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POLICE CHIEF

MEET OUR NEW PRESIDENT

Steven R. Casstevens

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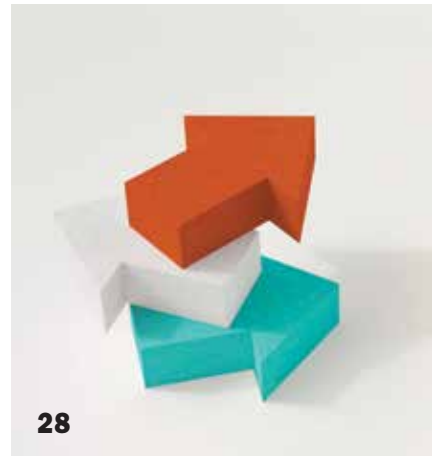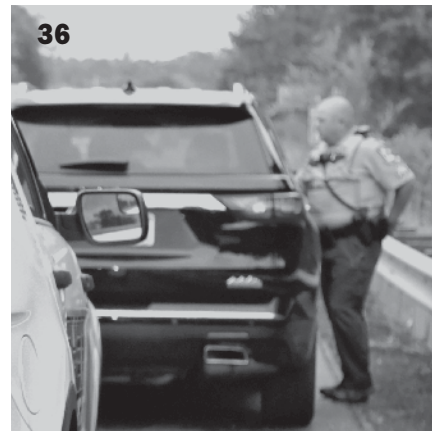
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Steven R. Casstevens

Left to right: Deputy Chief Scott Eisenmenger, Chief Steven R. Casstevens, and Deputy Chief Michael Szos (Buffalo Grove Police Department, Illinois)

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ARTICLE NOTES CAN BE FOUND ONLINE.

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CONTRIBUTORS

Police Chief articles are written by law enforcement leaders and experts.
See the authors featured in this issue below.

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Adam C. Falco

Adam Falco is a senior assistant city attorney and police legal advisor for the College Station City Attorney's Office, focusing on public safety, litigation, prosecution, contracts, code enforcement, and technology. He is also vice chair of the State Bar of Texas Law Focused Education Committee and a member of the IACP Legal Officers Section.

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Mitch Cunningham

Mitch Cunningham has more than 34 years of experience in law enforcement. He retired in March 2019 as deputy chief with the Wilmington Police Department. In addition, he serves as the training coordinator for law enforcement continuing education at Cape Fear Community College in Wilmington, North Carolina.

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Brian A. Ursino

Brian Ursino retired from the Washington State Patrol in February 2010 after more than 30 years of service, during the last 5 years of which he served as assistant chief. Ursino has been in his current position as director of law enforcement for AAMVA since March 2010.

One of the biggest impacts agency executives can have is to readdress the way training is conducted.

Law enforcement needs to be proactive in educating the public on how to make traffic stops safe.

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Dr. Peter Shipley

Peter Shipley is a 29-year member of the Ontario Provincial Police and currently serves as the chief instructor of the Strategic Research and Planning Unit. He has also served as the president of the Canadian Association of Police Educators and the general chair of IACP's State and Provincial Police Academy Directors Section, among other roles.

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Dr. Lois James

Lois James is an assistant professor in the Washington State University College of Nursing and a principal investigator in the WSU Sleep and Performance Research Center. Her research interests include implicit bias, police fatigue, the impact of shiftwork, and police use of force. She is the founding director of Counter Bias Training Simulation.

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Dr. Stephen M. James

Stephen James is an assistant professor in the Washington State University College of Nursing and the director of the Hazardous Simulation Operational Tasks lab in the WSU Sleep and Performance Research Center. His research focuses on measuring police performance and behavior and studying the impact of fatigue, bias, and other stressors on police decision-making.

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Dr. Jane B. Northup

Jane Northup is a criminalist and quality assurance officer at the Rhode Island State Crime Laboratory where she co-coordinates the Crime Laboratory Educational Program. She is an adjunct assistant professor and works with law enforcement officers training to become crime scene investigators. She specializes in skill development and strategies for effective workplace practices.

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Sean Kenney

Sean Kenney is the founder of Line Driven Strategies LLC, a law enforcement consulting and training company. Sean recently retired as a detective corporal with the Vallejo, California, Police Department. He has been an instructor for over 12 years, a SWAT team member, homicide investigator, and special deputy with the U.S. Marshals Fugitive Task Force.

Racial and other biases that exist subconsciously among trainees can be brought to the surface and addressed.

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Grant Fredericks

Grant Fredericks is a certified forensic video analyst and instructor at the FBI National Academy. He has testified more than 300 times in courts throughout the United States, Canada, the United Kingdom, New Zealand, and elsewhere. He is a former police officer in charge of the Vancouver Police Forensic Video Unit in Canada.

POLICE CHIEF

The Year Ahead

**Steven R. Casstevens
Chief of Police**

*Buffalo Grove Police
Department, Illinois*

> " **IACP is in a
> unique position
> to assist police
> agencies around
> the globe.** "

IN 1892, OMAHA, NEBRASKA, POLICE CHIEF WEBBER SEAVEY INVITED 385 POLICE CHIEFS TO MEET AND DISCUSS FORMING A NATIONAL POLICE ORGANIZATION FOR THE PURPOSE OF BRINGING PROFICIENCY, PRIDE, CONSISTENCY, AND DIGNITY TO THIS RIGHTEOUS CALLING WE KNOW AS PROFESSIONAL POLICING.

The group continued to meet each year, and the number of members continued to increase; at their ninth convention, in 1902, the group was officially named the International Association of Chiefs of Police. It is truly my honor and privilege to assume the presidency of the IACP 117 years later.

PRESIDENTIAL PRIORITIES

GLOBAL ROAD SAFETY

In the United States alone, we lose more than 40,000 people in fatal traffic crashes every year. Staggering. Imagine if there was a virus or a transportation defect recall that claimed 40,000 lives a year. People would stand in horror until the issue was resolved, yet we've become so numb to these fatalities, as well as the thousands harmed or catastrophically injured in predictable and preventable traffic crashes.

While those numbers are both astounding and unacceptable, as a profession, we've done an excellent job in addressing those issues though education, enforcement, and engineering . However, there are many other countries that are experiencing even more disturbing numbers of deaths on their roadways. IACP is in a unique position to assist police agencies around the globe.

In 2009, Brazil was listed as eighth in road deaths by country by the World Health Organization. Last year, I traveled to Sao Paulo, Brazil, to assess a project that IACP had started in 2017, in partnership with the Sao Paulo Police. The project focused on speeding, reckless operation of motorcycles, and impaired driving. These efforts have yielded an 84 percent increase in efficiency of screening and detection of impaired drivers

and a total reduction of 1,100 traffic fatalities from the combined efforts of enforcement, engineering, and public education.

One of my key goals is to make global road safety a priority and expand our highway safety efforts. We have recently been awarded another phase of this grant, totaling nearly $16 million over five years, which will allow the IACP to partner with 14 additional cities in 7 countries.

POLICE RESPONSE TO ACTIVE THREATS

In the United States, we continue to experience the threat of active shooters. As a profession, we have done an excellent job in training our officers as well as our communities in police response to these types of incidents. However, I have learned in my travels over the past several years that "active shooter" is not the typical attack in other countries. Law enforcement agencies in the United Kingdom and other countries find themselves responding to different threats—attacks with explosives, knives, hatchets, and motor vehicles.

Last year, I had the opportunity to travel to London where the IACP Board was briefed by the Counterterrorism Unit regarding the terrorist attacks over the past two years. These incidents, which many of you remember, included knife attacks and terrorists using cars and trucks to run down innocent victims. It is clear that terrorism shows up in many ways, and we must be prepared for all possibilities. In recent years, terrorists have changed both their methods of attack and their targets.

Immediate Past President Cell recently assembled a Targeted Violence Task Force in the wake of these mass shootings. This task force is looking into the factors that drive persons to commit acts of violence and what steps can be taken to prevent them. I highly commend Immediate Past President Cell for his work in establishing this group of experts.

In concert with this group looking at prevention, I plan to assemble a task force on Police Response to Active Threats. This group will be the next stage, if you will, following on the success of the Targeted Violence Task Force. The Active Threat Task Force will conduct research on the types of attacks I have described and determine best practices for police response to those threats. In addition, the task force will document the importance of police training and the need for additional federal funding in this area.

OFFICER SUICIDE PREVENTION

Every year, like many of you, I attend the National Police Week ceremonies in Washington, DC, and am deeply distressed by the number of names added to the wall annually. Every one of those officers who died left behind a family and an agency in mourning. Every one of those deaths is tragic and heartbreaking.

However, several years ago I noticed a disturbing trend—we were losing more officers to suicide than those killed in the line of duty. In the United States, in the first eight months of 2019, we lost 87 officers in the line of duty, and we lost 122 officers to suicide. This is an intensely critical issue for our profession worldwide.

Nearly 70 police officers in France have died by suicide in the first eight months of 2019. The suicide rate for police officers in France is 36 percent higher than the general population. In Italy, 37 officers died by suicide during the same time period. The Labour Party in the United Kingdom recently called for a review into police welfare, reporting that 336 officers have died by suicide in the last 18 years.

Why is this happening? As leaders in our profession, this is a disturbing trend that we need to address head on, examine, treat, and reverse. We need to make it okay for our officers to ask for help.

I am proud to say that the IACP recently obtained a $1 million grant from the Department of Justice, Bureau of Justice Assistance (BJA), to specifically address this issue. Working in partnership with the National Action Alliance for Suicide Prevention, we have already assembled a consortium of nearly 40 subject matter experts from a variety of fields, to be led by the BJA and me. We met here in Chicago and began a groundbreaking conversation on law enforcement suicide. Working with this team of experts, we will help you reverse this trend and save officers' lives.

While there will be a great number of issues throughout the coming year that the IACP leadership will tackle for our profession, these are my three priorities. I look forward to working closely with many of you on these important topics.

I am honored to serve as your president, and I hope that you find me both prepared and qualified to lead what I believe is the finest law enforcement organization in the world. ♡

MEET THE NEW IACP PRESIDENT: **CHIEF STEVEN R. CASSTEVENS**

- 43 years of service in law enforcement
- chief of police at Buffalo Grove Police Department since 2013
- past president of the Illinois Association of Chiefs of Police
- served as IACP SACOP representative for Illinois and member of IACP Highway Safety Committee

OSW Symposium Justification Kit

Interested in attending the 2020 Officer Safety & Wellness Symposium? The IACP has prepared a justification kit, including a customizable attendance request letter, an expense calculator, and a conference goals worksheet.

The 2020 symposium will be held February 27–29 in Miami, Florida.

Access the kit or register today at **theIACP.org/OSWSymposium**.

Strengthening Law Enforcement's Partnerships with Women's Justice Centers in Mexico

The IACP welcomed delegates from the 10th and final study tour of the current iteration of the Strengthening Law Enforcement's Partnerships with Women's Justice Centers in Mexico project, funded by the Merida Initiative through the U.S. Department of State's Bureau of International Narcotics and Law Enforcement (INL). The group of 10 delegates from the Mexican states of Colima and Chiapas learned about the multidisciplinary approach to support victims of domestic violence and sexual and gender-based violence in order to implement change in their home states.

The delegates, IACP staff, and members of the Milwaukee Police Department and the DeForest Police Department (Wisconsin) are pictured with the statue of Sojourner Truth in front of the Sojourner Family Peace Center in Milwaukee, Wisconsin. Special thanks to our cohosts at Milwaukee Police Department.

NEW ADVOCATES FOR MEXICAN JUSTICE PROGRAM VISIT

The IACP welcomed a group of Mexican law students and professors visiting the United States through the American Bar Association's (ABA) Rule of Law Initiative—New Advocates for Mexican Justice Program, funded by the U.S. Department of State – Bureau of International Narcotics and Law Enforcement Affairs. All of the student attendees were the winners of a national mock-trial competition held in Mexico earlier in the year by ABA. While at IACP, the students and professors learned about the organization and the IACP's current initiatives in Mexico and received an overview of U.S. police investigations, presented by IACP Fellow Joel Armstrong (HSI) and Project Coordinator Brandon Battle.

New IACP Office to Open in UAE

In October, IACP President Paul M. Cell, IACP Executive Director/CEO Vincent Talucci, and IACP Director of Global Policing Vince Hawkes joined Lt. General HH Sheikh Saif bin Zayed Al Nahyan, Deputy Prime Minister and the Minister of Interior today in Abu Dhabi, United Arab Emirates, to sign a memoranda of understanding for the first IACP brick-and-mortar office outside the United States.

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Sheriff Douglas Mullendore
Washington County Sheriff's Office
Hagerstown, Maryland

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Q: What overlooked area of training should be added to the police academy curriculum?

A: Communications. With Generation Z, communication has changed. We need to continue to instruct new hires on how to communicate face-to-face with individuals through verbal judo, tactical communications, or any other program available. This is a must in our profession. We can also incorporate the digital communication into the curriculum; many officers are having great success solving crimes through social media and digital communications.

The second area is resiliency training. We need to incorporate the who, what, when, where, why, and how to build stronger mental health partnerships to reduce suicides and other mental health issues. This profession is hard on us, and the support system within each officer's community, family, and especially department must be made known.

Charles J. (Joey) Day
Lieutenant, Training Division
Missouri State Highway Patrol
Law Enforcement Academy

A: Designing basic training curriculum with consideration of future responsibilities of the officers in positions reached by promotion. This problem is acute and often overlooked in designing curriculum in developing post-colonial countries where there are different entry points for police recruits. For example, in Bangladesh, the three-tier recruitment system is in place (constable, sub-inspector/ sergeant, and assistant superintendent)—a continuation of the colonial era system. Each has different roles and authorities, but 50 percent of sub-inspector posts are filled by assistant sub-inspectors who are promoted from constables, and so forth, up the chain of command. Hence, it is strongly suggested that basic training curriculum includes and considers a need assessment of future duties and responsibilities.

Niam Ahmed
Inspector General
Bangladesh Police Academy

A: Two areas need to be better addressed—recording by the public during community-police contacts and officers' use of social media platforms. It is now common for officers to be recorded by suspects and bystanders while they attempt to perform their job. Officers need to know how to handle those recording them in compliance with the law, as well as how to act accordingly, knowing that it will likely be posted online.

Regarding social media use, officers who have grown up using social media platforms do not always recognize the potential consequences of posting on these platforms. Training academies need to educate officers on the proper use of social media and teach agency policies and procedures on the posting of information and photos.

One additional challenge is the alignment of the training that is already in place. Policing in the 21st century has brought on a multitude of new topics. The challenge is sometimes not adding more training but linking and consolidating topics.

Jennifer D. Griffin
Captain
Delaware State Police

A: The history of law enforcement in the United States is a topic that is either not taught or minimally explained in police academy curricula. Our profession's history provides context for all the internal and external 21st century policing challenges we face today.

The new officers in our academies will soon take an oath to serve communities with deep-rooted histories that are interwoven with the history of policing. The next generation of police officers must possess an intimate comprehension of our history to understand our organizational and professional successes and challenges.

In the words of U.S. astronomer Carl Sagan, "You have to know the past to understand the present."

Shahram Fard
Captain
Alexandria Police Department, Virginia

WLI

WOMEN'S LEADERSHIP INSTITUTE

IACP's Women's Leadership Institute (WLI)

addresses the unique challenges and opportunities women face and helps them to succeed as they rise through leadership positions in public safety organizations. The course is open to men and women in sworn and non-sworn positions.

Women's Leadership Institute participants will:

- Further leadership skills and prepare for advanced leadership positions.
- Understand internal and external stakeholders and the impact of their individual differences.
- Learn the value of and how to have crucial conversations.
- Create a strategic career plan.
- Meet and learn from others to bring proven practices and strategies back to their organizations.
- Increase their professional network.

CURRENT OPPORTUNITIES

ALEXANDRIA, VIRGINIA, 2019
December 9-13

ORANGE COUNTY, FLORIDA, 2020
February 10-14

VIRGINIA BEACH, VIRGINIA, 2020
March 23-27

ORILLIA, ONTARIO (CANADA), 2020
April 13-17

COST

$1,380. This includes course materials and select meals.
Early registration discounts available.

1Q3A

Experience is often said to be the best teacher. Each month, a question asked by a new chief of police or future law enforcement executive will be answered by experienced leaders from our mentorship panel.

Deanna Cantrell, Chief of Police
SAN LUIS OBISPO POLICE DEPARTMENT, CA

Brandon Zuidema, Chief of Police
GARNER POLICE DEPARTMENT, NC

Sean M. Marschke, Chief of Police
STURTEVANT POLICE DEPARTMENT, WI
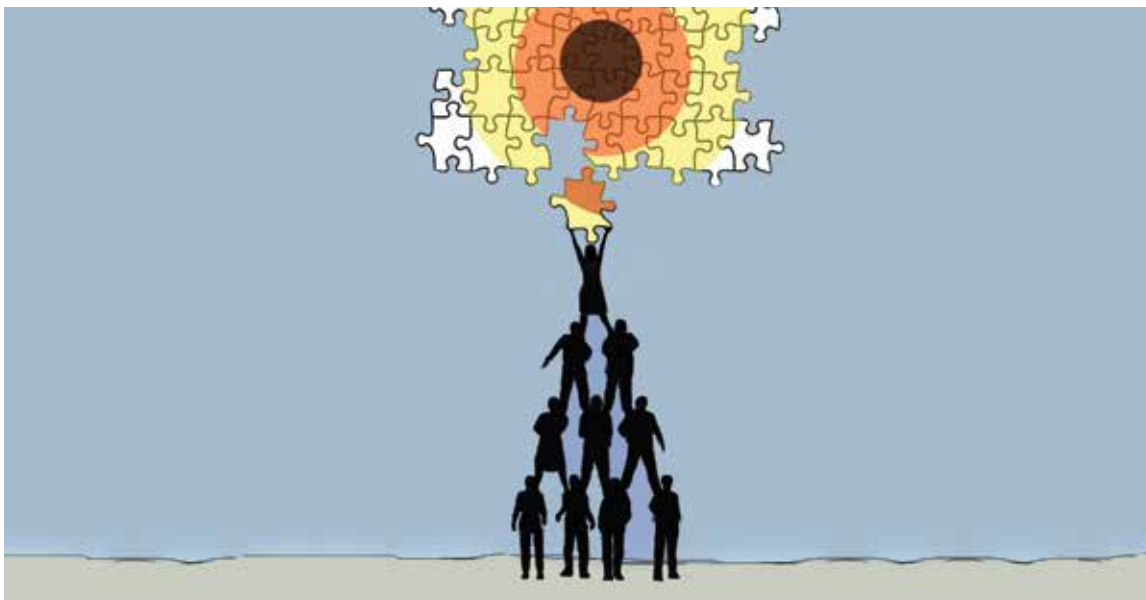
Q: *How do you create buy-in among personnel for strategic goals and programs?*

A1: *Chief Deanna Cantrell:* I made plenty of mistakes as a new chief getting staff on board with strategic goals and organizational changes. I suggest you first meet with your staff to determine what their wants and needs are—and physically take notes—so you can easily integrate their ideas into the overall strategic goal framework. Ensure all staff understand that their work is vital to the outcome of the plan and success of the organization. Sell it to them as *their* plan that they developed, because in many ways, they did. Get buy-in from the top-down and quickly deal with those resisting the change. Finally, be prepared to make changes if something is not working or making sense. A good idea is good until it isn't. People will appreciate your inclusion and your flexibility.

