

Gang Prevention & Intervention Handbook for Schools



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Created by:
Oakland Interagency Gang Prevention Collaborative

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Acknowledgements

This Handbook was created by the Interagency Gang Prevention Collaborative (IGPC) which is a network of more than 25 agencies working to reduce gang problems among the youth of Oakland. To achieve this goal, IGPC:

- Facilitates collaboration
- Builds the capacity of Oakland agencies that serve gang-affected or gang-affiliated youth
- Informs gang prevention and intervention program strategies and policies
- Develops tools to more effectively address gang issues

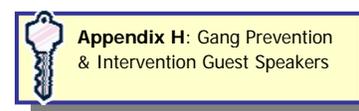
IGPC began as a community collaborative addressing gang related issues in the Alternative Education schools within Oakland Unified School District (OUSD). IGPC has subsequently expanded and is now working with the City of Oakland to help develop a systematic gang strategy in Oakland. For additional information about the Interagency Gang Prevention Collaborative, The Oakland Community Resource Directory (www.ousd.k12.ca.us/communityresourcedirectory) or this Handbook, please contact the OUSD Office of Alternative Education at (510) 879-2140.

Using This Handbook

This Gang Prevention and Intervention Handbook was designed to help you as school administrators, staff and partners to strategically address gang issues in a way that is tailored to your individual circumstances – based on the age group of students, existing gang issues, and school/ neighborhood safety issues. We hope that this Handbook will help your site to develop a school wide strategy to prevent and/or address gang issues. This Handbook provides local resources, information and customizable templates to help your school work thoughtfully and strategically to address a problem that is complex and highly nuanced.

This Handbook is not designed to serve as a stand alone resource - but rather as a support for your site-specific gang strategies. Gangs evolve very quickly. Ideally, you will have access to knowledgeable staff and community agencies to help with the gang issues at your site.

Regular training can help your school to stay abreast of current trends, gang rivalries and dynamics that impact the youth, staff and school climate on your campus.



This Handbook focuses on prevention and intervention strategies for gang-affected youth based on the following **Core Beliefs**:

- When schools take a prevention and intervention stance regarding gangs, they maintain an open door for youth to trust and engage with supportive adults.
- When schools adopt a strictly suppression approach to gangs, they effectively end dialogue between gang-affected youth and a key group of adults that may be able to help turn them toward a more pro-social path.
- Schools should create their own site-specific, dynamic gang strategy, in alignment with OUSD policies, because each school community is unique and the nature of gangs in Oakland is ever-changing.
- Schools should have gang-related rules and procedures that are consistently enforced by all staff as a component of their overall disciplinary strategies to reduce unacceptable behaviors.

Though this Handbook is **geared primarily toward** staff working with **middle and high school** youth, prevention is important and should start early. Therefore, elementary school communities are encouraged to use components of the handbook to raise awareness of gang activity among members of the school community and to implement gang prevention and intervention initiatives as appropriate. (see Page 5)

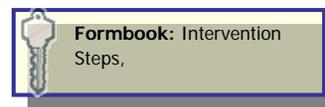
The handbook is divided into two sections:

Section I: *Creating a Site Specific Gang Prevention & Intervention Plan* is a template intended for schools to use in developing their own gang prevention and intervention plan. This tool includes guiding questions for school staff to assess the level of gang activity on their campus, identify existing resources for prevention and intervention, and develop a customized action plan that matches their need and resources.

Section II: *Strategies and Materials for Gang Prevention & Intervention* is intended to be used by anyone working with youth including school administrators, school-based gang prevention staff, teachers, CBO partners, and parents. This section contains information on Oakland gangs, developing the school environment and community resources.

The listing of Oakland Gang Prevention and Intervention Resources (Appendix G) is part of a larger Oakland Community Resource Directory which can be found online on the OUSD website (www.ousd.k12.ca.us/communityresourcedirectory). This Directory is a much more comprehensive listing of many Oakland-based services for young people that can apply not only to youth who are gang-affiliated but as a general resource directory.

“Resource Boxes” (sample shown right) are included throughout the Assessment and Planning Template and throughout the handbook. Each Resource Box notes the title and page number of related resources that can be found in the handbook.



Introduction and Overview

Thirteen percent of Oakland youth, who complete a California Healthy Kids Survey, self report being gang involved¹. This rate is higher than both the national (5%) and statewide (8%) rates.² Oakland is also experiencing a rise in juvenile involvement in gang and street violence, sexual exploitation of minors and juvenile drug sales. The Oakland Police Department Gang Enforcement Unit has identified at least 65 gangs operating in Oakland and conservatively estimates there are at least 2,000 gang members in our city. It is important to note that, while many youth may fit popular stereotypes of being gang involved, they may not identify themselves as members of a “gang.”

¹ California Healthy Kids Survey is taken by 5th, 7th, 9th and 11th graders, this data is for 7th, 9th and 11th graders only, it does not include 5th graders.

² National data from National Longitudinal Study of Adolescent Health, statewide data from 2007-2008 California Student Survey, local data from 2007-2008 California Healthy Kids Survey; as cited in Glessman, C., Krisberg, B., Marchionna, S., *Youth in Gangs: Who is At Risk?* National Council on Crime and Delinquency, July 2009.

