

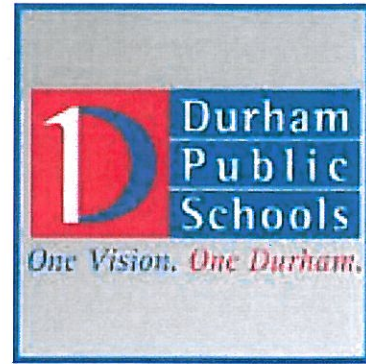


DURHAM



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CITY OF MEDICINE



# **Updated Gang Assessment**

**June 2014**

*Appendix*

# APPENDIX

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## **Contents**

GRS Steering Committee Membership (June 2014).....2

OJJDP Comprehensive Gang Model .....3

Adherence to the Comprehensive Gang Model.....5

Durham Public Schools Gang Policy .....9

Durham Public Schools (DPS) Approaches/Initiatives to Improve Graduation Rates, Suspension Rates and School Safety .....11

## GRS Steering Committee Membership (June 2014)

Tom Bonfield	City Manager (co-chair)
Wendell Davis	County Manager (co-chair)
William V. (Bill) Bell	Mayor
Michael Page	Chair – Board of County Commissioners
Ripley Rand	US Attorney – NC Middle District
Jose Lopez	Police Chief
Mike Andrews	Sheriff
Dallas Parks	Executive Director – Housing Authority
Leon Stanback	District Attorney
Newman Aguiar	Community Representative
Hugh Osteen	Interim School Superintendant
Larry Smith	Durham Police Department
Barker French	Community Representative
Phail Wynn	Duke University
Casey Steinbacher	Chamber of Commerce
Heidi Carter	Chair of School Board
Jerome Washington	Mt. Vernon Baptist Church
Judge Marcia Morey	Chief District Court Judge
Vacant	North Carolina Central University
Ann Oshel	Alliance Health Care
Pilar Rocha-Goldberg	El Centro Hispano
Kathy Shuart	Trial Court Administrator

## OJJDP Comprehensive Gang Model

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*[Note: This information is taken directly from the National Gang Center's website located at <http://www.nationalgangcenter.gov/Comprehensive-Gang-Model/About>]*

In 1987, OJJDP began supporting a project to design a comprehensive approach to reduce and prevent youth gang violence. This project resulted in the development of the Spergel Model of Gang Intervention and Suppression, later renamed the OJJDP Comprehensive Gang Model. The OJJDP Comprehensive Gang Model involves five strategies for dealing with gang-involved youth and their families. The five strategies are

### Community Mobilization:

Involvement of local citizens, including former gang members and community groups and agencies, and the coordination of programs and staff functions within and across agencies.

### Opportunities Provision:

The development of a variety of specific education, training, and employment programs targeting gang-involved youth.

### Social Intervention:

Youth-serving agencies, schools, street outreach workers, grassroots groups, faith-based organizations, law enforcement agencies, and other criminal justice organizations reaching out and acting as links between gang-involved youth and their families, the conventional world, and needed services.

### Suppression:

Formal and informal social control procedures, including close supervision or monitoring of gang youth by agencies of the criminal justice system and also by community-based agencies, schools, and grassroots groups.

### Organizational Change and Development:

Development and implementation of policies and procedures that result in the most effective use of available and potential resources to better address the gang problem.

In 1993, Dr. Spergel began implementing the initial version of the Model in the Little Village neighborhood of Chicago. An evaluation of the program found a reduction in serious/violent crimes, decreased criminal activity and gang involvement by project clients, and increased success in educational and job opportunities (Spergel, 2007).

In 1995, OJJDP tested the Model in five selected sites—Bloomington, Illinois; Mesa and Tucson, Arizona; Riverside, California; and San Antonio, Texas. In the process of establishing these sites, it became clear that to successfully implement the Model, the lead agency and its partner agencies must fully understand the Model, the implementation process, and perhaps most important, the need to conduct a comprehensive assessment of the community's gang problem. Evaluators of the Model combined the Little Village evaluation with studies of the above five sites. The evaluators assessed program elements, strategies, and operating principles in terms of their importance to successful implementation of the Model (Spiegel, Wa, and Sosa, 2006). Unpublished reports for each of the five sites are available from the National Criminal Justice Reference Service.