A2: *Chief Brandon Zuidema:* I was a little surprised to learn that cops weren't gushing with excitement over strategic goals and programs (NOT!). While the mention of goals and strategies is not usually the highlight of an officer's day, that doesn't lessen the importance of strategic planning and goal setting in law enforcement. I have found that the two key focus areas that help to support buy-in are involving staff in the creation of the plan and then tying recognition in the context of evaluations and career advancement to the successful implementation. Employees are much more likely to invest in something they help to develop; they are equally likely to do so when they can tie their personal success to the success of the organization as a whole.

A3: *Chief Sean Marschke:* Having your personnel actively buy into strategic goals and programs is vital for every chief to confirm that your department is on the right track.

The first step is to make sure your mission and vision statements clearly describe the department's purpose, values, and beliefs. These make up the driving force behind everything that you do as an organization. Build upon that base through regular and candid communication with members of your organization.

Start by asking your personnel questions to get them involved in the planning process. When police leaders take the time to have their staff participate in making decisions, this builds trust. Personnel involved with these processes are dedicated not only to their success within the department but to the success of the entire department as well. ♡

Do you have a question for our mentors? Email us at **EDITOR@THEIACP.ORG**, and you might see it in a future issue!

Leveraging Intelligence on the Homeland Security Information Network to Safeguard Our Communities

David J. Glawe, Under Secretary for Intelligence and Analysis

U.S. Department of Homeland Security

THE COLLABORATION BETWEEN LAW ENFORCEMENT AND THE PRIVATE SECTOR IS VITAL TO REAL-TIME INFORMATION SHARING ON EVOLVING THREATS AND ENHANCING THE SECURITY OF OUR COMMUNITIES.

Having served as a city police officer; federal agent; and, now, Under Secretary of Homeland Security, I have seen firsthand how important this engagement is to your operations and to our partners in the private sector. I want to ensure that decision makers and our partners receive timely information and intelligence in order to make operational decisions that will mitigate threats and diminish risk to the United States.

I write to you today to ask for your support with a critically important information sharing platform that many of you know well: the Homeland Security Information Network, or HSIN.

At the U.S. Department of Homeland Security (DHS), our core mission is to repel threats to the United States. We have made great strides against terrorism; however, the terrorist threat still persists, and there are other significant and continuously evolving threats to our national security. These threats include economic security and counterintelligence threats from foreign adversaries, devastation to our communities caused by transnational criminal organizations, and cybersecurity and infrastructure threats from a range of threat actors. HSIN is the primary way that DHS and other organizations share intelligence on these threats across all levels of government and with vetted private-sector partners.

For law enforcement collaboration and intelligence, I ask that you consider how your organization is leveraging HSIN-Intelligence (HSIN-Intel) to share information with other law enforcement organizations, state and local governments, and federal entities. This is a tool that enhances the critical investment in intelligence capabilities within your organization to receive, analyze, collect, and disseminate information and intelligence pertinent to your mission. It provides intelligence stakeholders with a secure platform for effective, efficient, and timely collaboration and sharing of information, data, products, analytic exchange, and situational awareness. This resource is a vetted community of intelligence professionals from homeland security, intelligence, and law enforcement at all levels of government who share information and analysis in order to address threats to the United States.

A similar resource is available to the private sector—HSIN-Critical Infrastructure (HSIN-CI). Please share this collaboration tool with your private-sector partners. HSIN-CI is a resource that allows DHS and other partners to provide the private sector with an updated threat picture; best practices; and programs, security, response, and recovery information relating to critical infrastructure. This forum helps the business community to better understand the threat environment and learn what other industry partners are doing to increase security and awareness. Using HSIN-CI, the Office of Intelligence and Analysis is able to release usable intelligence products to our private-sector partners. HSIN-CI also contains other valuable preparedness and response resources that can be leveraged during engagements with private-sector partners, including exercises for special events and a wide range of threat scenarios.

In addition, during the planning and execution of special events, both HSIN-Intel and HSIN-CI help to build information sharing bridges between law enforcement, public safety, and private sector partners to help secure and safeguard event participants.

It is vital that we increase our collective intelligence capabilities to identify threats and share information between the federal government, law enforcement, and our private-sector partners. We all have a role in protecting the United States. As state and non-state threats evolve with new technology and capabilities, our enduring partnership is more important than ever before. Thank you for your partnership and commitment. ♡

For more information on obtaining access to HSIN for yourself (there are separate law enforcement–only communities of interest on the HSIN platform) or your private-sector partners, please visit www.dhs.gov/how-join-hsin or contact HSIN.Outreach@hq.dhs.gov.

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Are you ready?

Bill Bratton
Former NYPD Commissioner & LAPD Chief

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It's a Bird; It's a Plane; No, It's a… Drone!

BY
Adam C. Falco, Senior
Assistant City Attorney
and Police Legal Advisor,
City of College Station,
Texas

MANY POLICE DEPARTMENTS NOW OPERATE DRONES OR MAY WANT TO START A DRONE PROGRAM.[1] DRONES ARE USEFUL LAW ENFORCEMENT TOOLS BUT CAN PRESENT ISSUES IF THEIR USE IS NOT COMPLIANT WITH FEDERAL, STATE, AND AGENCY REGULATIONS OR POLICIES.

Drones come in many class sizes and price ranges and with varying capabilities. Law enforcement administrators should be familiar with potential liability issues and government regulations for drone operations before starting a drone program. In the United States, agencies must have Federal Aviation Administration (FAA) authorization to operate drones, or a person must be licensed by the FAA to pilot a drone. In addition to federal regulations and authority, agencies must be mindful of state and local laws, policy considerations, and how to respond to calls for service regarding drones.

U.S. FEDERAL REGULATION FOR DRONE OPERATIONS

Most federal drone regulations are found in 14 CFR Part 107 and U.S.C. Chapter 44801.[2] These regulations support two different paths agencies can follow to establish drone programs.

Part 107. Under Part 107, agencies can have drone pilots FAA certified to operate drones. Flying under Part 107, a pilot is not limited to a certain geographic area, but can fly within the law's operational limitations. Also under Part 107, individuals must pass the FAA Airman Knowledge Test to become a remote airman pilot.[3] Some Part 107 operational limits include weight limitations: the drone must weigh less than 55 pounds; altitude limitations: the drone cannot fly above 400 feet; and speed limitations: the drone's speed must not exceed 100 mph.[4] Pilots must request authorization to fly in airspace near airports and cannot fly above people or after dark.[5] By filing for and being granted a waiver, agencies may operate outside these limitations and deviate from the limits.[6] Drones must be registered with the FAA, but under Part 107, an airworthiness certificate is not required.[7]

Public Aircraft Operator. Operating as public aircraft operators and self-certifying drones and drone pilots in compliance with 49 U.S.C. 44801 is another way agencies can operate drones. Under public aircraft operator status, agencies can self-certify drones and drone pilots through an FAA Certificate of Authorization (COA).[8] The COA requires completion of an online FAA application. The agency's city attorney must submit a public declaration letter stating the agency's intent to operate a drone as a public aircraft operator, how the agency is authorized, and that operations are not for commercial purposes.[9] Agencies must purchase a drone and submit the make, model, and specifications for FAA approval. The COA authorizes operations according to the agency's governmental purposes, and waivers are not necessary to operate under a COA as they are in 14 CFR Part 107.

STATE AND LOCAL REGULATIONS

Agencies should be familiar with their jurisdiction's state and local laws regulating drones. In Texas, for example, the Texas Privacy Act regulates drones. These state-specific laws regulate when it is lawful to capture images; describes the offense and penalties for capturing, distributing, or disclosing illegal images; potential offenses and penalties for operations over critical infrastructure, jails, and sport venues; and civil causes of action.[10] Most state laws contain exceptions for public safety operations.

POLICY CONSIDERATIONS

Agencies should consider crafting and adopting a policy before operating a drone. Policies should state the agency personnel in charge of the program and the point of contact for FAA authorizations. Policies should include the purpose for drone operations and establish guidelines and minimum standards for operation. The policy should specify if the agency will use Part 107 pilots, operate under a COA, or both. In general, policies should include a description of the proper use, operations, and maintenance; the drone type and model description; procedures for communications systems, lost communication, and GPS; emergency procedures; launch and recovery procedures; operator responsibility; accident reporting; how to add and remove drones from the agency's fleet; operational limits; use of images; and

mandatory training and qualifications. Policies should require the agency to maintain adequate insurance coverage as determined by a certified risk manager, including liability policies covering bodily injury, medical payments, property damage liability, and hull damage.[11]

LAW ENFORCEMENT RESPONSE

Agencies should train officers on how to respond to calls for service that involve drones. Training should include how to conduct an investigation, the types of criminal offenses that exist for illegal drone use or operations, and how to contact the FAA for enforcement. Offenses may also include penal code violations like criminal trespass, criminal mischief, and federal offenses. The FAA has developed a law enforcement checklist for these types of situations, which recommends the following steps for law enforcement officers:

- **D**etect situational elements and attempt to locate and identify individuals operating the drone;

- **R**eport the incident to FAA Regional Operations Center;

- **O**bserve the drone and maintain visibility, looking for property damage or injured individuals;

- **N**otice features including type of device (fixed-wing/ multi-rotor), size, shape, color, payload, and device activity;

- **E**xecute appropriate police action to maintain a safe environment for the public and first responders.[12]

Sending the FAA the information collected will assist in FAA enforcement actions, which will be separate from local law enforcement action.

PRACTICAL CONSIDERATIONS

Police administrators should be aware of their agencies' drone programs and drone regulations. As technology improves and becomes more accessible, opportunities for police use will increase, as will potential police enforcement action. Agencies need to develop training and policies to educate their officers in drone operations and enforcement. Responding officers operating a drone need to be attentive to not violating the Fourth Amendment during investigations. Having these policies in place mitigate risk and liability by ensuring proper drone operations and establishing safety guidelines. Understanding this emerging technology and the associated benefits and risks will help advance any jurisdiction's public safety. ♡

NOTES:

[1]For purposes of this article, drones are the same as unmanned aerial vehicles (UAVs), unmanned aircraft systems (UAS), and small unmanned aircraft systems (sUAS).

[2]For more guidance, see Federal Aviation Administration (FAA), "Unmanned Aircraft Systems," September 2019.

[3]14 C.F.R. § 107.73.

[4]14 C.F.R. § 107.51.

[5]14 C.F.R. § 107.43; 14 C.F.R. § 107.39; 14 C.F.R. § 107.29.

[6]14 C.F.R. § 107.205.

[7]14 C.F.R. § 107.13.

[8]49 U.S.C. § 40102(a) and § 40125.

[9]49 U.S.C. 40102 (a) (41)(C).

[10]Use of Unmanned Aircraft, Texas Gov. Code, Chapter 423 (2018).

[11]Agencies will need the aircraft description, year, make and model, FAA certification, pilots approved by agency, and the operational territory.

[12]FAA, "Understanding Your Authority: Handling Sightings and Reports," November 2018; FAA, "Public Safety and Law Enforcement Toolkit," September 2019.

Addressing the Emotional Effects of Severe Weather Events

While the winds were only at Category 1 hurricane force, the combination of those winds, a deluge of 28 inches of rain in a relatively short period of time, and a period of heavy rain preceding the hurricane's arrival resulted in a total loss of power to the city and historic flooding in numerous areas. Moreover, the rain flooded communities that had never experienced any flooding whatsoever. The city virtually became an island for several days, requiring regular supply drops by helicopter. Despite the fact that the city and county were very experienced in emergency operations, this unusual combination of circumstances caused severe impacts at a level never before experienced in the city.

The Wilmington Police Department is lucky. Many of its veteran officers are experienced in working serious weather events. Over the years, they became used to hunkering down, waiting for the storm to leave, and then supporting recovery operations. This time, however, was very different. Like many police agencies, the Wilmington Police Department had recently gone through a period of new hiring, and, as a result, many of the officers had never experienced an event of this magnitude. In fact, due to the severity of the storm, the leadership of the police department took the unprecedented step of moving police families—including their pets—into the police headquarters to live and

stay safely sheltered until the storm passed. Two days before the hurricane hit, all officers were placed on mandatory rotating 12-hour shifts, and arrangements were made to seek out additional agency support to assist with all the new tasks that would be undertaken during the storm recovery phase.

Observers of these types of weather events will often note how a hurricane's unpredictable path can increase communities' anxiety. For instance, it might be initially learned that the hurricane will head toward the jurisdiction, but then a later report will change that prediction— and the pattern continues, with frequent changes increasing uncertainty and stress. For those who have not experienced this, the mental stress for officers is compounded by the fact that they will be

BY

Mitch Cunningham, Training Coordinator, Law Enforcement Continuing Education, Cape Fear Community College, North Carolina

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◄ *Left: Hurricane Florence 2018, James City, North Carolina*
©Getty Images North America, Chip Somodevilla / Staff

expected to perform police operations as conditions worsen. Not only did conditions worsen as the eye hit the region, the 911 center itself lost power, requiring both 911 and emergency operations staff to relocate. Furthermore, since the radio channels were reduced to one main channel, officers who were attempting to communicate found it difficult to be heard. No one had any experience with a disaster of this magnitude.

As winds, rains, and tornadoes battered the city, officers were directed to stay on high ground and suspend responses to all calls for service. Unfortunately, the storm was moving at only three miles an hour and historic levels of rain began filling up roads, retention systems, and neighborhoods, cutting off or restricting access to many parts of the city. At the height of the storm, several police vehicles flooded, and two officers had to be rescued from their vehicles. It was later learned a woman and her child were crushed to death when a tree fell on their house—the victim was well known in the law enforcement community, which compounded the stress and tragedy of this event for the officers. As officers on the 12-hour evening shift concluded their work period and attempted to return to police headquarters, they found that nearly all roads were cut off, and caravans of police cars drove through the city trying to find their way back. At least two officers reported feeling their vehicles move due to the proximity of the tornadoes.

As the storm passed, officers began to learn of the state of their own homes, and many found them to be significantly damaged and, in some cases, no longer

habitable. The entire community was significantly impacted by Hurricane Florence, and it soon became obvious to police management that the effects of Florence were not limited to just physical damage. As one veteran officer said, he had never been so scared in 20 years of law enforcement. It was also clear that members of the department were experiencing trauma from multiple sources—the tragic loss of the woman and her child, the experience of a hurricane, and the stressful impacts of working through the event.

The Wilmington Police Department had formed a peer support team several years ago, but since those members had been affected by this event as well, they could not be expected to provide that type of support to other officers. Thus, a mutual aid request for peer support was made though the state emergency operations EMAC (Emergency Management Assistance Compact) system that had provided other storm-related support.

Eric Skidmore of the South Carolina Law Enforcement Assistance Program was made aware of the request and worked to expedite it through the EMAC process. He immediately began building a team of peer support specialists from several areas in the region. Staff from the Charleston, South Carolina, Police Department; Charleston County, South Carolina, Sheriff's Office; Georgia State Police; and the North Carolina Alcohol Enforcement Division were brought together to support the members of the Wilmington Police Department.

Given the number of different groups within the Wilmington Police Department that were emotionally affected by this event, team members met and

developed an outreach schedule that addressed the first responders who had been present at the incident where the woman and her child had died, patrol officers who had worked during the storm, and command staff who managed through this difficult event. After the debriefings were concluded, this specially developed peer support team met with department officials to make any general recommendations for follow-up, while maintaining the confidentiality that these types of meetings require. Officers and employees who attended the peer support debriefings reported finding them extremely beneficial, and many officers were surprised at how their expectations differed from what actually occurred in the debriefing process.

Those working in law enforcement and other emergency services often find the biggest obstacle to assisting fellow first responders cope with the emotional impacts of their job is their peers' extreme reluctance to take the first steps in seeking emotional support. Unfortunately, the myth that needing support somehow indicates weakness haunts the profession and limits usage of psychological support. However, after the work of this blended peer support team, the reluctance to seek this type of support was reduced. The work of this peer support team had a useful impact not only on those who experienced this historic event and participated in the debriefings, but in the goodwill they built and the demystification of peer support in general. Going forward, the blended peer support team that stepped up in Wilmington's time of need set an example of how to successfully assist first responders in need. ▽

What to Do When Stopped by Law Enforcement

BY

Brian A. Ursino, MBA, Director of Law Enforcement, American Association of Motor Vehicle Administrators (AAMVA)

ALL LAW ENFORCEMENT AGENCIES ENGAGE IN SOME LEVEL OF COMMUNITY OUTREACH ON TOPICS CONCERNING THE PUBLIC, INCLUDING TRAFFIC SAFETY.

Now, more than ever, law enforcement needs to be proactive in educating the public on how to make traffic stops safe for officers, drivers, and other occupants of a stopped vehicle. To assist the field in this area, a best practices document was developed for use by law enforcement and motor vehicle administrations throughout North America to educate their respective communities.

