Second, topic sentences give your readers a point of reference or direction by telling them what the paragraph covers.

Within and between paragraphs, use transitions, pronouns, and synonyms to help your sentences flow smoothly. Transitions consist of words such as "first," "but," "also," "however," "therefore," "finally," and others. These indicate to your readers what kind of information follows. For example, readers will expect contradictory information to follow "however" and conclusive information to follow "thus." Using pronouns and synonyms within and between sentences helps you avoid unnecessary repetition while providing continuity of thought.

When presenting your details (facts, statistics, and examples) within the body, use lists, tables, graphs, or charts whenever you can. An image can often explain trends or relationships more quickly than words alone. Lists, tables, graphs, and charts also show more white space, giving your readers' eyes a respite.

WRITING AND ORGANIZING

Make sure you include in the body all the information your readers need to understand your theory and follow your argument or make a decision. The more you know about your readers, the easier it is for you to help them progress reasonably through the message you want to convey.

LONG DOCUMENTS

Unless Bureau formats restrict you, try to structure your long documents (over two pages) into at least three basic sections: an introduction, a body, and a summary. We've all heard the saying: "Tell them what you're going to tell them, tell them, and tell them what you told them." While this may seem repetitive, it actually is not. It is, however, effective. This structure gives your readers an idea of what direction you want to take them, then it gives them the arguments or reasons and details, then it takes them out of the mire of details and brings them back to a better understanding of the general ideas and point you wanted to make.

The Introduction

Your introduction should include a grabber (if appropriate), your bottom-line sentence, and a brief description in one or more sentences of the main topical areas you will cover in your body. For example, if you want to present new policy on how to classify information or documents, you might write, "The FBI has changed its policy on how to classify information. We must follow a different procedure for each of our classifications: confidential, secret, top secret, and eyes only." Besides giving your reader an idea of what you will talk about, this last brief preview of main ideas makes a good lead-in to your body.

The Body

Your body then develops your information in the same order you presented it in the introduction. In the body, you present all your details, reasons, and examples. You can use analogy, definition, narrative, and description to present this detailed information, and you should use one or more of the methods of organizing detailed above in "Short Documents."

When using a complex hierarchy of headings and subheadings, you may want to place Roman numerals (I, II, III, etc.), letters (A, B, C, etc.), and Arabic numbers (1, 2, 3, etc.) before them. This helps your reader follow your many levels of subordination. For only two or three levels of subordination, you can identify headings and subheadings by using simple graphic or typing changes (capitalizing, putting in italics or bold, indenting, and spacing, to name a few). The following outline shows both methods.

WRITING AND ORGANIZING

I. TABLE OF CONTENTS

II. BODY

A. Introduction
1. *Grabber*
2. *Bottom Line (Thesis)*
3. *Reference to Main Points (Topical Areas You'll Cover)*

B. Body
1. *First Main Point*
2. *Second Main Point*
3. *Third Main Point*

C. Conclusion
1. *Restated Bottom Line*
2. *Restated Main Points*
3. *Wrap-up of Grabber*

III. ENDNOTES

IV. REFERENCES, BIBLIOGRAPHY, OR WORKS CITED

The Conclusion

Here, you should restate your bottom line or present your conclusion (based, of course, on the information you've given) and summarize your main topical areas. If you started with a grabber, you should finish by referring again to that grabber in some way. Refer to the statistic or fact, answer your provocative question, finish your hypothetical situation or give it a different ending, or reword the quotation slightly to fit your purpose. If you forget this final part of the summary, your reader may feel slightly shortchanged, as though you started a story but never finished it or failed to tie all the loose ends.

SUMMARY

As you can see, your best chance for communicating with your reader comes from beginning with your main message and then proving it through logically organized details before restating it at the end. You have several options for arranging your details and should choose the method that best suits your purpose and content; remember to use transitions to help your message flow smoothly. Your well-organized messages will save your readers time and help you achieve your goals for writing.

REVISING FOR STYLE

This section presents arguments designed to help you believe in using a different style than you might have considered before and guidelines you can follow to apply this style. Initially you may think this style either does not fit the Bureau's mission or could hurt the Bureau's image. I've tried to anticipate your questions and concerns and answer them. Through examples, I hope to dispel such beliefs (and get you at least thinking about this style).

The style the Bureau now wants to embrace follows four main concepts, which I outline in four separate subsections: writing in active voice, applying the KISS principle, reducing clutter, and writing strong sentences. All of these concepts keep the reader's needs at the forefront. Each subsection offers suggestions on how you can change something you've already written. Eventually you should not have to go through all of the steps outlined in these subsections because you'll start writing in the new style from the start. Thus, at first, you might spend more time trying to apply these principles than you would spend writing your normal way. After you master these techniques, however, you should find that you can cut your writing time in half or more.

WRITING IN ACTIVE VOICE

A major problem with bureaucratic writing often stems from the writer's use of passive voice. This subsection defines active and passive voice and discusses the virtues of active versus the pitfalls of passive. It goes on to present a four-step process for changing passive voice to active. Finally, it offers suggestions for improving sentences that use weak or linking verbs.

Active vs. Passive Voice

In active voice, the subject names the doer (actor) of the verb (action). Also, active voice places the actor *before* the action of the sentence.

John wrote the report. (ACTOR—*John*, ACTION—*wrote*)

In passive voice, the subject often names the object (thing acted upon or that receives the action) in the sentence. Passive voice also tends to place the actor *after* the action in the sentence or leaves the actor out altogether.

The report was written by John. (ACTOR—*John*, ACTION—*was written*)

Passive voice *always* uses at least one form of the verb "to be":

am, are, is
was, were
be, being, been

However, this does not mean that every time you use one of these words, you are using passive voice. You can use these forms of "to be" to show that something exists.

Passive voice also *always* has a main action (verb) in the sentence. The main action generally takes the form of a past participle (one ending in "-d," "-n," or "-t," such as "advised," "written," or "built") or, sometimes, the progressive (one ending in "-ing," such as "reporting"). For example,

past:	*The case was investigated by the detective.*
present:	*The papers are delivered by the courier.*
future:	*The class will be taught by an agent.*
past progressive:	*The people were being threatened by the gang.*
present progressive:	*The statement is being written by the witness.*
future progressive:	*Autographs will be signed by the author.*

Notice that passive voice can occur in any tense—past, present, or future—or in the progressive form of any of these.

If you cannot find another main action in the sentence, then you probably have used the form of "to be" to show existence.

VALID: *You are Raye Adams.*
I am on the Reactive Squad.

Why You Should Use Active Voice

Active voice is a direct, more concise form of writing that creates images of a decisive, strong writer. Active voice also helps you clarify your ideas for both yourself and your readers by forcing you to answer the question "Who did this?" It promotes the use of more vigorous and accurate verbs and simpler words. In active voice you can get your ideas across with fewer words than in passive voice.

The Pitfalls of Passive Voice

Passive voice does many things to your writing, most of them bad:

First, it changes the natural order of actor and action (verb) in a sentence, often by placing the actor after the action rather than before it. When we talk, we generally speak in sentences that have doers (actors) come *before* the verb (action). This both sounds natural and makes sense. When we write, however, we (in the government especially) have somehow developed the habit of placing the actor *after* the action in the sentence. Thus, our sentences often sound backwards. Think of how unnatural the

following examples (from various Bureau documents) in passive voice would sound if spoken in a conversation between two people:

PASSIVE: *A warranty card for a Sony T.V. set was obtained from the interior of the trailer by agents.*

Now compare this conversation with the one below, spoken (and written) in active voice. Notice how much more natural (more vigorous and less stuffy) this conversation sounds:

ACTIVE: *Agents obtained a warranty card for a Sony T.V. set from inside the trailer.*

Thus, one loose way to avoid passive voice in your writing is to think of what you write as a conversation with your reader. Picture yourself talking with your reader and write what you would say, not what you think you ought to write.

Second, passive voice adds unnecessary words to the sentence. In simple sentences, passive voice adds at least one but, usually, several unnecessary words:

PASSIVE: *All security gates will be activated at 7:00 p.m. each night by security officers.*

ACTIVE: *Security officers will activate all security gates at 7:00 p.m. each night.*

In longer, more involved sentences, it can add quite a few unnecessary words.

This, passive voice can create questions in the reader's mind by dropping the actor from the sentence.

PASSIVE: *The case was investigated all week.*

Readers then must ask who did or should do the action of the sentence or any number of other questions about "who" to clarify the sentence.

ACTIVE: *Detective Amodeo investigated the case all week.*

Although the active version of the same sentence adds words, it no longer makes the reader wonder who investigated the case. Thus, in this situation, a longer sentence is clearer and better for the reader. Writers should never sacrifice clarity for brevity.

Why We Use Passive Voice

You may wonder why we use passive voice if it is so bad for our writing. Actually, we've developed the poor habit of using passive voice for several unacceptable reasons:

"Everyone else uses it." Passive voice prevails in bureaucratic writing. You see it EVERYWHERE! You see it in the memos and letters we receive, in the reports we read, and in the examples we copy. Most everyone uses passive voice. Although this isn't necessarily bad, you can take it too far. Using passive voice is definitely not a case where a little is good, so a lot must be better!

"It's not my fault." Passive voice probably got started 200 years ago when the first congressmen started deciding that taking responsibility for what went on in the government didn't get them re-elected. After all, passive voice is a great tool for hiding the doer of the action. "The law was passed." Who passed it? Did the House pass it, or did the Senate pass it? "The information was leaked to the press." Who leaked it? We don't know because the passive voice let the writer delete the actor from the sentence. Thus passive voice helps people hide from responsibility for their actions.

"I need to use up space." Have you ever had to write a seven-page report, but you only had four pages worth of information? Well, passive voice is a great way to help you fill up those extra three pages. You can add an unbelievable number of words to your writing if you write everything in passive voice. Not only that, passive voice often forces you to use longer words, as well, which take up more space.

"It doesn't look long [important] enough." One of the most ridiculous reasons for using passive voice is to make your document appear more impressive or important. Passive voice does not impress. Clear communication does. Most of the time, passive voice hampers understanding by clouding the message.

How to Change Passive Voice to Active

The first step in changing passive voice to active is to recognize how much passive voice you use. It may surprise you. Once you get over the surprise, however, you will probably be able to change enough of your passive to reach an acceptable mix: 80 percent active voice to 20 percent passive.

REVISING FOR STYLE

If you can change 100 percent of your passive voice to active, so much the better. However, the 20 percent acts as a fall-back for you in several situations. At times you may not know the actor or may want to hide or de-emphasize the actor. For example, "The fugitive was seen at the stadium." You might not know who saw the fugitive. You could write, "Someone saw the fugitive at the stadium," but this takes away from the main message you want to convey: "The fugitive was at the stadium."

