



**BURBANK UNIFIED SCHOOL DISTRICT
PUPIL SERVICES DEPARTMENT**

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To: Members of the Board of Education and
Greg Bowman, Superintendent

From: Hank Jannace and
Caroline Brumm

Date: August 5, 2004

Subject: PeaceBuilders Survey

Background:

The PeaceBuilders program was introduced to the elementary school children of Burbank in January of 2000. Since that time, the District and City of Burbank have collaborated to make this program the model conflict resolution program for the children of Burbank by providing resources and ongoing training for staff. In 2002, we evaluated the program effectiveness using the PeaceBuilders survey designed by the parent company, Heartsprings. The PeaceBuilder's evaluation centered on the decrease of undesirable behaviors and an increase in desirable behaviors exhibited by the children in grades K through 5.

Discussion / Issues:

Relative to the survey questions, we elected not to collapse any of the questions this year as previously recommended in the 2002 survey, but we did expand the numerical responses. In 2002 we provided for 0-10 incidents and this year we provided for 0-2 incidents. This was done for two reasons: frequency of the incidents is lower and for more accurate data. Additionally, the original increments were determined by the vendor, so we adopted their format for more comparable data.

Recommendation:

It is recommended that we continue the PeaceBuilder's program at our elementary schools in concert with the City of Burbank's after school programs.

Fiscal Impact:

No fiscal impact to the District, unless principals elect to use part of their staff development day(s) to provide additional PeaceBuilder's training for their staff. The City of Burbank continues to financially support the program relative to curriculum updates, supplies, and training personnel.

BURBANK UNIFIED SCHOOL DISTRICT

Instructional Services

Office of Curriculum, Instruction and Assessment

TO: Hank Jannace, Director of Pupil Services

FROM: Caroline Brumm

RE: PeaceBuilder's Report

DATE: June 18, 2004

Background

The PeaceBuilder's program has been in operation for three years in the Burbank Unified School District. An evaluation of the program was conducted at the end of the 2001 school year after one year, and a second evaluation was conducted with the second cohort of students in 2003 and the third conducted in 2004. This program consists of direct instruction, input and follow up work with students in grades K-5 as situations arise during the school day.

Surveys have consisted of a series of statements and principals and teachers are asked to respond by reporting how many students in their school/class demonstrate the behavior described in the statement. Some of the statements describe desirable behaviors and some describe undesirable behaviors. Principals were also asked to report the estimated number of weekly disciplinary actions by the principal, fights on the playground, disciplinary actions by playground assistants and weapons violations during the current school year.

Findings (See Appendix A)

In 2001 the average number of disciplinary actions by the principals was 9-11 and at the end of the 2004 school year 3-5 incidents. This demonstrates a decrease of approximately 50% for the 03-04 school year.

In 2001 the average number of fights on the playground was 9-11 and at the end of the 2004 school year 3-5 incidents. This demonstrates a decrease of approximately 50% for the 03-04 school year.

In 2001 the average number of weekly disciplinary actions by playground assistants was from 5-6 at the end of the 2004 school year 3-5 incidents. This demonstrates a decrease of approximately 40% for the 03-04 school year.

In 2001 the average number of weapons violations was 9-11 and at the end of the 2004 school year 0-2 incidents. This demonstrates a decrease of approximately 75% for the 03-04 school year.

Data tables from individual schools are consistent with the overall principal's report in the appendix. School responses are consistent from school to school except the response from Washington Elementary reporting that they had experienced 7-10 weapons violations during the current year. An inquiry was conducted and the reference included "rocks and pine cones." This exceeds the 0-2 incidents reported from other campuses

Three Years of Program Participation

As the reader reviews the following data it is important to review the data tables as an assist to understanding the statements below. [For example regarding number 1-26 below it is important to remember that the goal of the program is to reduce the incidents of negative problem solving strategies.] On number one, note that at present 100% of the teachers report that nine or fewer of their students argue a lot while on the initial survey only 48.80% of the teachers reported that from 0-9 students demonstrated this behavior. It means that 51.20% of the teachers reported that 10 or more of their students demonstrated this behavior during the previous year.

Survey Statements from Teachers Years 1 and 3 Compared (See Appendix B)

Regarding survey statements 1-26:

Decrease of Undesirable Behaviors (Behaviors not associated with proactive problem solving)

1. 100% of the teachers reported that from 0 - 9 of their students "argue a lot" (48.80% on the initial survey). On the 03-04 survey, 72.73% of the teachers indicated that the statement represented no more than five of their students.
2. 100% of the teachers reported that from 0 - 9 of their students "are defiant or talk back to staff" (63.64% on the initial survey). On the 03-04 survey, 72.73% of the teachers indicated that the statement represented no more than five of their students.
3. 100% of the teachers reported that from 0 - 9 of their students "brag or boast" (46.89% on the initial survey). On the 03-04 survey, 80.00% of the teachers indicated that the statement represented no more than five of their students.
4. 100% of the teachers reported that from 0 - 9 of their students "are cruel, bully others or are mean" (63.21% on the initial survey). On the 03-04 survey, 80.00% of the teachers indicated that the statement represented no more than five of their students.
5. 100% of the teachers reported that from 0 - 9 of their students "demand a lot of attention" (25.84% on the initial survey) On the 03-04 survey, 45.45% of the teachers indicated that the statement represented no more than five of their students.
6. 100% of the teachers reported that from 0 - 9 of their students "destroy their own personal things" (71.29% on the initial survey). On the 03-04 survey, 90.91% of the teachers indicated that the statement represented no more than five of their students.
7. 90.91% of the teachers reported that from 0 - 9 of their students "destroy other children's property" (74.40% on the initial survey). On the 03-04 survey, 90.91% of the teachers indicated that the statement represented no more than five of their students.