Defining Youth Gangs and Risk Factors³

There are varying definitions of what constitutes a youth gang. We have adopted the City of Oakland’s definition which is aligned with the State of California definition of “criminal street gang” to label crimes as gang related. The State of California Penal Code Sections 186.20-186.22 is:

“any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, having a common name or common identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal gang activity.”

Risk factors for serious and violent delinquency, including gang membership, are grouped into five developmental domains – individual characteristics, family, school, peers, and community conditions. The more risk factors a youth has, the more likely he or she is to join a gang. In addition, experiencing risk factors in multiple domains seems to increase the possibility of gang involvement. Risk factors for gang membership are summarized in Table 1 (Howell & Egley, 2005).

Another key issue examined in gang research is the connection between gang membership and serious, violent, and chronic offending by juveniles. Gang members are responsible for a disproportionate amount of adolescent delinquency and crime. For example, the Rochester youth study found that gang members represented 31% of the study sample had carried out 82% of serious offenses such as aggravated assault and robbery (Howell, 2003). Youth also tend to carry out more serious and violent acts while in a gang than after leaving a gang.

Table 1. Risk Factors for Gang Membership

Domains	Risk Factors	Domains	Risk Factors				
Individual	<ul style="list-style-type: none"> • General delinquency involvement • Antisocial/delinquent beliefs • Early onset of aggression/violence • Authority conflict • Hyperactive • Poor refusal skills • Substance use • Physical violence or aggression • Violent victimization* • Mental health problem or conduct disorder** 	Family	<ul style="list-style-type: none"> • Broken home/changes in caregiver or parent figure • Poverty/low socioeconomic status • Family history of problem behavior/criminal involvement • Siblings who exhibit antisocial behavior/are delinquent or gang involved • Having a young mother • Low attachment to child • Poor parental supervision • Low parent education • Child maltreatment (abuse or neglect) • Parental pro-violence attitudes 				
	Community		<ul style="list-style-type: none"> • Illegal gun ownership/carrying • Early dating/sexual activity/fatherhood • Life stressors*** • Excuses for delinquent behavior • Residence in a disadvantaged or disorganized neighborhood • Availability or perceived ready access to drugs 	School	<ul style="list-style-type: none"> • Low achievement in elementary school • Frequent truancy / absences / suspensions / expulsions • Identified as learning disabled • Low school attachment or commitment • Poor school attitude or performance • Poorly functioning schools/negative labeling by teachers • Low academic aspirations • Low attachment to teachers • Low parent college expectations for child • Low math achievement test score (males) 		
			Peer Group		<ul style="list-style-type: none"> • Feeling unsafe in neighborhood • Low neighborhood attachment • High-crime neighborhood • Availability of firearms • Neighborhood youth in trouble • Association with delinquent or gang-involved peers or relatives 		

³ Ibid.

I. Creating a Site-Specific Gang Prevention & Intervention Plan

A. Elementary School Gang Prevention & Intervention Strategies

Gang involvement begins as early as elementary school. Children 7 or 8 years of age are being recruited to work for the gangs because gang members know younger children are less likely to raise the suspicions of law enforcement and that there is a difference in punishment for youth as opposed to older gang members.

Gang prevention at the elementary school level should be centered on youth development whereby younger students are helped to build both internal and external assets that help to guard them against negative influences that could otherwise lead them to involvement in a variety of high risk and antisocial behaviors. Much of this work involves helping elementary age students connect to positive role models and adults who care about their well-being and success. However, given the pervasiveness of negative influences – in the community, at school, and at home in some cases – schools should consider implementing formal programs that provide countervailing influences in a deliberate manner. Oakland Unified School District offers a number of different violence prevention programs addressing topics including empathy, impulse control, problem solving, and emotion/anger management. These lessons can be essential aspects for both violence prevention and gang resistance skills, as well as for academic, work and life success. Below is a current listing for the 2009-2010 school year:

- Second Step Violence Prevention Curriculum: All City of Oakland Head Starts & Family Child Care Centers and All OUSD CDC's (preschools) and 47 elementary schools
- Caring School Community: 11 elementary schools
- 4th Grade Too Good for Drugs (TGFDS) Alcohol, Tobacco and Other Drugs Prevention Curriculum: Available for 4th grade classes District-wide

If school staff believes that an elementary school student has been recruited into a gang or is associated with a gang, the principal should get into contact with one of the agencies that provide professional gang intervention in partnership with OUSD and/or the OUSD Police Services. It is possible that, in some instances, the student has family members who are gang members and who are using the students in this manner. This situation must be handled carefully to ensure the safety of the student and that of school personnel. Consultation with a gang expert can be very helpful in assessing the situation and devising an appropriate intervention strategy.

B. Creating a Site Specific Gang Prevention & Intervention Plan

This section is designed to help school leaders create a Gang Prevention and Intervention Planning Team and to subsequently work with that team to assess whether and to what degree gang activity is present on campus and what sort of prevention and intervention steps may be most appropriate for that school. The following pages in this section will include different tools that the school site may choose to use. This Handbook is structured so schools can pick and choose which of the tools/resources would work best for their own site. The tools are also available in the Formbook on separate MS Word file so that sites can adapt them to fit their purposes.

