

Human Relations Commission Agenda

The Human Relations Commission is a citizen commission appointed by the Fremont City Council. Human Relations Commission business is conducted in a public forum and operates within the provisions of the Brown Act. Information on the Brown Act may be obtained from the City Clerk's office at 3300 Capitol Avenue (phone 284-4060).

General Order of Business

- | | | |
|-------------------------------|---------------------------|--------------------------|
| 1. Secretary Check for Quorum | 6. Written Communications | 11. Commission Referrals |
| 2. Call to order – 7:15 p.m. | 7. Announcements | 12. Commission Reports |
| 3. Roll call | 8. Consent Items | 13. Staff Reports |
| 4. Approval of Minutes | 9. Old Business | 14. Referral to Staff |
| 5. Oral Communications | 10. New Business | 15. Adjournment |

Order of Discussion

Generally, the order of discussion after introduction of an item by the Chair will include comments and information by staff followed by Human Relations Commissions questions, inquiries or discussion. The applicant, authorized representative, or interested citizens may then speak on the item. At the close of public discussion, the item will be considered by the Commission and action taken.

Oral Communications

Any person desiring to speak on a matter which is not scheduled on this agenda may do so under Oral Communications. The Human Relations Commission will take no action on an item which does not appear on the agenda. The item will be agendaized for the next regular meeting or at a special meeting called in accordance with the terms of the Brown Act. The Human Relations Commission may establish time limits of presentations.

Information

Regular scheduled meetings of the Human Relations Commission are conducted at 3300 Capitol Avenue in City Council Chambers. Meetings are held at 7:15 on the third Monday of the month. Meetings may be tape recorded at the discretion of the Chair.

Copies of the Agenda are available at the Human Services Department at 3300 Capitol Avenue three days preceding the regularly scheduled meeting.

Assistance will be provided to those requiring accommodations for disabilities in compliance with the American Disabilities Act of 1990. Interested persons must request the accommodation at least 2 working days in advance of the meeting by contacting Human Services Department at (510) 574-2050.



Information about the City or items scheduled on the Agenda may be referred to:

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Your interest in the conduct of your City's business is appreciated.

Human Relations Commission	City Staff
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Tejinder Dhami	Arquimides Caldera, Deputy Human Services Director
Paddy Iyer	
Dr. Sonia Khan	MaryLou Johnson, Recording Secretary
Lance Kwan	
Patricia Montejano	
Julie Moore	
John Nguyen-Cleary - Chair	
John Smith	

Mission Statement

The City of Fremont's Human Relations Commission promotes and helps create a community environment in which all men, women and children, regardless of race, religion, national origin, gender, disability or sexual orientation, may live, learn, work and play in harmony.

AGENDA
HUMAN RELATIONS COMMISSION
REGULAR MEETING
MONDAY, OCTOBER 17, 2016
TRAINING ROOM
3300 CAPITOL AVE., BUILDING B
FREMONT, CALIFORNIA
7:15 P.M.

1. **SECRETARY CALL FOR QUORUM**
2. **CALL TO ORDER**
3. **ROLL CALL**
4. **APPROVAL OF MINUTES** of September 19, 2016
5. **ORAL COMMUNICATIONS**
6. **WRITTEN COMMUNICATIONS**
7. **ANNOUNCEMENTS**
8. **CONSENT ITEMS**
9. **OLD BUSINESS**

9.1 Make a Difference Day 2016

BACKGROUND: For many years, the HRC has sponsored the City’s annual Make a Difference Day (MADD), which brings together hundreds of Fremont residents on the fourth Saturday of October to volunteer on projects throughout the City.

This year, Christine Beitsch, MADD Coordinator, anticipates approximately 96 projects on or around October 22, 2016. Commissioners and staff have received sponsorships totaling \$12,750 from Kaiser Permanente GSAA, Fremont Bank Foundation, Cargill, Dale Hardware, Elks 2121 and NAMI - Alameda County South. This funding should be adequate to cover expenses (see budget below).

Make A Difference Day Budget - 2016

<u>Item</u>	<u>Amount</u>
Revenue	
Kaiser Permanente	5,000
Fremont Bank Foundation	2,500
Cargill	2,500
Fremont Elks 2121	500
NAMI- Alameda County South	250

Dale Hardware (Store Credit)	2,000
Total Revenue:	12,750

Expenses

Project Coordination	4,031
1,000 T-Shirts for Volunteers	5,504
Supplies (Materials and hardware)	2,000
Volunteer Recognition	300
Sponsor Recognition	500
Total Expenses:	12,335

Revenue minus Expenses: 415

The annual recognition ceremony has been tentatively scheduled for Tuesday, November 1, 2016.

Enclosure: None

RECOMMENDATION: Receive updates from Staff and Commissioners and possibly Ms. Beitsch.

9.2 Compassionate Fremont – Finding Common Ground Speakers Series

BACKGROUND: The Fremont Library and Compassionate Fremont is planning on hosting a monthly or quarterly speaker series. On May 16, 2016, the HRC voted to endorse and co-sponsor the series. Commissioner Smith has created a survey to both evaluate the speaker series and measure participants’ interest in future discussion topics.

Enclosure: 9.2.1 – Finding Common Ground Series Evaluation

RECOMMENDATION: Receive commissioner update.

9.3 CAHRO Conference Reminder

BACKGROUND: On October 27th and 28th, 2016, the California Association of Human Relations Organizations (CAHRO) will be hosting a Human Rights Conference at San Jose State University. The theme of the conference is The Dignity of Working People. Staff has made reservations for Commissioners Khan, Dhami and Montejano some or all of the conference.

Enclosure: Enc. 9.3.1 – CAHRO 2016 Conference.

RECOMMENDATION: Receive final reminder.

9.4 Emerging Leaders - Racial Equity Leadership Development Retreat

BACKGROUND: The HRC sponsored a Racial Equity Leadership Development retreat which was held on January 14 and 15, 2016. Mona Shah and Rosi Reyes facilitated a two-day retreat with 11 participants. As part of its strategic plan, the HRC has included ongoing support of the Racial Equity group as a priority.

Staff is currently scheduling a second dialogue session with the group for some time in November 2016, which will include the Police Chief. Staff has confirmed that the previous participants are interested in continuing to be part of the group. Staff is researching a more interactive dialogue model, which they will review with the Chief, and which is enclosed for the Commission's review.

Enclosure: 9.4.1 – Study Circles – Police/Community Dialogue Guide.

RECOMMENDATION: Receive staff updates.

10. **NEW BUSINESS** (Items on which the Commission has not yet had an agendaized discussion or taken action)

10.1 Compassion Games

BACKGROUND: Compassionate Fremont help promote the “Compassion Games” which occurring from September 11th through the 21st. The games are intended to spark compassionate action in various forms, with “winners” recognized by communities’ efforts to increase community service, acts of kindness, and raising monies for local causes.

Enclosure: 10.1.1 - Sister Burkart letter requesting participation in Games
10.1.2 - Baseline Data from Fremont Service Providers during Compassion Games Week.

RECOMMENDATION: Receive details on outcome of first Compassion Games.

10.2 Transgender Day of Remembrance

BACKGROUND: Sunday November 20, 2016 is nationally recognized as Transgender Day of Remembrance, and honors those who have died in transgender-targeted violence, suicide, and of HIV/AIDS.

Commissioner Khan requested staff add this item to the agenda to consider recommending the City Council formally recognizing the day with a City Council resolution.

Enclosure: None.

RECOMMENDATION: Receive information and take action if appropriate.

11. **COMMISSION REFERRALS** (Referrals from the City Council to the Commission)

12. **COMMITTEE REPORTS**

12.1 **Financial Resources Committee**

COMMITTEE BACKGROUND: Commissioners Smith, and Moore, Vice Chair Dewan, and Chair Nguyen Cleary work to create and implement a sustainable fundraising strategy.

RECOMMENDATION: Receive committee report on any non-action items.

12.2 **AdHoc Committee Reports**

13. **STAFF REPORTS**

13.1 **Attendance Summary (Attachment 13.1)**

13.2 **Calendar (Attachment 13.2) of HRC regular/special meetings and events.**

13.3 **Human Services Mid-year Budget Update**

14. **REFERRALS TO STAFF** (a request to have items placed on a future Commission agenda as an item of new business. A vote against means it will be dropped without consideration).

15. **ADJOURNMENT**

Compassionate Fremont-Fremont Library-Fremont Human Relations Commission

The Fremont Finding Common Ground Series, sponsored by Compassionate Fremont, Fremont Library and the Fremont Human Relations Commission, promotes and helps create a community environment in which all men, women and children, regardless of race, religion, national origin, gender, disability or sexual orientation, may live, learn, work and play in harmony.

We want to thank you for coming this evening and hope that you will help us as we plan going forward:

Please consider on a scale of 1 to 5 (1being least/5 being most)

	Least			Most	
	1	2	3	4	5
1. Overall, how would you rate the event?					
2. Was the event length too long, too short, or about right?					
3. How organized was the event?					
4. Prior to the event , how much of the information that you needed did you get?					
5. How would you rate the venue/location?					
6. How well did the event meet your expectations?					

Please take a moment and share what program would be of interest to you, 1 least interested-5 most interested:

	Least			Most	
	1	2	3	4	5
Income Inequality					
LGBTQ (Lesbian, Gay, Bi-sexual-Transgender-Queer)					
Black Lives Matter					
Homelessness					
Immigration/refugees					
Affordable Housing					
Food Security					



California Association
of Human Relations Organizations

Human Rights Conference 2016: THE DIGNITY OF WORKING PEOPLE San Jose State University

Thursday, October 27th, 1- 8:30 p.m.:
**SAN JOSE STATE HUMAN RIGHTS LECTURE
SERIES** (workshops to be announced)

Friday, October 28th , 9 a.m. to 5: 50 p.m.
**TRANSLATING SOCIAL JUSTICE
MOVEMENTS INTO POLICY**

- ◆ Youth Policy Forum
- ◆ Moving from a Minimum Wage to a Living Wage
- ◆ Creating a Domestic Local Human Rights Initiative
- ◆ Implicit Bias Reduction Tools
- ◆ Vulnerable Workers & Human Trafficking
- ◆ Ban the Box Campaign & Successful Re-entry to Work
- ◆ Islamophobia in the Workplace
- ◆ Transgender in the Workplace

CONFERENCE REGISTRATION FEES

Early Bird : \$175 w/CAHRO membership, \$125 w/o

Regular: \$200 w/CAHRO membership, \$150 w/o

Friday 1/2 day Registration: \$100 (lunch not included)

STUDENTS ARE FREE!

