

Fifth District Cultural/Neighborhood Awareness Training



Course Date:	2022
Current Revision Date:	June 23, 2022
Course Hours:	60 minutes
Student Goal:	Students will better understand the Fifth District neighborhoods/cultures to improve community engagement and collaborative problem-solving.

REFERENCES

Wikipedia Cleveland Division of Police:

https://en.wikipedia.org/wiki/Cleveland_Division_of_Police

The Center for Community Solutions Cleveland Neighborhoods fact sheets:

<https://www.communitysolutions.com/resources/community-fact-sheets/cleveland-neighborhoods-and-wards/>

United Nations Refugees and Immigrants: <https://refugeesmigrants.un.org/>

Building Hope in the City Refugee and Immigrants and Refugees Brochure

Cleveland Neighborhood Progress: <http://www.clevelandnp.org/cleveland-cdcs/#>

Immigrant vs. Refugee - Difference and Comparison | Diffen.

https://www.diffen.com/difference/Immigrant_vs_Refugee

An Overview of Diversity Awareness - Penn State Extension. <https://extension.psu.edu/an-overview-of-diversity-awareness>

Refugee Outreach and Engagement Programs for Police Agencies.

<https://www.policeforum.org/assets/refugeeoutreach.pdf>

About | Cleveland Division of Police. <https://clevelandpolice.wordpress.com/about/>

WOMEN'S BUREAU OF THE CLEVELAND POLICE DEPT....

<https://case.edu/ech/articles/w/womens-bureau-cleveland-police-dept>

COURSE MATERIALS

TEACHING AIDS

<input type="checkbox"/> Erasable Board/Markers	<input type="checkbox"/> Easel/Notepads
<input type="checkbox"/> Lectern/Table	
<input checked="" type="checkbox"/> Other:	
<input checked="" type="checkbox"/> Student Handouts	

INSTRUCTIONAL TECHNIQUES

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Group Discussion
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Scenario-based Training
<input type="checkbox"/> Individual Exercise	<input type="checkbox"/> Hands-on Techniques
<input type="checkbox"/> Problem Solving	

STUDENT EXPECTATIONS

A. All ranks and assignments:

1. Participation is the key to learning, students are expected to participate and actively engage in conversations, discussions, activities, and scenarios.
2. Students are expected to be open-minded and allow for other point of views, especially during interactions with other students, instructors, and guests.
3. Students will be treated professionally and respectfully. Likewise, students are expected treat other students and instructors with professionalism and respect.
4. Questions are welcomed, and instructors will attempt to explain all aspects of the lesson plan.
5. Students are expected to successfully complete all aspects of training, failing to do so will result in remedial training and/or progressive discipline.

STUDENT PERFORMANCE OBJECTIVES

- A. At the end of this training, officers will be able to:
1. Understand the importance of cultural awareness and cultural sensitivity.
 2. Define intersectionality.
 3. Understand various aspects of culture.
 4. Define ethnicity.
 5. Learn topics relevant to the Refugee and Immigrant communities
 6. Learn topics relevant to the African American community.
 7. Learn topics relevant to the Collinwood community.
 8. Learn topics relevant to the LGBTQ community.
 9. Learn topics relevant to the Fifth District Neighborhoods.
 10. Learn topics relevant to situational awareness.
 11. Understand strategies for building positive community relationships.

I. PREPARATION

A. Introduction

1. Instructor

2. Course Goal

a. Community-Centered and Reflective

- i. Community-centered is an intentional decision to place the needs of the community at the center of policing.
- ii. For this training, the community includes both civilians and officers.
- iii. We must see ourselves as a part of the Cleveland community for genuine and sustainable trust-building to occur. Sustaining improved relations requires a consistent process of reflection on progress, needs, limitations, and changes within communities.

b. The training is also designed to highlight critical cultural and neighborhood insights that have the potential to influence positively:

- i. Our approach to policing
- ii. Citizens perspectives of policing
- iii. Implementation of CPOP

c. This training's overall goal is to provide you with information to complement and enhance your current policing methods, emphasizing cultural humility, trauma responsiveness, and relationship building rooted in CPOP.