For a school just starting out with gang prevention and intervention, suggested strategies are divided into seven steps:

1. Create a planning team
2. Assess gang activity on the school campus, in the neighborhood, and on students' routes to and from school
3. Identify the top concerns you want to address
4. Identify existing resources available to support prevention and intervention strategies
5. Assess the level of on- and off-site community support for gang-affected and affiliated youth
6. Develop a plan for prevention and intervention based on the extent of gang activity and resources available to the school
7. Implement the plan with the school staff, youth, and community partners.

Schools may wish to use this section in tandem with Section II which can assist with developing and implementing the school's Gang Prevention and Intervention Plan.

Creating a Planning Team

School administrators should convene a diverse group from the school community to form a Gang Prevention and Intervention Planning Team. The Planning Team should include knowledgeable individuals from throughout the school community.

Possible team members include:

- School administrators
- Certificated staff of various grade levels
- Parents
- School security officers, school police officers or other law enforcement officers
- Custodial staff
- AC Transit
- School counselor/psychologist
- Probation officers
- Social Service representatives
- Community and faith based organizations
- Community leaders

 **Formbook:** Gang Activity Assessment

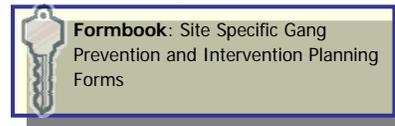
Student participation in gang prevention and intervention Students who become involved publicly in gang prevention and intervention efforts can be at risk for retributive gang violence. For this reason, including students on the Planning Team is not advised. Students can play an important role in helping to prevent gang activity; however, safely involving students may mean developing more indirect prevention activities that assist in implementation of school wide prevention strategies. For example, if the school staff is working to decrease gang activity by involving more youth in the after-school program, youth in the program might devise ways to reach out to gang-affiliated students to help plan after school activities under the rubric of "after school outreach". Additional student involvement strategies may involve more general prevention and intervention activities including a campus beautification project that includes a mural project as prevention against tagging and graffiti.

It is important that the Planning Team become aware of gang issues in the school and community. To increase their knowledge, the Team should reach out to organizations in the community that are experts on gangs and existing gang prevention and intervention efforts. The Planning Team may wish to engage one of these organizations to provide training for themselves, as well as for key school staff and community partners.

 **Appendix H:** Gang Prevention & Intervention Guest Speakers

 **Appendix G:** Gang Prevention and Intervention Community Resources

The Planning Team may also use the following four tools, the *Gang Activity Assessment*, *Identifying Your Top Priority*, *Assessing Your Sites Existing Capacity*, and *Action Planning Template* to create a site specific gang prevention and intervention plan. The tools are included in the Formbook as customizable word documents. In addition, there is a sample *Action Planning Template* for use as a reference.



Gang Activity Assessment

This tool is designed to help school leaders and the Planning Team assess the extent and types of gang activity at and around the school.

School Site Gang Activity Assessment:

Yes No Have you noted a significant problem with gang-related graffiti (desks, walls, books, etc.) or crossed out graffiti on or near your campus? (See appendix – pictures)

Yes No Do your students wear colors (matching belt, shoes / laces, hat), jewelry, clothing, flash hand signals or display other behavior which may be gang related?

Yes No Have you noted a significant or an increasing number of physical confrontations or “stare downs” on campus or near your school?

Yes No Have you noted a persistent or increasing problem with weapons or drugs at or near your school?

Yes No Are you aware of persistent or increasing sexual trafficking of underage children/youth on or near your campus?

Yes No Have you had a shooting on or near your campus?

Yes No Have you had a display of weapons on or near your campus?

Yes No Do some of your students have to cross rival neighborhoods/turf daily and have to face potential conflict on the bus or walking to and from school?

Yes No Is your truancy rate a significant problem?

Yes No Have you noted a persistent or increasing problem with racial incidents or racial tension on or near your school?

Yes No Are there identified gang activity “hot spots” on and/or near your campus?

Yes No Have you noted a persistent or increasing presence of groups with unusual names like 211 MOB, Active Boyz or Lady Gas Team?

Yes No Do you know the names of the prominent crews/cliques/gangs in your community?

Yes No Are you aware of groups that may be in conflict with one another on campus or around your school?

Yes No Do your students hang out with specific groups? Who do they avoid and why?

Adapted from National Safe School Center

Identify Your Top Priorities

Based on the information gleaned from the Assessment Survey, the Planning Team should identify the top priorities your school would like to achieve. These are goals that express what you want for your school.

Sample Goals: 1) All students at Rosa Parks Middle School feel safe on campus; 2) All Rosa Parks students are safe going to and from school; 3) All Rosa Parks students understand and uphold the rules regarding gang paraphernalia; 4) All Rosa Parks faculty and staff work together to keep our campus safe and enforce all rules in a consistent manner; and 5) Students who break the rules at Rosa Parks are provided consistent and fair boundaries by all faculty and staff.

- 1.
- 2.
- 3.
- 4.
- 5.

Sample Strategies
Below are the different sample strategies your school can consider as you brainstorm your own ideas about how to address your priorities.

