

PROTECTING OUR STUDENTS:  
A MULTI-PRONGED APPROACH TO GANG PREVENTION AND INTERVENTION

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**I. Introduction**

Gang activity plagues Chicago schools and unless the issue is properly addressed, gang activity will continue to inundate schools with violence, fear, and alienation. In 2009, 31 percent of students from urban areas reported that gangs were present at their school.<sup>1</sup> A study by the National Crime Prevention Council found that 17 percent of eighth grade students reported they had belonged to a gang at one time.<sup>2</sup> Gang membership is directly correlated to school dropout rates.<sup>3</sup> Gang membership and intimidation is a major reason for the dropout rate of more than 40 percent of Chicago public school students.<sup>4</sup> Educating students on the risk of gang membership at an early age can prevent students from joining gangs. Educators play a significant role in keeping students out of gangs and the right track. Gang prevention and intervention requires a collaborative effort between law enforcement, teachers, parents, administrators, and students. In this paper, I will address the role that schools must play in gang prevention and intervention. I have developed a multi-pronged approach which includes four objectives: (1) provide effective gang education and awareness (2) foster meaningful

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<sup>1</sup> DeVoe, J.F., and Bauer, L., *Student Victimization in U.S. Schools: Results From the 2009 School Crime Supplement to the National Crime Victimization Survey* (NCES 2012-314). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

<sup>2</sup> National Crime Prevention Council: *Keeping Kids Cool Confident and Out of Gangs*. October 2012, accessed May 2, 2013. <<http://www.ncpc.org/programs/crime-prevention-month/crime-prevention-month-kits/NCPC-Crime%20Prevention%20Month%20Kit%202012.pdf>>

<sup>3</sup> Gratteau, Hanke, *Study Ties Gangs, Dropout Rate*, Chicago Tribune, March 25, 1985. <[http://articles.chicagotribune.com/1985-03-25/news/8501160811\\_1\\_dropout-rate-gang-violence-chicago-public-schools](http://articles.chicagotribune.com/1985-03-25/news/8501160811_1_dropout-rate-gang-violence-chicago-public-schools)>

<sup>4</sup> *Id.*

relationships with students (3) create well-developed after school activities (4) target early signs of gang membership through intervention. This strategy mobilizes school and community resources to offer viable alternative to gang membership. If successfully implemented, students will be aware of the risks of joining gangs, will develop meaningful relationships and be involved in after school activities, and will develop goals for a successful future.

## **II. The Lure and Risks of Gangs**

In order to develop an effective gang prevention and intervention program, educators and law enforcement must first understand why students join gangs. The primary attraction for many students is the gang's ability to respond to student needs that are not being met.<sup>5</sup> Research suggests that students join gangs to feel accepted, attain status, and increase their self-esteem.<sup>6</sup> However, there are many social and economic reasons students may become involved in gang activity including a need for power, status, security, friendship, family substitute, and economic profit.

An effective gang program must address the student's feelings of powerlessness and low-self esteem.<sup>7</sup> Otherwise, students will turn to gangs for acceptance. Once students become involved with gangs, they are more likely to engage in criminal activities, struggle academically, be suspended, expelled, arrested, or even killed.<sup>8</sup> Gang-related youth violence is uniquely problematic in Chicago. In 2008, it was estimated that 36% of all homicides stemmed from gang altercations. Known as the murder capital of

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<sup>5</sup> Burnett, Gary. (1999). *Gangs in Schools*. ERIC Digest [Online]. Available: <<http://eric-web.tc.columbia.edu/digests/dig99.html>>

<sup>6</sup> Pesce, Rosario, Wilczynski, James. (2005). *Gang Prevention*. [Online] Available: <[http://www.nasponline.org/resources/principals/nassp\\_gang.pdf](http://www.nasponline.org/resources/principals/nassp_gang.pdf)>

<sup>7</sup> Burnett, Gary, see note 5.

<sup>8</sup> Pesce, Rosario, Wilczynski, James, see note 6.

the United States, Chicago had 506 homicides in 2012.<sup>9</sup> Chicago has more gang members than any other city in the United States, 150,000 in total. Effective gang prevention should be part of a larger school commitment of fostering a safe learning environment for students. According to a study done by Howell and Lynch, when gangs are present at a school, more students report knowing a student who brought a gun to campus, or seeing a gun on campus.<sup>10</sup> The study also revealed that students reported that drugs (marijuana, cocaine, crack, or uppers/downers) were readily available at school.<sup>11</sup> Finally, when gangs are present at a school, the likelihood of violent victimization of students more than doubles.<sup>12</sup> Therefore, it is critical that students learn at an early age of the risks of gang membership.

