

# First District Cultural/Neighborhood Awareness Training



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| <b>Course Date:</b>           | 2022   |
| <b>Current Revision Date:</b> | January 3, 2022  |
| <b>Course Hours:</b>          | 60 minutes   |
| <b>Student Goal:</b>          | Students will better understand the First 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](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](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>

LGBT COMMUNITY CENTER CHRIS MCNULTY

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LGBT COMMUNITY CAPACITY BUILDING PACKET

LGBT ORIENTATION AND IDENTITY PACKET

LGBT CULTURAL AWARENESS POLICE PRESENTATION

Bellair Puritas CDC <http://bpdc.org/>

Cudell Improvements CDC <http://www.cudell.com/>

Kamms Corners CDC <http://kammscorners.com/>

Westown CDC <http://www.westowncdc.org/>

Encyclopedia of Cleveland History, Bellaire-Puritas, <https://case.edu/ech/articles/b/bellaire-puritas>, retrieved April 13<sup>th</sup>, 2021.

Islamic Center of Cleveland, Where to Pray, <https://iccleland.org/where-to-pray/>

## **COURSE MATERIALS**

### **TEACHING AIDS**

\_\_\_\_\_ Erasable Board/Markers

\_\_\_\_\_ Easel/Notepads

\_\_\_\_\_ Lectern/Table

  X   Other:

  X   Student Handouts

### **INSTRUCTIONAL TECHNIQUES**

  X   Lecture

\_\_\_\_\_ Group Discussion

\_\_\_\_\_ Demonstration

\_\_\_\_\_ Scenario-based Training

\_\_\_\_\_ Individual Exercise

\_\_\_\_\_ Hands-on Techniques

\_\_\_\_\_ 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 neighborhood culture.
  4. Define ethnicity.
  5. Learn topics relevant to the Refugee and Immigrant communities
  6. Learn topics relevant to the African American communities
  7. Learn topics relevant to the Latino communities
  8. Learn topics relevant to the LGBTQ community.
  9. Learn topics relevant to the First District Neighborhoods.
  10. Learn topics relevant to situational awareness.
  11. Understand strategies for building positive community relationships.

## I. PREPARATION

### A. Introduction

**PPT #1**

#### 1. Instructor

**60 Minutes**

#### 2. Course Goal

##### a. Community-Centered and Reflective

**PPT # 2**

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 aims to provide you with information to complement and enhance your current policing methods, emphasizing cultural humility and relationship building rooted in CPOP.

## 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 avoid 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 to engage better 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 definitely 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 the intersectionality between ethnicity and social-economic status.
2. Intersectionality means the complicated, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups
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 is 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, ask yourself:
    - Is my assessment accurate?
    - Do I understand this person?
    - What information is needed?
    - Does the person seem to understand my communication?
  - 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?

**SPO # 5 PPT #10**

E. Refugee and Immigrant Communities

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. Community members from particular foreign countries may have high skepticism and mistrust for police. Experiences or the history surrounding violent and corrupt police within their country has led to this mistrust. In this video, we hear and see Shackelia Jackson speak on the circumstances surrounding her brother's death in Jamaica. Place yourself in her situation and how would you view the police following this incident? Think about her perspective before this incident. How did she view the police? What other cultures exist within our community that may have similar experiences and perspectives?
- b. Play the following video <https://youtu.be/aYeYdEOthHo>
- c. 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.
- d. 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

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

court hearings, harassed witnesses to prevent them from testifying and intimidated those who managed to be heard inside the court room

- e. 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
- f. In different cultures the views of policing and police officers have a much more adverse relationship.
- g. 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.

**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

- h. Fear, apprehension
  - i. Hostility
  - j. They may avoid eye contact
  - k. 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.
- 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.

**PPT #11**

8. Nepalese Community

- 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.

**PPT #12**

d. Other Refugee Populations in the First District

**PPT #13**

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

9. Many refugees live in the West Park/Puritas area, in the Kamden, Canterbury, West Terrace, and Norwood apartments.

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

**PPT #14**

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. **SPO # 6**
  - d. Remember, you are the professional in every interaction with 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.

