National Criminal Justice Reference Service

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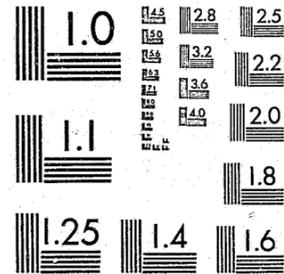
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National Institute of Justice
United States Department of Justice
Washington, D.C. 20531

10/2/85

State of California
GEORGE DEUKMEJIAN
Governor

CRIME PREVENTION IN THE SCHOOLS

An Implementation Guide

97201

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Office of Criminal Justice Planning

State of California
GEORGE DEUKMEJIAN
Governor

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INTRODUCTION

The Governor's Youth Crime Prevention Program has been developed by the Governor's Office of Criminal Justice Planning as part of Governor George Deukmejian's Plan to Restore Public Safety in California. The program is designed to teach children in grades K-4 about ways in which they can reduce their vulnerability to certain crimes. It also stresses the importance of responsible behavior and good citizenship.

School discipline problems, violence, theft, and vandalism increase in severity as children progress from elementary grades through junior and senior high school. It is the premise of this program among practitioners or experts that early intervention can reduce these problems in later years. Such intervention is cost effective and promotes a postitive school and home climate throughout a child's life that allows learning and growth in a safe, supportive environment.

The Youth Crime Prevention Program consists of three components: a teaching curriculum, a film entitled *Crime Prevention: It's Elementary,* and a crime prevention coloring book. Each component of the program is designed to reinforce the basic messages of personal safety, property protection, and responsible behavior.

The implementation of this program is designed to be coordinated between the school district and local law enforcement. The key to a successful crime prevention program is a cooperative partnership between law enforcement and the community. Elementary school children are not too young to be introduced to this concept. In addition, law enforcement officers can serve as a valuable source of crime prevention information for school personnel as well as actively assist in teaching specific segments of the curriculum. The following suggested implementation strategies call for the full involvement of local law enforcement.

THE STEPS TO SUCCESS

STEP I. ADMINISTRATORS MEETING

Law enforcement and school district administrators, including the Elementary Curriculum Director, meet to review the content of the Youth Crime Prevention Program, discuss the need for the program, and the benefits to be derived from it. Areas to be considered include:

- The level of crime in the general community
- Specific crime problems on or near school campuses including drugs, alcohol, vandalism, theft, crimes against persons, and child abuse
- Truancy
- The potential benefit to the students—reduced chances of victimization
- The potential benefit to the classroom teachers—increased respect for rules and laws and a greater sense of responsibility by the students
- The potential benefit to the schools—overall improvement in school climate
- The need for all citizens, regardless of age, to be actively involved in crime prevention

The potential benefit to the schools is especially important in light of the recent addition to the California Constitution.

"*Right to Safe Schools.* All students and staff of public primary, elementary, junior high and senior high schools have the inalienable right to attend campuses which are secure and peaceful."
California Constitution, Article I, Section 28 (c)

To aid in the discussion, participants are encouraged to complete the Youth Crime Prevention Program School Survey (see Appendix A). This survey will aid in identifying campus problems and existing crime prevention programs. It will also help to determine whether current programs are adequately addressing the identified problems. When completed independently by law enforcement personnel and school administrators, disparities may well emerge pointing to a need for further problem and program analysis.

If agreement is reached to proceed, the program should be endorsed by the Chief/Sheriff and the appropriate school administrator(s).

Each administrator then assigns personnel to work on program implementation.

STEP II. SCHOOL PERSONNEL— LAW ENFORCEMENT MEETING

Assigned personnel from the school district and local law enforcement agency meet to discuss the role of each in presenting the program. Among the issues to be considered are:

- **Type of presentation:** Will the program be presented to the entire student body or will it be targeted to only specific grade levels, i.e. 3rd grade only or both 3rd and 4th grades?

- **Length of the program:** How many weeks will be needed to complete the curriculum?

- **Timeline:** How much time is needed to appropriately complete each of the six segments of the program?

- **Law Enforcement Involvement:** Will the law enforcement agency be actively involved in the teaching? If yes, which portions?

- **Other Resources:** Will outside expert presenters be used? Who and for which portions?*

- **Teacher Training:** If several schools are involved, is there a need for an orientation session prior to the actual teacher training?

Recommendations for all issues are taken back to the respective administrators for final approval.

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*In specific cases such as child abuse and child sexual abuse/molestation, specifically trained experts may be called upon to complete the training.