At times, passive voice may be clearer for your reader. For example, an active way of saying "I was born on May 29" is "My mother bore me on May 29." I think we'd all agree that the former is clearer than the latter. If you find this true for some of your passive voice, keep it passive! You always should try to choose according to what is clearest to your reader.

Finally, if it takes you an hour to change one passive voice to active, you are wasting time unnecessarily. Leave that passive sentence and move on to the next. That one will fall in the 20 percent. You always need to use common sense and spend your time as wisely as you can when applying any of these guidelines.

Some people find changing passive voice to active easy, once they realize what passive voice is. You simply find the actor in the sentence, place it before the main action, and get rid of the form of "to be" you used. On the other hand, doing this isn't always as easy as it sounds. For those of you who want a little more direction, try following these four steps:

1. ***Circle all forms of the verb "to be" in your document.*** Until you get used to recognizing these forms in your own writing, you may want to do this even if you don't think those forms indicate passive voice. Learning to recognize the two or three forms you use most can be half the battle.

   Every attempt has been made by security to address problems as they arise

   Prompt corrective action will be taken to provide a secure environment for us.

   Your assistance is appreciated.

2. ***Underline the real action (main verb) in the sentence.*** This action often, though not always, follows the form of "to be" you circled and can end in "-d," "-n," "-t," or even "-ing."

   Every <u>attempt</u> has been made by security to address problems as they arise.

Prompt corrective action will be taken to provide a secure environment for us.

Your assistance is appreciated.

Note that you also need to underline words that indicate either tense (such as "have" or "will") or necessity (such as "must"). Such words add meaning to your action and will help make the question you ask in step 3 clearer.

3. ***Ask yourself who performed (or will perform or must perform) the action you underlined.*** The answer names your actor (doer), who might or might not be stated in the sentence. Take care NOT to include the form of "to be" you circled in your question, because it might give you the wrong answer. This step often poses the most trouble for people going through this process because they want to make it more complicated than it is. The question can be as simple as the word "who" followed by the word or words you underlined as your action. You often can finish your questions with the phrases or clauses appearing before the word you circled:

   Every attempt has been made by security to address problems as they arise. Who has attempted? (*Security* has.)

   Prompt corrective action will be taken to provide a secure environment for us. Who will act? (*Security* will.)

   Your assistance is appreciated. Who appreciates your assistance? (*I* do.)

4. ***Place the actor before the action in the sentence and delete unnecessary words.***

   Security has attempted to address problems as they arise.

   Security will take prompt corrective action to provide us a secure environment.

OR: *Security will act promptly to provide us a secure environment.*

I appreciate your assistance.

While going through the above steps should help you change some of your passive voice to active, you may find some forms of "to be" that seem like passive voice but don't "fit" into the steps. Either your actor is already in front of your action, but

you've still used a form of "to be" and have a main verb, or the form of "to be" seems stuck in a phrase that has little to do with the real meaning of the sentence. Technically, these forms of "to be" may not equal passive voice. Instead, they could be "to be" used as a linking verb or simply used in place of a more vigorous verb. These forms of "to be" then equate to a weaker, and often less direct, form of writing. In any case, if the above four steps don't seem to help you get rid of these forms of "to be," try these guidelines:

1. ***Delete empty subject/verb combinations,*** such as "It is . . . that" or "There is... this" or "There are... who" or "It is... which." Forms of "to be" used in this way are called linking verbs. Linking verbs are inherently weak. Simply getting rid of these weak subject/verb combinations will add vigor to your sentences. When you delete these words, you may have to reword your sentences slightly so they make sense.

   WEAK: *There are many reasons why people should wear seatbelts.*
   STRONG: *People should wear seatbelts for many reasons.*

   WEAK: *It is necessary that all agents learn defensive tactics.*
   STRONG: *All agents must learn defensive tactics.*

   WEAK: *There are four agents now supervising our drug squads.*
   STRONG: *Four agents now supervise our drug squads.*

   WEAK: *There are a series of ethics laws that apply to DOJ personnel.*
   STRONG: *A series of ethics laws apply to DOJ personnel.*

   WEAK: *It is imperative that all personnel turn in their keys before they leave.*
   STRONG: *All personnel must turn in their keys before they leave.*

2. ***Delete the words "who are" or "which is" or "that are/is" when doing so won't change the meaning of your sentence.*** These phrases weaken your sentences while adding nothing to your message.

   WEAK: *The Bureau car, which was new, overturned during the chase, which was high speed.*

   STRONG: *The new Bureau car overturned during the high-speed chase.*

   WEAK: *The crowd, who were mainly family members, clapped loudly as each person finished shooting in the competition.*

   STRONG: *The crowd, mainly family members, clapped loudly as each person finished shooting in the competition.*

3. ***If your main action ends in "-ing," decide if you need to show your action in progress.*** In other words, does the action still occur and will it keep occurring in the future? If so, leave it as it is—in the progressive tense of the verb. If you don't need to show the action continuing, as you often don't when you use this tense, you can change the past, present, and future progressive tenses to their simple past, present, or future forms to get rid of your form of "to be."

   PROGRESSIVE: *He will be meeting with all unit chiefs directly affected by the non-1811 personnel requests.*

   FUTURE: *He will meet with all unit chiefs directly affected by the non-1811 personnel requests.*

   PROGRESSIVE: *This unit is requesting that new office space be built to accommodate two new instructors.*

   PRESENT: *This unit requests that new office space be built to accommodate two new instructors.*

   PROGRESSIVE: *Everyone was watching television as the towers were falling.*

   PAST: *Everyone watched television as the towers fell.*

Finally, you might tend to write weak sentences (often using "to be" as a linking verb) that don't fall into any of these categories as far as helping you make them more vivid or direct. In these instances, you must simply figure out what you mean then look

for a stronger way to say it. It might help you to cover up your sentences, or even close your eyes, so you can think of the meaning of the sentence. This helps you use new words and keeps you from being locked into simply reordering the same weak words you used to begin with.

WEAK:	*Our goal in issuing this book is to raise awareness of the standards.*
STRONG:	*We issued this book to raise awareness of the standards.*
WEAK:	*Continued commitment to upholding these standards is essential.*
STRONG:	*We absolutely must continue to uphold these standards.*
WEAK:	*The next meeting will be on Tuesday.*
STRONG:	*We will meet again on Tuesday.*
WEAK:	*He is responsible for the supervision of Squad 5.*
STRONG:	*He supervises Squad 5.*

Summary

By using active voice and avoiding linking verbs as often as you can, you can feel confident that you present a strong, yet human, image of yourself and the Bureau in your documents. At the same time, you'll address your readers' needs by writing in this clearer, more direct and concise manner. With active voice and vivid verbs, everyone wins.

APPLYING THE KISS PRINCIPLE

Unfortunately, many people seem almost afraid to KISS their writing: Keep It Simple and Specific. They might have misconceptions about using simple or common words—conversational words—in their writing. Most writers hope to impress their readers with their professionalism and intelligence, and they're concerned that keeping their words simple and specific will convey incompetence or stupidity instead.

REVISING FOR STYLE

Common Concerns

The following paragraphs deal with four common concerns—some of which you might share.

1. ***"It seems unprofessional."*** Longer words may seem more professional to a *writer*, but most *readers* find familiar, simple words the most professional because they communicate both quickly and clearly. Most simple words communicate exactly what we mean and help us quickly create a clear picture in the reader's mind. For example, which conveys a clearer thought to you: interacted or talked? (fought? shook hands?)

   Using simple or familiar words is also more professional because our readers can understand them as soon as they read them. They don't have to read and reread the words to get the meaning. Plus, the fewer syllables we make our readers wade through, the faster they can read what we write and move on to doing what we want them to do, such as making a decision or acting on the information in some way.

2. ***"It'll make me look like I'm uneducated or a simpleton."*** Again, this statement comes from writers who want to make sure they impress their readers. They wrongly equate length of words (number of syllables) with intelligence or education. But which is more idiotic from a reader's viewpoint: the use of long words meant to impress us with the writer's expanded vocabulary or the use of short, common words that help us understand the writer's message clearly?

   As a reader, do you get upset or frustrated with people who use big words or words that you have to look up? Does it make you feel impressed by the writer or feel stupid yourself? And how many readers like to feel stupid? Writers who intentionally show off with a steady use of large words tend to make their readers feel like simpletons or feel talked down to. Those writers neither communicate nor impress.

3. ***"But that's not how I learned to write."*** Let's look at what you've learned, both in school and in the FBI.

   Scholastic writing differs greatly from business writing. Most of your teachers preferred to see your wide vocabulary of multisyllabic words. They even encouraged your use of them (to help broaden your experience and basic vocabulary). You also might have fallen into the habit of trying to find big words to impress your teachers. Plus, big words took up more

space and helped you turn 8 pages of information into the 10 pages you needed to pass.

In the FBI, however, you are not writing for teachers who want to help you expand your vocabulary. You are writing to peers, subordinates, or superiors who simply want to understand what you say as quickly as they can so they can move on to another task. Because you aren't writing papers for school any more, the style you used in those papers probably does not fit the Bureau's needs.

Many of you may have learned to write in the Bureau by looking at old files and, therefore, old ponies (examples of format and wording from years past). The problem with writing from old documents is that writing style is a living, growing beast. Going to closed or old files for examples of how to write now is like robbing graves to construct new human beings. It might have worked for Dr. Frankenstein, but all it does for us is hold us back.

We are the premiere law enforcement agency in the country; we are on the cutting edge of applying new investigative, analytical, and management techniques. Shouldn't we join the twenty-first century in our writing techniques and style, too?

While going to archaic formats and wording may keep you from reinventing the wheel, it also tends to keep you locked to a wheel that spins in place instead of one that moves forward, as it should. Make sure your wheels move forward by applying fresh, yet proven, techniques like the KISS principle to your writing.

4. ***"We've never done it that way before."*** Just because you've always written things a certain way doesn't mean you can't change or that you based your habits on valid precepts. You might write a certain way because everyone else writes that way, and they based their original formats and style on 20-year-old documents from closed files.

   Sure, old habits are hard to break, but try to remember that "old" means old, not sacred. At first you might feel more comfortable with your normal style of writing and might even think it sounds better than simple writing. But because old habits are not necessarily good ones, you should try to keep your mind open if you want to improve and grow in *all* areas, including writing.

REVISING FOR STYLE

Even the acronym KISS has promoted the feeling that simple means simpleton because most people think it means "Keep It Simple, Stupid!" Let's define it differently. As you've by now begun to realize, keeping it simple is smart, not stupid. So, KISS as used here stands for "Keep It Simple and Specific." This seems a more useful and accurate definition.