PPT #1

60 Minutes

PPT #2

II. LESSON PLAN

A. Why increase your cultural competency?

SPO # 1 PPT #3

1. As we learned in Bias-Free and Community Engagement and Problem-Solving training, effective policing requires procedural justice and awareness of our biases. In addition to procedural justice and bias awareness, it is vital to increase our knowledge of the communities that we serve. We will focus on learning more about various cultures in this District so that we're all better equipped to know the residents where we work and so that none of us relies on using stereotypes or biases that hurt the Division's legitimacy

CLASS DISCUSSION 1:

Why is it vital for us to know more about the communities we serve?

Answers:

To avoiding unnecessary misunderstandings.

To show community members that you care and are there to serve and protect no matter someone's race/ethnicity/country of origin/etc.

2. We will focus on learning more about various cultures in this District so that we're all better equipped to know the residents where we work and so that none of us relies on using stereotypes or biases that hurt the Division's legitimacy.
3. Many of us have been working in the district for many years, and some are relatively new.
4. A lot of us do not live nearby.
5. This overview is designed to try to put us all on the same playing field so that we know a bit more about the communities that we are serving, the people we are protecting, and the history of the places where we are doing our work.

6. This training promotes the CPOP model and builds on the Community Engagement and Problem-Solving training that we all received in 2018 and 2019.
7. Additionally, we are expected to spend at least 20% of our daily duties engaging the community. This training will provide general information pertaining to some communities within the District so that you can better engage and fulfill the 20% expectation.
8. Learning about various cultures can be a complex topic.
9. When you are familiar with the community, you converse more intelligently with residents about community issues, personalities, and geography.
10. When community members recognize that you have taken the time and effort to get to know them and their environment, you establish trust.
11. Critical Thinking Exercise

Class Discussion #2:

Ask the Class: “Think of the most important holiday gathering that you have with your family every year. Think about what you eat, any rituals or traditions you have, and how you talk to each other. Now imagine that someone from another country was invited to join you and your family for that holiday. Do you think they would know how to act? Would they know what to say? How do you think they would feel having that new cultural experience?”

After receiving responses, ask the audience “How do you think this relates to the topic of cultural awareness and policing?”

PPT #4

Explore answers like: people may make assumptions about what others know or don’t know; when in a different cultural setting, you may be uncomfortable or not know how to act, this can play out when it comes to people from other cultures having ideas about police from their previous experiences and the officer maybe not knowing the history that they’re bringing to that interaction.

B. Intersectionality

SPO # 2 PPT #5

1. Effective CPOP requires attention to intersectionality between ethnicity and social-economic status.
2. Intersectionality means the complicated, cumulative way the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or [intersect](#), especially in marginalized individuals or groups' experiences.
3. A person's perception of risk or protections can be influenced by what they have experienced directly or indirectly. Therefore, to enhance the effectiveness of CPOP, officers must connect with civilians with consideration for their experiences.

C. Culture and Cultural Competency

SPO # 3 PPT #6

1. Defining Culture:

Class Discussion # 3:

Ask the class: How do you define culture?

- a. The definition of culture is ever-changing as more research is conducted on identity, practices, and beliefs of subgroups within a broader cultural group. While our goal is to be inclusive, we can unintentionally exclude non-dominant groups. It is our responsibility always to be open to new information and feedback.
- b. Culture is vital to forming social identity, shaping preferences, interests, needs, and defining distress.
- c. Culture can play an influential role in the psychological life of individuals.
- d. Psychological experience includes self-esteem, fear, and hope. People living in fear or with diminished hope may be more likely to engage in high-risk behaviors.

- e. Social identity is how a person sees themselves within their family, friends, community, and place of work.

2. Cultural Competence

PPT #7

- a. We learn cultural competence to be respectful and responsive to our diverse population's practices, cultural and linguistic needs.
- b. Additionally, developing cultural competence is also an evolving process that takes time and occurs along a continuum.
- c. Needs are not synonymous with wants, but they reflect the best approach based on someone's culture. For example, lowering your tone to reduce or prevent triggering a stress response in a person with a history of violence. You may not know he/she has experienced abuse, but his/her body language is an indicator of fear or discomfort.
- d. There is no expectation that you would or should know every iteration of every culture but that you remain open to learning.
- e. Additionally, suppose you understand that there may be a difference in culture during an interaction with a member of the public. In that case, you can work to avoid misunderstandings and unintentionally escalating a situation.

