



# Strengthening the Bonds of Trust between Law Enforcement and the Public

**Community Safety Recommendations  
Florida Criminal Justice Standards and Training Commission**

# CRIMINAL JUSTICE STANDARDS AND TRAINING COMMISSION

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## Purpose

The desire to serve and protect others is honorable and selfless. Law enforcement officers are trained professionals who willingly expose themselves to personal risk of injury, violence, and death, to protect the weak and innocent and create a safe and secure community for all. The recent, highly publicized officer-involved shootings in the United States have resulted in several highly charged community unrest events. As a result, a growing number of both law enforcement and community leaders are trying to find a solution to the complex issues of police and community relations.

One of the biggest challenges in law enforcement today involves strengthening the bonds of trust between law enforcement officers and the communities they serve. The concerns that people throughout the nation have voiced in response to current events have created an opportunity for change. The Florida criminal justice community should take this time to reexamine and revise the services, policies, and training protocols in place, and to make relevant changes to reflect the continuing commitment to the community as a whole.

Over the past two years, many agencies and academies have adopted training programs such as Blue Courage, Procedural Justice, Actively Caring 4 People, and Fair and Impartial Policing to address the concerns of citizens and ensure a safe community. After reviewing these programs, the Criminal Justice Standards and Training Commission (CJSTC) staff was not able to identify any one program that comprehensively addresses the diverse and complex range of needs for the Florida law enforcement community. Staff recommended creating a workgroup to discuss the relationship between law enforcement and the community, and to create law enforcement training that directly addresses this relationship in Florida. The purpose of this report is to inform the CJSTC of the workgroup's findings and make recommendations for the enhancement of Commission training programs. The report also provides stakeholders (the criminal justice community and the public) findings and recommendations for improving the relationship between law enforcement and the community. The ideas and suggestions presented in this document are the result of a collaborative effort of criminal justice professionals and community advocates who represent various organizations throughout the state. This report is designed to encourage thought about concrete solutions to issues that affect the relationship between law enforcement and the public. The report does not obligate an agency or its officers to perform any of the recommendations given. It is not the Commission's intent to prompt legislation, or mandate any type of training. Anything an agency chooses to do as a result of this report is totally voluntary and based on individual agency needs. The recommendations contained within the report are a place for all stakeholders to begin as they explore ways to improve the relationships within their own communities.

## The Workgroup

A workgroup was created in 2015 in response to requests from law enforcement agencies and training academies across the state to provide training that would more effectively promote a

positive environment between law enforcement and the public. Participants consist of law enforcement executives; training academy personnel and consultants; former CJSTC members; and citizens. The workgroup consists of members who are diverse in background and experience to ensure that the needs of law enforcement and the public are addressed, and that methods such as procedural justice, conflict resolution, and Fair & Impartial Policing have been sufficiently explored and applied. In January 2016, the CJSTC directed staff to continue the efforts of the workgroup and add members who are active law enforcement officers. Individuals representing the Florida Sheriffs Association, the Florida Police Chiefs Association, the State Law Enforcement Chiefs Association, the Police Benevolent Association, and the Fraternal Order of Police then joined the workgroup. One CJSTC member also volunteered to join (see full list at Appendix B).

## **A Proactive Approach**

Many organizations across the country have taken a reactive approach to the results of current events, which often divide a community, with law enforcement on one side and the public on the other. A reactive approach is responding to a single incident or an extreme example, rather than attempting to address underlying relationships between an agency and the community it serves. The findings in this report focus on taking a proactive approach and developing long-term solutions. The intent is to find ways to develop solid partnerships between law enforcement and the public, not to ignore past incidents of concern nor to use these incidents as the sole reason for taking action.

Initially, the main objective of the workgroup was to identify factors impacting the relationship between law enforcement and the public that the CJSTC can address and to make recommendations for carrying out those suggestions (i.e., training). However, it soon became very clear that to address the relationship between law enforcement and the public, recommendations must address more than officer training. The actions of local law enforcement agencies, community organizations, and the public must also be considered. Research confirms that law enforcement is most effective in protecting and serving when all of these groups work cooperatively to keep the community safe.

## **Factors**

Over the course of four meetings, the workgroup identified factors that affect the relationship between law enforcement and the public. Some of these factors are related to the culture and training of law enforcement. Some are related to community responses to law enforcement. While studying the factors and possible solutions, the workgroup took into account the experience of a law enforcement officer from the time a recruit begins training in the Basic Recruit Training Program throughout his or her career.

## **1. Organizational culture and values**

Organizational cultures are social networks that exist in all work environments, including law enforcement. Each agency has a unique culture, where officers and leadership develop a set of attitudes and beliefs about the job and the community they serve. Those attitudes can be negative or positive and are primarily influenced by informal leadership and training.

## **2. Involvement with the community**

An agency's operational success is affected by the personnel's familiarity and interactions with the community the agency serves. Quite often, where community interaction is most fragile, the public is underrepresented in meetings and forums.

## **3. Understanding diverse populations**

There is a need for continuing training for officers on how to respond with professionalism and empathy to people who are different from them. An agency's policies, practices, and staff should reflect that the agency values, appreciates, and impartially responds to diverse populations.