STEP III. SCHOOL SECURITY MEETING

Representatives from law enforcement, school administration, and school security should meet to discuss campus security. The Security Checklist (see Appendix B) should be completed by each school to determine the need for increased internal crime prevention efforts. The goal is to enhance the safety of students and staff as well as building and equipment security.

Review incident reporting forms and procedures. Reports should be consistent and accurate, and depict the full extent of problems relating to safety and security. This is the time to clarify any questions regarding the "what, who, and how" of incident reporting on the school campus. The local crime prevention officer will be able to provide valuable information regarding loss prevention, environmental design and basic safety procedures.

You may wish to appoint a School Safety Committee to work on solutions to the problems identified in the initial security survey.

STEP IV. ORIENTATION MEETING

An orientation session should be held for programs involving multiple schools. Participants should include school and law enforcement administrators, crime prevention and school resource officers, the principals of all participating schools, and the program manager/curriculum specialist from each school, if there is one.

SAMPLE AGENDA

A. **Welcome and Introduction**
  - Chief/Sheriff
  - School District Official

B. **The Crime Problem**   (see Appendix C)
  - Overview of school crime—nationally
  - Crime in California and the local jurisdiction
  - School district statistics

C. **Crime Prevention**
  - Program philosophy (basic what, why, how)
  - Local programs available (include literature package)
  - Existing school programs and how they can be interfaced with the new program

D. **Youth Crime Prevention**   (see Appendix D)
  - Goals of the program
  - Program overview

E. **Film—*Crime Prevention: It's Elementary***

F. **The Training Guide** (discuss each section)

This format is flexible regarding allotment of time. If a crime prevention officer is available to assist in the actual teacher training, the orientation session could be accomplished in 4 hours, with 1½ hours devoted to Items A–E and 2½ hours devoted to Item F. A more intensive orientation would allow 2 to 3 hours for Items A–E and approximately 4 hours for Item F. If the longer format is selected, it is recommended that the orientation be conducted on two consecutive days.

STEP V. PARENT SUPPORT

As the Youth Crime Prevention Program involves activities and concepts applicable to both school and home, it is wise to inform parents about the program. Their understanding and support can provide continuing reinforcement for the awareness and behavior patterns that the program teaches children. A parent letter is provided in Appendix E.

It is also suggested that a special presentation be made to the PTA including a viewing of the film and discussion by both school and law enforcement representatives. The active support of the PTA can aid greatly in program success and may also result in the provision of financial assistance.

STEP VI. TEACHER TRAINING

The teacher training session should follow essentially the same format as the orientation session with the option of attendance by school district and law enforcement administrators. All attempts should be made to include the crime prevention officer in this training session because of his/her technical expertise.

Each section of the Training Guide should be discussed in detail. Encourage teachers to create additional activities for the children to help illustrate the various crime prevention and personal safety messages.

If outside presenters are to be used for any of the components (such as Personal Safety or the Role of the Law Enforcement Officer), try to have them present for part of the training. This will give the teachers the opportunity to meet them and hear a brief overview of the program they will present. Appearance schedules should be arranged at this time.

The teacher training session should include any changes or additions to policies and procedures resulting from the school security survey (Step III).

STEP VII. COORDINATING COMMITTEE

To assist in program implementation and interagency cooperation, a Youth Crime Prevention Coordinating Committee should be established during the initial phase of the program. Committee membership should include representatives from:

- Schools
- Law Enforcement
- Juvenile Court
- Probation
- California Youth Authority
- Department of Social Services
- Parent Organizations
- Other Appropriate Agencies/Organizations

Responsibilities of the Committee should include, at a minimum:

- Assisting in program implementation in the schools
- Helping to inform parents and the community of the goals and objectives of the new program
- Soliciting community support for the program
- Aiding in the establishment of the Youth Crime Prevention Program as a permanent part of the elementary curriculum

Valuable publicity and support for the program can also be obtained by involving local media and business/corporate representatives.

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APPENDICES

**GOVERNOR'S
YOUTH CRIME PREVENTION PROGRAM
SCHOOL SURVEY**

PARTICIPANT NAME/TITLE _____

SCHOOL NAME _____

SCHOOL ADDRESS _____

COUNTY _____

Number of students enrolled in Grades K-4 _____

Number of teachers instructing Grades K-4 _____

Do you feel that there is a crime problem
on or near your school property?   ☐ YES   ☐ NO

What types of crimes occur most frequently on or near your school property?