3. Cultural Humility

PPT #8

- a. While statistics and patterns can help identify demographic information about people and cultural groups to assist with policing, we mustn't rely on stigma or false narratives that hurt community members or damage the legitimacy of the Division.
- b. Stigma is the result of misinformation, fear, ignorance, or implicit and explicit bias – or a combination of them all.
 - i. The perception that youth dressed in hoodies or “urban” attire are automatically dangerous.
 - ii. The assumption that mental health consumers are violent.
 - iii. Stigma can create false narratives of the person, situation,

or level of risk.

- c. When there is an over-reliance on media representations or implicit bias about a community, a false narrative is created.
- d. When feasible:
 - i. Slow interactions down, to ask yourself:
 - Is my assessment accurate?
 - Do I understand this person?
 - What information is needed?
 - ii. Questioning your interaction and assumptions is consistent with de-escalation and CPOP.

D. Ethnicity

SPO # 4 PPT #9

1. Ethnicity refers to cultural practices and attitudes that characterize a given group of people, such as:
 - a. Language
 - b. Religion
 - c. Ancestry
 - d. Practices
2. Language
 - a. Are your words understood?
 - b. Is the context of your words understood?
3. Religion
 - a. What religious beliefs are impacting the responsiveness of the person?
 - b. Are we reading this as non-compliance?
4. Ancestry
 - a. What historical patterns of treatment based on ancestry are influencing their behavior?

5. Practices

- a. How can we honor cultural traditions while simultaneously upholding the law?

E. Refugee and Immigrant Communities

SPO # 5 PPT #10

1. As police officers, policing a diverse community it is important to understand the multiple perspectives members of the Cleveland community may have of the police
2. Some individuals arrive to the U.S. from countries where the citizenry lives in constant fear from the police.
3. **Case Study**

- a. Play the following video <https://youtu.be/aYeYdEOthHo>
- b. The case against the police officer who shot Nakiea was dismissed in July 2016 after one of the key witnesses refused to appear in court, too afraid of what could happen afterwards. The family is appealing the decision and remains determined to see justice delivered.
- c. In dozens of cases, [Amnesty International's] research revealed how [Jamaican] police employ illegal tactics to instill fear and prevent justice from taking its course. Police officers have raided relatives' homes to stop them from showing up at court hearings, harassed witnesses to prevent them from testifying and intimidated those who managed to be heard inside the court room
- d. In some cases, police officers have even appeared at the victims' funerals, in a bid aimed at intimidating the surviving relatives and deterring them from pursuing justice
- e. In different cultures the views of policing and police officers have a much more adverse relationship.
- f. Officers should take care when interacting with members of the Cleveland community that may be from a foreign country, as they may have perceived notions regarding police brutality common in their home countries.

<https://www.amnesty.org/en/latest/news/2017/01/jamaica-s-deadly-police-we-live-in-constant-fear/>

Question to the class:

As a police officer, how do you think members of the Jamaican community (living in Cleveland) might feel about the police?

Responses will vary, anchor with below information

- g. Fear, apprehension
 - h. Hostility
 - i. They may avoid eye contact
 - j. Fleeing from the police out of fear, even if a crime has not been committed or the person fleeing is not the subject of an investigation
4. This is just **one culture** of many that live in our communities that may be apprehensive or even terrified of the police based on their experiences with their home country. Therefore, it is important to be familiar with the cultures present within the District.
 5. Taking time and showing compassion can decrease the stress and anxiety of members of these groups. This is why Community interaction in non-law enforcement related matters helps building trust and understanding among both the community and the police.
 6. Refugee
 - a. A refugee is a person who has fled their home country due to fear, disaster, war, violence, necessity, or an attempt to escape persecution related to religious or political beliefs and human rights violations.
 - b. Refugees often cannot return to their home country.
 7. Immigrants
 - a. An immigrant is a person who comes to live permanently in a country from another country.

PPT #11

- b. They may or may not be legal citizens.
- c. They can be legal permanent residents, have another status, or be undocumented.
- d. Policies can create and increase discrimination against immigrants.
- e. Backlash and fear of ICE raids can create anxiety and fear within communities, resulting in a reduced willingness to cooperate and engage with police.