School Environment

- In alignment with OUSD policies, review and revise site policies and procedures that impact gang activity, e.g. dress code, graffiti removal, referral process
- Schedule regular walk throughs of the school to identify and remove graffiti; identify problem areas, etc. The three R's of graffiti are:
 - Record it (photographs to obtain intelligence from experts)
 - Report it (administrative and/or police reports as necessary)
 - Remove it (Buildings and Grounds).
- Taggers get tired of going to the same place. You do not want your school to be a part of someone's gang territory. Being a graffiti free zone helps to establish the school as neutral turf.

Students

- Identify gang-affiliated students and assess their levels of gang association
- Designate a confidential space to meet with gang-affected youth. This provides a safe space for students to share what they may be experiencing
- Work with gang-affected youth one-on-one using a case management approach and tie to academic and career success when possible
- Engage gang-affected youth in positive activities, field trips, and job skills classes to provide alternatives to gangs, including college and career options
- Provide culturally specific and gender specific programming to offer positive alternatives to gangs and promote cultural and gender pride; create alliances across groups

School Community

- Ask a local CBO or law enforcement agency to present objective information about gang activities and trends in the area
- Provide ongoing professional development for faculty and staff on gang issues and interventions
- Educate parents on gang basics so they can understand and effectively engage with their children
- Partner with others in the school community to curtail and address gang activity

Assessing Your Site's Existing Capacity

The Planning Team may use this form to assess the school's existing capacity for gang prevention and intervention efforts.

Based on the Gang Activity Assessment and your knowledge of your school, do you need to plan for prevention, intervention, or both?

Does your School Safety Plan already address gang prevention/intervention? To what degree?

What has your school done to train staff on gang awareness?

What has your school done to build and maintain a clean, healthy and safe learning environment? How have you engaged students in these efforts?

What on-site services does your school already have in place to reduce violence and support youth who are gang-affected or gang-affiliated?

Who else on-site should be involved in gang prevention and intervention efforts? Who are the “go-to” staff members for students when they are having a hard time?

What off-site services/resources are your staff already familiar and/or connected with? Are there other useful off-site resources?

Action Planning Template

Goal(s): What do you want to accomplish?

Activities (Strategies)	Challenges	Strategies	People	Timeline	Resources
What are you going to do?	What might stand in your way?	How will you address challenges?	Who's involved?	When is it due? Do regular meeting times need to be set?	What material, people, organizations can support this work?

II. Strategies and Materials for Gang Prevention & Intervention

A. Assessing Gang Activity and Raising Awareness

In order to address issues of gang activity on school campuses, school administrators and staff, especially those charged with gang prevention and intervention must accurately assess the types and extent of gang activity at the school. This assessment includes helping the whole school community to increase their awareness and understanding of gang activity as well as the risk factors of gang involvement.

Overview of Oakland Gangs

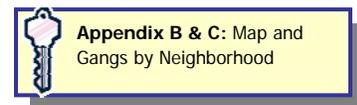
According to the Oakland Police Department, gangs in Oakland can be broadly categorized into three types Traditional gangs, Enterprise gangs, and Non-Traditional gangs.

Traditional gangs are more likely to be organized around a shared identity. They are neighborhood or ethnic gangs that place a high value on loyalty, codes of conduct, and gang identity. They are most likely to identify with a neighborhood or territories, have a clear hierarchy and multi-generational membership. They respect gang identity through colors, symbols, gang names and tattoos. Examples of traditional gangs are the Norteño, Sureño, Border Brothers and Hells Angels.

Enterprise gangs are usually organized around opportunity. They place a high value on money, fire power, cars and drugs. Their loyalty is to themselves and where they can make the most money. Examples of Enterprise gangs are the Lower bottoms, Acorn, P Team, Ghost town, Murder Doves / Dubs, Twamps, The Underground, 69 Village, 64 Village, 71 & Hamilton Boyz, Greenside, 76th Bandits, Burnout Family, 85th Mini Park Boyz, 101 & Walnut Boyz, Sobrante Park, and Brookfield.

Non-Traditional or Rogue gangs are often considered the most dangerous. They are not as predictable as the Traditional (i.e. loyal to a particular neighborhood or crew), or the Enterprise gang (i.e. in it for the money). They place value in the violence and shock factor of crimes. Examples of Non-Traditional gangs are Nut Case, STI (Scandalous Type Individuals), and DNI (Droppin Niggas Instantly) Squad.

See Appendix A for a map of Oakland by gang turf and Appendix B for a sample listing of gangs who claim specific neighborhoods. Please note that turf designation may change over time and should be updated on a regular basis.



Why Youth Join Gangs

Although youth join gangs for various reasons, it is important to note the greater number of risk factors a youth faces, the more likely it is that they will join a gang. Typically the gang meets (or appears to meet) some needs that are not being fulfilled by their family, school, or community/environment. The history of gangs often demonstrates a violent response to racism, prejudice and oppression. Gangs frequently

evolve as a form of protection against violence and exploitation across a wide array of racial and ethnic groups. The following are some of the reasons why youth decide to become involved with gangs.