In addition to the original demonstration sites, OJJDP has funded four other initiatives. In 1998, citing evidence that youth gangs were emerging in rural areas, OJJDP developed and funded the **Rural Gang Initiative** (RGI) to demonstrate the Model in four rural communities.

In 2000, OJJDP began the **Gang-Free Schools and Communities Initiative**. In this initiative, the Gang-Free Schools Program sought to develop a school component of the Comprehensive Gang Model to develop programs within the school setting and link the school component to community-based gang prevention, intervention, and suppression activities. Four Gang-Free Schools sites were funded. Six sites in the Gang-Free Communities Program were given seed money to demonstrate the Model, but they were to leverage local resources more extensively.

In 2003, OJJDP launched the **Gang Reduction Program** to reduce gang activity in targeted neighborhoods in four cities. The program integrates prevention, intervention, suppression, and reentry activities and uses existing community resources to sustain the program.

## Adherence to the Comprehensive Gang Model

*[Note: This report was prepared by the Gang Reduction Strategy Manager and submitted to the GRS Steering Committee on February 13, 2013]*

### Background

Durham adapted the Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP) Comprehensive Gang Model in 2006. The following year a Comprehensive Gang Assessment was completed, and work began on the various elements of the Model.

At the December 12, 2012 GRS Steering Committee meeting, co-chair Mike Ruffin asked the Gang Reduction Strategy Manager to provide updated information on Model implementation and estimated costs for an updated Gang Assessment.

The National Gang Center, which helped develop the Model, recently distributed the OJJDP Comprehensive Gang Model Fidelity Score Sheet in draft form. This Report to the Steering Committee briefly examines Durham's current adherence to the Model using the parameters of the Fidelity Score Sheet's 6 Key Elements.

### PART 1: ADHERENCE TO THE COMPREHENSIVE GANG MODEL

#### **Key Element #1: Steering Committee**

The Steering Committee is "composed of policymakers and community leaders who can commit their agencies to specific actions", and "meets regularly, no less than 4 times per year".

The score sheet refers to meeting minutes that "indicate that the Steering Committee makes policy decisions on an ongoing basis about model activities and strategies". Examination of our minutes indicates ongoing policy decisions (funding, DPS Wellness and Safety Initiative, DPD/US Attorney partnership, DPD Violent Incident Response Team, bond guidelines, etc).

The Steering Committee membership (type of agency and agency representative that attends at least 75% of the meetings) appears to be within guidelines.

#### **Key Element #2: Project Coordinator/Director Effectiveness**

Durham has Project Coordinators (GRS Manager/Project BUILD Coordinator) that are "given sufficient time to coordinate project activities", and who "provide coordination and support for the Steering Committee".

Ratings of 1 – 5 are provided for Coordinator effectiveness in "assessment process", "planning process", "implementation process" and "day to day Model operations".

### **Key Element #3: Assessment and Data-Driven Planning**

Durham “maintains oversight of data collection and analysis activities, and makes policy decisions about this process”. The data is “shared with local agencies, community leaders, and residents”.

Scoring in this element includes “percentage of data-driven planning activities and practices present” and “percentage of implementation plan activities supported by assessment data”.

**Opportunity for improvement:** Among the Required Assessment Data is for violent crime data to be “analyzed to report the percentage of crimes involving gang members in each violent crime category annually”. This is being done by the Durham Police Department, but not by the Durham County Sheriff’s Office.

### **Key Element #4: Model Strategies**

*Community Mobilization*

*Social Intervention*

*Opportunities Provision*

*Suppression*

*Organizational Change and Development*

*Community Mobilization*

Durham’s Model is “supported and sustained across all levels of local agencies (policymakers, middle-level managers, and line staff)”

The Steering Committee creates and maintains interagency and community relationships that facilitate project development. Community residents in the target area “are offered programs and training to educate parents, business owners, and neighborhood groups about gangs”.

