

LAKE WASHINGTON SCHOOL DISTRICT PEACEBUILDER® PROJECT

LOCATION

Lake Washington School District
16250 NE 74th Street
Redmond, WA 98052

CONTACT PERSON

Janice Heid, Principal, Lakeview Elementary School
Nancy Cannon, Coordinator,
(425) 881-6047

FUNDED AMOUNT

Project Amount: \$88,998
Federal Amount: \$66,998
Match: \$22,082

FUNDED YEAR

July 1, 2000 To June 30, 2001
(Fourth Year)

TARGETED COMMUNITY/SCHOOL:

The Lake Washington School District PeaceBuilder® Project is a school-based primary prevention program that targets 7,730 children and approximately 309 teachers/staff in grades K-6 at 14 elementary schools in the Juanita, Redmond, Sammamish and Kirkland communities of the Lake Washington School District. The project seeks to create a cultural climate of pro-social behavior and "peace" within each of the participating elementary schools. The project seeks to teach all children pro-social skills on and off school grounds, thereby reducing incidences of physical and verbal aggression among the children. The project began at one school site, Ben Rush Elementary School four years ago in 1997/98. Dramatic successes in reducing incidences of aggression among students lead to the application for Byrne Grant funds to expand the program to five additional schools the second year, (Horace Mann, Norman Rockwell, Helen Keller, Audubon and John Muir), six schools in the third year (Samantha Smith, Albert Einstein, Mark Twain, McAuliffe, Mead, and Blackwell,) and two new elementary schools in the fourth year (Lakeview and Thoreau).

The project does not target individual high risk or problem children, nor their parents, since it seeks to create changes in the entire school environment, committing all persons - teachers, students, and parents - to principles and practices of cooperation, peace, and harmony, in a process that creates a healthy, pro-social environment - free of aggression and unresolved conflict.

UNDERLYING ISSUES/PROBLEMS

The Lake Washington School District communities of Juanita, Redmond, Sammamish and Kirkland would have to be considered reasonably advantaged with many middle and upwardly mobile families; many working for the myriad of high tech industries in the area. The area is mixed suburban and semi-rural, bordering onto industrial parks. While few of the students in this school district could be said to be from economically disadvantaged homes, some of them may be socially/emotionally stressed, living in homes where both parents are away for long working hours and supervision is provided by a babysitter, after school care provider, or older siblings. Children often lack the family structure and support to learn the pro-social skills necessary to maintaining good relationships with peers and teachers at school. Prior to PeaceBuilder, fighting, verbal insults and bullying were common occurrences on the playground and in the classrooms of the schools in the District. Frequently such behavior would be met with disciplinary slips on the child (ren) involved, reports sent home to parents (who tended to not respond or would accuse the school or another child as having instigated the problem incidence), a short period of calm and then repeated incidences. Some children would settle down once they became more acclimatized to their classroom and teacher. Other children would continue to escalate their behaviors to the point that they became isolated from other children wanting to play with them and were under constant surveillance and control by school personnel. An overall level of tension would exist within the school to prevent the eruption of aggression and violence, with particular focus on watching the "problem children".

PeaceBuilder was seen as a strategy directed at changing the entire school climate so that the everyone - teachers and students - would become advocates of peaceful behavior, helping each other to be more cooperative, kind and positive; settling disagreements and disputes in peaceful ways. *"When PeaceBuilder becomes a way of life in a school, it creates a positive climate where there is steady peer pressure for children to behave in pro-social and nonviolent ways. Children learn to look on adults as potential mentors and friends, rather than the enemy. Over time, everyone in a child's life learns to practice the principles of PeaceBuilder – peers, teachers, support staff, parents and family members, and people in the community."*

The PeaceBuilder Program is a prevention model originally developed in 1994 by Dennis Embry in Tucson Arizona. Embry used thirty years of child development research to develop this approach to youth violence prevention. He believes that a large-scale effort that reaches all children – not just those considered to be high risk – is needed to have a significant impact on juvenile violence. Embry's Peacebuilder program has been implemented in 60 elementary schools in six Tucson area school districts, at a cost of \$4500 per school. A fairly recent quasi-experimental study on 4000 students has been completed. Over a two year period, teacher ratings of children's aggression and social competence showed declines (relative to the control group) in behaviors of cruelty or meanness, bullying behavior, and threatening other students. There were increases noted on a number of measure of pro-social skills. (Flannery, Vazsony, Embry, Powell and Atha, 1997).