## **4. Workforce diversity**

Recruiting and hiring diverse candidates can be challenging, so not all police agencies have a staff that mirrors the composition of the communities they serve. Lack of representation within the agency may lead to distrust by citizens who feel underrepresented.

## **5. Gaps in post-basic training**

The Basic Recruit Program gives recruits foundational knowledge for the job, but established officers may have gaps in their knowledge concerning new techniques and changes in policies and procedures. Once on the job, officers are required to maintain continuing education to retain certification, but there is a strong need for better and more timely post-basic courses in alternative formats (distance learning, self-paced instruction, internet-based courses), which will meet the training need as well as the non-traditional job schedule of a law enforcement officer.

## **6. Skill building and maintenance**

Skills deteriorate over time if they are not practiced regularly. If an officer does not have regular training in a particular skill, such as defensive tactics, firearms, and interpersonal communication, they may not be able to perform the necessary tasks under pressure.

## **7. Lack of knowledge of cross-cultural norms**

Each group and community has its own culture; law enforcement officers from outside that group or community may not always have an understanding of the subtle forms of communication within the group. The same principle applies to members of the public not always understanding the procedures of law enforcement. This can lead to

misunderstandings and misinterpretations of words and actions by both the public and law enforcement.

#### **8. Interpersonal communications and use of force**

Good communication, critical thinking, and sound judgment are crucial for determining when officers should use force and when they should try other methods to resolve conflict. This is particularly important when responding to situations that have the potential to become volatile.

#### **9. Conflict and challenges to authority**

Taking things personally and reacting to perceived insults or challenges to authority are innately human tendencies. However, those responses inhibit effective policing.

#### **10. Public understanding of the criminal justice system**

The public does not always understand the structure of the criminal justice system or the powers and limitations of various agencies, which leads to unrealistic expectations.

#### **11. Dynamics of power**

In any relationship, there is rarely an equal balance of power at all times. This can cause reactions of inflexibility, aggression, fear, and anger. Having or lacking power can negatively affect communication between law enforcement and the community and make conflict more likely.

#### **12. Assumptions and bias**

In any relationship, each party has preconceived beliefs about the other and desires to see certain behaviors based upon those beliefs. Whether reasonable or not, when someone experiences or observes the undesirable behavior of a member of a group, they may form a negative opinion of the entire group. Studies find that bias, both implicit and explicit, exists in all people. This does not necessarily lead citizens and officers to treat others unfairly, but it makes that more likely.

#### **13. Historical relationship between law enforcement and minority communities**

Many groups have problematic relationships with law enforcement. These groups include racial minorities, immigrants, religious minorities, and the LGBTQ community, who may mistrust law enforcement for reasons that have evolved from past encounters and experiences.

#### **14. Law enforcement response to complex social or medical disorders**

Because there is often no other alternative, law enforcement officers are regularly called on to handle issues that would be better managed by social workers and medical professionals, such as responding to a person with mental illness, substance abuse problems, or medical

conditions that mimic these issues. The public has come to expect officers to be fully equipped to be counselors, referees, medics, and surrogate caregivers.

### **15. News media**

Traditionally, community journalists worked in partnership with local law enforcement agencies to get news and information out to the public. With the switch to a 24-hour news cycle, and the public's increasing reliance on social media and non-journalists as a news and information sharing source, there is a greater tendency for news outlets to publish stories as they are developing. When news organizations try to get the story out to the public ahead of their competitors and before all the facts of an incident are known, any encounter between law enforcement and the public may put an officer or agency in the spotlight.

### **16. Social media**

Social media users forward stories, upload videos of their encounters with law enforcement, and organize protests or advocate for action. Because the public is under no obligation to vet information or include all of the facts of an incident, the information the public distributes can be unreliable or unverified. Law enforcement agencies have a difficult time countering such posts because of the need for confidentiality of information during ongoing investigations. In addition, when an agency posts information highlighting positive stories or interactions, the public may view these with skepticism. One final element is law enforcement officers' off-duty use of social media and the scrutiny their posts may receive.

### **17. Public perception of crime statistics**

Reported crime statistics are used in many ways, such as agency administrators' use of crime stats to seek budget increases. When crime statistics are provided without context, it can be hard for the audience to understand a situation, such as the impact of under-employment on crimes of opportunity. How crime statistics are used can lead to misconceptions about a group, community, or law enforcement. These misconceptions can cause barriers in communication, mistrust, and conflict.

### **18. Allocation of resources**

In many towns, there are not enough law enforcement officers to effectively combat crime and actively engage citizens in the community. Some agencies have suffered budget cuts, which cause difficulties recruiting and retaining quality officers. Interactions between law enforcement and the public may be limited only to responding to crime due to fewer officers. This means less opportunity for interaction beyond the response to calls for service.

### **19. Fear**

The public and officers may be hypersensitive to threats, both perceived and real. In some cases that fear may be based on historical or situational information rather than direct personal experience.