Registration opens July 1st. To register and for more
Information go to:

www.humanrightsconference2016.eventbrite.com

Thursday, 7 -8:30 pm
Morris Daily Auditorium
Keynote Address by
Baldemar Velasquez,
legendary labor leader,
President of the Farm Labor
Organizing Committee
(FLOC), and MacArthur
Fellow.

Friday Awards Luncheon
Noon-1:30, Ballroom
Keynote Address by
Robin Wright of the
Kirwan Institute, speaking
on the Impact of Implicit
Bias in Public Service

CAHRO website:
www.CAHRO.org

SAVE
THE
DATE

Co-sponsored by SCC Human Relations Commission, SCC Office of Human Relations
and San Jose State University Human Rights Program



Protecting Communities

Serving the Public

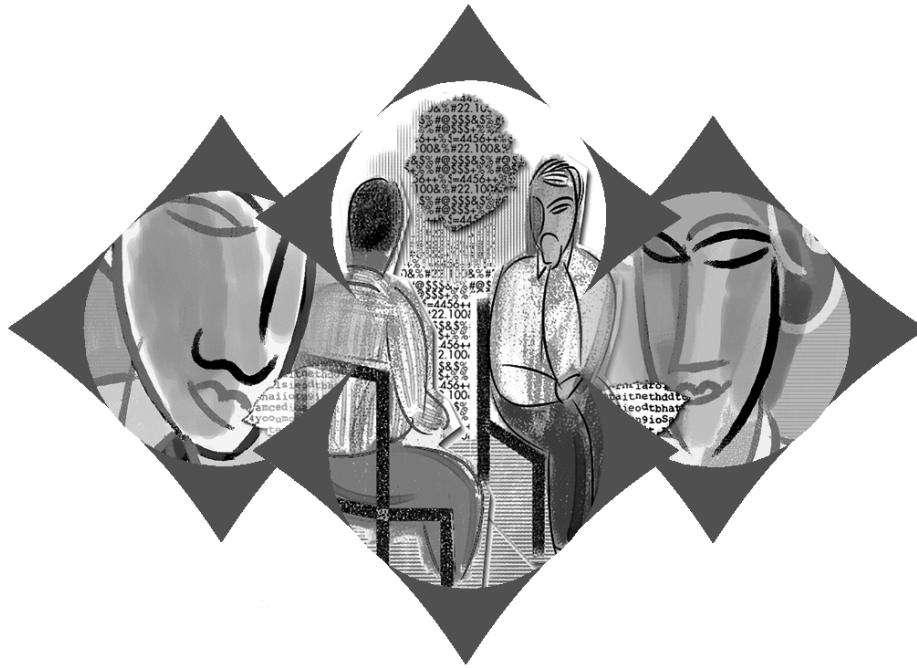


Police
and
residents

building relationships
to work together

Protecting Communities

Serving the Public



Police

and

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Study Circles Resource Center

A project of the Topsfield Foundation, Inc.



The Study Circles Resource Center (SCRC) developed this discussion guide. SCRC is a project of the Topsfield Foundation, Inc., a private, nonprofit, nonpartisan foundation dedicated to advancing deliberative democracy and improving the quality of public life in the United States. SCRC carries out this mission by helping communities organize study circles – small-group, democratic, face-to-face discussions that give everyday people opportunities to make a difference in their communities.

In a community-wide study circle program, many study circles take place at the same time. Large numbers of people from all parts of the community meet in these small groups to talk about one particular issue. These study circle programs lead to a wide range of action efforts.

We would like to help you organize study circles throughout your community. Our staff members offer their services to community leaders, free of charge, at every stage of creating a community-wide study circle program:

- ◆ providing detailed, step-by-step advice on organizing and facilitating study circles;
- ◆ working to develop strong coalitions within communities;
- ◆ and writing letters of support for funding proposals.

SCRC publishes guides on a variety of issues, including race, crime and violence, education, immigration, diversity, youth issues, neighborhoods, urban growth and development, healthy communities and families.

SCRC provides free discussion materials to help organizers start a community-wide program. For assistance please contact us: SCRC, P.O. Box 203, Pomfret, CT 06258. Phone: 860-928-2616. Fax: 860-928-3713. E-mail: scrc@studycircles.org.

Protecting Communities, Serving the Public: Police and residents building relationships to work together is available on our web site at www.studycircles.org.

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Introduction

In most communities, residents and police departments have good relationships. Yet many communities are looking for ways to improve those relationships. This may be particularly true where cultural tensions, policing practices, and a lot of media attention lead to distrust, anger, and fear. Everyone is affected.

- ◆ Citizens think the police are prejudiced and have unfair policies.
- ◆ Police feel blame for all kinds of social problems. They feel they don't get credit for doing their jobs.
- ◆ Local elected leaders feel pressure to reduce crime.

Many things cause problems between residents and police:

- ◆ race, culture, and class background
- ◆ community history and politics
- ◆ laws and policies from outside the community
- ◆ the culture of the police department itself

People from different backgrounds or experiences often view these issues in different ways. For example, some people blame police for "profiling" when they arrest people of color. Others praise police for arresting the people who commit crimes, no matter what their color.

Finding common ground for solutions is hard. Most of the time, people who see things differently don't take the time to talk to each other, much less work together. To make matters worse, problems between police and citizens often get talked about only after a crisis. Then, people are very upset and it's even harder to address the problems.

Why should we take part in study circles on police-community relationships?

Communities need to find answers and take action on many different levels. If police and residents take part in honest and constructive dialogue where they can learn more about one another, they will build trust and respect. Study circle programs bring all kinds of people together to share different views and experiences. In the process, they begin to build stronger relationships and work together to find solutions. We believe this is necessary for any long-term change to occur.

In communities where citizens and police already have good working relationships, study circles can help them look at ways to set even better policies.

Clearly, this will not be easy. Study circles are a first step. They provide a way for people with lots of different ideas and experience to come together to have a safe and honest discussion about policing and community safety.

Study circles will...

- ◆ bring people of many viewpoints and backgrounds together for honest and helpful talks.
- ◆ give people a chance to reach out to one another to build trust.
- ◆ help people find common ground for solutions and action.
- ◆ build on good work that already is happening.

The purpose of this guide is to help people use study circles to...

- ◆ talk about the key issues between police and the community.
- ◆ take action and make changes.



What are the assumptions behind study circles on this issue?

1. People come into the study circles ready to learn from each other.
2. Everyone is equally important. This means police, young people, elected officials, activists, newcomers and long-time residents. All need to feel valued and respected.
3. People are looking for ways to build trust and respect.
4. This is more than just getting along. These discussions can lead to problem solving and action by individuals, groups, and the whole community.
5. When people join study circles they begin to own the issues. They stop thinking that “it’s someone else’s fault,” or “those people should solve the problems.”
6. Racism and race relations are often at the heart of these problems. Talking about these issues can be hard. The study circles may bring out many feelings such as anger, sadness, fear, guilt, and relief. Open and honest talk and listening are key steps in healing and moving to action.
7. People in study circles will have different ways of talking and seeing the world. It is important for people to learn to talk with and listen to each other, in spite of differences in race, ethnic background, education level, or income.



What is a community-wide study circle program?

It’s when people all over the community meet in study circles – small, diverse groups – over the same period of time. All the study circles work on the same issue, and seek solutions for the whole community.

Study circle programs need the support of key groups and leaders in town. They can include thousands of people. Study circles can be used to talk about many issues, such as race, schools, crime, violence, neighborhoods, growth and development, and education.

As a result, people from many backgrounds form new networks in order to work together. They see common ground and want to take action for themselves, in small groups, as voters, or as part of a larger effort.

Building mutual respect among diverse groups takes time. People need to discuss ideas, form better policies, and figure out how to work together. This is most likely to happen if leaders from the police department, the neighborhoods, and all kinds of community groups bring people into the study circles. When many people are talking to each other and working together for action, it can lead to change all across the community.

Introduction

Study circles for this program will ...

- ◆ meet five times.
- ◆ use this booklet as a guide.
- ◆ talk about this issue in fair and honest ways.
- ◆ try to find common ground.
- ◆ come together as a whole community at the end, to find ways to take action.

What is a study circle?

A study circle is a group of about 12 people from different backgrounds and viewpoints who meet several times to talk about an issue. In a study circle, everyone has an equal voice, and people try to understand each other's views. They do not have to agree with each other. The idea is to share concerns and look for ways to make things better.

A facilitator helps the group focus on different views and makes sure the discussion goes well. This person is not an expert on the issue.

What's in this discussion guide?

In *Session 1*, you will ...

- ◆ get to know each other.
- ◆ agree on how the study circle will be run.
- ◆ learn how each person's history has shaped how he or she thinks about police-community relationships.

In *Session 2*, you will ...

- ◆ look at what is happening between the police and the community.
- ◆ tell people what you think is going on.
- ◆ listen to what others think is going on.

In *Session 3*, you will ...

- ◆ find out what the police and community expect from each other.

In *Session 4*, you will ...

- ◆ look at different ways to improve working relationships between the police and community.
- ◆ explore how to make progress on these issues.

In *Session 5*, you will ...

- ◆ look at action ideas in the guide.
- ◆ come up with key action steps for change.

Starting Our Study Circle: Sharing Our Experiences



Building trust and respect is the first step in solving problems together. We need to listen to each other and get to know each other better. This session helps us get started.

The purpose of this session is to ...

- ◆ get to know each other.
- ◆ learn why we are in this study circle.
- ◆ agree on some ground rules on how to talk about the issue.
- ◆ share our stories and views about how police and the community get along.

Part 1: Getting to know each other

(25 minutes)

Here are some questions to get you started. Your facilitator will guide you.

1. Who are you? Tell people a little about yourself.
2. What do you want other people to know about you? Your family? Where you live? What you do? What is important to you?
3. Why are you here? What made you come? What do you hope to get from this study circle?

Part 2: Setting the ground rules

(15 minutes)

We need to agree on the rules about how to talk with and listen to each other. They will help our study circle work better. Here are some ideas.

1. Listen with respect.
2. Each person gets a chance to talk.
3. One person talks at a time. Don't cut people off.
4. Speak for yourself, and not as the representative of any group. Remember the others are speaking for themselves, too.
5. If something someone says hurts or bothers you, say so.
6. It's OK to disagree. No name-calling or attacking someone.
7. Help the facilitator keep things on track.
8. What we say in the study circle is to be kept confidential. Don't identify people by name if you share someone's story outside the circle. Or, ask for that person's OK. What we learn about the issues is fine to share with others, but not personal stories.
9. If the note-taker makes a mistake, speak up.

FACILITATOR TIPS FOR SESSION 1

- ◆ Divide the session into five parts. Use the amount of time suggested for each as a guide.
- ◆ Explain the purpose of the study circle and what participants can do to make the most of it. Set the ground rules.
- ◆ Make everyone feel welcome. Be sure each person has a chance to speak and to hear the other group members.

