

### BURBANK UNIFIED SCHOOL DISTRICT PUPIL SERVICES DEPARTMENT

1900 W OLIVE AVENUE • BURBANK • CALIFORNIA • 91506-2460 TELEPHONE (818) 729-4467 • FAX (818) 729-4576

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.

Peacebuilders Response Analysis Item by Item 2001 and 2004 Narrative-Report to Board

### POST PROGRAM IMPLEMENTATION ELEMENTARY PRINCIPAL TOTALS

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2. Estimated number of weekly fights on the playground.		1	1		Alt Section
3. Estimated number of weekly disciplinary.  actions by neon aides.			3 <b>1</b>		-
4 Number of weapons violations this year.	1	7			

### **Edison Elementary**

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### **Emerson Elementary**

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3. Estimated number of weekly disciplinary actions by moon aides.	<b>(</b> )	(0)	<b>4</b> 1.	(0)	0
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### **Harte Elementary**

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ে Estimaco number of weekly disciplinary actions by noon articles.	0	7.2			
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### **Jefferson Elementary**

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4: Number Of weapons violations this year.		0	0	0.8	0

### **McKinley Elementary**

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### Miller Elementary

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44 Number of weapons violations this year.	. 1	0	. <b>(0</b> )	0	0

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### **Roosevelt Elementary**

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3. Estimated number of weekly disciplinary addess.	0. 1	্বা	(i)	( <b>c</b> )	<u>0</u>
4. Number of weapons violations this year.	1 1	0	0	0	0

### **Stevenson Elementary**

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### **Washington Elementary**

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2 Estimated number of weekly rights on the playground.	40	0. '	<b>.</b>	(ē) (ē)	(Î) <u>:</u>
3. Estimated number of weekly disciplinary actions by moon aides	1	0	0	(0)	(0) - <del>Š</del>
4. Number of weapons violations this year.	(0)	( <b>0</b> )	1.1	Ö.	0

### Program Evaluation

### PEACEBUILDERS SURVEY FOR ADMINISTRATORS

### POST PROGRAM SURVEY

Elementary Schools 2003-2004

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		Num	ber of Stu	dents							
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Are cruel, bullies or mean to others.	2	6 6	第四次2次形式	類於 0 點點	W#0	10	30.00%	₹50.00%₹	20.00%	0.00%	0.00%
Demand a lot of attention 3.	REFEREN	3444	2 19892189 _19892944	0	0	10	20.00%	60.00%	20.00%	0.00%	0.00%
Destroy their own personal things.	9	TOW ALL ST	新加有利益	好成0位景	型10元度	<b>2011</b>	379.09%	36 36%	54.55%	0.00%	0.00%
Destroy other children's property	N 8 2	Utilita Marketine (s.	1 1	0	Λ.	11	81.82%	9.09%	9.09%		0.00%
Are disobedient at school.		2.2	0.20	MAN AND AND AND AND AND AND AND AND AND A	<b>多為0</b> 計	W.11		-18.18% <sub></sub>	0.00%	0.00%	0.00%
Disturb other students	O	5	5	1 1	0	11	0.00%	45.45%		9.09%	0,00%
Become jealous easily.	<b>第4</b> 第	3	6 7		源10 新	251118	₩9.09% <b>₩</b>		45.45%	9.09%	0.00%
Get into many fable	4 3000000000000000000000000000000000000	6	1 1	1 0	0	11	36.36%		54.55%T	9:09%	0.00%
Get into many fights.  Talk out of turn.	6.	14.23	<b>阿帕克斯</b>	32103	0.8	W-11-E	54.55%	54.55%	9.09%	0.00%	0.00%
Dhyeicolly attack	1	2	7	1	A	11	9.09%	27:27%	THE RESERVE THE PERSON NAMED IN	9.09%	0.00%
Physically attack people	6.	5.5	<b>6.0</b> × 1	S-0.0	20386		£54.55%	18.18%	63.64%	9.09%	0.00%
Disrupt classroom discipline.			16		O STATE OF THE PARTY OF THE PAR	11	the season of the state of the	45.45%		0.00%	0.00%
Scream frequently 3	1033	0.0		THEOLEGE	2820		27.27%	18.18%	54.55%	0.00%	0.00%
Show off or clown around in class.	3	5	3	0	Control of the state of the sta	THE PERMIT	≥90.91% 2	0.00%	<b>9.09%</b>	0.00%	0.00%
Show explosive or unpredictable behavior Must have demands met immediately.	<b>通知92</b> 时	图 2 可於	W. 50 3537	MAKONEKE.		(DESTRUCTION	27.27%	45.45%	27.27%	0.00%	0.00%
Must have demands met immediately,	4	6	1	THE STATE OF THE	0	430年11日共	81.82%	图:18%	0.00%	0.00%	0.00%
are easily frustrated.					0	11	36.36%	54.55%	9.09%	0.00%	0.00%
Are stubborn sullen of initable		ALEX TRUE	40110	CHANGE OF STREET	ANTINE COMME	STATE OF THE PARTY					0.00%
Have sudden changes in mond or feelings	E	3	3	HINE OTHER	0.0		3.27.27%	63 64%	9 09%	0.00%	<b>0.00%</b>
Haik too much 32 This are the service of	##0 S		##8 ST		0	11	45.45%	27.27%	27.27%	0.00%	0.00%
rease others frequently.	1	5	5	0		第12	4 4 4 7 - 14 - 2 - 4 15	16.67%	排66,67%型	8.33% Z	0.00%
Throw temper tantrum often have	21217.5414	INSTATISE.		O CONTRACTOR OF THE PARTY OF TH	0	12	8.33%	41.67%	41.67%	0.00%	
52 hot tempers 7 12 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2					0	(4) (2) (2)	图58.33%图	後33,33%	0.00% 5	·经0,00% []*	0.00%
Inreaten people.	9	3	0	STATE OF THE PARTY						PCASE PLAN	0.00%
Talk unusually loud (no physical cause)	6.845			0	0	13	69.23%	23.08%	0.00%	0.00%	A Comment
Show signs of involvement with gange	9	2	102	Am Nine of ACTIONSELPS.		(8)	46.15%	#30.77%¥	7,69%	0.00%	0.00%
Seek out other children to involve	2 7	Salkhar Q . as	0	O STANSORY - SCHOOLS	0	12	75.00%	16.67%	0.00%	<b>200:00%</b>	7.69%
In activities.	40			3	5 5	12.	16.67%	<b>0.00%</b>	8.33%	0.00%	0.00%
Use free time appropriately		0		<b>学科的</b>	相自由於	1	The state of		0.33%	25.00%	41.67%
Share laughter with peers		DESCRIPTION OF THE PROPERTY OF	O SERVICE CONTRACTOR	7	4	12	0.00%	0.00%	STATE AND SECTION	40000000000000000000000000000000000000	September 1
nave good work habits (e.g. are		の意思	SET OFFI	4 5	0.7	13.4	<b>0.00%</b>	0.00%	0.00%	58.33%	33.33%
organized, make efficient use of	0	0	2	7	2	12	0.00%		<b>#0.00%</b>	30.77%	53.85%
class time)				9			0.0070	0.00%	16.67%	58.33%	16.67%
Compromise with peers when necessary with	SHAPE WOOD	AND RESERVED AND ASSESSMENT	Carrier -							į	- 1
Respond to teasing or name calling	TO COMPANY	源1.0元	\$153	<b>366</b>	2.2	98428B	250 UU0045	群0:00%衰		CARRY OF THE PARTY	174
constructively (e.g., by ignoring it,	0	2	4	5	0	12	0.00%	16 670/		50.00%	16,67%
changing the subject.)	= = =					· · ·	0.0076	16.67%	33.33%	41.67%	0.00%
Accept constructive criticism from peers	SHEET ATROPER	.648399227999999									
without becoming angry	0	2.2	3.3	5.75	40.1	11000	0.000	#1818%S	A STATE OF THE STA	ch di trapportirangua	1
The second series of the secon	会にはいい	相關學生物	東西加拉斯			Sec. C.		サ10日8%	27.27%	45.45%	0.00%
						A state Amund State	a series with the first of the	uner rand to with the	<b>为严权职项的</b>	<b>海</b> 斯斯	10000000000000000000000000000000000000