### **III. Gang Education & Awareness**

Schools must be proactive in addressing gang issues before they arise. A crisis does not have to occur before putting a strategy in place. For this reason, gang prevention programs have been established throughout the United States to educate students about the risks and dangers of gang membership. However, programs must be specifically tailored to different age groups, ethnicities, and populations. A few successful gang prevention programs include the G.R.E.A.T. and G.A.T.E. programs. However, before educating the students on gangs, we must first educate the teachers.

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<sup>9</sup> Chicago Police Department, *2012 Chicago Murder Statistics*, CLEAR Data Reporting. <<https://data.cityofchicago.org/Public-Safety/2012-Chicago-Murder-Statistics/ws3w-ba2s>>

<sup>10</sup> Howell, J. C., & Lynch, J. (2000). *Juvenile Justice Bulletin*. U.S. Department of Justice. Washington, D.C.

<sup>11</sup> *Id.*

<sup>12</sup> *Id.*

To effectively suppress gang presence, schools must educate all school staff, including support staff, about gang characteristics and development.<sup>13</sup> If teachers are aware of the early signs of gang activity or involvement, this may permit the school to intervene before its too late. This requires a working relationship with local law enforcement agencies. Many police departments can provide resources to help schools determine the extent of the local gang presence.<sup>14</sup> Law enforcement can also train educators and staff to detect early signs of gang presence based on clothing, colors, signs, and patterns. Later, I will explain what schools should do if they detect these gang characteristics. The best method to stopping gangs is preventing students from joining them. Many Chicago schools educate students on gang awareness through the Gang Resistance Education and Training (G.R.E.A.T.) program.<sup>15</sup>

G.R.E.A.T. is a gang-specific prevention program which the Phoenix Police Department introduced to “provide students with real tools to resist the lure and trap of gangs.”<sup>16</sup> In addition to educating students about the dangers of gang involvement, the lesson content places considerable emphasis on cognitive-behavioral training, social skills development, refusal skills training, and conflict resolution. Thus, the curriculum aims to reduce risk factors and increase protective factors.<sup>17</sup> In Chicago, the program is taught in the 3rd, 4th, 7th and 8th grade classrooms, by a uniformed police officer and

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<sup>13</sup> Burnett, Gary, see note 5

<sup>14</sup> Pesce, Rosario, Wilczynski, James, see note 6.

<sup>15</sup> ClearPath. Chicago Police Department Website (2008) <<https://portal.chicagopolice.org/portal/page/portal/ClearPath/Communities/CrimePrevention/SchoolPrograms>>

<sup>16</sup> Mayer, G. R., & Ybarra, W. J. (2003). *Teaching alternative behaviors school wide: A resource guide to prevent discipline problems*. Downey: Los Angeles County Office of Education, Safe Schools Center.

<sup>17</sup> Esbensen, F.; Peterson, D.; Taylor, T.J.; Freng, A.; Osgood, D.W.; Carson, D.C.; Matsuda, K.N. (2011). Evaluation and Evolution of the Gang Resistance Education and Training (G.R.E.A.T.) Program, *Journal of School Violence*, 10:1, 53-70. Information available at <<http://www.nationalgangcenter.gov/SPT/Programs/68>>

federal agents.<sup>18</sup> Together, the G.R.E.A.T. instructor and the classroom teacher work together to reach a common goal, protecting the students. According to the Chicago Police Department, the middle school curriculum is constantly updated to address the issues the students may be confronted with prior to entering high school.<sup>19</sup>

Although G.R.E.A.T. is an effective program for middle schools students, high school aged students are most vulnerable to gang recruitment. The National Youth Violence Prevention Center says that one-fourth of gang members are ages 15-17.<sup>20</sup> Therefore, high schools must also educate students of the negative impacts of gang membership.

For this reason, law enforcement developed the Gang Awareness Training Education program. (G.A.T.E.)<sup>21</sup> G.A.T.E. is a school based prevention and intervention program that includes high school aged students. Unlike other prevention programs, G.A.T.E. has three distinct programs targeting elementary school, middle school, and high school aged youth.<sup>22</sup> G.A.T.E. is one of the most effective gang prevention and intervention programs because it is a comprehensive, multi-layered approach to gang awareness. (For more information, see Appendix A) The G.A.T.E. instructors teach students about goal settings, resisting peer pressure, peacefully resolving conflicts, reaching out to adults for help, reducing stress and understanding the way that gangs

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<sup>18</sup> Chicago Police Department. See note 15.