Take notes

- ◆ Ask someone to take notes.
- ◆ Print the notes on large sheets of paper so that everyone can read them.
- ◆ Save the notes so that you can refer to them in later sessions.

FACILITATOR TIP:

Spend some time to make sure everyone is comfortable with the ground rules your group chooses. Use them for each session, and add to them when necessary.

Session 1

TIPS ABOUT TAKING NOTES

- ◆ **Team up to take notes**
Two facilitators, working as a team, can easily take turns leading the discussion and taking notes.
- ◆ **Ask participants to volunteer**
If you can't find another facilitator to team with, ask for volunteers from the study circle to take notes. Make sure it's not the same person for every session, because taking notes takes the person out of the discussion.
- ◆ **Focus on the main ideas**
Capture the main ideas instead of trying to write every word. Notes may not be necessary for every part of the discussion.
- ◆ **Make the notes easy to read**
Use colorful markers or large sheets of newsprint. Print clearly. Post the filled sheets around the room.
- ◆ **Use the notes**
Refer to them during a discussion. Post them at a later session. Have someone type the notes and hand them out at the next session. Look at them between sessions to prepare yourself.

Part 3: What are our experiences?

(40 minutes)

Everyone has a story to tell about something that happened to them. There will be both police and residents in our group. Be honest even if it is hard.

Your facilitator will guide the questions. You don't have to answer them all.

1. What is a key event in your life that has shaped your views about the police and the community?
2. What did you learn about the police when you were young? How did you learn that?
3. If you are a police officer, how do you talk with your family and friends about your job?
4. If you are not a police officer, how do you talk about the police with your family and friends?
5. How has your view of the police changed over time?
6. What is happening now with policing in your community? How do you feel about that?

Part 4: Stereotyping

(20 minutes)

Stereotypes— or labels— are things we think, believe, or assume about a group of people. For example, "All adults are out of touch." Or, "All young people are lazy."

1. List three words that you would use to describe a group you are part of (for example, a religious group, a racial group, a club, or a job). List three words that others might use to label your group.
2. How does stereotyping get in the way of police and community working together?
3. Does race, culture, or a person's ethnic background affect how police and residents relate to each other? Why?

Part 5: Reflect on the meeting

(20 minutes)

Use one or both of these questions.

1. What did you learn from this meeting? Any new ideas?
2. What do you hope will come from this study circle?

For the next session

Talk with your friends, co-workers, neighbors, and family about this issue. What would they like to change? What do they think is working well?



Session 2

What's the Nature of the Problem?

People have many different views about how relationships are going between police and community members. These views affect how we feel about our community. They also affect whether and how we are willing to work together with others to make this a better, safer place to live. The purpose of this session is to talk about how we see things and to listen to other people's views.

Part 1: Getting started

(30 minutes)

1. What did you learn since the last study circle when you talked to your friends or family about this issue?
2. What is one hope you have for the future of our community?
3. What is one hope you have about the police and the community?
4. What are we up against in trying to work together?

Part 2: What's the root of the problem?

(70 minutes)

Here are some views that people may hold. Talk about these views to clarify your own thinking, and to understand what others in the group are thinking.

FACILITATOR TIPS FOR SESSION 2

- ◆ Divide the session into three parts. Use the amount of time suggested for each as a guide.
- ◆ Post the notes from Session 1 for all to see. If you're short on space, just post the notes from Part 5 (what you learned from the meeting).
- ◆ Strong feelings may emerge as people discuss these views. For more help guiding these discussions, see tips on page 22.
- ◆ Take notes so you can refer to them later.

To start Part 2 of this session

- ◆ Ask a few members of your study circle to read each view out loud.
- ◆ After this, ask some of the "Questions to think about" listed on the next page.

Questions to think about

1. Which view is closest to your own? Why? What are the beliefs or things you have experienced that have helped form your ideas?
 2. Think about a view you don't agree with. What might lead someone else to agree with that view?
 3. What other views would you add? What points of view are missing?
-

View 1

Residents and police do not understand each other.

Many people don't understand the police or know much about the real work that police do. The police have a hard and dangerous job. We get a lot of bad ideas about the police from TV, movies, and the news. The media often make things worse by focusing on bad news and not on what is working. Another problem is that people who are new to this country get confused. They think the police will act like the police from their home country.

At the same time, police don't understand the people in our neighborhoods. Police do not live here and they don't know about the different cultures. Our local leaders have not done enough to hire officers with diverse backgrounds. These officers would fit into the neighborhoods better. It is hard for the police to protect us if they don't understand and respect us.

View 2

Police do not always treat people of color fairly.

Police too often favor whites and work against people of color. Some police think that many people of color (mostly young men) are criminals. The problem is worse in some neighborhoods. But all over town, people are pulled over, questioned, jailed, and even shot just because of their color. This kind of "profiling" is a form of racism and prejudice.

View 3

Being tough on crime is good, but it leads to other problems.

The police have done a good job in reducing crime. They patrol and take even small offenses seriously. Making lots of arrests sends a clear message to criminals. Police are also getting a lot of help from the courts.

Some people feel safer when police make lots of arrests. But many people, especially people of color and lower-income people, feel threatened by the methods police use to fight crime. It is not OK to ignore people's basic rights. Being hard on criminals should make people feel safer, not more afraid.

View 4

The community does not give police enough support.

Police are often in danger. They need to make decisions quickly. Sometimes it can seem like they are making the wrong decision. Police officers need to know that they will be backed up. Without support, they might avoid danger and not be there when we need them. With the right kind of support from the police department, the city, and the people who live here, police will be ready to face danger.

View 5

No one is doing enough to hold police accountable.

When the police do something questionable, hardly anyone seems interested in finding out the truth. Many leaders and police unions are more interested in protecting the police than in finding out what really happened. It seems the police don't have to account for their actions. Even the courts and elected officials don't seem to ask hard questions when police work goes wrong. This gives all police a bad name and makes people suspect a cover-up.

Our leaders have not set high enough standards of conduct. The managers of some police departments aren't doing a very good job. The police and their bosses don't get all the training they need. That can lead them to use too much force or abuse power in other ways.

View 6

Residents and police aren't doing enough to make some neighborhoods safe.

It seems like everyone expects someone else to make things better. This is especially true in neighborhoods with the biggest crime problems.

The police can't do it all. People who live there have an important role, too. Residents aren't taking enough responsibility for helping themselves. They can do plenty of things to solve their own problems without getting the police involved. And when police are involved, residents can give them the information they need.

At the same time, the police aren't helping out on a regular basis. They only go to those neighborhoods when there is a crisis. Police need to crack down on basic problems like drugs, street violence, and stealing. Also, police can help with day-to-day problems like noise and loitering.

Part 3: Reflect on the meeting

.....
(20 minutes)

People may be feeling tense from this discussion. Use these questions to help think about it.

1. What did you learn from this meeting?
What new ideas did you get?
2. What are the key points of agreement and disagreement?
3. What did you hear from this meeting that gave you hope that things can get better?

For the next session

Check out the TV, radio, and newspaper to see what they are saying about the police and the community.



Session 3

What Do We Expect From Each Other?

FACILITATOR TIPS FOR SESSION 3

1. Divide the session into four parts. Use the amount of time suggested for each as a guide.
2. Post the notes from earlier sessions where all can see them. If you're short on space, post notes from Part 3 of Session 2 (new ideas and hopes for the future).
3. Remember to take notes so you can refer to them later.

What groups are you part of?

- Religious group
- School
- Club or community group
- Profession or job
- Racial or ethnic group
- Neighborhood
- Age group

How citizens and police relate to each other is complicated. What is really going on? This session looks at what the community and police expect from each other.

Part 1: Getting started

.....

(15 minutes)

1. How do you think the study circle is going so far?
2. Since our last session, what did you learn from the newspapers, TV or radio?

Part 2: Listening to learn

.....

(30 minutes)

Building stronger relationships means we truly need to listen to each other. We have talked about many difficult questions in the first two sessions of our study circle. Some of the talk may have been tense. This exercise helps us get to know each other better without worrying about who's right and who's wrong.

Sometimes it is hard to say what we really think or feel because we are afraid of what others will say. But it can be just as hard to really hear what someone else is saying. Listening to each other without passing judgment helps us build trust.

Directions:

Choose a few people with different backgrounds to speak while the rest of the group listens. Each person speaking should answer the first question below. After each person has answered, move to the next question. When all the questions are answered, take some time to talk with the whole group about what you learned.

1. Describe yourself to the group. Why did you describe yourself the way you did?
2. In what ways is your description of yourself alike or different from the others' descriptions?
3. How have others described you? Do the ways that others see and describe you match the ways you think about yourself?
4. Think about the labels you use for yourself or that others use to describe you. What groups do these labels connect you to? What groups might they set you apart from? What does this suggest about your connection to your community?

Wrap-up questions

For the speakers:

1. How did you feel about being in this exercise?

For the whole group:

2. How did you feel about what you heard people say?

Part 3: What do we expect from each other?

(45 minutes)

1. What makes a good police officer? How does that compare with what makes a good citizen?
2. What should a police officer's job be in our neighborhood? How do we know if he or she is doing a good job?
3. What should citizens be in charge of when it comes to community safety?
4. How do we usually let each other know what we expect?

Part 4: Reflect on the meeting

(30 minutes)

1. What are we up against? What stands in the way of building better relationships and working together?
2. What's working well? Are there any good changes under way?
3. What responsibility do we share for keeping people safe?

For the next session

Think about the kinds of things that would need to happen to improve working relationships between the community and police.



Session 4

How Can We Make Progress?

FACILITATOR TIPS FOR SESSION 4

- ◆ Divide the session into four parts. Use the amount of time suggested for each as a guide.
- ◆ Post the notes from earlier sessions for all to see. If you are short on space, post notes from Part 4 of Session 3 (problems, challenges and shared responsibilities for people's safety).
- ◆ Remember to take notes so you can refer to them later.

To start Part 2 of this session

- ◆ Ask for volunteers to read each approach out loud.
- ◆ To move the discussion along, use the "General questions."
- ◆ Use the specific questions that follow each approach to help people add to the discussion.

Our study circle has helped us have a better understanding of relationships between the community and police and what we expect of one another. Now let's talk about how to improve things. We will discuss several approaches for positive change. This will help us get ready for the last meeting on how to work together.

Part 1: Looking to our future

(20 minutes)

1. What are some of the ways that we hope police and community members can build better working relationships?

Part 2: How can we make things better?

(80 minutes)

Following are some approaches to building better working relationships between the police and community. Use these approaches to think about new ideas for our community.

General questions

- ◆ Which ideas make sense? Why? What concerns or doubts do you have?
- ◆ What are other communities doing that might work here?
- ◆ What approaches seem most likely to move us toward the future we want?
- ◆ Who will take the lead on this issue?