		Num	ber of Stud	dents							
ents in my schooi:	Almost None	Few	Some	Most	Nearly All	Totals	Percentage Totals	Percentage Totals	Percentage Totals	Percentage	Percentage
	Α	В	С	D	E		A	B	C	Totals D	Totals
an play of talk with page for outside t	0-2	3-5	7-10	11-18	19+	7				U	E
an 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%
iitlate/conversations/with peers for an informal situations	0.	0.	÷ (0) =	70,0	( ) ( ] ( ) ( ) ( ) ( ) ( ) ( )	10	# 0100%	0.00%	0.00%	16 67%	144.44%
isten carefully to my instructions and directions for assignments.	0	0	2	5	4	16	0.00%	0.00%	12.50%	31.25%	25.00%
isplay independent study skills at ge-appropriate level (e.g. can work) with minimal teacher support) and the study skills at general support.	. :0	0	3	: <b>G</b>	! <u>-2</u> ;	16	0.00%	20/00/2	1875%	37.50%	12.50%
ope appropriately with aggression rom other children (e.g., trying to avoid fight, walking away, seeking assistance,	0	1	1	7	2	16	0.00%	6.25%	6.25%	43.75%	12.50%
defending self).		2		-				_			
nteract with a number of different peers an accept not getting their own way.	#50034# 0	0		7	315 8 N	17. 15	0.00%	<b>%10.00%</b> }}	5.88%) <del>[</del>	<b>211.76%</b>	<b>47.06%</b>
attend to assigned tasks. an keep conversations going with peers.	0	0.03		6.54	AND A TOP	20	0.00%	0.00% #0.00%	6.67% 5:00%	46.67% 30:00%	13.33% 選 <b>20.00%</b> 分
wite peers to play or share activities. On seatwork assignments as directed.	0	0.00		78.410	6		0.00% <b>0.00%</b>	0.00%	0.00% 5.00%	14.29% 5-20.00%	38.10% 30.00%
roduce work commensurate with heir skill level.	Ö	Ö	0.4	8 2.10	2	20 20	0.00%	0.00% **.0.00%	5.00% 0.00%	40.00% \$50.00%	10.00% 5.00%
S S S S S S S S S S S S S S S S S S S	117	104	90	105	77	591	19.80%	17.60%	15.23%	17.77%	13.03%