Keep It Simple

In other words, use as few syllables as possible to get your meaning across. Use only words you would use if talking to the reader in person. As a reader, would you prefer to read, "If you need more reports, just call me," or, "In the event that your supply of reports is insufficient to meet your anticipated requirements, please do not hesitate to contact this office for additional copies"? The latter would sound ridiculous if you *said* it during a phone or face-to-face conversation, but more people would *write* that than "If you need more reports, just call me." Such stuffy language should start sounding ridiculous to you when you write it, too. Thus, follow two guidelines to keep your writing simple:

Use the smallest number of syllables (i.e., sounds in a word) possible to get your meaning across.

INSTEAD OF:	WRITE:
additionally	*also, plus, too, and*
advised	*said, told*
altercation	*fight*
approximately	*about, around*
assist	*help, aid*
constitutes	*forms, makes up*
demonstrate	*show*
designate	*choose*
dispatch	*send*
employ	*use*
equitable	*fair*
finalize	*finish, complete*
fundamental	*basic*
inasmuch as	*because*
inquire	*ask*
legislation	*law*
location	*site, scene, place*
modify	*change*
objective	*aim, goal*
perform	*do*
prior to	*before*

remainder	*rest*
request	*ask*
residence	*house, home, apartment, trailer*
subsequently	*then, later, after*
terminate	*end, stop, fire*
utilization, utilize	*use*
witnessed	*saw*

If you wouldn't *say* it to your reader, don't *write* it to your reader.

WOULD YOU SAY:	**OR:**
ascertained	*learned, discovered, found out*
attempt	*try*
consequently	*so*
discontinue	*stop, drop*
enumerate	*count*
function	*act, role, work*
inception	*start*
necessitate	*need*
purchase	*buy*
remuneration	*pay, salary*
transmit	*send*

Unfortunately, just keeping it simple often gets us only halfway to clear communication. We also must try to use specific simple words.

Keep It Specific

Communicating—making your reader understand your message—often means painting a picture in your reader's mind. But it must be the same picture you have in your mind. Simple words alone may not paint exactly what you want. For example, if I have a picture in my mind and write to you, "she went down the street," would you be able to draw the picture I have in *my* mind? No, of course not. How about if I wrote, "she ran," "she staggered," "she hopped," "she crawled," or "she walked"? Yes, these simple yet specific words get you much closer to the picture I have in my mind and get us much closer to communicating.

To make your words more specific, you must learn to describe actions or characteristics. When you can, stay away from labels and use an action word instead. For example, don't use a label like "dishonest" when you can write "cheated," "stole," or "lied." Instead of "interacted," choose "talked," "shook hands," "fought," or "ran

together." All of these simple words say what you really mean much better than the bigger but vaguer words "dishonest" or "interacted."

INSTEAD OF:	WRITE:
exited the vehicle	*got out of the van*
contacted	*phoned, visited, spoke to, called*
resisted	*punched, kicked, ran*

Casual vs. Formal Language

KISSing your writing does not have to mean writing casually. You know when you need to write formally and when you can get away with a more personal tone. We have several levels of communicating in speech, ranging from the way we speak and the words we use with family members to those we use with the district attorney to those we use when speaking to a large group of Bureau SACs. We use more intimate and casual language with our family than we do with the district attorney and more formal language with the SACs we speak to. You can reflect all of these differences in your writing, making it more or less formal according to who your reader is.

Summary

When you write, write to communicate. Make expressing your ideas, not impressing your readers, your primary goal. To communicate, you need to KISS your writing—Keep It Simple and Specific. By doing so, you will indeed impress your readers and promote a professional image.

REDUCING CLUTTER

How many reports, memos, letters, and other documents come across your desk each day? Do you ever feel overwhelmed by all the words? When you're feeling overloaded or tired, wouldn't you like to find a one-sentence memo in that stack of papers on your desk? But, would you *send* such a memo? You may have changed your answer to that question. While we as *readers* may think it great to receive a one-sentence memo, we as *writers* often resist sending one.

In the work world, something about a lot of white space on a piece of letterhead intimidates us as writers. We feel the need to fill up that white space. Too much white space makes our writing seem unimportant or unprofessional—or so we may think. Like using big words, using many words is an urge most writers have that hurts communication rather than helps it.

REVISING FOR STYLE

Readers tend to prefer brief and concise documents to long wordy ones. They think brief documents will be easier to read and easier to handle. Concise memos consider the readers' needs by using only words that mean something and promote understanding. As William Strunk, Jr., says in *The Elements of Style* (23):

> *Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short or that he avoid all detail and treat his subjects only in outline, but that every word tell.*

Thus, as writers you will want to eliminate all unnecessary words from your writing. But how do you determine exactly which words you need and which you don't? What is clutter?

Clutter appears in many different forms: deadweights; wordy expressions; doublets; redundant expressions; unnecessary repetition; hidden verbs; "there are" and "it is" clauses; "who," "which," and "that" clauses; "to be" phrases; and "of" and other prepositional or infinitive phrases. Let's look at each one.

Deadweights

Some of the words and phrases you may use add nothing to the meaning of your message, and others can even insult your readers by telling them what they already know (for example, that August is a month!). You should find and remove these deadweights:

EXAMPLES:	*the hour at which*	DELETE
	needless to say	DELETE
	It is obvious that	DELETE
	are the kinds of...that	DELETE
	the reason is that	DELETE
	he is a man that	USE "he"
	red in color	USE "red"
	in the month of	USE "in"

Consider excessive modifiers deadweights as well. Used too often, they lose their meaning.

EXAMPLES:	*really*	*absolutely*
	exceedingly	*totally*
	vitally	*very*

REVISING FOR STYLE

Wordy Expressions

Look for common expressions in your writing—they are often prepositional phrases that take three or four words to say what they could in one or two. Learning to recognize these wordy phrases and replacing them with their simpler, more direct counterparts will help you make your writing more concise. For example:

INSTEAD OF:	WRITE:
a number of	*some, six*
at the present time	*now*
due to the fact that	*because*
in order to	*to*
in connection with	*on, with*
with reference to	*about, regarding*
with the result that	*so*
in an effort to	*to*
in the amount of	*for*

Doublets

Often we join two words that mean the same thing with "and." Sometimes the words will have slightly different meanings. If you need both words, use both. But if you can, choose one and get rid of the other.

EXAMPLES:
hope and trust
refuse and decline
decide and determine
help and assistance
right and proper
suddenly and without warning
initiate and start

Redundancies

Advertisers have brainwashed us into believing that we must over-modify our words to make our readers understand. We don't. You should only use redundancy as a tool to emphasize points. Otherwise, delete words (mostly adjectives) that modify specifically defined words (i.e., those whose definitions include the meaning of the modifiers). For example:

REVISING FOR STYLE

INSTEAD OF:	WRITE:
revert back	*revert*
true facts	*facts* or *truths*
merged together	*merged*
totally unique	*unique*
specific detail	*detail*
fatal slaying	*slaying*
group consensus	*consensus*

Unnecessary Repetition

Some writers shy away from repeating words. Instead, they look synonyms up in the thesaurus. Sometimes this helps our readers, but sometimes it confuses them. When you need to repeat a word for emphasis or clarity, do it. Unfortunately, we often repeat words or phrases when we could use pronouns to replace them instead. Repetition becomes clutter only when it adds no meaning to our sentences or paragraphs.

CLUTTERED: *Deputy Eisenberg has made 11 drug arrests, 27 DUI arrests, and 5 vice arrests since he joined the force.*

BETTER: *Deputy Eisenberg has made 11 drug, 27 DUI, and 5 vice arrests since joining the force.*

CLUTTERED: *Although union members view the proposed regulations as unnecessary, the union members are less opposed to the proposed regulations than to the regulations proposed last year.*

BETTER: *Although union members view the proposed regulations as unnecessary, they oppose these less than the ones proposed last year.*

Hidden Verbs

Using passive voice and writing in a bureaucratic style has caused many of us to "hide" good, strong verbs in the form of nouns. By adding suffixes (endings) such as "-sion, "-tion," "-ment," "-tal," "-ence," and others to these verbs, we turn them into nouns. Then, because our sentences need a verb, we add a generally weaker verb to our hidden one. Thus, we weakly write in three words what we could strongly write in one. By freeing your hidden words, you can shorten (and empower) your sentences.

REVISING FOR STYLE

INSTEAD OF:	WRITE:
make a determination	*determine*
gave authorization for	*authorized*
find a utilization	*use*
have a conference	*confer, meet*
have an effect upon	*affect*
make itself felt	*influence*
take action	*act*

"To Be" Phrases

As stated earlier in "Writing in Active Voice," whenever you see a "to be," you often can just get rid of it—and you should. Although getting rid of "to be" alone can improve your sentences, you also should try using this as a stepping block to rewriting wordy sentences entirely to say what you mean in as few words as possible. (See the second example below.)

INSTEAD OF: *The investigative assistant seemed to be possessed with the kidnapping investigation.*

WRITE: *The investigative assistant seemed possessed with the kidnapping investigation.*

INSTEAD OF: *Material to be presented at weekly employee meetings should include only facts.*

WRITE: *Material presented at weekly employee meetings should include only facts.*

OR WRITE: *Present only factual material at weekly employee meetings.*

"Of" and Infinitive Phrases

You often can eliminate "of" (a preposition) and infinitive ("to" plus a verb) phrases or revise them to form adjectives, possessives, or verbs. Again, deleting such phrases can lead to recasting your sentences to make them shorter and more direct.

CLUTTERED: *At the time of registration, students at the academy are required to make payment of their equipment fees.*

BETTER: *At registration time, students at the academy must pay their equipment fees.*

BEST: *Academy students must pay their equipment fees when they register.*

REVISING FOR STYLE

Summary

As you can see, clutter comes in many forms. Unfortunately, if you write naturally, like you speak, you might use many of these forms of clutter. While this guideline helps you choose simpler words when you write, it does not necessarily help you reduce clutter. You will have to figure out what clutter you tend to use and consciously try to eliminate it from your writing. After reviewing each of your documents to delete unnecessary baggage, you will soon start recognizing clutter when you write it. Then you can start deleting it before it ever reaches the paper or screen. Like getting rid of passive voice in your writing, this step should become easier and less time-consuming with practice.

WRITING STRONG SENTENCES: TEN STRATEGIES THAT WORK

Clear, vigorous sentences get your message across while impressing your readers. Although you certainly improve your sentences by changing passive voice to active, applying the KISS principle, and reducing clutter, you can do even more to make each of your sentences the best possible. By following the 10 strategies listed below, you can feel confident that you will write vigorous, strong sentences.

1. **Write naturally, not bureaucratically.** In other words, use your own words, not ones you've seen everyone else use until they mean nothing. It may help to remember to keep it conversational. If you wouldn't say it to your reader, don't write it to your reader. Bureaucratic writing is stuffy, stilted, and boring and rarely considers the reader.