<sup>19</sup> *Id.*

<sup>20</sup> National Crime Prevention Council: *Keeping Kids Cool Confident and Out of Gangs*. October 2012. <<http://www.ncpc.org/programs/crime-prevention-month/crime-prevention-month-kits/NCPC-Crime%20Prevention%20Month%20Kit%202012.pdf>>

<sup>21</sup> INI-Con, *G.A.T.E. Program: Effectiveness and Impact*. 2010 Available at: <<http://www.openthegate.org/pdf/gate%20research%20results2010.pdf>>

<sup>22</sup> *Id.*

impact their quality of life.<sup>23</sup> Because of the limitations required by many educational institutions, delivery of the education would have to be made with maximum impact in mind. As a result, the RADICAL program was developed.

The RADICAL program is designed to deliver a series of class room lectures and in class exercises for high school students on key topics that impact teens at this stage of their development.<sup>24</sup> The lesson plans include topics such as teen crimes, gambling, prescription drug abuse, gang awareness, drug awareness, dating violence, and distracted driving.<sup>25</sup>

A series of studies have shown the positive impact of the G.A.T.E. program. The results include a significant reduction in drug use, crime and victimization, gang activity, and delinquency.<sup>26</sup> The program had an impact on gang membership and future delinquent behavior. The study found G.A.T.E. produced results because it is implemented at both the elementary and high school level.<sup>27</sup> G.A.T.E. promotes positive relationships between students and instructors which carried far beyond the period of instruction.

#### **IV. The Impact of Meaningful Relationships**

Students need positive relationships with adults in the school setting. Building meaningful relationships with students can have a significant impact on their conduct. Students who feel they belong and feel valued at school are far less likely to be involved

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<sup>23</sup> *Id.*

<sup>24</sup> *Id.*

<sup>25</sup> *Id.*

<sup>26</sup> *Id.*

<sup>27</sup> *Id.*

in negative behaviors such as gangs and drug use.<sup>28</sup> These connections should not be limited to the classroom, but also during extracurricular activities and interactions with other school personnel. All school employees should be encouraged to make connections with students: bus drivers, counselors, teacher assistants, cafeteria workers, school resource officers, and even clerical staff can play meaningful roles in the lives of students.<sup>29</sup> A safe and welcoming school can be created when all school personnel strive to make every student feel needed, respected, and wanted. When students develop positive relationships with school personnel, the students feel accepted. (See Appendix B for a list of Do's and Don'ts for School Personnel) This sense of belonging increases students' self-esteem and confidence. These are two significant reasons many students turn to gangs. In addition to fostering meaningful relationships with students, educators should also encourage parents to become invested in their student's academic achievements and success.

Parental involvement in a child's education is positively associated with a child's academic performance.<sup>30</sup> Research has shown parental involvement positively impacts students' math proficiency, gains in reading performance, and standardized tests.<sup>31</sup> In addition, parental involvement was found to reduce behavior problems in school, increase attendance and class preparation, and lower dropout rates.<sup>32</sup> Schools should make a

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<sup>28</sup> Arciaga, Michelle; Sakamoto, Wayne; Fearbry Jones, Errika. *Responding to Gangs in the School Setting*. Gang Center Bulletin. November 2010. Available at:

<<http://www.nationalgangcenter.gov/Content/Documents/Bulletin-5.pdf>>

<sup>29</sup> Arciaga, Michelle and Sakamoto, Wayne; Fearbry Jones, Errika., See note 29.

<sup>30</sup> Weihua, Fan; Williams, Cathy. *The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation*. Educational Psychology. University of Houston, Houston, Texas. January 2010. Available at <<http://mrbaileyhhhs.edublogs.org/files/2011/03/Parent-Involvement-and-Student-Motivation-z6wkvy.pdf>>

<sup>31</sup> *Id.*

<sup>32</sup> *Id.*

concerted effort to reach out to parents and encourage active participation in their student's education. Schools can also develop programs to educate parents on the risks and impact of gang membership.