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

**PPT #17**

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 public's perception of law enforcement
  - d. Every encounter can either increase or decreases the public's trust and confidence in the police
  - e. Overall, research into procedural justice demonstrates that it is an effective way to build and maintain trust and legitimacy.
  - f. Community members grant authorities legitimacy when the authorities demonstrate that the methods they use to make and implement decisions are fair
    - 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
6. Recent events that contributed to distrust in the police
  - 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.
  - b. These vicarious experiences matter because the negative accounts of police behavior shared in social networks can

(O'Brien  
et.al, 2019)

(Pryce et al, 2021)

<https://www.pewresearch.org/2022/01/05/trust-in-america-do-americans-trust-the-police/>

- create a larger culture of distrust reducing citizens' trust of police.
- 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.
  - d. Cleveland was no exception

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 an African American 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.
  - c. 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.

**SPO # 8**

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 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. Latino Community

**PPT #18**

##### 1. Esperanza

**SPO # 9**

- a. 3104 W. 25<sup>th</sup>, 4<sup>th</sup> floor
- b. The mission is to improve Hispanics' academic achievement in Greater Cleveland by supporting students to graduate high school and promoting post-secondary educational attainment.<sup>1</sup>

##### 2. Spanish American Committee

- a. 4407 Lorain
- b. The mission is to serve as the gateway to socioeconomic success for the Hispanic community.
- c. Offers programs such as Little Footsteps, Families First, and Mi Casa Housing Program

##### 3. Hispanic UMADAOP

- a. 3305 W. 25<sup>th</sup>
- b. Stands for Hispanic Urban Minority Alcoholism and Drug Abuse Outreach Program, inc
- c. The purpose is to empower the Hispanic/Latino community to reduce the negative impacts of HIV/AIDS, violence, and abuse of alcohol, tobacco, and other drugs through culturally

<sup>1</sup> <https://esperanzainc.org/our-story/#mission>

sensitive, holistic prevention, education, intervention, treatment, and re-entry programs.<sup>2</sup>

- PPT #19**
4. Latino communities celebrate the Christmas holiday longer than one day, which lasts from December 25 through January 6, called Three Kings Day.
    - a. Typically, many will gather in large groups and celebrate, including caroling (known as “parandas”).
  5. Latino community members are typically affectionate and will greet with hugs and a kiss on the cheek.
    - a. Face-to-face interaction is preferred. Therefore, exiting the zone car to interact can send a positive message.
  6. The language barrier is one of the most intimidating factors in citizen encounters.
    - a. Greeting members of the Latino community with; “Hola mi Nombre es Officer Smith (Hi, my name is Officer Smith) can ease the tension and lead to a more positive interaction.
  7. It is not uncommon to have multiple families or family members initially sharing a home.
    - a. Larger families tend to live near each other, which provides a sense of protection and or assistance should it be needed.
  8. In Puerto Rico, it is common that family members come together to solve internal problems.
    - a. Therefore, when an officer responds to a home with multiple family members, it may not necessarily mean they are trying to interfere; it just may say they are trying to help “solve” the issue at hand.
  9. Puerto Ricans are US citizens. It is inaccurate and offensive to mention they are not because of the language barrier.
  10. Most Latino countries have a very similar distrust of police as in other countries. Therefore, Latino community members may naturally feel suspicion of police until they have built a healthy relationship over time.

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<sup>2</sup> Hispanic UMADAOP, <https://hispanicumadaop.org/>

## H. LGBTQ Community

**PPT #20**

### 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. 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 person 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 the name on 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.

**SPO # 10**

## I. First District Neighborhoods

1. Bellaire-Puritas

**PPT #21**

- a. The area that became Bellaire-Puritas initially was part of Rockport Township and remained a highly rural, thinly-populated region throughout most of the 1800s. Farms and greenhouse operations predominated.
- b. George Peake was one of the earliest residents and the first Black settler in the area.
- c. There is an Ohio Historical Marker at Brookfield Park on Brookfield Avenue commemorating the West Park African American Community.