Program Survey 03-04

#### 

## Office of Student and Program Evaluation PEACEBUILDING SURVEY FOR ADMINISTRATORS 2003-2004

### **Disney Elementary**

	Almost None	Few	Some	Most	Nearly	
	0-2	3-5	7-10	11-18	19+	
e a lot.						
Herein to Anni a mar tha anni a	WELL THE THE PARTY OF THE PARTY	1				
or boast.	群 初期 建双	English	AMERICAN SERVICE SALES TO THE PERSON NAMED IN COLUMN 1	DESCRIPTION OF THE	AND THE REAL PROPERTY.	Read Street and the second sec
TURK CONTERNAL MONOTONIA	E CLOSES	10000 Pro-	1			
and a lot of attention.	NAME AND ADDRESS OF THE PARTY O	BANGE OF	SECTION SECTION	Contract Contract	是說。但可能	Principle of the Control of the Cont
roy their own person things.	SEC SERVICE SE	WATER STREET	STATES OF THE REAL PROPERTY.	The Control of the Co		The state of the s
roy other children's property.	1	A CHARLES AND A SHIP TO	and all the said	STATE OF	的知识的主义	DESCRIPTION OF THE PROPERTY OF
rb other students.	A SHOWN	LANGE OF STREET	Manda Marian	a winds and	Old Spirit Control	2000年中央中央中央中央中央中央中央中央中央中央中央中央中央中央中央中央中央中央
come leadout sais i		The second of the second	AND THE PARTY OF T	WOODERSTEIN .		
into many fights.		With Livery	And Days	Martin Company	No. of Concession, Name of Street, or other Designation, Name of Street, Name	The state of the s
rout of rum		1		<b>学/四周联系统经验</b>		
sically attack people	A PROPERTY OF	<b>建筑的地域</b>	EZ-SOLVES	CONTRACTOR OF THE PARTY OF THE	200 AU	CONTROL OF THE PROPERTY OF THE
rup) classroom discipline the parameter and the property of the parameter and the pa	TO VERNING THE PARTY OF THE PAR	1	1.5.78	-man/areaman/145	COMPANIES (S. 3)	
eam frequently.	於 [20] 建设施设施		A Parker	Water Confidence	The state of the s	1075 STATE OF THE TAX TO SERVICE OF THE TAX
w.off.or.clown around in class	1				accessure of March Sept.	
W explosive or unpredictable behavior	N THE STATE OF	a recommendate of the second	10 may	<b>为外的</b> 不可能提	PROMETER STORY	Establishment and the second
have demands mer immediately	SA DVISORODOVENION	1	TO MECHANISM		- Brand Annah INC Ant Va Bill	
Studdorn, Sullen or irritable	OF THE PARTY OF THE PARTY OF	<b>化型型等</b>	Barrier Barrier	Property of	Control of the	ROMANIA DE CELO DE SERVICIO DE LA CONTRA DEL CONTRA DE LA CONTRA DEL CONTRA DE LA CONTRA DEL CONTRA DE LA CONTRA DEL CONTRA DE LA CONTRA DE LA CONTRA DEL CONTRA DE LA CONTRA
e stidden changes numbed of eatings.	Company Company	1			AN INCOME THE PROPERTY OF THE	
loo much	THE PERSON	SAN FOR SAN			San Straigh	Control Bell School Control of Control and State Control
e chers requerey	ST CONTRACTOR ST	CONTRACTOR OF THE PARTY OF THE	1		I	
OW ISMARY INCOME.	ALL AND	STATE OF THE PARTY.	<b>建成的数据</b>	Electronic in	TO CHARLE	
eaten people at San	E. Carlo Barre	5000 H 500	ENGINEERING CONTRACTOR			
k unusually loudly (no physical cause).	Mr. datelog taxishidad	THE PARTY OF THE PARTY OF		<b>小约4000000000000000000000000000000000000</b>	TO SECURE	The Control of the Co
signs of involvement with gand 1 sk out other children to involve in activities.	of the latest and the	300 SA	<b>科金沙河和科尔</b>			The state of the s
tee lime appropriately	and the state of t	ANN ECONOMISM	PARTY VALLE LANGE		<b>经验的</b>	The state of the s
are laughter with peers.	<b>DESCRIP</b>	SEPARATE DE	ANTONOMORE		1	
re good Work habits (organized make efficient use of class time)	3/3/4/8	THE THEOLOGY	MASS ENVIRONMENT STATES	<b>网络欧洲科科</b>	SALVANIA .	
	第 25 25 25 25	1000	STATISTICS OF	Designation of the second	The state of the s	And the second s
pond to teasing of name hallos least the transfer of		The state of the s	STREET, STATESON, ST	THE PERSON NAMED IN	5.13是100000000000000000000000000000000000	
Dy ignoring it changing the distance \ #27827866656656565000000000000000000000000000		100	SECTION AND PROPERTY.	2007 200 SERVICE	WARRENGO WOOD TO	Service and the service and th
CDI COnstructive criticism from possessite	<b>200</b>	BOOK STATE	400		30 Sept. 1	The second secon
	TO THE PARTY OF TH			1	1. Sellibertantening 31	The same of the sa
ate conversations with peers for in formal situations.	J. Harrison	<b>海州城市区</b>	A Company	10-20-00 S	NUMBER OF STREET	THE PERSON NAMED IN COLUMN TO SERVICE OF THE PERSON NAMED IN COLUMN TO SERVICE
on carefully to my instructions and discardance in the state of the st		COS TOTAL DE COMPANI			1	
play independent study skills at age-appropriate level (e.g., can	* STATES TO SEE	<b>经期间的</b>		The state of		
	1			1		
e appropriately with aggression from other children (e.g., trying to	A STATE OF THE PARTY OF THE PAR	121212	2012/01/2012/01/2012		2507605743745	22.74
d.a.fight, wallding away, seeking assistance, defending sait).  ract with a number of different peers.				<b>经验的</b>	W 199	
accept not getting their own way.	- Indiana de la section de la	CHANGE WHEEL SHE	3641至10000000	<b>《红楼·蓝宝</b>	ALCOHOL: N	The second secon
IN IO Assigned tacks	IN THE PROPERTY.		and the same	गारकार कार्य	9777X-718999	1000000000000000000000000000000000000
keep conversations going with house the state of the stat		A CAMPAGE STATE	South at Taine Albert	SOURCE STORY	and the	
Deers to play of those activities			Parameter in		INSTANT ATSIMO	All the second of the second o
seal work assignments as directed	×	100000000000000000000000000000000000000	THE STREET, ST	- CONTRACTOR	CHACL LOSSES	
duce work commensurate with their skill level.	a Carlo Carlo	(250 m)	THE REPORT OF	Marine St.		

