

COUNCIL LEADER'S HANDBOOK NO. 1

Prepared For

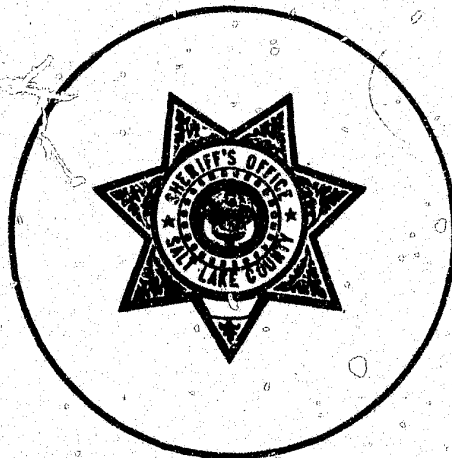
THE HIGH SCHOOL COMMUNITY CRIME PREVENTION COUNCILS

of

SALT LAKE COUNTY

by

**L. Brent Christensen
Salt Lake County Sheriff's Department**



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437 So. 2nd East
Salt Lake City, Utah 84111
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HIGH SCHOOL COMMUNITY CRIME PREVENTION COUNCILS

OVERVIEW

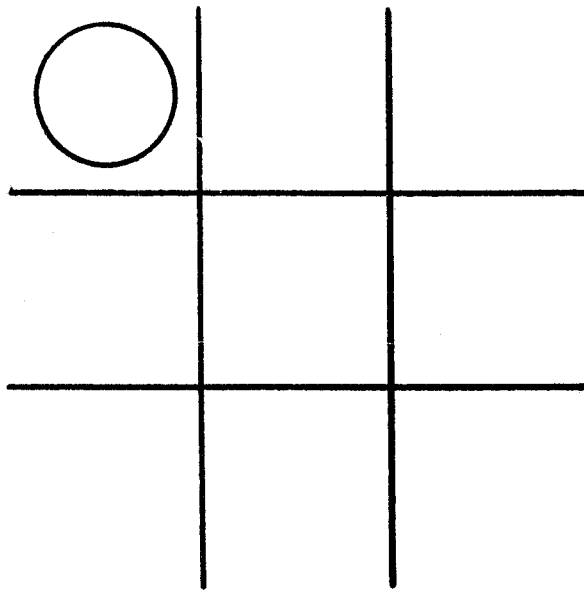
1. The purpose of organizing a community crime prevention council is to coordinate efforts of all involved agencies and the efforts of community members to obtain solutions to the problem of crime in the community.
2. As the sheriff's department seeks to become more responsive to the crime prevention needs of the community at large, it is not only advantageous but mandatory that community council systems develop coordinated methodologies of planning, implementing, and evaluating their efforts to provide preventive program services. Resources, both in terms of manpower and capital, are not expected to be sufficient in the foreseeable future to solve the problems associated in prevention programs unless this coordination occurs; some methodologies of integrating a variety of services must be achieved in order for any one system to meet the needs of the community.
 - A. Operation Identification, Neighborhood Watch and Mobile Crime Alert are such services being implemented; Neighborhood Watch and M.C.A. are in the development stage at present.

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COUNCIL ORGANIZATION



ORGANIZATION

The implementation of a crime prevention program is not necessarily one distinct task, but is a continuing process.

A primary concern for the council chairperson will be to "tie together" all of the activities so the crime prevention projects can begin to function as a coordinated effort with respect to the council body.

Having accomplished this, the council is ready to begin implementation of specific crime prevention programs.

Initial decisions connected with program implementation deal with program selection, determining program areas, analyzing need vs. resources, and announcing the program.

Each of these areas are briefly discussed below.

Program Selection:

Based upon the community needs identified during the compilation of crime statistics and the development of goals and objectives, the council chairperson, with assistance of the community council, can begin implementation by determining appropriate crime prevention program (s) to be implemented.

It is recommended that the councils begin implementing basic crime prevention programs such as Operation Identification and Neighborhood Watch. These programs are recommended because of their simplicity, nominal cost, limited manpower requirements, and public appeal.

Determine Program Area (s):

Equally important as program selection is site or target area selection. The council, relying upon community input, must carefully select the target site(s) based upon area need, crime problem, impact to be achieved by the specific program, and feasibility of the program being accepted and continued.

The sheriff's department grid map should prove extremely helpful in locating areas of program implementation.

Analyze Needs vs. Resources:

Another factor to be considered in the implementation stage is the careful analysis of community needs which have been determined relative to resources available.

For example, it would not be practical to expend a considerable amount of money and council time to develop a rape program in an area where the incident of rape is low but the burglary rate is increasing at a steady pace.

Instead, resources should be directed at burglary reduction with, perhaps, secondary emphasis in the less designated areas of need.

Announcing The Program:

A "plan of action" should be determined along with setting a date for the "kickoff" campaign. Care should be taken in selecting a date to commence the program so it does not compete with major holidays, general vacation periods, large conventions, P.T.A. and school activities, etc.

Announcement of the prevention program(s) should be approximately 30 days prior to implementation date. Until that time, publicity should be kept at a low level in order to get the greatest effect at time of announcement.

All available means of publicity should be utilized. Sources include: press conferences, kickoff dinners, special presentations to community leaders, television and radio spots, newspaper ads and feature stories, posters, door-to-door flyers and public displays.

Building Community Support:

A major problem faced by community council's throughout the country is insufficient citizen involvement in the fight against crime. A question often asked is "How do we get the community involved?" Perhaps the solution is simply "to ask."

It is estimated that 45 million Americans give free time each year to some type of public service. A recent Gallup Poll pointed out that 3 out of 5 citizens would be willing to give up to 10 hours per week for volunteer community, if they only knew where to go and what to do.

Who Should Organize the Effort?

The council chairperson should play the major role of organizing community support. The chairperson's public support of the community crime prevention council's function and request for citizen involvement should have a definite impact on the public's response.

The chairperson's commitment to the council should provide the direction and enthusiasm to initiate the necessary community involvement.

It is the School Resource Officer's (S.A.Y.) responsibility to assist the council leadership in building community support for the crime prevention effort.

Who Should Participate in the Process?

The sheriff's department has implemented crime prevention programs relying upon varying degrees of community support.

Many law enforcement agencies have developed and implemented a community crime prevention program without any (or a nominal amount) of input from community members.

Law enforcement input is a prerequisite to a successful crime prevention program. Cooperation from the community and law enforcement is necessary to maintain a program which calls for input in determining needs, defining problems and establishing criteria by which implementation/improvement would be accomplished.

Primary control is maintained by the sheriff's department with the public serving in an advisory or assistance capacity.

It is recommended that the council leadership, with the assistance of the school resource officer, select members for the council by contacting key figures in the high school community area. The school resource officer should not serve as "chairperson" of the committee. It is his responsibility to coordinate committee activities with the council's coordinator and participate in the decision-making process.

The membership of the councils should include business, school and citizen leaders who represent a cross section of the community.