AAMVA SOLUTIONS AND BEST PRACTICES

Every state, provincial, and territorial police or highway patrol agency in North America is a member of the American Association of Motor Vehicle Administrators (AAMVA), as is every motor vehicle administration (commonly referred to as DMV).

AAMVA's governance is structured into three standing committees: Driver, Law Enforcement, and Vehicle. These committees are supported by AAMVA staff subject matter experts, but they are composed of motor vehicle administrators and state, provincial, and territorial law enforcement members from AAMVA's membership. Each standing committee is charged with addressing current issues within its area of oversight. The Law Enforcement Standing Committee (LESC) includes 17 individuals; 9 are from state, provincial, and territorial law enforcement agencies.

THE PROBLEM

The AAMVA LESC became aware of multiple publications from multiple sources throughout North America that provide advice to individuals on how to act when stopped by law enforcement. The LESC was concerned that some of the information was conflicting and, in some cases, inconsistent with best practices.

The LESC decided the best possible solution was to develop a document in partnership with the IACP Highway Safety Committee that both AAMVA and IACP could promote

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WHAT TO DO AND EXPECT WHEN STOPPED BY LAW ENFORCEMENT

Law enforcement officers conduct traffic stops because they observe a traffic violation or are conducting a police investigation. Being stopped by a law enforcement officer can be a stressful experience but knowing what to do during the stop will help ensure your safety, the safety of other motorists, and the safety of the officer.

When you see emergency lights behind you, stay calm, activate your turn signal, and pull off or to the side of the roadway as soon and safely as possible. Turn off the ignition and radio, and stay in your vehicle unless directed by the officer to exit. Keep your hands on the steering wheel so they are easily observable. Ask your passengers to remain calm and to stay in the vehicle while keeping their hands in plain view as well. Give the officer your full attention. Cell phones and mobile devices should not be used by you or any of your passengers. Do not make sudden moves or search for your driver's license or vehicle documents—wait for the officer to give you instructions. If you have a weapon(s) in the vehicle, inform the officer upon first contact.

If it's nighttime, the officer may direct a spotlight at your vehicle once stopped. To assist with visibility, turn on your interior lights as soon as you stop to help the officer see inside your vehicle.

The officer will usually explain why they stopped you and may ask you questions about your trip. If the officer isn't in uniform, they will show you their law enforcement credentials or you may ask to see them. Follow all instructions the officer gives you or your passengers. The officer may ask to see your driver's license, proof of insurance, and vehicle registration. If the documents are out of your reach, tell the officer where they are before you reach for them. If you have questions, politely ask for clarification. If the officer asks you to exit the vehicle, stay safely away from traffic and keep your hands in plain view.

When the officer completes their interaction with you, they may issue a warning or a traffic ticket which may include a fine. The officer will typically explain whatever action is being taken. If you have questions, respectfully ask the officer to clarify. If you disagree with the officer's decision to issue a traffic ticket, don't prolong the contact by arguing with the officer. If you wish to contest the ticket, you will have the opportunity to explain your point of view of what happened in court. Your acceptance and signature on a traffic ticket is not an admission of guilt; however, the refusal to sign a traffic ticket may result in your arrest. If you believe the officer acted inappropriately, document the officer's behavior and report it to the officer's agency in a timely manner. The name of the officer and law enforcement agency will be on the ticket or you may ask the officer to provide this information.

The enforcement of traffic laws is an effective tool in changing unsafe driving behavior and reducing crashes. If you receive a warning or a ticket for a traffic violation, its purpose is to deter illegal and/or unsafe behavior. Good communication from all involved parties can make a traffic stop a safe experience for all parties involved.

as the authoritative document to provide guidance to the motoring public.

THE AAMVA/IACP PARTNER-DRIVEN SOLUTION

The AAMVA LESC developed a document, which was vetted by the AAMVA Driver Committee, and shared it with the IACP Highway Safety Committee. One challenge was limiting the document to a single page—so it could be included in driver guides produced by DMVs, since users of these guides are the primary target audience for this information. After some back-and-forth content development, the document was ultimately approved by AAMVA and IACP leadership, and both associations agreed to affix their respective logos to the document. (See the sidebar for the approved narrative contained in that document.)

CONCLUSION

AAMVA encourages their member DMVs to include this document in their driver guides, and many already have. Law enforcement throughout North America are also encouraged to use this document to educate their communities with the end goal of making traffic stops as safe as possible for all concerned. ▽

This guidance was approved by the AAMVA Driver and Law Enforcement Standing Committees and by the International Association of Chiefs of Police.

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MORRIS COUNTY, NEW JERSEY

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and Morris County Sheriff
James M. Gannon*

WITH OPIOID OVERDOSE DEATHS IN HIS REGION REACHING DIRE LEVELS, MORRIS COUNTY, NEW JERSEY, SHERIFF JAMES M. GANNON TURNED TO THE COMBINED EXPERTISE OF LAW ENFORCEMENT, SUBSTANCE USE, AND MENTAL HEALTH SPECIALISTS FOR A SOLUTION.

In early 2017, Sheriff Gannon met with stakeholders in the opioid crisis: Daytop New Jersey, a substance use facility; Prevention Is Key, a recovery and resource center that oversees the project known as the Center for Addiction Recovery, Education & Success (CARES); the Mental Health Association of Essex and Morris; the Morris County Department of Human Services; local police chiefs; and the Morris County Prosecutor's Office.

The result, after just three months of planning and the formation of a robust partnership, was the Morris County Sheriff's Office Hope One program, which launched in April 2017.

Hope One is a mobile substance use recovery and resource outreach vehicle that was retrofitted out of a defunct SWAT vehicle. With $15,000 from a drug forfeiture fund,

the vehicle was painted white and purple, a color symbolizing recovery.

Hope One's twice-weekly excursions are overseen by Corporal Erica Valvano, dressed in plainclothes to avoid discouraging people from approaching and accompanied by CARES peer recovery specialists. Recognizing that people may also be facing a co-occurring mental health diagnosis, Hope One is also staffed with a clinician from the Mental Health Association of Essex and Morris.

The Hope One team has spent nearly 1,400 hours on the road across the past two years, making a contact every 10.8 minutes. From the start, the Hope One philosophy has been to take a stigma-free approach to everyone who approaches the vehicle during its five-hour stops outside community soup kitchens, churches, libraries, motels, train

stations, shopping centers, and other areas where people who are at-risk or experiencing homelessness may congregate.

In just 25 months—from April 3, 2017, through May 20, 2019—Hope One made 268 stops in Morris County. The county's Hope One vehicle has visited all 39 municipalities in the county at least once. Based on need, attendance, or requests, the vehicle now returns regularly to specific areas where the need and turnout is greatest.

In those 25 months, the Hope One staff made contact with 6,807 individuals. They trained 1,732 people on how to administer a life-reviving dose of naloxone and supplied free Narcan kits. A documented 33 lives have been saved by a Hope One–issued kit.

Corporal Valvano chronicled in a March 2018 report, "We Narcan-trained a total of 10 people, including a recovering addict, a man struggling with addiction, members of Newark PD, a woman actively using with her

boyfriend, and two soup kitchen volunteers." During that same trip, the team also provided mental health services to a person recovering from addiction who was seeking counseling.

A woman who used her free Narcan kit to save her granddaughter's life, called Hope One "an amazing organization," saying that it is "a blessing that you inform people about Narcan and how to administer it… Having that extra support helps a lot, especially when your loved ones don't know where to turn."

Hope One has attracted attention from other New Jersey counties interested in launching a similar program. Several jurisdictions have replicated Hope One, including the Cape May Prosecutor's Office, the Monmouth and Atlantic County Sheriff's Offices, and the city of Newark Police Department. The Morris County Sheriff's Office's Hope One

staff continues to receive and accept requests for appearances and helps to guide other New Jersey counties and cities in establishing their own mobile substance use outreach programs.

"Let's be clear. Sheriffs and the police around this country are warriors and are committed to identifying, arresting, and prosecuting the for-profit opioid dealers and organizations. However, we have come to the realization that we are not going to arrest our way out of this epidemic. Simple use needs to be dealt with a guardian mentality," Sheriff Gannon said.

There is no limit to the number of times individuals can visit Hope One or request a Narcan kit or seek a refresher course in how to deploy the antidote—thus, for the foreseeable future, Hope One will continue to deliver hope throughout Morris County. ♡

RECOMMENDATIONS

Morris County Hope One offers the following recommendations for other agencies looking to adopt this type of program:

- Partner with an established non-profit or group that knows where those who are at-risk or experiencing homelessness often gather.

- Provide toiletries, hand-warmers, bottled water, and snacks to visitors to encourage a warm atmosphere for discussion.

- Be prepared and willing to provide or direct visitors to other sites or social services (food stamps, Medicaid, veteran's assistance programs, etc.).

Research abounds on topics related to law enforcement and criminal justice, and it can be difficult to sift through it all. Informer breaks down three studies for law enforcement leaders to help keep them up to date.

FACIAL IMAGE COMPARISON TRAINING COURSES: DO THEY WORK?

Though technology plays an increasing role in facial recognition, face identification personnel remain a vital part of security and law enforcement. Training for face identification personnel is intended to maximize accuracy, but few evidence-based studies have been conducted to see if current training approaches are effective.

To begin closing that gap, a team of researchers analyzed 11 in-use training courses for improving face identification accuracy. The team selected four of the courses as a representative sample of the most commonly used approaches to this type of training and then conducted before-and-after tests of the trainees to measure the degree of improvement in their facial identification accuracy. The selected courses included both online and classroom settings for trainees at multiple experience levels. Before-and-after tests included the industry-standard Glasgow Face Matching Test and tests for matching high-quality images with low-quality images.

The study found no evidence that courses less than a day in length (whether online or classroom-based) improve face recognition accuracy, though these courses are widely used by government agencies around the world. The three-day course showed significant accuracy improvement in facial feature identification but no clear benefit for the matching of photos of varying quality. The study also warns that these courses could give trainees a false sense of confidence in their recognition accuracy. Agencies that employ face identification personnel should explore alternative approaches to improving these skills.

Alice Towler et al., "Do Professional Facial Image Comparison Training Courses Work?" *PLoS ONE* 14, no. 2 (February 2019).

Read it at doi.org/10.1371/journal.pone.0211037.

INTERACTING WITH CHILDREN AT DOMESTIC VIOLENCE SCENES

In domestic incidents involving violence between adults, children are often overlooked victims. In an effort to better understand the problem and to support the need for further study, researchers in Ireland conducted a survey of current literature and a small field study.

The literature survey found increasing law enforcement awareness of the ways children are harmed by living with domestic violence (DV). What remains a widespread problem, however, is the tendency of officers to avoid interaction with children who are present but not involved in the physical violence. Studies suggest that training focused on interaction with children improves police confidence and, as a result, improves attention to children's needs. Changes in policy are also necessary to help officers adjust how they view their role in DV incidents where children are present.

The field research portion of the study analyzed interviews with nine children and one older adolescent, as well as fourteen police officers. Data collected from mothers, health care providers, and social care practitioners provided context. The study found that, while officers acted to keep children safe at DV scenes, they tended to view the children as irrelevant to the incident unless they had been assaulted. This might be due to overreliance on an incident model that looks exclusively at physical harm. The study advocates a shift in perspective from viewing children as "passive victims" to "involved actors," even when the physical violence occurred only between adults.

Ruth Elliffe and Stephanie Holt, "Reconceptualizing the Child Victim in the Police Response to Domestic Violence," *Journal of Family Violence* 34, no. 6 (August 2019): 589–600.

A TASK-ANALYSIS PERSPECTIVE ON POLICE ACADEMY TRAINING

Defense and control tactics are an important part of every officer's training, and improving training remains a priority for law enforcement. Driven by the conviction that increased empirical evaluation of training methods is vital for improving training, a team led by the Force Science Institute analyzed training methods at three large regional police academies.

To gather data on each academy's approach to training officers in defense and control tactics, researchers conducted an experiment custom-fit to each academy. Analyzed skills included rear disarming, front snap kick, handcuffing, baton strike, and mandibular pressure point. All three academies followed training methods widely used in U.S. police training. The experiments sought to measure not only how well skills were acquired, but also how well they were retained at various intervals after the training was completed. The study also analyzed the impacts of various forms of performance feedback and follow-up "booster" sessions.

The short-term results of all three experiments showed a substantial training outcome. Results for longer-term skill retention were more mixed. Follow-up testing—at various intervals from 1 to 15 weeks—showed large decreases in performance for three out of five skills. The study concludes that behavioral assessment and task analysis are vital to making evidence-based improvements to training. At the same time, a greater emphasis on practice time during and after training is likely to increase skill mastery and retention.

John O'Neill et al., "Police Academy Training, Performance, and Learning," *Behavior Analysis in Practice* 12, no. 2 (June 2019): 353–372.

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BY
Peter Shipley, Chief Instructor, Strategic Research
and Planning Unit, Ontario Provincial Police

CONNECTING RESEARCH, DECISION-MAKING, AND POLICE TRAINING

Source: Code of Ethics *(Ryton-on-Dunsmore, UK: College of Policing, 2014), 18.*

IMAGINE DEMONSTRATING COMPASSION DURING A DEATH NOTIFICATION, CONSOLING A SEXUAL ASSAULT VICTIM USING A TRAUMA-INFORMED APPROACH, DE-ESCALATING A VOLATILE SITUATION, AND HAVING TO USE DEADLY FORCE—ALL ON THE SAME SHIFT. Today's policing has become extremely complex as police officers have had to take on the professional roles of social workers, peace makers, law enforcers, counselors, psychologists, strategists, mental health practitioners, and conflict managers, all the while dealing with a changing public perception of policing.

It is the responsibility of police education and training leaders to embrace a continuous quality improvement (CQI) approach to the delivery of police training. If agencies are not continually assessing the entire training cycle process, the negative scrutiny of policing will persist. One of the ways to implement a CQI process is to ensure that research and technology are being connected to the police training curriculum. Over the last several years, the evidence-based approach to policing has received significant attention at conferences,

seminars, and workshops. Police training can no longer be a series of 60-, 90-, and 180-minute silos. In order to prepare today's police officer for tomorrow's increasingly complex role, police leaders have a moral and legal responsibility to ensure the law enforcement training curriculum is evidence informed and research based.

One of the responsibilities of police leaders is to ensure that only ethical candidates are hired to serve. When recruits graduate from the academy and are sent out on the road with their field training officers (FTOs), the agency must be confident that those new officers will be making the right decisions. This is a critical component of maintaining the public's trust. In today's environment, selecting the right person from the beginning is the most important step in the process of developing an effective police officer. The College of Policing in the United Kingdom has a national decision model that focuses on a code of ethics at the core of all decision-making. This is a nonnegotiable component of being an effective police officer and maintaining public trust. Figure 1 denotes this overall decision model.

RECOMMENDATIONS

One of the overriding questions in the police profession today focuses on leadership. Are the leaders of today prepared to make the bold decision to move research and training forward so the officer of tomorrow will be able to meet the increasing demands of the evolving occupation?

Some important recommendations for agencies to consider:

- Partner with university and college researchers in key indicator areas that will enhance public and officer safety.

- Connect with applied postsecondary institutions that focus on how research can be effectively implemented in training and useful for the frontline (e.g., Justice Institute of British Columbia).

- Develop in-house higher education expertise by implementing a tuition assistance program.

- Develop a comprehensive knowledge management strategy. (Some agencies, in their bid to be more research oriented, are duplicating efforts.)

- Ensure your training and research staff connect with professions outside of policing (e.g., Association of Talent Development and Online Learning Consortium).

- Access federal grants that will enhance issues of public safety.

- Select curriculum designers who are trained (or ensure in-house curriculum designers are trained) on how to effectively integrate and synthesize research into practical police training.

- Explore progressive technologies and strategies such as artificial intelligence, personal learning analytics, virtual reality, and android training.

BEGIN WITH THE END IN MIND

Police leaders must, in the words of author Stephen Covey, "begin with the end in mind." After recruiting ethical people, the next step is to provide them with the tools and training to do their job in a safe and effective manner. The end result is that police training leaders need to continuously strive to assist officers to make better decisions. In order to do that, they need to identify what the impediments are to effective decision-making. In a decision-making matrix, an officer may have to make a single decision, choosing from numerous options, but what is truly wanted is for officers to consistently make the best or correct decision every time. The fact is "not all police decisions are correct," and officers' decision-making outcomes are continually scrutinized after the fact. When officers don't meet the threshold of making the best decision and make major mistakes, public trust erodes. In some extreme cases, poor decisions can have tragic results. Knowing this, then, how is the police training curriculum being developed and delivered to deal with these increasingly complex demands on officers?

Decision-making is a very complex process and established neural pathways can either enhance or detract from an officer's ability to make the right decision. This complexity is expertly demonstrated in researchers and by Nobel laureate Daniel Kahneman's breakthrough work on the complexities of System 1 (faster, instinctive, emotional) and System 2 (slower, deliberative, logical) thinking, which should be part of the curriculum for any kind of de-escalation training. For example, effective debriefing simulations can actually improve the confidence and decision-making of a recruit even when they go through traumatic lethal force training.

One of the many challenges is that there is so much "gray area" and so-called simple decisions that an officer makes in a split second, and these are scrutinized, criticized, and analyzed by lawyers and subject matter experts, as well as a host of others, to the point that a flaw in the process can be found quite easily. However, a number of organizations and researchers are developing relevant, evidenced-based approaches to improving the police training curriculum. For instance, recent work by psychology professors Joel Suss and Alexis Raushel evaluates the anticipatory factors of how an officer responds to whether a person is holding a wallet or a gun in a use-of-force scenario. Unfortunately, there can be tragic consequences of this decision in the real world. Conducting research on these kinds of events can provide law enforcement with a better understanding of the human factors and how that information should influence training.