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

### **Edison Elementary**

	Almost None	Few	Some	Most	Nearly	
	0-2	3-5	7-10	11-18	Ali 19+	
a lot. Nankonthichiackio quare	Company of the Compan	1				
r boast,			200	学规则的		The state of the s
of hunes or mean (o other) a d a lot of attention.	THE STREET		Company of	24 V 2 V 1	electrica and ele	
The contract of the contract o	ZUIN-	ALCOHOL: NEW YORK	1	A CONTRACTOR DESCRIPTION		
other children's property		加兰特別的	William Street	AND CHARLES	学のの一大学	
badient at school		w Carlotte				The state of the s
other students.	months and bed will de	1		Name of the last o	<b>美国美国</b>	The state of the s
o many fights.	A VISCOR	Serve Message	7.440	Personal Property of	CASAGE MANAGEM	
ul Collumn	000000000000000000000000000000000000000	The Carlotte and		NAME OF TAXABLE PARTY.	SPECIAL PROPERTY.	
ally attack people	BEILWAY STENEY	Fertile Park	the last of			
(Sesaroom discipline) In frequently,	SALES SALES	State of the state	<b>國際 凝調</b>	FORVINGE CHO	/ September to Grand Control State	Samuel Samuel Brown and Street Samuel
or or clown pround (nyclest )	1		250	<b>公共国际通</b>		
PYNINGNA OF UNDERGISIANIA habania		Selection of	175 (176)		A STATE OF THE PARTY OF	
ave committee of an interligible to a restaurant and a restaurant and a second		HISTORY NO. 100 NO. 100	C. Paris C. Carlotte			A STATE OF THE PROPERTY OF THE
IDUDITI, Stillen of Irritable			<b>的情况</b>		<b>建筑地域。1000年</b>	
Order changes in mood or seelings	<b>显示的信息</b> 系	NEW PROPERTY.		189	N. C.	
chera fraculantiv		444574000000000000000000000000000000000	1	Late Control to Market Street	NAME OF THE OWNER, OWNER, OWNER, OWNER, OWNER, OWNER,	
temper tentrums often been best			STATE OF STREET	18.00	Province State of	
en people and the second secon	Mark Back	See Length	74 menting seasons			
nusually loudly (no physical cause).	STEET THE STREET STREET	1	Signal of the same	HARMAN TO THE	は記れる	
signs of myolvement with sange the same support of the same suppor		THE RESERVE	240348	1195 T.	CONTRACTOR DE	The second secon
se lime appropriate/	1				MANAGEMENT HIGH	
laughter with peers.		<b>基型排令</b> 等	<b>李林公司李建</b> 题	<b>通过智慧的</b>	MARATE STATE	
cod/Work habits (organized make afficient use of class bine)	C.O. 50 50			Service Company		
		ACCORDED STREET		The State of		
nd to leasing of pame calling constructively, y ignoring it, changing the subject.)	<b>计图</b>	100000	05/40	NI STATE OF THE ST	SEPERATE PROPERTY.	1000000000000000000000000000000000000
CONSIDICITY CONTROL TO THE TOTAL TOT		<b>医</b>	表際的問題		100	
		h Whitehall	The second second		The state of the s	
cored by Land Land Beers for in formal situations.		AND VANDERS OF	West Control	0.00	<b>建筑</b>	
carefully to my instructions and directions to assignments of the more study skills at age-appropriate level (e.g., can the more teacher suggest that the more teacher suggest the more teacher suggest to the more teacher suggest the more teacher suggest to the more teachers.				Corner Temporalists		。 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1
ith minimal teacher support).			1	PRINTED STATE OF STAT	escharge many	
poropriately with aggression from other children (e.g. invine form	THE STATE OF THE STATE OF	Mps. physical section	1879 Dr 714 de marie anomalia			- Company of the Comp
to minimal teacher support).  ppropriately with aggression from other children (e.g., rying (o.g., flow), washing away weeking teaching te						
cept not getting their own way.	w a successful editor.	CHAIR STATE OF THE	ASSESSED FRANCES	大学の記録の記述	<b>阿罗斯斯</b> 斯	
to assigned tasks		CATENCY.				
op conversations doing with appearing the second se	TARGET TENEDO		477	1		
CEIS LO DIAV OF STISFA Octivities			2001年100	A DEAL COMM	CALL TO SELECT	
It work assignments as directed to the state of the state	TAKE THE PARTY	12 C 18 C	THE WAY	1 1		The same of the sa
work commensurate with their skill level.	7.573.64 77	- Marian Charles	CHARLES AND PARTY	(是由中国的 公司公司	WE WAR TO SEE THE SEE	