(please check)	No. Reported to Police	No. Handled by School
☐ VANDALISM		
☐ THEFT	_____	_____
☐ BURGLARY	_____	_____
☐ ASSAULT (fighting)	_____	_____
☐ DRUG USE	_____	_____
☐ DRUG SALES	_____	_____
☐ OTHER (please specify) _____		

_____

In your opinion, are these crimes generally committed by or attributed to the students? (please check)

☐ COMMITTED BY

☐ ATTRIBUTED TO

What is the annual cost of vandalism in the school district? _____

How frequently do school personnel encounter suspected incidents of child abuse/neglect? (please check)

☐ FREQUENTLY   No. reported to Police _____

☐ INFREQUENTLY   No. reported to CPS _____

☐ NOT AT ALL

Do you feel that crime prevention and safety programs are an essential part of the school year curriculum? ☐ YES ☐ NO

Is your school currently providing a youth crime prevention program or any other safety program (on a regular basis) to the students? ☐ YES ☐ NO

If **NO:** Aside from funding, what is the most important reason for not offering such a program? (please check)

☐ RESOURCES/MATERIALS NOT AVAILABLE

☐ ADMINISTRATION NOT INTERESTED

☐ CRIME PREVENTION TRAINING FOR TEACHERS IS NOT AVAILABLE

☐ ISSUE HAS NEVER BEEN RAISED

☐ OTHER (please specify) _____
_____
_____

If **YES:** Who provides the training to the students? (please check)

☐ TEACHER

☐ PRINCIPAL

☐ LOCAL LAW ENFORCEMENT OFFICER

☐ YOUTH OFFICER (Non-Sworn)

☐ OTHER (please specify) _____
_____
_____

How is the training presented? (please check)

☐ CLASSROOM (individual grade levels)

☐ ASSEMBLY (total student body)

☐ OTHER (please specify) _____
_____

How often is the training provided? (please check)

☐ ANNUALLY

☐ SEMI-ANNUALLY

☐ QUARTERLY

☐ MONTHLY

☐ WEEKLY

☐ ONGOING

Do the programs include training in the following areas?

	Grade Level Trained (please circle)					Enter Hours of Training Per Year
_____ PERSONAL SAFETY	K	1	2	3	4	_____
_____ HOUSEHOLD SAFETY	K	1	2	3	4	_____
_____ PROPERTY PROTECTION	K	1	2	3	4	_____
_____ CHILD ABUSE	K	1	2	3	4	_____
_____ CHILD SEXUAL ABUSE	K	1	2	3	4	_____
_____ CITIZENSHIP (Rules and Laws)	K	1	2	3	4	_____
_____ VACATION	K	1	2	3	4	_____

Please include as an attachment to this questionnaire a description of the program(s) currently being offered in your school.

Thank you for your cooperation.

SCHOOL SECURITY CHECKLIST

Give your school a thorough crime prevention inspection now. Use this checklist as a guideline to determine your school's strengths and weaknesses. When the inspection is complete, contact your local law enforcement agency for assistance in making the indicated improvements.

ORGANIZATION	YES	NO
1. Is there a policy for dealing with violence and vandalism in your school?	☐	☐
2. Is the policy realistic?	☐	☐
3. Is there strict adherence to it?	☐	☐
4. Is there a student conduct and discipline code including the policy on violence and vandalism?	☐	☐
5. Is a copy of the code given to all students every year and discussed with them?	☐	☐
6. Is a copy of the code given to all parents each year?	☐	☐
7. Are parents/guardians aware of their increased financial liability for the willful misconduct of their children (Criminal Code 1714.1 as amended)?	☐	☐
8. Is there an incident reporting system?	☐	☐
9. Is the incident reporting system available to all staff?	☐	☐
10. Is there in-service training available for all teachers pertaining to reporting requirements?	☐	☐
11. Is there consistent monitoring and evaluation of all incident reports?	☐	☐
12. Are there action plans developed to deal with student disruptions and vandalism?	☐	☐
13. Is there a policy as to restitution or prosecution of perpetrators of violence and vandalism?	☐	☐
14. Is there statistical information available as to the scope of the problems at your school and in the community?	☐	☐
15. Are the teachers and administrators aware of the laws that pertain to them, including their rights?	☐	☐
16. Are the teachers and administrators aware of the laws that pertain to students and students' rights?	☐	☐
17. Are the teachers and administrators aware of their responsibility as to enforcement of and respect for laws, regulations and policies?	☐	☐
18. Have the school, school board and administrators taken any preventive steps or anticipated any problems through dialogue?	☐	☐
19. Is there a good working relationship with your local law enforcement agency?	☐	☐
20. Is staff trained in basic crime prevention methods?	☐	☐