Members should be thoroughly versed on the council concept of crime prevention and what the sheriff's department hopes to achieve by the implementation of selected projects ie: crime reduction. The council's primary purpose should be to assist and support efforts to improve the crime situation in the county.

The council should be concerned with the subject of crime prevention and the toll crimes take on the community as a whole. The council is to pursue all avenues to reduce criminal opportunity within the community by working hand-in-hand with the sheriff's department in emphasizing to the public, that they, too, must become personally more responsible to make crime more difficult to potential offenders.

Community sources for council members include the Jatoees, insurance agent representatives, PTA, women's organizations, school administrators, local locksmiths and alarm associations, builders' associations, service clubs, and the press.

Persons should not be invited to serve on the council unless they have the time to fulfill their assignments for a reasonable time. High turnover or a "do nothing" council can quickly cause a good program to fail. Do not completely disregard those persons who would like to serve but decline because of other commitments; however, these persons can be an excellent source of information and strong supporters of the council.

What is the Role of Public Officials?

Whether or not and to what extent public officials (excluding the school resource officer), serve on the council is an important decision. It is suggested that if officials are involved they be used in an advisory capacity. The lack of

public officials on the council tends to:

1. assure the group's independence, impartially and objectivity;
2. promote frank and productive discussions; and,
3. minimize any charges of manipulation or service to one or another's advantage.

Continuing Support:

Continuing support for crime prevention programs is often more difficult than initiating original interest. Many good programs have ended through inactivity and lack of interest from the law enforcement agency and/or the community.

For this reason, it is imperative for the sheriff's department and the community crime prevention council's recognize that there are high and low interest periods for any program. Therefore, contingency plans should be developed for these low interest periods to introduce activities that will stimulate new interest.

Determining who should assume the primary role in coordinating and stimulating new interest in the program will depend upon the type of program involved. For example, the Neighborhood Watch program is maintained primarily by the council, and, therefore they should assume the major role in continuing the program.

Maintaining Community Support:

The council must continually seek the input of community residents from the planning stage forward. Once the planning begins, there should be as few delays as possible through the program implementation. Otherwise, community interest and momentum, which may be significant initially, could drop off before the activity becomes institutionalized.

It is important to keep the council members informed and make them feel that they have a vital and important part in the program. Therefore, it is necessary to maintain provisions for feedback to all council participants.

Failure of many programs has resulted from either a lack of or overabundance of involvement in the program by the law enforcement agency. There must be a median role for law enforcement in community crime prevention programs; in this case, the sheriff's department.

After a crime prevention program has been implemented in the community, the council must remain actively involved. For programs such as Operation Identification and Neighborhood Watch, council leaders should play the dominant role with the sheriff's department acting in an advisory and coordinating capacity.

The sheriff's department and the councils should work together on ways to maintain or review interest and further involve participants.

The council chairperson plays a major role in maintaining community support for the crime prevention program(s). The chairperson must maintain publicly support for the program (s) and continually inform the people of the effect crime prevention techniques have had in the council's area.

Citing specific incidents where citizens have played an intricate part in the prevention of a crime or the apprehension of a criminal through the use of Operation Identification or Neighborhood Watch is a strong reinforcement for the council's continuation.

It must be remembered that the community is involved in crime prevention only on a voluntary basis and, therefore, need reinforcement regarding their efforts.

Maintaining Council Support:

Oftentimes the task of maintaining council support of the various crime prevention programs is equally as difficult as continuing support in the community.

The chairperson must assume the major role in showing continued support for the crime prevention program and directing further expansion of the concept where appropriate. The council coordinator, in conjunction with the chairperson, should strive to further involve the total council in the reduction of crime and make crime prevention as applicable to their community interests as possible.

As mentioned previously, it is important to continually stress crime prevention techniques to members involved in Neighborhood Watch and Operation Identification projects. Many crime prevention activities can be conducted by the Block Captain because of his/her familiarity with the community and its people and the fact that he or she is always "watching."

Another necessary ingredient useful in keeping the council supportive of objectives is to keep accurate crime statistics of the council area and the target areas where Operation Identification, Neighborhood Watch and other crime prevention programs have been employed; statistics are prepared for the councils by the school resource officer. By doing this, the council body can see some rewards for hard work and effort. Otherwise, it is extremely hard to keep the council member's enthusiasm up because of the difficulty of determining how much crime may have been prevented.

Expanding Awareness Through The Media:

A valuable resource which can be effectively utilized by the sheriff's department and the community council to assist in continuing a crime prevention program is expanded utilization of media facilities.

As the crime prevention program(s) progresses and the sheriff's department and the community councils are searching for ways to revive interest, all possible media sources should be utilized.

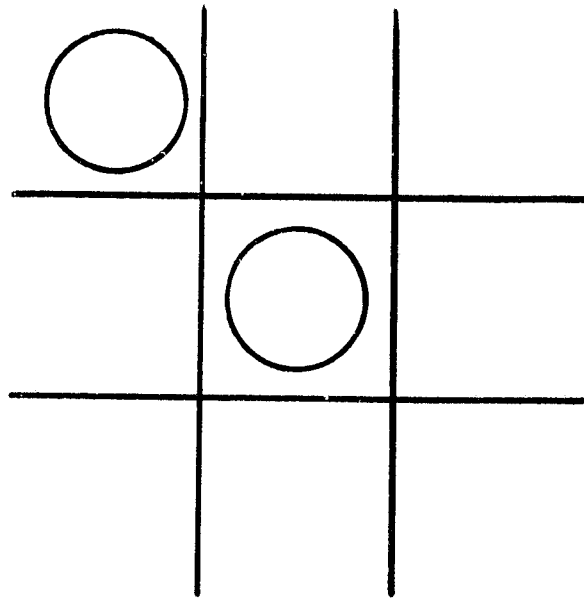
To aid in this task, it is recommended that a publicity person(s) or sub-committee be selected. This person(s) or committee can be assigned most of the promotional aspects for the crime prevention program. Utilizing council members for this task increases their personal investment in the program.

Following are a few examples to be considered for expanding the awareness of the community crime prevention council's program:

1. Slide/sound presentations have proven very successful in explaining various crime prevention programs to the community. Oftentimes, through minor substitution of various slides, the presentation can be altered to depict different crime prevention programs or techniques.
2. Contact with news reporters can be a means of news dissemination to local papers and radio.
3. Some TV channels will donate 30-second strips as a public service. These TV strips can also be a source of frames for newspaper stories and sound tracks for radio announcements.
4. Get well-known local personalities to donate time to appear in the strips or make radio announcements.
5. Work in developing new pamphlets and brochures for community distribution explaining the crime prevention programs. (some community councils across the nation have found that the development of a community crime prevention booklet covering aspects of prevention and safety information has been extremely successful in alerting the public of law enforcement's concern for citizen protection.)
6. Films for special purposes can often be made with the assistance of college "film-making" classes usually just for the cost of the film.

It takes a concerted effort from both the sheriff's department and the community crime prevention councils to maintain an effective community crime prevention program. Our reliance upon each other should serve to strengthen the program as well as improve communications and, understanding.