# Burbank Unified no istrict 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+	
ue a lot. defiant or lalk back to staff. g or boast.		THE STATE OF LANDS	1 原信:1994	nostroje.		
cruel, buttes or mean to others,	STATE BANG	<b>建新新兴度</b>	विकासी स्टब्स	BETWEEN THE	<b>国的现代形</b>	
stroy their own person things		WALLEY.	STARTED AND	BERTHER STREET	ALCOHOL:	
disobedient at school.	Million and State of the State	<b>建筑部和城市</b>		PERCENT	Participan	
ecome jealous easily.	16.00		AND DESCRIPTION OF THE PERSON	ASSESSMENT OF	are an entro	
alk out of turn. hysically attack people.		<b>HARRIST</b>	Research to the second	<b>Valuation</b>	NEW PROPERTY.	
isrupt classroom discipline cream frequently.		SAVEJENES I	nest the seri	three-side		
how off or clown around in class. The how explosive or unpredictable behavior.	SALES OF THE PARTY.	Chispe			THE STATE	
tust have demands hel immediately, are easily interpreted in a subsorn, sullen or imitable.		ere comen,	<b>*************************************</b>	The shade		
ave audder charges in mood or feelings.		442.45	STATE OF THE PARTY	BOOK STANK	are side of	
ease others frequently have not tempers.	<b>西部的</b> 提制		<b>HERMELEY</b>	N. S. JEWAN	27/2016	
hreaten people. alk unusually loudly (no physical cause).	<b>25(15) 252</b>	Side of the same			<b>北</b> 海路(1980)	
how signs of involvement with gange ; seek out other children to involve in activities.	INDIANA.	Art Draw		Part Line		
lee free time appropriately in a series and the series in a series and the series are taughter with peers.	1000000		NO BENEVI			
lave good work habits (organized make efficient use of class time).	3.00 A	1957日 1957		1 1	SANSHER.	
ceapond to leasing or name calling constructively : 3.0 by ignoring it, changing the subject ()		7780175	1			
ccept constructive criticism from peers with out becoming angry.  an play of talk with peers for extended periods of time.	and an extending	NEW PROPERTY.	Value Esta	HEESTERS		
nitiate conversations with peers for in formal situations.  Listen carefully to my instructions and directions for assignments:		Property of the second	不是多色用表	CONTRACTOR SECURITION SECURITICAL SECURITION	1	The second secon
Display independent study skills at age-appropriate level (e.g., can work with minimal teacher support).		<b>经验证证明</b>		A TOTAL CONTRACTOR	「 は に に に に に に に に に に に に に	
Cope appropriately with aggression from other children (e.g., trying to word, a fight, waiking away, seeking assistance, defending self).						
Can accept not getting their own way.  Attend to assigned tasks.	· carrier	TAX TO SERVE	THE PROPERTY	E SIGN TO	Ten de	
Can keep converselions going with peers	WESTERN .	PARTIE			A SERVICE LAND	
Do seat work assignments as directed.  Produce work commensurate with their skill level.	<b>TRIBUTED Y</b>	T SEE SEE SEE	r Central		and we	

# 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. flant or talk-back to start to	alle van kween	1	Total Parish Name			
or boast.	AND THE PROPERTY OF THE PARTY O	120	THE REAL PROPERTY.	<b>张上边的</b>	AND MADE BOOK	
ruel, bulles or mean to others;	Marchine	2024 VIVE	TARREST TO SEE	resolvence.	NUMBER OF STREET	
oy their own person things.	STATES STATES	MASSET	1	William Const.	New York Wall	
isobedient at school.  b other students.		BEEFE CONTROL		ERECTE	2044 P.	
me jealous easily. into many fights.	PARTITION AND ADDRESS OF THE PARTIES.	NEW JEST	400000	926.65B	AND ELECTRICAL	
out of hum.	<b>经产品的</b>	183 S 1 2 X 18	CENTENIA.	Action to the	AND RESTRICTION OF THE PARTY OF	
upl classroom discipline.		<b>数据图1</b> 亚达斯		SERVING SE	Wale Taley	
w off or clown around in class: w explosive or unpredictable behavior.	PART SELM	35.21	8477A183	THE WARRY	<b>第</b> 章 查尔克克	
t have demands met immediately, are easily mistrated, stubborn, sullen or irritable.	THE OWNER.	100 S 25	NEW YORK OF	P. P. W. Consul	ar const	
e sudden changes in mood or feelings too much.	<b>经基础的</b>	PROPERTY NAMED IN			50°45'07'50	
e others frequently, we temper tentrums often, have not tempers.		##ESTONE	Della success	Calciolate A Sinis		
saten people.  unusually loudly (no physical cause)	<b>张明代1</b> 常研制	# 10 m	Series S	Parket see	- 409-07-119	
w algne of involvement with gangs. k out other children to involve in activities	PART LINE	<b>亚加热风料</b>		A Section of		
free time appropriately re laughter with peers.	AUTHORISE PARTIES	MINE TO SERVE	THE PERSON		1	
e good work habits (organized, make efficient use of class time).	Haranes.	Warman	NA LEYERS	PARTICULAR STATES	1	
pond to leasing or name calling constructively by ignoring it, changing the subject.)	30NS.T.63				1	
ept constructive criticism from peers with out becoming angry.	ACT STORES AND ACT OF	57456 64538	100000000000000000000000000000000000000	1		A STATE OF THE PARTY OF THE PAR
ate conversations with peers for in formal situations.  en carefully to my instructions and directions for assignments.	HO WEST	40 A		POPULATION.	रहारम् सम्बद्ध	THE PROPERTY OF THE PROPERTY O
k with minimal teacher support)			No. as posture	FEBRUAR .	TEST (12993)	A STATE OF THE STA
e appropriately with aggression from other children (e.g., trying to d a fight, walking away, seeking assistance detections and			15 770	Tarin Can	MAGRA	
ract with a number of different peers.  accept not getting their own way.  Ind to assigned tasks.			STATE OF THE STATE	1893 V (SUST IN		
he to assigned tasks.  I keep conversations going with peers, te peers to play or share activities.	STREET	THE COURT	The Party of the	Tuereaues	THE PARTY	
seat work assignments as directed	· lassacat	C. P. Sugar	STRUCTUS TO THE		1	Section Control of the Control of th
duce work commensurate with their skill level.	<u> </u>		4	1	1000 101 2300	A STATE OF THE STA