## **20. Legitimacy**

The public's trust in the police depends on whether law enforcement's authority is perceived as appropriate, proper, and just. If police authority is not seen as legitimate, the public will not cooperate with the police. Social distance between police and the public, as well as defiance of police authority will increase. As a result, hostilities between the police and the public will increase while trust decreases.

## **21. Trust**

The relationship between communities and their law enforcement agencies are often characterized by varying degrees of suspicion and mistrust. Over time, that contributes to cynicism in both groups and creates barriers to good faith cooperation. Nationally, there are ample cases of repaired relationships, so communities are capable of building mutual trust and producing positive change. These success stories share several foundational concepts and practices that can be adapted and applied to meet any community's unique needs.

### **How Training Affects the Factors**

In Florida, when a person enters the Basic Recruit Training Program, they have already passed a basic abilities test indicating they have the cognitive abilities needed to undertake the program. The training they subsequently receive shapes their expectations for the job. Here, instructors play a critical role in shaping recruits' attitudes as well as preparing them physically and mentally for the job. Therefore, it is important that instructors approach students with the proper orientation and provide training in line with what is intended. A recruit should never hear, "That's what the state says. Now I'm going to tell you what it's like in the real world."

The current basic recruit curriculum explains the job duties well; however, there is potential to do even more to prepare recruits to assess different situations and make appropriate decisions. Recommendations made to the CJSTC call for revisions to the Law Enforcement Basic Recruit Training Program and the Commission's Advanced and Specialized Training Program courses to develop skills that are critical during interactions with the public. The staff works in close conjunction with subject matter experts to develop courses that are current and provide a "best practices" approach to the job. The Basic Recruit Training Program is updated annually to reflect legislative changes. The workgroup suggests including their recommended changes in these annual revisions.

One of the most influential factors affecting new officers is peer training. A problem arises if a mentor chooses not to follow agency policies and procedures, or performs in a manner that is contrary to their training. A new officer might hear, "Forget what they told you in the academy and let us show you what the job is really about." This may come from almost any officer with whom the new officer comes in contact. Recruits may think this behavior is acceptable and adopt it. This may consequently have a negative impact on their interactions with members of the community, with the potential to affect the entire agency. An agency's leadership has the responsibility to ensure that officers receive proper training and mentoring throughout their

careers. In areas such as accountability, fairness, and transparency, the leadership within an agency sets the tone for the entire organization. Thus, it will be important that recruits, current officers, and agency heads are exposed to the same type of training.

Recruitment and selection play an important role in the relationship between law enforcement and the community. Thorough background checks and initial screenings are crucial. Agencies need to select and retain the best candidates possible. Following up the hiring process with solid field training, on-the-job training, and mentoring is also important.

Researchers have estimated that up to 80 percent of job-related information learned is informal: conversations, web sites, trial and error experience, mentoring, and observation. In order to make an effective change, it is important to realize that the aforementioned factors must be addressed at every stage from recruit training throughout an officer's career.

## **Concepts Identified in the Recommendations**

There are a few concepts that are prevalent in the recommendations. That is because they affect multiple factors. No single concept is a complete solution for strengthening relations. To understand how they are interpreted in the recommendations that follow, these concepts merit explanation.

### **Fair, Unbiased Policing**

A review of current research finds that everyone has biases, including well-intentioned people. The purpose of providing training on fair, unbiased policing (also known as fair and impartial policing) is to help individuals to be aware of their own biases and learn how to manage them effectively. Biases are preconceived tendencies or beliefs that can cause barriers in communication, or if you are self-aware, assist in communication with others. As law enforcement and the public act to build trust, being self-aware will aid in their communication, whether it is a town hall meeting, traffic stop, or some other interaction.

### **Procedural Justice**

Procedural justice is not a new concept in policing. It is a practical concept that promotes healthy and reciprocal relations with the community to enhance safety for both officers and the community. Its aim is to ensure fair police-citizen interactions and the development of strong partnerships with community members. In order to be effective, it must be applied both internally and externally within a law enforcement organization by taking into account how officers are treated at the agency level and how people are treated in the community.

When we look at police encounters that have gained nationwide attention during the last several years, in many instances, the officer's actions during the encounter had just as much of an effect on public perception as the outcome of the encounter. Procedural justice in policing focuses on fairness in the processes as well as the outcome.

Procedural justice is grounded in four foundational pillars which affect the officer and the public:

1. *Fairness and consistency of rule application*—the perception of fairness is not just about outcomes; be consistent in your decision making and treat people with respect.
2. *Voice and representation in the process*—involve groups in the decisions that affect them and listen to their concerns.
3. *Transparency and openness of the process*—decisions are made without secrets and deception.
4. *Impartiality and unbiased decision-making*—decisions are based on relevance and data.

For police officers, procedural justice amounts to four basic actions:

1. Treat people with respect.
2. Listen to what they have to say.
3. Make fair decisions.
4. Explain your actions.

### **De-escalation and Conflict Resolution**

De-escalation is both verbal and non-verbal. In an ideal situation, the officer may evaluate the nature of the call by, for example (1) allowing people to give their side of the story; (2) explaining what the officer is doing, what the person can do, and what is going to happen; (3) telling the person why the officer is taking action; and (4) acting with dignity and leaving the person with their dignity. Knowing that even in the most reasonable circumstance, people will not always comply, an officer maintains a set of strategies that consider officer and public safety, and what actions are in the best interest of the public. The following are examples of types of strategies officers may use to resolve conflict. In a matter of minutes, if not seconds, an officer may use one or more of them. Note that de-escalation is not always an option.