Action Approaches

Approach 1

Bring police and community together:

We need to meet not just when there is a crisis or a big crime. We should do things to build relationships that are not so full of conflict. Then it would be easier to work together.

We can build respect and trust for one another when we make time to meet with and learn about each other. This is the only way to do it.

Actions that someone who agrees with Approach 1 might support:

- ◆ **Hold regular local meetings with police** to raise concerns and talk about what to do to make things better.
- ◆ **Set up a community police academy** or other training to learn more about the police's job. "Ride along" programs with police on patrol help teach people about this.
- ◆ **Work together on projects** like community gardens, after-school programs, and block parties. Work with the media to create guidelines on how to cover stories fairly for both citizens and police.
- ◆ **Have officers work in one neighborhood for a long time.** Have more foot or bicycle patrols. Give officers enough time on calls to get to know the people they serve.
- ◆ **Make a strong commitment to community-oriented policing.** Everyone in the police department should be involved, not just a few units or officers.

Questions about this approach

1. Are people ready for this much reaching out? Will those who reach out be labeled as betraying family, friends, and neighbors? Will other officers see police who are involved as "soft"? Why?
 2. Who or what groups will really take the lead to bring people together?
 3. Will people really come out if there isn't a crisis or big crime? Why, or why not?
-

Approach 2

Make police more accountable.

The police department needs to show it is willing to change and improve relationships. It needs to set high standards for...

- ◆ how officers behave.
- ◆ how problems are solved.
- ◆ how well it talks to citizens.

This will show everyone that the police and those in charge respect the citizens they serve. Respecting others will become the standard.

Actions that someone who agrees with Approach 2 might support:

- ◆ **Create a citizen review board** to oversee how the police investigate themselves. The board's work should be open to the public. The board also should report to the public on how internal investigations are going.
- ◆ **Make strict rules for how police behave.** Reports need to be made when weapons or other force is used.
- ◆ **City leaders should publicly support officers** who act responsibly and respectfully.
- ◆ **When officers act poorly, discipline them publicly** and make policy changes.
- ◆ **Take a stand against racial profiling.** Policies against profiling are needed. These policies need to be clearly told to both police and citizens.

Questions about this approach

1. How much do people really need to know about police work to judge whether police are doing their job right? What training is needed for a citizen review board?
 2. What kind of support from the community would the police need to make changes?
 3. How will people know if the police are making real changes?
-

Approach 3

Address race and class issues head-on.

We are deeply divided by race and income levels. People are treated differently depending on their background. Problems like racial profiling reveal deeper problems. Until we do something about these problems, not much will change between the police and citizens.

We must stop prejudice not only in the police force but all across the community. We must bring people together from all different backgrounds and neighborhoods. This will help them to learn about each other and work together. Citizens and police can be involved in this equally.

Actions that someone who agrees with Approach 3 might support:

- ◆ **Do cross-cultural training** that is open for all residents and police. Faith groups could be good sponsors for this.
- ◆ **Police need to be hard on crime and reach out to people in neighborhoods at the same time.** Police need to work with African-American, Latino, Native American and other leaders to find common goals, reduce crime, and build trust.
- ◆ **Support programs that bring together people of different income levels.** Habitat for Humanity, which builds homes for poorer people, is one such program.
- ◆ **Police need to think about how to reduce racial tension** when they fight crime. For example, in one city, the law required police to crack down on a type of business that happened to be located in an ethnic neighborhood. The police chief formed an ongoing task force of leaders from the neighborhood. He got their advice on how to get rid of the illegal businesses without picking on the residents.

Questions about this approach

1. Are different groups ready to reach out to each other? Do enough people want the divisions healed? Why, or why not?
2. Will sensitivity to race and class make police hesitate to arrest lawbreakers who are non-whites? Why, or why not?
3. A long history divides us. Can a long-range approach really reduce crime and make things safer? Why?

.....

Approach 4

Help youth be a stronger part of the community.

We need to take youth more seriously. Too often they are left out. When it comes to making our community a safer, better place to live, young people have a lot to offer. Instead of blaming them, we need to make them part of our efforts to change things.

When we do this, we will change our community's future. If young people get involved in positive action, there will be more hope.

Actions that someone who agrees with Approach 4 might support:

- ◆ **Set up a youth police commission** to advise the police. Members could be selected by their peers and appointed by the mayor. They could speak to young people's issues and make their voices heard.
- ◆ **Use peer mentors.** Set up school programs to get young people to help younger kids with their homework and other problems.
- ◆ **Set up in-school and after-school programs** to help youth learn how to stop fighting and resolve their problems.
- ◆ **Take youth seriously.** Say hello to young people we see on the street or in other public places. Talk to young people who live near us, and get to know them.
- ◆ **Have police visit schools** at lunchtime just to talk and meet young people.
- ◆ **During the summer, hire young people** to work along with police in programs to promote safety, fun, and learning.

Questions about this approach

1. In what ways do young people want to be more involved? How willing are adults to accept and learn from young people?
2. How can we reach out to those young people causing the most trouble?
3. How can we not look like we are going soft on those who cause problems and commit crimes?

.....

Approach 5

Provide better training for police officers and their bosses.

The work of police officers can be hard and dangerous. Officers often put their lives on the line to do their jobs. They work with people who can fly off the handle in anger or fear. Some people are violent.

Managers of the police department also have hard jobs. They have to make sure that their officers are doing the right thing. Sometimes, they have to justify the actions of officers or the department to an angry public or city hall. They are often in the media spotlight even as a crime search is unfolding.

Some are doing the best they can. Others are not as good as they should be. We need to give them better training and support so they can do a good job.

Actions that someone who agrees with Approach 5 might support:

- ◆ **Train police in cultural diversity.** Have leaders from different races and ethnic groups offer workshops on race and other cultures to officers.
- ◆ **Train police on how to reduce stress.** This will help them think and act wisely when they are under pressure. Police also need help coping with job stress in their personal lives.
- ◆ **Train police at the academy on how to resolve conflicts more peacefully.** Include how to mediate or negotiate crises and problems. This will help them rely less on force.
- ◆ **Offer training to managers of departments in areas such as ...**
 - personal ethics
 - setting and upholding standards
 - management skills
 - working under pressure
 - reaching out to the community
 - working with the media

Questions about this approach

1. How will this training change the culture of the police department? Will it really work for people who are very narrow-minded?
2. If officers are trained to solve problems in non-violent ways, how will that prepare them to deal with real violence?
3. How will this long-range approach help with problems now?

Approach 6

Do our part to make our neighborhoods safe.

People should not wait for someone else to make things better. A lot can be done without calling for outside help. We need to learn how to handle things ourselves before relying on the police or the courts.

We need to follow up when police have taken care of a problem so that it does not occur again.

When people take action in our neighborhood, we all feel proud to live here. We can also take some of the pressure off the police and the courts when we solve problems ourselves.

Actions that someone who agrees with Approach 6 might support:

- ◆ **Train local people to be mediators.** These mediators help people resolve their own problems and come up with solutions.
- ◆ **Form "neighborhood watch" or "street guardian" groups** to work with police to make things safer.
- ◆ **Hold "Take Back the Night" or "Take Back Our Streets" events** to let people know our concerns about safety. Bring police and citizens together.
- ◆ **Help shape police priorities** in the neighborhood. Make "contracts" with the police about where and when they patrol and how to prevent crime.

Questions about this approach

1. Would this approach demand too much from community members? Does it let police off the hook? Why, or why not?
 2. What role should police play in these community efforts?
 3. What would it take for people to work together in programs like these?
-

Part 3 Reflect on the meeting

(20 minutes)

1. Has your thinking changed during our talks? If so, how?
2. Does your study circle seem to be "leaning" in a certain way? Do any approaches seem to make more sense to people?



Session 5

Committing to Change: What Needs to Happen in Our Community?

Changing working relationships between police and community members is a big job. Everyone is involved in some way. This session asks, "What can we do?"

Coming together to talk and learn in a study circle is a form of action. To keep talking and get more people involved is a good next step. If some people want to go further, they can form new groups to decide how to take action.

Part 1: Think together about how we can make a difference

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(45 minutes)

What can you do on your own? With others? Use the action ideas on page 19 as a starting point for your discussion.

Questions to think about

1. Of all the many concerns raised in our study circle, what would you most like to see people work on? Why?
2. What can each of us do to make a difference? Why is this important to you?
3. What can we do if we work together as a group? As a community? What ideas from other places can we use? Why might they make things better?
4. How can we build on existing efforts to create better working relationships? Who's involved? Who else should be involved?

Part 2: What are our priorities?

.....
(55 minutes)

Our study circle will identify the action ideas we think are most practical and useful. We will share our ideas with the other community study circles at the

action forum. Then, as a group we will decide which ideas from all the study circles to put into action for long-term change.

Questions to think about

1. What two or three ideas seem most practical and useful?
2. What would it take to make these ideas become real? What help or support do we need?
3. What resources are already in place to help out? Where is our community strong?
4. If we don't have enough power to move ahead on one of our ideas, who can help? How can we get them to work with us?
5. What is our next step? Who else should we link up with?
6. If we plan to meet with other study circles, what action ideas do we want to share with them?

Part 3: Reflect on our study circle

.....
(20 minutes)

Questions to think about

1. What have you learned so far? What has made the biggest impact on how you think and act?
2. What do you value most about your study circle?
3. What worked well? What didn't work well? What changes would you make?

FACILITATOR TIPS FOR SESSION 5

- ◆ Divide the session into three parts. Use the amount of time suggested for each as a guide. Leave time for the questions in Part 3. It is important for people to talk about what the study circle has meant to them.
- ◆ Post the notes from Part 3 of Session 4 (approaches people are leaning toward).
- ◆ The group is likely to come up with many actions on a variety of levels. Tell people that they get to decide their own actions.

To start Part 2 of this session

Form three or four groups. Ask people to use the action ideas and examples to spark their own thinking. (See "Action Ideas," page 19). Give the groups time to find three key action ideas. OR

- ◆ Ask people to take a few minutes to look over the action ideas and examples.
- ◆ Use the questions in Part 2 to explore the action ideas.

Making Change Happen

- ◆ Get involved.
 - ◆ Act as an individual.
 - ◆ Work with groups in the community.
 - ◆ Start something new.
 - ◆ Keep the dialogue going (and growing).
-

Action Ideas

Below are some action ideas. They reflect many different views about what should be done. The police and community could work together on many of these projects. On some things, the police could take the lead. On others, the community could start the action. Use these ideas to spark your own thinking. What about ideas from the last session?

What can one person do?