Judicial reports, inquest recommendations, and police performance reviews often claim that officers need more training in a plethora of areas. Is it really the case? Many times, it is not the training at all; in some cases, officers need to be held accountable by a supervisor, agency, or the judiciary for the poor decisions that they make. However, sometimes, it may in fact be the training. Police leaders should look internally to ensure they have the right people developing and overseeing the curriculum. The entire process that led to a person becoming an officer should be looked at. How was the officer recruited and how robust was the selection process? What kind of training was provided and what kind of impact did the training have on the officer's decision-making ability? As succinctly stated by researchers Dr. Shanique Brown and Dr. Catherine Daus, "The

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FIGURE 2: DECISION-MAKING ABILITY
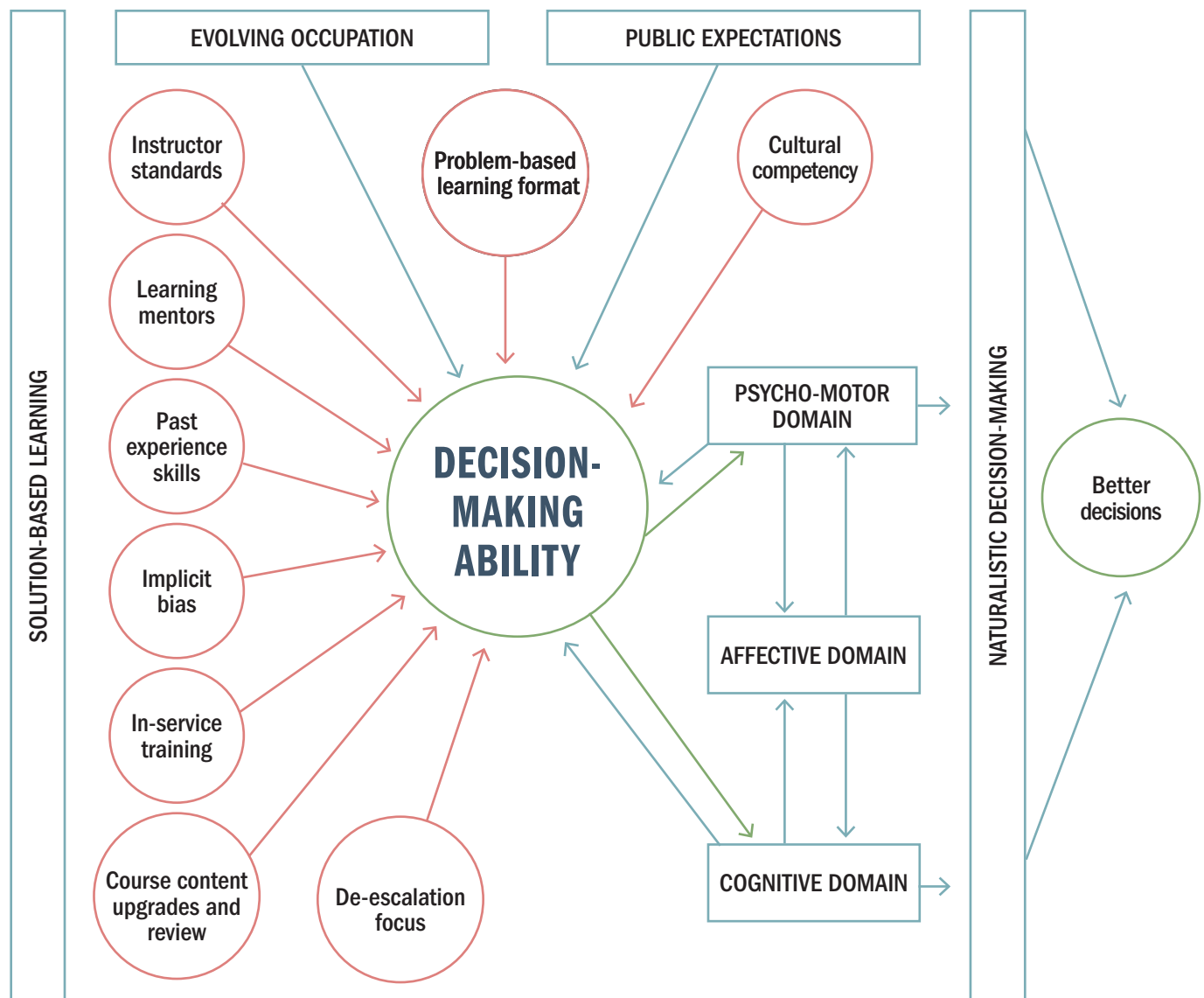
Source: Adapted from Peter D. Shipley, Applying Problem Based Learning in the Ontario Provincial Police *(presentation, State and Provincial Police Academy Directors Section Conference, Jackson Hole, Wyoming, July 12, 2011), slide 4.*

issue of how police officers make decisions is a very important topic and has far-reaching implications." When decision-making ability is discussed, many envision a use-of-force decision of "shoot, don't shoot." In many cases, though, decision-making processes are much more complex than a two-pronged decision tree. Although Figure 2 does not include all the elements that impact decision-making, it does link together some important factors that influence the discussion on decision-making. Moreover, a significant number of additional factors could be added to Figure 2. Those factors include many important areas that impact officers' decision-making after their initial recruit training.

SOLUTION-BASED LEARNING

The concept of solution-based learning is founded on the construct of finding solutions to complex issues from a variety of inputs. This is not a new concept at all. However, today's policing requires officers to actively team up with community partners to ensure manageable solutions are implemented. It wasn't that many years ago when the thought of a police officer administering something called naloxone (Narcan) wouldn't have been considered; now, it is commonplace in many jurisdictions. A police officer's role is to preserve life, and police officers strive to find solutions that allow them to do that every day.

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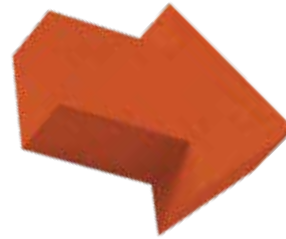
In fact, learning through discovering solutions is not a new concept, not even in policing. Solution-based learning expert Dr. Afshan Hussain Khattak has noted:

> [Solution-based learning's] origins can be traced back to John Dewey's observations and subsequent reporting on benefits of student directed, hands on, experiential learning. "Project-based learning," the forerunner of concepts such as "team-based learning," "solution-based learning" (SBL), and "product-based learning" resulted from major shifts in educational psychology in the post-Dewey era. Research in neuroscience and psychology has shown that knowledge, abstraction of ideas, performance of skills, and the frameworks for learning are intimately tied. It is now known that learning involves social constructs; it takes place within the settings of existing culture, community norms, and developmental experiences.

Figure 2 captures the importance of looking at some of the areas that can impact an officer's ability to make better decisions. More than ever before, experts recognize the interconnected relationship of the psycho-motor, affective, and cognitive domains with learning, and the influence that neuroscience research should have on curriculum design. All of these areas have a major impact on an officers' decision-making skills. However, not all agencies have the resources to update their curricula in a timely manner when new research or approaches are validated.

NATURALISTIC DECISION-MAKING (NDM)

In addition to trying to understand more aspects of thinking in complex settings, the components and applicability for naturalistic decision-making (NDM) need to be considered as well. Gary Klein describes NDM researchers (including himself) as those who are seeking ways to improve performance: better decision-making, better sense making, and quicker and more accurate problem detection. In contrast to the behavioral decision-making community, which focuses on human limitations and tries to reduce biases, NDM researchers try to understand human capabilities.

Klein argues that, while it is important to cut down on mistakes, good performance is not just the absence of mistakes—it consists of discoveries and achievements. Good performance depends on the strengths of decision makers. NDM practitioners are influenced by experts in demanding occupations like firefighters, pilots, physicians, and military commanders. Like police officers, professionals in these fields have demonstrated a keen sense of intuition and an ability to anticipate the behaviors and actions of individuals. Although descriptions of this intuitive sense have been clearly reviewed and put in layperson terms by individuals like Malcom Gladwell in *Blink*, more research needs to be completed on the intuitive nature of decision-making.

One of the challenges faced by police agencies is that current training programs do not do a very good job of assessing the transfer of learning that has (or has not) occurred. Still, the impact of on-the-job learning or informal learning has also been identified as a critical component to the transfer of learning. This construct has a major influence in how officers make decisions. Two of the great advantages of knowledgeable, experienced police officers are (1) that they make great decisions and (2) other officers get to learn from them. However, there are new officers who are learning things from veteran officers that are, in fact, errors. The majority of what an officer needs to learn to do the job, they learn on the job. This category of non-formal peer learning could be included under the heading of learning mentors in Figure 2. In fact, organizational psychologist Dr. Rick D. Giovengo includes this type of learning in his description of the 70-20-10 learning process as it relates to policing:

- *Formal learning… is where the learning objectives are set up by trainers, which provides a learning product (i.e., training program). It has structured learning objectives, activities, and feedback.*

- *Informal learning, in which learners set the goals and objectives of their learning. Learning is not necessarily structured in terms of effort and time (i.e., workplace).*
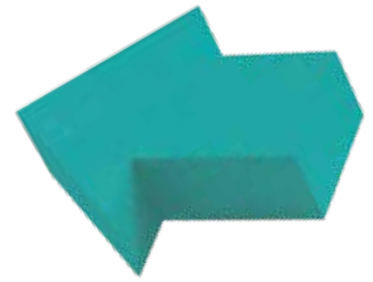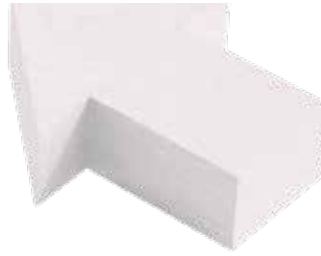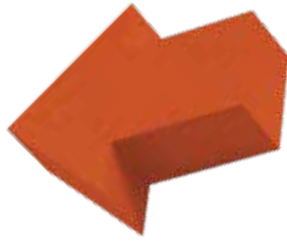
- *Non-formal learning, which involves someone in the organization who is not necessarily part of the training department (i.e., field training officer, supervisors, or peers) setting the learning objectives or tasks.*

Dr. Giovengo also provided further details on the 70-20-10 framework in the context of law enforcement. He describes the 70 percent area of learning as life and on-the-job experience, often including problem-solving. The 20 percent of learning comes from observance and modeling others' behaviors and style. The final 10 percent comes from the organizations' formalized training programs.

CONNECTING THE RESEARCH

Organizations will be held accountable for not following best practices or for utilizing an outdated, ineffective curriculum. It is common for the issue of the specific training provided to a particular officer being raised during court proceedings. As the emphasis on evidence-informed policing grows, the critical next step is the integration of research findings into an effective police course curriculum. Researchers indicate that more formal, long-term relationships between researchers and practitioners with increased opportunity for interactive knowledge exchange are needed.

There are many organizations that are already contributing to a better understanding of the human factors that impact decision-making. For example, the Ontario Provincial Police supported a joint research project with the Canadian Department of National Defense in the early 2000s. that focused on assessing the effectiveness of visuo-motor behavior rehearsal (VMBR) in recruits.

There are numerous other organizations, including but not limited to the Society for Evidence-Based Policing, International Association of Chiefs of Police, International Law Enforcement Educators & Trainers Association (ILEETA), Canadian Association of Chiefs of Police, INTERPOL, the Royal Canadian Mounted Police,

the Federal Bureau of Investigation, and the U.S. Federal Law Enforcement Training Center that are heavily involved in training and are leveraging their resources to conduct the much-needed research related to human factors and, ultimately, decision-making. However, not all police leaders or agencies are advocates for this approach. Some leaders may reject being directed or influenced by researchers when determining policing policy or training content.

One of the overarching concerns is that there are literally thousands of police training organizations that are "certified" to deliver training. Despite the outstanding work by organizations like CLEA, IADLEST, and others to provide oversight and audits, training standardization continues to be a challenge. However, if police training can continue to professionalize and go beyond conducting police research to actually integrating the findings into the curriculum, then public trust will continue to improve. In her report, *Policing: A Vision for 2025*, Mary Calam of the National Crime Agency (UK) indicates the police workforce must be reskilled for the 21st century, which means, in part, being innovative and developing autonomous thinkers. If law enforcement agencies commit to sharing data to support research and to being open minded about how officers can be trained to make better decisions, both the profession and the public will be better served. ♡

IACP RESOURCES
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- "Improved Outcomes in Racially Charged Police Encounters: Making the Case for Decision-Based Training" (article)

policechiefmagazine.org

THE DEVELOPMENT AND TESTING OF

A SIMULATION-BASED IMPLICIT BIAS TRAINING PLATFORM

BY
Lois James, Assistant Professor, College of Nursing, and Stephen M. James, Assistant Professor, Elson S. Floyd College of Medicine, Washington State University

given their exposure to those groups in fraught situations. The possibility of the perception of threat—influenced by bias—instead of actual threat driving police behavior is a major social concern. Many police departments are implementing implicit bias training in an attempt to reduce this risk.

A major problem, however, is that no research exists on the effectiveness of implicit bias training for police. Nor has research investigated different methods of training or investigated how long any training effects last. Well-known social justice scholar Phillip Atiba Goff (the president of the Center for Policing Equity) has speculated that any effects of implicit bias training are likely to be short lived, especially if the officers do not "buy into" the training. Some have suggested that this may be more likely when implicit bias training is led by academics with no firsthand experience in policing. Some even suggest that implicit bias training may have the unintended effect of *increasing* bias by "normalizing" it. This possibility should be of considerable concern to police leaders as they decide how to roll out implicit bias training.

The predominant modality for teaching officers about implicit bias is the traditional classroom-based training format, in which officers are presented with an informative lecture on the science of bias. The goal of the project discussed herein was to develop and test a novel method—simulation-based training, in which officers are presented with multiple scenarios in which the suspect demographics are unrelated to the outcome. The intent was to "counter condition" officers' implicit associations that affect decision-making, resulting in the training called Counter Bias Training Simulation (CBTsim).

METHOD

CBTsim was developed based on a solid foundation of experimental research on the science of bias and police use of force conducted at the Washington State University (WSU) Simulated Hazardous Operational Tasks (SHOT) laboratory. This research pioneered the use of simulation to investigate

THE POLICING PROFESSION HAS UNDERGONE WHAT MANY HAVE TERMED A "CRISIS OF LEGIT-IMACY" OVER THE PAST FEW YEARS. Although racial tensions are not new to U.S. policing, the 2014 shooting of Michael Brown in Ferguson, Missouri, brought allegations of racial bias back to the forefront of the conversation about police legitimacy. Relatedly, around the same time, the law enforcement community began to pay more attention to implicit bias, particularly the notion that officers might not display explicit discrimination, but their behavior, judgments, and decisions can still be influenced by biases. Given the research confirming that implicit biases exist in people across many professions, it is highly likely that police officers also have implicit biases. It is even possible that police officers may experience greater implicit bias against particular groups

officer motivations to employ force, including the impact of bias (based on factors such as race, ethnicity, gender, socioeconomic status, mental illness, etc.). Custom scenarios were developed for use in the SHOT laboratory to better investigate the impact of a variety of suspect and situational level variables on police decision-making. These scenarios were based on 30 years of collated data on officer-involved shootings, gathered from the Law Enforcement Officers Killed and Assaulted (LEOKA) data, and the FBI's Deadly Mix data on interviews of surviving officers and suspects from officer-involved shootings. The scenarios include vehicle stops, domestic disturbances, investigations of suspicious persons and circumstances, and robberies in progress. Using these scenarios, hundreds of participants in the SHOT lab have been tested to understand the impact of bias on decisions to shoot and on the decision-making process leading up to that point (including verbal de-escalation). This method appears to be a reliable

method for investigating bias and has been published in academic and practitioner journals multiple times.

From this research foundation, CBTsim was developed via an internally awarded grant from the WSU Office of Commercialization, which specializes in transitioning research to practice. This funding was used to purchase a portable use-of-force simulator, enabling the researchers to take the training platform to police agencies around the United States. A training curriculum was then developed, including learning objectives, a trainee lesson plan, evaluation criteria, and an instructor guide. Finally, marketing materials to promote CBTsim were developed.

Following the development of CBTsim, a two-part beta test of the training was conducted. The first part was to establish training feasibility and gather subjective feedback from officers to modify and refine the training; this test involved 19 trainees. The second was to test the evaluation rubric developed and involved 8 trainees.

RESULTS

The result of the development phase was a complete training program (CBTsim), which is a portable scenario-based training platform designed to reveal and overcome biases in police use of force. The goal of the training is for trainees to respond based on the objective level of threat and not to cue off civilian characteristics (e.g., age, race, ethnicity, socio-economic status). CBTsim is the first implicit bias program that uses force-option simulation as a vehicle for learning that has practical implications for how police interact with civilians.

Training Platform

The simulation platform used in CBTsim is a Cubic Defense model, with custom scenarios designed at WSU. These unique scenarios were carefully designed to reflect the true dynamics of use-of-force confrontations, as determined from decades of scientific data about officer-involved shootings. They are authentic examples of how these tense, uncertain, and rapidly unfolding events develop in real life.

These scenarios mix highly realistic situations with precise experimental control. Scenarios include domestic disturbances, disputes at a convenience store, investigations of suspicious persons and circumstances, and vehicle stops. Trainees respond to scenarios armed with a training-modified Glock 22 that allows precise measurement of shot placement and reaction time to shoot, in addition to shooting errors (i.e., shooting unarmed suspects, innocent bystanders, or failing to shoot armed suspects).

Training Curriculum

Within the CBTsim program, racial and other biases that exist subconsciously among trainees can be brought to the surface and addressed before they become factors in life-or-death field encounters.

Training Objectives

The terminal learning objective of CBTsim is that trainees will make force decisions based only on objective threat cues and not be biased by civilian characteristics. The enabling learning objectives are

1. through repeated exposure to scenarios in which civilian characteristics are not predictably related to scenario outcome, stereotyping will be counter-conditioned; and

2. through post-scenario debriefing, trainees will become aware of their implicit biases, which will reduce the likelihood of biased decision-making.