1. *Calming*—the officer assumes an unassertive and cooperative approach to bring down the tempo of the conversation.
2. *Collaboration*—this approach is both assertive and cooperative. Collaboration is an attempt to work with the people involved to find some solution, which fully satisfies the concerns of both parties in the encounter. It includes identifying the underlying concerns of both parties and finding an alternative which meets both sets of concerns.
3. *Compromising*—the objective of this approach is to find some expedient, mutually acceptable solution which partially satisfies both the officer and the person.
4. *Circumventing*—the officer decides that this isn't "the right time" and taking action may be detrimental. This approach is rarely an option, but there are times when it can be used.
5. *Coercing*—this approach should only be used as a last resort or in encounters wherein arrest and/or danger are imminent. The officer pursues his or her own safety concerns and society's safety concerns at the other person's (subject, perpetrator) expense. This is a power-oriented mode in which one uses whatever power seems appropriate to win one's position.

## Recommendations

For each of the factors identified previously, the workgroup looked for practical solutions to improve the relationship between law enforcement and the community. Their recommendations take into account an officer's experience from the time they enter the Basic Recruit Training Program throughout the rest of their career. As a result, recommendations in this report are made not only to the CJSTC, but also to local law enforcement agencies and the Florida Criminal Justice Executive Institute (FCJEI). Under the provisions of chapter 943, F.S., the CJSTC gives oversight to the certification, training, and disciplining of law enforcement, corrections, and correctional probation officers. The Criminal Justice Professionalism Division at FDLE serves as staff for the Commission. Under the direction of section 943.1755, F.S., the FCJEI provides training to present and future criminal justice executives to deal with the complex issues facing the state. The Bureau of Professional Development at FDLE serves as staff for the FCJEI.

Each of the recommendations is intended to address one or more of the factors impacting the relationship between law enforcement and the public. (See Appendix A.) The recommendations, including those involving enhanced or additional training, are suggestions to help agencies and officers in the performance of their duties. Though training is emphasized throughout this report, the majority of the recommendations, particularly at the agency level, do not involve training. As the recommendations show, training has an indirect impact on the citizen-officer encounter. The other recommendations that affect processes, community engagement, officer performance, and agency effectiveness will have a direct impact on public perception and community involvement.

The list of recommendations is a guide for local examination and further development based on community needs. For some agencies, this will be a starting point, while for others, it may be a confirmation that they are headed in the right direction. For everyone involved, it is a comprehensive list of suggestions, which, if used, should lead to continuous improvement.

**Note:** *Scenario Based Training methodologies should be included in all officer training recommendations where practical. Where enhancements to the Basic Recruit Training Programs are recommended, it is suggested that the CJSTC staff work with the CJSTC certified training school directors to implement the changes and address the critical role of training school instructors.*

### **Criminal Justice Standards and Training Commission**

The following are recommendations made to the Criminal Justice Standards and Training Commission for the expansion or enhancement of existing training, or the incorporation of new training concepts in the Law Enforcement Basic Recruit Training Program, and the Advanced and Specialized Training Programs.

- a) Incorporate training in procedural justice in the Law Enforcement Basic Recruit Training Program.
- b) Expound on current concepts within the Law Enforcement Basic Recruit Training Program regarding fair, unbiased policing, including discussion on assumptions and biases, and fear of different groups.
- c) Expound on current concepts within the Law Enforcement Basic Recruit Training Program regarding de-escalation techniques and conflict resolution, including responding to situations that have the potential to become volatile.
- d) Elaborate on current concepts within the Law Enforcement Basic Recruit Training Program that address how to effectively communicate and maintain proper self-control, making participants aware of the consequences of taking things personally and reacting to perceived challenges to their authority; and the need to develop strategies to maintain self-control.
- e) Include additional training scenarios in the Law Enforcement Basic Recruit Training Program to increase skills in interpersonal communication, conflict resolution, and the use of force de-escalation.
- f) Expand current concepts in the Law Enforcement Basic Recruit Training Program in diversity and justice-based policing (**LEED** – Listen and Explain with Equity and Dignity), including responding with professionalism and empathy to people who appear different from oneself.
- g) Incorporate material on the imbalance of power and practical techniques to avoid or mitigate these effects when interacting with the public into the Law Enforcement Basic Recruit Training Program.
- h) To address gaps in training and make training more accessible and timely to law enforcement officers, provide courses on new techniques, current events, and trends, in alternative formats such as virtual classrooms and self-paced instruction.
- i) Provide additional opportunities for officers to participate in contemporary training on law enforcement response to social and medical issues such as diabetic emergencies, intellectual (i.e., mental illness, autism) and developmental disabilities.
- j) Use situational scenarios in both the Law Enforcement Basic Recruit Training Program and post-basic training to build and maintain the effective use of interpersonal skills and use of force techniques that are less lethal.