   POOR: *Reference is made to your letter dated May 19.*

   BETTER: *Here's the information you asked for in your letter of May 19.*

   POOR: *If this office can be of further assistance, please don't hesitate to call.*

   BETTER: *Please call us on 703-632-1000 if you need our help.*

2. **Put first things first.** The most important elements of your sentence, the subject and main verb, should come early in your sentence and stay close together (Baxter). Don't separate your subject and verb with too many prepositional or definitional phrases.

   POOR: *A final report on the use of unauthorized force, written by law enforcement officers from around the country attending the meeting on unauthorized force held at the FBI Academy—prompted by the Rodney King incident—was printed in June 1991.*

   BETTER: *A final report on the use of unauthorized force was printed in June 1991. The Rodney King incident prompted law enforcement officers from around the country to meet at the FBI Academy and write the report.*

   BEST: *In June 1991, the FBI printed a final report on the use of unauthorized force. Prompted by the Rodney King incident, law enforcement officers from around the country gathered at the FBI Academy to write the report.*

3. **Make the subject of your sentence the same as who or what performs the action.** In other words, make the subject perform the action or verb (be the actor) and write the sentence in active voice. Also, protect the natural subject/verb order (subject before verb).

   POOR: *The kidnapping was investigated by the Buffalo field office.*

   BETTER: *The Buffalo field office investigated the kidnapping.*

   In the first sentence, "kidnapping" is the subject, but not who or what performed the action of investigating. In the second sentence, "Buffalo field office" is the subject *and* thing that performs the action of investigating.

REVISING FOR STYLE

4. **Place main ideas where they receive the best emphasis.** Emphasize your main ideas by starting or ending your sentences with them. The idea at the end of your sentence receives the most emphasis (Wyrick, 73).

LEAST EMPHASIS:	*SA Taylor stressed using the first 12 hours effectively as the most important element in solving a kidnapping.*
MORE EMPHASIS:	*Using the first 12 hours effectively is what SA Taylor stressed as the most important element in solving a kidnapping.*
MOST EMPHASIS:	*SA Taylor stressed the most important element in solving a kidnapping: using the first 12 hours effectively.*

5. **Protect your verbs.** Don't dilute them by turning them into nouns and adding weaker verbs.

POOR:	*"give authorization to"* or *"hold a meeting"* or *"make a decision"*
BETTER:	*"authorize"* or *"meet"* or *"decide"*

6. **Write in positive terms (Strunk 19).** This means presenting ideas directly. Positive terms present an image of confidence, not apology. They're also easier to understand.

POOR:	*We have not failed to investigate any threats of terrorism.*
BETTER:	*We have investigated every threat of terrorism.*

7. **Place most time phrases and other prepositional phrases first or last in your sentences (Baxter).** This helps them make the most impact while confusing the main idea the least. When you make these phrases dependent in complex sentences, you still emphasize your main ideas.

POOR:	*SA Long, on March 13, 2002, interviewed John Spade.*
BETTER:	*SA Long interviewed John Spade on March 13, 2002.*
POOR:	*The fugitive, after 10 years of running from the law, surrendered to the FBI in Denver.*
BETTER:	*After 10 years of running from the law, the fugitive surrendered to the FBI in Denver.*

REVISING FOR STYLE

8. **Keep *all* your sentences and paragraphs concise by eliminating clutter.** Redundancies, wordy phrases, unnecessary repetition, and filler words interfere with communicating your message. Get rid of them. (See "Reducing Clutter," p. 41.)

9. **Make your subjects and verbs as simple and direct as you can (Baxter).**

   POOR: *The twists and turns in the road from the airport slowed the agents and hampered in the least expected way their efforts to trail the kidnapper.*

   BETTER: *The winding road slowed the agents and unexpectedly hampered their efforts to trail the kidnapper.*

10. **Strive for average sentences of 15 words or less.** This doesn't mean that you can't write a 25-word sentence. It means that you shouldn't do it all the time. Your readers will appreciate variety in your sentence structures, which helps you keep an even flow and pace.

Summary

Readers might not consciously notice well-written sentences as such, but they certainly notice poorly written sentences and then begin to dwell on the style of writing rather than the message. Following these 10 strategies will ensure that your sentences will communicate your message to your readers, not irk them with ill-conceived structure and wording.

USING THE NEW STYLE

Writing in active voice, applying the KISS principle, reducing clutter, and writing strong sentences will lead to clear and professional documents. Your readers will appreciate your attention to their needs, which will lead to more successful results from your documents. What's more, with practice, you will cut your writing time significantly because you'll have fewer words and sentences to compose and correct. Don't let old habits and ways of thinking obstruct your success; give this new style a try.

PRESENTING

The first thing a reader notices about a document, even before reading it, is how the writer presented or formatted the text. Thus, the presentation often helps dictate the reader's first impression of the writer or, in our case as writers, the Bureau. How a writer formats a document also can dictate how quickly it is read amid the numerous other papers on the reader's desk.

Think of your own preferences as a reader. Do you prefer a document that's typed single-spaced with narrow margins and no blank lines between long paragraphs or one that's typed single-spaced with wide margins, blank spaces between short paragraphs and headings where appropriate? The latter simply looks better—more inviting—and seems easier to read and, at times, easier to handle. The way you present your information to your readers often can make the difference in when they decide to read your documents and, therefore, do whatever you ask or want them to do.

FIVE UNIVERSAL GUIDELINES

You'll find that the following five guidelines will help you present your information (format your document) in the best way possible:

1. Make sure your documents are neatly typed or legibly written with straight left margins and broken right margins. Right margin justification (also known as "full justification") actually makes your documents more difficult to read, though at first glance it looks neater.

2. Remember that white space attracts readers, so make all of your margins at least one inch or more and either put spaces between single-spaced paragraphs or double space the whole document when possible. If you double space the document, you must indent the first line of each paragraph.

3. List your information with either numbers or bullets whenever doing so fits with the purpose of your document or how you want your readers to use it.

PRESENTING

4. Use headings and, when applicable, subheadings for documents two pages or longer. Even one-page documents can look better with headings because they indicate what kind of information follows and add white space. Typical headings you could use for Bureau documents include:

    1) Purpose, Recommendation, Details

    2) Problem, Solution, Results

    3) Complaint, Investigation, Findings, Recommendation

    4) Caution Statement, Leads, Case Background

    5) Theory, Research (or Experiments), Results

5. If charts, graphs, tables, or even drawings will make your information or argument easier to understand, use them.

THINKING OF YOUR READERS

When deciding how to present your information, once again think of your readers' needs. How will they use your information? Are you telling them about a new procedure or instructions they'll have to follow? If so, try to put them in list or bullet form as much as possible. People hate to wade through paragraphs trying to figure out what steps they must take. If your readers need to gather certain information for you, again, list the type of information they must give you where possible. For example, if you had to make the following request for information, do you think your readers would prefer *A* or *B*?

A. When you come to an in-service you'll have to let us know your time of arrival, time of departure, flight information, room preference (smoking or nonsmoking), social security number, and division contact.

B. When you come to an in-service, you'll have to let us know your

- time of arrival
- time of departure
- flight information
- room preference (smoking or nonsmoking)
- social security number
- division contact

Although it's slightly longer, *B* clearly would make it easier for your readers to gather the necessary information because they can just glance at the list and check off each item. You also are more likely to get all the information you need because you did not make your readers reread a paragraph like *A* five times to figure out what *you* want to know. Thus, when you format your document, thinking of your readers' needs and how they will use your document can put you one step closer to getting them to do what you want.

Most of the methods of organizing discussed in "3: Writing and Organizing" lend themselves to reader-friendly formatting with headings, lists, graphs, charts, and tables. Some seem easier to adapt than others, such as chronology, sequence, comparison and contrast, division/classification, and space. For example, when rating two computers for your boss, you can help him understand how their key features (or pros and cons) compare to one another with a simple table (either preceded or followed by a narrative explanation):

		Computer A	**Computer B**
Cost per Unit		$1,200	$1,700
Features	Monitor	HQ color	LQ color
	Drives	one only	two (floppy and CD)
Ease of Use		difficult	very easy
Compatible Systems		IBM	MacIntosh

Such a table could quickly help your boss choose the best computer or at least help him understand your narrative comparison of the two.

SUMMARY

If you follow the five guidelines described above, your documents will appeal to your readers' eyes and project reader-friendliness. These appeals can grab your readers' attention, making them put your documents first on their reading list. Depending on the types of documents you write, the way you present or format your information could be the only advantage you can gain over the other documents vying for your readers' attention. If you always think of your readers when deciding how to format your document, you get a head start in making a good first impression.

PROOFREADING

While people might not notice when you write a document that follows the rules of grammar and punctuation to the letter (they expect that from you), they will notice when you break the rules—at least the major ones. Thus, if you want to project a professional image both within and outside the Bureau, you should take the time to proofread all your work.

Because you can lose your objectivity and simply overlook many errors when you write, you should find someone who knows the rules of grammar and punctuation to proof your documents for mistakes and typos. If no one can do this for you, try to give yourself some time (at least 2 days, though a week is better) before proofing them. The time should give you the objectivity you will need to catch errors you made and previously overlooked.

If you know your strengths lie in areas other than grammar and punctuation, you should try to find someone to proofread all your documents for you. Of course, you must make them as correct as you can first so as not to abuse your reviewers. If, however, you have no one available, this section can help you find the most common mistakes in grammar and punctuation. It details a few of the major rules you'll want to follow when writing for the Bureau. They will help you keep your writing flowing smoothly and professionally.

GRAMMAR

Grammatically correct sentences and paragraphs make your writing sound good. When readers can get through material without annoying interruptions caused by errors in grammar, you communicate your message better. Once readers notice three or four grammatical mistakes, they tend to stop reading for content and start reading to catch errors. Mistakes in grammar also convey an impression of either a slipshod work ethic or, in extremes, illiteracy. By following the rules below, you can feel confident that your writing will convey a more professional image of both you and the Bureau. This section first discusses the four common sentence types and the various problems you can have with them, such as run-on sentences, comma splices, and sentence fragments. Next you'll see some information on agreement, shifts, parallel structure, and modifier problems.

COMMON SENTENCE TYPES

Try to vary the structure of your sentences by using the following four sentence types. You want to keep 75-80 percent of your sentences simple, so interspersing the other three types among the simple sentences will keep your writing from sounding too simplistic (like the "See Spot run" kind of writing you remember from childhood).

PROOFREADING

Simple Sentences

A simple sentence has a single subject-verb combination.

Detectives investigate.

She fired her weapon once last week.

It can have more than one subject or verb...

The fingerprints and DNA samples matched.
The gang robbed and beat the couple.

...or several subjects and verbs.