GROUP-DECISION PROCEDURE



GROUP-DECISION PROCEDURE

An Outline of Participative Technique

1. STUDY THE PROBLEM BY:

A. Checking Your Responsibility.

1. Is the problem your responsibility? Is it a problem to be dealt with directly? Is it in your own area of freedom? Is it something to be referred up the line?
2. If the problem is one which you have the right to handle autocratically, you should preferably consider handling it through the method of group participation. This may also give you a clue on your "area of freedom."
3. Is the problem something which gives you a responsibility towards units at the same level of your?

B. Analyzing the Situation.

1. Find how to do the job, not whether it shall be done. So often we assume that the job is specified from above. By asking how, we extend the area of freedom. (Many jobs are required by regulation or by policy, but there is generally leeway on how to do these jobs).
2. Problems considered must concern the group.
 - a. Reactions to work situation or anticipated reactions may make problems important to the group (work planning, assignments, schedules, etc.).
 - b. Often, problems that do not appear to concern the group are ones in which we later find strong attitudes and reactions.
 - c. If the group has no interest in the problem, it is not one for participative action.
 - d. Attempts to solve some problems may reveal the presence of others, that is why free discussion is desirable.

C. Examining Your Own Attitude.

1. Are you willing to encourage the group to solve the problem? You do this when you ask for help on a problem. "You are close to the work," or "I would like the benefit of your experience."
2. Consideration should be given to examining the problem for long range as well as immediate results.
3. Views of all participants should be respected. Every effort should be made to avoid paternalism.

4. Can you answer "yes" to:
 - a. Is the group capable of solving the problem?
 - b. Will you accept their solution if it is different from the one you have in mind?

D. Plan your presentation.

1. Be sure you know the limits of the problem. Then find a good way to present it.
2. Know why it is a problem.
 - a. Is the work suffering?
 - b. Are council members violating the rule.
 - c. Is morale poor?
 - d. Is our chairperson dissatisfied?
 - e. Is there some other reason? (you might, for example, find out that members are late in coming to meetings and yet their input is viable. A problem may arise from the fact that you be unreasonable to approach such a problem in terms of efficiency if efficiency is normal.)

2. SHARE THE PROBLEM BY:

A. Stating the question. (This may be the key to successful group procedure.)

1. Present the problem constructively. Example: "How can we improve our relationship with the community in terms of crime prevention programs?"
2. State the problem interestingly. Example: "How can we accomplish our goals without becoming frustrated?"
3. Make the statement so that it stimulates interest in solving the problem rather than giving rise to defense reactions.
 - a. If the statement of the problem accuses the integrity of the council member there will be a defense reaction. Watch for defensive reactions and ask yourself why the council member found it necessary to defend himself.
 - b. Stating the problem in terms of the nature of our situation rather than in terms of something we do helps avoid defense reactions. Example: "Because of the fact that materials utilized in our projects are not always available we must have alternative projects we can draw upon."
4. It may be possible to present the problem in a flyer during the council meeting.
 - a. Develop a list of priorities on one side of the flyer. Example: "What are the advantages of initiating Neighborhood Watch?"
 - b. Develop a list of disadvantages.
 - c. Phrase the problem in terms of how to reduce the disadvantages without losing too many advantages.

5. The problem question may be started in terms of fairness. For example: "How can we arrive at a solution to the problem of mechanical pencils distribution to facilitate all eleven high school community councils?"

B. Furnishing the essential information.

1. Make the facts available. If opinions are important to an understanding of the situation, state them, but be certain to label them as opinions.
2. Information should be regarded as the ground rules for the council's method of problem solving.
 - a. Ground rules should not be used to eliminate free expression.
 - b. Basic information should be supplied at the onset and should never be used to discredit suggestions.
 - c. If a suggested solution is contrary to some fact that you forgot to include in presenting the problem, state frankly that you have forgotten to mention certain facts which the suggestion does not recognize.
 - d. A chairperson does not lose face if he has to get further information from a higher source during a meeting.
 - e. Be honest with yourself. Be sure your ground rules do not stem from a preconceived solution which you have in mind.
3. Share with the group the fact that you are trying to increase their participation in solving problems that concern them.

3. DISCUSSING THE PROBLEM BY:

- #### A. Encouraging free discussions. Try to remove all causes for a feeling of threat or embarrassment or of discomfort. Try to establish an atmosphere of permissiveness.

1. A permissive atmosphere is present when the individual is not afraid to say what he has on his mind.
 - a. Pay particular attention to the feeling behind the statement. Respect this feeling.
 - b. An informal relaxed group will enter discussions more freely.
 - c. The position of the chairperson, or facilitator, gives him prestige regardless of his personality. The leader should remember this.
 - d. Facial expressions, shaking of the head, or other mannerisms or expressions of blame or doubt will destroy the atmosphere of permissiveness.
 - e. Permissiveness does not mean a laissez-faire situation in which the group is turned loose without a leader.
2. It is desirable that the group should talk to and answer each other.
 - a. The leader can sense those who want to talk.
 - b. Cross-flow of conversation is a good indication of the permissive atmosphere.
3. It may be hard to get discussion started. The group may regard the leader with an attitude of suspicion: "What does he want to say?"
4. Members have an obligation to the group. They should be encouraged

to assume a feeling of responsibility for the success of the solution.

5. A leader should avoid stepping into a discussion and ruling out some idea that looks impossible to him. If there are flaws in the ideas, the group will rule them out.
6. A leader can get weak ideas eliminated by asking such questions as "How would that be done?", "How would that work out?", "Let us analyze that from various angles."
7. Have the secretary record the various suggestions in the minutes.

B. Get everyone to participate.

1. Participation means more than getting a word of approval from every council member. Encourage them to enter the discussion in an active way — to think and speak with the group.
2. Do not press quiet people for expression, particularly at first. It is best if group members ask a quiet person for his views.
3. If some reticent member says he "doesn't care," be sure to give him a chance to voice interest later.
4. Exert influence by getting everyone into the discussion, but avoid calling on them in consecutive order or otherwise. Avoid putting anyone "on the spot." Remember that he may have private reasons for not wanting to talk.
5. A council member who says he won't talk may say so because he feels he does not belong to the group. As more meetings are held, he will be helped to feel that he does belong.
6. Try to develop an attitude in the group that each person has the responsibility for giving his views. Let the council discuss this phase of a member's responsibility.
7. Helping everyone to participate is a way of preventing certain individuals from dominating the discussion.

C. Keeping discussions to the point.

1. A group of individuals, if left entirely "on their own" will tend to move toward confusion rather than toward constructive operation. In such situations, a member of the group may actually function as a leader to get the discussion back to the point. When necessary, this is the spot where the leader exerts control.
2. Adequately solve a problem, a group needs facts. In addition to the facts the leader has presented at the opening of the meeting, "members need to achieve an understanding of these facts." It is at this point that many meetings break down. In effective participative groups, members seek all the factors which have a bearing on the problem and only after accomplishing this, discuss possible solutions.
3. Individuals need to feel free to talk about many things and this should be permitted within reasonable limits. This does not imply wide digression from the topic at hand. (Other members of the group will want to stay on the subject.)
4. The group should experience progress; wide digressions prevent this.
5. Distinguish between this type of control and dominance. A dominating leader would rule out contributions that did not fit his preconceived notions by limiting discussions under the pretext of "keeping on the beam." This is an easy one to get into.

