

# SDPD IT 101 Lesson Plan

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## I. Introduction and Desktop Training

### A. Introduction

#### 1. Welcome students to the class and introduce the instructor

- a. Briefly explain to the students the course is designed to familiarize them with their agency specific IT resources they'll be using on a daily basis in the field.

#### 2. Information Overload

- a. Explain to the students there is a lot of information pertaining to the materials of this class and it should really be held over the course of three days so it may be a little overwhelming and may experience "information overload."

#### 3. Repetition, Repetition, Repetition

- a. Explain to the student the material and information in this class isn't rocket science or brain surgery. To get really good at using the PD's IT resources takes repetition. The more hands on experience the student has, the better the student will become at it. This course is designed to "get their feet wet."

#### 4. Equipment

##### a. Tough book and Power cord

1. The tough book and power cord are issued to the students during their phase training. It is used specifically for report writing within the AFR applications (covered later in the course) and **MUST** be returned to NTU upon completion of phase training.
2. The tough books are expensive; so the students must take care of them and not lose them, if left unattended they will likely disappear. **"Gear adrift is a gift."**

### B. Desktop Training

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## 1. F, G, and H Drives

a. Show the student how to access the following drives and their purpose:

1. "F" Drive – Shared department wide; contains templates and forms
2. "G" Drive – Division drive; contains division specific file
3. "H" Drive – employees personal "cloud" (for work materials only!)

## 2. Desktop Icons

a. Briefly show the students the icons, they will be covered later in the course so don't get too deep in the icons.

## II. SDPD Intranet Training

### A. Department Policy 1.45 – Use of City Computers

1. Discuss with the students the implications of the policy and how they should use the agency's computer systems, be sure to specifically cover;
  - a. The importance of having both right to know and need to know
  - b. No expectations of privacy
  - c. Audits and using references to "refresh the memory" of an inquiry

### 2. Training Video

### B. Databases

#### 1. ARJIS Portal/Security Center

- a. Walk the students through resetting password and updating their profile.
- b. Explain to the students about the ARJIS Portal as an important county wide resource by showing them:
  1. Subscriptions
  2. External links

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3. BOLOs
  4. Regional Directory
  2. Cal-Photo
    - a. Walk the students through a password reset.
    - b. Show the students the Cal-Photo database and explain how it is used to identify detained and arrested persons when there is a lack of physical identification.
    - c. Explain the importance of reference numbers for inquiries
    - d. Demonstration with “goat” CDL
  3. SDLaw
    - a. Reset students’ password
    - b. Show the student the SDLaw Website and explain its importance by covering:
      1. eWarrant Inquiries
      2. EJIMS
      3. Explanations of multiple, state and federal inquiries
      4. Explanations of Rap Sheets, restraining orders, drivers license checks and warrants
    - c. Demonstration with sample test entries
  4. County Mainframe
    - a. Reset password
    - b. Explain to the students how the county mainframe is the county level inquiry system for local warrants, restraining order and probation.
    - c. Discuss the MA09, RI01, DA10 searches.
- C. SDPD Resources
1. One SD

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- a. Show the students how to do their timecards
  - b. Show the students how to change their savings plans, benefits and beneficiaries.
2. Outlook
    - a. Department Policy
    - b. URL for outlook on web browsers
      1. Pdwebmail.sannet.gov
3. Resource Library
    - a. Show the students the resource library. Show them the following resources and explain the importance of each:
      1. Investigative Supplemental
      2. Policies and Procedures
      3. Department Orders and Announcements
      4. Department Phone List
      5. Beat Maps
- III. MPS (Mobile For Public Safety) Training
- A. Explain to the students the MPS is probably going to be the application they will use the most:
    1. The MPS is in the field half of the CAD (computer aided dispatch). The system is used to facilitate the exchange of information between dispatchers and officers. It is design to help law enforcement do its job. In a way, it is a complex messaging system between dispatchers and officers to facilitate the flow of information pertaining to radio calls. Emphasis is on the “aided” part of CAD.
  - B. Logging on