SECURITY PROCEDURES

	YES	NO
1. Have there been any security problems in the past?	☐	☐
2. Are there specific staff assigned or trained in security procedures?	☐	☐
3. Is someone made responsible for overall school security procedures?	☐	☐
4. Are there specific persons designated to secure buildings following after-hours activity?	☐	☐
5. Is there a key control system?	☐	☐
6. Is there a visitor procedure?	☐	☐
7. Do students have I.D. cards or other identification?	☐	☐
8. Do all employees have I.D. cards?	☐	☐
9. Is there a policy for handling intruders, loiterers or non-students on campus?	☐	☐
10. Is there proper visibility of parking areas?	☐	☐
11. Is there supervision in hallways, corridors and other congregating places for students between classes, at lunch and before and after school?	☐	☐
12. Is there a light/no-light policy for after-school hours?	☐	☐
13. Whenever possible, is vandal damage repaired immediately?	☐	☐
14. Do job descriptions include vandalism prevention duties?	☐	☐
15. Are security checklists used by school employees?	☐	☐
16. Through as many channels as possible, are vandalism costs made known to taxpayers?	☐	☐
17. Do local law enforcement agencies help and advise on vandalism prevention?	☐	☐
18. Are administrators, teachers and students urged to cooperate with police?	☐	☐
19. Is evening and weekend use of school facilities encouraged?	☐	☐
20. Do law enforcement or security personnel monitor school facilities during school hours?	☐	☐
21. Are local residents encouraged to report suspicious activity to school officials or police?	☐	☐
22. Do students actively get involved in security efforts?	☐	☐
23. Are there emergency procedures for incidents, including fire and bombing?	☐	☐

PERIMETER SECURITY

	YES	NO
1. Is there proper fencing around adjacent areas?	☐	☐
2. Are gates properly secured with working locks?	☐	☐
3. Is the perimeter free of rocks or gravel?	☐	☐
4. Are signs properly posted as to rules and enforcement?	☐	☐
5. Are signs properly designed for crime prevention?	☐	☐
6. If there is exterior lighting—		
Is it properly directed?	☐	☐
Is there proper intensity?	☐	☐
Are target areas well lighted?	☐	☐
Are there shadow areas?	☐	☐
7. Are all items removed from the building area which could be used to break in or stand and climb on, such as ladders or lumber?	☐	☐
8. Is after-hours use of playground facilities consistently and closely monitored?	☐	☐

EXTERIOR SECURITY

	YES	NO
1. Is the school designed for vandal-resistant walls?	☐	☐
2. Do the texture, color, etc. of the walls act to deter vandal activity?	☐	☐
3. Are outside handles removed from doors used primarily as exits?	☐	☐
4. Is there extra security for first floor windows?	☐	☐
5. Are all windows properly secured?	☐	☐
6. Are protective screens or window guards used?	☐	☐
7. Is broken window glass replaced with plexiglass or other break-resistant material?	☐	☐
8. Are school facilities kept neat and in good repair?	☐	☐
9. Can any door locks be reached by breaking out glass?	☐	☐
10. Are all locks in good condition?	☐	☐
11. Are all exit doors secured by either deadbolt locks or chains and locks which will limit easy escape of vandals and/or burglars?	☐	☐
12. Are locks maintained regularly and changed when necessary?	☐	☐
13. Are door frames pry-proof?		

INTERIOR SECURITY

	YES	NO
1. Is the school sectioned off to limit access by evening users?	☐	☐
2. Is there a central inventory control list for valuable property?	☐	☐
3. Has an inventory been made recently of school property?	☐	☐
4. Are valuables properly stored?	☐	☐
5. Are high target areas properly secured?	☐	☐
6. Is school property permanently and distinctly marked?	☐	☐
7. Are school files locked in vandal-proof containers?	☐	☐
8. Are valuable items thieves can easily fence (typewriters, calculators, audio/visual equipment, etc.) properly locked up or secured when not in use?	☐	☐
9. Is all money removed from cash registers?	☐	☐
10. Are cabinets properly secured?	☐	☐