Training Procedure

A CBTsim session lasts for four hours, during which trainees interact with and respond to high-definition scenarios, which are projected life-sized from a portable simulator, while their peers observe. Each trainee experiences a different set of scenarios. Immediately following each one, the scenario is "played back" to the group, showing the participant's data (e.g., reaction times, shot placement, any shooting errors). Then, the trainee engages in a self-reflective debrief of what happened, identifying the decision points of his or her actions, his or her impressions of the civilian, and the factors he or she believed influenced his or her responses. The following guiding

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questions are used to help elicit self-reflection from trainees:

1. What was the first thing you noticed about the scenario?
2. What particular things did you cue off in the scenario?
3. Did anything concern you about the scenario?
4. What were your impressions of the suspect?
5. At what point did you recognize that the scenario was going to be deadly or non-deadly?
6. Can you walk me through your decision-making process?
7. In hindsight, would you have done anything differently?

Then each peer trainee is asked to offer insights. The aim is to "tease out" for discussion any points at which the variables of race, ethnicity, appearance, or other characteristics may have influenced a trainee's decisions (rather than an awareness of true danger cues being the guide) and facilitate an "aha moment" within a trainee that can produce a meaningful change in focus and reaction.

Evaluation Procedure

The evaluation criteria are based on a four-part rubric that assesses

1. accuracy in deadly force judgement and decision-making,
2. engagement with scenarios,

3. quality of self-reflection during debrief, and
4. quality of peer feedback during debrief.

For each of these items trainees are scored "not achieved" (<70 percent), "achieved" (71–80 percent), "superior" (81–90 percent), or "exemplary" (91–100 percent). Trainees are required to earn a minimum of "achieved" in three of the four items to pass the course.

Training Beta Testing

The goal of the first beta test was to pilot test the training and gather feedback on perceived effectiveness, as well as recommendations for improving the training. Nineteen participants (all sworn police officers) from two separate small West Coast departments engaged in CBTsim. The training was implemented *without* trainee evaluation, as the goal was to assess feasibility. (Could the training be conducted in the time estimated? Would the training be well received?) Four CBTsim sessions were held across two days (two four-hour sessions per day). All sessions were successfully completed within the time allowed. Following training, participants were asked to complete a brief online survey rating the effectiveness of the training, as well as offering insights into improving it.

All participants believed the training to be beneficial for them (66.67 percent rated it somewhat beneficial,

33.33 percent, highly beneficial—on a 3-point Likert scale from "not beneficial" to "highly beneficial"). All believed the training to be beneficial for law enforcement generally (33.33 percent found it "somewhat beneficial," 66.66 percent rated it "highly beneficial"). Analysis of the qualitative feedback showed the strengths to be (1) group and facilitator-led discussion after each scenario, (2) discussion periods following scenarios, (3) simulated stress benefiting overall performance, and (4) playback of scenarios to talk through objective threat cues from suspects. Participants from the first beta test recommended CBTsim (1) expand weapons platform to apply CBTsim to less-lethal force (e.g., Taser, pepper spray) outcomes; (2) make it clearer what the expectations are for the training; and (3) incorporate team dynamics and partner-based approaches in addition to single-officer responses.

Following the first round of beta testing, the training materials were modified to make training expectations clearer. The weapons and team recommendations were shelved due to current training goals. A second round of beta testing was then conducted using the trainee evaluation component. Eight trainees participated; seven were sworn officers from Pacific Northwestern municipal and county law enforcement agencies, and one was the local chapter president of the NAACP—an African American community leader. From this round of testing, the evaluation rubric was found to be straightforward and feasible to use in real time due to the scenario playback following each trainee response. Performance scores within this round ranged from 85 percent to 100 percent with an average score achieved of 95 percent.

LOOKING AHEAD

CBTsim was successfully developed and beta tested. The next phase of testing is now underway, via a randomized control trial (RCT) to evaluate the comparative effectiveness of CBTsim and traditional classroom-based implicit bias training on improving fairness in officer decision-making and enhancing the outcomes of community-police encounters. In addition to evaluating whether implicit bias training

is effective at promoting fairness in officer decision-making (measured via body-worn camera footage scored with custom metrics) and increasing public trust in police (measured by community member complaints and arrestee surveys), the RCT will also answer the questions of which training modality is more effective (simulation vs. classroom-based), and how long the training effects last.

One of the key dependent variables of interest in the ongoing RCT is public perceptions of police legitimacy. As such, the results of this research will also make a meaningful contribution to the research literature on ways to promote and improve public perceptions of police legitimacy. This is a critical concern that has been identified as a top priority for the policing profession, particularly in the current (post-Ferguson) climate. One of the key lessons for improving public perceptions of law enforcement is that if community members believe their police are legitimate, they are more likely to cooperate with policing efforts. Procedural justice—the idea that people are equally or more concerned about the means with which police officers reach outcomes than they are with the outcomes themselves—is based on the principles of respect, legitimacy, transparency, and fairness.

Community members are more likely to believe their police are legitimate if they feel officers are fair, unbiased, interested in community members' well-being, treat them with respect and dignity, allow them a voice, and do not abuse authority. In addition, community members who trust the police are less likely to challenge police action or otherwise obstruct law enforcement (increasing officer safety and reducing costs to departments). Despite this knowledge, empirical evidence on the training's impact for promoting police legitimacy is extremely limited. The ongoing RCT could provide valuable and timely information regarding ways to promote public perceptions of police legitimacy through training. It is ultimately hoped that the results of this research will guide best practices for police adoption of implicit bias training and contribute to a culture of safety and fairness within the law enforcement profession. ♡

BY

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MAINTAINING AND IMPROVING OFFICERS' CSI SKILLS On-the-Job

Recommendations for Skill Improvement

THERE IS AMPLE LITERATURE ON EFFECTIVE WAYS TO TRAIN POLICE OFFICER RECRUITS WHILE IN THE ACADEMY. However, there is less research on effective ways to train police officers who are on the job; therefore, less information is available for agencies to use to assist officers in developing and improving their skills. This is particularly troubling for police officers who act as crime scene investigators (CSIs), collecting and processing forensic evidence from crime scenes. Police officers who serve as CSIs require a high level of skill since their work informs criminal investigations and the outcomes can affect justice and community safety. Additionally, CSIs must be able to defend their actions in court and articulate the reasons why one action was completed over another when collecting or processing crime scene evidence.

According to the most recent report by the U.S. Department of Justice using Uniform Crime Reporting data, there are more than 750,000 full-time sworn police officers employed by more than 17,000 agencies in the United States. Of the more than 17,000 agencies, over 71 percent are categorized as small, with a workforce of less than 25 sworn officers, and serve fewer than 25,000 people. Large departments, especially those in locations with higher crime rates, may have access to larger budgets for training. Small agencies may have less crime in their jurisdictions and correspondingly smaller training budgets. However, small communities surrounding large urban cities often have higher rates of crime than other similarly sized suburban or rural communities. Large agencies have the budget and human resources to form specialized divisions such as crime scene investigative units who specialize in crime scene examinations;

however, smaller agencies primarily use responding patrol officers, rather than specially trained CSIs, to collect evidence from crime scenes. Despite not serving in specialized CSI divisions, it is equally important to train these officers in crime scene investigative techniques and best practices.

BACKGROUND

Federal policy makers, including law enforcement industry leaders, have promoted the need to develop and improve police officers' crime scene investigative skills in the current, ever-changing field of forensic science. Knowing what, when, and how to collect forensic evidence is at the forefront of many reports and committees convened at the local and federal level. The advent of DNA has increased the complexity of this issue, particularly with its current role in conviction rates and overturned convictions. While DNA is being collected as an additional forensic evidentiary source for crimes committed, this is sometimes at the expense of other evidence. The total number of physical evidence collected and processed from crime scenes has changed little in the last decade despite the ability to collect additional evidence types like DNA. For example, even though a large number of biologic forensic samples, usually from homicides and rapes, have been added to U.S. DNA databases from 2002 to 2014, the total number of crime scene evidence samples collected has remained static.

Furthermore, some states have found that, even in cases where DNA is collected, only 38 percent of DNA profiles were of sufficient quality for CODIS. Police officers must rely on all forensic evidence found at a crime scene and not rely too heavily on DNA alone. The lack of non-DNA evidence collected at crime scenes can be a result of the absence of training and support in overall crime scene evidence collection. This is problematic, as evidence collection and the amount of evidence collected can impact how and if crimes are solved.

Training that is aimed at developing and improving CSI skills and sharpening officers' critical thinking abilities will assist in crime clearance and improve conviction rates. Research has found

LOW-COST, ON-THE-JOB MEASURES TO IMPROVE OFFICER'S CSI SKILLS:

- Support from other officers
- Time and opportunity for reflection
- Real-world practice

that agencies can assist their officers in CSI skill development peer with the implementation of several low-cost measures: support, reflective practices, and real-world practice. However, the key to these measures is allowing their officers the time and opportunity to practice while on the job. Officers cannot be expected to find solutions that assist them in their skill development without agency assistance. Agency leaders should actively encourage and support the measures that assist their staff in improving their CSI skills and maintaining them on the job.

SUPPORT

Sources of support for CSI skill development includes peer and mentoring partnerships and group support in the form of communities of practice. Additionally, many training models discuss how support in the workplace assist the trainee in developing skills. The discussion usually centers on organizational support, the culture of the organization, or the overall workplace environment. However, research has found that there are other achievable supports that trainees can participate in to help develop and improve their CSI skill development.
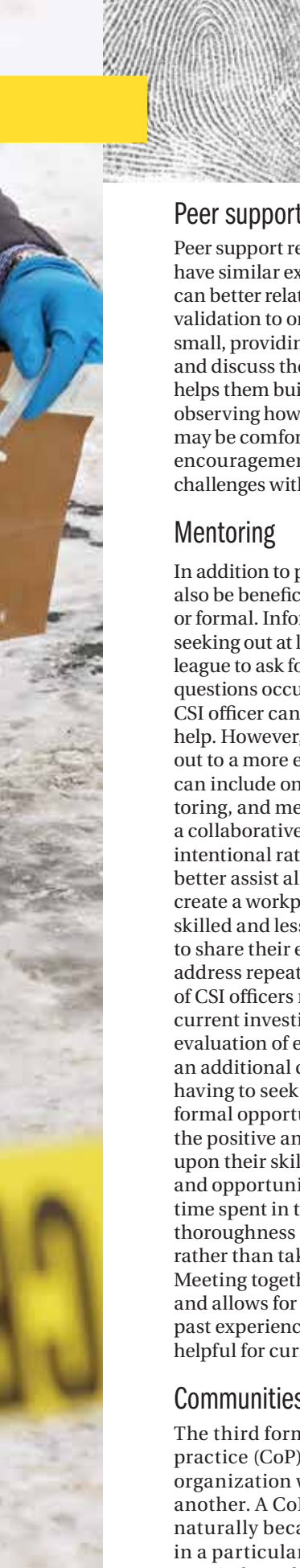
Peer support

Peer support refers to support between colleagues who have similar experiences and skill development. They can better relate and offer authentic assistance and validation to one another. Whether an agency is large or small, providing CSI officers with time to work together and discuss the scenes and evidence they are working on helps them build upon their knowledge by listening and observing how their peers work. For example, an officer may be comfortable with one CSI technique but require encouragement to use another. Talking through these challenges with another officer can be very helpful.

Mentoring

In addition to peer support, a mentoring program can also be beneficial. A mentoring program may be informal or formal. Informal mentoring might include an officer seeking out at least one other more highly skilled colleague to ask for assistance when issues, problems, and questions occur on the job. For example, a newly trained CSI officer can ask a more experienced CSI officer for help. However, not all officers feel comfortable reaching out to a more experienced officer. A formal program can include one-on-one mentoring, collaborative mentoring, and mentoring networks. Implementation of a collaborative mentoring program, where support is intentional rather than unplanned or infrequent, might better assist all CSI officers. For example, agencies can create a workplace setting where individuals in CSI, skilled and less skilled, have the time and opportunity to share their experiences, tools, stories, and systems to address repeated problems found on the job. If a group of CSI officers meet regularly to talk about previous and current investigations and the discussions included an evaluation of each other's work, the meetings can be an additional component to their training. Rather than having to seek out someone to assist the CSI officer, a formal opportunity to talk about the work, including the positive and negative aspects, helps officers build upon their skills. This type of support requires time and opportunity within a workday. However, the time spent in these gatherings adds to the quality and thoroughness of the crime scene investigative process rather than taking time away from investigations. Meeting together places more eyes on an investigation and allows for conversations between officers with past experiences in other investigations that might be helpful for current investigations.

Communities of Practice

The third form of support would be a community of practice (CoP). A CoP is different from a networking organization where all members are not known to one another. A CoP is a group of people that might evolve naturally because of the members' common interests in a particular area or might be created deliberately to gain knowledge related to a specific field (such as CSI). Typically, each member has varying levels of skill and might or might not be actively practicing in the area of focus. For instance, police officer movement within an agency precludes some CSI-trained officers from continuing as a CSI; however, these formerly trained officers still have experiences to offer the current CSI officers through discussions. Participating in a group where CSI is the commonality among members assists the new CSI practitioners in gaining insight through discussions with the more experienced members.

REFLECTIVE PRACTICES

Whether the officers are experienced in CSI or not, they should reflect on their work related to both everyday issues and specific crime scenes. Reflective practices are already embedded in an officer's daily duties—officers who "think on their feet" are practicing reflection-in-action. However, allowing officers to intentionally reflect before their actions and afterward is also important.

Reflection-Before-Action

This process is something that many officers already do. Reflection-before-action is the process of continued reflection upon earlier experiences to lead officers into a deeper understanding of their practices. For example, when officers are heading to a crime scene, they might be thinking of the scene as it was reported to them. They are thinking about what they expect to see and do, what they are capable of completing, and what they think they may accomplish. They might be thinking of their past experiences in the classroom or on the job. Also, they could be thinking about other officers' experiences, as discussed during the conversations in a mentoring partnership or CoP. If there are other CSIs at the scene, they will most likely have a conversation about the processes they will each complete before processing the scene.

Reflection-On-Action

Reflection-on-action is part of many training programs, particularly recruit training. For example, a field training officer (FTO) sitting in the squad car with a new officer after a call and reviewing what happened at the scene is a form of reflection. The FTO officer may have completed specialized training to be an FTO where reflection is encouraged as a support to the new officer. However, does the agency give other officers the time needed to reflect while on the job? Recruit training has been amply studied, but the processes of reflecting-on-action are important throughout an officer's career, especially in situations where critical thinking is vital. Therefore, does the officer have the opportunity to improve their skills by talking to other CSI officers regarding their experiences at a crime scene? Are time and opportunity embedded in their day where they review past actions to improve future practice?

the opportunity to reflect on the scene from another's perspective. More importantly, the experiences realized in real-world practical crime scenes add to both the skilled and less-skilled officers' CSI knowledge.

CONCLUSIONS

Research has found that CSI officers use several techniques and strategies to improve their skills on the job. The officers who have a robust support system in place (peer support, mentorship, or a community of practice); reflect on their crime scene practices before, during, and after processing a crime scene; and use their skills regularly perceive their skills to be greater than officers who do not have similar practices. The interactions between officers, the shared stories, and the discussions with others help to improve their skills and self-confidence. Each recommended practice should be embedded in officers' on-the-job training to improve their CSI skills.

Each practice (support, reflection, and real-world experience) gives a better return on an agency's training investments. Encouraging officers to work with one another and to assist the less-skilled officers is essential. Assuming that officers who need assistance will ask for help is unwise. The practices recommended herein will assist in improving the outcomes of investigations in which valuable forensic evidence is collected and will help officers confidently defend their actions in court by being capable of articulating the reasons why specific actions were taken (or not taken) at a crime scene. ♡

REAL-WORLD PRACTICE

The opportunity to practice CSI skills is the third recommendation for improving these skills and maintaining them on the job. This is especially important for officers from small agencies who have little opportunity to process crime scenes regularly. The patrol officer who occasionally encounters and processes a crime scene or the detective who completes all aspects of a crime investigation, from taking witness statements to processing evidence, may infrequently encounter crime scenes with forensic evidence. Therefore, it is especially important in these cases for the officers to practice and maintain their CSI skills for future crime scenes. In these situations, real-world practices embedded in in-house training are vital. For example, setting up real-case, authentic scenarios that skilled officers have previously worked helps all officers involved in the process. Allowing officers the opportunity to attend an authentic crime scene in a no-stress environment is one more way for them to improve and maintain their CSI skills. Once the scene has been evaluated and processed, the highly skilled officers can discuss with the less-skilled officers how the CSI was conducted. Less-skilled officers can explain what actions they took and why they processed the scene the way they did, and the skilled officers can suggest how they would have processed the scene or ask if alternative techniques or tools could have been used. The conversations allow both the less skilled and the more knowledgeable officers

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PRAGMATIC POLICE TRAINING

BY
Sean Kenney, Detective Corporal (Ret.), Vallejo Police Department, California

A Contemporary, Low-Budget How-To Guide for Agency Executives

HOW DOES LAW ENFORCEMENT PREVENT SHOOTINGS, FIGHTS, LAWSUITS, AND OFFICER DEATHS? The average person may respond "better hiring," "more community outreach," "more training," or a host of other issues that might seem simple but are actually quite complex. These concepts are often extremely difficult, if not impossible, for an agency's chief executive to address.

To isolate and analyze one of those complex proposed solutions is a daunting task. One cannot simply say that more training is needed. The average law enforcement officer receives thousands of hours of training between academies, field training, and in-service update training. This training has been relatively consistent for decades but has struggled to adapt to contemporary societal needs and requests.

Training content is glossed over repeatedly by law enforcement critics who often focus on sensational incidents rather than the training received by officers. Some agencies require schooling and training hours consistent with that of physician assistants, lawyers, and therapists, but the profession has failed to communicate this to society in an effective manner.

One of the biggest impacts agency executives can have on their employees is to readdress the way training is conducted at their agencies and couple it with a good public communications strategy. There are a number of concepts, tools, and tactics that can be employed by any organization.

A common restraining factor in delivering quality training is the lack of a budget to do so. Training is extremely

For example, one notable agency had a single officer assigned to a federal task force that sent its deputies to hundreds of hours of training a year. Simply asking if local agencies could join in the training opened up opportunities for dozens of free training sessions to the task force officer's home agency coworkers.