2. Cudell Neighborhood

**PPT #22**

- a. Cudell became part of Cleveland when Cleveland annexed the city of West Cleveland and a portion of Brooklyn Township in 1894 and 1904 and was named after German immigrant Frank E. Cudell.
- b. Approximately half of the residents in the neighborhood are White, and about 30% are Black. In addition, Hispanic/Latino and Asian Americans also encompass the community.

3. Edgewater Neighborhood

**PPT #23**

- a. Edgewater was annexed to Cleveland in 1894 from the Village of West Cleveland.
- b. It was comprised of farmland as well as land donated from the estate of Eliza and Simeon Jennings.
- c. At the time, the land was developed into estates of 5-10 acres attracting Cleveland's wealthiest.
- d. Norwood Apartments (11118 Detroit) house members of the immigrant and refugee communities.
- e. Edgewater Street Festival
  - i. Located on Clifton Blvd. between West 117th St. and West 115th St
  - ii. Arts and Music fest combining fine arts and live musical performances

**SPO # 11 PPT #24**

4. Hopkins neighborhood



- a. Cleveland's most westerly neighborhood and was part of Cleveland's final major expansion.
  - b. It was annexed to Cleveland in 1923 and once part of the village of West Park.
  - c. Also known as Riverside Neighborhood
5. Jefferson Neighborhood
- a. It was annexed to Cleveland in 1923
  - b. It was initially part of Rockport Township
  - c. While the majority of the residents are White, the neighborhood contains significant immigrant and refugee communities. Many resided in the Kamden Village Apartments (14590 Lorain) and Canterbury Court Apartments (14064 Lorain).
6. Kamm's Corners Neighborhood
- a. Named after Oswald Kamm, a local grocer
  - b. The area was first developed in the 1870s with a small cluster of houses and a few shops
  - c. One of the cities largest Independence Day Parades
  - d. Kamm's Corners Greek Festival is located at 3853 West 168th street, and residents celebrate and learn the heritage and culture of the Greek Island of Crete.
  - e. Annually, the St. Mary Romanian Festival takes place at 3256 Warren Rd., at the oldest Romanian parish in the country
  - f. The Hooley on Kamm's Corners Festival is an Irish Heritage celebration that takes place annually on Lorain Ave. In Ireland, "Hooley" is the word for a lively gathering.
7. West Blvd. Neighborhood
- a. It was incorporated into the City of Cleveland in two phases in 1873 and 1902

**PPT #25**

- b. It was designed as a thoroughfare connecting Edgewater Park with Brookside Park
- c. The neighborhood is one of the most diverse in the District. Approximately 30% are White, 27% are Hispanic/Latino, and 27% are Black

J. Situational Awareness

**PPT #26-27**

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. Recently, there has been an uptick in violence directed towards members of the Asian/Pacific Island community. While there are no established advocacy organizations in the First District, the following organizations are available in the city.
  - a. Asian Services In Action, Inc.  
3631 Perkins Avenue, Cleveland, OH 44114  
216-881-0330  
<https://www.asiaohio.org>
  - b. ASIA-ICHHC  
International Community Health Center  
2999 Payne Avenue, Cleveland, OH 44114  
(216) 361-1223  
<https://www.asiaohio.org/ichc>
  - c. Organization of Chinese Americans (OCA)  
2999 Payne Avenue,  
Cleveland, OH 44114  
<https://ocagc.org>
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. The First District is home to the only synagogue in the city.
  - a. The Beth Israel – The West Temple is located at 14308 Triskett.

7. 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. Cleveland Muslim Community Center  
4600 Rocky River Dr  
Cleveland, OH 44135  
P: 216.676.9177  
[ayham.abazid@hotmail.com](mailto:ayham.abazid@hotmail.com)
    - ii. Lorain Ave Mussalla  
12920 Lorain Ave.  
Cleveland, OH 44111
  - 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.).