In addition to developing relationships with students and encouraging parental involvement, educators should strongly encourage students to have mentors. Mentoring is one of the most commonly used strategies to prevent, divert, and remediate students from engaging in delinquent behavior, aggression, and school failure.<sup>33</sup> Studies indicate that mentoring has the greatest effect on reducing delinquency and aggression.<sup>34</sup> Reducing these behaviors reduces the likelihood of gang involvement. Mentors can be any positive role model that develops a relationship with the student. Schools can develop programs to encourage community involvement and foster these types of relationships. Students need role models that are invested in their success. Educators have the ability to develop meaningful relationships with students, encourage parental involvement, and inspire students to develop relationships with mentors. In turn, students will build relationships, feel a sense of purpose, and be less likely to join gangs.

## **V. The Effect of After School Activities**

Students are at the highest risk of gang violence and recruitment after school hours. The rate of juvenile violence is highest between 3:00 p.m. and 7:00 p.m.<sup>35</sup> Students who participate in after-school, extracurricular activities, such as bands, sports teams, clubs, and community groups, are less likely to be involved in gangs and more

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<sup>33</sup> U.S. Department of Justice. *Gang Prevention Youth Mentoring Program*. Available at: <<http://www.ojjdp.gov/grants/solicitations/FY2009/GangPreventionMentoring.pdf>>

<sup>34</sup> *Id.*

<sup>35</sup> H. Snyder and M. Sickmund. *Juvenile Offenders and Victims: 1999 National Report*. (September 1999) Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Programs. Available at: <<http://www.childrendefense.org/child-research-data-publications/data/school-age-child-care.pdf>>



likely to graduate from high school.<sup>36</sup> The key to boosting student involvement in extracurricular activities is offering meaningful programs that students will want to join. This requires schools to increase the capacity and quality of existing programs and building new ones to meet growing demand.<sup>37</sup> There are several reasons why this is difficult for many schools. The most significant issue facing many schools is funding. However, there are many organizations that schools can partner with to develop programming. Some Chicago schools participate in a program called After School Matters (ASM).

ASM is non-profit organization that offers Chicago high school students innovative after school activities.<sup>38</sup> ASM is possible due to public and private partnerships that include the Chicago Park District, the Chicago Public Library, and community organizations throughout the city. The program links together participation in programs, apprenticeships, internships and employment. Students can move from participation at a school-based program to apprenticeships and full-time employment.<sup>39</sup> However, if students are unaware of these opportunities, they are unable to benefit from their success. Therefore, schools must make a concerted effort to not only develop programs, but also publicize programming opportunities for their students.

## **VI. School-Based Gang Intervention**

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<sup>36</sup> Children's Defense Fund. *School-Age Child Care: Keeping Children Safe and Helping Them Learn While Their Families Work*. Child Research Publication. 2003. Available at: <<http://www.childrensdefense.org/child-research-data-publications/data/school-age-child-care.pdf>>

<sup>37</sup> Pittman, Karen; Yohalem, Nicole; Wilson-Ahlstrom, Alicia; Ferber, Thaddeus. (2003) *High School After School: What is it? What Might it Be? Why is it Important?* The Forum for Youth Investment. Available at: <<http://www.forumfyi.org/files/OSTPC2.pdf>>

<sup>38</sup> After School Matters Website. (2013) Available at <<http://www.afterschoolmatters.org/about>>

<sup>39</sup> Pittman, Karen; Yohalem, Nicole; Wilson-Ahlstrom, Alicia; Ferber, Thaddeus. See note 39.

In addition to gang prevention, schools must develop a clear, organized strategy to confront and suppress gang activity that arises at the school. Gang intervention also requires a collaboration between school personnel, local law enforcement agencies, and the community. Two intervention methods to address gang activity are first, to establish a zero tolerance gang policy and second, to develop alternatives to suspending and expelling students that violate the zero tolerance policy.

A zero tolerance policy against gang activity can be very effective if implemented correctly.<sup>40</sup> The main goal of a zero tolerance policy is to increase school safety by suppressing gang presence. Many gangs represent themselves through colors, gestures, symbols, and clothing.<sup>41</sup> One strategy to reduce the visibility of gang members in the school and hinder their ability to recruit members is to implement a strict dress code. Dress codes are not as effective as having students wear uniforms, but clothing and trends in appearance associated with gangs can be banned. However, a zero tolerance dress code policy must be publicized, consistently followed, and reviewed regularly to ensure its usefulness and relevance.<sup>42</sup>

Schools must ground their policy in substantive evidence that the banned materials and conduct are disruptive to the school. In *Tinker v. Des Moines Independent Community School District*, Mary Beth Tinker led a group of students in wearing black armbands to school during the Vietnam War.<sup>43</sup> The students were suspended when administrators enforced a new school regulation prohibiting the armbands. Ultimately, the Supreme Court reversed lower court decisions and found that absent a material,

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<sup>40</sup> National Crime Prevention Council, see note 2.