- ◆ **Learn about other cultures** and traditions in the neighborhood.
- ◆ **Get to know the people** in the neighborhood.
- ◆ **Work with young people** in the schools or youth programs. Young people need good role models.
- ◆ **Take leadership.** Help build respect among police and citizens.
- ◆ **Say what you think.** Write letters to the newspaper. Talk to public officials, neighbors, family and friends.
- ◆ **Keep a study circle going** or start a new one.
- ◆ **Learn to handle your own anger.**
- ◆ **Learn more about police work.** Ask about "Ride Along" programs or other programs that can help you understand the challenges of police work.
- ◆ **Get to know the officers** in your neighborhood.
- ◆ **Find out who besides the police handles problems** like barking dogs and piles of trash.

What can we do with our neighbors?

- ◆ **Start a neighborhood watch program.**
In Little Village, Chicago, five people got together once a week to walk around the neighborhood to talk with people about trash, dogs, graffiti and so forth.
- ◆ **Invite police to neighborhood meetings.**
In Syracuse, New York, when crime was high, a neighborhood-watch group had the police chief come to a meeting. Lots of people came. He agreed to send a police officer to meetings to train people on how to stop crime.
- ◆ **Meet with police and neighbors to talk about how to better use police resources.**
In Portland, Oregon, police and citizens wrote up contracts with each other about how the police will work in the neighborhoods.
- ◆ **Get more people to come to meetings with police.**
In Chicago's South Shore, people went door-to-door to get neighbors to come out to meetings with police. One police officer rebuilt old computers in his spare time. He gave them to young people whose parents came to the meetings and who got a "B" average.
- ◆ **Help police get to know your neighborhood better.**
In the Safe Streets Program in Indianapolis, Indiana, police and residents identified the least safe parts of the community. Residents then asked police to respond to even minor crimes in these areas. The police increased their support and, as a result, people felt safer.

What can we do in our community?

- ◆ **Demand that the media be fair and accurate.**
- ◆ **Work to stop abuse of drugs and alcohol.**
In Washington, D.C., the Marshall Heights neighborhood started "Fighting Back." They got all the drug programs to work together. Police, probation officers, and doctors and nurses were trained in spotting abuse and getting people to get help.
- ◆ **Let lawbreakers know how we feel about crimes.**
In north Minneapolis, Minnesota, community members met with first-time offenders to tell them how they felt about crime. Now police tell first-time offenders they can either be arrested or meet with and listen to these citizens.
- ◆ **Survey neighbors about how they think the police are doing.**
- ◆ **Bring young people together to take positive action.**
In Missoula, Montana, citizens set up "Wisdom Circles" for youth. In these circles, young people talk about problems and how to resolve conflicts. These youth, in turn, teach younger kids.
- ◆ **Offer self-defense classes.**
Train women and others who might be victims of violent crime.

◆ **Train people to help neighbors mediate conflict.**

Since the 1980s, an organization called San Francisco Community Boards trains people in resolving conflict. These trained mediators can be called upon by neighborhoods to help out in times of conflict. Police and the courts refer many offenders to these mediators to keep them out of jail.

What can the police department and government do?

- ◆ **Take a stand on racism in the department.**
In Arlington, Virginia, the police chief started groups in the department to talk about racial profiling. As a result, everyone in the department made a public pledge that they would not base their actions on race.
- ◆ **Educate the community about police work.**
In Detroit, Michigan, police started a community police academy. It teaches people about police work, laws, and how to get involved. A business owners' police academy trains business owners about security, false alarms, and preventing robberies.
- ◆ **Take action to stop racial profiling.**
A California state senator has proposed a state law to train all police in race and diversity. Police are required to give a card with their name on it to anyone they stop but do not arrest. Several other states have passed laws banning racial profiling. Police must record the age, gender, and race of all motorists stopped.

Session 5

Want to know more?

For more information on organizing community-wide study circles, contact the Study Circles Resource Center. And, check out our web site at:

www.studycircles.org

- ◆ **Work with the media to be fair and accurate.**
- ◆ **Help officers buy homes in the neighborhoods they serve.**
The "Officer Next Door" program of the U.S. Department of Housing and Urban Development offers police officers HUD-owned houses at a 50-percent discount.
- ◆ **Have police officers visit schools to get to know youth better.**
In Montgomery County, Maryland, officers visit local middle schools during the lunch breaks. The RAP (Reality and Police) program gives officers and youth a chance to meet informally. As a result, youth and police see each other more positively.
- ◆ **Train police to do their jobs better.**
In Santa Clara County, California, seven police departments have hired HeartMath to train officers in reducing stress. The training helps police make better choices when there is danger.
- ◆ **Take pressure off police officers.**
In Seattle, Washington, the police department hires citizen Community Service Police Officers. These citizens handle things like landlord-tenant problems, runaways, missing-person calls, and finding housing for those in crisis.
- ◆ **Reach out to youth.**
In Dallas, Texas, the Law Enforcement Explorers helps youth 14-21 learn more about police work. They ride with police on patrol and do community service related to stopping crime.
- ◆ **Give police radios that work, new cars, and sharp uniforms.**
This shows respect for police work.
- ◆ **Make improvements in poorer neighborhoods.**
Minneapolis, Minnesota, voted to build a new elementary school in a poorer neighborhood. As a result, a local foundation gave \$3 million to improve housing in the same neighborhood.
- ◆ **Bring the court system closer to the neighborhood.**
In Brooklyn, New York, the court system is setting up teams of judges and district attorneys. These teams work on all the cases for a specific part of Brooklyn. As a result, prosecutors get to know all about the neighborhood and the police who work there.
- ◆ **Give serious attention to charges of misconduct by police.**
Many cities now have review boards separate from the police department. They are made up of citizens from the community.
- ◆ **Support police officers and their families.**
In Fairfax County, Virginia, police offer support to other officers who are involved in crises, like shootings.



Tips for Study Circle Facilitators

A study circle facilitator does not need to be an expert on the topic being discussed. But the facilitator should be the best prepared for the discussion. This means ...

- ◆ understanding the goals of the study circle,
- ◆ being familiar with the subject,
- ◆ thinking ahead of time about how the discussion might go,
- ◆ and preparing questions to help the group consider the subject.

Several of the sessions in this guide offer more choices for discussion than you can cover in a two-hour session. Choose the options that you think will be most interesting to your group. (You may want to consider having extra meetings.) If you are well prepared, it will make it easier for you to give your full attention to group dynamics and to what individuals in the group are saying.

Stay neutral!

The most important thing to remember is that, as a facilitator, you should not share your personal views or try to push your own agenda on the issue. You are there to serve the discussion, not to join it.

Set a relaxed and open tone.

- ◆ Welcome everyone and create a friendly and relaxed atmosphere.
- ◆ Well-placed humor is usually appreciated.

Explain the purpose of the study circle, and help the group set ground rules.

At the beginning of the study circle, remind everyone that the purpose of the study circle is to work with one another to look at the issue in a democratic way. Also remind them that your role as leader is to remain neutral, keep the

discussion focused, and guide the conversation according to the ground rules.

Start with the basic ground rules listed on page 4, then ask participants to add their own ideas.

Stay aware of and assist the group process.

- ◆ Always use your “third eye.” You are not only helping to keep the group focused on the content of the discussion, but you will be keeping track of how the participants are communicating with each other – who has spoken, who hasn’t spoken, and whose points haven’t yet received a fair hearing.
- ◆ Consider splitting up into smaller groups to examine a variety of viewpoints or to give people a chance to talk more easily about their personal connection to the issue.
- ◆ Try not to interfere with the discussion unless you have to. Don’t allow the group to turn to you for the answers.
- ◆ Resist the urge to speak after each comment or answer every question. Allow participants to respond directly to each other. The most effective leaders often say little, but are constantly thinking about how to move the discussion forward.
- ◆ Once in a while, ask participants to sum up the most important points that have come out in the discussion.
- ◆ Don’t be afraid of silence! People sometimes need time to think before they respond. If silence feels awkward to you, try counting silently to 10 before you rephrase the question. This will give people time to collect their thoughts.
- ◆ Don’t let anyone take over the conversation; try to involve everyone.



Tips for Facilitators

- ◆ Remember that a study circle is not a debate, but a group dialogue. If participants forget this, don't hesitate to ask the group to help re-establish the ground rules.
- ◆ Keep careful track of time!

Help the group look at various points of view.

- ◆ Make it clear to participants that you will never take sides on the issue; your role as a facilitator is to be fair and act neutral.
- ◆ Use these written materials to help participants consider a wide range of views. Rely on the guide rather than presenting something as your idea. Referring to the guide helps you stay neutral. You might ask participants to consider a point of view that hasn't come up in the discussion. Ask the group to think about the advantages and disadvantages of different ways of looking at an issue or solving a problem.
- ◆ Ask participants to think about the concerns and values that underlie their beliefs.
- ◆ Don't allow the group to focus on just one particular personal experience or anecdote.
- ◆ Help participants to identify common ground, but don't try to force agreement.

Ask open-ended questions that don't lend themselves to easy answers.

Open-ended questions are questions that can't be answered with a quick "yes or no." They push people to think about why they believe what they do. Open-ended questions also encourage people to look for connections between different ideas.

Get familiar with the following questions. They are a great resource during any study circle.

.....
General questions:

- ◆ What seems to be the key point here?
 - ◆ Do you agree with that? Why?
 - ◆ What do other people think of this idea?
 - ◆ What would be a strong case against what you just said?
 - ◆ Have you had any experiences with this that you can share with the group?
 - ◆ Could you help us understand the reasons behind your opinion?
 - ◆ What do you think is really going on here? Why is that important?
 - ◆ How might others see this issue?
 - ◆ Do you think others in the group see this the way you do? Why?
 - ◆ How does this make you feel?
-

.....

Questions to use when there is disagreement:

- ◆ What do you think he is saying?
- ◆ What bothers you most about this?
- ◆ What is at the heart of the disagreement?
- ◆ How does this make you feel?
- ◆ What experiences or beliefs might lead a reasonable person to support that point of view?
- ◆ What do you think is really important to people who hold that opinion?
- ◆ What don't you agree with?
- ◆ What do you find most convincing about that point of view?
- ◆ What is it about that position that you just cannot live with?
- ◆ Could you say more about what you think?
- ◆ What makes this so hard?
- ◆ What have we missed that we need to talk about?

Questions to use when people are feeling hopeless:

- ◆ Say a little about how that makes you feel.
- ◆ Is there any hope?
- ◆ Can the problems that you are talking about be solved in any way? How?

Closing questions:

- ◆ What are the key points of agreement and disagreement about today's session?
 - ◆ What have you heard today that has made you think, or has touched you in some way?
-

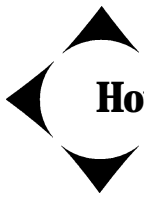
Be aware of the dynamics of cross-cultural communication.