### **Law Enforcement Agencies**

The following are strategies recommended for use by local law enforcement agencies. They fall within five categories: Internal Practices, Hiring and Recruitment, Training, Outreach, and Educating the Public. Each agency's use of these recommendations will depend on their own set of circumstances.

#### **Internal Practices**

- a) Create an environment where leadership re-commits to the mission statement, goals, and objectives of the organization, and models behavior expected of the entire agency.
- b) Explore strategies to model positive behavior, so that the positive attributes within the culture of the agency are reinforced and negative behaviors are eliminated.

- c) Ensure that agency has fair and consistent enforcement practices with an emphasis on accountability and transparency.
- d) Maintain agency policy and practices that encourage and reward positive social interaction between the officers and the public.
- e) Model behavior that demonstrates an appreciation for diversity within the agency and in the community.
- f) Form partnerships with social services, nonprofits, and the faith community to assist with calls to service for incidents that are better served by social service providers and medical professionals.
- g) Encourage the use of a community policing philosophy.
- h) Adopt procedural justice concepts.
- i) Prioritize spending to match desired results by investing in evidence-based practices that improve community/agency relationships (i.e., focus on deterrence strategies and problem-oriented policing).
- j) Develop policies, communication strategies, and professional standards for using social media platforms both on and off duty.
- k) Determine cost-effective uses of technology that can assist with the identification, reduction, or elimination of crimes.

#### Hiring and Recruiting

- a) Develop and implement programs to attract diverse officer candidates.
- b) Publicize activities or interactions that highlight law enforcement and the public working together to achieve common goals.
- c) Identify and eliminate barriers that prevent diverse candidates from applying and being selected; include officers on the selection panel who understand diverse candidates' backgrounds and the socio-cultural backgrounds of those the new officers will serve.
- d) Ensure fair and effective internal practices that would encourage officers to recruit others through word of mouth.
- e) Recruit officer candidates from within the communities they serve (i.e., work with community colleges and universities, employment agencies, sheriff Explorer programs, high-school and military organizations).
- f) Work with secondary educators, coaches, and administrators to inspire youth to get involved in community service and encourage them to explore careers in law enforcement.

#### Training

- a) Incorporate training in procedural justice for in-service training.
- b) Add training in fair, unbiased policing for in-service training, including discussion on assumptions and biases, and fear of different groups.
- c) Incorporate training in de-escalation techniques and conflict resolution for in-service training, including responding to situations that have the potential to become volatile.
- d) Conduct in-service training to make officers aware of the consequences of taking things personally and reacting to perceived challenges to authority, and help officers develop strategies to maintain self-control.

- e) Conduct in-service training that incorporates concepts on diversity and justice-based policing (**LEED** – Listen and Explain with Equity and Dignity), including responding with professionalism and empathy to people who appear different from oneself.
- f) Make officers aware of the negative effects of the imbalance of power and provide training on practical techniques to avoid or mitigate these effects.
- g) To address gaps in training and make training more accessible and timely to law enforcement officers, provide in-service training on new techniques, current events and trends, in alternative formats such as virtual classrooms and self-paced instruction.
- h) Expand in-service training to improve interpersonal skills.
- i) Provide training for senior staff on how to address the media.
- j) Explore the feasibility of offering online courses that support executives who want to implement or enhance officer training on interpersonal skills and procedural justice.

#### Outreach

- a) Create a forum for the community to discuss their concerns with local law enforcement.
- b) For each unique segment of the community, identify and implement the most effective means of engaging the public. This may include identifying and soliciting the participation of recognized community leaders as well as informal community leaders.
- c) Identify and implement other sustainable, highly effective community awareness and involvement strategies using key community leaders and members of the public (i.e., ride-alongs, neighborhood watch programs, and citizen police academies).
- d) Encourage community engagement by creatively enhancing traditional methods such as citizen police academies and neighborhood watch; explore new ways to engage the entire community.
- e) Use social media as a tool to develop and maintain a relationship with the community.
- f) Increase opportunities for police officers and the public to engage through social and community events.
- g) Publicize activities or interactions that highlight law enforcement and the public working together to achieve common goals.

#### Educating the Public

- a) Involve community members in cultural diversity training. Include training that shows the public and law enforcement how fear is experienced from another perspective.
- b) Be transparent, including educating the community about internal administrative review processes, investigation procedures, and policies on releasing information.
- c) Educate the local news media about internal processes and procedures and include them in scenario-based training to increase their awareness of a law enforcement officer's job.
- d) Develop agency marketing strategies to educate the community on fair, unbiased policing; this should be done through a variety of communication media, such as news articles, pamphlets, the internet, and social media.
- e) Develop agency marketing strategies to educate the community on how the criminal justice system works. Employ a variety of communication media such as news articles, pamphlets, the internet, and social media as well as other non-conventional methods,

such as open communication with local schools, places of worship, and other organizations.