Burbank Unitied ( ) District

## Office of Student and Program Evaluation PEACEBUILDING SURVEY FOR ADMINISTRATORS 2003-2004

### Jefferson Elementary

	Almost None 0-2	Few 3-5	7-10	Most	Nearly All	
rue a lot.			7-10	11-18	19+	
deflant or talk back to start the start the start to start the start	1			ig George		
ag or boast.	到251年海	是四个特别的	HAR PROPERTY.		The state of the state of	
cruel, builles or mean to others.	CARRIEDGE	Company Company	1			
mand a lot of attention.	Same contraction	<b>2年32月11日本大阪</b>	STATE OF THE	<b>并指数的</b>	的信仰和表现的	CHARLES DE LA CALLANDA DE LA CALLAND
stroy their own person things stroy other children's property.	FGKT 457 TWO	THE PERSON	25-1526-5-201	THE WALL	Street state of a few street	And the second of the second s
disobedient at school	1	1		2 Lucido Grando (407)	PARIS LINE	A STATE OF THE PARTY OF THE PAR
turb other students.	WELL STATE	NEW TOWN		STATE OF THE PARTY	MARKET COM	
ecome jealous easily.	SPECTALLY	Management to a	1		ale contraction and to be	A STATE OF THE PROPERTY OF THE
et into many lights.	1	THE RELL	海州19月南			
alk out of turn.  ysically attack people.	<b>成都的多数都以及</b>	THE PERSON	DELTO 1 85 400	-Timerate a promoter	MISSEL WALLES	を持ちている。 1971年 2011年 2
srupt classroom discipline.		1	Link Account of the Section of Section 1995	AVE STATE OF	Sept September	
cream frequently.	madel at	<b>可是有限的代表</b>	<b>建筑在2008</b>	War Charles	THE PROPERTY OF SHAPE	SHIP TO BE THE PROPERTY OF THE
now off or clown around in class.	<b>经生物的</b>			The state of the s	PROGRAMM FINA SATUTATION	
how explosive or unpredictable behavior	THE PROPERTY.	TELEGIST STATE	13/10/19	<b>建制化压制器</b>	THE PERSON NAMED IN	
ust have demands met immediately, are easily frustrated.	CONTRACTOR OF THE PERSON	24737729312927722	SET OF STREET			The second secon
e stubborn, sullen or irritable. ave sudden changes in mood or feelings.	English William Colonia	14.26年4年2月7	THE PARTY OF THE P	1. 法定证据	The state of	
lk too much	网络1回归	WEAR STREET	The second	SCISTANTING	The state of the s	And the second s
839 Others frequently			ris francisions Albert	(1) 10 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	SETTING SEL	
row temper tantrums often, have but tempere		THE DAY TO	इंदरी । शहा है	THE PROPERTY.	Carl Conscionation	TO PERSON LINE THE PROPERTY OF THE PERSON NAMED AND
ireaten people.	272 November 1980	-		* 13 843 12 6 IN 1 W 2 2 2	CONTRACTOR SANGE	
ik unusually loudly (no physical cause)	AND PERSONS	<b>计划等例 30%</b>	<b>建筑建筑区域的线</b>	SCHOOL STATE	<b>苏州</b> 斯南部	DATE OF THE PARTY
now signs of involvement with gange, sek out other children to involve in activities.	THE MEAN	STEP STREET	TOTAL PROPERTY	A London State Sta		
se free time appropriately.	1.114-1968 C. S. C. ASA (18.1)	Constitution of the state of	150.18代证为45	Service Te	<b>西</b> 德斯·埃拉拉	
hare laughter with peers	35 10 20	<b>新建設的</b> 面配置		THE PARTY OF	Taken in the second	(Control of the Control of the Contr
ave good work habits (organized mobile thates)	DESCRIPTION OF PROPERTY AND IN		2011年1月20日日1日日日本東京	national contact	可能引起。 1	
ompromise with peers when necessary.	No. of the last	THE PERSON	海南部 医神學	<b>建物间的</b>	CONTRACTORS	CONTRACTOR OF THE PROPERTY OF
spond to tessing or name calling construction	CONTRACTOR INCOME.	THE PROPERTY OF THE PARTY OF TH	43/70/00/00/00	1	5-407.Mr. 2:577.78.	
		Mary and Mary	1 4 1		ALTOGRAPH:	
an play or talk with peers for extended periods of time.	A STATE OF STREET	1 - 3 - 70 Per 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	Martin Branch	THE PERSON NAMED IN	Bere British	
mole Culiversations with poore for in format attent	是是否使用的	British Water	HUMPI TORR		TO VILLE COLUMN	The second secon
sien carefully to my instructions and discontinuous	ANT ANY SALES OF THE RESIDENCE		C 1 4 4 50 C C C 1 (4 1 7 1 2 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1	A CONTRACTOR OF THE PARTY OF TH		
	语数据15.00mg	THE WASHINGTON	District Section 1	1779 1880s	11895世帯の東京	TOTAL COURSE MADE CO. A. C. STORAGE CONTROL OF THE COURSE
	1			1	Charle Philadelphia	
ope appropriately with aggression from other children (e.g., trying to	THE PERSON NAMED IN	THE THE YEAR	and the manager	77 		DISACUA DE ALTO ADECUAL MARANTESE DES VINTOS
old a fight, walking away, seeking assistance, defending self).	100 P	理理器	10 M			ETERALBORIAN TOURS OF THE PROPERTY OF THE PROP
n accept not getting their own way.	- 10 mg (-)		Care to the parties of	2. 10 · 10 · 10 · 10 · 10 · 10 · 10 · 10	<b>高州</b> 斯川州	
end to assigned tasks		\$5.665 7- 12 EA	175 St. 24 St. 128	5755 T 1255	ta services	The same of the sa
in keep conversations going with needs	TREES - CONS.	***	1	THE STREET	- Carlo Marina Straight	The state of the s
vile peers to play or share activities		<b>进行地名</b> (3)	在高額部。1	PERMINETE.	PRESERVE	東京の日本の大学の大学を表示しています。
seat work assignments as directed.	7.3123	THE PARTY	PETERSON LINEAR LINE	1		the second secon
oduce work commensurale with their skill level.	and the second	AN ALL PRINTS OF	P32110	(三) 中央		BURGO CONTRACTOR CONTR