8. 90.91% of the teachers reported that from 0 - 9 of their students "are disobedient at school" (43.27% on the initial survey). On the 03-04 survey, 45.45% of the teachers indicated that the statement represented no more than five of their students.
9. 90.91% of the teachers reported that from 0 - 9 of their students "disturb other students" (34.13%). On the 03-04 survey, 36.36% of the teachers indicated that the statement represented no more than five of their students.
10. 100% of the teachers reported that from 0 - 9 of their students "become jealous easily" (50.68% on the initial survey). On the 03-04 survey, 90.91% of the teachers indicated that the statement represented no more than five of their students.
11. 90.91% of the teachers reported that from 0 - 9 of their students "get into many fights" (68.75% on the initial survey). On the 03-04 survey, 81.82% of the teachers indicated that the statement represented no more than five of their students.
12. 90.91% of the teachers reported that from 0 - 9 of their students "talk out of turn" (25.12% on the initial survey). On the 03-04 survey, 27.27% of the teachers indicated that the statement represented no more than five of their students.
13. 100% of the teachers reported that from 0 - 9 of their students "physically attack people" (84.29% on the initial survey). On the 03-04 survey, 100% of the teachers indicated that the statement represented no more than five of their students.
14. 100% of the teachers reported that from 0 - 9 of their students "disrupt classroom discipline" (47.12% on the initial survey). On the 03-04 survey, 45.45% of the teachers indicated that the statement represented no more than five of their students.
15. 100% of the teachers reported that from 0 - 9 of their students "scream frequently" (86.60% on the initial survey). On the 03-04 survey, 90.91% of the teachers indicated that the statement represented no more than five of their students.
16. 100% of the teachers reported that from 0 - 9 of their students "showoff or clown around in class" (46.41% on the initial survey). On the 03-04 survey, 72.72% of the teachers indicated that the statement represented no more than five of their students.
17. 100% of the teachers reported that from 0 - 9 of their students "show explosive or unpredictable behavior" (79.81% on the initial survey). On the 03-04 survey, 100% of the teachers indicated that the statement represented no more than five of their students.
18. 100% of the teachers reported that from 0 - 9 of their students "must have demands met immediately, are easily frustrated" (54.07% on the initial survey). On the 03-04 survey, 90.91% of the teachers indicated that the statement represented no more than five of their students.
19. 100% of the teachers reported that from 0 - 9 of their students "are stubborn, sullen or irritable" (61.24% on the initial survey). On the 03-04 survey, 90.91% of the teachers indicated that the statement represented no more than five of their students.
20. 100% of the teachers reported that from 0 - 9 of their students "have sudden changes in mood or feelings" (65.07% on the initial survey). On the 03-04 survey, 72.72% of the teachers indicated that the statement represented no more than five of their students.
21. 100% of the teachers reported that from 0 - 9 of their students "talk too much" (22.49% on the initial survey). On the 03-04 survey, 16.67% of the teachers indicated that the statement represented no more than five of their students.
22. 100% of the teachers reported that from 0 - 9 of their students "tease others frequently" (50.96% on the initial survey). On the 03-04 survey, 50.00% of the teachers indicated that the statement represented no more than five of their students.
23. 100% of the teachers reported that from 0 - 9 of their students "throw temper tantrum often, have hot tempers" (81.50% on the initial survey). On the 03-04 survey, 91.66%

of the teachers indicated that the statement represented no more than five of their students.

24. 100% of the teachers reported that from 0 - 9 of their students "threaten people" (86.60% on the initial survey). On the 03-04 survey, 92.31% of the teachers indicated that the statement represented no more than five of their students.
25. 84.61% of the teachers reported that from 0 - 9 of their students "talk unusually loud (no physical cause)" (60.29% on the initial survey). On the 03-04 survey, 76.92% of the teachers indicated that the statement represented no more than five of their students.
26. 100% of the teachers reported that from 0 - 9 of their students "show signs of involvement with gangs" (84.91% on the initial survey). On the 03-04 survey, 100% of the teachers indicated that the statement represented less than five of their students.

Desirable Behaviors (Associated with productive relationships and problem solving)

27. 66.67% of the teachers reported that from 10 - 40 of their students "seek out other children to involve in other activities" (78.10% on the initial survey). On the 03-04 survey, 67.67% of the teachers indicated that the statement represented more than half of their students.
28. 91.66% of the teachers reported that from 10 - 40 of their students "use free time appropriately" (88.66% on the initial survey). On the 03-04 survey, 91.66% of the teachers indicated that the statement described more than half of their students.
29. 84.62% of the teachers reported that from 10 - 40 of their students "share laughter with peers" (95.24% on the initial survey). On the 03-04 survey, 84.62% of the teachers indicated that the statement described more than half of their students.
30. 75.00% of the teachers reported that from 10 - 40 of their students "have good work habits (e.g., are organized, make efficient use of class time.)" (89.05% on the initial survey). On the 03-04 survey, 75.00% of the teachers indicated that the statement described more than half of their students.
31. 66.67% of the teachers reported that from 10 - 40 of their students "compromise with peers when necessary" (89.47% on the initial survey).). On the 03-04 survey, 66.67% of the teachers indicated that the statement described more than half of their students.
32. 47.67% of the teachers reported that from 10 - 40 of their students "respond to teasing or name calling constructively (e.g., by ignoring it, changing the subject.)" (78.10% on the initial survey).). On the 03-04 survey, 41.67% of the teachers indicated that the statement described more than half of their students.
33. 45.45% of the teachers reported that from 10 - 40 of their students "accept constructive criticism from peers without becoming angry" (77.99% on the initial survey). On the 03-04 survey, 45.45% of the teachers indicated that the statement described more than half of their students.
34. 62.50% of the teachers reported that from 10 - 40 of their students "can play or talk with peers for extended periods of time" (80.95% on the initial survey).). On the 03-04 survey, 62.50% of the teachers indicated that the statement described more than half of their students.
35. 61.11% of the teachers reported that from 10 - 40 of their students "initiate conversations with peers for informal situations" (78.85% on the initial survey).). On the 03-04 survey, 61.11% of the teachers indicated that the statement described more than five of their students.