The availability of presenters is limited only by the agency executive's imagination. Local hospitals can provide discounted (if not free) CPR updates for agencies and some local or national retailers (e.g., Firehouse Subs, Kroger, Aldi, and others) have grant programs for first responder training and equipment.

CONSIDER BUYING OUT A PRESENTER

Many presenters will charge $100 to $200 per attendee, per training day. However, if an agency can fill a course with the presenter's minimum attendance, that number can quickly decrease to $40 to $60 per attendee. This can help an agency eliminate labor hours for building course outlines, purchasing required resources, staffing, and delivering a quality course. If the course is presented to a single agency, any good training company will take the time to cater the content to that agency's specific environment. The agency is helping the presenter save time and energy marketing the course, which equates to a major savings for the presenter and the agency. A word of caution: Don't simply buy into a course because of a brand or fancy flyer or because it's a conference sponsor. Test courses out—send a couple of experienced trainers to the course to get a feel for it and vet the content before committing to buying the course.

Pro-tip: Just because training is "reimbursable" doesn't mean the money is going back into the training account. Don't let this money disappear into a municipal general fund account. Conduct audits with accounting personnel to ensure training checks are not only coming in, but going to the appropriate fund.

Lawsuit payouts   **Training budget**

expensive if done correctly, but it is a relative bargain compared to the costs of neglecting it. It is incumbent upon agencies and community executives to understand the value of training.

Agencies can look to their training staff to uncover creative methods to continue delivering quality training. While each agency might find specific solutions for their needs, the following are some low-cost ideas for delivering great training that merit exploration.

UTILIZE SPONSORED AND SUBSIDIZED TRAINING

There are many states across the United States that subsidize training through grants, reimbursement plans, and free courses. While an agency may already use subsidized training, there is surely some untapped resource that changed within the last year. Agency training managers must continually seek out and ask about training opportunities.

For example, a relatively large agency was looking for advanced tactical medicine training for its staff, but it couldn't spend much money on this training. The agency was struggling to fund such training but had yet to ask those around it about similar trainings. This refusal to ask others for help or suggestions meant that the agency was completely unaware of nonprofit groups in the area that not only provided this training for free, but provided the agencies with free medical kits!

Don't be shy! Ask neighboring agencies what they are doing to save money and get great training.

Some organizations, such as the Northwest and Midwest Counterdrug Training Centers host courses that are typically free, include travel costs, and cover topics above and beyond a single topic (e.g., drug enforcement).

Some federal training through FLETC (Federal Law Enforcement Training Centers) and other private trainers may be available only to federal agents and deputies; however, the simple concept of asking to join or "piggyback" on federal training is a largely untapped resource.

DEVELOP A FORMAL AND INFORMAL DEBRIEF TRAINING PROGRAM

Many agencies conduct debriefs of large or violent critical incidents to help the personnel involved and to discover learning opportunities. Still, many agencies ignore the opportunities they have within their own environment to deliver outstanding training just by debriefing incidents their officers experience.

Debrief training can be scaled to fit any need. Debriefing an officer-involved shooting can be done in almost the same way as an alarm call (keep in mind litigation issues of the former).

Staff might initially be uncomfortable speaking truth to leaders or authority figures. A method to overcome this adversion is to have the supervisor or team leader start with his or her own mistakes. Beginning the discussion with vulnerability and humility opens the door to a productive and candid discussion that benefits everyone.

These debriefs can be used to help supervisors understand the skills and mind-sets of their subordinates, as well as helping to identify training or equipment needs. The lessons learned can be formalized into a five-minute lineup training if needed. These debrief sessions can also help build comradery and trust among working teams.

WORK WITH THE INSURANCE OR RISK MANAGEMENT POOL

Most agencies participate in a risk management or insurance pool. These pools understand the risks of not receiving quality training and the related financial costs a lack of training can incur. Many pools are willing to fund certain training programs in high-risk categories. Just ask!

BREAK THE ROUTINE

While getting free or less expensive training is ideal, there are tools and tactics agencies can use to become more efficient and effective at the training they are already delivering.

Odds are that the agency's training program has evolved very little in the past five years. It is also likely that there are concepts floating around the agency that would help eliminate costs and deliver more effective training. So break the routine of training in favor of something different.

In order to break the routine of mandated, mundane training every year, agencies need to look inward.

Step 1: Find out what the officers and deputies really need to be trained in.

Solicit candid feedback from agency employees (anonymously or not). Leaders might be surprised at the types of issues they are experiencing on the streets—and their potential solutions to these challenges.

Step 2: Create a course and instructor review process.

Very few agencies have a feedback or review process for their in-service training. The status quo is accepted, and people who have been teaching for more than 20 years are considered the experts. Instructors need to stay current and adapt to new ways to deliver important material. Training managers should have a tangible way to discern if course information is accepted by the staff or if an instructor is effective in his or her teaching.

Step 3: Redo training outlines and presentations every year or two.

Death by PowerPoint is very real. Step inside any coffeehouse complaint session and you will hear, "The range qualification has been the same for the past 10 years... The state certification board has a template for training."

There are several reasons to redo an agency's training outlines every year or two. Perhaps the most compelling is that this will empower the instructors to create new, engaging, and effective material. After all, it will be their presentation being critiqued. They will know the material better, present more current material, and find more engaging ways to convey important information.

Step 4: Empower employees to be instructors.

Open the door to teaching and instructing jobs at your agency, even if the position is only temporary.

Survey the staff to see what topics they would like to learn about and if they would be interested in teaching any of them. The most effective instructors are usually those who are passionate and curious about the topics they present.

Don't neglect the current instructional staff when changing things up. It is a

difficult and daunting task to stay relevant and engaged as a trainer. The outstanding presenters need to be acknowledged, rewarded, and given the resources to continue performing exceptionally.

Step 5: Audit the training record with fresh eyes.

Every good sports team has numerous coaches and trainers review the diversity and consistency of training delivered to the players. Unfortunately, every agency has a "department student" that has a disproportionately large amount of training funds dedicated to them. Having one player bat .375 is OK, but having a whole team end the year with a higher winning percentage is better. Don't just simply look at a single year's training hours and money spent—compare the year's numbers to other years. Compare the training delivered to the topics attacked by lawsuits, social trends, training availability, staff rotation, and assignment shifts. This is time-consuming but essential to effective training delivery and liability mitigation.

DOCUMENT (CAMOUFLAGED) TRAINING

Every agency assessment or critical incident investigation the author has experienced reveals a common problem: Training is not documented properly or is documented ineffectively.

Documenting training is mundane, time-consuming, and difficult. Most agency executives rarely see the fallout from poor documentation. However, training is questioned by almost every plaintiff attorney in civil lawsuits arising from use of force. The subject matter experts answering the tough questions in court typically were not at the scene and base much of their testimony on official records. To that point, the involved officer more than likely doesn't recognize all of the training he or she has received over the years. If one reflects on all of the courses he or she has attended and then compares it to the official record, the discrepancy might be a surprise. Poor training

records can add zeros to the end of a payout and make an agency look incompetent.

Some agencies will document and log only the training that is state mandated or part of a grant program. However the agency more than likely provides advanced training in some form or another on a monthly basis. This can be a formal eight- to ten-hour course or a one-hour team training on an overlap day. Find a method to record formal AND informal training.

The latest hot topic in the community can be addressed almost immediately if the information delivery is structured appropriately. For example, de-escalation training can come in a variety of forms if recognized as such. Adapt the training to the world around the agency.

A simple critique and review of the latest trending video on YouTube can reveal areas of discussion and development of staff—document it!

Crisis intervention training, case law updates, and perimeter techniques can all be broken into segments and delivered at lineup by current staff—document each 30-minute lineup segment!

For informal training, the topics can be lumped into larger categories for ease of tracking and training development. However, it is important for the instructor (formal or informal) to have described the training by simple outline and description of the training delivered.

LEVERAGE CONFERENCES TO GAIN SHAREABLE KNOWLEDGE

Agencies don't benefit if staff go to a conference blindly. Map out the presentations and courses the officers and leadership feel are relevant and have the attendees bring back learning points to share with other staff via briefings, emails, or other training.

GET CREATIVE AND HAVE FUN

Having an entertaining class is conducive to great learning. The following

are some out-of-the-box methods to improve internal training:

- Send instructors to an improv school to enhance stage adaptability (maybe to develop a few jokes, as well).
- Have a classroom training session or presentation with no PowerPoint slides. Learning can be accomplished without this digital crutch.
- Build hands-on scenarios based on cases or critical incidents the agency experienced. This allows for a physical debrief of the actual incident for those who weren't involved.
- Experiment with new technology like virtual reality, lineup video training, drones, and Internet investigation programs. Experiment with low-cost solutions that can add to the agency's current training regimen. Drones can provide aerial insight seen only by helicopter pilots and people on catwalks in shoot houses. Virtual reality allows trainers to reset physical scenarios with infinite role players and reduced injuries.

No matter how an agency looks to improve its training program, the staff and community will appreciate the effort. Find interesting ways to convey important information. Make the training valuable to those attending. Recognize that the agency is better than what an official training record says. Help the agency save time, money, and headaches by investing on the front end. Most importantly, help the staff go home safely at the end of their watch. ♡

IACP RESOURCES

- IACP 2020
- Collaborative Reform Initiative Technical Assistance Center (CRI-TAC)

theIACP.org

- "Taking the Lead: The Implementation of Agency-Specific Leadership Training" (article)

policechiefmagazine.org

BY
Grant Fredericks, Director,
Law Enforcement Training, iNPUT-ACE

Building Video Literacy for Police Investigators

SENIOR POLICE MANAGERS ARE NO LONGER STRUGGLING WITH THE QUESTION OF WHETHER THEY NEED TO INCORPORATE VIDEO TECHNOLOGY INTO THEIR AGENCY'S INFRASTRUCTURE.

That train has left the station. Today, the question focuses on how agencies can effectively integrate video capabilities into all aspects of their policing services. Police executives who understand the frailties of digital video evidence know that the success of integration is solely dependent on how effectively they develop video literacy among their investigators.

Most investigators, prosecutors, and even judges still consider video to be the "silent witness that speaks for itself." That antiquated adage may have had some validity when the medium was analog and all motion-video evidence was recorded to a single videotape format. But, today, the migration from analog to digital is complete, and most experts agree that the new "digital video witness" requires translation. Due to the proprietary nature of digital video encoding, the medium has evolved from a single format to thousands of very different ones. The vast majority of digital video recovered from crime scenes today contains compression errors that can alter the perception of speed, force, color, and shapes. In a digital world, the silent witness theory is based on a dangerous lack of knowledge.

Video literacy among police is considered to be such a priority that the FBI National Academy, the FBI National Executive Institute, and the FBI Law Enforcement Executive Development Seminar program all incorporate video-centric content for senior police managers. "I was awestruck by what I did not know about video before I took the training," says Memphis, Tennessee, Police Director Michael Rallings, who attended one of the FBI courses earlier this year. "I've made decisions about use-of-force cases with the assumption that video evidence is always accurate. I now know that digital video must be interrogated like any other eyewitness." Director Rallings was so concerned about how video can be easily misinterpreted by the untrained investigator that he himself enrolled in a two-day hands-on video examination class specifically designed for major crime investigators. He wanted to know what his investigators might be missing.

> *This is training every investigator should receive. After the class, I immediately instructed my IT chief to incorporate a video literacy training program for our 500 investigators. There is not an investigator in our city that doesn't touch video almost daily. We owe it to our community to get it right.*

The most prolific source of evidence available to police today is video images. Agencies throughout North America have recognized the significant advantages of leveraging the ubiquitous camera coverage of public streets and turned to video as the first target of evidence acquisition and analysis during critical events. Within hours of the Dayton, Ohio, mass shooting that left 9 dead and 27 injured this past summer, police had already recovered dozens of video files from a gauntlet of private digital video surveillance cameras in the area of the shootings. Just a few days later, Dayton Police Chief Richard Biehl released to the public a unique and visually accurate timeline of the suspect's movements before and during the shootings. A meticulously constructed visual record of the shooter's movements by trained video investigators quickly helped to determine that the suspect was a lone actor who came prepared to perpetrate an attack. "This was a plan well before he got to the Oregon District," Biehl said. The video not only gave investigators a visual record of the events, it also helped to reassure the public that the threat was over.

The Chicago Police Department (CPD), which serves 22 patrol districts with more than 13,000 sworn officers, including 1,000 detectives, recognizes that investigators examine digital video evidence in most criminal investigations. "We went from the Stone Age to the Space Age very quickly in our ability to handle digital video evidence," says Detective Michael Chiocca, the architect of CPD's Area Technology Centers (ATCs). According to Chiocca, about 80 percent of all cases encountered by the agency involve video evidence. Despite having an array of city-controlled cameras that make up its jurisdiction's coverage program, the vast majority of visual evidence still comes from proprietary digital video recording systems from private businesses. "One of our biggest issues is training," maintains Chiocca.

> *We insist that our investigators treat video with a certain level of respect, because we know that video should not be considered as the "silent witness." It is much more complicated than that.*

In an effort to gain the most from video evidence, CPD has integrated specialized video analysis technologies in each of its three ATCs. Chiocca explains,

> *We were fortunate to find a single tool that has satisfied our need to play almost all proprietary video and to share that evidence with the State's Attorney's Office, and with other investigators in an interoperable workflow. This has been a complete game changer for us. With additional training, we're ensuring that our investigators have the knowledge, skills, and tools to do their job in a video age.*

2.2% All investigators have received video training

13.7% Dedicated forensic video unit

38.3% No investigators have received video training

38.3% Some investigators have been trained

12.8% Unsure

10.6% Some crime analysts have been trained

Even smaller agencies are dedicating valuable training time and resources to digital video interpretation for police investigators. "We don't know what we don't know," maintains West Jordan, Utah, Police Chief Ken Wallentine.

One of the dangers is that street officers and detectives think that what they see on YouTube or on TV is accurate and reliable. When they get to court, they can't answer technical questions about how the video was encoded and their ignorance is easily demonstrated.

Wallentine recently hosted a two-day hands-on training and video interpretation course for his investigators, and he invited area agencies to participate. He reports, "Investigators' jaws dropped when they saw how digital video was actually created. It was an awakening for them." As a result of the training, West Jordan Police Department has integrated digital video player technology into its network infrastructure, giving instant access to proprietary video evidence to every investigator. "We are living in a digital age, and we are determined to build a more robust and reliable service for our community," pledges Wallentine.

In California, the state legislature has forced the timetable for many agencies to establish video competency among investigators. Senate Bill 1421, dealing with the Public Records Act, and Assembly Bill 748, regulating disclosure rules for use-of-force cases, require agencies to release relevant video to the public within 45 days. The new legislation creates concerns for agencies that understand the frailties of digital video, and they fear for the potential public confusion caused by the inevitable misinterpretation of video by the media. Commander Chris Marks of the Los Angeles County, California, Sheriff's Department heads an upcoming

program to equip approximately half of its 10,000 officers with body-worn cameras. "Over the last 30 years, we've adapted to video with the assumption that when our deputies step out of a patrol car, someone is recording their activity," explains Marks. "Most force events will be recorded." Marks, who is aware through outside training that digital video can be easily misinterpreted, says that with the introduction of body-worn video into his agency, investigators will be required to interrogate video for accuracy "like they would any eyewitness to an event."

Our investigators will be trained so that they have a level of awareness to detect errors in video, ensuring they know when to elevate the examination to our forensic teams. Our investigators need to be cautious. They need to know their limitations. It all comes down to training. We understand not to take digital video on face value.

Canada's Toronto, Ontario, Police Service, the largest municipal police agency in the country, has embarked on an ambitious training program to teach every investigator who examines video how to accurately use the visual evidence. "Toronto is a digital city, and this program is part of our way forward," says Detective Constable Darryl Branker, who leads the agency's drive to educate investigators about the power and pitfalls of digital video evidence.

We've launched a Forensic Video Analysis Unit within our Homicide Squad. We have already started training homicide investigators about both the limitations and advantages that digital video evidence brings to their cases.

Through hands-on classes, Toronto Police Service has already trained dozens
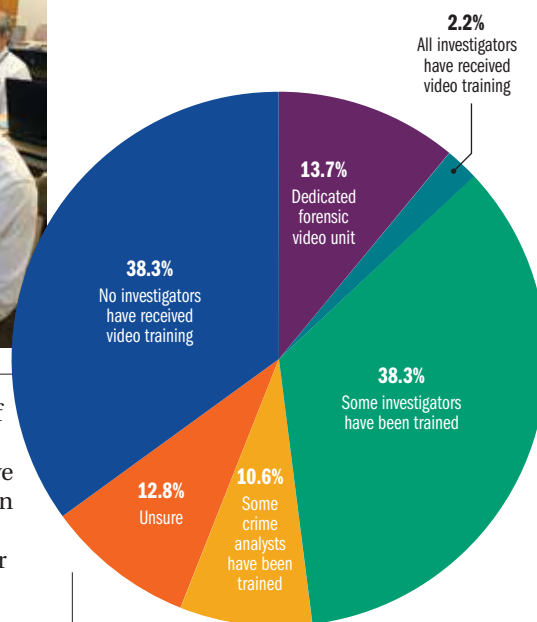
of major crime investigators on how to gain easy and accurate access to complicated proprietary digital video files. "We've taken a unique and innovative approach," says Branker.

Video is so prolific in police work today, it is now a necessity that our investigators embrace the need to develop video examination knowledge and skills. It is the new reality of policing.