- f) Educate the public on biases against law enforcement and how important it is for everyone to identify and manage their biases.
- g) Encourage community partnerships to aid communities in understanding their responsibility and accountability for ensuring safety for the public and law enforcement.
- h) Use ride-alongs and similar programs to help the public understand the realities of the officer's job.
- i) Encourage transparency by accurately supplying crime statistics with clear explanations and interpretations to the public.

### **Florida Criminal Justice Executive Institute**

The following are recommendations to enhance leadership training currently offered by the Florida Criminal Justice Executive Institute. They are suggested to give support to local agency executives who wish to implement any of the recommendations made in this report to the law enforcement agencies.

- a) Add training for agency executives to explore strategies for modeling positive behavior, so that the positive attributes within the culture of the agency are reinforced and negative behaviors are eliminated.
- b) Explore the concept of procedural justice and discuss how its application can enhance safety for both officers and the community.
- c) Add training in fair, unbiased policing in the leadership training, including discussion on assumptions and biases, and fear of different groups.
- d) Provide training in the leadership training program on interpersonal skills, de-escalation techniques and conflict resolution, including responding to situations that have the potential to become volatile.
- e) Conduct training in perceived challenges to authority, strategies for maintaining self-control, and the impact on the agency, officer, and community when the officer fails to maintain self-control.
- f) Incorporate training in diversity and justice-based policing (**LEED** – Listen and Explain with Equity and Dignity) in the leadership training, including responding with professionalism and empathy to people who appear different from oneself.
- g) To address gaps in training and make training more accessible and timely to law enforcement officers, provide leadership training on new techniques, current events, and trends, in alternative formats such as virtual classrooms and self-paced instruction.
- h) Provide training to senior staff in how to address the media.
- i) Within the leadership training programs, incorporate instruction on ways to help officers build on and maintain the effective use of interpersonal skills and use of force techniques that are less lethal.
- j) Explore the feasibility of offering online courses to law enforcement executives who want to implement procedural justice at their agency.

## **Public Responsibility in Community Policing**

Trust develops over time through a sustained relationship between partners. The public and the law enforcement community must exchange ideas and plans for community safety on a continuing basis. Both parties must also follow through on concrete plans to keep the community safe.

Just as law enforcement has a defined role, the public must take responsibility for its role in the community. Public interaction with law enforcement means participation and partnerships from more than just community leaders and activist groups. For example, when parents and guardians work together to keep a neighborhood safe, the work of law enforcement is more effective. The public should invite law enforcement agencies to maintain a visual presence in their community that includes positive interactions such as advising Neighborhood Watch groups, participating in community events, and routine patrol.

Communication with law enforcement is another responsibility for the community as a whole. Members of the public need to help identify criminal activity in their communities and be forthcoming with details that will help law enforcement solve crimes in their neighborhoods.

In addition, the public and media have some responsibility for the image of law enforcement in the community. Law enforcement agencies protect millions of people and save hundreds of lives each day. While the current trend is to distribute negative stories about law enforcement, the public and media can help strengthen and build a better relationship by also acknowledging and publicizing equally well the positive actions by law enforcement.

## **Building and Maintaining a Safe Community**

When it comes to reducing crime and making communities safer, the public and law enforcement have a shared responsibility. Continued collaboration between the public and law enforcement is essential to a successful and safe community. The recommendations in this report are a beginning. It is up to each community to commit to the effort required to strengthen the relationship between law enforcement and the public, and ultimately ensure a safer community for all.

## Appendix A

The table below indicates how each recommendation identified by the workgroup corresponds to the factors that affect the relationship between law enforcement and the community.

*Note: Scenario Based Training methodologies should be included in all officer training recommendations where practical.*

Recommendations for Each of the Factors		LEA	CJSTC	FCJEI
<b>1. Organizational culture and values</b>				
1.a	Create an environment where leadership re-commits to the mission statement, goals, and objectives of the organization, and models behavior expected of the entire agency.	√		
1.b	Explore strategies to model positive behavior, so that the positive attributes within the culture of the agency are reinforced and negative behaviors are eliminated.	√		
1.c	Add training for agency executives to explore strategies for modeling positive behavior, so that the positive attributes within the culture of the agency are reinforced and negative behaviors are eliminated.			√
1.d	Incorporate training in procedural justice for in-service and leadership training.	√		√
1.e	Add training in fair, unbiased policing for in-service and leadership training, including discussion on assumptions and biases, and fear of different groups.	√		√
1.f	Provide training in de-escalation techniques and conflict resolution for in-service and leadership training, including responding to situations that have the potential to become volatile.	√		√
1.g	Incorporate training in procedural justice in the Law Enforcement Basic Recruit Training Program.		√	
1.h	Expound on current concepts within the Law Enforcement Basic Recruit Training Program regarding fair, unbiased policing, including discussion on assumptions and biases, and fear of different groups.		√	
1.i	Expound on current concepts within the Law Enforcement Basic Recruit Training Program regarding de-escalation techniques and conflict resolution, including responding to situations that have the potential to become volatile.		√	
<b>2. Involvement with the community</b>				
2.a	Create a forum for the community to discuss their concerns with local law enforcement.	√		
2.b	For each unique segment of the community, identify and implement the most effective means of engaging the public. This may include identifying and soliciting the participation of recognized community leaders as well as informal community leaders.	√		
2.c	Identify and implement other sustainable, highly effective community awareness and involvement strategies using key community leaders and members of the public (i.e., ride-alongs, neighborhood watch programs, and citizen police academies).	√		
<b>3. Understanding diverse populations</b>				
3.a	Expand/incorporate training concepts on diversity and justice-based policing ( <b>LEED</b> – Listen and Explain with Equity and Dignity) in the Law Enforcement Basic Recruit Training Program, in-service training, and leadership training, including responding with professionalism and empathy to people who appear different from oneself.	√	√	√