Officers McDougall, Chang, and Greene drove to the scene, broke up the fight, and charged the participants with disturbing the peace.

The key distinguishing factor of a simple sentence is that all the subjects do all the actions.

Compound Sentences

A compound sentence combines two or more simple sentences, connecting them via a comma/conjunction combination. You can remember the conjunctions that form compound sentences by thinking of the acronym FANBOYS:

For
And
Nor
But
Or
Yet
So

Use a compound sentence to give equal weight to two closely related ideas.

The traffic light stopped working, so the patrol officer directed the traffic.
The speeders saw the state trooper's cruiser, yet they did not slow down.

PROOFREADING

Complex Sentences

A complex sentence combines a simple sentence and a statement that begins with a dependent word. Parts of a complex sentence are often called "dependent" and "independent" clauses. A clause is simply a group of words that has a subject and a verb. An independent clause expresses a complete thought and can stand alone as a sentence. A dependent clause does not by itself express a complete thought, so it depends on (or needs) the independent clause to complete its meaning.

Dependent clauses may begin with one of the following words:

after	*so that*	*where*
although	*that*	*wherever*
as	*though*	*whether*
because	*unless*	*which*
before	*until*	*whichever*
even if	*what*	*while*
even though	*whatever*	*who*
if	*when*	*whose*
since	*whenever*	

Complex sentences emphasize the independent clause (complete idea) over the dependent clause (incomplete idea), no matter where you place each in the sentence. The dependent clauses are underlined in the sentences below.

<u>Because he forgot the time</u>, he missed roll call.

<u>While he gave the victim CPR</u>, she began to breathe again.

She cleaned her gun <u>before returning it to the holster</u>.

The boy, <u>who was in a motorcycle accident</u>, now limps.

Officer Smith parked behind the truck <u>that broke down on the highway</u>.

Interestingly, how you punctuate the sentence depends on where you place the dependent clause. If you start the sentence with the dependent clause, you must follow it with a comma. If you place it in the middle of a sentence somewhere, you must surround it with commas. If you put it last in the sentence, you do not need a comma anywhere.

Compound-Complex Sentences

Because two (or more) simple sentences combine with one (or more) dependent clauses to form a compound-complex sentence, you'll want to use it sparingly in your writing. Here are some examples:

> *When the alarm sounded, the firemen rushed to the scene, and the sheriff's department sent two deputies.*
>
> *After confirming the first suspect's alibi, Agent Clark eliminated him from the list, and then she checked the next suspect's claims of innocence.*

As you use these four sentence types, you'll need to avoid the three most common errors you can make: run-on sentences, comma splices, and sentence fragments.

RUN-ON SENTENCES AND COMMA SPLICES

When you write two complete thoughts with no punctuation between them, you have written a run-on sentence. If you put only a comma between two complete thoughts, you've made a mistake referred to as a comma splice. You can fix run-ons and comma splices by using one of three remedies: a period, a semicolon, or a comma/conjunction combination. The period separates the two thoughts the most drastically, while the comma/conjunction separates them the least.

Fix # 1: The Period

To use a period, find the end of the first complete thought and place the period immediately after the last word. Making sure two spaces follow the period, start the first word of the next complete thought with a capital letter. You now have two correctly punctuated sentences. If your error was the comma splice form of a run-on sentence, replace the comma with a period and begin the next word with a capital letter. (Remember to add an extra space after the period.)

CHANGE:	*The new position went up on the board 20 people responded.*
TO:	*The new position went up on the board. Twenty people responded.*
CHANGE:	*The agent went to court, he testified on a case he'd worked 5 years ago.*
TO:	*The agent went to court. He testified on a case he'd worked 5 years ago.*

Fix # 2: The Semicolon

Alternatively, you could place a semicolon (;) right behind the last word of the first complete thought; the first letter of the word following the semicolon would remain in lower case. In the case of a comma splice, replace the comma with a semicolon.

CHANGE: *They posted the new position a week ago no one applied for it.*

TO: *They posted the new position a week ago; no one applied for it.*

CHANGE: *The instructor talked about effective writing, the class listened intently.*

TO: *The instructor talked about effective writing; the class listened intently.*

Fix # 3: The Comma/Conjunction Combination

Finally, you can place a comma immediately after the last word of the first complete thought and add a coordinating conjunction before the next word, creating a compound sentence. You can remember the appropriate coordinating conjunctions by remembering the acronym FANBOYS—For, And, Nor, But, Or, Yet, So. If you had a comma splice, simply add one of these conjunctions after the comma.

CHANGE: *The division provided a car for the new agent on the Reactive Squad it was one of the oldest in the pool.*

TO: *The division provided a car for the new agent on the Reactive Squad, but it was one of the oldest in the pool.*

CHANGE: *Terrorism has changed policing forever, homeland security has become law enforcement's top priority since the September 2001 attacks.*

TO: *Terrorism has changed policing forever, for homeland security has become law enforcement's top priority since the September 2001 attacks.*

PROOFREADING

SENTENCE FRAGMENTS

If you punctuate an incomplete thought as a complete sentence, you've written a sentence fragment. Sentence fragments often crop up as forethoughts or, more often, afterthoughts about ideas already punctuated as complete sentences. Fragments always begin with a dependent word (such as "after," "when," "that,") or a preposition (such as "to," "with," "at," "in," or "from").

To fix a sentence fragment, you can either finish the thought it starts to form a complete sentence or add it to the front or back of an already complete thought to form a complex or compound/complex sentence. If you attach the incomplete thought to the beginning of the sentence, you must put a comma after it. If you attach it to the end of the complete thought, you omit the comma.

CHANGE: *<u>When they arrived at the scene</u>. The agents interviewed three witnesses.*

TO: *When they arrived at the scene, the agents interviewed three witnesses.*

CHANGE: *I must leave soon. <u>Before I'm late for my next meeting</u>.*

TO: *I must leave soon before I'm late for my next meeting.*

OR: *Before I'm late for my next meeting, I must leave soon.*

You can also often fix sentence fragments by deleting the dependent word (which makes a clause that already has a subject and verb dependent on more information to complete it).

CHANGE: *The director held the meeting in his office. <u>Although he would have preferred a conference room</u>.*

TO: *The director held the meeting in his office. He would have preferred a conference room.*

Run-on sentences, comma splices, and sentence fragments make up only a few of the errors in grammar people tend to make. Other obvious errors include problems with agreement and shifts. Less obvious problems tend to include errors in parallel structure and the use of modifiers. The following sections discuss these troublesome areas of grammar.

AGREEMENT

Your subjects must agree with their verbs in both person and number. This might sound difficult, but the good news is that you usually do it right because you hear

the errors when you proofread your writing. Don't rely solely on your ear, though. Know the rules.

Person

"Person" refers to the form pronouns take to describe the person(s) speaking, spoken to, or spoken about. First person pronouns (*I, me, we,* or *us*) refer to the speaker(s). The second person pronoun (*you*) refers to the person, group, or thing spoken to. Third person pronouns (*he, she, him, her, it, they,* or *them*) refer to the person, group, or things spoken about.

FIRST PERSON: *I investigated the identity theft.*

SECOND PERSON: *You wrote a good report.*

THIRD PERSON: *She interviewed the witness.*

THIRD PERSON: *The judge disallowed the wiretap.*

Number

"Number" means the form a noun, pronoun, or verb takes to show if something is singular or plural. Nouns usually form plurals by adding an "-s" or "-es" to the end of the word (for example, the singular form "gun" becomes the plural form "guns"). If verbs also formed plurals by adding an "-s" or "-es" to the end, life would be easy. Unfortunately, in Standard English, only third person *singular* verbs (the ones that go with "he," "she," "it," or corresponding nouns) have an "s" at the end in regular verbs. This unfortunate rule in English often confuses those of us who take "s" to mean more than one.

He drives.	BUT	*You drive.*	OR	*We drive.*
Lt. Womack asks.	BUT	*You ask.*	OR	*They ask.*

Your verbs must agree with their subjects in both person and number:

Special Agent Klopf runs 3 miles daily to keep fit.

The team buys drugs undercover regularly.

The support personnel meet once a year at the picnic.

You write well.

I attend two courses each session.

We teach in the field divisions when asked.

The following words usually take singular verbs:

anybody	anyone	anything	each
nobody	no one	nothing	either
everybody	everyone	everything	neither
somebody	someone	something	

Neither of those two regulations is followed.

Each of the pistols needs adjustment.

Everyone who parks here has a sticker.

"Both" always takes a plural verb.

Both agents follow leads.

"All," "any," "some," and "none" sometimes takes singular verbs and sometimes plural ones.

SINGULAR: *All is well.*

PLURAL: *Detectives are busy, all work on major cases.*

SINGULAR: Thieves stole thousands of dollars; some was found.

PLURAL: The squad interviewed dozens of witnesses; some were accountants.

Take care that prepositional phrases falling between your subject and verb don't lead you to choose the wrong number:

The leaders of the group have declared war.

One of the corrupt judges was indicted.

Each of the new agents has to take physical training.

Compound subjects generally take plural verbs:

Ambition and good luck are the keys to success.

(Notice that "keys" is also plural because it refers to "ambition and good luck.")

However, a compound subject joined with "or" or "nor" takes a verb that agrees in number with the closest subject.

The captain or the lieutenant is on duty.

The players and the spectators at the game were peaceful.

Several deputies or one ranger is needed.

One ranger or several deputies are needed.

The number of a verb DOES NOT change when you put words such as "including," "along with," "as well as," or "in addition to" between the subject and the verb.

Sgt. Lewis, together with Sgt. Smith, runs the pistol range.

Our agents, as well as our staff, are the best in the nation.

Making All Elements Agree

Pronouns must agree in number with the nouns they replace.

The officers drank coffee during their meeting.

Either of the radar guns has its drawbacks.

People who apply must have their eyes checked.

Verbs in phrases beginning with "who," "which," or "that" must agree in number with the noun the phrase modifies.

Gary is one of those officers who is aggressive.

The heavy trucks that thunder down the road make cautious drivers nervous.

Collective nouns (those naming a group or collection of persons, places, things, concepts, actions, or qualities) take a singular verb and pronoun when referring to the group as a whole:

The jury was divided on the issue and could not announce its decision until Wednesday.

But when a collective noun refers to individuals within a group, it takes a plural verb and pronoun:

The jury returned to their routines after the trial.

You can make organizational titles, such as company or department, either singular or plural—just be consistent.

> *The department has grown 50 percent in 2 years. It will expand even more this year.*

"Crowd" normally takes a singular verb and pronoun, while "people" normally takes the plural.

SHIFTS

You need to make sure you don't switch person, number, tense, or voice in your sentences. In "Agreement" above, we talked about keeping person and number consistent between subjects, verbs, and objects. The following guidelines should help you avoid shifting not only person and number, but also tense and voice.