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1. Show the students how to “log on” to the MPS. Not being able to log on in the number one complaint from FTO admin. The students must be able to “log on;”
    - a. Change password
    - b. “Exit MPS” vs windows “red X”
    - c. If password has expired, contact communications for a password reset
    - d. If “unit is locked” error, contact communications to “free unit.”
  2. Updating Unit Properties
    - a. Adding additional unit, devices, and equipment
- C. Patrol Dashboard
1. MPS Navigation
    - a. Demonstrate to the students how to navigate through the MPS application;
      1. Keystroke combinations
      2. Touch screen and mouse
      3. Hot buttons
  2. Tool bar
    - a. The Toolbar is located at the top of the screen. It is always visible and contains buttons that are used for navigating or executing frequently used commands.
  3. Indicator Bar
    - a. Located at the bottom of screen and contains indicators that activate (flash) when there are unread items. The counts decrease as they are read and increase as new items are received.
    - b. These items include messages from officers/dispatcher and CLETS returns
  4. Status Bar

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- a. Unit designator, CAD Status, Bail-out-bar, GPS, Time
- 5. Traffic Stop Button
  - a. Enter to run plate, button to initiate a T-Stop in MPS
- 6. Event Summary
  - a. Event Filters
  - b. Event Monitor/Map Split Screen
- 7. Unit Summary
  - a. Filter Units
  - b. Unit Monitor/Map Split Screen
- 8. Proximity Function
  - a. As the crow flies
  - b. Based on event filters
- 9. My Shift Activities
  - a. ODJ, Tow, My Calls
- 10. Patrol Dashboard Toolbar
  - a. Hot Call Enrt, etc.
  - b. Inquires through CLETS
- D. Menus
  - 1. The menu button on the MPS is where the end user can adjust the MPS settings based on preference and update the system as well as conduct inquiries for information stored in the CAD.
    - a. Day/night mode
    - b. Searches

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1. Unit history, event history, etc.

## E. Incidents

1. Show the students what getting an incident looks like by having dispatch put you on one.
  - a. Show each tab on the radio call
2. Show them the CAD status changes
  - a. Enrt, Arrive, Transport, etc
3. Show them how to respond to an incident via the MPS, add comments and Dispo the incident
  - a. Disposition codes

## F. Mapping

1. Show the students the mapping part of the MPS application.
  - a. Show them how to locate other users and incidents on the map (Unit and event Monitor)
  - b. Show the students how to locate addresses
    1. Commonplace names “@SDPD HQ”
  - c. Show the students the routing features;
2. Show the students how to manipulate radio calls to interface with the map
  - a. Show on Map, Rout to Event, etc

## G. Log Off

## IV. AFR Training

### A. The Grid

### B. Crime Report and Arrest Report

1. Explain to the students how to write a crime report and arrest report

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- a. Explain case numbers and incident numbers
  - 1. Their purpose and format
- b. Related Reports
  - 1. Show the students how to relate reports to export data to other reports with matching case numbers
- c. Show them each individual field and its purpose
- d. Narratives
  - 1. Show them how to open templates, Marcy's Card, etc
- 2. Crime and Arrest Report "test/assignment"
- C. Additional victim/witness, suspect, property Reports and A-9
  - 1. "Continued From" radio buttons
    - a. Explain to the student the importance of selecting the correct continued from button and ramifications if done incorrectly.
  - 2. Additional reports "test/assignment"
- D. Parking Reports
  - 1. Show the students how to;
    - a. Park Reports in the AFR "cloud"
    - b. Un park reports from the AFR "cloud"
  - 2. Explain to the students how reports on the laptops are only accessible from that laptop, but reports on desktops can be accessed from all desktops.
- E. Submitting Reports
  - 1. Show the students how to submit reports via the MCT application
  - 2. Show them how to understand and correct "edit rejects"

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## F. Delete Test Reports

1. Have the students permanently delete their test reports

## V. Communications Center

## VI. CRMS Training

### A. Query and Retrieval

### B. Query and Report