ALARMS

	YES	NO
1. Is there an existing alarm system?	☐	☐
2. Do you have intrusion-detection equipment?	☐	☐
3. As an administrator, do you know the capabilities and limitations of the alarm system?	☐	☐
4. Do teachers and staff understand the basic working of the alarm system so that false alarms are not a problem?	☐	☐
5. Do you have a clear policy as to alarm response and does everyone involved understand their responsibilities?	☐	☐
6. Is the system centrally located?	☐	☐
7. Is it a local alarm?	☐	☐
8. Is it a police alarm?	☐	☐
9. Is there a policy for consistent maintenance and testing of the system?	☐	☐
10. Do some members of the custodial staff work nights and weekends?	☐	☐
11. Are they properly trained as to the working of the alarm system?	☐	☐
12. Is the number of false alarms kept down to less than two for any six month period?	☐	☐
13. Can selected areas of the school be "zoned" by an alarm system which will indicate which area is being entered by an intruder?	☐	☐
14. If public utility power fails, is there back-up power to keep the system operating without generating an alarm signal?	☐	☐

	YES	NO
15. Are suitable procedures established for response and turning on and off the system?	☐	☐
16. Are the alarms the self-resetting type?	☐	☐

COMMENTS:

The School Security Checklist is based on a document originally developed under a grant from the Office of Criminal Justice Planning to the Attorney General's School Safety Center.

NATIONWIDE OCCURRENCES OF CRIMES IN SCHOOLS

STUDENTS

- 39 million students were enrolled in U.S. public schools during the 1982 academic year.

- 40% of all robberies and 36% of all assaults on teenagers occur on school campuses.

- Each month approximately 500,000 secondary students will have an item(s) valued at $10 or more stolen from them *while at school*.

- It is projected that 36% of all students age 12–19 will be assaulted at least once in school.

- Only 1 in every 3 offenses committed on school campuses are reported to school officials.

TEACHERS

- 2.8 million teachers were employed in U.S. public schools in 1981.

- A projected 90,000 teachers will be assaulted in the classroom during the school year.

SCHOOLS

- Schools are 5 times more likely to be burglarized as stores or businesses.

- The estimated incidence of school vandalism is 1 in 4 schools.

- The average cost per act of vandalism is $81 and $183 per break-in.

- Yearly school repairs cost an estimated $600,000,000.

- Of that estimate, $3,000,000 is spent on repairs of school bus seats.

SOURCE: Teaching Individual Protective Strategies and Teaching Individual Postive Solutions Program
State of Virginia Department of Education

NATIONAL JUVENILE ARRESTS
By Specific Age Group and Percent of Total

	Total Juvenile Arrests	10 Years and Under	Percent of Total
Prior Year			
Robbery			
Assault			
Burglary			
Theft			
Drug Law Violations			
Simple Assault			
Vandalism			
Curfew			
Runaways			
All Other			
Current Year			
Robbery			
Assault			
Burglary			
Theft			
Drug Law Violations			
Simple Assault			
Vandalism			
Curfew			
Runaways			
All Other			

NOTE: Current national data is available from the Office of Criminal Justice Planning.

JUVENILE ARRESTS IN CALIFORNIA
By Specific Age Group and Percent of Total

	Total Juvenile Arrests	10 Years and Under	Percent of Total
Prior Year			
Felony Level			
Robbery			
Assault			
Burglary			
Theft			
Drug Law Violations			
Other Felonies			
Misdemeanor Level			
Assault and Battery			
Petty Theft			
Drug Law Violations			
Disturbing the Peace			
Vandalism			
Other Misdemeanors			
Status Offenses			
Truancy			
Runaway			
Incorrigible			
Curfew			
Other Status Offenses			
Current Year			
Felony Level			
Robbery			
Assault			
Burglary			
Theft			
Drug Law Violations			
Other Felonies			
Misdemeanor Level			
Assault and Battery			
Petty Theft			
Drug Law Violations			
Disturbing the Peace			
Vandalism			
Other Misdemeanors			
Status Offenses			
Truancy			
Runaway			
Incorrigible			
Curfew			
Other Status Offenses			

NOTE: Current statewide data is available from the Office of Criminal Justice Planning.