# 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	7-10	Most 11-18	Nearly All 19+	
e a lot. Mant or talk backto staff		1			L-	
of boast	<b>对非常性的</b>		<b>经验的</b>	到是共產品更加	No.	
ruel, bullies or mean to others.	<b>医医性性</b> 医神经		FEB.130533	WHAT ACTO	SANSO SE	
oy their own person things.	व्यवस्था सम्बद्ध	SEE HOUSE	1 1994 (1994)	VEC 60:58		
sobedient at school, b other students. me jesious easily.	STORES PORTO	(1974) Establis	SANKE CORP.	PARKET CONTRACT	27519234526	
nto many fights.	AFRICAS	和與某种時間		Report Control		
out of turn. sically attack people.	HEAL AND STORY	PROPERTY.	Seattle British	TO THE STATE	SAME STREET	
pt classroom discipline, am frequently. coff or clown around in class.		SEE STEEL	TERMEN	OF LOWER		
v explosive or unpredictable behavior.  have demands met immediately, are easily mistrated	1			W	WAR STORY	
sudden changes in mood or feelings	146	1	i Name and A		SEE SEE	
oo much, a others (requently).		1	1	Mary Sold State	35-20 Kell-ten	
w temper tantrums often, have hot tempers.  alen people,  unusually loudly (no physical cause).	or inst	ATTEMPT OF THE	中央 100 日本 100	Programme and the second		
signs of involvement with gangs, out other children to involve in activities	san inan	SE EVERYORS		Section Control		
Tee time appropriately.		TANKS AND	10.00		ALC: CHEMORE SE	
good work habits (organized) make efficient use of class time).	N. C. C.	<b>建工程的</b> 基本	NAME OF STREET	MESSALES CO.	M.H. TOLK	
ond to teasing or name calling constructively.  by ignoring it, changing the subject, pt constructive criticism from peers with out becoming angry.				1		
le conversations with peers for extended periods of time	<b>机型型型型型</b>	New York	W SHEET ST	NAME OF THE	Section 1	
n carefully to my instructions and directions for assignments, and interesting the state of the	Sec. Profite	ANTENDES.	SERVER	Har Cres	THE SHARE	
appropriately with aggression from other children (e.g., trying to a fight, walking away, seeking assistance, defending self). ct with a number of different peers. ccept not getting their own way.	186			36.25		
of to assigned tasks.	1602.4800.000	Property.	The state of		Williams.	
peers to play or share activities.	TARREST (SEE	******	HERRE	MUSE TOR	398,000 POST	Marie Commence of the Commence
uce work commensurate with fheir skill level.	<b>UAMPETUR</b>		PER PROPERTY.	THE NEXT	AND THE STATE OF T	The state of the s

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

### Miller Elementary

1	Almost None 0-2	Few 3-5	Some 7-10	Most 11-18	Nearly All 19+	
rgue a tot. re deflant or talk back to staff.	PER CHEN	CTOTAC SAFETY	THURSDE	ne karasa	24842	
re cruel; builles or mean to others.		Part Services	物類们建時	WHEN THE	<b>建筑器建筑器</b>	
estroy their own person things.	<u>Granding</u>	Samuel Marie	F 25 1 7 5 8 75	or the second	राम्बर् २६१रणम्	And the second s
re disobedient at school		PERSON	ALC: ALC: ALC: ALC: ALC: ALC: ALC: ALC:	an eran	PERSONAL PROPERTY.	
Become jealous easily, Get into many fights,	THE PROPERTY.	AUG BRAN	CHIEFERIUS	<b>25</b> 16.052.33	PLEATER!	
Talk out of turn. Physically attack people.	TOTAL STATE	TOTAL PRINCE	AND MARK			
Disrupt classroom discipline: Scream frequently.	Continue		THE PARTY			
Show off or clown around in class.  Show explosive or unpredictable behavior.	WAS THEFT	347 355 E	Kening	1964 1955	warings.	MARKET TOWNS TO THE PROPERTY OF THE PROPERTY O
Must have demands met immediately, are easily frustrated.  Are stubborn, sullen or irritable.	Secretary of	TUST HOUSE	39 <b>545</b> 71 871	50% F1365	Kerring Karangan	
Have sudden changes in mood of feelings.  Talk too much.	AT DESCRIPTION	3 18 18 TO	- ALCOHOL	BALBARIE	EASTANA.	
Tease others frequently.  Throw temper tantrums often, have hot tempers.	- <b>27</b> 0 / 100 market	SEEDINGS IN	SECTIONS:		THE REPORT	CHARLES AND
Threaten people.  Talk unusually loudly (no physical cause).  Show signs of involvement with gangs.	1	1		MANAGE AND ALL	THE BOYEST	And the state of t
Seek out other children to involve in activities.  Use free time appropriately.	1.54		Capte 1 Page		See March	No. of Control of the
Share laughter with peers.		- ALC: Total	Para di	N 48.1- 11	MARIONAL PROPERTY.	THE RESERVE THE PROPERTY OF TH
Have good work habits (organized, make efficient use of class time).  Compromise with peers when necessary.		TELEPLINES.	A THE	MARTINE.	San alterior	
Respond to leasing or name calling constructively.  (e.g., by ignoring it, chenging the subject.)  Accept constructive criticism from peers with out becoming angry.				THE RES	<b>TAKE</b>	
Can play or talk with peers for extended periods of time.  Initiate conversations with peers for in formal situations.	ACTUAL PROPERTY.	- Adjount to	- Parter la	F 25545 <b>7</b> 65587	· ····································	FREEDOMESTON STREET, SERVICE STREET, S
Listen carefully to my instructions and directions for assignments.  Display independent study skills at age-appropriate level (e.g., can work with minimal teacher support).	SIL SET	4 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1	Programment Programment	252717	Market Calebrate Control of the Cont
Cope appropriately with aggression from other children (e.g., trying to avoid a fight, walking away, seeking assistance, defending set).	15	12 12 12 13 13 13 13 13 13 13 13 13 13 13 13 13			William 2	
Can accept not getting their own way.  Altend to assigned tasks.	n a periode diffe	789.55377	ाण्डर <b>ि</b> रुक	- - विकास का कार्य	् (३) इन्हर्म् अस्	A CONTRACTOR OF THE PROPERTY O
. Can keep conversations going with peers invite peers to play or share activities.			10%。1074		THEFT	
Do seat work assignments as directed.  Produce work commensurate with their skill level.	TO PERSONAL PROPERTY OF THE PERSONAL PROPERTY		<b>中心等标准型</b> 机	CENTURY 1		