In a recent survey of almost 400 state and local agencies, questions related to a commitment to building video literacy among investigators were put to senior police managers. Sixty percent of respondents reported that their agencies use body-worn or in-car video systems or both. More than three-quarters (78 percent) of all respondents who do not currently deploy body-worn cameras state that they expect to purchase cameras in the future. Over 83 percent indicated that they have interview room cameras. However, despite the use of digital video and the expected growth of video evidence, only 2 percent of agencies reported that their investigators have received training to accurately interpret digital video evidence.♡

More information on the survey mentioned in this article can be found at **https://bit.ly/2lqr68g.**

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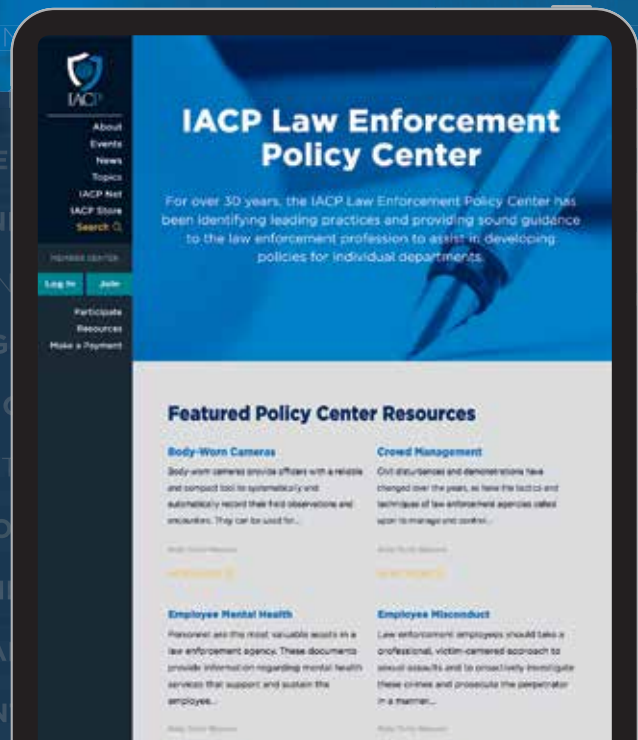
BY
Scott Harris, Freelance Writer

New Solutions Bring the Cloud Down to Earth

MANY REFER TO "THE CLOUD" AS A CRITICAL SOLUTION, EVEN A PANACEA, FOR WHATEVER MAY BE AILING THE INFORMATION TECHNOLOGY (IT) NETWORKS OF ANY COMPANY IN ANY PROFESSION.

The average police agency has essentially the same IT needs and capabilities as any enterprise of comparable size. And while technology, in all its forms, is constantly opening new avenues for law enforcement professionals, it is not always clear how a technology as nebulous as "the cloud" can actually help law enforcement agencies accomplish the tasks that are specific to their mission.

However, the cloud can add considerable power to almost any technological endeavor—and can open up previously inaccessible possibilities. To this end, several companies are taking advantage of the cloud to help law enforcement professionals in their everyday, real-world work.

WHAT IS THE CLOUD?

At its core, cloud computing is a fairly straightforward concept. IBM defines it as "the delivery of on-demand computing resources—everything from applications to data centers—over the Internet on a pay-for-use basis." Fees for cloud computing vary based on the specific services offered, the company offering them, number of users, and various other factors.

In a nutshell, using the cloud is akin to outsourcing certain jobs to an external firm, such as an agency might outsource transcription. In the case of cloud computing, any number of different IT functions are "outsourced" to very large, powerful computer networks—the cloud—that are owned and operated off-site by a third party and can simultaneously serve many different customers and functions. Customers are connected to the cloud through the Internet.

Although the fees for cloud services can be considerable, proponents note that the cloud can be a serious money saver overall, as using the cloud prevents users from having to purchase, operate, or maintain their own service or solution.

A large field of vendors, including IBM, offer cloud-based services. Another major player is Amazon Web Services (AWS), which touts the benefits of cloud computing specifically for law enforcement and others in the public safety sector.

According to AWS, those benefits include capabilities such as

- uploading, storing, and securing large amounts of data;
- accessing multiple databases at once;
- deploying and tracking emergency response units;
- enhancing situational awareness;
- dictating and submitting incident reports from the field; and
- automating and accelerating transcription and data collection.

Many police agencies and professionals are already making use of cloud computing for computer-aided dispatch (CAD), data analytics, and various other purposes. With the explosion of digital data produced during modern day-to-day police work—from body-worn camera video files to CAD data to license plate images—the cloud can help agencies manage the proverbial firehose of information by storing, organizing, and disseminating data. In fact, many familiar applications and solutions in law enforcement already use the cloud for data storage.

CLOUD APPLICATIONS FOR LAW ENFORCEMENT

Perhaps the most well-known cloud-based application for police is the file storage for body-worn cameras. Video files, from body-worn cameras or other sources, are ubiquitous in modern law enforcement and factor into numerous cases. They also tend to be large files, making storage a challenge as they continue to grow in number.

WatchGuard Video, an Allen, Texas-based industry leader for body-worn cameras and in-car video systems recently acquired by Motorola, is

one of several vendors offering a cloud-based solution to this issue. Through its Evidence Library service, WatchGuard gives users unlimited storage of HD and SD video recordings.

File storage may be the most intuitive use for the cloud in a law enforcement context. But it is far from the only one.

Security is always a major consideration for police when using the cloud. As it happens, the cloud can help investigators bolster their own security profiles.

The law enforcement sector has established high security standards for any cloud service. Guidelines from the IACP recommend agencies develop clear security policies before engaging with a cloud-based service provider. In its 2015 *Guiding Principles on Cloud Computing in Law Enforcement*, the IACP recommends, among other things, that all cloud services comply with requirements set forth by the Criminal Justice Information Services (CJIS) Security Policy and that "law enforcement agencies should generally store all collected data at the highest level of security."

The Internet can be a dangerous place, whether one is using the cloud or not. Police officers face security challenges when using the Internet to investigate crimes or suspects. Here, one cloud-based service provider can help an agency work safer, as well as smarter.

Authentic8, a Redwood, California, company, created Silo, a cloud-based tool with direct relevance to law enforcement. The tool is described by company officials as a cloud-based web browser that "creates a perfect isolation layer between users and the web, delivering a remote browser session that keeps web code from reaching the environment or end device."

"Everybody pretty much acknowledges that the Internet is a dangerous place. There is malicious code and your movement can be tracked," said Scott Petry, CEO and co-founder of Authentic8. "If you stumble into a bad corner of the web, or you drop cookies on your machine, they're not looking at you, they're looking at our system."

As investigators know, "bad corners of the web" are typically a more likely destination during police work than in other situations, which, in turn, raises the risk that a bad actor could infiltrate a computer or network.

"Sometimes you go into areas for investigation that you wouldn't normally want to go into," Petry said. "That could be a certain kind of forum or message board. Silo gives personnel safety and security because they're using a browser that's not them. It's a pretty simple premise."

Silo is easy to use. A simple desktop icon allows users to access the cloud browser, at which point cloud computers—and not the physical machine in front of the user—take over the search session.

"It's just a browser. If you can use a browser, you can use our product," Petry said. "All you have to do is click on a link, and you have a virtual environment. You have a greater ability to capture the information. You can store information in an encrypted cloud storage. They can reach it any time without having it on their system. It's safety with a capital S." ♡

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The *CrimeEye* RD-2 is a high-quality, turnkey public safety video solution that enables police departments and municipalities to deploy complete video surveillance for both temporary and permanent settings. It incorporates all the components necessary to efficiently capture and securely transmit data upon its installation. This all-inclusive design enables the deployment of the *CrimeEye* RD-2 as independent from city infrastructure. With the RD-2, a police department may stream video from anywhere, at any time.

The *CrimeEye* RD-2 is designed to be easily installed, removed, and securely transported to the next deployment area. Its patented enclosure protects the camera from damage during transportation. Such portability allows police departments moving RD-2 units between locations as needed, as well as use them for temporary deployment situations. The *CrimeEye* RD-2 is a perfect solution for citywide video surveillance, public events safety, monitoring crime hotspots, and video surveillance of remote areas.

Total Recall Corporation, a Convergint Technologies Company, is a video-centric security technology provider specializing in video surveillance solutions, including citywide and campus-wide surveillance, safe cities initiatives, complex wireless networks, enterprise-level video management systems, and command centers. Total Recall developed its own technology line of tactical video systems, called CrimeEye. CrimeEye solutions range from fixed location units for permanent environments to rapid deployment units that can be installed within minutes, then quickly and easily moved to new locations as needed.

convergint.com/Total-Recall/CrimeEye

Rugged Lighting

The FoxFury Rugo lighting series has been expanded to include four total lights—R1, R1S, RC, and RCS. Users can now select the appropriate light head and power pack combination to suit their needs. The standard light head has 700 lumens, a 70 CRI rating, and a maximum operational beam distance of up to 100' (30 m). The High CRI Light Head has 620 lumens, a 92 CRI rating, and a maximum operational beam distance of up to 50' (15 m). With a rechargeable lithium-ion battery system, the light lasts up to six hours and recharges in 2.5 hours via USB adaptor. Each light comes with a ¼"-20 mount, cold shoe mount, and standard mount.

foxfury.com

Public Safety Software Suite

Hexagon introduces HxGN OnCall, a comprehensive portfolio of next-generation public safety solutions available that enables public safety agencies of all sizes to take effective action sooner. The unique system provides agencies with a cohesive set of solutions designed to increase operational agility and quickly adapt to changing demands. Available on-premises or in the cloud, HxGN OnCall is the ideal solution to build safer, more resilient communities. With flexible access via browsers and mobile apps, the portfolio includes HxGN OnCall Dispatch, Records, Analytics, and Planning & Response. Together, these suites deliver the holistic insights and coordinated capabilities needed to advance the efficiency and effectiveness of public safety provision.

hexagonsafetyinfrastructure.com/oncall

Camera and Vehicle Recognition System

Rekor Systems, Inc., a leading provider of innovative vehicle recognition systems, announces its all-in-one camera and vehicle recognition solution designed to instantaneously read vehicle license plates, along with the vehicle's make, model, color, and body type. With a 99 percent accuracy rate, the Rekor Edge allows nearly any business operator, homeowner's association representative, or security system provider to implement vehicle recognition solutions. The system operates any 1080p–15fps with wide dynamic range and IR night vision, capturing full-motion surveillance video, plate reads, and vehicle characteristics in every weather condition. The system has a three-year subscription to the vehicle recognition software, including maintenance, updates, and support.

rekorsystems.com

Rugged Tablet

RuggOn Corporation offers its latest Android tablet, the SOL PA501. The Google Mobile Service-certified tablet is a masterpiece designed for field service, fire and rescue, and EMS professionals. With 32 GB of built-in storage, the SOL PA501 features an endurable battery life, as well as 10.1" TFT Gorilla Glass 1920x1200 display emitting 1,000 nits of brightness while supporting hyper dimming technology that can adjust to any ambient light conditions. Stealth mode intelligently turns off the display, all LED lights, internal speakers, and RF radio, preventing users from revealing their locations during critical missions. The 10-point capacitive multi-touch screen can be handled in the rain or wearing work gloves.

ruggon.com

CBD/THS Field Test Pouch

DetectaChem announces the launch of their new CBD/THC test pouch [DCT] for the free MobileDetect app. Responding to overwhelming industry demand, the new DCT pouch is engineered to accurately differentiate between CBD and THC cannabinoids. Additionally, the MobileDetect app makes a presumptive determination if THC percentage is above or below the legal 0.3% limit. The pouch swab is used to sample hemp, hemp products, CBD products, marijuana, edibles, vape pens, hash oils, and more. The reacted DCT pouch is then scanned with the MobileDetect app, instantly producing a detection result that can be emailed or texted directly from the app.

detectachem.com

Security Storage Lid

Tuffy Security Product's new #357 In-floor Storage Security Lid for the 2019 RAM 1500 Crew Cab replaces the existing plastic equipment factory cover to create more than 650 cubic feet of durable and theft-resistant storage compartments. Constructed from 16-gauge and 1/8-inch thick welded steel, the unique design of the security lid adds exceptional strength against compartment tampering. The In-floor Storage Security Lid is equipped with Tuffy's patented Pry-Guard locking system, which consists of a 10-tumbler, double-bitted security lock and an accompanying key. The durable black powder coat finish of the low-profile security lid withstands years of steady use with no cracking or chipping.

tuffyproducts.com

X-Ray Imager Accessory

Viken Detection, pioneer of handheld x-ray imaging and analytical devices, releases its Broadwing-LAD accessory for the HBI-120 handheld x-ray imager. The detachable, lightweight, large-area detector enhances vehicle inspection capabilities for drug interdiction and enables new applications of the HBI-120, including building searches, tactical raids, and counter-surveillance. The HBI-120 is responsible for significant seizures of cash, drugs, and weapons concealed in vehicles. The addition of the Broadwing-LAD accessory provides not only a deeper scan but also a larger view of items being inspected, including vehicles, and even allows authorities to "sweep" rooms to ensure safe entry for officers.

vikendetection.com

Vehicle Safety System

VIA Technologies, Inc., launches the VIA Mobile360 M820, an ultra-compact in-vehicle system. Supporting up to nine automotive-grade cameras, the VIA Mobile360 M820 powers a comprehensive software suite that supports Advanced Driver Assistance (ADAS), Surround View System (SVS), Driver Monitoring System (DMS), Parking Assistance System (PAS), and Dynamic Moving Object Detection (DMOD) applications. Housed in a compact, low-profile aluminum chassis, the M820 is ideal for space constrained environments and capable of stable operation at various temperatures. It supports nine FAKRA input connectors, two USB 3.0 ports and one Micro USB 2.0 port, DIO and COM ports, one HDMI 2.0 port, and a CAN bus port.

viatech.com

By
Stephanie Areizaga,
Project Coordinator, IACP

Rural Chiefs of Police Opioid Workshop

ON JULY 30–31, 2019, THE BUREAU OF JUSTICE ASSISTANCE (BJA), WITH SUP-
PORT FROM THE INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE (IACP), THE
U.S. DEPARTMENT OF AGRICULTURE'S (USDA) OFFICE OF RURAL DEVELOPMENT,
THE UNIVERSITY OF TENNESSEE LAW ENFORCEMENT INNOVATION CENTER (LEIC),
AND THE INSTITUTE OF INTERGOVERNMENTAL RESEARCH (IIR), HELD THE RURAL
CHIEFS OF POLICE OPIOID WORKSHOP IN KNOXVILLE, TENNESSEE.

The rural chiefs of police in atten-
dance described their challenges
and successes in tackling the opioid
epidemic; discussed promising
practices and solutions; and learned
about different tools, programs, and
funding opportunities to address this
critical issue.

According to a report produced by
the Centers for Disease Control and
Prevention (CDC) in 2018, more
than 70,000 drug overdose deaths
occurred in the United States in
2017. An earlier study by the CDC,
published in 2017, showed the rates
of drug overdose deaths in rural U.S.
communities had, in 2015, surpas-
sed the rates of drug overdose deaths
in urban areas, even though the

percentage of people who reported
illicit drug use was lower in rural
areas than in urban areas.

Having recognized the criminal jus-
tice system's need for assistance in
responding to the opioid epidemic
in rural areas, BJA's Comprehensive
Opioid Abuse Program (COAP) pre-
viously organized roundtables for
judges and sheriffs. IACP was pleased
to partner with BJA when they con-
vened a workshop specifically for
police chiefs.

MEETING PROCEEDINGS AND KEY TAKEAWAYS

The meeting kicked off with each
chief in attendance describing his
or her challenges and successes in

tackling the opioid epidemic. One
key piece of information that quickly
became apparent was that while
opioids are the most commonly
abused drug in many of the chiefs'
jurisdictions, there was also concern
about the increased abuse of meth-
amphetamines and other drugs.

Preventing drug use for children was
a key priority for these rural police
chiefs seeking to break the cycle of
drug abuse in their communities'
families. Most departments placed
a focus on child education through
Drug Abuse Resistance Education
(DARE) programs as well as enhanc-
ing law enforcement's presence in
schools through school resource
officers.

The chiefs generally agreed that com-
prehensive treatment facilities can
assist in rehabilitating people in their
communities, but they indicated that
facilities are often hours from rural

jurisdictions and frequently filled to capacity. Furthermore, in several of the jurisdictions, rural hospitals have struggled to stay open or have closed.

A reoccurring theme for these rural communities was their shared economic strife, with inadequate resources and an insufficient number of jobs. The chiefs noted that economic troubles exacerbated drug abuse in their communities, acknowledging that successful solutions would require holistic approaches involving the entire community.

TOOLS, PROGRAMS, AND FUNDING OPPORTUNITIES

On the second day of the workshop, BJA, USDA, and IACP informed the chiefs about relevant tools, programs, and funding opportunities available to them.

TRAINING AND TECHNICAL ASSISTANCE RESOURCES

BJA's COAP Resource Center: BJA's COAP Resource Center webpage lists resources including newsletters, no-cost webinars, podcasts, articles, reports, data briefs, infographics, and toolkits. Additionally, BJA offers training and technical assistance to state, local, and tribal agencies across the United States. To request training and technical assistance, complete the online request form at www.coapresources.org/TTA.

IACP's Collaborative Reform Initiative Technical Assistance Center (CRI-TAC): CRI-TAC provides a variety of services to law enforcement agencies throughout the United States using a cadre of subject matter experts and offering peer-to-peer consultation, training, planning, and other services to help law enforcement agencies implement cutting-edge, evidence-based practices. To request technical assistance from CRI-TAC, email CRITAC@theIACP.org. Describe the characteristics of your agency, such

as size and location, and describe your challenges. The CRI-TAC team will develop a clear determination of your expectations, needs, and desired services. From there, they will work with you to develop an action plan and deliver the technical assistance solution you need.

Webinar Series: The IACP and USDA have developed webinar series on topics related to the opioid epidemic:

- Safety and Justice Challenge Pre-Arrest Diversion (IACP)
- Rural Health & Safety Education: Combating Opioids (USDA)

Mentor Programs: BJA has several mentor programs for which they have designated effective model law enforcement agencies and courts to act as mentors on the topics of drug courts, mental health, and diversion programs. Law enforcement agencies can submit a request to visit a mentor site. BJA funding is available to cover travel costs.