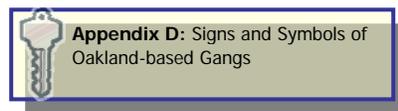
- Need for protection – from other gangs, bullies, or general racism/prejudice
- Respect – a desire to be recognized
- Sense of family within a gang
- Desire for friendship and sense of belonging
- Financial gain
- Sense of identity
- Sense of power and superiority
- Generational gang lifestyle in their family
- Access to drugs, guns, sex, and money
- Attention
- Excitement
- Glamorizing the negative aspects of “the life”
- Family problems/lack of positive communication
- To have fun
- Inadequate or ineffective adult supervision
- Low self-esteem
- Nowhere else to turn
- Peer pressure

If you are intervening with a gang-affiliated youth and have a good relationship with him/her, you may be able to explore his/her reasons for joining the gang. Knowing what they are getting out of participating, how long they have been involved, and their impetus for joining may be very helpful in finding alternatives that meet the individual needs of the youth with whom you are working.

Warning Signs of Gang Involvement

It is important to note that the presence of any one of the following indicators in and of itself does not mean that the youth in question is involved in a gang. However, there are warning signs that may signal a greater interest in the gang lifestyle such as practicing gang hand signs and graffiti. Warning signs should be assessed collectively. However, gang graffiti, gang specific tattoos, or nicknames may well indicate that the youth is involved with a gang. See Appendix D for signs and symbols used by Oakland-based traditional gangs (i.e. Border Brothers, Norteños, and Sureños).

Attire (Clothing / Accessories / Hairstyle / Make Up). Many gangs use colored clothing, sports team logos on clothing, belts, a certain style of clothing, or clothing accessories to denote gang membership (i.e. a hat of a particular sports team). Staff should keep an eye out for groups of students who (more than usual) are adopting the same hairstyle, hair ties, nail polish, shoes/laces, stitching in jeans, belt, rosaries, colors, etc. These may reflect affiliation with a particular gang. However, staff should also be aware that typical student dress may include “standard” items that include sports team jackets, white tee, jeans and a hoodie, and this is not gang attire. A student that likes a certain sports team and dresses with that team’s logo is exhibiting normal behavior.



Tattoos. Gang members sometimes use tattoos to demonstrate which gang they claim. Elementary or middle school aged youth may use a pen or magic marker to draw the gang’s name or initials on their body. They may also draw their gang nickname and use other gang slogans for their tattoos. Older children/youth may “carve” or “brand” gang-related symbols or words into their skin. Eventually this may lead to the individual getting a permanent tattoo. A youth that proudly displays a fake or real gang

tattoo is demonstrating that s/he is or may aspire to be involved in a gang. Girls sometimes tattoo the letter abbreviation for a gang on their neck.⁴

Defiant Behavior and Tough Image. Most youth express defiant behavior from time to time. Gang-involved youth are likely to be extremely defiant toward authority figures and will at times challenge or even threaten them. Girls often want to be associated with the power or status that the male gang members have and may seek to become the girlfriend of a high ranking gang member so others won't mess with her. (It is also important to note that girls can be just as gang involved as their male counterparts). Gang-involved youth often believe that a very tough, mean, or aggressive image is important. Students that are becoming gang members will begin to act very tough, often using profanity and a defiant posture whenever they are confronted. (This can also be true of youth who are not gang members because they want/need to maintain a tough image. Therefore aggressiveness by itself is not a reliable indicator of gang affiliation.)

New friends. The student may begin to associate with a new group of friends and no longer associate with long-time friends. If these new friends all dress in similar styles or colors, parents and teachers should discuss why the student is associating with this new group of friends.

Starts using nickname. In the world of gangs you are nobody until you have earned a nickname. Gang members refer to each other by nickname. In some gangs, youth do not know the real names of members but just the street name or nickname. Parents and teachers should be aware of the different type of gang nicknames and should not allow students to use nicknames that are associated with gangs or violence, such as "Sniper, L'il Killa, C-Dawg, Flaco", etc. (Again, not all nicknames are gang related) Many gang members are known by another name in order to keep their given name hidden. Nicknames often refer to something they habitually do, how someone looks, or the first letter or the sound of their name. (Smokey – smokes a lot; Sleepy – sleeps a lot; Flaco – skinny; "Nook The Crook" – robber; "Q" for Quincy; or even simply "BooBoo" for Cesar)

Secrecy. Many gang-involved youth possess gang-related paraphernalia, pictures, samples of graffiti, etc. These youth may hide gang paraphernalia, drugs or weapons in the house. They may not want parents to see graffiti written on clothing, backpacks, furniture or the walls of their bedrooms. They may try to install a lock on the bedroom door or threaten parents if they try to get into their bedroom. MySpace, Facebook and Twitter may also be used for pictures, codes or gang activity.

Money. Some youth get involved in a gang to make money illegally. Crimes may include armed robbery, selling drugs, being a lookout for drug dealers, auto theft/burglary, etc. Parents should be concerned over unexplained money or material goods such as new clothes, electronics (i.e. cell phones, MP3 players, computer games, etc.) or jewelry that begin to appear without a reasonable explanation. Again, this is more about a trend of unexplained items.

Unusual sleeping patterns. Research indicates that teenagers naturally need more sleep than adults. However, gang members like to hang out at night. Gangs may commit crimes such as drive-by shootings, robberies and tagging late at night. This can be one of a number of reasons for truancy. Thus, gang members are often up until early in the morning and may sleep until noon or beyond. Excessive sleeping may also indicate alcohol or other drug use.