Janice Heid, Principal at Ben Rush Elementary School¹ heard about the program model, attended a training, and then brought the strategies and curriculum of this model back to her school site. The project was first implemented at her school in the 1997/98 school year. School District administration and the teachers at her school were initially skeptical and somewhat resistant during the first few months. But over the year, they saw the impact of the exercises and activities on the behavior and attitudes of their students and thus became firmly committed to the principles and practices of this approach. PeaceBuilder concepts and messages are now an integral part of how the school functions. Children identify with being "PeaceBuilder", wear buttons to that effect and participate in purposeful activity to build more peace - at home and out in the community.

THE PROJECT MISSION/GOALS

The goal of the Lake Washington PeaceBuilder Project is to prevent violent behavior by taking a proactive approach during formative years, that is to:

- To start early in addressing the early indicators of antisocial behavior that are known to significantly predict serious anti-social behavior in the teen years and through age 30th.
- To enhance everyday parenting competence prior to a child's adolescence.
- To enhance the rate of praise and reward for positive, daily behavior and to reduce verbal threats in school and in after-school settings.
- To teach children how to reduce insults, increase their use of praise, accept feedback, engage others in cooperative tasks, and play and self monitor their behavior.
- To increase the daily frequency and availability of positive social skills and parenting models in the mass media and school/community settings.
- To disseminate practical, hands-on tools that reduce disruptive, aggressive behavior at home, in schools and in after school settings.
- To disseminate practical tools that improve the school climate.
- To plan and design interventions so they generalize across behaviors, people, settings and time.

Specific operational objectives for the fourth fiscal year of Byrne grant funding were stated as follows:

1. Train staff at Lakeview and Thoreau, approximately 110 staff and 1000 students;
2. Conduct a refresher training for all on site School PeaceBuilder Coordinators;
3. Market the concepts to parents, community and businesses
4. Continue training officials of Redmond Washington and begin training of officials in Kirkland, WA
5. Build district wide support both financially and school based system wide

¹ Janice Heid is no longer principal at Ben Rush having being transferred to the new school, Lakeview Elementary, in fall 2000.

THEORETICAL ASSUMPTIONS ABOUT VIOLENCE PREVENTION/INTERVENTION WHICH UNDERLY THE PROJECT

The PeaceBuilder Program is based on a well developed theoretical model that has been empirically shown to be effective in reducing aggressive behaviors among young students, if implemented properly within a school environment. The PeaceBuilder Program is a multi-dimensional approach based on social-cognitive theory for understanding aggressive, hostile and violent young people. "The characteristics of children likely to grow up to be violent offenders can be identified early in life, perhaps as early as 3 to 4 years of age. If these characteristics are still evident by the fifth grade, such children appear to have an 80% chance of committing a violent offense during adolescence or young adulthood – unless intervention occurs (Walker et al, 1995). Recent research has suggested that children who are at risk of violence do not behave or think in the same way as other children. At risk children tend to be:

- a) suspicious, reading neutral events as hostile,
- b) have difficulty reading nonverbal cues to other people's intentions,
- c) have difficulty reading or interpreting the emotional impact of their behavior,
- d) be both wary of rewards and more sensitive to immediate rewards,
- e) be less sensitive to operant punishment and classical conditioning for aversive stimuli,
- f) show illogical thinking, and,
- g) have difficulty with the spoken and written word, and difficulty with self-narration.

It is noted that young children who become violent offenders have a number of difficulties in their social relationships with other children, insulting peers, siblings, and adults whenever frustrated, hitting, biting, hair pulling at the slightest perceived insult, disruptive in the classroom, and manipulative in play activities with other children. Additionally these children are sensitive to the actions of real or media models who engage in aggression, often copying or imitating these behaviors in their own environment. Finally, children who witness or experience violence are likely to develop post-traumatic stress reactions, leading to violence later in life. These later symptoms include irritability or outbursts of anger, hypervigilance, difficulty with concentration, exaggerated startle response, and strong physiological reactivity.