36. 56.25% of the teachers reported that from 10 - 40 of their students "listen carefully to my instructions and directions for assignments" (78.46% on the initial survey).). On the 03-04 survey, 56.25% of the teachers indicated that the statement described more than half of their students.
37. 50.00% of the teachers reported that from 10 - 40 of their students "display independent study skills at age-appropriate level (e.g., can work with minimal teacher support.)" (78.57% on the initial survey).). On the 03-04 survey, 50.00% of the teachers indicated that the statement described more than half of their students.
38. 56.25% of the teachers reported that from 10 - 40 of their students "cope appropriately with aggression from other children (e.g., trying to avoid a fight, walking away, seeking assistance, and defending self.)" (74.63% on the initial survey).). On the 03-04 survey, 56.25% of the teachers indicated that the statement described more than half of their students.
39. 58.82% of the teachers reported that from 10 - 40 of their students "interact with a number of different peers" (79.72% on the initial survey).). On the 03-04 survey, 58.82% of the teachers indicated that the statement described more than half of their students.
40. 60.00% of the teachers reported that from 10 - 40 of their students "can accept not getting their own way" (78.10% on the initial survey).). On the 03-04 survey, 60.00% of the teachers indicated that the statement described more than half of their students.
41. 50.00% of the teachers reported that from 10 - 40 of their students "attend to assigned tasks" (81.51% on the initial survey).). On the 03-04 survey, 50.00% of the teachers indicated that the statement described more than half of their students.
42. 52.39% of the teachers reported that from 10 - 40 of their students "can keep conversations going with peers" (78.95% on the initial survey).). On the 03-04 survey, 52.39% of the teachers indicated that the statement described more than half of their students.
43. 50.00% of the teachers reported that from 10 - 40 of their students "invite peers to play or share activities" (81.24 % on the initial survey).). On the 03-04 survey, 50.00% of the teachers indicated that the statement described more than half of their students.
44. 50.00% of the teachers reported that from 10 - 40 of their students "do seatwork assignments as directed" (79.32% on the initial survey).). On the 03-04 survey, 50.00% of the teachers indicated that the statement described more than half of their students.
45. 55.00% of the teachers reported that from 10 - 40 of their students "produce work commensurate with their skill level" (81.25% on the initial survey).). On the 03-04 survey, 55.55% of the teachers indicated that the statement described more than half of their students.

Summary

Responses by school sites to the survey statements can be reviewed in the Appendix but show little variation from school site to school site.

Undesirable Behaviors (Items 1-26)

There has been a dramatic reduction in undesirable behaviors generally associated with non-productive relationships or problem solving. This include arguing, defiance, bragging or boasting, cruelty or bullying, attention getting devices, destruction of

property, disobedience, disruptive incidents (showing off, loud comments, explosive behavior, frustration, irritable, moodiness, teasing, or temper tantrums, etc.), jealousy, fighting, interrupting, attacking or threatening others or signs of gang involvement. As reported in the 2001 Report, "there is a positive relationship between participation in the Peacebuilder's Program and the reduction of undesirable behaviors as demonstrated in survey items 1-26."

Desirable Behaviors (Items 27-45)

Although undesirable or non-productive behaviors have significantly decreased, teachers have not reported a parallel development of desired or productive problem solving behaviors. This may have to do with high teachers expectations and thus more stringent reporting on their part or the fact that the various programs operating in schools (including Peacebuilders) prohibit undesired behavior but do not foster the use of desirable strategies for problem solving. It may also be that the reduction of undesirable strategies lessens the need for problem solving strategies. It is however, the latter skills that are considered transferable and important to internalize because they are needed through out life and in the many situations where individuals must deal with others whose behavior is not monitored by outside authorities or guided by the principles of the Peacebuilder Program.

Recommendations

Consistent with the 2001 Report

- It appears there is a need for teacher professional development in the use of various techniques and strategies for developing desirable or productive behaviors that are transferable to classroom and other settings.
- As recommended, the District did collapse several categories so that reduced incidents could be reported. This accounts for the unusual format in comparing 2001 and 2003. The format comparing 2004-05 will be more definitive and easier to read. In addition, the original format was designed by Peacebuilders and adapted to District needs so that we could do program/District comparisons. No comparison data has been received from Peacebuilders.
- The items that were confusing to respondents, redundant or not applicable to the Burbank Unified School District program were deleted.
- It is recommended that the every other year survey pattern be continued and as undesirable behaviors decrease that the numerical categories be readjusted as needed.

This report was compiled with the cooperation of classroom teachers and principals at elementary schools throughout the District and the Office of Curriculum, Instruction and Assessment with input from the Director of Pupil Services. Please contact Dr. Brumm at 818 729 4493 with questions or to obtain additional information.