#### K. Building Relationships

**PPT #29**

1. Remember, this training's overall goal is to provide you with information to complement and enhance your current policing methods, emphasizing cultural humility and relationship building rooted in CPOP to build better relationships. Therefore, 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?
  - a. Use community engagement problem-solving skills with proper communication channels.
  - b. As “Guardians” of the Cleveland community, we must purposefully engage community members to know them better.
  - c. Being familiar with the communities that comprise the district will assist you in engaging residents.
  - d. Taking the time and effort to get to know community members and their environment helps establish trust and legitimacy.

- e. Understanding past police/community relations can create empathy and a better environment for future relationships.
- f. Utilize your community engagement and problem-solving skills.
- g. Utilize concepts introduced in “Bias-Free Policing “when interacting with all community members.
  - i. (Listen) It gives people a voice
  - ii. Neutrality (Be Fair)
  - iii. Respectful treatment (be respectful)
  - iv. Trustworthiness (comes from a fair and transparent process)
- h. Remember the importance of the Community Bank Account
- i. Provide information about community resources such as Community Development Corporations (CDC), Resettlement Agencies, and the Hope Center.
- j. Be an Ally

**PPT #30**

**PPT #31**

Class Discussion # 4:

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

- i. Be open-minded; approach new situations as an opportunity to learn
- ii. 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 community member 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**