*Social Intervention*

*As required, Durham’s “intervention activities in this strategy are delivered to targeted gang member clients via the Intervention Team”. This team “facilitates delivery of a variety of intervention services (social, educational, vocational, health, housing and income) to targeted gang members, their associates, and family members”.*

*Durham’s services are “available, accessible, and, preferably, available within the target community”. Services and prevention activities are “modeled on evidence-based strategies and matched to local risk factors identified in the assessment”.*

*Opportunities Provision*

*“Intervention Team clients have access to appropriate educational, training, and employment opportunities”, and to the extent possible by safety considerations, “these opportunities occur within regular schools, training programs, and mainstream job opportunities”.*

#### *Suppression*

*As required by the model, “law enforcement and criminal justice representatives attend at least 75% of Intervention Team meetings”.*

*Gang suppression activities “expand the traditional police role to include informal contacts with target gang members, their families, and other community members”.*

*The Model requires that “common definitions of gang, gang member, and gang-involved incident are used consistently by all partners”, and that “parolees and probationers are closely supervised”.*

#### *Organizational Change and Development*

*The Model requires that “agencies on the Steering Committee ensure that their personnel are cooperating with each other and supporting the work of the Intervention Team”.*

*The Model requires that “organizations involved in the project have identified policies and practices which do not accommodate the goals and objectives of the Model, and are in the process of changing them”.*

*Opportunity for improvement: Durham should ensure that “agencies with representatives on the Intervention Team have written Memorandums of Understanding to quantify their participation on the team.*

#### **Key Element #5: Multidisciplinary Intervention Team**

(Note: There are 3 pages of the Fidelity Score Sheet devoted to the Intervention Team. This Report will only cover the most relevant indicators)

The Model requires that the Intervention Team is “composed of line-level agency personnel who have direct contact with gang members in the target area”, and that Intervention Team members “make client referrals to the team based upon the screening criteria”.

Client service levels and intervention plans should be “reviewed and revised as needed, or at least every 90 days”. Street outreach workers should “spend the majority of their time interacting with clients individually, making face to face contacts”, and street outreach workers should serve clients on a 1:<30 ratio.

#### **Key Element #6: Ongoing Data Collection**

The Model requires “school site-level demographic and performance data be provided to the Steering Committee annually for junior high and high schools in the target area”.



The Model requires that “community perceptions data is collected and analyzed at least every 3 years” and that “availability of community resources is tracked on an ongoing basis”.

*Opportunity for improvement: Gaps in information and data about gangs exist at the present time and have existed for at least 2 years. This has affected Durham’s ability to understand and significantly impact the local gang problem.*

**Summary of Adherence to the Gang Model**

Although there are a few deficiencies related to Durham’s implementation of the Model (based on the draft Model Fidelity Score Sheet), it appears as though we are within the intended parameters.

Developers of the Model recognized early on that it cannot be “one size fits all”. The OJJDP sees the Model as a “**flexible framework** for locally appropriate activities”. (Emphasis added)

The real test of Model implementation will be evidence of a sustained reduction in gang activity and youth crime in Durham.

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## Durham Public Schools Gang Policy

III-8 Gangs and Gang Activities. The Board of Education believes that gangs and gang-related activities pose a serious safety threat to students and staff members of the Durham Public Schools. Even absent acts of violence, gang-related activities disrupt the educational environment and increase the risks of future violence. In light of these serious concerns, the school system will not tolerate any gang-related activities as outlined in this policy.

No student shall commit any act which furthers gangs or gang-related activities. A gang 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 criminal acts and having a common name or common identifying sign, colors, or symbols. As used herein, the phrase "gang-related" shall mean any conduct engaged in by a student (1) on behalf of an identified gang, (2) to perpetuate the existence of any identified gang, or (3) to effect the common purpose and design of any identified gang. Conduct prohibited by this policy includes:

- i. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs or other items with the intent to convey or promote membership or affiliation in any gang;
- ii. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.), with the intent to convey or promote membership or affiliation in a gang;
- iii. Tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey or promote membership or affiliation in any gang;
- iv. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity;
- v. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
- vi. Soliciting others for gang membership;
- vii. Committing any other illegal act or other violation of school district policies in connection with gang-related activity.

The Superintendent or his/her designee shall regularly consult with law enforcement officials to maintain current examples of gang-related activities, including but not limited to gang names and particularized examples of potential gang indicators including symbols, hand signals, graffiti, clothing/accessories, and behaviors.

Each principal shall maintain current examples of gang-related activities in the main office of the school. In addition, guides shall be included in each main school office to assist students, parents, and teachers in identifying gang symbols and practices. In providing this information for students and parents, the Board acknowledges that not all potential gang indicators connote actual membership in a gang.