<sup>41</sup> *Id.*

<sup>42</sup> *Id.*

<sup>43</sup> *Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503, 506 (1969).

substantial disruption of school operations, the students had a protected right to wear the armbands. Similarly, in *Vines v. Board of Education of Zion School District No. 6*, the plaintiffs did not want their daughter to wear the school uniform.<sup>44</sup> The court found the plaintiffs did not have cause to claim religious reasons or lack of free speech.<sup>45</sup> The school had presented their reasons for the dress code and the court agreed stating that the “Board’s dress code is rationally related to the Board’s interest in fostering the education of its students and furthering legitimate goals of improving students safety.”<sup>46</sup> This case is important because it illustrates that if a school has a legitimate goal of improving student safety, schools will be given the ability to address these issues.

These cases illustrate that school districts must be very clear in their goals and objectives. Schools must clearly articulate the need to address gang conduct. Schools must demonstrate the behavior is disruptive to school operations and non conducive to a safe learning environment. Zero tolerance policies should clearly define what constitutes a weapon, a drug, or an act of misbehavior.<sup>47</sup> Therefore, students understand exactly what is prohibited in the classroom. If students violate the zero tolerance policy, schools must address the issue promptly.

However, a school’s response to gang-related offenses is many times either suspension or expulsion.<sup>48</sup> These approaches may be necessary for serious violent behavior but are ineffective for many infractions and can increase future problems rather

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<sup>44</sup> *Vines v. Board of Ed. of Zion Sch. Dist. No. 6*, 2002 U.S. Dist. LEXIS 228 (N.D. Ill. 2002).

<sup>45</sup> *Id.*

<sup>46</sup> *Id.*

<sup>47</sup> Arciaga, Michelle and Sakamoto, Wayne; Fearbry Jones, Errika., See note 29.

<sup>48</sup> Pesce, Rosario, Wilczynski, James, see note 6.

than decrease targeted behaviors.<sup>49</sup> For example, gang clothing and identifiers should not be tolerated in the school setting. Some schools keep a small closet of permitted clothing and allow students to change clothes if they are wearing prohibited items.<sup>50</sup> Schools can also schedule meetings with parents to discuss the prohibited items and why the school is concerned about the prohibited materials. Schools that attempt to keep students in school through alternatives to suspension and expulsion improve school safety as compared to those that suspend or expel students.<sup>51</sup>

## **VI. Why Schools Fail to Address Gang Problems**

Schools may fail to properly address gang problems for many reasons including denial that a gang problem exists or inadequate resources available to the school. There are many reasons that school personnel may not acknowledge the existence of gangs. In many cases, schools do not recognize gang activity.<sup>52</sup> This is why training with local law enforcement agencies is crucial to developing an effective response to gangs in the learning environment. Many Chicago schools may lack the proper financing and resources to prevent gangs. In these situations, although the school may not be able to develop as much programming, the schools can reach out to local law enforcement agencies, non-profit organizations, and other community groups to assist with programming, staffing, and awareness. School administrators must realize that gangs are a significant problem that must be addressed. Schools must use every means necessary to stop gangs from negatively affecting the safety and well being of their students.

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<sup>49</sup> *Id.*

<sup>50</sup> Arciaga, Michelle and Sakamoto, Wayne; Fearbry Jones, Errika., See note 29.

<sup>51</sup> Osher, Sandler, & Nelson (2001) Available at: <[http://www.nasponline.org/resources/principals/nassp\\_gang.pdf](http://www.nasponline.org/resources/principals/nassp_gang.pdf)>

<sup>52</sup> Arciaga, Michelle and Sakamoto, Wayne; Fearbry Jones, Errika., See note 29.