PeaceBuilder is based on key findings that children can be helped to bounce back from adversity. In a study of resiliency among high risk children, Emmy Werner (1989) stated "*all children can be helped to become more resilient if adults in their lives encourage independence, teach them appropriate communication skills and self-help skills, and model, as well a reward, acts of helpfulness and caring.*" The sociological studies of John Rutter and Diane Gottfredson show that schools can play a key role in increasing resiliency within young people and reducing juvenile delinquency, regardless of their socio-economic conditions. These school roles include:

- Praise for work in the classroom and frequent public praise for good work or behavior at assemblies led to better student behavior.
- More decorations in classrooms and hallways was associated with better behavior.
- Better behavior and work occurred when greater proportions of students had a chance to hold positions of responsibility.
- Frequent homework was associated with better behavior and achievement.
- Widely publicized and implemented standards of behavior were effective in maintaining a positive school climate.
- High rates of hourly interaction between students and teachers regarding academic content fostered positive behavior and achievement.
- Little down time between activities reduced disruptive behavior.
- High levels of physical punishment led to worse student behavior.

Making use of this theory and research, PeaceBuilder seeks to build resiliency in children through fostering activities that

- Provide extensive positive role models instead of negative models.
- Reduce negative cues or threatening stimuli
- Show the positive behavior in many ways to assure generalization of behavior.
- Model coping actions (seek help and problem solving) rather than mastery behavior
- Provide frequent opportunities to discuss and correct knowledge and actions.

- Provide high rates of positive feedback for imitation.
- Include many cues, prompts or tools that facilitate generalization across time, people, behavior and settings

Also, PeaceBuilder is built on the theory that the hormonal imbalances in the brain in dopamine and serotonin levels (found among people with attention deficit disorder, high aggression and severe depression) can be corrected through high levels of positive stimulation. Dennis Embry and his associates argue that creating an environment of positive stimulation and praise significantly impacts on the hormonal levels within the brains of these individuals and consequently the behaviors that contribute to aggression and violence decreases.

THE PROJECT STRATEGIES

The PeaceBuilder strategy is based on four key principles 1) praise people, 2) give up put-downs, 3) notice hurts and right wrongs and 4) seek wise principles. These principles are to be promoted through the teaching, reinforcing and modeling in the school environment of six skills:

- Noticing and praising pro-social behavior in others who do something positive for you;
- Reducing the use of put-downs and demonstrating respect
- Noticing and speaking up about hurts caused by self to others;
- Using wise people and resources as mentors;
- Picturing the good that can be, then acting to bring it about;
- Avoiding the situations that produce victimization.

A. School Staff Training

Staff and teacher training is considered to be a key element of the Lake Washington School District PeaceBuilder Project since it is the staff and teachers (including the principal) who are responsible for implementing the PeaceBuilder values, and activities at each of the participating school sites. The PeaceBuilder Project begins at a new school site with a 4 hour training for all staff and volunteers at the school site – including teachers, lunch servers, custodians, playground assistants, office staff, counselors, and the administrators in the school. This training includes introduction to the principles and concepts of PeaceBuilder, how to use the resource materials and how to organize a committee and get started. Additional training and technical assistance is provided through the monthly planning meetings at each site, as well as the district wide committee meetings (which meets quarterly).

Following the training, each school is asked to create a PeaceBuilder committee to include the principal, school counselor, 1-2 teacher representatives, and a parent representative. The role of the Principal is to promote and support the implementation of PeaceBuilder within the building. The role of the counselor is to assist teachers/staff and principal in the implementation of the PeaceBuilder project, plan and implement a parenting program, and integrate the PB principles into the counseling program. This committee is to meet weekly and to engage in processes of planning and strategizing how to implement the principles in their school. Once a quarter, each school site committee meets with other school site PeaceBuilder committees in their district to discuss community wide activities and goals for the project as a whole.

In subsequent years, any new staff to a school that had already begun their PeaceBuilder program were provided opportunity to attend one of the other “new site training” that were happening in the district. Refresher school wide training activities were encouraged at school sites where there had been substantial influx of new school staff/teachers.