⁴ In between these letters, put numbers/dots/ roman numerals associated with the gang.

Cuts and bruises. Gang members tend to get into more physical confrontations than others. Fights may occur between members of the same gang, with rival gangs, or even with individuals that are not part of the gang world. Be aware of unexplained cuts and bruises, especially on the knuckles and hands and secrecy as to how they occurred.

Graffiti and Tagging. Like tattoos, graffiti can be the name of a gang, initials, numbers or symbols that are associated with the gang. Graffiti is not just written on the walls of buildings but can be found on books, notebooks, backpacks, clothing and furniture. Graffiti is used to mark gang territory or demonstrate involvement in a gang. Youth that are involved with gangs will generally have graffiti written on personal possessions. This may also include drawings and doodling of gang related themes of violence, guns, or symbols. School staff should be aware of gang signs or symbols displayed or hidden in school-based art projects, homework or in class assignments.

Practicing behaviors. Just as youth that are interested in sports will practice that sport, youth interested in gangs will practice gang-related behaviors. They will usually practice graffiti writing on paper or notebooks. Parents have reported observing their son or daughter staring into a mirror, practicing a tough and menacing stare often referred to as “mad-dogging”. Youth just beginning gang involvement will spend hours practicing the hand signs of the gang.

Alcohol/drug abuse. Gang members often have easy access to alcohol and other drugs. Some youth get involved with gangs just to party. Alcohol/drug abuse can include common household medicines like Robutussin (also known as “bo” when mixed with Sprite) or sniffing glue. Students may attempt to bring alcohol drinks to school in soda containers.

Photographs. Photos of the youth and others displaying gang hand signs, weapons, cash, drugs or gang-type of clothing can be found printed, or electronically on social networking sites like Myspace or Facebook.

B. Developing the School Environment

A prerequisite to creating and maintaining a “learning environment” in a school is safety. Students and staff need to feel that they can safely interact at and on their way to and from school. Gang activity jeopardizes that sense of safety and can deter some students from attending school.

There are training and intervention programs that are appropriate to deter gang involvement and build resiliency in students at the high school, middle school and elementary school levels as follows:

High School Level

- 9th-12th Tobacco Use Prevention Education (TUPE) Program
- Too Good for Drugs and Violence Prevention Curriculum for High School

To get more information about high school alcohol and drug prevention/intervention programs, please call the Office of Instructional Services Prevention Programs at (510) 879-5373 or go to <http://publicportal.ousd.k12.ca.us/199410121818616997/site/default.asp>.

Middle School Level

- 7th Grade Project Alert Alcohol, Tobacco and Other Drugs Prevention Curriculum

- Gang Resistance Education and Training (GREAT) 13 week course: Available to a limited number of OUSD middle schools through a collaboration between OUSD Police Services and Oakland Police Department. GREAT covers topics such as self esteem, conflict resolution and goal setting.⁵

Elementary School Level

- Second Step Violence Prevention Curriculum
- 4th Grade Too Good For Drugs (TGFDS) ATOD Prevention Curriculum
- GREAT Training (see Middle School definition above). GREAT will address a limited number of elementary schools although it is not in full operation yet. To get more information about GREAT for elementary schools, please contact Lt. Steven Fajardo at (510) 879-3670 or via email at steven.fajardo@ousd.k12.ca.us

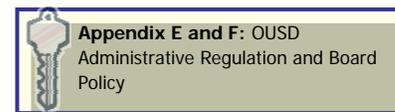
Clear Policy Factors

Clear, fair and consistently applied policies are essential ingredients in a safe school. This section includes existing OUSD policies, protocols and regulations for gang prevention and intervention, as well as crisis response. It also addresses a range of school environment and infrastructure issues that affect gang activity, including:

- District policies that are relevant to gangs
- District crisis response protocols
- Documenting and responding to gang related incidents
 - *SAMPLE Documentation Form* to thoroughly document an incident
 - *SAMPLE Student Interview Form* (for all students involved) to more thoroughly understand the incident from the students' perspectives
 - *Intervention Steps* to guide staff in holding an intervention meeting between school personnel, a student and the student's parents
 - *SAMPLE Referral Form* for staff to refer a student to appropriate internal resources
- Reviewing and/or adapting relevant policies and crisis response protocols
- Training staff on policies and protocols
- Initial intervention steps for students involved in gang-related incidents

OUSD Administrative Regulations and Board Policy- Gangs

OUSD Administrative Regulations and Board Policies relating to gangs stress the importance of prevention, as well as intervention through support services. These regulations and policies provide guidance for administrators and staff in planning and implementing gang prevention and intervention efforts. Below is a summary of the relevant Administrative Regulation and Board Policy. The complete policies are in Appendix E and Appendix F.



School administrators are expected to **be informed about the gang-affiliated students** in their school and to keep faculty and staff apprised of these students as necessary **for school safety**. For example, if members of rival gangs are present on the same campus, it is essential that staff be aware of this factor as they assign small group projects, seating assignments or move forward on disciplinary measure for various infractions. It is equally important to be aware of this factor if compliments or awards are being

⁵ <http://www.great-online.org/Components/ElementarySchool.aspx>

given to students who are gang-involved. It may inadvertently appear the school administration favors one gang over another.