This policy shall be applied in a non-discriminatory manner based on the objective characteristics of the student's conduct in light of the surrounding circumstances.

Before being suspended for a first offense of wearing gang-related attire, a student will receive an individualized warning and will be allowed to immediately change or remove the attire that is in violation of this policy. Unless the student has been specifically notified of a prohibited item of attire, a student will receive this warning the first time he or she is observed wearing a particular item in violation of this policy.

In a situation where a student has violated this policy or is otherwise suspected of gang affiliation through other circumstantial evidence, the principal shall conduct an intervention involving the principal/assistant principal, the student and the student's parent or legal guardian. Such intervention may also include the school resource officer and others as appropriate. The purpose of such intervention is to discuss the school's observations and concerns and to offer the student and the parents information and an opportunity to ask questions or provide other information.

## **Durham Public Schools (DPS) Approaches/Initiatives to Improve Graduation Rates, Suspension Rates and School Safety**

*[Note: Dr. Eric Becoats, Superintendent of the Durham Public School System in 2013, requested that positive initiatives underway in Durham Public Schools to improve graduation rates, suspension rates and school safety be included in the Updated Gang Assessment. The following information was submitted by Dr. Debbie Pitman, assistant superintendent for student, family and community services on August 28, 2013.]*

The proactive approaches and initiatives to improve graduation rates are:

- Student Support Staff – School Counselors, Psychologists, and School Social Workers – Each school has student support personnel to manage and provide assistance to students in the areas of social emotional health, personal challenges and barriers to school success. The support staff focuses on behavior services, character and career building, connecting student and families to resources, and assisting with difficulties related to school attendance and academic performance.
- Advisor-Advisee Program is designed to give middle school students the opportunity to develop positive relationships with adult members of the school staff. An environment is created where school staff responds to the needs of and takes a personal interest in students. Students learn to monitor their academic progress and accept the consequences of their decisions and behaviors.
- Communities in Schools (Graduation Coaches) - is a national program whose mission is to champion the connection of community resources with schools to help young people successfully learn, stay in school, and graduate prepared for life.
- Credit Recovery Programs are offered after school and in the evenings for students to make up courses they have failed and need for graduation.
- Summer Bridge Academies - DPS Summer Bridge Camps prepare students for middle and high school and raise academic achievement for rising 6<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade students by doing the following in the summer prior to entering the new grade: (1) communicate expectations to students and parents about middle and high school requirements, (2) strengthen math and literacy skills; (3) provide opportunities for STEM (Science, Technology, Engineering and Math) engagement; (4) enhance social skills necessary for students to progress through school, and (5) create enthusiasm for transition success. In addition, a Summer Bridge Program is also designed for rising Kindergarten students who need additional support before entering kindergarten. This program provides students a robust literacy curriculum while fostering social skills.

- Freshman Academies are transition programs designed for 9<sup>th</sup> grade students and created specifically to address the change from middle school to high school including expectations, course preparation and responsibility. These academies provide additional academic and social support and skill-building opportunities to students to ensure they establish a positive beginning to their high school career.
  
- Smaller High School Options – Durham Public Schools offers five small innovative cooperative high schools. Early College High School Program, Middle College High School, City of Medicine Academy, Hillside New Tech, and Southern School of Engineering each provide smaller learning environments with specialized curriculum. This year, the graduation rate in each of the small high schools was above 90% with Early College, Hillside New Tech and Southern School of Engineering each attaining 100% graduation rates.
  - Josephine D. Clement Early College is a small high school located on the campus of North Carolina Central University for students in grades 9-12. The school provides opportunities for highly motivated students to complete their high school requirements as well as earn up to two years of college credit in a small learning environment offering rigorous, high-quality coursework with extensive support. Early College High School courses, including college-level courses taken at North Carolina Central University, are offered at no charge to students.
  - Middle College High School serves 11th and 12th graders. Students take a mixed schedule of honors level high school classes, and college courses located on the campus of Durham Technical Community College. All college classes and the use of required materials are free. Students can earn a year or more of university transfer credit and advanced students may acquire an Associate Degree as they graduate from high school. In addition, students may earn an industry certification credential.
  - City of Medicine Academy is designed for highly motivated high school students who are ready to undertake serious academic work and career-related internships through a four-year health and life sciences curriculum. CMA is the only stand-alone specialized high school for health and life sciences in North Carolina and is designated as an anchor health and life sciences school for North Carolina by NC New Schools Project. The program offers 28 high school credits plus professional certifications in health care or college transfer courses through the partnership with Durham Technical Community College. The strong partnership with Duke Medicine includes paid summer internships, clinical experiences, shadowing, mentoring, and co-teaching by a health professional

and CMA instructor on CMA's campus in a 1:1 technology environment.