8. Nepalese Community

PPT #12

- a. Being aware of the apartments with populations who are less likely to speak English, have broken English, or may not fully understand the English nuances enables officers to take various approaches to engagement with one purpose in mind, improving communication.
- b. Building Hope is a resource that may assist in resolving conflicts related to miscommunication or cultural differences.
- c. Utilizing the culture's traditions or hierarchy may promote positive interactions.
 - i. Some members of the Nepalese community are called Leaders. They are respected by the community and can be the initial point of contact for officers.

d. Other Refugee Populations in the City of Cleveland

PPT #13

- Burmese
- Sudanese
- Burundian
- Eritrean
- Congolese
- Syrian
- Iraqi
- Afghani
- Kurdish
- Somalians

9. Many refugees live in the First District area.

10. Things that are true for one community may differ drastically

from another.

11. This training cannot provide in-depth education on each community.

12. However, the intent is to help you understand that there are diverse communities within the First District's broader community. Engaging with diverse communities requires approaching interactions with calm, a desire to understand or connect, and avoiding hasty assumptions that may very well be false.

13. The information contained in this training should be used to enhance your approach to CPOP.

14. Engagement

a. Many refugees have suffered physical, historical, and psychological traumas, which may be rooted explicitly in police and government forces' actions in their home countries.

i. This trauma can result in a profound distrust of any police agency.

ii. They may also be less willing to seek police assistance, making them more vulnerable to victimization.

b. A police presence may be fear-inducing or trigger trauma, even if it is merely a traffic stop. Individuals with a history of trauma may be triggered by a tone of voice, a badge, uniform, words or phrases, or behaviors.

c. Coping skills and defense mechanisms are often used to reduce fear and anxiety.

i. Displacement is a common defense mechanism where a person may take their anger or frustration with one person out on another unrelated person simply because they remind them of the experience or person involved.

ii. Officers may be treated based on the civilian's prior experience with law enforcement. For example, treatment might include being overly critical, defensive, or accusatory.

d. Remember, you are the professional in every interaction with

PPT #14

SPO # 6

a civilian, and you have an opportunity in every exchange to influence their perceptions with a positive police representation.

- e. It is never ok to respond in kind to a civilian's inappropriate behavior. It is your responsibility to redirect, deescalate, and treat every civilian with respect and dignity.

- f. Things to consider:

PPT #15

- i. Targeted Scams – Landlords may prey on refugees unfamiliar with their housing and tenancy rights; for example, they may be charged higher rents or be rented spaces with poor conditions. They may also be victimized by schemes to defraud, such as requesting they purchase iTunes gift cards, etc.

- ii. Role of Children – It may be culturally acceptable to utilize physical discipline that would be considered abuse or result in a call to 696-KIDS. Listening to them and educating them on the law is key to de-escalation and mutual respect. Children may also learn English faster than their parents, which may shift the power dynamic. While being sensitive to children's roles and how they may be disciplined within a particular culture, be sure that we're not neglecting situations where children are being abused.

SPO # 7

- iii. Minor Infractions – In addition to minor offenses, cultural beliefs may impact the idea of possession. For example, several members were under the impression that bikes left outside houses were unwanted property they could claim.

- iv. Lack of Documentation – Explain the importance of documentation and refer them to places to assist with obtaining the documentation they are eligible for based on their status.

- v. Language – In recognizing potential language barriers, it is vital to avoid making assumptions about their language based on their country of origin. Officers have a responsibility to alleviate the obstacles preventing an understanding of constitutional rights. Refer to the Limited English Proficiency GPO for further guidance.

- vi. Remember, refugees from the same region may not speak

the same language or have the same religion or cultural practices.

F. African American Community

PPT #16

1. During the 1960s, there were many uprisings in African American communities in the city and across the nation in response to discrimination, segregation, and police use of force.
 - a. In 1966, the Hough Uprising started because a white bar owner refused to serve water to a black patron, but it carried all of the underlying tensions building throughout the decade.
 - b. In July of 1968, the FBI received a tip that Fred Ahmed Evans' followers, the Black Nationalists of New Libya, were stockpiling arms and planning an attack for Cleveland on July 24 (however, the integrity of the tip and the credibility of the informants have been called into question). This led to the Glenville Shootout.
2. Residents and officers may disagree with the facts that lead up to the uprisings, but engaging in disputes of the events will not build trust and does not encourage relationship building.
3. There are community members, both civilian and police, who have family members or themselves alive during this period. Additionally, many may pass on their experiences to the next generation.
4. Regardless of any personal thoughts or feelings, it is essential to acknowledge that current and historical events significantly impact community trust in the Division.
5. Officers can act lawfully and within the parameters of our policy and the members of the Cleveland community can still perceive there to be issues between the police and the African American community.
 - a. This is why it is so important to practice procedural justice when interacting with every citizen
 - b. Police legitimacy is not a static process-it is fluid and perceptions may be changed overtime but not without effort on the part of the police
 - c. Each officer has the power to influence other officers and the