3.b	Expound on current concepts within the Law Enforcement Basic Recruit Training Program regarding fair, unbiased policing, including discussion on assumptions and biases, and fear of different groups.		√	
<b>4. Workforce diversity</b>				
4.a	Develop and implement programs to attract diverse officer candidates.	√		
4.b	Publicize activities or interactions that highlight law enforcement and the public working together to achieve common goals.	√		
4.c	Identify and eliminate barriers that prevent diverse candidates from applying and being selected; include officers on the selection panel who understand diverse candidates' backgrounds and the socio-cultural backgrounds of those the new officers will serve.	√		
4.d	Model behavior that demonstrates an appreciation for diversity within the agency and in the community.	√		
4.e	Ensure fair and effective internal practices that would encourage officers to recruit others through word of mouth.	√		
4.f	Work with secondary educators, coaches, and administrators to inspire youth to get involved in community service and encourage them to explore careers in law enforcement.	√		
<b>5. Gaps in post-basic training</b>				
5.a	To address gaps in training and make training more accessible and timely to law enforcement officers, provide courses on new techniques, current events, and trends, in alternative formats such as virtual classrooms and self-paced instruction.	√	√	√
<b>6. Skill building and maintenance</b>				
6.a	Use situational scenarios in both the Law Enforcement Basic Recruit Training Program and post-basic training to build and maintain the effective use of interpersonal skills and use of force techniques that are less lethal.		√	
6.b	Explore the feasibility of offering online courses to law enforcement executives who want to implement or enhance officer training on procedural justice at their agency.	√		√
6.c.	Within leadership training programs, incorporate instruction on ways to help officers build on and maintain the effective use of interpersonal skills and use of force techniques that are less lethal.			√
<b>7. Lack of knowledge of cross-cultural norms</b>				
7.a	Maintain agency policy and practices that encourage and rewards positive social interaction between the officers and the public.	√		
7.b	Increase opportunities for police officers and the public to engage through social and community events.	√		

7.c	Involve community members in cultural diversity training. Include training that shows the public and law enforcement how fear is experienced from another perspective.	√		
7.d	Recruit officer candidates from within the communities they serve (i.e. work with community colleges and universities, employment agencies, sheriff Explorer programs, high-school and military organizations).	√		
<b>8. Interpersonal communications and use of force</b>				
8.a	Incorporate training in de-escalation techniques and conflict resolution for in-service and leadership training, including responding to situations that have the potential to become volatile.	√		√
8.b	Expand in-service training to improve interpersonal skills.	√		
8.c	Expound on current concepts within the Law Enforcement Basic Recruit Training Program regarding de-escalation techniques and conflict resolution, including responding to situations that have the potential to become volatile.		√	
8.d	Encourage community engagement by creatively enhancing traditional methods such as citizen police academies and neighborhood watch; explore new ways to engage the entire community.	√		
<b>9. Conflict and challenges to authority</b>				
9.a	Elaborate on current concepts within the Law Enforcement Basic Recruit Training Program that address how to effectively communicate and maintain proper self-control, making participants aware of the consequences of taking things personally and reacting to perceived challenges to their authority; and the need to develop strategies to maintain self-control.		√	
9.b	Conduct in-service training to make officers aware of the consequences of taking things personally and reacting to perceived challenges to authority, and help officers develop strategies to maintain self-control.	√		
9.c	Conduct training in perceived challenges to authority, strategies for maintaining self-control, and the impact on the agency, officer, and community when the officer fails to maintain self-control.			√
9.d	Include additional training scenarios in the Law Enforcement Basic Recruit Training Program to increase skills in interpersonal communication, conflict resolution, and the use of force de-escalation.		√	
9.e	Work with secondary educators, coaches, and administrators to inspire youth to get involved in community service and encourage them to explore careers in law enforcement.	√		
<b>10. Public understanding of the criminal justice system</b>				
10.a	Develop marketing strategies to educate the community on how the criminal justice system works. Employ a variety of communication media such as news articles, pamphlets, the internet, and social media as well	√		