- ◆ Awareness of cross-cultural dynamics is important in a study circle setting. This is especially true when issues of race and ethnicity are a part of the conversation.
- ◆ Even though some of the conversation may revolve around differences, set a tone of unity in the group. While our differences may separate us on some matters, we have enough in common as human beings to allow us to talk together in a constructive way.
- ◆ Facilitating in pairs is often helpful in study circles on police and community relationships. To help establish unity, the co-facilitators could be a man and a woman, a white person and a person of color, an adult and a young person, a manager and a clerical assistant. Also, a newly trained facilitator is likely to learn a lot from an experienced facilitator who has first-hand knowledge about how cross-cultural dynamics can work in a study circle.
- ◆ Sensitivity, empathy, and familiarity with people of different backgrounds are important qualities for the facilitator. If you have not had the opportunity to spend time with all kinds of people, get involved in a community program that gives you that opportunity and helps you understand cross-cultural dynamics.



Tips for Facilitators

- ◆ Help people to appreciate and respect their own and others' communication styles. People's cultural backgrounds affect the ways in which they communicate. For example, in some cultures people are encouraged to take charge and say exactly what they think, while in other cultures, people are expected to be more reserved and keep their thoughts to themselves. Some cultures value listening more than speaking. In others, taking a stand is of utmost importance. Help group members to realize there is more than one good way to communicate. Understanding one another takes practice! Your leadership should show that each person has an important and unique contribution to make to the group.
 - ◆ Help the participants understand that cultural labels, or stereotypes, are usually unfair.
 - ◆ Remind the group, if necessary, that no one can represent his or her entire culture. Each person's experiences, as an individual and as a member of a group, are unique and OK.
 - ◆ Encourage group members to think about their own experiences as they try to identify with people who have been victims of discrimination – in the workplace or elsewhere. Many people have had experiences that make this discussion a very personal issue. Others, particularly those who are usually in the majority, may not have thought as much about their own culture and its effects on their lives. It might help to encourage people to think about times in their own lives when they have been treated unfairly. Be careful not to equate the experiences. To support study circle participants who tell how they have been mistreated, be sure to explain that you respect their feelings and are trying to help all the members of the group understand. Remind people that no one can know exactly what it feels like to be in another person's shoes.
 - ◆ Encourage group members to talk about their own experiences and cultures, rather than other people's. This way, they will be less likely to make false generalizations about other cultures. Also, listening to others tell about their own experiences breaks down stereotypes and helps people understand one another.
- Close with a summary of the discussion – provide time for evaluation, and set the stage for the next meeting.**
- ◆ Give participants a chance to talk about the most important thing they got out of the discussion. You may wish to ask participants to share any new ideas or thoughts they've had as a result of the discussion.
 - ◆ If you will be meeting again, remind the group of the readings and subject for the next session.
 - ◆ If the groups are meeting because they hope to have an impact on community decision making, be sure to document the content of the discussions. In some study circles, participants record common concerns and points of agreement and disagreement, as well as ideas for action steps.
 - ◆ After the last session, provide some time for the group to do a written evaluation. This allows participants to comment on the process and give feedback to the facilitator.
 - ◆ Thank everyone for their contributions!



How to Organize Study Circles in Your Community

If you want to get more people involved in efforts to improve working relationships between police and community, this guide can help you. By organizing study circles throughout your community, you can give people an important chance to share their concerns and ideas, form new relationships, and take action to solve problems.

There are several important things to remember.

- ◆ First, share the work. Ask for help from other community members.
- ◆ Second, make it clear that all different viewpoints and backgrounds will be respected in the study circles.
- ◆ Third, make sure that people understand that this project will help people solve problems in the community, not just talk about them.

Every community-wide program gives us information about how to organize study circles. We try to learn from every organizer, using new ideas to improve the basic model.

The following steps represent our most up-to-date thinking about what works best. Call the Study Circles Resource Center for more detailed advice.

1. **Get a few people to help you.** Single out a few people you know well, have worked with before, and who would be excited about this project.
2. **Hold a pilot study circle.** Working together, make a list of 10 or 12 people who could help move this project forward. Include people whose ideas are different from yours. Give them a personal invitation to a pilot study circle, and try out one or two of the sessions. (Find someone who can serve as a neutral facilitator for that meeting. See “Tips for study circle facilitators” on page 22.) At the end, ask the participants what they think of the process, and how to make study circles happen in your community.
3. **Make a list of groups and organizations in your community.** To involve a large number of people, you need to tap into as many groups and organizations as you can. Make a list of all the schools, faith groups, businesses, clubs, nonprofits, libraries, tenants’ associations, scout troops, social-service agencies and other groups in the community. Be sure to include key government employees, such as police officers, court officials, and elected officeholders.
4. **Hold another pilot study circle, with representatives from different organizations.** Invite people from some of these organizations to another pilot circle. (Personal invitations work best.) If you have more than 12 people, hold more than one circle. Try for a good mix of people in each circle.

Pilot study circles

Pilots are invaluable. You can use them to ...

- ◆ help build the coalition.
- ◆ spread the word about the program.
- ◆ provide practice for newly trained facilitators.

You may even want to hold an entire round of pilot study circles before you officially kick off the community-wide phase.

Try to make your pilots as diverse as possible. A note of caution: Explain that there is a difference between pilot study circles and a full community-wide program. Make it clear that the pilots are just a starting place: They may not represent the full diversity of the community, and they are not likely to lead to significant action. The purpose of the pilots is to build a foundation for a community-wide program, where many people from all walks of life take part in meaningful dialogue and constructive action.



How To Organize...

In a typical “round” of study circles, this is what happens:

- ◆ The kickoff, a large meeting to get people involved in the study circles.
 - ◆ Many study circles take place, each meeting several times.
 - ◆ The action forum, a large meeting where study circle participants can report on their discussions, sign up for action groups, and celebrate the program.
-

5. **Form a study circle working group.** Ask all the people who’ve been involved so far to join the working group. Make sure this group represents all the different kinds of people living in the community. Split the working groups into twos and threes to start on the following tasks:

a. **Plan the kickoff.** This is a large meeting that takes place just before the study circles begin to announce the project to the whole community. Invite one or two speakers who can describe the study circles and inspire people to take part. Provide refreshments, and leave some time for people to socialize and sign up.

b. **Recruit and train facilitators.** If you can, find some people who are skilled at facilitating groups. Also, invite people who have the personality to be good facilitators - good listeners often make good facilitators. Give them information about study circle facilitation, and schedule a training.

c. **Find sites and handle other details.**

Arrange for study circles to meet in neutral locations like schools, libraries, churches, firehouses, and businesses. To maintain neutrality for this issue, it’s best not to meet in police stations. If you can, provide child care, transportation, or other services that will help people take part.

d. **Recruit people to join the study circles.** Remember, personal invitations work best. Get everyone on the working group to recruit people from their organization or circle of friends. Go door-to-door. Create flyers and signup sheets to pass out in neighborhoods. Get your information into local newsletters, church bulletins, and newspapers.

e. **Plan for action.** Invite study circle participants to a large meeting, or action forum, at the end of a round of study circles. Use the records from each group to identify the main areas of concern. At the forum, allow enough time for someone from each study circle to give a quick summary of its ideas (no more than five minutes each). Encourage people to sign up for action groups. Give the action groups some time to get acquainted and begin planning. Close the meeting with a speaker who will congratulate everyone on their efforts. Make sure there is food, and time for socializing. Think about how to keep the action groups going after the forum.

6. Hold the kickoff meeting. Try to get the local newspaper to cover the kickoff.

STUDY CIRCLES BEGIN

7. Support the study circles. Bring the facilitators together for a meeting so they can compare notes on how their groups are going. Start new study circles for people who are joining late. Collect the records from each circle to give you a sense of the discussions and help you document the process.

STUDY CIRCLES END (for now)

8. Hold the action forum. This is a chance to celebrate what your community has done, and to move from talk to action.

9. Keep the momentum going. Keep track of the action groups to see how they're doing. Try to get local media to cover the action efforts. Work with people who want to get a new round of study circles going.

10. Pause and reflect on what you've learned, and start planning the next round. Get the working group together, and talk about how things went. Record (and applaud!) your achievements, and look for ways to make the program stronger. Check in with SCRC. Give feedback and encouragement to volunteers. Use what you learned to plan for the future. Try to expand your working group so that your study circle program will grow and you can help build a stronger community.

Please report outcomes of your program to SCRC to help us inspire organizers in other communities.



Keys to Organizing Study Circles on Police-Community Relationships

Concerns about police-community relationships go to the heart of our sense of safety and quality of life. Any number of concerns – crime incidents, racial profiling, media scrutiny – are certain to get people talking. The challenge is knowing how to get a study circle program going on this complex and often divisive issue.

Thoughtful organizing leads to successful programs. Experience has taught us that certain early decisions and actions are important to success. Here are some questions to consider. For more detailed information, please contact the Study Circles Resource Center.

What are the goals of the program?

Set clear goals from the outset. Being clear about your goals is important because it makes it easier for you to explain why people should join the working group, and to inspire people to join the circles. It also makes it much easier to plan a strategy for reaching those goals.

Why are study circles the right tool for this issue?

Considering this question will help you understand the nature and scope of the challenge facing your community. Then, you can talk about whether and how study circles will help you get to the root of the matter.

Who should participate?

Successful programs have a diverse mix of participants from all parts of the community. For this issue, you need “buy-in” from the police department, city leaders, and the range of people they serve. Consider whose voices you need to hear, and whose support you need to make changes.

How will you recruit the participants?

Think about why people would want to take part, and what would keep them from participating. Then decide what to say to persuade them, and how to get your messages across.

An example

Here’s how one working group began planning its program. Keep in mind – your community might have very different answers to these questions.

What are the goals of the program?

The primary goal is to build trust between police officers and people of color. More productive, long-term relationships between these groups might lead to positive changes in policy at the city level.

Why are study circles the right tool for this issue?

The city wants to improve relationships between police and people in a neighborhood where young men of color and white police officers generally don’t trust each other.

Who should participate?

To accomplish its goals, the program must include police officers, police officials, city officials, residents and business leaders from the neighborhood, and specifically, young men of color from the neighborhood.

How will you recruit the participants?

Representatives from each of these groups will form a study circle working group. Possible partners could include: representatives of the police chief, the mayor, the police union, the parole office, the district attorney, victim’s groups, neighborhood associations, the ministerial alliance, youth organizations, the community center, the neighborhood business association, the schools, and a gang. The working group should brainstorm the best ways to recruit participants from all over the community. For example, a representative of the police union most likely would have a better chance of recruiting police officers than a leader from a community organization.



Other questions for the study circle working group to consider:

Will the working group go through pilot circles?