PPT #17

**OPOTA curriculum,
1-4 rev 7-6-2016**

<p>public's perception of law enforcement</p> <p>d. Every encounter can either increase or decreases the public's trust and confidence in the police</p> <p>e. Overall, research into procedural justice demonstrates that it is an effective way to build and maintain trust and legitimacy.</p> <p>f. Community members grant authorities legitimacy when the authorities demonstrate that the methods they use to make and implement decisions are fair</p> <p>i. such as, after pulling over a speeding driver, an officer explains that surpassing the speed limit was the reason for the stop and listens to the driver's explanation</p>	<p>(O'Brien et.al, 2019)</p>
<p>6. Recent events that contributed to distrust in the police</p> <p>a. The relationship between the police and African Americans has historically been frayed. However, recent high-profile police shooting incidents involving young Black individuals, such as George Floyd (Minneapolis, Minnesota), Breonna Taylor (Louisville, Kentucky), and Jacob Blake (Kenosha, Wisconsin) have increased the deep distrust, lack of confidence, and frustration that characterize the relationship between police and communities of color.</p> <p>b. These vicarious experiences matter because the negative accounts of police behavior shared in social networks can create a larger culture of distrust reducing citizens' trust of police.</p> <p>c. The relationship between the public and police across the United States was brought into sharp focus over the course of 2020 and 2021 following the high-profile killings of several Black Americans by police, including George Floyd and Breonna Taylor, and the worldwide protests that followed.</p> <p>d. Cleveland was no exception</p>	<p>(Pryce et al, 2021)</p> <p>https://www.pewresearch.org/2022/01/05/trust-in-america-do-americans-trust-the-police/</p>

Question to the class,

Why do we have a consent decree today?

Answers will vary, anchor below with the following information:

7. 2014 the DOJ investigated the CDP at the request of Mayor Frank Jackson due to events involving CDP's alleged use of excessive force
8. These events were heightened following highly critical incidents taking place. These events centered on citizens dying during their interactions with police, which increased mistrust between CDP and particularly African American community members and groups.
 - a. The first incident was the shooting and killing of two African American individuals following a lengthy and out of control vehicle pursuit, which shots were believed to be fired at officers. Additionally, a firearm was never recovered which added to the controversy of the incident.
 - b. The second incident involved the shooting and death of a 12 year-old by police near Cudell Recreation Center. Significant controversy exists over this incident, even until today. This incident has led to continued protests and is a source of mistrust between CDP and members of the African American community.
 - a. Finally, controversy increasing mistrust between CDP and members of the African American community was furthered following the in-custody death of an African American female during a mental health crisis following police using force.
9. These controversial incidents, along with the finding by the DOJ of a pattern of excessive force, amplified the historic mistrust among the African American Community and the Cleveland Division of Police.
10. Our responsibility is to engage in practices geared towards understanding civilian's concerns about police and race without feeling personally attacked.
11. In recent years, the CDP has made significant strides towards

SPO # 8

improving this mistrust and it is important for all members to understand that it exists today, and that CDP members' must take an active role in closing this gap of mistrust through fair and impartial policing.

G. LGBTQ Community

PPT #18

SPO # 9

1. LGBT Center of Greater Cleveland
 - a. Located at 6705 Detroit
 - b. Provides program and training to support the community, including health and wellness, senior and youth programs.
2. Fear of discrimination
3. Often does not expect the police to be culturally competent
4. Worry that officers might believe or hold outdated misconceptions and stereotypes
5. Remember, we must see ourselves as a part of the Cleveland community for genuine and sustainable trust-building. Sustaining improved relations requires a consistent process of reflection on progress, needs, limitations, and changes within communities. Therefore, to build better relationships, we must:
6. Avoiding Pitfalls
 - a. Do not assume a person's sexual orientation and or gender identity.
 - b. With courtesy and professionalism, respectfully treat individuals in a manner appropriate to the individual's gender identity/expression.
 - c. When a situation arises that involves the need to clarify gender identity, respectfully and discreetly inquire as to how the subject would like to be addressed (e.g., "sir," "Miss," "Ms.") and the preferred/chosen name by which the individual would like to be addressed.
 - d. When the individual requests, address the person by their preferred/chosen name rather than their government-issued identification.