BURBANK UNIFIED SCHOOL DISTRICT
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR PRINCIPALS
2003-2004

POST PROGRAM IMPLEMENTATION
ELEMENTARY PRINCIPAL TOTALS

	0-2	3-5	7-10	11-18	19+
1. Estimated number of weekly disciplinary actions by principal	3	5	1	0	1
2. Estimated number of weekly fights on the playground	8	2	0	0	0
3. Estimated number of weekly disciplinary actions by noon aides	1	3	5	0	1
Number of weapons violations this year	10	0	1	0	0

BURBANK UNIFIED SCHOOL DISTRICT
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR PRINCIPALS
2003-2004

Disney Elementary

	0-2	3-5	7-10	11-18	19+
1. Estimated number of weekly disciplinary actions by principal.			1		
2. Estimated number of weekly fights on the playground.		1			
3. Estimated number of weekly disciplinary actions by noon aides.			1		
4. Number of weapons violations this year.	1				

BURBANK UNIFIED SCHOOL DISTRICT
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR PRINCIPALS
2003-2004

Edison Elementary

	0-2	3-5	7-10	11-18	19+
1. Estimated number of weekly disciplinary actions by principal	1				
2. Estimated number of weekly fights on the playground	1				
3. Estimated number of weekly disciplinary actions by noon aides		1			
4. Number of weapons violations this year	1				

BURBANK UNIFIED SCHOOL DISTRICT
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR PRINCIPALS
2003-2004

Emerson Elementary

	0-2	3-5	7-10	11-18	19+
1. Estimated number of weekly disciplinary actions by principal.	0	1	0	0	0
2. Estimated number of weekly fights on the playground.	1	0	0	0	0
3. Estimated number of weekly disciplinary actions by noon aides.	0	0	1	0	0
4. Number of weapons violations this year.	1	0	0	0	0

BURBANK UNIFIED SCHOOL DISTRICT
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR PRINCIPALS
2003-2004

Harte Elementary

	0-2	3-5	7-10	11-18	19+
1. Estimated number of weekly disciplinary actions by principal	1				
2. Estimated number of weekly fights on the playground	1				
3. Estimated number of weekly disciplinary actions by noon aides	0	1			
4. Number of weapons violations this year	1				

BURBANK UNIFIED SCHOOL DISTRICT
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR PRINCIPALS
2003-2004

Jefferson Elementary

	0-2	3-5	7-10	11-18	19+
1. Estimated number of weekly disciplinary actions by principal.	0	1	0	0	0
2. Estimated number of weekly fights on the playground.	0	1	0	0	0
3. Estimated number of weekly disciplinary actions by noon aides.	0	0	1	0	0
4. Number of weapons violations this year.	1	0	0	0	0

BURBANK UNIFIED SCHOOL DISTRICT
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR PRINCIPALS
2003-2004

McKinley Elementary

	0-2	3-5	7-10	11-18	19+
1. Estimated number of weekly disciplinary actions by principal.		1			
2. Estimated number of weekly fights on the playground.	1				
3. Estimated number of weekly disciplinary actions by noon aides.					1
4. Number of weapons violations this year.	1				

BURBANK UNIFIED SCHOOL DISTRICT
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR PRINCIPALS
2003-2004

Miller Elementary

	0-2	3-5	7-10	11-18	19+
1. Estimated number of weekly disciplinary actions by principal.	0	0	0	0	0
2. Estimated number of weekly fights on the playground.	1	0	0	0	0
3. Estimated number of weekly disciplinary actions by noon aides.	0	0	0	0	0
4. Number of weapons violations this year.	1	0	0	0	0

BURBANK UNIFIED SCHOOL DISTRICT
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR PRINCIPALS
2003-2004

Providencia Elementary

	0-2	3-5	7-10	11-18	19+
1. Estimated number of weekly disciplinary actions by principal	0	1	0	0	0
2. Estimated number of weekly fights on the playground	1	0	0	0	0
3. Estimated number of weekly disciplinary actions by noon aides	0	0	1	0	0
4. Number of weapons violations this year	1	0	0	0	0

BURBANK UNIFIED SCHOOL DISTRICT
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR PRINCIPALS
2003-2004

Roosevelt Elementary

	0-2	3-5	7-10	11-18	19+
1 Estimated number of weekly disciplinary actions by principal	1	0	0	0	0
2 Estimated number of weekly fights on the playground	1	0	0	0	0
3 Estimated number of weekly disciplinary actions by noon aides	0	1	0	0	0
4 Number of weapons violations this year	1	0	0	0	0

BURBANK UNIFIED SCHOOL DISTRICT
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR PRINCIPALS
2003-2004

Stevenson Elementary

	0-2	3-5	7-10	11-18	19+
1. Estimated number of weekly disciplinary actions by principal	0	1	0	0	0
2. Estimated number of weekly fights on the playground	1	0	0	0	0
3. Estimated number of weekly disciplinary actions by noon aides	0	0	3	0	0
4. Number of weapons violations this year	1	0	0	0	0

BURBANK UNIFIED SCHOOL DISTRICT
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR PRINCIPALS
2003-2004

Washington Elementary

	0-2	3-5	7-10	11-18	19+
1. Estimated number of weekly disciplinary actions by principal.	0	0	0	0	1
2. Estimated number of weekly fights on the playground.	0	0	0	0	0
3. Estimated number of weekly disciplinary actions by noon aides.	1	0	0	0	0
4. Number of weapons violations this year.	0	0	1	0	0