##### **Next Step Youth Shelter- Females**

3020 W 104<sup>th</sup>  
(216) 566-0047

***Services:*** Shelter care and supervised independent living for females  
Hours: Open 24 Hours

##### **Next Step Youth Shelter - Males**

11849 Clifton Blvd  
216-566-0047

##### **West Side Community House**

9300 Lorain Ave  
(216) 771-7297

***Services:*** Family to Family program, crisis intervention

##### **Nueva Luz URC**

2226 West 89<sup>th</sup> St  
(216) 651-8236

***Services:*** Case management, housing services, legal clinic, nutrition  
Hours: Monday- Friday 9-5

**Westside Family Resource Network**

9300 Lorain Ave  
(216) 771-7297

**YMCA**

15501 Lorain Avenue  
(216) 344-7700

**Bellaire-Puritas Development Corporation**

14703 Puritas Avenue  
(216) 621-2710

Hours: Monday- Friday 8:30-5

***Services:*** Youth Development, Workforce development, community engagement

**Westtown Community Development**

10313 Lorain Avenue  
(216) 941-9262

***Services:*** Neighborhood revitalization, public benefits programs, neighborhood planning, community engagement.

**Kamm's Corners Development**

17407 Lorain Avenue, #200  
Hours: Monday-Friday 9:00-5  
(216) 252-6559

***Services:*** Neighborhood development, planning, and community engagement

**SCHOOLS**

**Almira Elementary School**

3375 W. 99th St  
(216) 838-6150

**Marion C. Seltzer**

1468 West 98th St  
(216) 838-6550

**Constellation Schools: Madison Community Elementary**

2015 W 95th St  
(216) 651-5212

**E Prep & Village Prep Willard - Breakthrough School**

9401 Willard Ave  
(216) 586-3892

**Louisa May Alcott Elementary School**  
10308 Baltic Rd  
(216) 838-6500

**Birchwood School of Hawken**  
4400 W. 140th Street  
(216) 251-2321

**Douglas MacArthur Girls Leadership Academy**  
4401 Valleyside Rd  
(216) 838-8400

**James A. Garfield Elementary School**  
3800 W. 140th Street  
(216) 838-6300

**Louis Agassiz Elementary School**  
3595 Bosworth Rd  
(216) 838-6450

**Newton D. Baker Elementary School of the Arts**  
3690 W. 159th Street  
(216) 252-2131

**Our Lady of Angels Catholic Elementary School**  
3644 Rocky River Drive  
(216) 251-6841

**Robinson G Jones Elementary School**  
4550 W. 150th Street  
(216) 838-6750

**West Park Lutheran School**  
4260 Rocky River Drive  
(216) 941-2770

**St. Marks Preparatory School**  
15724 Montrose Avenue  
(216) 521-4115

**Valley View Boys Leadership Academy**  
17200 Valleyview Avenue  
(216) 838-8900



## **LIBRARIES**

### **CPL- Lorain Branch**

8216 Lorain Avenue  
(216) 623-7011

### **CPL- Eastman Branch**

11602 Lorain Avenue  
(216) 623-6955

### **CPL- Rockport Branch**

4421 W 140<sup>th</sup> St  
(216) 623-7053

### **CPL- West Park Branch**

3805 W 157<sup>th</sup> St  
(216) 623-7102

## **FAITH-BASED**

### **Masjid Mohannad Rasool Allah**

9400 Detroit Ave  
(216) 220-9864

### **Trinity United Methodist Church**

9900 Madison Ave  
(216) 961-4445

### **Westside Seventh-day Adventist Church**

8809 Madison Ave  
(216) 207-2806

### **Archwood United Church-Christ**

2800 Archwood Ave  
(216) 351-1060

### **Ebenezer Spanish Seven Day**

7322 Elton Ave  
(216) 939-8661

### **Church of Jesus Christ Mount Moriah**

9807 Cudell Avenue  
(216) 451-7585

**Denison Avenue United Church of Christ**

9900 Denison Ave  
(216) 631-0904

**Al-Masjid Alomary**

4600 Rocky River  
(216) 676-9177

**St. Ignatius of Antioch Church**

10205 Lorain Ave  
(216) 251-0300

**Islamic Center of Northeast Ohio**

12740 Lorain Ave

**Episcopal West Side Shared Ministry**

1349 W 78th St  
(216) 631-2841

**Sagrada Familia Parish**

7719 Detroit Ave  
(216) 631-2888

**St. Patrick's Church**

4427 Rocky River Drive  
(216) 251-1200

**Hungarian Reformed Church**

15300 Puritas Avenue  
(216) 476-3736

**In His Image Ministries**

4472 W. 160th Street  
(216) 265-8107

**Renew Church Cleveland**

3690 W. 159th Street  
(216) 815-5749

**Christ Lutheran Church**

13812 Bellaire Rd  
(216) 252-4711

**Our Lady of Angels**

3644 Rocky River Drive

(216) 252-2332

**West Park Baptist Church**

4600 W. 150th Street

(216) 676-5300

**Gateway Church West**

4550 W. 150th Street

(440) 941-4283

**Holy Cross Lutheran Church**

4260 Rocky River Drive

(216) 252-2348

**Cooley Avenue Church of God**

12401 Cooley Ave

(216) 671-4619

**Blessed Trinity Parish**

14040 Puritas Ave

(216) 671-5890

**Cooley Avenue Church of God**

12401 Cooley Ave

(216) 671-4619

Pantry: 3<sup>rd</sup> Saturday of every month, 10:00am-12:00pm

**Blessed Trinity Parish**

14040 Puritas Ave

(216) 671-5890

Fresh Produce: 1<sup>st</sup> Wednesday of every month, 4:30-6:30 pm

**FOOD/PANTRIES**

**Church of Jesus Christ Mount Moriah**

9807 Cudell Avenue

(216) 451-7585

Hours: 3<sup>rd</sup> Saturday 11:00am - 1:00pm.

**Simpson United Methodist Church**

8519 Clark Ave

(216) 281-9776

Hours: Last Wednesday of the month

**Denison Avenue United Church of Christ**

9900 Denison Ave

(216) 631-0904

Hours: 4th Tuesday of every month 10:00 am - 11:30 am

**St. Ignatius of Antioch Church**

10205 Lorain Ave

(216) 251-0300

Hours: 2nd Tuesday of the month 3:30 pm - 5 pm

**St. Boniface Church**

3545 W 54th St.

(216) 961-2713

2nd Thursday of the month: 9:30 am - 12:30 pm, 3rd and 4th Thursdays of the month hours vary