6. If the group appears to be digressing, discussion should still be allowed to go far enough to be sure it is not pertinent to the main topic.
7. If you feel a contribution is unrelated to the problem, ask a person if his idea relates to the problem. If he feels it is not related, ask permission to take up his problem on a later occasion.
8. If council members feel responsible, they will tend to keep the discussion "on the beam." As participation increases, this feeling of responsibility grows. Discussions improve with experience. Both the leader and the group learn.

4. SOLVE THE PROBLEM:

A. The solution is a meeting of the minds.

1. The solution grows out of the group. It contains some of each person's thinking. Some solutions, however, are compromises.
2. This process differs from voting, where majority rules. In that situation, ideas are not developed.
3. The participative solution results from forces in the group (social pressure) which produce a meeting of the minds. The solution may be one that no individual held at the outset.

B. The chairperson has an obligation to summarize and to check for group agreement.

1. As suggestions come out and are discussed by the group, the leader can sense when a conclusion has been reached.
2. Summarizing the point that has been made gives the group an experience of progress and clarifies the issue.
3. In checking for group agreement, the leader permits individual attitudes to be expressed: "Is this what you all understand is the feeling of the group?", or, "Am I interpreting things right?"
4. As points are summarized, the group feels they have arrived at a basis for exploring the problem further.
5. Summarizing allows social pressure to act since the group has a chance to learn who is for and who is against the suggestion. This points up the differences that remain as problems.
6. In summarizing, such remarks may be used as "We have had such and such a suggestion; how do you feel about it?", or, "We have had some discussion on this suggestion; do you feel it is an answer to our problem?"

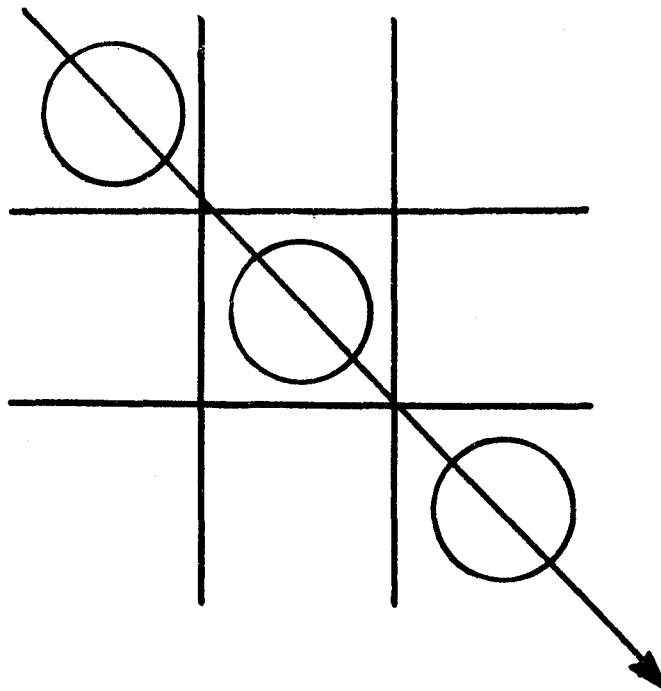
C. The solution should specify action.

1. The group may agree that something definite can be done, but the time for initiating the action should also be included.

2. If the solution involves members "taking turns," the pattern of rotation should be specified.
 3. Some discussion may be concerned with what should be done, but unless the how is included, misunderstandings may occur.
- D. The group should feel free to request a reopening of the subject.
1. The group may have set goals at the wrong level (too high or Too low) or may not have fully considered the long-range results of its decisions. This may not be apparent until the solution is tried out.
 2. An attitude of permissiveness allows for the fact that the group may not have hit on the ideal goal at their first try.
 3. A permissive chairperson will understand that decisions are not made for all time. He will appreciate the need to re-discuss the problem if the group so desires.
 4. The group should be told the door is open to reconsider the problem if any members feel it necessary.
 5. The best solution is tailor-made to fit the group and the circumstances existing at the time.

NOTES:

SUGGESTIONS FOR COUNCIL LEADERS



COMMUNICATION

SUGGESTIONS FOR COUNCIL LEADERS

THE FUNCTION OF THE COUNCIL LEADER

The purpose of the council leader is to assist the council to do its job. The leader helps set the stage, keeps the discussion moving along, develops wide participation, and assists the council in establishing a systematic approach to its task.

Some functions of the council leader are:

1, SETTING THE GROUP CLIMATE, The leader has an important part in developing the climate of the council. He or she should make sure the council members have become acquainted with one another. This should be done early in the meeting. Informality of the group leader and his or her reflection of a warm and friendly attitude toward all group members encourages participation.

2, STATING THE QUESTION, Clear phrasing of the question which the council is being asked to discuss is important in focusing the council's attention on its basic task and purpose. A well stated question stimulates constructive and creative group participation.

3, ENCOURAGING COUNCIL PARTICIPATION, The council leader can encourage group participation by:

a. Keeping aware of individual's efforts to be heard and by providing them an adequate opportunity to contribute. This includes calling the council's attention to unheard contributions.

b. Helping the council understand the meaning and intent of individual contributions.

c. Maintaining continuity of council discussion by pointing out the relationship of similar ideas offered by different council members.

d. Encouraging inter-member discussion rather than member-leader discussion.

e. Conveying acceptance by exhibiting a non-critical attitude and by refraining from evaluating member contributions.

f. Don't let anyone take over and monopolize the meeting, and don't rely only on those who are always articulate and eager to talk. Try to bring in those who aren't talking by making them feel that their contribution would be welcomed by the group. But call on people by name only when you know that they are trying to get in, or when you are sure they won't be embarrassed by being called upon.

g. Keeping the discussion on the subject. Some diversions may be fruitful, but only so far as they can be related before too long to the main topic.

h. Helping the council bring out logical fallacies and errors of reasoning. It would be a mistake to try to push too hard, too fast along these lines, and the leader should not fit the discussion rigidly into a preconceived pattern, nor use cross-examination where the result is to make people look foolish.

4. UTILIZING GROUP RESOURCES. In most groups, participants have special knowledges and skills which are useful to the group. The leader should become aware of these resources and make sure they are available to the group. He or she should not, however, permit such resource people to dominate group discussions.

5. KEEP THE DISCUSSION MOVING ALONG. A good brisk pace is desirable, but don't move faster than the group wants to go; patience is an important attribute of the good leader.

6. TESTING FOR GROUP CONCENSUS. The leader can assist the council in developing consensus by occasionally reviewing points developed during the discussion and by summarizing what appears to be the groups conclusions.

7. DON'T GIVE THE ANSWERS. It is not your function to lecture or instruct. If there are answers, they are to be sought from the group.