It is expected that the principal, teachers, and staff will learn the concepts and principles of being a PeaceBuilder. It is also expected they will learn how to role play and practice these principles in their everyday interactions with each other and with children and parents, as well as how to use lessons and exercises from the PeaceBuilder guidebooks in their classroom teaching. It is expected that teachers will acquire new classroom management techniques as a result of applying PB principles and practices. Finally it is expected that changes in staff/teacher relationships with each other and with students will be impacted.

School commitment to the principles and practices of PeaceBuilder is critically important. It requires attention to:

- Maintaining an active PB committee and meeting twice a month or every third week
- Ensuring the School Principal's involvement and commitment – the principal putting PeaceBuilder activities as a priority and making morning recognition announcements of staff and students.
- Not putting all the work of planning activities on the counselor. Other staff must take on responsibilities
- Being wary of stagnation after the formal training is concluded – have frequent discussion on “baby step” implementation.
- Providing constant reminders on why a school needs PeaceBuilder.

B. School/Student Activities

Teachers and staff are expected to be mentors and coaches/facilitators of the PeaceBuilder principles and practices. Through use of Praise Notes and curriculum lessons in the classroom, teacher and staff attempt to teach students to notice and to express sincere appreciation when someone demonstrates acts of kindness or caring. The entire staff gets into the act of praising each other and students in the school. In addition, staff, and teaches are expected to recognize and respond to “put downs”; teaching students how to respond in non-violent ways when they are put-down. Likewise, students engaged in put-down behavior are taught how to make amends when they have caused another person pain or merely to help another person in need. Children are taught how to seek help if they feel threatened or frightened, or need advice. Finally teachers use classroom lessons about peace building and infuse these lessons into the regular curriculum. Students see how characters in literature practice or do not practice peace building. They analyze how wars might have been prevented with kinder diplomacy.

There are also many school wide activities including an official launching ceremony to include city and school and parents, as well as school-wide celebrations of peace and honoring of persons exemplary of PeaceBuilder actions. The Committee is expected to organize at least one school –wide event a month.

Activities that teachers do in the classroom include such activities as:

- Teaching some of the basic lessons about PeaceBuilder, such as “What is Peace?”
- Using the *I help Build Peace* workbooks
- Start having students recite the PeaceBuilder Pledge or Cheer, right after the Pledge of Allegiance.
- Have students write and mail “Good News” postcards to local businesses or neighbors
- Set up a Praise Board or use Peace Cards
- Start linking PeaceBuilder to school work or transitional activities
- Engage in lessons from the *StudyGuide* such as “Notice and Speak Up About Hurts” and “Right Wrongs” and “Praise People” and “Increase and Decrease”.

The Lake Washington School District PeaceBuilder project seeks to create more positive school norms and for students to learn to turn away from “admiring or emulating bullying. All adults and students in the school adopt the language and principles of peace building, expectations of cooperative prosocial behaviors become shared throughout the school.

Many PeaceBuilder activities happen in the classroom, as well between students and adults outside the classroom.

- A PeaceBuilder launch event at each school site – attended by the major, city, police, fire and school officials, parents and students
- Approximately 200-300 praise notes each month being handed out at each school sites
- A PeaceBuilder bulletin board at each site
- At some schools, a PeaceBuilder is honored at lunchtime meetings once a week or month
- Everyone in the school using the PeaceBuilder language – including the police officers who visit the school
- Student body officers use the principles in speeches and in leadership roles
- School wide peace celebrations , ex. At one school site each student folder an Origami crane with peace messages inside. They were strung together to create a chandelier that hangs in the school foyer.
- One school collected relief supplies for children in Honduras