- e. Do not use harassing, intimidating, or derogatory language verbally, in writing, or by gesture concerning an actual or perceived gender, gender identity/expression, or sexual orientation.
- f. GPO 5.12.05 Interaction with Transgender, Intersex, and Gender Non-Conforming (TIGN) Individuals provides policy guidance.

H. Fifth District Neighborhoods

1. Collinwood Community

PPT #19

- a. Collinwood was a village separate from Cleveland until 1910.
- b. The neighborhood became home to large Irish, Italian, and Slovenian populations.
- c. Five Points—the intersection of E. 152nd St. and St. Clair and Ivanhoe Avenues—was the neighborhood's commercial hub.
- d. During the 1950s, Collinwood saw a marked increase in social problems, including rising delinquency and crime rates and racial turbulence in the 1960s and 1970s, as African Americans moved into the formerly white neighborhood.
 - i. Collinwood High School Riot.
 - April 6, 1970
 - Segregation in schools.
 - 350-400 white males and females, primarily students, broke furniture and broke out 56 windows.
 - Two hundred black students went inside to the third floor for safety.
 - Teachers and officers formed a line to block the white students from attacking black students.
 - Buses were called and black students were led to busses by teachers and officers to prevent them from

Class Discussion:

Ask the class: How has events like these affected police interaction today?

2. Euclid/Green

PPT #20

- a. Established in 1914
- b. Originally part of the Village of Euclid, Ohio
- c. Known for its residential areas, scenic views, and winding streets

3. Glenville

PPT #21

- a. Established in 1870
- b. Known as the “Garden Spot ”
- c. Numerous vegetable gardens
- d. Cultural Gardens
 - i. Dedicated in 1939 in a ceremony that turned the gardens over to the city, the Cleveland Cultural Gardens are a unique memorial to world peace and the celebration of cultural diversity.
 - ii. Consisting of 23 individual gardens, the Gardens reflect the diversity of cultures that shaped Cleveland and the nation.
 - iii. The Gardens pay tribute to the many philosophers, scientists, composers, and other great thinkers who have made significant and lasting contributions to civilization.
 - iv. More importantly, the Gardens are symbolic of the fact that through the preservation of many different traditions, beliefs, and practices, we may be better able to accept and respect one another - that we may achieve a true and lasting peace through mutual understanding
- e. Two Glenville High School students created Superman. Their childhood homes have been preserved. Do you know where they are located? What were their names?
 - i. Jerry Siegel and Joe Shuster created Superman in 1933
 - ii. Jerry Siegel lived at 10622 Kimberly Ave. and a sign depicting Superman’s creation is in front.
 - iii. Joe Shuster lived in an apartment building (now torn down) located at Amor Ave and Parkwood Dr. Pages of the first comic are depicted on the current homes fence.
- f. Cory Methodist Church.

- i. Popular Stop on Civil Rights Movement
 - ii. May 1963 Martin Luther King Jr Spoke
 - iii. King Stated, "I have never seen a more aroused response."
 - iv. April 1964- Malcolm X speech "The ballot or the bullet."
 - If racial discrimination continued, he believed it would be necessary for African Americans to take up arms.
4. St. Clair/Superior **PPT #22**
- a. Annexed in 1870
 - b. Oldest and most culturally diverse
 - c. Includes St Francis Parish/ School
 - d. 2009 St Francis closes its church doors due to declining numbers of parishioners, but the school was kept open by the Diocese.