PEACEBUILDERS SURVEY FOR ADMINISTRATORS

POST PROGRAM SURVEY

Elementary Schools 2003-2004

Number of Students

Students in my school:	Almost None A 0-2	Few B 3-5	Some C 7-10	Most D 11-18	Nearly All E 19+	Totals	Percentage Totals A	Percentage Totals B	Percentage Totals C	Percentage Totals D	Percentage Totals E
Argue a lot	2	6	3	0	0	11	18.18%	54.55%	27.27%	0.00%	0.00%
Are defiant or talk back to staff.	3	6	2	0	0	11	27.27%	54.55%	18.18%	0.00%	0.00%
Brag or boast	3	5	2	0	0	10	30.00%	50.00%	20.00%	0.00%	0.00%
Are cruel, bullies or mean to others.	2	6	2	0	0	10	20.00%	60.00%	20.00%	0.00%	0.00%
Demand a lot of attention.	1	4	6	0	0	11	9.09%	36.36%	54.55%	0.00%	0.00%
Destroy their own personal things.	9	1	1	0	0	11	81.82%	9.09%	9.09%	0.00%	0.00%
Destroy other children's property.	8	2	0	1	0	11	72.73%	18.18%	0.00%	9.09%	0.00%
Are disobedient at school.	0	5	5	1	0	11	0.00%	45.45%	45.45%	9.09%	0.00%
Disturb other students.	1	3	6	1	0	11	9.09%	27.27%	54.55%	9.09%	0.00%
Become jealous easily.	4	6	1	0	0	11	36.36%	54.55%	9.09%	0.00%	0.00%
Get into many fights.	6	3	1	1	0	11	54.55%	27.27%	9.09%	9.09%	0.00%
Talk out of turn.	1	2	7	1	0	11	9.09%	18.18%	63.64%	9.09%	0.00%
Physically attack people.	6	5	0	0	0	11	54.55%	45.45%	0.00%	0.00%	0.00%
Disrupt classroom discipline.	3	2	6	0	0	11	27.27%	18.18%	54.55%	0.00%	0.00%
Scream frequently.	10	0	1	0	0	11	90.91%	0.00%	9.09%	0.00%	0.00%
Show off or clown around in class.	3	5	3	0	0	11	27.27%	45.45%	27.27%	0.00%	0.00%
Show explosive or unpredictable behavior.	9	2	0	0	0	11	81.82%	18.18%	0.00%	0.00%	0.00%
Must have demands met immediately, are easily frustrated.	4	6	1	0	0	11	36.36%	54.55%	9.09%	0.00%	0.00%
Are stubborn, sullen or irritable.	3	7	1	0	0	11	27.27%	63.64%	9.09%	0.00%	0.00%
Have sudden changes in mood or feelings.	5	3	3	0	0	11	45.45%	27.27%	27.27%	0.00%	0.00%
Talk too much.	0	2	8	1	0	11	0.00%	16.67%	66.67%	8.33%	0.00%
Tease others frequently.	1	5	5	0	0	12	8.33%	41.67%	41.67%	0.00%	0.00%
Throw temper tantrum often, have hot tempers.	7	4	0	0	0	12	58.33%	33.33%	0.00%	0.00%	0.00%
Threaten people.	9	3	0	0	0	13	69.23%	23.08%	0.00%	0.00%	0.00%
Talk unusually loud (no physical cause).	6	4	1	0	0	13	46.15%	30.77%	7.69%	0.00%	7.69%
Show signs of involvement with gangs.	9	2	0	0	0	12	75.00%	16.67%	0.00%	0.00%	0.00%
Seek out other children to involve in activities.	2	0	1	3	5	12	16.67%	0.00%	8.33%	25.00%	41.67%
Use free time appropriately.	0	0	0	7	4	12	0.00%	0.00%	0.00%	58.33%	33.33%
Share laughter with peers.	0	0	0	4	7	13	0.00%	0.00%	0.00%	30.77%	53.85%
Have good work habits (e.g., are organized, make efficient use of class time).	0	0	2	7	2	12	0.00%	0.00%	16.67%	58.33%	16.67%
Compromise with peers when necessary.	0	0	3	6	2	12	0.00%	0.00%	25.00%	50.00%	16.67%
Respond to teasing or name calling constructively (e.g., by ignoring it, changing the subject.)	0	2	4	5	0	12	0.00%	16.67%	33.33%	41.67%	0.00%
Accept constructive criticism from peers without becoming angry.	0	2	3	5	0	11	0.00%	18.18%	27.27%	45.45%	0.00%

Number of Students

ents in my school:

	Almost None A 0-2	Few B 3-5	Some C 7-10	Most D 11-18	Nearly All E 19+	Totals	Percentage Totals A	Percentage Totals B	Percentage Totals C	Percentage Totals D	Percentage Totals E
can play or talk with peers for extended periods of time.	0	0	1	1	9	16	0.00%	0.00%	6.25%	6.25%	56.25%
initiate conversations with peers for informal situations.	0	0	0	3	8	18	0.00%	0.00%	0.00%	16.67%	44.44%
listen carefully to my instructions and directions for assignments.	0	0	2	5	4	16	0.00%	0.00%	12.50%	31.25%	25.00%
display independent study skills at age-appropriate level (e.g., can work with minimal teacher support).	0	0	3	6	2	16	0.00%	0.00%	18.75%	37.50%	12.50%
cope appropriately with aggression from other children (e.g., trying to avoid a fight, walking away, seeking assistance, defending self).	0	1	1	7	2	16	0.00%	6.25%	6.25%	43.75%	12.50%
interact with a number of different peers.	0	0	1	2	8	17	0.00%	0.00%	5.88%	11.76%	47.06%
can accept not getting their own way.	0	0	1	7	2	15	0.00%	0.00%	6.67%	46.67%	13.33%
tend to assigned tasks.	0	0	1	6	4	20	0.00%	0.00%	5.00%	30.00%	20.00%
can keep conversations going with peers.	0	0	0	3	8	21	0.00%	0.00%	0.00%	14.29%	38.10%
invite peers to play or share activities.	0	0	1	4	6	20	0.00%	0.00%	5.00%	20.00%	30.00%
do seatwork assignments as directed.	0	0	1	8	2	20	0.00%	0.00%	5.00%	40.00%	10.00%
produce work commensurate with their skill level.	0	0	0	10	4	20	0.00%	0.00%	0.00%	50.00%	5.00%
Totals	117	104	90	105	77	591	19.80%	17.60%	15.23%	17.77%	13.03%