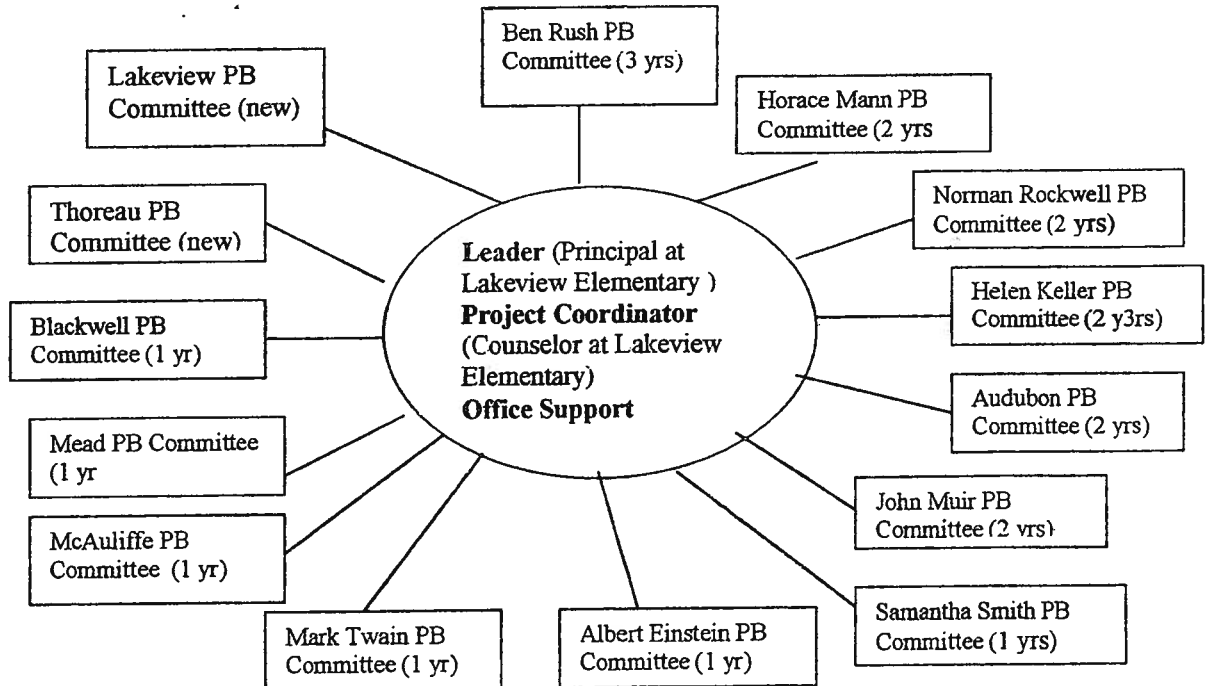
C. The Family Education/Involvement Strategy

There are two components of the parent education/ involvement strategy. Each school site is expected to implement a parent component – typically to be an evening presentation or series on topics related to the principles of PeaceBuilder. Programs are offered at various times through the school year and may vary from only one event to six events (typically a series based on a common theme). Each PB school is required to offer something of their choice. In the second component, parents are given a copy of the Parent PeaceBuilder’s book (when they attend parent-student conferences in November of the school year.) The booklets are written in English and Spanish. In addition, students are encouraged to bring their PeaceBuilder language, knowledge and activities, which they do at school, into the home – to talk about it and to practice it at home with their family members.

Any parent/family member of a PB student in the school district is invited to attend a parent presentation regardless of which school their child attends, nor which school is sponsoring the event. Notices of the event are sent out to all parents in the district. All parents receive a copy of the Parent PeaceBuilder booklet at parent conferences. The desired outcome of the parent education/involvement strategy is to educate parents on the language and principles of PeaceBuilder, to be supportive of their children to engage in PeaceBuilder attitudes and behaviors, and to incorporate these concepts and practices into family life.

THE STAFFING RESOURCES AND ORGANIZATIONAL STRUCTURE

The following figure provides a representation of the organizational structure and staffing resources that support the implementation of the PeaceBuilder Project in the Lake Washington School District. Byrne grants support the Project Coordinator (.3 FTE), the Leader (extra days for \$3000), a secretary (extra hours for \$2000) and an instructional assistant (extra hours for \$4000). All project staff report they spend approximately 100% more time on the PB project activities than that which is funded through the Byrne grant. No PB committee (or school staff) receives any financial support at any of these sites; (although at five of newest sites, the PB committee receive incentive funds of \$1000.year from another grant – as part of a Safe Schools project.)



The majority of the Bryne grant funds (\$34,000) go³ for the purchase of the PeaceBuilder materials, including the story workbooks and the action guides.

EVALUATION DATA RESULTS FOR 2000-2001 FISCAL YEAR

The focus of the Lake Washington School District PeaceBuilder Project is on all people within the whole school environment rather than targeting individuals at high risk. The focus is not spent on changing the problem behavior of a targeted group of high-risk youth or their families but rather on creating positive (peacekeeping) attitudes and behaviors among everyone; committing teachers, students, and parents to principles and practices of cooperation, peace, and harmony. The PeaceBuilder way is a process that creates a healthy and safe environment free of aggression and unresolved conflict.