8. DON'T GIVE YOUR OPINIONS. It is very difficult to be impartial, and you may have strong opinions on the subject being discussed. Still, the same principle applies here as governs the conduct of the chairperson under parliamentary rules or the moderator of a panel discussion. The reasons for this are.

a. The prestige of leadership may give your views a little more weight than anyone else's, and you will be using your position unfairly if you express your ideas.

b. Once you become involved as a protagonist, expressing and defending your own views, you will not have time to perform the real functions of discussion leadership.

MINUTES STANDARD

1. PURPOSE:

- A. A recorded transcript of the council's activity is necessary and required for the following reasons:
 - 1. It provides council leadership with a means of monitoring the progress and growth of the council.
 - 2. It provides a permanent record; a history on the council's impact on the community.
 - 3. It provides the individual council member with a means to reflect on the progress and conclusions of each specific meeting; acts as a source of information for members not in attendance.
 - 4. Provides the sheriff's department with a means to assess the needs of the council in terms of resources and materials.
 - 5. Provides the sheriff's department with statistics necessary for the updating of preventative law enforcement programs.

2. DISTRIBUTION:

- A. A stamped, self-addressed envelope will be available to the council secretary prior to each meeting. At the conclusion of that meeting, the secretary will mail a copy of the minutes to the coordinator listed on the envelope. The coordinator will see that a copy, of the minutes, is distributed to each council member one week following the meeting.

3. METHOD:

- A. To facilitate and standardize the activity of all eleven community councils, the following format is suggested for implementation as the MINUTES STANDARD.

MINUTES

FORMAT:

_____ (School Name) _____ HIGH SCHOOL COMMUNITY CRIME PREVENTION COUNCIL

Date: _____

Time: _____

Location/room number or facility
Address

Council Moderator: (Chairperson)

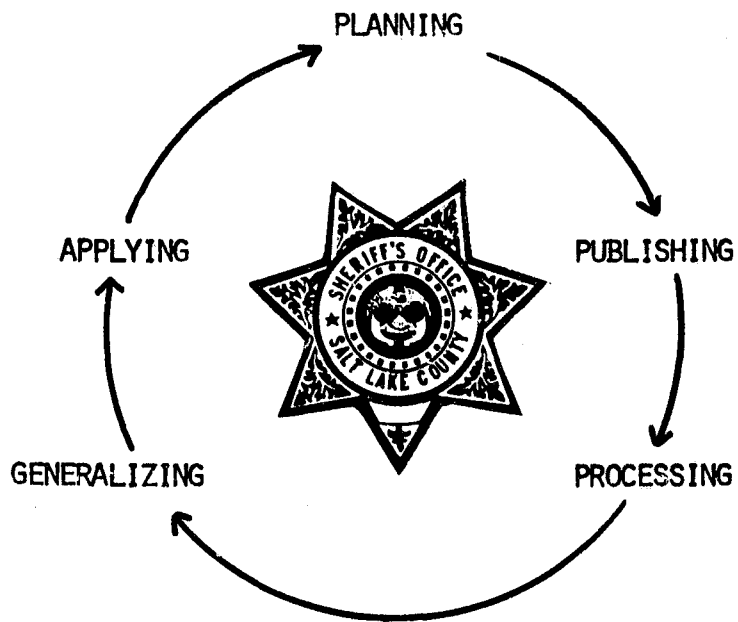
Body of Minutes:

Date/Time and location of next month's council meeting.

Secretary: _____

Date: _____

INSTRUMENTATION



NEIGHBORHOOD WATCH

PROGRAM

Neighborhood Watch is a self-help, anti crime program where the citizen is given a vested interest in the crime problems in the area where he lives and is made a valuable partner with the sheriff's department.

The alert citizen, through voluntary membership in Neighborhood Watch, learns how to safeguard his own property against burglary and how to assist neighboring families when their homes are unoccupied or otherwise susceptible to intruders. The campaign also encourages the individual to contact the sheriff's department on any occasion when he or she observes suspicious activity which may indicate burglary or other crimes in progress.

Since the National Sheriff's Association adopted the Neighborhood Watch concept in 1972 as a nationwide campaign, the program has grown to include far more than these ideas. Presentations such as home security, lady beware, risk management, business security and other anti-crime programs have been developed into a complete package to be used in the Neighborhood Watch Program.

The key members of Neighborhood Watch are individual citizens who are willing to accept the responsibility of organizing their neighborhood and function as a liaison between the citizens and the law enforcement agency. The sheriff's department will supply these citizens, through the community crime prevention councils, with current information relating to local crime and then it is their responsibility to alert all residents in the group.

In starting a Neighborhood Watch program, the council should give the program as much publicity as possible by use of newspaper ads, TV, radio and through civic and social organizations in the community.

The next step is to solicit citizens to participate in the program. This can be done as part of the advance publicity or by contacting recent crime victims. These citizens are usually most cooperative and willing to get involved because of their recent experience as a victim.

A viable and effective community resource that can be developed is using "shut-ins" and "invalids" to aid in the program. These people make excellent communication resources for telephone contact to make arrangements with other program participants or acting as a "message center."

In addition, these alert people can be effective "block watchers" by constructively

using their handicaps and capitalizing on their skills and capabilities. Watching out the window and protecting the general level of the community's security by reporting anything suspicious to the sheriff's department is one major function that can be very helpful. In addition, this may help them feel more independent and capable because they are making a valuable contribution to the community.

After the program is explained to the selected participants, they should be instructed to invite all of their neighbors to an evening meeting. The suggested lead time for this meeting is one to two weeks.

At the meeting, the host should give a brief statement of the purpose of the meeting and then introduce the council's representative. This representative should feel free to have the school resource officer or the council coordinator at the meeting for back-up.

Once he is introduced, the representative should make a prepared presentation covering at least the following areas:

1. The nature and extent of crime problems in the community.
2. The role of the sheriff's department and the citizen in preventing crime.
3. General and specific crime prevention techniques and,
4. The function and purpose of the community crime prevention council.

Emphasis should be placed upon mutual reliance for the observation and reporting of unusual activities. Other programs such as Operation Identification and residential security surveys, should also be thoroughly explained.

IS YOURS AN "OPEN HOUSE?"

Safeguard your property against these major invitations to burglary.



Follow-up meetings should be held at least every two months. There can be discussions on new crime techniques and crime trends in that area. Residents may also wish to inform their neighbors of their vacation schedules.

As new residents move into the neighborhood, they should be invited to participate to help insure that the program will be an ongoing activity.

This type of community council meeting brings the feeling of belonging to members of the group and serves to sustain relations between the community and the sheriff's department.

The number one cause of the inability of a program such as Neighborhood Watch to achieve its intended goal is citizen apathy.

Citizen apathy does not necessarily result from the lack of citizen interest, however, Oftentimes apathy is a result of decreased involvement and interest on the part of law enforcement. The sheriff's department and the community crime prevention councils must continually work together to maximize interest and keep the lines of communication open.