Program Survey 03-04

Burbank Unified District
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR ADMINISTRATORS
2003-2004

Disney Elementary

	Almost None 0-2	Few 3-5	Some 7-10	Most 11-18	Nearly All 19+
Argue a lot.					
Are defiant or talk back to others.		1			
Brag or boast.		1			
Are cruel, bullies or mean to others.			1		
Demand a lot of attention.		1			
Destroy their own personal things.					
Destroy other children's property.	1				
Are disobedient at school.	1				
Disturb other students.			1		
Become jealous easily.			1		
Get into many fights.		1			
Talk out of turn.		1			
Physically attack people.			1		
Disrupt classroom discipline.		1			
Scream frequently.			1		
Show off or clown around in class.	1				
Show explosive or unpredictable behavior.			1		
Must have demands met immediately or are easily frustrated.		1			
Are stubborn, sullen or irritable.		1			
Have sudden changes in mood or feelings.					
Talk too much.			1		
Tease others frequently.			1		
Throw temper tantrums often, have hot tempers.		1			
Threaten people.		1			
Talk unusually loudly (no physical cause).		1			
Show signs of involvement with gangs.					
Seek out other children to involve in activities.					
Use free time appropriately.					1
Share laughter with peers.					1
Have good work habits (organized, make efficient use of class time).					1
Compromise with peers when necessary.				1	
Respond to teasing or name calling constructively (e.g., by ignoring it, changing the subject).				1	
Accept constructive criticism from peers with out becoming angry.				1	
Can play or talk with peers for extended periods of time.				1	
Initiate conversations with peers for in formal situations.					1
Listen carefully to my instructions and directions for assignments.					1
Display independent study skills at age-appropriate level (e.g., can work with minimal teacher support).				1	
Cope appropriately with aggression from other children (e.g., trying to avoid a fight, walking away, seeking assistance, defending self).					
Interact with a number of different peers.					
Can accept not getting their own way.					1
Attend to assigned tasks.				1	
Can keep conversations going with peers.				1	
Invite peers to play or share activities.					1
Do seat work assignments as directed.					1
Produce work commensurate with their skill level.				1	

Burbank Unified School District
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR ADMINISTRATORS
2003-2004

Edison Elementary

	Almost None 0-2	Few 3-5	Some 7-10	Most 11-18	Nearly All 19+
use a lot.		1			
defiant or talk back to adults.		1			
g or boast.		1			
cruel, bullies or mean to others.		1			
mand a lot of attention.			1		
stroy their own person things.			1		
stroy other children's property.			1		
(disobedient at school).	1				
turb other students.		1			
come jealous easily.		1			
st into many fights.	1				
ik out of line.			1		
ysically attack people.	1				
rupt classroom discipline.	1				
ream frequently.	1				
ow on, on clown around in class.					
ow explosive or unpredictable behavior.	1				
st have demands met immediately and easily frustrated.		1			
e stubborn, sullen or irritable.		1			
ive sudden changes in mood or feelings.	1				
ik too much.			1		
ee others frequently.			1		
row temper tantrums often, have hot tempers.		1			
reaten people.	1				
ik unusually loudly (no physical cause).		1			
ow signs of involvement with gangs.					
tek out other children to involve in activities.	1				
is free time appropriately.					
are laughter with peers.				1	
ive good work habits (organized, make efficient use of class time).				1	
mpromise with peers when necessary.				1	
espond to teasing or name calling constructively.				1	
g., by ignoring it, changing the subject.)					
cept constructive criticism from peers with out becoming angry.					
in play or talk with peers for extended periods of time.					
tiate conversations with peers for in formal situations.					1
ten carefully to my instructions and directions for assignments.					
play independent study skills at age-appropriate level (e.g., can			1		
rk with minimal teacher support).					
pe appropriately with aggression from other children (e.g., trying to					
ld a fight, walking away, seeking assistance from no one).					
eract with a number of different peers.					
in accept not getting their own way.					1
tend to assigned tasks.				1	
in keep conversations going with peers.				1	
ite peers to play or share activities.				1	
seet work assignments as directed.				1	
oduce work commensurate with their skill level.				1	

Burbank Unified 10 District
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR ADMINISTRATORS
2003-2004

Emerson Elementary

	Almost None 0-2	Few 3-5	Some 7-10	Most 11-18	Nearly All 19+
use a lot.			1		
defiant or talk back to staff					
g or boast.	1				
cruel, bullies or mean to others					
mand a lot of attention.	1				
stroy their own person things.	1				
stroy other children's property.				1	
disobedient at school.					
turb other students.	1				
ecome jealous easily.		1			
et into many fights.				1	
alk out of turn.	1				
hysically attack people.		1			
errupt classroom discipline.	1				
cream frequently.	1				
how off or clown around in class.					
how explosive or unpredictable behavior.	1				
ust have demands met immediately, are easily frustrated.					
re stubborn, sullen or irritable.	1				
ave sudden changes in mood or feelings.					
alk too much.		1			
ease others frequently.					
how temper tantrums often, have hot tempers.	1				
hreaten people.					
alk unusually loudly (no physical cause).	1				
how signs of involvement with gangs.					
seek out other children to involve in activities.				1	
Use free time appropriately.				1	
Share laughter with peers.				1	
Have good work habits (organized, make efficient use of class time).					
Compromise with peers when necessary.			1		
Respond to teasing or name calling constructively.					
(e.g., by ignoring it, changing the subject.)					
Accept constructive criticism from peers with out becoming angry.				1	
Can play or talk with peers for extended periods of time.					1
Initiate conversations with peers for in formal situations.					1
Listen carefully to my instructions and directions for assignments.					1
Display independent study skills at age-appropriate level (e.g., can					1
work with minimal teacher support).					1
Cope appropriately with aggression from other children (e.g., trying to					1
avoid a fight, walking away, seeking assistance, defending self).					1
Interact with a number of different peers.					1
Can accept not getting their own way.					1
Attend to assigned tasks.					1
Can keep conversations going with peers.					1
Invite peers to play or share activities.					1
Do seat work assignments as directed.					1
Produce work commensurate with their skill level.					1