- Mentor Adult Drug Courts
- Law Enforcement Mental Health Learning Sites
- Law Enforcement/First Responder Diversion Mentor Program

DATA GATHERING AND TRACKING TOOLS

ODMAP: In 2017, the Washington-Baltimore High Intensity Drug Trafficking Area (HIDTA) launched a free, user-friendly mobile tool known as the Overdose Detection Mapping Application Program (ODMAP) to track the location of fatal and nonfatal overdoses and the administration of naloxone by first responders. ODMAP provides near real-time suspected overdose data across jurisdictions to support efforts to mobilize an immediate response to a sudden increase, or spike in overdose events. An application programming interface (API)

has become a popular method for agencies to contribute data without creating additional reporting. The API allows an agency or state's record management systems to share data with ODMAP.

National Opioid Misuse Community Assessment Tool: The National Opioid Misuse Community Assessment Tool is the first-ever interactive data visualization of U.S.-wide county-level drug overdose mortality rates. Developed by the NORC Walsh Center for Rural Health Analysis for USDA Rural Development at the University of Chicago, Illinois, the tool integrates overdose mortality rates for counties in each of the 50 states with social determinants of health data such as unemployment rate, poverty rate, and disability status. Users can compare county-level information to the rest of their state and to the United States as a whole, seeing a visual representation of how the data have changed over time.

FUNDING OPPORTUNITIES

COAP Funding: The BJA COAP Resource Center supports effective state, tribal, and local responses to the opioid epidemic. Related funding opportunities can be found at coapresources.org/ItemsOfInterest/FundingOpportunities.

USDA Rural Development Funding: USDA Rural Development provides Funding Resources for Substance Use Disorder and Opioid Misuse Prevention, Treatment, and Recovery. These funding opportunities focus on infrastructure, technology, and equipment. For law enforcement, these grants can fund naloxone/Narcan; body-worn cameras; police vehicles; or building renovation, expansion, or construction, among other items.

All Federal Resources: In addition to their own funding opportunities, the USDA Rural Development created a complete guide of all federal resources, including federal

agencies that can assist rural communities in addressing substance abuse. The guide is titled *Federal Resources for Rural Communities to Help Address Substance Use Disorder and Opioid Misuse.*

CONCLUSION & LOOKING AHEAD

Most of the chiefs in the room had at least 30 years of experience in law enforcement, yet this meeting was their first opportunity to connect with other police chiefs who were exclusively from small and rural agencies like them to discuss opioid abuse. They were appreciative of the opportunity to collaborate with chiefs facing similar challenges in areas with limited resources and experiencing economic strife. The strategies and solutions discussed at the workshop were tailored to the rural nature of the jurisdictions represented, as opposed to commonly proposed solutions that are often better suited for larger or better-funded agencies. Moving forward, the chiefs in attendance expressed a strong desire to continue sharing ideas and collaborating through quarterly phone calls. The participants were grateful that BJA convened a workshop to ensure the voices of smaller, rural agencies are heard. The IACP valued the opportunity to partner with BJA and other stakeholders and greatly benefited from the perspectives shared by the participants. ♡

BJA COAP Sponsors National Survey of Front-End Diversion Programs

By
Karen Maline, Project Manager, IACP

IN 2014, SHERIFF JOHN THARP ESTABLISHED THE DRUG ABUSE RESPONSE TEAM (DART) IN AN ATTEMPT TO FIGHT THE RISE IN OPIOID-RELATED OVERDOSE DEATHS IN LUCAS COUNTY, OHIO.

Members of DART, which include law enforcement officers, social workers, and peer counselors, reach out to individuals who have experienced an opioid overdose and try to get them into treatment. DART was one of the first known law enforcement–led programs in the United States to focus on diverting individuals with substance use disorders into treatment as an alternative to arrest specifically in response to the opioid epidemic. Since the establishment of DART (a precursor to the more familiar Quick Response Teams) and the Angel program that started in Gloucester, Massachusetts, in 2015, more than 750 pre-arrest diversion programs, also known as front-end diversion or deflection programs, have followed. Many of these programs include participation from other first responders such as paramedics, EMTs, and fire personnel.

These programs have the potential to save lives, connect people to drug treatment, build and strengthen trust between the police and the communities they serve, develop relationships among stakeholders in the criminal justice and behavioral health and public health systems, and reduce reliance on the justice system. However, there's a lack of basic demographic and programmatic information on these initiatives that makes it difficult to get a good understanding of their breadth and scope. For example, how many of these programs exist? Where are they located? How are they run? How are they funded? Who participates in them? How many people does each serve? How are services paid for? What kind of professional staff are involved? What kind of training is needed or provided? What kind of data are being collected?

In an effort to improve the understanding of this emerging practice, including its use in fire service and EMS, the Bureau of Justice Assistance (BJA), U.S. Department of Justice will be conducting the first National Survey of Front-End Diversion Programs. The survey, which is being conducted with funding from BJA's Comprehensive Opioid Abuse Program (COAP) from December 2019 to March 2020, is designed to collect information that can provide answers to the questions previously

listed, helping federal, state, and local stakeholders to better understand the functional nature of these programs. Information from the survey will result in a practitioner report detailing the operational methods found across front-end diversion pathways, highlighting emerging trends, and identifying promising practices that communities can adapt to create and improve their own programs.

To increase the benefits of the survey, the data collected by BJA will be provided to the IACP for the creation of a password-protected, searchable online inventory of front-end diversion programs. Agencies who submitted data will be able to update and revise their information as their programs evolve. Agencies who started programs after the survey was administered will be able to enter data about their new initiative, and anyone wanting to know more about these programs, including researchers, policy makers, and first responders, will have a variety of fields to search. In addition, the BJA survey will provide agencies with the capability to upload documents pertaining to their programs, such as policies, memoranda of understanding, data sharing agreements, guidelines, and more. Agencies can opt to share these documents, which will be added to a library and made available to communities wishing to use them as models for their own programs. ♡

If you lead or participate in a pre-arrest diversion, deflection, or front-end diversion program created to help individuals with substance use disorders, please consider participating in this survey to advance the knowledge base of this work. To receive a link to the survey when it becomes available or for more information, contact Karen Maline at maline@theIACP.org.

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IACP
International Association of Chiefs of Police

LeadershipServices@theIACP.org
theIACP.org/PoliceFacilities

Events & Training
Locate Educational Resources with IACP Net

IACPnet

Law enforcement officers require continuous learning to address modern challenges. The IACP Net Events & Training section lists educational courses, conferences, and more to help inform your training choices.

Access free and low-cost in-person and online training courses, such as

- Police Leadership Program
- Investigative Techniques Using Social Networking Sites
- Use of Force, Deadly Force and Officer Involved Shooting
- Verbal De-escalation and Crisis Communication
- Financial Investigations Practical Skills
- Hostage Negotiations
- Public Information Officer Boot Camp
- Introduction to Cell Phone Investigations (online)
- Search Warrants and Digital Evidence (online)

View upcoming conference opportunities, including

- IACP Technology Conference
- IACP Officer Safety and Wellness Symposium
- IACP Training Conference on Drugs, Alcohol, and Impaired Driving

Access these resources and more at **theIACP.org/IACPnet.** For more information, call the IACP Net team at 800.227.9640.

TOP IACP BLOG POST

40 Under 40 Awardees Announced

The IACP is pleased to announce the 40 leaders selected for the 4th annual award. Selected from a very competitive field of applicants, these individuals embody the qualities inherent in excellent law enforcement personnel and leaders. The 2019 40 Under 40 awardees' leadership, dedication, and spirit of service both on and off duty is truly admirable.

Read this blog post and others at **theIACP.org/blog.**

FEATURED ITEM IN IACP MONTHLY SEPTEMBER NEWSLETTER

National Suicide Prevention Month

For the last several years, officer suicide has outnumbered line-of-duty deaths, impacting officers, agencies, communities, and families. But there is hope. The IACP has partnered with the Action Alliance to increase awareness and advance prevention of law enforcement suicide. Officer suicide can be prevented.

Learn more at **theIACP.org.**

TWEET of the month

The IACP @TheIACP

Did you know an average officer will witness 188 critical incidents during his/her career? These incidents can negatively impact an officer's mental well-being. If you or an officer you know is struggling, reach out today. #EndOfficerSuicide #SPM19 bit.ly/2m2GTtZ

THIS MONTH'S QUOTE

> In order to prepare today's police officer for tomorrow's increasingly complex role, police leaders have a moral and legal responsibility to ensure the law enforcement training curriculum is evidence informed and research based.

"Connecting Research, Decision-Making, and Police Training"
Pgs. 28–35
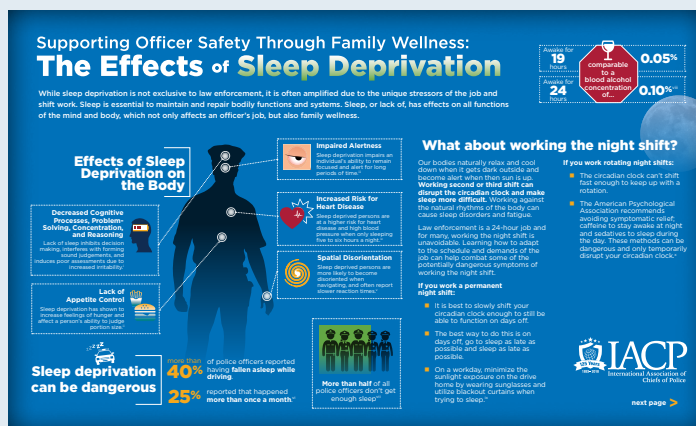
TOP *POLICE CHIEF* SEPTEMBER ONLINE BONUS ARTICLE

"Proactive Alliance: The Ethos of Broken Windows"

By Molly C. Mastoras, LPC, and Dimitrios Mastoras, Master Police Officer, Arlington Police Department, Virginia

Read this article and more bonus content at **policechiefmagazine.org/category/bonus-online-article.**

POPULAR IACP RESOURCE

Supporting Officer Safety Through Family Wellness:
The Effects of Sleep Deprivation

While sleep deprivation is not exclusive to law enforcement, it is often amplified due to the unique stressors of the job and shift work. Sleep is essential to maintain and repair bodily functions and systems. Sleep, or lack of, has effects on all functions of the mind and body, which not only affects an officer's job, but also family wellness.

Axon Family Wellness Sleep Deprivation Infographic

Access this resource and more at **theIACP.org.**

Expanding Evidence-Based Policing

Message from the IACP Police Research Advancement Section

EVIDENCE-BASED POLICING (EBP) IS DEFINED AS A METHOD OF MAKING DECISIONS ABOUT WHAT WORKS IN POLICING—WHICH PRACTICES AND STRATEGIES ACCOMPLISH POLICE MISSIONS MOST COST-EFFECTIVELY AND WITH THE LEAST BLOWBACK OR HARM.

In the past, policing has often relied on intuition, anecdotes, and opinion in its decision-making. EBP relies on the best available scientific research evidence to inform policy, practice, and programs.

Adoption of EBP has been slow due to many factors. First, EBP research is often written for academics by academics, using theoretical and statistical language that alienates police executives and patrol officers alike. In addition, research evidence is most commonly accessed through research journal paywalls, making it prohibitively expensive. Also, research agendas are usually designed without input from police chiefs, producing research evidence that is of interest to the academic audience but may not be actionable in the field.

To expand the research knowledge base, academics must value police partners' contributions to research, being ever cognizant that police officials are offering their limited resources and goodwill in providing access to their police departments. Without trust and mutual benefit, EBP will not extend beyond the confines of a few progressive police agencies who have successfully navigated and nurtured police-academia relationships.

Addressing the challenges of expanding the EBP knowledge base is the reason the IACP Police Research Advancement Section was created. Our mission is to advance police-related research and evidence-based policies and practices by facilitating and supporting practitioner-researcher partnerships. PRAS supports mutually beneficial partnerships between the police and research community.

PRAS membership provides the following benefits:

- Understand the latest research to inform local policy.

- Learn how to conduct your own studies.

- Partner with those who are willing to deeply examine policing and its impacts on communities.

- Provide academic partners access to small and large agencies alike.

PRAS will facilitate collaboration between police and academic researchers, so that mutually selected research projects are designed to meet the police agency's priorities and has practical applications in the field, while providing researchers the invaluable access needed for scientific knowledge creation.

The goal of EBP is to ensure that policies, practices, and programs are informed by the best available research evidence, used to supplement police practitioner experience, in addition to institutional and tacit knowledge.

There are many criminal justice practices that were considered promising, which research later revealed to be ineffective or even harmful, like juvenile bootcamps, DARE programs, and random police patrol. Doctors take the Hippocratic Oath to "do no harm" in the name of medicine. In the same vein, police policies and practices must not place communities in more precarious situations than if no police action had been taken at all.

Police are currently working in an era of a legitimacy crisis. EBP reinforces the idea that police departments are committed to limiting harms and implementing proven strategies, so they can provide the best quality of service to their communities.

Doctors make life-altering decisions that directly impact a patient's health and well-being. Patients should demand that these decisions are based on thorough research and evidence. Similarly, police officers make daily decisions that directly impact the people in the communities they serve. Don't we, as a profession, owe it to our communities to make policies based on the best available evidence? ♡

> All IACP members are eligible to join the new Police Research Advancement Section. Learn more at theIACP.org/working-group/section/police-research-advancement-section.

IACP Membership Application

International Association of Chiefs of Police
P.O. Box 62564
Baltimore, MD 21264-2564, USA
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By joining the IACP, I have reviewed and agree to the IACP's Privacy Policy which can found at www.theIACP.org/privacy-policy.

All memberships expire December 31 of each calendar year. Applications received after August 1 will expire the following year. Return completed application via mail, fax (703-836-4543) or email (membership@theiacp.org). Questions? Contact Membership at 800-THE-IACP.

PC 11/19

Membership Categories

Information on membership categories, benefits, and eligibility can be found on the IACP web site **www.theiacp.org/membership**

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❏ Academic	$190
❏ Service Provider	$500
❏ Sworn Officer—Leader of Tomorrow *(sworn non-command level)*	$75
❏ Student—Leader of Tomorrow University name:	$30

Optional Section Memberships:

❏ Capitol Police Section	$30
❏ Defense Chiefs of Police Section	$15
❏ Drug Recognition Expert (DRE)	$25
❏ Indian Country Law Enforcement	$25
❏ Intl Managers Police Academy & College Training	$25
❏ Law Enforcement Information Technology (LEIT)	$25
❏ Legal Officers	$35
❏ Midsized Agencies Division	$50
❏ Police Foundations Section	$20
❏ Police Physicians	$35
❏ Police Psychological Services— initial processing fee	$50
❏ Public Information Officers	$15
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❏ Smaller Department Section	$20
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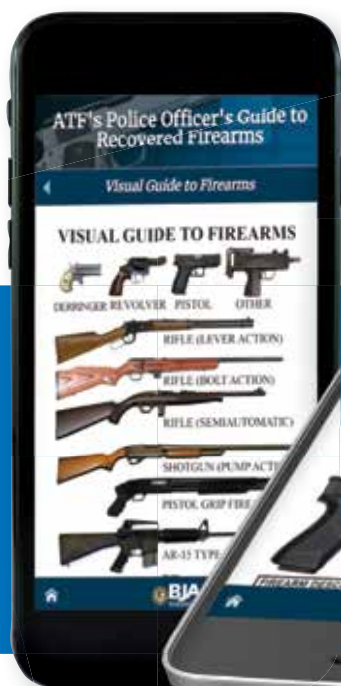
To access the mobile guide to recovered firearms, scan the QR code or search for "**ATF Firearms**" in iOS App Store or Google Play store.
www.theiacp.org/firearmsapp

CALENDAR

2020

FEB 27 — 29

IACP Officer Safety and Wellness Symposium,
MIAMI, FL

Improving officer safety and wellness enhances the health and effectiveness of officers, as well as the safety of the community. This symposium is a unique occasion for law enforcement professionals to learn from experts in the field about resources, best practices, and strategies for comprehensive officer safety and wellness.

theIACP.org/OSWsymposium

MAR 24 — 26

IACP Division Midyear, DENVER, CO

The Division of State and Provincial Police, Division of State Associations of Chiefs of Police, and Midsize Agencies Division's annual meeting provides an opportunity to discuss critical issues facing the law enforcement community, identify best practices, and enhance relationships with colleagues.

theIACP.org/division-midyear

MAY 1 — 3

Policy Council Midyear, ORLANDO, FL

This meeting will provide an opportunity for IACP committee members to discuss critical issues facing the law enforcement community, identify best practices, and enhance relationships with peers and colleagues in the field. This meeting is for appointed members of IACP committees.

theIACP.org/policy-council-midyear

MAY 12 — 14

IACP Technology Conference, PORTLAND, OR

The IACP Technology Conference is a professional law enforcement event bringing together leading practitioners to explore opportunities to apply the latest technologies to law enforcement to create efficient solutions and keep pace with cyber-enabled crimes.

theIACP.org/tech-conference

AUG 6 — 8

DAID Conference, SAN ANTONIO, TX

The DAID Conference features a mix of plenary sessions and concurrent workshops that are designed to keep attendees up to date on the latest practice and science of impaired driving with a focus on drug impairment detection and recognition. Attendance is open to drug recognition experts, physicians, prosecutors, toxicologists, sworn officers, first responders, and civilian employees of public safety and government agencies.

theIACP.org/DAIDconference

OCT 17 — 20

IACP Annual Conference & Exposition,
NEW ORLEANS, LA

Since 1893, the IACP has been shaping the law enforcement profession. The IACP Annual Conference and Exposition has been the foundation, providing leaders with new strategies, techniques, and resources they need to successfully navigate the evolving policing environment.

theIACPconference.org

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A **CENTRALSQUARE** Project

A large majority of interactions between law enforcement and citizens have no use of force, but too much of the content on social media portrays quite the opposite. It's time to change this.

CentralSquare has launched a national social media campaign to spotlight police officers who go above and beyond to make a difference in their communities. For example, this little boy from Cocoa, Florida, became frightened of police when a SWAT team responded to an emergency in his neighborhood. After the father reached out to the Cocoa Police Department to see if they could help his young son rebuild trust and confidence in law enforcement, an officer made a personal visit. This small act of kindness speaks volumes of the good that law enforcement does on a daily basis.

Do you have a story like this to share?
Go to ShareBlueSmiles.com to submit your story today.

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