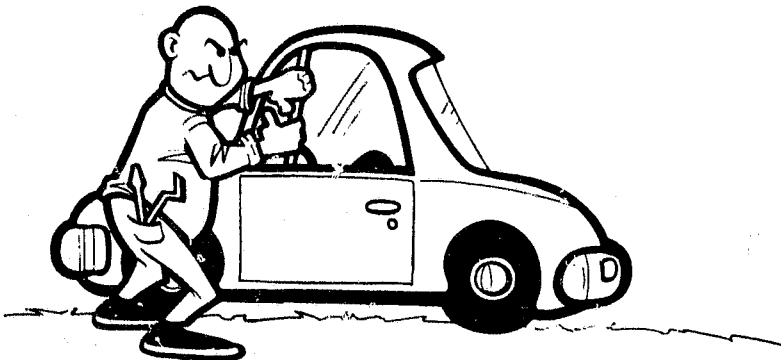
One way to do this is to publicize the good results from the Neighborhood Watch program. Through the various media available, specific instances can be cited where a citizen was instrumental in the prevention of a crime or apprehension of a criminal.

Neighborhood Watch is a program that is adaptable to and can be implemented in all communities. It works to breach the barriers of ethnic boundaries within the community. This is due to the common interest of crime reduction shared by all groups.

When properly implemented, Neighborhood watch has proven to be a major factor in the reduction of crime, as well as promoting mutual understanding between the community and law enforcement.

" The battle against crime is greater than we realize because we're facing a new type of criminal today who kills for kicks. People who are bored with life and have no discipline from within -- and its unfashionable to discipline from without -- go along for kicks, until they must try the supreme kick, to kill another human being. . . Sometimes I think that the arch-criminal was the man who invented the safety razor and eliminated the razor strop that used to hang by the sink."

Erle Stanley Gardner, 1963



NEIGHBORHOOD WATCH

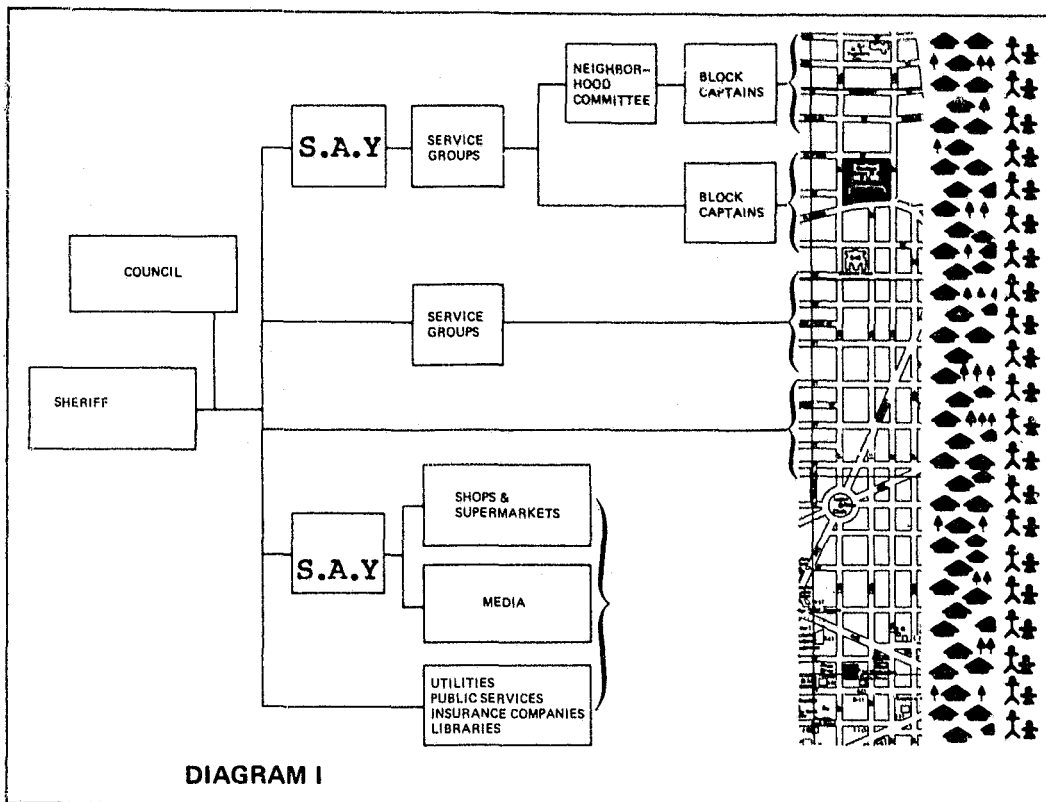


DIAGRAM I

Diagram 1 - Demonstrates a variety of ways possible for the flow of the material and information from the sheriff's department to the community through the community crime prevention councils. The diagram suggests several techniques for using a variety of resources, the flow shown in the diagram is an attempt to bring to your attention several of these techniques. In the "top" path, the information and material flow from the sheriff and his school officer resource program through service clubs (i.e. P.T.A., Jaycees, Chamber of Commerce, the Lions Clubs, etc.). A further technique here can be to utilize the school systems to disseminate the material and information. These proposals suggest a variety of alternatives, any mixture or variations of which can be used. The most important point to remember is for the council to involve as many people as possible, using people to communicate and share the knowledge gained from the program with neighbors is very successful.

NOTES:

News Release

The _____ High School Community Crime Prevention Council announced today that they have received an invitation from Sheriff Delmar "Swede" Larson to participate in the Neighborhood Watch Crime-Prevention Program. This program is designed to provide citizens with many Self-Help Educational steps that they can take to protect their property and the property of their neighbors from theft.

"The 1976 Uniform Crime Report, recently released by the Federal Bureau of Investigation, has indicated that burglaries are now occurring at the rate of one every twelve seconds in the U.S. This growing number of crimes affects each one of us as individuals, and we must begin to take steps in order to protect our community against this rising tide of crime," said Sheriff Larson. Reports of program success has been received from many participants across the country indicating that citizens who begin to act as individuals can collectively raise the threshold of security in their entire community.

Materials are provided free through the _____ High School Community Crime Prevention Council and the Salt Lake County Sheriff's Department as a public courtesy. For the location of your nearest council please telephone 328-7480.

Sheriff Larson emphasizes that his department stands ready to provide whatever assistance in the area of crime prevention that will be helpful to the citizens of this community.

News Release

OPERATION
IDENTIFICATION

UT-A114400-1



OPERATION IDENTIFICATION

The first step in the actual implementation of Operation Identification is to establish target areas within the council's grid boundaries and arrange for news coverage to announce and thoroughly explain the program. Residents in the grid target area should be notified of the proposed visits, at least a week in advance, and informed of the date and time they will be contacted and requested to keep the mechanical pencil no longer than 72 hours.

As the items are inscribed with the owner's Utah driver's license number, the resident should list the items on the Valuable Property Record which includes: item, model number; manufacturer serial number; size; color; where item was marked; and physical description (See Valuable Property Record). At least three copies of this list should be made placing one in a safety deposit box (if available) one at the office, and the third with a relative or close friend. As new items are purchased they should be added to the list and items disposed of should be removed.