- Hillside New Tech High School is a small high school patterned after the nationally known New Tech High School model and part of the NC New Schools Network. It is housed in a separate facility on the campus of a comprehensive high school, allowing students to participate in athletics, drama, band, and Junior ROTC. Learning takes place in technology-rich, collaborative classroom settings featuring project-based learning as the primary instructional practice.
- Southern School of Engineering provides each student with the physical, intellectual, emotional and social skills needed to compete in a 21st century global market. The framework for learning is based on key essential skills that students need to succeed as citizens and workers in the 21st century: Core Subjects including English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography; 21st Century Content areas including global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health, and wellness awareness; Learning and Thinking Skills including critical thinking and problem solving, communication, creativity and innovation, collaboration, information and media literacy, and contextual learning; Information and Communications Technology (ICT) literacy which is the ability to use technology to develop 21st century content knowledge and skills in support of 21st century teaching and learning; Life Skills including leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility; and 21st Century Assessments that measure all five areas.
- General Diploma (21 Credit) – High school graduation requirements for a student seeking a general diploma shall be the successful completion of the state minimum 21 units of credit earned in grades 9-12, successful completion of the junior paper and senior graduation project, and the meeting of the state *End of Course* testing requirements. This option is offered using a high school course of study that specifically targets students who are at-risk of dropping out of school.
- Performance Learning Center (PLC) offers students the opportunity for online learning with internships and job shadowing located in Holton Career & Resource Center. The school features small classes where students work online at their own pace. PLC offers the Academic Readiness Center (ARC) which is a preparation program for overage middle school students to address the need for support transition of the overage 9<sup>th</sup> grader into the general high school population and the Magic Johnson/Bridgescape Academy which is a dropout recovery program for students who desire to learn in a more personal learning environment. The program is an alternative way for students

who have dropped out but want to complete high school in a setting different from a traditional high school.

### Durham Public Schools (DPS) Behavior Strategies and Safety Initiatives<sup>1</sup>

#### Behavior Strategies

The proactive approaches and initiatives to improve behavior are:

- Positive Behavior Intervention and Support Program (PBIS) is a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behavior to create positive school environments. Individual schools identify a Positive Behavior Support Team that collaborates with the district's PBIS personnel to support behavioral and academic success for every student.
- Character Education- Schools integrate character education in core curriculum areas. The nine character traits designed to promote the development and well-being of students are citizenship, courage, fairness, honesty, kindness, perseverance, respect, responsibility and self-discipline. The traits are taught to students through guidance and integrated instructional efforts, school activities and events. In addition, sportsmanship and character are taught in the school athletic programs and sports teams foster the tenants of character development.
- Student Assistance Program and Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.
- Intervention Teams are part of the middle and high schools. Teams operationalize a multi-disciplinary school approach based on the System of Care and provide the necessary educational and behavioral supports to promote individual student success.

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<sup>1</sup> The following information was provided by DPS on August 28, 2013 in a memo to the UGA author entitled "Durham Public Schools – Graduation Rates/Suspension Rates/School Safety"