Burbank Unified School District
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR ADMINISTRATORS
2003-2004

Harte Elementary

	Almost None 0-2	Few 3-5	Some 7-10	Most 11-18	Nearly All 19+
a lot.		1			
flant or talk back to staff.		1			
or boast.		1			
uel, bullies or mean to others.		1			
ind a lot of attention.		1			
by their own person things.			1		
by other children's property.	1				
isobedient at school.	1				
b other students.		1			
me jealous easily.	1				
into many fights.	1				
out of turn.	1				
ically attack people.	1	1			
upt classroom discipline.		1			
ram frequently.	1				
w off or clown around in class.		1			
w explosive or unpredictable behavior.	1				
t have demands met immediately, are easily frustrated.	1				
stubborn, sullen or irritable.		1			
e sudden changes in mood or feelings.		1			
too much.			1		
e others frequently.		1			
w temper tantrums often, have hot tempers.	1				
aten people.	1				
unusually loudly (no physical cause).	1				
w signs of involvement with gangs.	1				
k out other children to involve in activities.					1
free time appropriately.					1
re laughter with peers.					1
e good work habits (organized, make efficient use of class time).					1
promise with peers when necessary.					1
pond to teasing or name calling constructively.					1
. by ignoring it, changing the subject.)					
ept constructive criticism from peers with out becoming angry.				1	
play or talk with peers for extended periods of time.				1	
ate conversations with peers for in formal situations.					1
en carefully to my instructions and directions for assignments.					1
play independent study skills at age-appropriate level (e.g., can					1
k with minimal teacher support).					1
e appropriately with aggression from other children (e.g., trying to				1	
d a fight, walking away, seeking assistance, defending self).					
ract with a number of different peers.					1
i accept not getting their own way.					1
nd to assigned tasks.					1
i keep conversations going with peers.					1
te peers to play or share activities.					1
seat work assignments as directed.					1
duce work commensurate with their skill level.				1	

Burbank Unified () District
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR ADMINISTRATORS
2003-2004

Jefferson Elementary

	Almost None 0-2	Few 3-5	Some 7-10	Most 11-18	Nearly All 19+
argue a lot.					
be defiant or talk back to staff.	1				
brag or boast.	1				
be cruel, bullies or mean to others.			1		
demand a lot of attention.		1			
destroy their own person things.		1			
destroy other children's property.	1				
be disobedient at school.	1				
disturb other students.		1			
become jealous easily.			1		
get into many fights.			1		
talk out of turn.	1				
physically attack people.			1		
disrupt classroom discipline.		1			
scream frequently.			1		
show off or clown around in class.	1				
show explosive or unpredictable behavior.		1			
just have demands met immediately, are easily frustrated.					
be stubborn, sullen or irritable.	1	1			
have sudden changes in mood or feelings.		1			
talk too much.	1				
tease others frequently.			1		
throw temper tantrums often, have hot tempers.			1		
threaten people.					
talk unusually loudly (no physical cause).		1			
show signs of involvement with gangs.	1				
seek out other children to involve in activities.	1				
use free time appropriately.					1
share laughter with peers.					
have good work habits (organized, make efficient use of class time).					1
compromise with peers when necessary.			1		
respond to teasing or name calling constructively, (e.g., by ignoring it, changing the subject.)			1	1	
accept constructive criticism from peers with out becoming angry.					
can play or talk with peers for extended periods of time.		1			
initiate conversations with peers for in formal situations.					1
listen carefully to my instructions and directions for assignments.					1
display independent study skills at age-appropriate level (e.g., can work with minimal teacher support).				1	
cope appropriately with aggression from other children (e.g., trying to avoid a fight, walking away, seeking assistance, defending self).			1		
interact with a number of different peers.					
can accept not getting their own way.					1
attend to assigned tasks.				1	
can keep conversations going with peers.			1		
invite peers to play or share activities.					1
do seat work assignments as directed.				1	
produce work commensurate with their skill level.			1	1	

Burbank Unified School District
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR ADMINISTRATORS
2003-2004