	as other non-conventional methods of open communication with local schools, places of worship and other organizations.			
10.b	Be transparent, including educating the community about internal administrative review processes, investigation procedures, and policies on releasing information.	√		
10.c	Educate the local news media about internal processes and procedures and include them in scenario-based training to increase their awareness of a law enforcement officer's job.	√		
<b>11. Dynamics of power</b>				
11.a	Incorporate material on the imbalance of power and practical techniques to avoid or mitigate these effects when interacting with the public into the Law Enforcement Basic Recruit Training Program.		√	
11.b	Make officers aware of the negative effects of the imbalance of power and provide training on practical techniques to avoid or mitigate these effects.	√		
<b>12. Assumptions and bias</b>				
12.a	Add training in fair, unbiased policing for in-service and leadership training, including discussion on assumptions and biases, and fear of different groups.	√		√
12.b	Expound on current concepts within the Law Enforcement Basic Recruit Training Program regarding fair, unbiased policing, including discussion on assumptions and biases, and fear of different groups.		√	
12.c	Educate the public on biases against law enforcement and how important it is for everyone to identify and manage their biases.	√		
<b>13. Historical relationship between law enforcement and minority communities</b>				
13.a	Identify and implement other sustainable, highly effective community awareness and involvement strategies using key community leaders and members of the public (i.e., ride-alongs, neighborhood watch programs, and citizen police academies).	√		
13.b	Ensure the agency has fair and consistent enforcement practices with an emphasis on accountability and transparency.	√		
13.c	Encourage the use of community policing philosophy.	√		
13.d	Encourage community partnerships to aid communities in understanding their responsibility and accountability for ensuring safety for the public and law enforcement.	√		
13.e	Create a forum for the community to discuss their concerns with local law enforcement.	√		
13.f	Incorporate training in procedural justice for in-service and leadership training.	√		√
13.g	Add training in fair, unbiased policing for in-service and leadership training, including discussion on assumptions and biases, and fear of	√		√

	different groups.			
<b>14. Law enforcement response to complex social or medical disorders</b>				
14.a	Form partnerships with social service, nonprofits, and the faith community to assist with calls to service for incidents that are better served by social service providers and medical professionals.	√		
14.b	Provide opportunities for officers to participate in contemporary training on law enforcement response to social and medical issues such as diabetic emergencies, intellectual (i.e., mental illness, autism) and developmental disabilities.		√	
14.c	Use ride-alongs and similar programs to help the public understand the realities of the officer's job.	√		
<b>15. News media</b>				
15.a	Be transparent, including educating the community about internal administrative review processes, investigation procedures and policies on releasing information.		√	
15.b	Provide training to senior staff in how to address the media.		√	
15.c	Educate the local news media about internal processes and procedures and include them in scenario-based training to increase their awareness of a law enforcement officer's job.		√	
<b>16. Social media</b>				
16.a	Develop policies, communication strategies, and the maintenance of professional standards for using social media platforms both on and off duty.	√		
16.b	Be transparent, including educating the community about internal administrative review processes, investigation procedures, and policies on releasing information.	√		
16.c	Use social media as a tool to develop and maintain a relationship with the community.	√		
<b>17. Public perception of crime statistics</b>				
17.a	Encourage transparency by accurately supplying crime statistics with clear explanations and interpretations.	√		
<b>18. Allocation of resources</b>				
18.a	Prioritize spending to match desired results by investing in evidence-based practices that improve community/agency relationships (i.e., focus on deterrence strategies and problem-oriented policing).	√		
18.b	Determine cost-effective uses of technology that can assist with the identification, reduction or elimination of crimes.	√		
<b>19. Fear</b>				
19.a	Expand/incorporate training in fair, unbiased policing in the Law Enforcement Basic Recruit Training Program, in-service training, and leadership training, including discussion on assumptions and biases, and	√	√	√

	fear of different groups.			
19.b	Involve community members in cultural diversity training. Include training that shows the public and law enforcement how fear is experienced from another perspective.	√		
19.c	Develop agency marketing strategies to educate the community on fair, unbiased policing; this should be done through a variety of communication media, such as news articles, pamphlets, the internet, and social media.	√		
<b>20. Legitimacy</b>				
20.a	Incorporate concepts in procedural justice, fair, unbiased policing, and conflict resolution in the Basic Recruit Training Program, in-service training, and leadership training.	√	√	√
20.b	Be transparent, including educating the community about internal administrative review processes, investigation procedures and policies on releasing information.	√		
20.c	Adopt community policing and procedural justice concepts.	√		
<b>21. Trust</b>				
21.a	Identify and implement other sustainable, highly effective community awareness and involvement strategies using key community leaders and members of the public (i.e., ride-alongs, neighborhood watch programs, and citizen police academies).	√		
21.b	Ensure the agency has fair and consistent enforcement practices with an emphasis on accountability and transparency.	√		
21.c	Adopt community policing and procedural justice concepts.	√		
21.d	Encourage community partnerships to aid communities in understanding their responsibility and accountability for ensuring safety for the public and law enforcement.	√		
21.e	Publicize activities or interactions that highlight law enforcement and the public working together to achieve common goals.	√		
21.f	Incorporate training in procedural justice in the Law Enforcement Basic Recruit Training Program.		√	
21.g	Expound on current concepts within the Law Enforcement Basic Recruit Training Program regarding fair, unbiased policing, including discussion on assumptions and biases, and fear of different groups.		√	

## Appendix B

### Community Safety Workgroup

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