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

### Washington Elementary

Almost Few Some Most Nearly None 0-2 3-5 7-10 11-18 19+  1. Argue a lot. 2. Argue a lot. 3. Brag or boast. 4. Are cruel-pulses comean to others 5. Demand a lot of attention. 5. Demand a lot of attention. 7. Destroy other children's property. 8. Are disobeddent all school: 9. Distroy other children's property. 1. Section of the children's property. 1. Almost Few Some Most Nearly All 19+ 19- 10-2 3-5 7-10 11-18 19+ 10-2 3-5 7-10 11-18 19+ 11-2 3-5
None 0-2 3-5 7-10 11-18 19+  1. Argue a lot.  [Are defant oxials backto tar 3. Brag or boast.  [Are couel bit less oxinean to cliers 5. Demand a lot of attention. 5. Destroy their own person things. 7. Destroy other children's property. 8. Are disposedient at school.
1. Argue a lot.  2. Argue a lot.  2. Argue a lot.  3. Brag or boast.  4. Argue and a lot of attention.  5. Demand a lot of attention.  7. Destroy their own person things.  7. Destroy other children's property.  8. Are displaced ential and a lot of attention.
I. Argue a lot.  2. Arguestian original back to start  3. Brag or boast.  4. Arguestian buildes or mean to cliners  5. Demand a lot of attention.  1. Destroy, their own person things.  7. Destroy other children's property.  8. Arguestian attention.
2. Are defant or last back to start 3. Brag or boast. 4. Are cruel bulles or mean to chert 5. Demand a lot of attention. 5. Destroy their own person things. 7. Destroy other children's property. 8. Are displaced at last back.
1. Are cauel plufer or mean to others  5. Demand a lot of attention.  5. Destroy, their own person things.  7. Destroy other children's property.  8. Are disobedient at school.
5. Demand a lot of attention.  5. Destroy, their own person things.  7. Destroy other children's property.  8. Are disobedient at a children's property.
3) Destroy, their own person things. 7. Destroy other children's property. 8, Are disobedient at school
7. Destroy other children's property. 8. Are disobedient at school 5.
8, Are dischedient at school
9. Disturb other students,
10 Become leadus easily
11. Get into many fights
12. Talk out of turn. 13. Physically attack people.
10. Friyacaiy allack people.
15. Scream frequently.
16. Show off, or clown around in class.  17. Show explosive or unpredictable behavior.
1. Snow explosive or unpredictable behavior.
19. Are slubborn, sullen or irritable
20. Have sudden changes in mood poleelings.
21.Talk too much.
22. Tease others frequently. 22.  23. Throw temper tentrums often, have not tempers.
24. Threaten people
25. Talk unusually loudly (no physical cause)
26. Show signs of involvement with gargs.  27. Seek out other children to involve in activities.
28. Use free time appropriately
29. Share laughter with peers.
30. Have good work habits (organized/make efficient use of class time).  31. Compromise with peers when necessary.
32. Respond to teasing or hame called the second to teasing or ham to teas the second to teas the s
(e.g. by landing it, changing the subject ) so that it is a subject of the subjec
33. Accept constructive criticism from peers with out becoming angry.
34. Can play or talk with peers for extended periods of time.  35. Initiate conversations with peers for in formal situations.
36. Listen carefully to my instructions and directions for pestinomental Mariana and American Company of the Co
31. Display independent study skills at age-appropriate level (e.g. can
work with minimal teacher support).  38. Cope appropriately, with aggression from other children (e.g., trying to
8VOIC & NOTH Walking away seeking resistance detending each the seeking resistance detending each the seeking resistance detending each the seeking resistance detending each term and the seeking each t
39. Interact with a number of different nears
40. Can accept not getting their own way: 41. Attend to assigned tasks.
42. Can keep conversations going with geers
43. Invite peers to play or share activities.
44. Do seat work assignments as directed as the 45. Produce work commensurate with their skill level.
TO A LOUDCO HOLD COMMUNICIPATION OF SKIII level.