Parents/caregivers are also critical to this effort to reduce gang involvement and gang-related offenses, both on and off campus. However, it is true that gang-affiliated students are sometimes from families who are gang members as well. This is also very important information for administrators and staff to have if they are to be effective in working with students and their families. If a youth is from a generationally gang involved family, it can be both dangerous and complex to help the young person exit the gang lifestyle.

Partnerships with OUSD school police and local law enforcement are encouraged. Police presence, carefully executed, can help to create a much safer, gang-neutral campus for all students. Students need to know that the school and the police are working closely together to maintain safety at the site. Law enforcement may be able to provide staff training about the local gang scene, specific terms and symbols that may be prevalent in the neighborhood, and adults who are recruiting youth to their gangs. However, it is also important to avoid “scared straight” approaches to gang prevention because current research indicates that this approach is not effective (and often counterproductive) in preventing gang involvement or other juvenile justice problems.

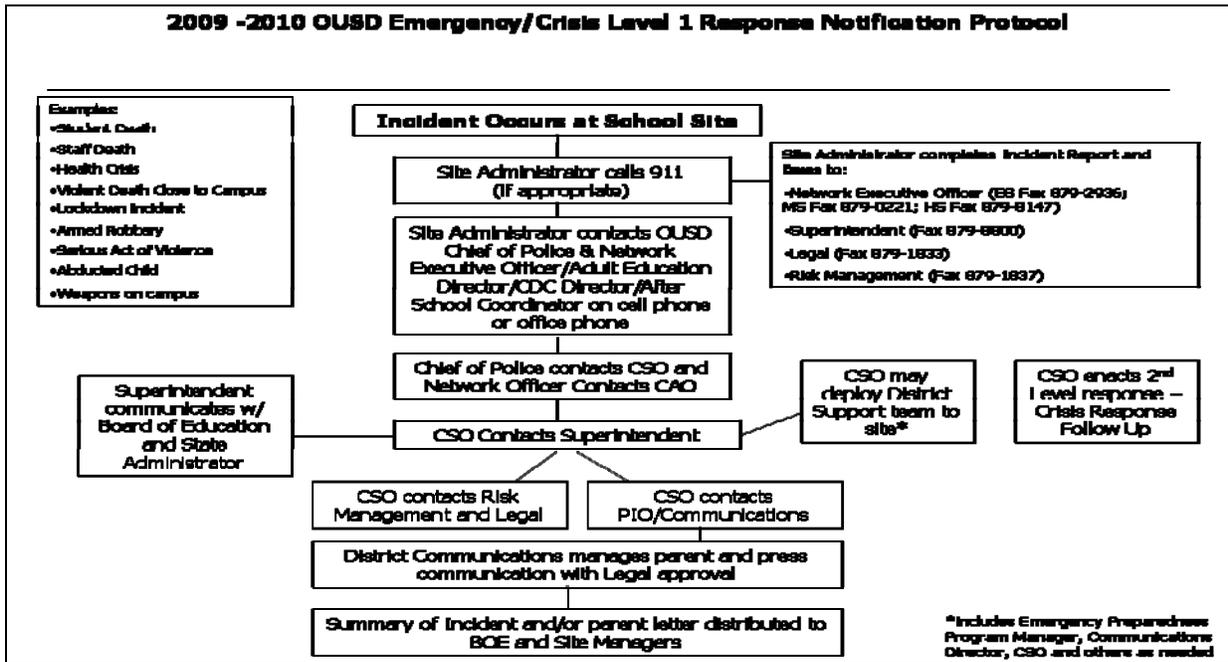
Partnerships with local, youth serving organizations are often invaluable. These agencies are embedded in the local community and have developed a positive, trusting relationship with the neighbors, parents, and youth who see them as youth advocates and neighborhood assets. These agencies can provide a variety of services that counteract the influence of gangs by giving youth a sense of connection with caring adults and other youth development assets.

In short, OUSD Board Policies provide a framework for prevention and intervention of gang involvement.

OUSD Crisis Response Protocols

OUSD’s Crisis Response Protocols serve as guides when responding to different levels of emergency situations, including certain types of gang activity. The protocols should be used to respond to all crisis situations, including gang-related incidents such as a shooting in or near the school, a significant fight between rival gang members on school property, etc. The most current protocol can be found at: <http://publicportal.ousd.k12.ca.us/19941081117568637/site/default.asp>