## **VII. Conclusion**

Gangs are not a new phenomenon in Chicago. However, researchers have studied gangs for many years and determined methods that can significantly impact gang presence. Educators must use this research to create an approach to gang prevention and intervention. With the assistance of local law enforcement, parents, private and public organizations, and students, schools can develop a multi-pronged approach to target gangs. Schools are better equipped to detect gang presence by providing gang prevention training to both educators and students. Students are less likely to join gangs if they participate in after school activities and develop relationships with educators, parents, and mentors. In addition to gang prevention, schools are more able to address gang presence if they develop an intervention program. Targeting at-risk students and helping them through alternatives to expulsion will assist these students and the safety of the school. Therefore, although gangs may have the ability to infiltrate the classroom, schools that develop and implement an organized, multi-pronged approach to gang prevention and intervention, can significantly reduce gang activity.

## Appendix A

Program Comparison Points	GATE	GRIP	DARE*	GREAT
Evidence Based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Employs Social Norms	<input checked="" type="checkbox"/>			
Outcome Evaluated	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Flexible – Lesson Plans	<input checked="" type="checkbox"/>			
Survey's Participants	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Directs youth into intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Parent Component	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Courses taught K-4	<input checked="" type="checkbox"/>	***	**	**
Course taught 5-8	<input checked="" type="checkbox"/>	****	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Courses taught 9-12	<input checked="" type="checkbox"/>	***	**	**
Lesson plans are different at each grade level	<input checked="" type="checkbox"/>			
Teacher & Staff Component	<input checked="" type="checkbox"/>			
Community Component	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Employs multiple methods to deal with peer pressure	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Community Service Project	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Meets National Education Standards	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address Drugs overall	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Addresses Drugs Specifically	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Addresses Gangs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Addresses Violence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address Firearm Safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Teaches Critical Thinking Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Uses technology	<input checked="" type="checkbox"/>			
Does not rely solely on instructor lecture	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Taught Nationally	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tolerance	<input checked="" type="checkbox"/>			
After School Component	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lesson Plans are annually evaluated for effectiveness, content and may be removed.	<input checked="" type="checkbox"/>			
*This is based on the current available DARE program. The New DARE curriculum is still in the testing phase.				
**Lessons are available in these grade levels however they are not typically used by most school districts.				

## Appendix B

### Do's and Don'ts for School Personnel

<b>DO</b>	<b>DON'T</b>
<b>Do</b> treat gang-involved students with the same respect and value shown to other students.	<b>Do not</b> humiliate or embarrass gang-involved students (especially in front of peers).
<b>Do</b> have high expectations for academic achievement.	<b>Do not</b> publicly praise a gang member for academic achievement before checking with the student.
<b>Do</b> expect gang-involved students to submit assignments.	<b>Do not</b> allow students to write gang symbols or to turn in assignments with gang-style writing.
<b>Do</b> provide more cooperative and hands-on learning experiences.	<b>Do not</b> allow gang members from the same set to work together.
<b>Do</b> actively involve gang members in the learning process.	<b>Do not</b> allow gang-involved students to "disappear" in the classroom.
<b>Do</b> talk to students individually about gang involvement.	<b>Do not</b> allow your classroom to be used as a gang forum.
<b>Do</b> enlist gang-involved students to work with other students on school projects and other extracurricular activities.	<b>Do not</b> allow students to form cliques and exclude other groups.
<b>Do</b> set definite rules and consequences. Suspend, file charges, etc., if warranted. Gang members respect and expect discipline and structure.	<b>Do not</b> change your mind about enforcing rules. Gang members view inconsistency as a weakness and will exploit it.
<b>Do</b> enforce all rules with respect.	<b>Do not</b> challenge or try to intimidate gang-involved youth, especially in front of their peers.
<b>Do</b> provide consistent consequences for <u>ALL</u> students.	<b>Do not</b> make exceptions for favorite students.
<b>Do</b> stay current on words or activities that are gang-related: dress, rap music, hair nets, etc.	<b>Do not</b> allow students to use words or activities that are gang-related.
<b>Do</b> know students by street names or nicknames.	<b>Do not</b> allow students to refer to each other by gang monikers.
<b>Do</b> give gang members responsibility that enhances their positive self-esteem: tutors, helpers, etc.	<b>Do not</b> trust gang members completely. Be a guide and a mentor, not a peer.
<b>Do</b> show concern and empathy for gang-involved youth.	<b>Do not</b> become an enabler by providing excuses for students' negative behaviors.
<b>Do</b> keep communication with gang-involved youth informal, open, and honest.	<b>Do not</b> become a home boy/girl to gang members.