Traffic Management for Supervisors
San Bernardino County Sheriff's Department
Expanded Course Outline

I. Orientation and Overview

A. Paperwork

    1. Distribute POST roster

    2. Distribute networking or regional attendance roster

B. Housekeeping

    1. Facility review and identify restrooms and emergency exits

    2. Review breaks including breakroom and/or vending machines

C. Introductions

    1. Instructor and staff introductions

    2. Student introductions

D. Overview

    1. Overview of the key learning outcomes of the class

    2. Review of student and instructor expectations of the course

E. Learning Activity and Student Assessment #1 - Student Experience

    1. Students will individually complete an assessment questionnaire to determine their professional level experience with traffic management and policy in the department.

    2. Upon completion of the questionnaire, students will review questions and answers using the questionnaire as a process of self-assessment for their prior knowledge related to traffic management and policy.

    3. Students will individually introduce themselves and indicate their current assignment, level of experience working in a traffic unit or division and their level of responsibility as well as any previous training in traffic courses they have completed.

II. Sheriff's Department Traffic Overview

A. The Role of Sheriff's Accident Review Board (SARB)

    1. The primary goal of SARB is to review officer involved traffic collisions and determine if the collision was preventable or non-preventable

    2. SARB is a Committee based comprised of Emergency Vehicle Operations Center (EVOC) personnel and other sworn personnel with prior traffic operations experience.

3. Internal Affairs (IA), determines if there is a policy violation.

B. The Role of Major Accident Investigation Team (MAIT)

   1. The purpose of MAIT is to address conduct in-depth investigations and analyses of major traffic violations.

   2. MAIT is comprised of several specially trained deputies that form a team of investigators

      a. Teams are divided by geographic areas

      b. Region 1 is in the Valley area

      c. Region 2 is in the High Desert

      d. Each region has a minimum of two sergeants and one detective

   3. Contract Cities and MAIT

      a. Most contract cities have MAIT qualified deputies assigned to the station though each contract city should provide two MAIT investigators.

      b. Most contract cities have MAIT qualified detectives

      c. The same deputies assigned to stations may also be members of the regional teams.

      d. The MAIT deputies have their own jurisdictional, or station reports, but they also have additional duties related to their regional team

      e. Some contract cities will not have a single member of MAIT but will instead request the MAIT regional team to respond.

   4. The MAIT call-out protocol

      a. Any fatal traffic collision

      b. Any traffic collision where injuries are likely to result in death

      c. Any traffic collision involving a Sheriff's Department vehicle with significant exposure to liability.

      d. Any other incident where the expertise of a MAIT trained investigator may be needed.

III. **Special Events Planning Specific to County Operations**

A. Types of Events

   1. Planned Events

   2. Unplanned Events

B. Legal Considerations

1. Authority of granting denial or permission to hold the event
2. Authority of traffic control
3. Authority of crowd control
4. Liability of public entity
5. Liability of event organizers
6. Political Considerations
   a. Attitude of local political leaders toward event
   b. Attitude of event sponsors

C. Effect on Department
   1. Normal operations
   2. Special detail considerations
   3. Enforcement of policy during the event
   4. Effect upon the officers
   5. Effect upon dispatch for additional responsibilities

D. Financing Considerations
   1. Is the sponsor operating for a profit?
   2. What is the cost to the city or county?
   3. Does the city or county wish to recover costs?
   4. Will food and/or alcohol be sold?