While each school implements the concepts and activities of PeaceBuilder in their own way, there are many standardized events that occur, involving general staff, project committee members at each site, students in the school, and parents. Tables 1-15 provide a summary of PeaceBuilder activities that occurred during the FY 00/01 at each of the school sites. This data has been organized in terms of school training events for general staff and faculty, Project Planning activities (primarily involving the project committee at each site), Parent Educational Events, and a variety of youth PB activities including specific instruction, assembly and PB lessons in the classroom. Data is provided on frequency of events and number of participants across all the events for each quarter.

Staff Training and Staff Planning events are displayed in terms of frequency of occurrence and number of participants. Training included daily PB instruction which includes all staff members, PB training, playground training, I-A training which applied to recess, lunch room etc. and staff training. Frequency of training sessions varied from 1 hour to 4 hours, depending on the topic.

Planning events typically last for 30-45 minutes and include such activities as PB meetings, District PB meetings and staff planning meetings. Planning meetings are used to discuss project implementation, grant requirements, activities, and ideas for the next year. Parenting education, classes and meetings last anywhere from one to two hours. Example topics discussed are positive parenting, PB skills, conflict solving, teaching children to problem solve, raising good sons, parent w/ love and logic, responsibility, winning at parenting, and building self esteem

Table 1. Audubon Elementary

	School Training & Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency/Volume
Q 1* July- Sept	Lesson- 14staff Train- 2staff Recruit- 6staff Conf Manag-2staff	Mtg- 1x 34staff	NA	PB lesson Conflict Management	398 youth 52 youth
Q 2 Oct- Dec	Skill- 5x 6staff	Mtg-3x 2adults 5staff	NA	PB skills Assembly Principal Awards Peace Coach Training Jr Peace Coach Training Peace Ticket Awards	176 youth 2x-399 youth 11x- 208 youth 4x- 25 youth 1x- 19 youth 2x- 12 youth
Q 3 Jan- March	NA	Mtg-3x 2adults 5staff	NA	PB principles-counselor Assembly Principal Awards Peace Coach Training Jr Peace Coach Training Peace Ticket Awards Peace Coach skit practice	24 youth 3x- 399 youth 11x- 208 youth 3x- 25 youth 3x- 22 youth 11x- 165 youth 5x- 8 youth
Q 4 April- June	NA	Mtg- 2x 6staff	NA	PB principles-counselor Assemblies Principle Awards (Jr) Peace Coach Training Peace Coach Celebrations Peace Ticket Awards	25 youth 3x- 407 youth 8x- 240 youth 4x- 45 youth 3x- 45 youth 10x- 150 youth

Table 2. Blackwell Elementary

	School Training/ Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency/Volume
Q 1* July- Sept	Teacher training- 5 adults	Mtg- 6 adults	Assembly- 20 parents	PB principles Assembly New Comer Welcome	537 youth 1x- 537 youth 49 youth
Q 2 Oct- Dec	NA	NA	Assembly- 30 parents Playground Ed- 45 parents Parent Ed- 5x- 16parents	Conflict Resolution Harassment Training Coin Drive-Orphans Assembly Playground Education	6x- 378 youth 3x- 478 youth 5x- 543 youth 543 youth 543 youth
Q 3 Jan- March	NA	Mtg- 4 staff	Music Program- 100 parents	PB lessons Music Program PB award announcement	Daily- 537 youth 537 youth Wkly- 58 youth
Q 4 April- June	Skills- 40 staff	Mtg- 6 staff	NA	PB skills Student Council Mtg	Daily- 537 youth 2x- 54 youth