I. Situational Awareness

- PPT #23**
- 1. Situational awareness refers to being attentive about potential threats to you or your environment.
 - 2. Some communities have been subject to various forms of hostility or acts of violence.
 - 3. Many community members live or travel through the District.
 - 4. Therefore, to improve your situational awareness, it is essential to identify the communities, know where they navigate, and regularly engage them.
 - 5. There have been several attacks on members of the Jewish Community, including the shooting in Pittsburgh.
 - 6. In considering other groups and institutions that may pose a threat, identify and engage with members from the following institutions or places (many are contained in the handouts):
 - a. Religious institutions (Churches, Mosques, Sikh Temples,

etc.)

i. Masjid Al-Warith Deen & Outreach Center
7301 Superior

ii. Muhammad's Mosque
256 E 156

iii. Masjid Abdullah Bin Mas'ud
1129 Eddy
(216) 694-0072

b. Outreach and community centers (Alcohol, Drug, etc.)

c. Places that house/serve specific communities (Returning Citizens, Limited English, Immigrants, Refugees, seniors, Shelters, Youth, etc.).

J. Building Relationships

PPT #24

1. Every officer is responsible for setting actions in motion to initiate trust, empathy, and mutual respect.
2. How can we build a better partnership and strategies?
3. Use community engagement problem-solving skills with proper communication channels.
4. As “Guardians” of the Cleveland community, we must purposefully engage community members to know them better.
5. Being familiar with the communities that comprise the district will assist you in engaging residents.
6. Taking the time and effort to get to know community members and their environment helps establish trust and legitimacy.
7. Understanding past police/community relations can create empathy and a better environment for future relationships.
8. Utilize your community engagement and problem-solving skills.
9. Utilize concepts introduced in “Bias-Free Policing” when interacting with all community members.
 - a. Give people a Voice (Listen)

- b. Neutrality (Be Fair)
- c. Respectful treatment (be respectful)
- d. Trustworthiness (comes from a fair and transparent process)

10. Remember the importance of the Community Bank Account

PPT #25

11. Provide information about community resources such as Community Development Corporations (CDC), Resettlement Agencies, and the Hope Center.

12. Be an Ally

PPT #26

Class Discussion # 4:

Ask the Class: What does it mean to be an ally?

- a. Be open-minded; approach new situations as an opportunity to learn
- b. Listen to the individual

III. CONCLUSION

A. Any questions?

IV. HANDOUTS

- A. Remember, understanding the community and having the community know us will promote trust and mutual understanding.
- B. Getting acquainted with the community requires officers to engage the community outside of enforcement or investigative activities. Over time, having the community and the officers know each other will more likely lead to the community reporting more crimes and actively participating in collaborative problem-solving efforts.
- C. Getting to know community members that do not typically attend meetings and who may have little trust in officers requires officers to engage them in places where they are most comfortable.
- D. Officers must be more approachable than what a zone car can offer.
- E. Getting to know the community can be spontaneous such as playing ball with children or stopping to talk to community members in coffee shops, on the street, or in local parks.
- F. These encounters can also result from a police action such as conversing with a member of the community during a call for service or while conducting an investigation.
- G. Below is a list of some of the community resources/partners available in your District:

COMMUNITY SERVICES OUTREACH/FAMILY SERVICES

Salvation Army

17625 Grovewood Ave

(216) 692-1388, <https://neo.salvationarmy.org/northeastohio/temple>

Services: Children's Group, Community Care Ministry, Men's Group, Recreation and Educational Activities, Energy Assistance, Food Pantry

Five Pointe Community Center

813 E 152nd St

(216) 268-2157

Services: Senior meals program, youth and community events

Pregnant with Possibilities Resource Center

(330) 766-5016, <https://www.pregnantwithpossibilities.com/home>

Services: Teen Pregnancy Prevention Program, MOM (Making Opportunities Matter) 12 Series, Life Skills Workshops, Coaching, Women's Empowerment Series, Youth Empowerment Summit