Shifts in Person

If you start a sentence talking directly to your reader in second person, you must finish the sentence in the same way (as this sentence does by using "you" throughout). If you are writing about someone or something in third person, you cannot suddenly start talking directly to your reader (in second person) or about yourself (in first person). This does not mean that you cannot use "we" and "you" in the same sentence; it does mean that you cannot shift the person of the same noun in different parts of the sentence.

CHANGE: *When you interview this way, he gets more from my suspect.*

TO: *When you interview this way, you get more from your suspect.*

OR: *When he interviews this way, he gets more from his suspect.*

OR: *When I interview this way, I get more from my suspect.*

PROOFREADING

Shifts in Number

As "Agreement" above describes, your pronouns must agree in number with the nouns they refer to; you can't shift from one to several or from several to one.

CHANGE: *If a weapon becomes dirty, they misfire.*

TO: *If a weapon becomes dirty, it misfires.*

OR: *If weapons become dirty, they misfire.*

CHANGE: *If someone wants to burn their house, they should make it look like an accident.*

TO: *If someone wants to burn his or her house, he or she should make it look like an accident.*

OR: *If the fraternity brothers want to burn their house, they should make it look like an accident.*

Shifts in Tense

If you start your action in the future, you need to keep it in the future; you should not suddenly switch to past tense. If you're describing events that began and ended in the past, you must keep them in the past. While you can logically move from past tense to present or from present to future, when you switch tenses—that is, suddenly changing the tense of the same element in the sentence—you confuse your reader.

CHANGE: *The witness ran past the bank and looks around the corner to see the license number.*

TO: *The witness ran past the bank and looked around the corner to see the license number.*

CHANGE: *This report describes how a teller's calmness kept him out of danger when a robber will come to his window.*

TO: *This report describes how a teller's calmness keeps him out of danger when a robber comes to his window.*

OR: *This report describes how a teller's calmness kept him out of danger when a robber came to his window.*

(Note that the present tense logically moves to the past tense here because the change is from one element of the sentence to a different one, not a switch in the same element.)

PROOFREADING

Shifts in Voice

Finally, you should take care not to switch voice from active to passive within one sentence. This kind of change often forces you to switch subjects or dangle modifiers. And because you want to keep your writing as active as possible, switching to passive just doesn't make sense.

CHANGE: *While he considered his options, the case was argued by the prosecutor.*

TO: *While he considered his options, the prosecutor argued the case.*

PARALLEL STRUCTURE

Parallel structure will make your writing strong and clear. It cleans up your ideas by clarifying the relationships between elements in your sentences; it lets your readers know if those elements are equal, comparable, or contrasting. Parallel structure, or parallelism, expresses similar ideas in a similar pattern. It creates a balance in the structure of words, phrases, and clauses by giving equal emphasis to ideas within a sentence. For example:

> *Let us never negotiate out of fear, but let us never fear to negotiate. (John F. Kennedy)*

This sentence would lose its strength and clarity if written as follows:

> *We should never negotiate only because we're afraid, but negotiation is not frightening.*

When presenting a series of equal items, you should express all of them in the same grammatical structure—all nouns, all adjectives, all adverbs, all verbs, all phrases, or all clauses. For example:

> *When preparing for an interview, agents should review the case facts, determine the best location for the interview, and investigate the interviewee's background thoroughly.*

The items in this series are all phrases beginning with verbs in the present tense. Notice how awkward it sounds when written differently:

> *When preparing for an interview, agents should review the case facts, determining the best location for the interview, and they should investigate the interviewee's background thoroughly.*

PROOFREADING

Use parallelism when putting thoughts or instructions in a sequence, either in one sentence or in several. Using different forms of similar words confuses your readers. For example, write "First,. . ." "Second,. . ." and "Third,. . ." not "First,. . ." "Secondly,. . ." and "In the third place. . . ." Your readers might spend too much time trying to figure out what sounds wrong and not enough on your message.

Examples of Parallel Structure

WORDS: *All phone messages should contain date, time, caller's name, and message.*

PHRASES: *The deputy had to look in the house, around the yard, and down the closest streets before deciding the trespasser had fled.*

CLAUSES: *The proposal defines the problem, and it suggests an answer, but it fails to predict any results.*

Examples of Nonparallel Structure

CHANGE: *Writing the reports quickly is as important as to collect accurate facts.*

TO: *Writing the reports quickly is as important as collecting accurate facts.*

CHANGE: *The budget contains an expenditures sheet, a sheet for payables, and it also has a balance sheet at the end.*

TO: *The budget contains expenditures, payables, and balance sheets.*

Parallel structure helps you clarify your ideas by correcting mixed phrases, clauses, or sentences. It lets you unify a paragraph and emphasize important ideas, while at the same time it helps you use fewer words. Best of all, parallel structure appeals to your reader's sense of order and sound.

MODIFIER PROBLEMS

When you want to change (modify) or add to a word's meaning, you should place the modifying word or phrase next to the word you want to change. Keeping modifiers close to what they modify helps make what you really mean clear to your readers. Sometimes, however, you may put your modifiers in the wrong place or even forget to put what they're describing in the sentence. When you do this, your readers have a hard time understanding what you mean.

PROOFREADING

Obviously, you don't misplace modifiers on purpose. But because you probably think faster than you write, your ideas can end up in the wrong place. Also, at times you may start writing about new thoughts and then remember an important part of an old thought. Instead of backtracking to put the important thought where you should, you may write it wherever it happens to fall when you think of it.

Recognizing modifier problems seems harder than correcting them. You can often fix a modifier mistake with a minor change to the sentence. You must concentrate on looking for modifying phrases and making sure you've placed them next to what they modify. Reading your sentences aloud may help you find some of these problems. Those that sound funny or awkward may have any one of the following modifier problems.

Misplaced Modifiers

When your modifiers seem to change words or phrases other than the ones you want to change, you probably have placed your modifiers too far away from those words in the sentence. Try to place your modifiers next to (either right before or right after) the words they modify. For example, consider the difference between these two sentences:

The district attorney almost lost all our cases.

The district attorney lost almost all our cases.

The first sentence means that the D.A. lost nothing, while the second means that the D.A. lost nearly everything. Moving the modifier "almost" can entirely change the sentence's meaning.

Note the difference between the following two sentences, which place a modifying phrase (instead of word) differently.

The victim said a white man carrying a handgun wearing a black shirt and blue jeans approached her. (That's a well dressed weapon!)

The victim said a white man wearing a black shirt and blue jeans and carrying a handgun approached her.

You especially need to take care when placing the modifier "only" in your sentences. You can easily put it in the wrong spot. For example, you may write "Only he wrote three letters," where "only" modifies "he" instead of "three," as you may have intended. When you rewrite the sentence as, "He wrote only three letters," you say what you really mean.

PROOFREADING

Dangling Modifiers

When reviewing your writing for modifier problems, you need to make sure your sentences actually contain what your modifiers describe. If they don't, the modifiers will "dangle" at the start or end of your sentences. In this case, you most often will dangle "-ing" or "to . . ." phrases. For example:

DANGLING: *After interviewing the witness, the report explained the events.* (This says the report interviewed the witness.)

CORRECTED: *After interviewing the witness, SA Andrews explained the events in his report.*

DANGLING: *Watching constantly, the surveillance dragged on.* (The surveillance itself could not watch—only the person doing the surveillance could.)

CORRECTED: *Watching constantly, the detective thought the surveillance dragged on.*

OR: *While the detective watched constantly, the surveillance dragged on.*

Squinting Modifiers

Your modifiers "squint" when your reader can't determine if they describe what comes before or what comes after them in the sentence. You know what you want to describe, but you must ensure your readers know, too.

SQUINTING: *ASAC Smith asked SA Donovan <u>while at the office</u> to report on the progress of the investigation.* (Should Donovan report every time she's at the office, or did Smith just give this directive during a face-to-face conversation there?)

CORRECTED: *ASAC Smith asked SA Donovan to report on the progress of the investigation <u>whenever Donovan comes to the office</u>.*

OR: *<u>During a conversation at the office</u>, ASAC Smith asked SA Donovan to report on the progress of the investigation.*

PROOFREADING

Jammed Modifiers (a.k.a. Noun Strings)

You can "jam" your modifiers by putting too many of them in front of a word or phrase. You also can jam your modifiers if you make nouns act as adjectives. For example, "SWAT team equipment budget proposal" puts too many modifying words in front of "proposal," and all of the modifiers are nouns instead of the adjectives they should be. Rewriting this as "a budget proposal for the SWAT team's equipment" adds words, but makes the meaning clearer for your readers.

INSTEAD OF:	WRITE:
projected hostage rescue equipment inventory	*projected inventory for equipment used in hostage rescues*
Ballistics Projection Comparison Study	*Study to Compare Ballistics Projections*

Making sure you say exactly what you mean and modify exactly what you want might take a little time initially. But when your readers understand you quickly, without questions or confusion, you will find it worth the extra initial effort.

PUNCTUATION

Can you imagine life as a reader without punctuation? The Ancients had just that. Fortunately, we don't have to read the way they did. The evolution of punctuation has made the reader's task immeasurably easier. All punctuation marks function as signals for the reader to pause in reading. A comma or set of parentheses signals a slight pause, while a period or colon signals a much longer pause. More important, however, punctuation marks define the relationships between words, phrases, clauses, and sentences. Changes in punctuation can change the meaning of what you have written, so it's worthwhile to learn exactly how to use each mark.

Unfortunately, the evolution of punctuation has made life more difficult at times for writers. Writers have to learn and then follow the rules of punctuation before they can make their writing clear to their readers. Because punctuation marks do tell your readers to pause, you need to take care when using them. You should use them for function, not for decoration. Sentences and paragraphs with too many commas or other marks become choppy, confusing, and difficult to read.

Because some rules of grammar and punctuation might have changed since you learned them in grade school or high school, unless you've kept up with the changes, you might be using your punctuation marks incorrectly. The following paragraphs cover only the major rules of most punctuation marks—those you will come across often in your writing. If a situation arises that rules below do not cover, a recent edition of the *Gregg Reference Manual*, edited by William A. Sabin, or of a good college grammar

book, such as the *Harbrace College Handbook*, edited by John C. Hodges, should provide your answer.

The Comma (,)

Commas seem one of the most abused punctuation marks, yet also one of the most necessary. Some writers sprinkle commas randomly throughout their text, hoping that readers will understand their meaning. How important are these marks? Look at how a comma can change the meaning of a simple sentence:

He's the crook I believe.

He's the crook, I believe.

The first sentence says you believe what the crook said, while in the second you identify him as the crook. That's quite a difference in meaning! If you follow the 10 major rules for commas described below, you should feel confident that your reader will understand your writing:

1. **Place a comma after introductory phrases in a sentence.** A comma should come after any kind of phrase or clause that begins your sentence and is not part of the independent clause (main sentence).