Your City Police Department
Juvenile Arrests by Specific Age Group and Percent of Total

	Total Juvenile Arrests	10 Years and Under	Percent of Total
Prior Year			
Felony Level			
Robbery			
Assault			
Burglary			
Theft			
Drug Law Violations			
Other Felonies			
Misdemeanor Level			
Assault and Battery			
Petty Theft			
Drug Law Violations			
Disturbing the Peace			
Vandalism			
Other Misdemeanors			
Status Offenses			
Truancy			
Runaway			
Incorrigible			
Curfew			
Other Status Offenses			
Current Year			
Felony Level			
Robbery			
Assault			
Burglary			
Theft			
Drug Law Violations			
Other Felonies			
Misdemeanor Level			
Assault and Battery			
Petty Theft			
Drug Law Violations			
Disturbing the Peace			
Vandalism			
Other Misdemeanors			
Status Offenses			
Truancy			
Runaway			
Incorrigible			
Curfew			
Other Status Offenses			

GOVERNOR'S YOUTH CRIME PREVENTION PROGRAM TRAINING GUIDE

Governor George Deukmejian has declared that the restoration of public safety is the top priority of his administration. As part of the public safety program, he has designated a week in October every year as California's Safe Schools Week. The Governor has also directed the Office of Criminal Justice Planning to develop a comprehensive statewide crime prevention program, with initial emphasis placed on youth crime prevention. One component of the Youth Crime Prevention Program is the development of a crime prevention training guide for distribution to school districts and law enforcement agencies.

The training guide is designed to teach proper student conduct at home, at school, and in the community by encouraging responsibility and good citizenship. It also provides crime prevention and personal safety information to reduce student vulnerability to specific crimes. A summary of the training guide, designed for grades kindergarten through four, is provided here for your information.

UNIT I. RESPONSIBILITY AND PERMISSION

GOAL: To help students understand what it means to be responsible at school, at home and in the community.

OBJECTIVES: At the end of this unit, students should be able to:

- name two things for which they should be responsible
- name two situations in which they need to get permission and from whom they need to get it
- list two things for which they are responsible at home

UNIT II. RULES AND LAWS

GOAL: To help children understand that the concepts of rules and laws are simply not restrictions but a means to achieve safety and harmony.

OBJECTIVES: At the end of this unit, students should:

- be able to state two reasons why rules are necessary
- be able to state two laws that affect them and why they are necessary
- be familiar with bicycle laws and safety tips

UNIT III. SAFETY AND CRIME PREVENTION

GOAL: To help students understand the concepts of safety and crime prevention.

OBJECTIVES: At the end of unit, students should:

- know at least two ways in which they might protect themselves from crime
- understand how to properly use the telephone in an emergency situation
- know their address and telephone number

UNIT IV. PERSONAL SAFETY

GOAL: To assist children in identifying and avoiding dangerous situations in order to enhance personal safety.

OBJECTIVES: At the end of this unit, students should be able to:

- understand the concepts of personal safety and the need to practice them
- understand the meaning of the word "stranger" and how to avoid becoming involved in dangerous situations
- be observant and articulate about what they see
- understand what child sexual abuse is and how to avoid dangerous situations

UNIT V. PROPERTY PROTECTION

GOAL: To help children understand what it means to be responsible for the property of oneself and others.

OBJECTIVES: At the end of this unit, students should be able to:

- list two things in which they can take care of things that belong to them
- know what vandalism is and why it is wrong
- list at least two ways in which they can help keep the classroom neat and orderly

UNIT VI. THE LAW ENFORCEMENT OFFICER

GOAL: To help students understand the role of law enforcement officers and know that officers are there to help them.

OBJECTIVES: At the end of this unit, students will be able to:

- name two things that law enforcement officers do
- name at least two situations in which they could ask an officer for help
- know how to signal and stop someone if they need help in an emergency

Dear Parents:

We are pleased to announce the beginning of a new crime prevention program for grades K–4. The Governors's Youth Crime Prevention Program will provide crime prevention and personal safety information designed to reduce our children's vulnerability to specific crimes. It will also encourage responsible behavior and good citizenship.

The program was developed by the State Office of Criminal Justice Planning in response to Governor George Deukmejian's concern for the safety and welfare of California's children. A careful review of the material by personnel from the school district and the _____ Police Department convinced us that it would be a valuable addition to the curriculum provided in our elementary grades.

We see this as another step in promoting a positive school environment in which our children can achieve their full academic potential. We are also very aware that today's young people are tomorrow's adults. Consequently, this program will aid us in teaching them responsibility for their behavior not only in school but in the community. The program will also provide the chidren knowledge and understanding of ways to protect themselves in everyday life.

The _____ Police Department will be assisting us in presenting this important program. Chief _____ and I hope you will join us in making this an enjoyable, successful learning experience.

For additional information, contact _____ _____ at _____ .

Sincerely,

Principal or Superintendent of Schools

END