Lakeshore Rose Center Paul W Alandt

16600 Lakeshore Blvd

(216) 791-8000

Freedom Empowerment Youth Build

765 E 154th St
(216) 451-6414

Literacy Innovations, LLC

19101 Pawnee
(216) 481-7544

SCHOOLS

St. Martin De Porres High School

6111 Lausche Ave
(216) 881-1689

Horizon Science Academy Cleveland

6000 S Marginal Rd
(216) 432-3660

Glenville High School

650 E 113th St
(216) 268-6000

Collinwood High School

15210 St Clair Ave
(216) 838-4000

Ginn Academy

655 E 162nd St
(216) 838-4466

East Clark Elementary

885 E 146th St
(216) 588-0225

Hannah Gibbons-Nottingham Elementary

1401 Larchmont Rd
(216) 838-0750

Memorial School

410 E 152nd St
(216) 692-1480

East Academy

15720 Kipling Ave
(216) 383-1214

Lake Erie Preparatory School

14405 St Clair Ave
(216) 435-4556

LIBRARIES

Addison

6901 Superior Ave
(216) 623-6906

Memorial Nottingham Library

17109 Lakeshore Blvd
(216) 623-7039

Collinwood Public Library

856E 152nd St
(216) 623-6934

CPL - Glenville Branch

11900 St. Clair Ave
(216) 623-6983

CPL - Langston Hughes Branch

10200 Superior Ave
(216) 623-6975

FAITH-BASED

Masjid Al-Warith Deen & Outreach Center

7301 Superior

Muhammad's Mosque

256 E 156

Masjid Abdullah Bin Mas'ud

1129 Eddy
(216) 694-0072

Saint Vitus Church

6019 Lausche Ave
(216) 341-5522

Saint Casimir Catholic Church

8223 Sowinski Ave
(216) 341-9091

Beulah Missionary Baptist Church

14918 Cardinal Ave
(216) 451-5477

St Jerome Catholic Church

15000 Lakeshore Blvd
(216) 481-8200

Holy Redeemer Church

15712 Kipling Ave
(216) 531-3313

Aspinwall Church of God

14627 Aspinwall
(216) 268-0879

St Mary's Church

15519 Holmes Ave
(216) 761-7740

Christian Fellowship Center

14713 Lakeshore Blvd
(216) 531-0017

FOOD/PANTRIES

Bethany Baptist Church Food Bank

1211 E 105th St
(216) 791-2673

Hours: 8 am-10 pm Monday, Tuesday, Thursday, Saturday, and Sunday

Catholic Charities, St. Philip Neri Family Center

799 E. 82nd Street
(216) 391-4415

Hours: Last Friday of each month food is provided from 8 am-12 pm (except November and December)

Greater Cleveland Food Bank

15500 S Waterloo Rd
(216) 738-2265

Coit Rd Farmers Market
15000 Woodworth Rd
Hours: Saturday 8:00 - 100 pm

EBC Fery Development Corp
813 E 152nd St
(216) 761-5229
Hours: Last Thursday of the month 11 am-3:30 pm

Beulah Missionary Baptist Church
14912 Saranac Rd
(216) 451-5477
Hours: 2nd and 4th Thursday, 3:30 pm - 5:30 pm

Freedom Christian Assembly
765 E 154th St
(216) 451-4222
Hours: 4th Saturday of every month: 10 am-1 pm

Greater Faith Baptist Church
13816 St Clair Ave
(216) 541-5505

St Jerome Catholic Church (at InterFaith Council Food Pantry)
15000 Lakeshore Blvd
(216) 481-8200
Hours: Monday, Wednesday, and Friday 11:45-2:30 pm

HEALTH

NEON Collinwood Health Center
15322 St Clair Ave
(216) 851-1500
Services: Family medicine, pediatrics, OB/GYN, behavioral health, dental care, and pharmacy needs

NEON East Cleveland Health Center
15201 Euclid Ave, East Cleveland, OH
(216) 541-5600
Services: Family medicine, pediatrics, OB/GYN, behavioral health, dental care, and pharmacy needs

MENTAL HEALTH

The Centers for Families & Children

4500 Euclid Ave

(216) 241-3273

Services: Primary care, dental care, behavioral health, pharmacy services, and medication management, addiction, and substance abuse treatment, HIV/AIDs prevention and support services, trauma recovery services, nutrition education, and access to healthy food.

Hours: Mon-Fri 9am-5pm

Domestic Violence & Child Advocacy Center

(216) 391-HELP (hotline), (216) 229-2420

Services: 24-hour hotline; men, women, and children; empower individuals, educate the community and advocate for justice to end DV and child abuse

Hours: M-F 9 am-5 pm

AOD/SUBSTANCE ABUSE

MetroHealth - J. Glen Smith Health Center

11100 St. Clair

(216) 249-4100

EMPLOYMENT/TRAINING

Cleveland Job Corp

13421 Coit Rd

(216) 541-2500

Hours: 8:00-5:00