**United Hearts Life Mission Center**

3339 Broadview Rd.

(216) 459-9839

By appt. Mon, Wed and Fri 10:00 am – 12

**Brookside Food Center**

3802 Pearl Rd

(216) 749-429

Monday-Friday 10:00am - 2:00pm

**St. Vincent DePaul Society**

2145 Broadview Rd.

Tuesday, Thursday and Saturday: 10 am - 1 pm

**West 58th Street Church of God**

3150 W 58th St.

(216) 281-2958

3rd Saturday of the month 10:00am - 12:00pm

**Community Corner Food Center**

8302 Detroit Ave

(216) 436-2000

Mondays-Fridays 10am-2pm

**Sagrada Familia Parish**

7719 Detroit Ave

(216) 631-2888

Tuesday and Thursday of the 3<sup>rd</sup> full week of the month, 10 am-12

**Walk of Faith Community Center**

12833 Lorain Ave

(216) 941-3270

**Laura's Home Women's Crisis Center**

18120 Puritas Avenue

(216) 431-3510

**Services:** Provides meals, shelter, recovery & crisis living accommodations to women and children

**Salvation Army**

12645 Lorain Avenue

(216) 252-3593

**Audrey's Outreach**

16845 Holland Rd

(216) 433-1515

**Food Pantry:** Monday- 11:30-2pm Thursday- 4-7pm. Community Meals: 4-6 pm Saturdays:  
January 26, March 30, June 1, September 28, November 2

**CLOTHING/FURNITURE**

**Needs Cleveland**

7710 Lorain Avenue

(216) 400-8213

**Walk of Faith Community Center**

12833 Lorain Ave.

(216) 941-3270

**Salvation Army**

12645 Lorain Avenue

(216) 252-3593

**Audrey's Outreach**

16845 Holland Rd

(216) 433-1515

Clothes available at meals & pantry hours.

**Needs Cleveland**

7710 Lorain Avenue

(216) 400-8213

**HEALTH**

**Neighborhood Family Practice - W. 117th**

11709 Lorain Ave

(216) 367-1004

Hours: Mondays, Wednesdays, Thursdays, and Fridays 8:30 am-5:00 pm

Tuesdays 9:30am-8:00pm

**MetroHealth West Park Health Center**

3838 W 150<sup>th</sup> St

(216) 957-5000

**Neighborhood Family Practice**

14625 Puritas Avenue. Cleveland, Ohio 44135

(216) 928-1950

**Cleveland Clinic- Fairview Hospital**

18101 Lorain Ave

(216) 476-7000

**MENTAL HEALTH**

**Cleveland Christian Home**

11401 Lorain Ave

(216) 671-0977

*Services:* School-based mental health services, family services, wraparound care

**The Living Miracles Peer Empowerment Center**

2070 W 117<sup>th</sup> St

(216) 727-0220

*Services:* Peer facilitated education and support groups, arts and crafts, community outings

Hours: Monday-Friday 12:00pm- 5pm

**Murtis Taylor - Detroit**

9500 Detroit Ave

216-283-4400

**Centers for Families and Children**

3929 Rocky River Dr

(216) 252-5800

**AOD/SUBSTANCE ABUSE**

**Ed Keating Center**

2121 W 117<sup>th</sup> St

(216) 472-1276

***Services:*** Sober Living Program

**Matt Talbot for Women**

7901 Detroit Ave  
(216) 634-7500

**Peak Health Services LLC**

12409 Lorain Ave  
(216) 252-6670

**EMPLOYMENT/TRAINING**

**Cuyahoga County Employment Services**

9830 Lorain Ave  
(216) 939-2523

Hours: Monday-Friday 8:30-4:30

**Minute Men**

11642 Lorain Ave  
(216) 688-9675  
4:30 am-5 pm

**Bellaire-Puritas Development Corporation**

14703 Puritas Avenue  
(216) 621-2710

**Vocational Guidance Services**

13102 Triskett Avenue  
(216) 476-3020