E. The organizing committee
   1. Committee strengths
   2. Committee weaknesses
   3. Leadership
   4. Committee meetings
   5. Keeping track of committee actions
   6. Filling the knowledge vacuum

F. The site or route
   1. Identifying the site and its boundaries
   2. Organizing the site
   3. Designating the route

4. Designating locations along route

5. Establishing limits of route

6. Permit process

G. Traffic control
1. Traffic flow planning

2. Traffic control signals

3. Traffic control signs and marking

4. Barricades and cones

5. Fixed post/human control

6. The smart planner gets held

H. Crowd control

1. People movement planning

2. Signs- barricades

3. Human control- fixed post

4. Coordination/Liaison

   a. Internal- among committee members

   b. External- other public agencies

   c. External- private sector

5. People, Safety, and Comfort

   a. People sit or stand

   b. Seating arrangements

   c. Emergency medical care

   d. Drinking water supply

   e. Food service

   f. Restroom facilities

6. Weather/Climate

   a. Predicting the weather

   b. If rain or extreme heat will cancel the event

   c. Foul weather plan

I. New Media Liaison

1. Use to set stage for control
2. Print media
3. Internet
4. Social Media

J. Vendors
1. Licenses
    a. Business
    b. Health
    c. Liquor
2. Ground rules for sales
3. Action(s) against violations
4. Task Assignments
    a. Completed through committee
    b. Describing the task
    c. Matching jobs and individuals

K. Communications
1. Objectives
2. Media – recommend radio
3. Media – telephone
4. Communications planning
5. Sources of equipment – radio
6. Plan of the Day
    a. Time of specific activities
    b. Description of specific activity(ies)
7. Cleaning Up
    a. Litter removal
    b. Equipment movement, check-in, storage, and repair
    c. Supply check-in, storage, and re-order

L. Post Event
1. Debrief the event

2. Identification of problematic areas and documentation for future events addressing the issues

3. Review of what went well during the event

M. Learning Activity and Student Assessment #2 – Special Events

1. Students will be divided into small groups of 4-6 and each group will be provided a special event case study that occurs in San Bernardino County

2. Each group will identify the historical considerations for developing a traffic plan for the location provided

3. Each group will identify any potential or known issues as related to the special event and they will create solutions to the issue(s)

4. Each group will then develop a key task checklist and scribe the considerations given when creating their traffic plan that takes the issues into consideration

5. Each group will teach back to the class and relate any unique discoveries or areas of concern with their traffic plan.

6. Each group will update their checklist based on the feedback from fellow students

IV. Internal Traffic Report Management

A. Traffic Records

1. Traffic accident reports and investigation

2. Enforcement records

3. Roadway hazard reports

4. Traffic safety education

5. Traffic personnel activity

6. The collection and compilation of traffic data is justified to identify problems

B. Traffic Enforcement Reports

1. Traffic collisions by time of occurrence

2. Traffic citations by time of issuance

3. Traffic citations written by violation and time

4. Collision date at or near a specific intersection

5. High collision locations by patrol area

C. Traffic Engineering Reports

1. Monthly collision analysis by intersection number

2. Collision and severity rate by intersection

3. High collision rate locations by ranking

4. High severity rate locations by ranking

D. Administrative and Management Reports

1. Traffic collision summary

2. Traffic collisions located by street names

3. Traffic collision by intersection numbers

4. Age and sex of casualties

5. Statewide Integrated Traffic Records System (SWITRS) is a database that serves to collect and process data gathered from a collision scene

E. Life Cycle of the Traffic Report

1. Review of closing disposition codes

2. Review of the role of Records and related uniform crime reporting codes

3. Review of the California Highway Patrol (CHP) 555 form

F. Learning Activity and Student Assessment #3 – Report Review

1. Students will be divided into small groups of 4-6 and each group will view a case study of a traffic collision.

2. After viewing the case study, each group will identify the primary collision factor and any applicable associated factors.

3. Each member of the group will then work individually and complete the CHP 555 form, and if applicable, write a narrative depicting the case study the group viewed.

4. Upon completion of the CHP 555 form, each group will exchange with another and review the narrative identifying the correctness of the form.

5. After review, each group will teach back the common mistakes, degree of completeness, and difficulty of the assignment.

V. Summary and Conclusion

A. Review Learning Outcomes

B. Address and Answer Student Questions

VI. Certificates and Evaluations