   For 6 months, a woman had been stealing valuables from hotel baggage check rooms.

   Trying to disguise her identity, the thief wore a wig and bulky clothes.

   Even so, the witness quickly picked her out of a line-up.

   If the ruse had worked, she would have escaped punishment.

   Because it did not, she faced jail time.

   Although some texts say you can omit the comma after short (2-3 word) introductory phrases, put it in if your reader could misunderstand the sentence without it:

   Before dark deer arrived at the main entrance.

   Before dark, deer arrived at the main entrance.

2. **Place a comma before a conjunction that joins two independent clauses (sentences) to form a compound sentence.**

   The acronym FANBOYS—For, And, Nor, But, Or, Yet, So—might help you remember these conjunctions.

   We go out to dinner often, for the cafeteria food tastes bland.

   He applied to the Ketchikan Police Department, and he has worked there ever since.

   The witness did not know what the shooter wore, nor could he recall the weapon used.

   Wilma Mott wanted to tell the truth, but she feared that her husband would leave her.

   I might run a few miles after dinner, or I might go to a movie instead.

   The police stopped hundreds of white vans, yet they did not locate the sniper.

   Counterterrorism is our top priority, so we have devoted tremendous resources to it.

3. **Place commas around words that add extra but unnecessary information to the sentence.** If such nonessential information ends the sentence, just put a comma before it and a period at the end. To test whether you need commas, remove the questioned words from the sentence; if the main message remains intact, use commas. If removing the words changes the main meaning, do not use commas.

   The College of Analytical Studies, which resides on the third floor, includes training in statement analysis.

   SSA Scott Barker, a member of the Hostage Rescue Team, led the raid on the prison.

   Terry heads the white collar crime unit, which includes 7 agents and 10 investigative assistants.

   Everyone who smokes will be disqualified.

You cannot put commas around "who smokes" because the resulting sentence (Everyone will be disqualified.) has a different meaning.

Often, nonessential information can simply be omitted from your sentences; it's clutter.

4. **Use commas to separate items in a series.** (A series includes at least three items.) You might wonder if you need the comma before the "and" in these sentences. More conservative books suggest you put it there, but common practice now dictates that you can omit the comma unless you need it for clarification. You may want to consider putting it there all the time, so you don't have to figure out when you must have it and when you don't. You will never be wrong to place the comma before the "and" in a series.

   Samuels, Gaid, and Muñoz all applied for the position.

   The supervisory special agent will interview and hire applicants, manage the unit, and supervise ongoing cases.

   The clerk handed the detective a message, the mail and a cup of coffee. (no comma)

   The law firms Jackson and Pollock, Abbas and Thompson, and Emerson Group represent indigent clients pro bono.

   (Note that you need the comma before the "and" here to group the names correctly; otherwise, readers might think Abbas works alone while Thompson and Emerson are partners.)

5. **Place commas around the year in dates and around states that come after cities and fall in the middle of the sentence.**

   Ray has lived in Ashland, Kentucky, most of his life.

   He can move after Friday, June 6, 2018, when his son graduates from high school.

BUT don't use commas when the city or state stands alone nor when you write the date without the year or write the month and year without specifying the day:

We visit Ashland often. We like Kentucky a lot.

September 11 started like a normal autumn day. The events of September 2001 caused us to rethink many security issues.

6. **Use commas to separate direct quotations from the rest of the sentence.**

   "I don't want to run with you again," he said, "unless you slow down."

   "We will meet tomorrow," the target told the undercover agent.

7. **Use commas with direct address (i.e., when you use the reader's name or title).**

   Thank you, Mike, for answering my questions about NYPD.

   Sergeant, I have a problem with your attitude.

8. **Do not place just one comma between the subject and verb of the sentence or between the verb and object.**

   CHANGE: *John and Nancy Jones, have two daughters.*

   TO: *John and Nancy Jones have two daughters.*

   CHANGE: *Former director Freeh worked, the Pizza Connection case.*

   TO: *Former director Freeh worked the Pizza Connection case.*

9. **Do not place a comma before "and" or "or" when it joins compound subjects or verbs.** The comma goes before "and" and "or" only when they join two complete sentences or when they connect three or more items in a series. (See rules 2 and 4 above.)

   CHANGE: *David, and his parents live in Indiana.*

   TO: *David and his parents live in Indiana.* (2 subjects)

   CHANGE: *Al attended Apapca High School, and graduated in 1969.*

   TO: *Al attended Apapca High School and graduated in 1969.* (2 verbs)

   OR: *Al attended Apapca High School, and he graduated in 1969.* (2 sentences)

10. **Do not place a comma before the first or after the last item in a series.**

   CHANGE: *Cold Zero is not just a story of, missions, weapons, and tactics.*

   TO: *Cold Zero is not just a story of missions, weapons, and tactics.*

   CHANGE: *The FBI's Hostage Rescue Team handles terrorist capture, hostage release, and other emergencies, around the world.*

   TO: *The FBI's Hostage Rescue Team handles terrorist capture, hostage release, and other emergencies around the world.*

The Semicolon (;)

People often confuse semicolons (;) with colons (:); however, you cannot interchange them. You are one of these people if you tend to want to introduce a series with a semicolon. A colon should do that job. You should use the semicolon as follows:

1. **Use a semicolon as you would a period—to separate independent clauses.**

   The witness could barely speak; she was still shaking.

You shouldn't use a semicolon with one of your FANBOYS coordinating conjunctions, nor should it replace most commas. You should use it with conjunctive adverbs, such as "thus," "therefore," "moreover," "consequently," "indeed," or "however."

The case seems airtight; however, we will need further details of your investigation.

2. **Use semicolons to separate items in a series when one or more of those items contains commas.**

John Smith has worked in the Pittsburgh, Pennsylvania, Division; the Miami, Florida, Division; and the Pikeville, Kentucky, Resident Agency.

I told three people about the theft: Susan, my wife; Commander Dudley; and my insurance agent. (Because the first item contains a comma, all items are separated by semicolons.)

The Colon (:)

Use a colon to introduce a quotation, a series in a sentence, or a list that uses symbols. The information that comes before the colon must be able to stand alone as a sentence.

An FBI National Academy graduate observed the following: "In law enforcement, there is a point where the gun becomes less of a weapon and writing becomes more of one."

Supreme Court Justice Benjamin N. Cardozo wrote these words:

> *Not only do we guard the dream—the right to life, liberty, and the pursuit of happiness—we live it!*

The position has three requirements: a college degree, 3 years' work experience, and a high degree of physical fitness.

We need these things to continue the protection detail:

a. *three more agents*
b. *full cooperation from Secret Service*
c. *a more secure environment.*

Omit the colon in sentences where no general (a.k.a. "umbrella") term is used to introduce the series, such as "the following," "these," "as follows," etc.

To succeed in law enforcement, you must have patience, a thick skin, and a good sense of humor.

To continue the protection detail, we need three more agents, full cooperation from Secret Service, and a more secure environment.

The Dash (—)

Use dashes singly or in pairs to set off ideas you want to emphasize or strengthen.

To avoid negating their emphasizing quality, use them sparingly. Type a dash by pressing the hyphen key twice.

The Reactive Squad has only one priority tonight—find that little girl.

The witness—blinded by the blast—could report only what he heard.

We need to recognize symptoms of burnout—exhaustion, alcoholism, family problems—if we want to help employees suffering from it.

Parentheses ( )

Use parentheses in pairs around supplementary or descriptive information that you want to de-emphasize; such material is not necessary for the main thought of the sentence.

You can put phrases, clauses, or entire sentences within parentheses. In the last case, you would put end punctuation for the sentence within the parentheses as well.

Some states (for example, New York) outlaw any electronic eavesdropping by private individuals.

We must secure more resources (as we've reported before) to keep the new training running.

Everyone can benefit from communication training. (Some employees might disagree.)

PROOFREADING

Quotation Marks (“ ”) and (‘ ’)

Always use quotation marks in pairs.

1. **Put double quotation marks around direct quotes.**

   My supervisor said, “Complete this report by close of business today.”

   “It sure does make a difference,” Jeff observed, “where the punctuation goes!”

   She explained to the dispatcher, “I thought I heard screaming.”

2. **Use double quotation marks around words used to mean something different than they normally mean, words referred to as themselves, or slang and jargon.**

   Because I didn’t study, I “bombed” the test.

   I used “be” five times in my first draft.

   I saw my partner “cuff him and stuff him.”

3. **Single quotations marks surround a quote within a quote.**

   The witness said, “I remember the gunman yelling, ‘Give me the money!’”

4. **Omit quotation marks for indirect quotations (paraphrases).**

   My supervisor said he wanted me to complete this report by close of business today.

   The chief said that he wanted my resignation.

5. **Use quotation marks to punctuate titles of songs, poems, short stories, lectures, courses, episodes of radio or TV programs, chapters of books, unpublished works, and articles found in magazines, newspapers, or encyclopedias.**

   They sang "Mr. Bojangles" three times in an hour.

   Have you ever read "The Raven" by Edgar Allen Poe?

   "Effective Writing" is a great course, don't you think?

   They liked Roy's lecture, "Inside the Mind of a Serial Rapist."

   Gordon Graham's presentation, "Why Things Go Right; Why Things Go Wrong," always draws a big crowd.

Quotation Marks and Other Punctuation

1. **Always put periods (.) and commas (,) inside final quotation marks:**

   The suspect's wife stated, "I want to press charges."

   "We have made terrorism a top priority," declared the FBI director.

2. **Always place colons (:) and semicolons (;) outside final quotation marks:**

   Shannon said to the five board members, "Let's get started"; he wanted to finish their unpleasant task.

   I could only think of one thing to do when the police officer yelled, "Stop or I'll shoot": run like the wind.

3. **Place question marks (?) and exclamation marks (!) inside final quotation marks when they apply to the quote, but outside when they apply to the entire sentence.**

   The negotiator asked, "How long before we get a phone line set up inside the prison?"

   Did the agent say, "I'm from Arkansas"?

   I heard my partner yell, "Gun!"

PROOFREADING

The Apostrophe (')

You can use apostrophes to show ownership (form the possessive case) or create contractions.