Table 3. Albert Einstein Elementary

	School Training/ Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency/Volume
Q 1 July- Sept	NA	Mtg 2x- 21staff Plan 3x- 10staff	NA	PB lesson Presentation PB Awards	62 youth 15 youth 497 youth
Q 2 Oct- Dec	NA	Mtg 2x- 16adults	Peaceful Parents 4x- 7 parents (28p)	Problem Solving Peaceful Behavior How 2B a PB	10x- 150 youth- 10adults 2x- 22 youth 2x- 46 youth
Q 3 Jan- March	NA	Mtg 7x- 144 staff/adults	Fam night 70 adults/parents Parent Ed- 12 parents	Family Night Assembly PB Lessons Fundraiser (Post Office)	150 youth 3x- 481 youth 5x- 110 youth 481 youth
Q 4 April- June	NA	Plan- 4 teachers Mtg 8 staff	NA	Lunch Discussions PB Lessons PB Orientation (new kids)	2x- 33 youth 2x- 50 youth 40 youth

Table 4. Ben Rush Elementary**

	School Training/ Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency/Volume
Q 1* July-Sept	Discuss PB goals- 2 staff	Plan Assembly- 2 staff Finalize Assembly- 5 staff	NA	Plan Peace Day Assembly Assembly Finalize Assembly	All students** All students All students
Q 2 Oct-Dec	NA	NA	NA	Plan/discuss/recess recap Recap Recess rules/praise notes/awards	All students** All students
Q 3 Jan- March	NA	Review last-plan next Assembly- ??	NA	Project Planning Organize PB Assembly PB Assembly	*** ? ? All students
Q 4 April- June	NA	Mtg 2x- all staff	NA	Project Planning PB Assemblies PB Announcements	Weekly- All students** 3x- All students Weekly- All students

* School based program activities began in September of Quarter 1

**Ben Rush youth activities are not calculated into the total because no specific numbers were given.

Table 5. Helen Keller Elementary

	School Training/ Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency/Volume
Q 1 July- Sept	NA	NA	Assembly- 20 parents	Peace Assembly PB Presentations PB Lessons	518 youth wk long- 244 youth 67 youth
Q 2 Oct- Dec	Presentation- 29 staff Class Present- 34 staff	Mtg 2x- 17 staff	Mtg 2x- 6 parents	Peace Coach Training Peace Council Anger Management 1 on 1 Counseling Instruction Class Activities Class Presentations	9x- 50 youth 5x- 20 youth 3x- 26 youth 20 youth 4x- 110 youth 518 youth 2x- 518 youth
Q 3 Jan- March	NA	Mtg 2x- 6 staff	Parent Ed 8x- 25 parents Mtg 2x- 4 parents	Instruction Peace Coach Mtg Thinking Rm Peace Treaty Better Choice Recess Harassment Presentation Peace Council Sm Grp Friendship 1-3 Sm Grp Self-Esteem Sm Grp Social Skills Peace Coaches @ Recess Anger Busters 1-2 Praise Notes Banana Splits 1-4 1 on 1 Counseling	510 youth 3x- 48 Peace Coaches (PC) Daily- 138 youth Daily- 24 youth 2x- 138 youth 16 youth Wkly 25 youth 10x- 4 youth 8x- 4 youth Daily- 304 youth 48 PC 18x- 16 youth 510 youth 10wks- 28 youth 47x- 20 youth
Q 4 April- June	NA	NA	NA	Instruction Peace Coach Mtg Thinking Rm Peace Treaty Better Choice Recess Peace Council Peace Coaches @Recess Respect Fest 2001 Small Group	Ongoing- 510 youth 3x- 48 youth Daily- 125 youth Ongoing- 8 youth 6x- 16 youth Daily-304 youth 48 PC Month- 510 youth 12wks- 46 youth

Table 6. Horace Mann Elementary

	School Training/ Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency/Volume
Q 1* July-Sept	NA	NA	NA	PB Lessons/Orientation PB pledge/lang/principles	419 youth Daily- 419 youth
Q 2 Oct-Dec	NA	Mtg- 4 staff	NA	Praise Note Drawing PB pledge/lang/principles Assembly Lesson-Conflict Solving Conflict Resolution (bully)	419 youth Daily- 419 youth 309 youth 6x- 137 youth 57 youth
Q 3 Jan- March	NA	NA	NA	PB pledge/lang/principles Praise Notes Conflict Solving Bully/Teasing Lesson Conflict Resolution Grps-Changing Families Grps-Friendship/Anger	Daily- 419 youth 3x- 419 youth 2x- 52 youth 2x- 53 youth 4x- 103 youth 12wks- 419 youth 12wks- 419 youth
Q 4 April- June	NA	NA	NA	PB pledge/lang/principles Praise Notes Bully/Teasing Lesson PB review/letters Grps-Changing Families Grps-Friendship/Anger	Daily- 419 youth 12wks- 419 youth 2x- 52 youth 4x- 26 youth 12wks- 419 youth 12wks- 419 youth