McKinley Elementary

	Almost None 0-2	Few 3-5	Some 7-10	Most 11-18	Nearly All 19+
is a lot.		1			
defiant or talk back to staff			1		
or boast.					
truel, bullies or mean to others		1			
and a lot of attention.			1		
roy their own person things.	1				
roy other children's property.		1			
disobedient at school.			1		
rb other students.			1		
ome jealous easily.		1			
! into many fights.	1				
k out of turn.			1		
sically attack people.		1			
rupt classroom discipline.			1		
eam frequently.	1				
w, off or down around in class.	1				
ow explosive or unpredictable behavior.	1				
st have demands met immediately, are easily frustrated.		1			
stubborn, sullen or irritable.		1			
re sudden changes in mood or feelings.	1				
too much.			1		
se others frequently.		1			
ow temper tantrums often, have hot tempers.	1				
eaten people.	1				
unusually loudly (no physical cause).	1				
w signs of involvement with gangs.	1				
k out other children to involve in activities.				1	
i free time appropriately.				1	
re laughter with peers.				1	
re good work habits (organized, make efficient use of class time).				1	
npromise with peers when necessary.				1	
pond to teasing or name calling constructively.				1	
.. by ignoring it, changing the subject.)			1		
ept constructive criticism from peers with out becoming angry.			1		
i play or talk with peers for extended periods of time.					1
ate conversations with peers for in informal situations.				1	
en carefully to my instructions and directions for assignments.				1	
lay independent study skills at age-appropriate level (e.g., can				1	
k with minimal teacher support).				1	
re appropriately with aggression from other children (e.g., trying to				1	
d a fight, walking away, seeking assistance, defending self).				1	
ract with a number of different peers.				1	
i accept not getting their own way.				1	
nd to assigned tasks.				1	
i keep conversations going with peers.				1	
ie peers to play or share activities.				1	
seat work assignments as directed.				1	
duce work commensurate with their skill level.				1	

Burbank Unified School District
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR ADMINISTRATORS
2003-2004

Miller Elementary

	Almost None 0-2	Few 3-5	Some 7-10	Most 11-18	Nearly All 19+
argue a lot.			1		
be defiant or talk back to staff.			1		
brag or boast.		1			
be cruel, bullies or mean to others.			1		
demand a lot of attention.			1		
destroy their own person things.		1			
destroy other children's property.		1			
be disobedient at school.			1		
disturb other students.			1		
Become jealous easily.		1			
Get into many fights.			1		
Talk out of turn.		1			
Physically attack people.		1			
Disrupt classroom discipline.			1		
Scream frequently.			1		
Show off or clown around in class.			1		
Show explosive or unpredictable behavior.		1			
Must have demands met immediately, are easily frustrated.		1			
Are stubborn, sullen or irritable.		1			
Have sudden changes in mood or feelings.		1			
Talk too much.			1		
Tease others frequently.			1		
Throw temper tantrums often, have hot tempers.		1			
Threaten people.	1				
Talk unusually loudly (no physical cause).		1			
Show signs of involvement with gangs.	1				
Seek out other children to involve in activities.			1	1	
Use free time appropriately.				1	
Share laughter with peers.				1	
Have good work habits (organized, make efficient use of class time).			1		
Compromise with peers when necessary.			1		
Respond to teasing or name calling constructively (e.g., by ignoring it, changing the subject).		1			
Accept constructive criticism from peers with out becoming angry.		1			
Can play or talk with peers for extended periods of time.				1	
Initiate conversations with peers for in formal situations.				1	
Listen carefully to my instructions and directions for assignments.			1		
Display independent study skills at age-appropriate level (e.g., can work with minimal teacher support).			1		
Cope appropriately with aggression from other children (e.g., trying to avoid a fight, walking away, seeking assistance, defending self).		1			
Interact with a number of different peers.			1		
Can accept not getting their own way.			1		
Attend to assigned tasks.			1		
Can keep conversations going with peers.				1	
Invite peers to play or share activities.			1		
Do seat work assignments as directed.			1		
Produce work commensurate with their skill level.				1	

Burbank Unified School District
Office of Student and Program Evaluation
PEACEBUILDING SURVEY FOR ADMINISTRATORS
2003-2004

Washington Elementary

	Almost None 0-2	Few 3-5	Some 7-10	Most 11-18	Nearly All 19+
1. Argue a lot.			1		
2. Are defiant or talk back to staff.					
3. Brag or boast.					
4. Are cruel, bullies or mean to others.			1		
5. Demand a lot of attention.		1			
6. Destroy their own personal things.					
7. Destroy other children's property.	1				
8. Are disobedient at school.					
9. Disturb other students.		1			
10. Become jealous easily.					
11. Get into many fights.	1				
12. Talk out of turn.	1				
13. Physically attack people.	1				
14. Disrupt classroom discipline.					
15. Scream frequently.	1				
16. Show off or clown around in class.					
17. Show explosive or unpredictable behavior.	1				
18. Must have demands met immediately, are easily frustrated.					
19. Are stubborn, sullen or irritable.	1				
20. Have sudden changes in mood or feelings.					
21. Talk too much.			1		
22. Tease others frequently.					
23. Throw temper tantrums often, have hot tempers.	1				
24. Threaten people.					
25. Talk unusually loudly (no physical cause).	1				
26. Show signs of involvement with gangs.	1				
27. Seek out other children to involve in activities.					1
28. Use free time appropriately.					1
29. Share laughter with peers.					
30. Have good work habits (organized, make efficient use of class time).					
31. Compromise with peers when necessary.				1	
32. Respond to teasing or name calling constructively (e.g., by ignoring it, changing the subject).				1	
33. Accept constructive criticism from peers without becoming angry.				1	
34. Can play or talk with peers for extended periods of time.					
35. Initiate conversations with peers for in formal situations.					1
36. Listen carefully to my instructions and directions for assignments.					
37. Display independent study skills at age-appropriate level (e.g., can work with minimal teacher support).				1	
38. Cope appropriately with aggression from other children (e.g., trying to avoid a fight, walking away, seeking assistance, defending self).				1	
39. Interact with a number of different peers.				1	
40. Can accept not getting their own way.				1	
41. Attend to assigned tasks.				1	
42. Can keep conversations going with peers.				1	
43. Invite peers to play or share activities.				1	
44. Do seat work assignments as directed.				1	
45. Produce work commensurate with their skill level.				1	