There are many items which cannot be marked such as jewelry, furs, expensive rugs and furniture, etc. With furs and other items, indelible ink can be used and on some furniture it may be possible to use a wood burning pen. Other items such as jewelry should be photographed and unique marks and descriptions recorded.

When marked items are sold, the driver's license number should not be obliterated. It should be crossed out with one line going from the lower left corner to the upper right. The new owner's driver's license number should then be placed directly below.

After all valuables have been marked and properly recorded, the Operation Identification stickers should be placed on all doors and various windows on all sides of the home.

It will be beneficial for the program if the participating citizens encourage others to join Operation Identification.

BUSINESSMEN:

Businessmen can also join Operation Identification by participating in two different ways.

First they can be instrumental in working with the community council's and furthering their use of Operation Identification. As a public service, some businesses mark newly purchased items for customers. Other companies, especially insurance companies, offer the use of their engravers on a loan basis to customers as a public service.

They can also supply the Operation Identification stickers free of charge. In some areas, insurance companies have devised preferred rates for those customers subscribing to the Operation Identification program.

The second way in which businessmen can become involved in Operation Identification is by implementing it in their own businesses. Tools, office machinery, and all other valuable items should be marked along with the display of Operation Identification stickers.

No one "best" method of identification has been developed for businesses. Most law enforcement agencies use one of two methods: (1) law enforcement agency NCIC number along with as assigned business number or (2) the business name, city and state inscribed on the article. If space is available, the telephone number (including area code) should be included.

Using either of these methods, a law enforcement agency should be able to locate the rightful owner of stolen property regardless of where the property was recovered.

NOTES: (methodology of implementation)

TO THE CITIZEN:

WHAT IS OPERATION IDENTIFICATION ?

Operation Identification is the system of engraving your Utah Driver's License number on your personal property, and retaining a list of the property that has been marked.

A growing amount of evidence continues to support the position that Operation Identification is of particular benefit in protecting property of those people who use the system.

WHY SHOULD I USE THE SYSTEM ?

The benefits are essentially as follows:

1. By having your personal property marked, it will aid in the recovery of such property if it is either lost or stolen.
2. Items marked with the Utah Driver's License Number can be traced immediately. The criminal market knows this. Your property has lost its value in fencing operations.
3. Sheriff Larson has suggested that when a burglar is apprehended and has property that has been marked with the Utah Driver's License, a greater conviction and recovery rate is experienced.

HOW BAD IS THE PROBLEM ?

The uniform crime report, recently released by the Federal Bureau of Investigation, has indicated that burglaries are now occurring at the rate of ONE every twelve seconds in the U.S.

HOW SHOULD I MARK MY PROPERTY ?

If you have an item with a permanent serial number (one that can't be easily peeled or scratched off) merely place that number on the valuable property recorded provided. If an item has no number, engrave your Utah Driver's License Number on it and follow the number with an item number such as 1, 2, etc. A radio marked as above would look like this: UT-All4400-1. Other items should be marked in sequence. Property which you do not want to be marked such as some jewelry and silverware should be photographed. The marking should be done on the main body of the property where it is visible without dismantling the object.

All serial numbers and photographs should be put in the valuable property record and put in a safe place for reference in the event of theft. Another copy of the property record should be given to a close friend or relative, a third should be kept at the office.

An Operation Identification Decal should be displayed on the doors or windows of your house.

WHY THE UTAH DRIVER'S LICENSE ?

One of the primary reasons the sheriff's department is promoting this numbering system is because of the new, permanent driver's license numbering system being implemented in Utah during 1977. Each individual renewing or applying for a new driver's license will receive a permanent lifetime number. This number can be tracked by sheriff's deputies 24 hours a day, 7 days a week, a social security number cannot.

WHO IS SPONSORING OPERATION IDENTIFICATION ?

The Salt Lake County Sheriff's Department and your local High School Community Crime Prevention Council.

How can I get involved? Please call the Sheriff's Youth Task Force at 328-7480 and you will be referred to the nearest council.

CHECK LIST

1. Telephone the Sheriff's Youth Task Force at 328-7480 for information concerning YOUR nearest High School Community Crime Prevention Council.
2. Make an appointment to borrow a "Mechanical- Pencil" from your community crime council, library or sheriff's substation.
3. Mark your property where it is visible without dismantling the object.
4. Use your UTAH DRIVER'S LICENSE NUMBER as a base number when marking property: UT-All4400-1. The second item marked would be UT-All4400-2, an so on.
5. Record the items marked in this manner and KEEP the list in a secure place. Do Not give a copy of this list to anyone except a peace officer in the event of a burglary or theft.
6. Return the mechanical pencil to the council representative.
7. Place "Operation Identification" decals on your windows and doors.
8. Encourage a friend or neighbor to get involved.
9. Get involved in your High School Community Crime Prevention Council.

IMPLEMENTATION RECOMMENDATIONS

1. The major restriction of Operation Identification is the availability of mechanical pencils. The sheriff's department has a very limited number of mechanical pencils -- these pencils are checked out on a first come, first served basis to the councils.
 - a. It our recommendation that the councils obtain donations from business and civic groups for the purchase of additional mechanical pencils to be utilized in the high school areas.
 - b. Warning decals: Decals made available to the sheriff's department will be distributed evenly to all eleven councils; an exception to that rule occurs when a council is in absolute need of additional decals -- that council will be given the priority (see distribution sheet).
2. CAUTION should be used in the methodology of distribution.
 - a. We DO NOT recommend that council members, church groups or Boy Scouts do the actual marking of property -- allow the patron to mark his or her own property: the possibly does exist that the council could lose credibility if a patron is burglarized -- " the only people that knew what I had in my house, besides my family, was the high school community crime prevention council - they itimized my possessions!"
3. A major part of Operation Identification is knowing the number of homes actually marked, or participating in the program. Instruct your committee people to collect that data; it is essential for future material and resource allocations.
 - a. In the future, the sheriff's department will include an area on the department's initial report that will ask this question of citizen's that are burglarized.