Taking part in a pilot study circle will help build trust within the working group, and help members to be more effective when they start recruiting participants for the study circles.

Who will coordinate the project?

Recruiting people from all parts of the community, training facilitators and organizing the circles takes a lot of work. It's important to find a coordinator who is good at managing details and can devote enough time to the project.

Who will facilitate the circles?

Ideally, there should be two facilitators for each circle. The facilitators must be able to gain the trust of all the participants. Generally, people in positions of authority should not facilitate, so it's important to talk about whether it would be fair to all concerned before asking police to act as facilitators.

Where should the circles be held?

The circles should be held in places where everyone feels comfortable. Police stations may not feel welcoming to community people; police officers may not feel at ease where activist organizations usually meet.

What should the study circles look like?

How many police officers, neighborhood people, or leaders should there be in each circle? It's important to talk about how to create "balanced" study circles where all groups will be well represented. Should the police department require officers to take part? There also should be a discussion about if and when police officers should wear their uniforms.

How will you reach people who are the hardest to recruit?

To meet your goals, it is important to include people who are often left out. Look for trusted community leaders who can reach them. You could hold a sample study circle in their "territory" to give people a chance to try out the process.

Will young people and adults participate together?

If one of the goals is to build trust between young people and police officers, then they need to be in groups together. This can be tricky. Parents may worry about having their children in the circles, and some young people may not feel comfortable speaking up in the groups. In some communities, organizers make sure that there are at least two or three young people in a group. Sometimes, the young people discuss the material together before joining one of the community study circles.

What will happen after the dialogue?

People will not want to participate if they think the program is just a public relations tool. It's important to have "buy in" from the police department and city leaders, so that people know that their action ideas will be listened to.

Confidentiality

Organizers need to discuss how to handle confidentiality in study circles where residents are sharing personal stories with police officers. Police generally are required to follow up when they hear about illegal activity. Ground rules about confidentiality must be spelled out very clearly to protect both police and residents. Although people may be reluctant to speak freely when police are there, clear rules up-front should make frank conversation possible.



Resources for Further Discussion and Action

Organizations

The list below provides a small sample of the many organizations working around the nation to address issues of community-police relationships. All offer assistance and can provide referrals.

American Civil Liberties Union

125 Broad St., 18th Floor
New York, NY 10004-2400
212-549-2500

Web site: www.aclu.org/

A nonprofit, nonpartisan, 275,000-member public-interest organization devoted to protecting the basic civil liberties of all Americans. The ACLU meets this goal through litigation, legislation, and educating the public on a broad array of issues affecting individual freedom in the United States.

American Society of Criminology

1314 Kinnear Road
Columbus, OH 43212-1156
614-292-9207

Web site: www.asc41.com

An international membership organization that works to create a multidisciplinary forum on criminology study, research, and education. The organization has four divisions: Division of Critical Criminology, Division of International Criminology, Division of People of Color and Crime, Division of Sentencing and Corrections, and the Division of Women and Crime.

The Annie E. Casey Foundation

701 St. Paul St.
Baltimore, MD 21202
410-547-6600

Web site: www.aecf.org

Provides data and analysis for practitioners, policy makers, and citizens on critical issues affecting disadvantaged children and families in order to advance efforts on behalf of children.

Civic Practices Network

Web site: www.cpn.org

Provides an online journal of tools, stories, and best practices of community empowerment and civic renewal.

Community Oriented Policing Services

U.S. Department of Justice
Office of Community Oriented Policing Services
1100 Vermont Ave., NW
Washington, DC 20530
202-514-2058

Web site: www.usdoj.gov/cops

Federal office responsible for advancing community policing. COPS promotes community policing through a variety of initiatives: hiring grants, training and technical assistance, compliance and monitoring programs, and grants for technology and equipment.

Community Policing Consortium

1726 M.St., NW, Suite 801
Washington, DC 20036
800-833-3085

Web site: www.communitypolicing.org

Partnership of five police organizations in the United States: International Association of Chiefs of Police (IACP), National Organization of Black Law Enforcement Executives (NOBLE), National Sheriffs' Association (NSA), Police Executive Research Forum (PERF), and Police Foundation. Administered and funded by the U.S. Department of Justice, Office of Community Oriented Policing Services (COPS). Its primary mission is to deliver community-policing training and technical assistance to police departments and sheriff's offices that are designated COPS grantees.

Community Relations Service

U.S. Department of Justice
600 E St., NW, Suite 2000
Washington, DC 20530
202-305-2935

Web site: www.usdoj.gov/crs/crs.htm

Arm of the U.S. Department of Justice, a specialized federal conciliation service available to state and local officials to help resolve and prevent racial and ethnic conflict, violence and civil disorders. CRS helps local officials and residents find solutions when conflict and violence threaten community stability and well being.

Concerns of Police Survivors, Inc.

P.O. Box 3199
South Highway 5
Camdenton, MO 65020
573-346-4911

Web site: www.nationalcops.org

Provides resources for families of law-enforcement officers killed in the line of duty. COPS also offers training to law-enforcement agencies on survivor-victimization issues, and educates the public on the importance of supporting police officers and their surviving families.

Fraternal Order of Police

1410 Donelson Pike, Suite A-17
Nashville, TN 37217
615-399-0900

Web site: www.grandlodgefop.org

World's largest organization of sworn law-enforcement officers, with more than 2,000 lodges and more than 280,000 members. FOP works to improve the working conditions of law-enforcement officers and the safety of those served through education, legislation, community involvement, and employee representation.



The Harbinger Institute

PO. Box 618
Kapa'au, Hawaii 96755
808-889-5985

Web site: www.harbingerinstitute.org

Provides training and resources for transforming stress into peak performance, mental clarity, and physical health. Specialized programs provided for police and emergency-services personnel, government agencies, schools, and hospitals. Contact Harbinger for copies of "Stress and Policing: HeartMath® Research Study Report" and related publications.

International Association of Chiefs of Police

515 North Washington St.
Alexandria, VA 22314
703-836-6767

Web site: www.theiacp.org

The largest nonprofit membership organization of police executives, with more than 16,000 members in more than 95 countries. Conducts research and provides training, technical advice, and networking opportunities.

International Foundation for Protection Officers

P.O. Box 771329
Naples, FL 34107-1329
941-430-0534

Web site: www.ifpo.org

A nonprofit organization that provides for the training and certification needs of protection officers and security supervisors.

Joint Center for Political and Economic Studies

1090 Vermont Ave., NW, Suite 1100
Washington, DC 20005-4928
202-789-3500

Web site: www.jointcenter.org

National, nonprofit institution that conducts research on public-policy issues of special concern to African Americans and other minorities. Founded in 1970, the Joint Center provides independent analyses through research, publications, and outreach programs.

Mexican American Legal Defense and Educational Fund

634 South Spring St., 11th Floor
Los Angeles, CA 90014
213-629-2512

Web site: www.maldef.org/

Works to secure the rights of Latinos in the areas of employment, education, immigration, political access, and public-resource equity. MALDEF meets this goal primarily through litigation, advocacy, community outreach and education, as well as by participating in community coalitions, community-leadership training, and scholarships.

National Association for the Advancement of Colored People

4805 Mt. Hope Drive
Baltimore, MD 21215
410-358-8900

Web site: www.naacp.org/

Works to ensure the political, educational, social, and economic equality of minority-group citizens by removing racial discrimination in housing, employment, voting, schools, health care, the courts, prisons, and business enterprises. Conducts research and promotes a variety of educational programs. Washington Bureau also lobbies Congress and other governmental agencies to promote the interests of minority groups.

National Association of Town Watch

1 Wynnwood Road, Suite 102
P.O. Box 303
Wynnwood, PA 19096
610-649-7055

Web site: www.nationaltownwatch.org

Nonprofit organization dedicated to the development and promotion of organized, law-enforcement-affiliated crime- and drug-prevention programs. Sponsors the annual "National Night Out" program to promote community involvement in crime- and drug-prevention activities, strengthen police-community relations, and encourage neighborhood camaraderie as part of the fight for safer streets.

National Black Police Association

3251 Mt. Pleasant St., NW, 2nd Floor
Washington, DC 20010-2103
202-986-2070

Web site: www.blackpolice.org

A nationwide association of African-American police organizations that focuses on law-enforcement issues and the effect of those issues on a community. NBPA is an advocate for minority police officers and, through a national network, provides training and education to police officers and others interested in law enforcement.



National Center for Community Policing

Michigan State University
School of Criminal Justice
1407 South Harrison Road, Suite 324
East Lansing, MI 48823
800-892-9051

Web site: www.ssc.msu.edu

Provides training, technical assistance, and written resources on community policing.

National Center for Neighborhood Enterprise

1424 16th St., NW, Suite 300
Washington, DC 20036
202-518-6500

Web site: www.ncne.com/

A research and advocacy organization focused on empowering low-income Americans. Works with neighborhood organizations to reduce crime and violence, restore families, create economic opportunity, and revitalize low-income communities. Identifies positive neighborhood agents and supports these movements through training, technical assistance, and links to outside support sources.

National Center for Women & Policing

8105 West Third St.
Los Angeles, CA 90048
323-651-2532

Web site: www.feminist.org

A program of the Feminist Majority Foundation, the first nationwide resource for women in policing, law-enforcement agencies, community leaders, and public officials seeking to increase the numbers of female police in their communities and improve police response to family violence. Provides training, research, educational, and action programs.

National Civic League

1445 Market St., Suite 300
Denver, CO 80202-1717
303-571-4343

Web site: www.ncl.org/ncl

Works directly with communities to foster cross-sector collaboration and grass-roots problem solving. Provides technical assistance, publications, and research to foster the practice of collaborative problem solving and democratic decision making. Sponsors the "Alliance for National Renewal," a network of community-building organizations that address civic problems. Publications include *The Community Visioning and Strategic Planning Handbook* and the quarterly *National Civic Review*.

National Council of La Raza

1111 19th St., NW, Suite 1000
Washington, DC 20036
800-808-6027

Web site: www.nclr.org

A nonprofit, nonpartisan organization established to reduce poverty and discrimination, and to improve life opportunities for Hispanic Americans. Works toward this goal through support of community-based organizations, applied research, policy analysis, and advocacy. Also produces public information, media activities, and special and international projects.

National Crime Prevention Council

1000 Connecticut Avenue, NW, 13th Floor
Washington, DC 20036
202-466-6272

Web site: www.ncpc.org

Private, nonprofit organization whose mission is to prevent crime and build safer, more caring communities. Offers a variety of publications and resources for communities, including a detailed list of 350 tested methods to prevent crime.

National Criminal Justice Association

444 N. Capitol St., NW, Suite 618
Washington, DC 20001
202-624-1440

Web site: www.sso.org/ncja

Focuses on helping develop and implement national policy in the criminal-justice field as well as helps states address criminal-justice-related problems. In conjunction with the National Governors' Association, NCJA provides policy guidance to governors regarding public issues of drug control, prison and jail crowding, and fire safety.