1. **Add 's to singular nouns and acronyms to form the possessive.**

   Jim's answer

   the FBI's policy

   the agent's weapon

   If the noun ends in an "s," a silent "x," or a "z" sound, you may use only the apostrophe:

   the witness' statement

   Mr. Breaux' memo

   Socrates' student

2. **Add only an apostrophe to plural nouns ending in "s" to form the possessive.**

   officers' uniforms

   witnesses' statements

   lieutenants' association

3. **Add 's to plural nouns not ending in "s" to form the possessive.**

   women's rights

   children's school

   people's cars

4. **Some familiar expressions also use an 's, even though they may not form true possessives.**

   a week's pay, a moment's notice, a day's work, today's paper, 5 dollars' worth

5. **Use apostrophes to form contractions (shortened forms) of two or more words:**

I am	*I'm*
it is	*It's*
are not	*aren't*
of the clock	*o'clock*
will not	*won't*
Fiscal Year 2006	*FY '06*
they are	*they're*
we are	*we're*

6. **Use 's to show the plurals of words, letters, and numbers used as themselves in a sentence.**

   The talk show guest used seven "like's" in one sentence.

   The word "perpetrator" contains only two "e's."

   The total figure on the budget proposal contained too many "0's."

7. **Do not use apostrophes with possessive pronouns; they already show ownership.**

WRONG:	*its'*	*yours'*	*hers*	*theirs'*
RIGHT:	*its*	*yours*	*hers*	*theirs*

Also, don't use apostrophes to form simple plurals.

WRONG:	*four chair's*	*20 weapon's*
RIGHT:	*four chairs*	*20 weapons*

PROOFREADING

Capital Letters

In our effort to show respect, we often capitalize words we shouldn't. As with other punctuation marks, overuse dilutes the intended effect.

1. **Capitalize a person's name and a person's title when it precedes the name.**

Robert S. Mueller III	*Director Mueller*	*BUT the director*
Special Agent T. Wilson	*SA Wilson*	*BUT all special agents*
Sheriff Stanley Clarke	*Sheriff Clarke*	*BUT the sheriff*

2. **Capitalize days of the week, months of the year (but not seasons), and special days; full names of organizations; races and languages; historical periods, events, and documents; words pertaining to the Deity (in all religions).**

   The Federal Bureau of Investigation closes the FBI Academy on the third Thursday of November in honor of the Thanksgiving holiday. At this traditional autumn feast, many Americans thank God for the blessings received during the year.

3. **Capitalize the words high school, college, street, park, lake, river, county, company, city, society, institution, etc., when used as an essential part of a proper name; however, when they are used alone as a substitute for a proper name, each one appears in lower case.**

   I attended Essex High School in the Town of Tappahannock, Virginia. The high school is located on the outskirts of town, across Airport Road from the tiny municipal airport.

4. **Capitalize nouns designating family relationships only when substituted for the proper name. If the noun is preceded by a possessive pronoun (e.g., my, your, their), do not capitalize it.**

   Was Dad appointed as the new police chief?

   Is Lieutenant Liu your aunt?

5. **Capitalize geographical locations but not mere points on a compass or directions.**

   It gets hot and muggy in the South during the summer.

   The suspect's car continued westbound on Rosser Avenue.

   The SWAT team entered the window on the south side of the building.

SUMMARY

Again, the rules for grammar and punctuation detailed above include only those most often used or confused. While you may find it hard to try to memorize these rules, it might prove the easiest course for you to take in the long run. Knowing the rules (versus having to keep a guide handy) will make your necessary task of proofreading much easier. Whichever method you choose, your reader will thank you for an error-free document that communicates without ambiguity.

CONCLUSION

Many people find writing a difficult but pervasive task in their Bureau positions. Writing for the Bureau can become a burden if you know that solving a case, impressing an outsider, answering to Congress, or even saving someone's life depends on how you communicate through your writing. I've designed this style manual to help relieve you of at least some of that burden.

By following the practical guidelines outlined in the six main sections of the manual, you can feel comfortable that the documents you write will get your point across in the best way possible while presenting a professional image of both you and the FBI.

1. **Thinking Before Writing** dealt with helping you clarify your purpose for writing, learn about your readers and determine their needs, and figure out what you want your readers to do with your information. It then showed you how to write your bottom-line sentence, in other words, figure out the point of your document.

2. **Getting Started** discussed how the left and right sides of your brain can either hurt or help you write and how to maximize the strengths of your right brain to help you get started. It then outlined five different methods you can use to get your first words and ideas on paper.

3. **Writing and Organizing** showed you how to put your ideas into an overall structure of introduction, body, and conclusion. It also detailed how you can organize the body of your information for both long and short documents.

4. **Revising for Style** dealt with four main areas of style: writing in active voice, applying the KISS principle, reducing clutter, and writing strong sentences. These subsections discussed the virtues of active voice versus the pitfalls of passive and how to change your passive voice to active. They showed you how to KISS your writing—keep it simple and specific—and explained why you should. They defined clutter, giving examples of the many kinds of clutter that can weaken your writing. Finally, these subsections detailed 10 strategies you can follow to strengthen and invigorate your sentences.

5. **Presenting** emphasized the importance of how you format your document. It presented five guidelines you can follow when formatting all your documents. It also discussed how to present your information to best meet your readers' needs and, in doing so, your own. Anything that makes the readers' job easier increases the odds of getting what you want from them.

CONCLUSION

6. **Proofreading** stressed the need for making sure your documents are perfect. It detailed common errors in grammar, showing you how to correct them, and lists basic rules of punctuation you'll need to follow.

Although we each write many different kinds of documents for the FBI, we all can apply the style of writing outlined in this manual to whatever we write. Some documents, especially those going outside the Bureau, may need a little more formality, though none should require the stuffy, bureaucratic writing we're trying to eliminate.

The following two memoranda graphically illustrate what we typically read (and write) in the Bureau versus what we could read (and write) if we all applied these techniques of good business writing. Which would you rather receive? Then shouldn't you try to write that way for *your* readers?

CONCLUSION

MEMORANDUM

TO: All Academy Employees, 6-12-94

FROM: Michael F. Kucab

RE: IDENTIFICATION BADGE PROCEDURES
FBI ACADEMY

The purpose of this memorandum is to change the procedure utilized for the issuance of identification badges to Academy employees in order to restrict access to the Academy buildings to those with legitimate need for access to the buildings.

For the information of FBI Academy employees, the Division Support and Services Unit (DSSU) has been designated the Academy entity charged with issuance of all identification badges for FBI Academy personnel.

Accordingly, the following procedures will be followed regarding request of keys:

Step 1: By routing slip or memorandum directed to the Unit Chief, DSSU, a unit chief may request a specific identification badge to be made and issued to a specific employee. The request should specify the type of badge, for what buildings or areas, the identity of the unit, the employee's full Bureau name, and the employee's social security number.

Step 2: The DSSU Unit Chief's Secretary will contact the requester and issue the identification badge to the requester. The requester will then sign the computer printout indicating the badge issuance information and this printout will become a permanent record of the issuance of the identification badge.

It is imperative that upon termination of assignment at the Academy that both support and agent personnel be required to personally return their badges to the DSSU Unit Chief's Secretary so that the records of returned badges will be removed from the computer program and property receipts removed from file.

MFK:vwf

CONCLUSION

MEMORANDUM

TO: All Unit Chiefs, 6-12-94

FROM: William A. McGarry

RE: CHANGE IN PROCEDURE FOR GETTING IDENTIFICATION (ID) BADGES FOR ACADEMY PERSONNEL

We've changed the way we issue ID badges to Academy staff to restrict access to various buildings based on true need.

The Division Support and Services Unit (DSSU) issues all badges to Academy employees. Please follow the procedure outlined below get badges for anyone in your unit:

1. Send a memo to the DSSU's Unit Chief asking for an ID badge for an employee. Specify

    a. type of badge

    b. buildings or areas the badge should open

    c. your unit's name

    d. the employee's full Bureau name

    e. the employee's Social Security Number

2. Have your employee pick up the ID badge from DSSU's secretary and sign a property receipt that will become a permanent property record.

    All employees MUST return their badges to the DSSU IN PERSON when they leave the Academy or the FBI, so DSSU can release them from responsibility for their badges.

WAM:vwf

WORKS CITED

Aldrich, Dr. Pearl G. (1985). *How to plan and organize your writing: A writing system for executives, managers, and professionals in all disciplines.* Washington, D.C.: Research Enterprises Publications.

Baxter, Ralph C. (Fall 1988-89). Lectures in "Theory and Practice of Editing," George Mason University.

Brusaw, Charles T., Gerald J. Alred, and Walter E. Oliu. (1987). *Handbook of technical writing.* 3rd ed. New York: St. Martin's Press.

Buzan, Tony. (1982). *Use your head.* London: BBC Books.

Edwards, Betty. (1979). *Drawing on the right side of the brain: A course in enhancing artistic creativity and artistic confidence.* Los Angeles: J. P. Tarcher, Inc.

Gladis, Stephen D. (1989). *Processwriting: A systematic writing strategy.* Amherst, MA: Human Resource Development Press, Inc.

Hodges, John C., et.al., (Eds.) (1994). *Harbrace college handbook.* 12th ed. Fort Worth, TX: Harcourt Brace College Publishers.

Strunk, William, Jr., and E. B. White. (1979). *The elements of style.* 3rd ed. New York: Macmillan Publishing Co., Inc.

Wyrick, Jean. (1984). *Steps to writing well: A concise guide to composition.* 2nd ed. New York: CBS College Publishing (Holt, Rinehart and Winston).

ADDITIONAL RESOURCES

The works listed below provide additional useful guidance on writing:

Alward, Edgar C. & Alward, J. A. (1997). *Punctuation plain and simple*. Franklin Lakes, New Jersey: The Career Press.

Floren, Joe. (1989). *Write smarter, not harder.* Wheaton, IL: Twain Productions.

Floren, Joe. (1992). *Enough about grammar: What really matters and what really doesn't.* Wheaton, IL: Twain Productions.

Holtz, Larry E. (1994). *Investigative and operational report writing,* 3rd ed. Longwood, FL: Gould Publications.

Langan, John. (1989). *Sentence skills: A workbook for writers.* 4th ed. New York: McGraw-Hill Publishing Company.

Sebranek, Patrick, Verne Meyer, Dave Kemper, and John Van Rys. (1996). *Writers inc: School to work.* Lexington, MA: D. C. Heath.

Sutcliffe, Andrea J., ed. (1994). *The New York Public Library Writer's Guide to Style and Usage*. New York: HarperCollins.

Thaiss, Christopher and John E. Hess. (1999). *Writing for law enforcement.* Boston, MA: Allyn and Bacon.

Zinsser, William. (1998). *On writing well.* 6th edition. New York: HarperCollins.

Don't forget to check online writing resources, too. Use a good search engine to look for "online writing lab" (OWL) (sites posted by colleges to help their students) or any specific writing-related topic (such as "grammar," "punctuation," or "commas"). Here are two good sites recently located by students in the FBI National Academy's "Effective Writing" class:

OWL at Purdue University: http://owl.english.purdue.edu

OWL at Capital Community College, Hartford, CT:
http://www.ccc.commnet.edu/grammar