NOTES:

MATERIALS ALLOCATED TO COUNCIL AREAS AS OF FEBRUARY 22, 1977

SCHOOL AREA:

Bingham: No Council

Brighton High Council

2,000	The House Burglar Project
2,000	Breathe Easier When Your Away
2,000	Warning Decals; OP ID
4,000	Sheriff's Association Literature
5	Loaner Pads; OP ID
200	Sheriff's Association Decals; OP ID
1,500	Valuable Property Records; OP ID
<u>11</u>	Mechanical Pencils

11,705

2,000	Operation ID Flyers
50	Operation ID News Releases

13,755

COPIES OF PRINTED MATTER

Cottonwood High Council

2,000	Breathe Easier When Your Away
1,000	Warning Decals; OP ID
150	Operation ID Flyers
200	Valuable Property Records; OP ID
<u>3,350</u>	COPIES OF PRINTED MATTER

Magna/Hunter Council

2,000	Breathe Easier When Your Away
500	Warning Decals; OP ID
1,000	Operation ID Flyers
500	Valuable Property Records; OP ID
1,000	The House Burglar Project
<u>5,000</u>	COPIES OF PRINTED MATTER

Granger High Council

2,000	Breathe Easier When Your Away
500	Operation ID Flyers
500	Warning Decals; OP ID
500	Valuable Property Records; OP ID
<u>3,500</u>	COPIES OF PRINTED MATTER

Granite High School

2,000 Breathe Easier When Your Away
500 Warning Decals; OP ID
250 Operation ID Flyers
250 Valuable Property Records; OP ID
3,000 COPIES OF PRINTED MATTER

Hillcrest High Council

2,000 Breathe Easier When Your Away
500 Warning Decals; OP ID
250 Operation ID Flyers
250 Valuable Property Records; OP ID
3,000 COPIES OF PRINTED MATTER

Jordan High Council

1,000 The House Burglar Project
2,000 Breathe Easier When Your Away
1,000 Warning Decals; OP ID
500 Operation ID Flyers
500 Operation Wheels
1,000 Valuable Property Records
6,000 COPIES OF PRINTED MATTER

Kearns High Council

10,000 Council Identifiers; OP ID
800 Operation ID Flyers
4,000 Breathe Easier When Your Away
500 Valuable Property Records; OP ID
15,300 COPIES OF PRINTED MATTER

Olympus High School

6,000 Breathe Easier When Your Away
2,000 Operation ID Flyer
1,000 Valuable Property Records; OP ID
4,000 Warning Decals; OP ID
1,000 The House Burglar Project
20 Mechanical Pencils
14,000 COPIES OF PRINTED MATTER

Skyline High Council

2,000 Breathe Easier When Your Away
500 Warning Decals; OP ID
500 Operation ID Flyers
250 Valuable Property Records; OP ID
3,250 COPIES OF PRINTED MATTER

Total Copies of printed matter going to council areas in the last two months:

241,655

Materials allotted to the department:

West Division: 500 Warning Decals; OP ID
 150 Breathe Easier When Your Away
 100 Operation ID Flyers
 100 Valuable Property Records; OP ID
 3 Loaner Pads
 3 CB Pads

856

Central Divison: Same Note: 3 Mechanical Pencils

East: Same

Total copies of printed matter within the department during the last two months;

2568

Materials allocated to the county library system:

100 Breathe Easier When Your Away
100 Operation ID Flyers
500 Warning Decals; OP ID
100 Valuable Property Records; OP ID
 2 Loaner Pads
 2 CB Pads

804

Total copies of printed matter going to the county library system as of 2-18-77:

4,020

Materials allocated for distribution through Private Business:

40,000 Operation Wheels - distributed by harmon's City Markets

Sample packages given to groups: PTA, etc.

1,000 Operation ID Flyers
2,500 Warning Decals; OP ID
1,000 Valuable Property Records; OP ID
1,000 The House Burglar
1,000 Breathe Easier When Your Away
6,500 COPIES OF PRINTED MATTER

293,835 TOTAL COPIES OF PRINTED MATTER DISTRIBUTED AS OF 02-18-77.

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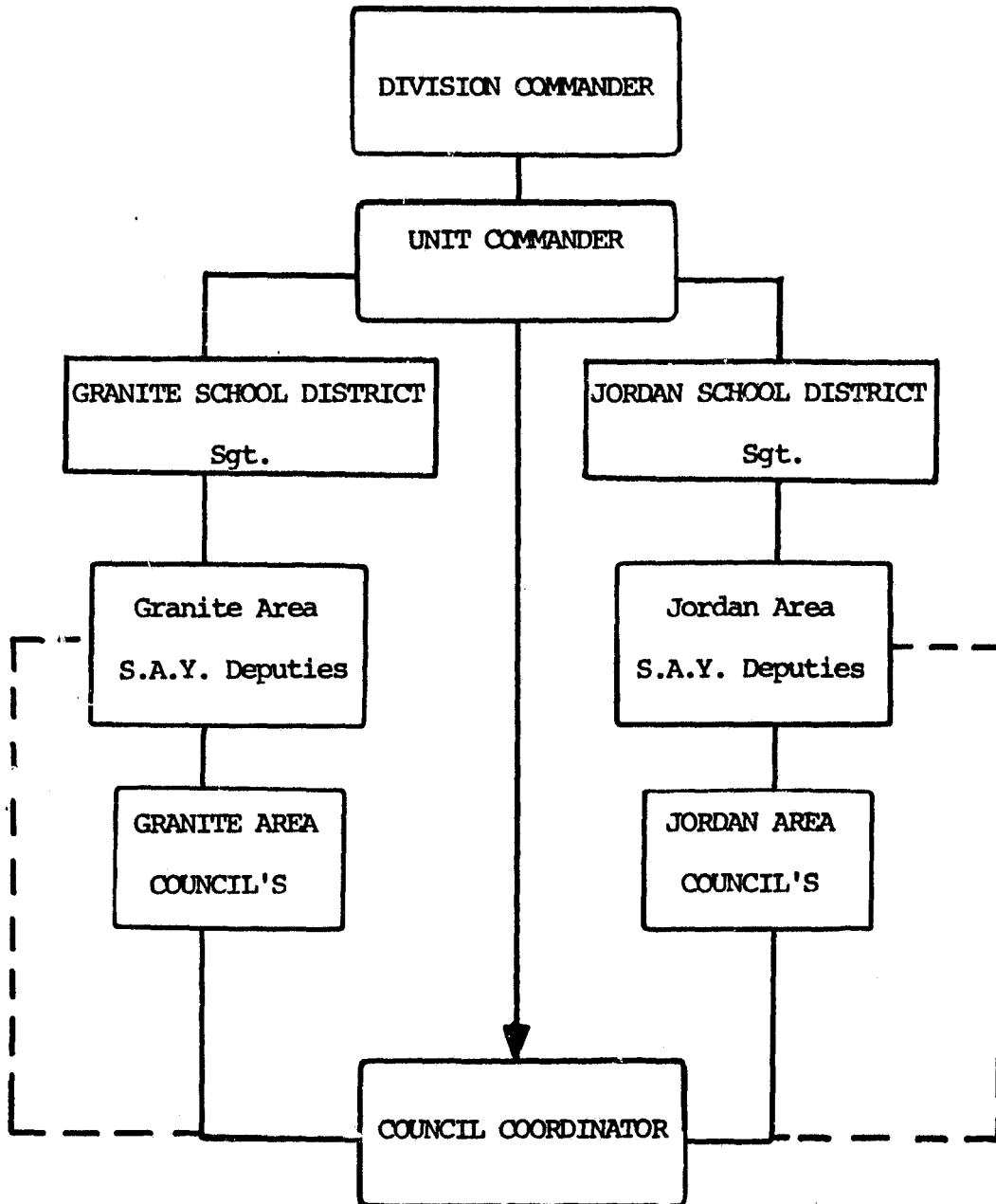
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SCHOOL PROGRAM STRUCTURE



SALT LAKE COUNTY SHERIFF'S DEPARTMENT

March, 1977

END