National Institute of Justice

810 Seventh St., NW
Washington, DC 20531
202-307-2942

Web site: www.ojp.usdoj.gov/nij

A component of the Office of Justice Programs, the research agency of the U.S. Department of Justice. Supports research, evaluation, and demonstration programs, development of technology, and information dissemination.

National Latino Peace Officers Association

133 Southwest Boulevard, Suite B
Rohnert Park, CA 94928
877-657-6200

Web site: www.nlpoa.com

Works to promote equality and professionalism in law enforcement by providing mentoring, career training for its members and members of the community; conferences and workshops to promote education and career advancement. Also maintains an academic-scholarship program and continues to develop and operate community-based programs aimed at preventing and reducing juvenile delinquency.

National Organization of Black Law Enforcement Executives

4609 Pinecrest Office Park Drive, Suite F
Alexandria, VA 22312-1442
703-658-1529

Web site: www.noblenational.org

A membership organization that provides research and consultation on criminal-justice issues, such as fostering diversity in law enforcement; develops policies and procedures that ensure equity in the delivery of law-enforcement services; creates community partnerships to reduce violence, delinquency, crime and racism; and addresses professional misconduct within the law-enforcement community.

Neighborhoods USA

P.O. Box 307
Dayton, OH 45402
937-333-3644

Web site: www.nusa.org/index.htm

A national nonprofit organization committed to building and strengthening neighborhood organizations. Encourages networking and information sharing to facilitate the development of partnerships between neighborhood organizations, government and the private sector.

Officer Next Door Program

451 7th St., SW
Washington, DC 20410
202-708-1672

Web site: www.hud.gov

A Department of Housing and Urban Development program that offers HUD-owned homes to law-enforcement officers with a 50% discount. This program helps prevent crime as well as provides neighborhood safety and security by encouraging law-enforcement officers to become homeowners and reside in economically depressed neighborhoods.

Police Executive Research Forum

1120 Connecticut Ave., NW, Suite 930
Washington, DC 20036
202-466-7820

Web site: www.policeforum.org

National membership organization of progressive police executives from the largest city, county, and state law-enforcement agencies. Works to improve policing and advance professionalism through research and involvement in public-policy debate.

Police Foundation

1201 Connecticut Ave., NW, Suite 200
Washington, DC 20036
202-833-1460

Web site: www.policefoundation.org

This independent, nonpartisan, nonprofit foundation works to improve police services through its research and experimentation on police behavior, policy, and procedure.

Community Services

1319 F St., NW
Washington, DC 20004
202-783-2961

Web site: www.ncl.org

Helps communities develop a civic culture that nurtures and supports community problem solving. Offers training programs, presentations, and coaching services to communities directly and through its sponsoring organizations. Publications include *Involving Citizens in Community Decision Making: A Guidebook*, and *Building the Collaborative Community: A Select Bibliography for Community Leaders*

National Urban League

120 Wall St.
New York, NY 10005
212-558-5311

Web site: www.nul.org/

Nonprofit, nonpartisan, community-based movement dedicated to helping African-Americans attain social and economic equality. Headquartered in New York City with professionally staffed affiliates in 115 cities, 34 states, and the District of Columbia.

Vera Institute of Justice

233 Broadway, 12th Floor
New York, NY 10279
212-334-1300

Web site: www.vera.org/

Working in collaboration with government, designs and implements innovative programs that encourage just practices in public services and improve the quality of urban life. Its research in criminal justice and social reform has led to a variety of programs that deal with challenges ranging from foster care to family-focused drug intervention.

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This bibliography offers a sampling of available works on the topic of community-police relationships in the United States. This list was selected primarily from recent works to reflect aspects of the current national dialogue. Many of these sources were very helpful to us as we developed this guide.

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**Also from the
Study Circles Resource Center**

Building Strong Neighborhoods: A Guide for Public Dialogue and Problem Solving- Offers sessions on many important neighborhood issues including: race and other kinds of differences; young people and families; safety and community-police relations; homes, housing and beautification; jobs and neighborhood economy; and schools; 1998

Changing Faces, Changing Communities: Immigration & race relations, education, language differences, and job opportunities- A multiple-session discussion guide designed to help communities face the challenges and meet the opportunities raised by the arrival of newcomers; includes pointers on how to involve public officials; 1998

Confronting Violence in Our Communities: A Guide for Involving Citizens in Public Dialogue and Problem Solving- A four-session discussion guide examining how violence affects our lives, what causes violence, and what can be done in neighborhoods and in schools; 1994

Education: How Can Schools and Communities Work Together to Meet the Challenge?- A multiple-session discussion guide examining the challenges schools face and the ways in which citizens and educators can improve education; 1995

Facing the Challenge of Racism and Race Relations: Democratic Dialogue and Action for Stronger Communities - A five-session discussion guide including recommendations for tailoring the discussions to a particular community or organization's concerns; 3rd ed. 1997

Smart Talk For Growing Communities: Meeting the Challenges of Growth and Development- A five-session guide for public dialogue and problem solving; includes tips on involving public officials; 1998

Toward a More Perfect Union in an Age of Diversity: A Guide for Building Stronger Communities through Public Dialogue- A four-session guide examining ideas about unity, diversity, and pluralism, and how they affect us as members of our communities and our country; 1997 (Created in collaboration with A More Perfect Union)

Youth Issues, Youth Voices: A Guide for Engaging Young People and Adults in Public Dialogue and Problem Solving- A multiple-session discussion guide to help young people and adults address the community issues which involve and impact them; 1996

Planning Community-wide Study Circle Programs: A Step-by-Step Guide, 1996. Based on input from organizers of study circle programs across the country, this comprehensive "how-to" guide provides a detailed explanation of the basic steps for organizing and coordinating a community-wide study circle program. Included are sample organizing documents, stories from successful programs, and strategies for coalition building, recruitment of facilitators and participants, media coverage, and planning for action.

A Guide for Training Study Circle Facilitators, 1998. Presents a step-by-step agenda for a basic study circle training program. Includes information on building and supporting an ongoing training program, as well as methods for recruitment, skill building, training young people as facilitators, and other related information. Training and evaluation materials are also included.



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This guide is a manual for study circle organizers and facilitators.

The Busy Citizen's edition, a companion handout for study circle participants, also is available from the Study Circles Resource Center.

A project of the Topsfield Foundation, Inc.

Attachment 10.1.1



Compassionate Fremont builds on Fremont's rich diversity, community engagement, and sense of welcome to foster a cooperative spirit among local government, businesses, schools, faith traditions, and service organizations. Our mission is to address issues that affect our community as well as celebrate our compassion for each other.

Compassionate Fremont is creating its own team for the Compassion Games this year and we are inviting you to join us. The “**Compassion Games: Survival of the Kindest**” foster a cooperative spirit of “striving together.” Compassion Games International offers five “coopetitions” in the course of a year. “When Mayor Greg Fischer suggested his city of Louisville, KY was ‘the most compassionate city until proven otherwise,’ Jon Ramer of Compassionate Seattle took him up on it.” For ten days between Sept. 11 and Sept. 21 (now known as Global Unity Games) both cities put their ten days of community service in the ring and the Compassion Games were born. ...every compassionate action has a point value. Each act of compassion, hour of service, dollar raised for a non-profit, person served translates into a countable point.”

As one of Fremont’s non-profit organizations, we want to acknowledge all the wonderful work you and your volunteers do to benefit the people of Fremont. This can be done very simply in one of two ways:

1. During September 11- 21, 2016, please collect totals for your organization in these four areas and send them to Canice McLaughlin at canice@comcast.net by Friday, September 23rd.
 - a. How many people volunteered?
 - b. How many hours did they contribute?
 - c. How many people did they help?
 - d. How much money was donated?
2. Or, if you want to enter into the fun and coopetition, you can go to <http://compassiongames.org/global-unity-games/> to learn more about what is happening and sign up as an individual member of the #Compassionate Fremont Team or sign up your organization as a sub-team for #Compassionate Fremont and make your own daily reports.

Let us tell the world how compassionate the city of Fremont is –

Compassionate Fremont Committee: Sr. Annette Burkart, Tejinder Singh Dharni, Rev. Karen Haughey, Canice McLaughlin, Dn. Ken Parris, Alanna Powell, Dr. Raj Salwan, Moina Shaiq, Sr. Elaine Sanchez, John Smith, and Linda Wasserman.

**Compassion Games
September 11 thru 21, 2016**

10.1.2

Agency	# of Volunteers	# Hours Contributed	# People Assisted	\$ Value Donated
Tri-City Volunteers	62	791	2,518	\$ 125,250.00
Senior Peer Counseling, City of Fremont	25	75	25	\$ -
Boldly Me	10	160	70	\$ 1,025.00
Centerville Free Dining	250	368	1,291	\$ 2,333.00
SAVE	10	78.5	36	\$ 52,000.00
City Serve	2430	9720	15,000	\$ 48,985.00
Tri-City Free Breakfast Program	104	303	859	\$ 1,597.00
YFS	14	280	70	\$ -
LIFE ElderCare - MOW	121	478	375	\$ 7,044.50
LIFE ElderCare - VIP Rides	35	29	216	\$ 788.50
LIFE ElderCare - Friendly Visitation	125	248	125	\$ 1,164.00
LIFE ElderCare - Fall Prevention	6	60	9	
CAPS	46	143	55	\$ -
Senior Center	43	384.75	3,200	\$ 10,338.23
Mobile Mental Health - Peer Counseling	3	24	2	\$ -
South Bay Community Church	Desiree said they were preparing for a big event and did not have time to collect the data			
	3,284	13,142.25	23,851	\$ 250,525.23

CITY OF FREMONT

Boards, Commissions, and Committees Attendance Record

HUMAN RELATIONS COMMISSION

Suzanne Shenfil

Member	Meeting Dates						
	07/18/2016	08/15/2016	09/19/2016	10/17/2016	11/21/2016	12/19/2016	
MEETING TYPE	R	R	R	R	R	R	R
Paddy Iyer	P	C	P				
Dr. Sonia Khan	P	C	P				
Dharminder Dewan	A	C	P				
John Smith	P	C	P				
Lance Kwan	P	C	P				
Patricia Montejano	P	C	P				
Tejinder Dhami	A	C	P				
John Nguyen-Cleary	A	C	P				
Julie Moore	P	C	P				

Attendance Codes

P - Present A - Absent E - Excused Absence

Meeting Codes

R - Regular Meeting S - Special Meeting L - Lack of Quorum C - Cancelled Meeting for lack of business

* Due to lack of Quorum, absence does not affect eligibility.

Attachment 13.1