- Personal Education Plans - Students who are at-risk of failing or have failed a specific subject will have a PEP developed to address learning or behavioral issues that are interfering with student success in the classroom. The PEP outlines specific strategies that should be implemented in the classroom in order to address areas of concern. The success plan is reviewed at regular intervals to determine whether the strategies are effective.
- Mentoring Programs - DPS recognizes that adults serve as powerful role models for youth and strongly encourages mentoring. Durham Public Schools has several school-sponsored mentoring programs in addition to the many community-based mentoring programs that support students. The mentoring programs in the district are used as an intervention strategy with an evaluative process to consider the effectiveness of efforts with the youth in our schools.
- Truancy Court –Truancy Court Programs are in-school truancy prevention programs designed to collaborate with families improve attendance, academic achievement, and behavior of the students that participate. Truancy Court connects students and families to services and resources with the goal of resolving root causes of student tardiness and/or absenteeism and preventing more formal court involvement.
  - In-School Suspension Programs – ISS is offered in most middle and high schools and provides a positive alternative to out-of-school suspension.
  - Coordinated School-based Mental Health Programs is a collaborative partnership between Durham Public Schools, Alliance for Behavioral HealthCare and the University of North Carolina: School of Social Work. The School-Based Support Program seeks to promote and strengthen the emotional and behavioral health, well-being and academic achievement of all students with family support so that every student can succeed in school. SBSP is based on an “interconnected system framework” that is supported by Response to Intervention and Positive Behavior Intervention Support using a Multi-Tier System of Supports (MTSS) approach. Hence, SBSP has three overarching systems to promote mental, behavioral and emotional health, wellness, and school success.
- Drug Education and Counseling Resources (DEAC) - As an alternative to out of school suspension for students who violate the DPS alcohol and substance use policy 4301.6, school administrators refer the student to DEAC. The program attendance is offered and required in lieu of a long-term suspension. It provides the student with 6 to 12 hours of family centered substance use education/counseling.



## Safety Strategies

The proactive approaches and initiatives to promote school safety are:

- School Safety Office/Crisis Response/Management Plans - The School Safety Office is responsible for making sure that all school facilities and environments are safe and secure and manage the crisis response plan. The District has developed a crisis response plan that is connected with community agencies/organizations to provide assistance in case of an emergency situation. Each school has also developed a crisis management plan to be implemented in case of an emergency.
- School Improvement Plans - Each school develops a School Improvement Plan which includes a goal to ensure school safety and promote a healthy and safe environment.
- Text-A-Tip is a means for students, parents, and our community to provide anonymous tips to school safety administrators. Text-A-Tip allows users to send anonymous tips online, via smartphone, or by sending a text message to "CRIMES" (274637) with the keyword DPSTIP from any mobile phone. Text-A-Tip allows school authorities and users to have a two-way dialog that is completely secure and anonymous. Text-A-Tip can be used to report any safety-related information, including bullying, suicide prevention, sexting, drug use or information about crimes that are being planned in the community or in schools.
- G.R.E.A.T. Gang Resistance Education and Training is a school-based, law enforcement officer-instructed classroom curriculum. With prevention as its primary objective, the program is intended as an immunization against delinquency, youth violence, and gang membership. It targets students in grades 4 and 6.
- School Resource Officers - Durham County Sheriff's Deputies or Durham Police Department GREAT Officers are assigned to each middle and high school and support elementary schools. They teach the GREAT curriculum to all 4<sup>th</sup> and 6<sup>th</sup> grade students and conduct classroom presentations on substance use, violence prevention, bullying, and other sessions as requested.
- Law Enforcement Gang Related Items, Symbols and Behaviors – Each principal maintains current examples of gang-related activities in the main office of the school. In addition, guides are included in each main school office to assist students, parents, and teachers in identifying gang symbols and practices. In providing this information for students and parents, the Board acknowledges that not all potential gang indicators connote actual membership in a gang.

- Gang Awareness for Certified Staff and Teacher Assistants - DPS Security Department and designated law enforcement officials partnered to develop the *Gang Awareness* PowerPoint training tool to be used for DPS staff training sessions. All GREAT Officers and SROs were trained with the train-the-trainer approach. Staff training sessions began in October 2011 which included information on Policy 4301.10: *Prohibition of Gangs and Gang Related Activities*.
- Gang Awareness for Parents - Durham Public Schools offers gang awareness sessions for parents.
- Crisis Intervention Training – DPS will continue partnering with law enforcement and mental health to train certified staff in prevention and intervention strategies.
- Code of Student Conduct – Policy 4301: *Code of Student Conduct* establishes system wide expectations for student behavior designed to provide the best possible school climate.
- Anti-Bullying Activities and Instruction - Schools provide anti-bullying instruction in core academic areas. School guidance and school activities are developed around school wide efforts for anti-bullying messages and practice for students.

Emergency Preparedness Planning and Training allows all school staff/participants to become familiar with the DPS emergency preparedness and crisis plans. The training educates school emergency response staff on policies and procedures relevant to school emergency, safety and security.