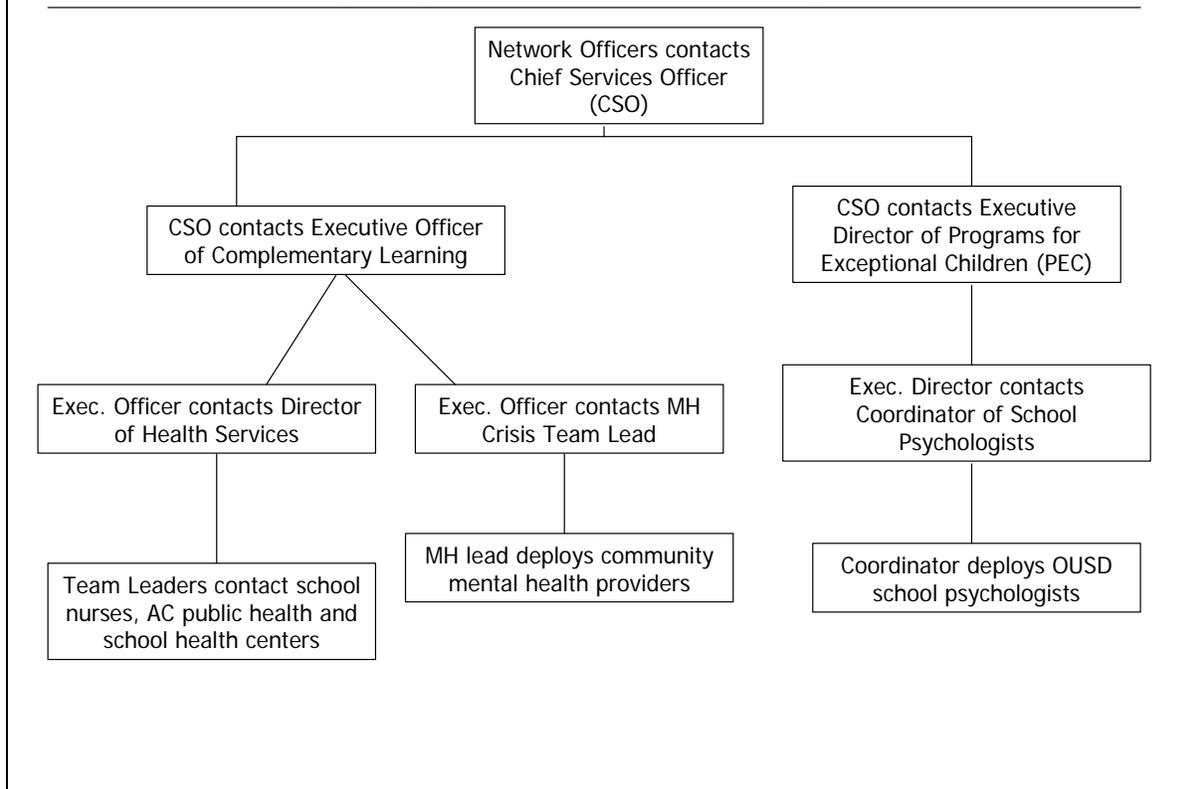
2009 -2010 OUSD Emergency/Crisis Level 1 Response Notification Protocol



OUSD Emergency/Crisis Level 1 Response Notification Protocol Directions

- Once the incident has occurred at the school site the Site Administrator is to call: 1) 911 (if appropriate), 2) the OUSD Chief of Police and 3) Network Executive Officer (NEXO)/Adult Education Director/CDC Director/After-School Coordinator and fill out the Incident Report and fax to:
 - Network Executive Officer ES Fax # 879-2936; MS Fax # 879-0221; HS Fax # 879-8147
 - Superintendent Fax # 879-8800
 - Legal Fax # 879-1833
 - Risk Management Fax # 879-1837
 - OUSD Police Services Fax# 879-3683
- Chief of Police is to contact the Chief Services Officer (CSO)
- Network Executive Officer (NEXO), Adult Education Director, CDC Director, or After School Coordinator is to contact the Chief Academic Officer (CAO).
- The CSO contacts the Superintendent, Measure Y, Communications, Risk Management and Legal.
- The Superintendent contacts the Board of Education and the State Administrator.

OUSD Emergency/Crisis 2nd Level Response Protocol

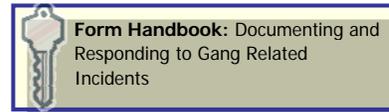


OUSD Emergency/Level 2 Crisis Response Protocol Directions

1. Chief Services Officer (CSO) contacts the Executive Officer of Complementary Learning and the Executive Director of Programs for Exceptional Children.
2. Executive Officer of Complementary Learning contacts MH Team Lead and/or Director of Health Service.
3. Director of Health Services contact school nurses, AC public health and school-based health centers.
4. MH team Lead contacts site-based community mental health providers.
5. Executive Director of Programs for Exceptional Children contacts Coordinator of School Psychologists
6. Coordinator contacts OUSD school psychologists.

Documenting and Responding to Gang Related Incidents

It is important for students, families and school staff that well-established systems are in place to document and respond to gang-related incidents in a consistent and supportive manner. When documenting behavior infractions in AERIES the administration should note in the comments section if the incident is gang-related. For example, “Gang related incident. Student was suspended for fighting. Student was claiming Norteño and attacked an alleged Sureño affiliated student.” This documentation can be maintained for future reference, documenting which students were involved in specific incidents in case follow up is necessary – including such things as alerting teachers about possible problems between students that may erupt in class, etc. As such, several forms and guidelines have been included in the Form Handbook.



- **Documentation Form.** This is used to document a gang-related incident. It should be completed by school staff members who interact with the gang-involved youth who participated in the incident.
- **Intervention Steps.** This is a sample form to guide staff in holding an intervention meeting between school personnel, a student, and the student’s parents. The goals of an intervention meeting are to identify factors contributing to the problem, prevent the problem from happening again, and to help students access effective support services and other resources.
- **Referral Form.** This is a sample form to guide staff in referring a student to appropriate internal and external resources.