Table 7. McAuliffe Elementary

	School Training/ Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency/Volume
Q 1* July-Sept	Presentation- 61 staff Training- 5 staff Bulletin 4x- 61 staff	IA Mtg- 19 staff	NA	PB Lessons Reception-New Comers	2x- 354 youth 41 youth
Q 2 Oct-Dec	Bulletin 12x-61staff	Mtg 4x- 9 staff	Newsletter 400 parents	PB Lessons K-3 PB Lessons 4-6 Individual Counseling Peace Pals Introduction Peace Pals Training Announcement Bulletins (staff guide)	2x- 354 youth 2x- 305 youth 2x- 5 youth 104 youth 2x- 31 youth 659 youth 659 youth
Q 3 Jan- March	Bulletin 5x- 61 staff Assembly Prep- 61 staff	Mtg 8x- 73 staff Plan 7x- 61 staff		Bulletins PB Lessons K-3 PB Lessons 4-6 Assembly Plan/Activities	659 youth 12x- 354 youth 11x- 305 youth 3x- 659 youth 4x- 659 youth
Q 4 April- June	Assembly Prep- 61 staff	Plan 7x- 61 staff Mtg 6 staff	Assembly 150 parents	Bulletins Plan/Activities Small Group Activities PB Lessons K-3 PB Lessons 4-6 Assembly Peace Pal Pizza Party	4x- 659 youth 7x- 659 youth 8x- 24 youth 4x- 354 youth 4x- 305 youth 5x- 659 youth 33 youth

Table 8. Mead Elementary

	School Training/ Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency/Volume
Q 1* July-Sept	Teacher Mtg- 1 staff	Mtg 2 staff	Parent Mtg 2x- 3 parents	Mtg w/ Teacher Mtg w/ Parent 1 on 1 Counseling Class Mtg/Presentation Out to Recess	2 youth 2x- 4 youth 10x- 14 youth total 26 youth 2x- 220 youth
Q 2 Oct-Dec	Proposal- 1 staff PB Calendar- 50 staff Bulletin Broad- 50 staff	Mtg/Plan 6x- ~50staff?	Newsletter 600 Families	PB pledge/focus/praise 6 th Grade Mtg PB notebook Newsletter Praise Note Winners Assembly Face Drawing Bulletin Boards	Daily/Wkly- 600 youth 2x- 25 youth ? 600 youth 600 youth 600 youth 600 youth 600 youth
Q 3 Jan- March	Mtg Notecards- 27 teachers Focus Calendar- 50 staff	Mtg 2x-4staff	Newsletter 600 Families	Newsletter PA Announcements Praise Notes Praise Note Winners 6 th Grade Create Theatre assemblies Distribute Notecards	600 youth Daily- 600 youth Daily- 600 youth 600 youth 5 youth 2x- 600 youth 600 youth
Q 4 April- June	Focus Calendar 2x- 50 staff Presentation- 30 teachers Survey 2x- 50 staff	Mtg- 2 staff	Newsletter 600 Families	PA Announcements Praise Notes Focus Calendar Praise Note Winners Newsletter	Daily- 600 youth Daily- 600 youth 2x- 600 youth 3x- 600 youth 600 youth

Table 9. John Muir Elementary

	School Training/ Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency/Volume
Q1* July- Sept	Training 4 staff	Mtg 2x- 6 staff	NA	Peace Pledge Class Instruction Peace Captains Peace Committee- Peace Tickets-life skills	Daily- 544 youth Wkly- 72 youth 5x- 8 youth 2x- 8 youth Wkly (Fri)- 561 youth
Q 2 Oct- Dec	NA	NA	Present PB Books- 500 parents Rotation of PB Book- 500 parents	Award Judging-prize Class Instruction Peace Captain Training Peace Captain Mtg Peace Captain Games Peace Pledge Peace Tickets-life skills Present PB Book Rotation of PB Book Book Markers-popsicles Pizza Party	559 youth Wkly- 143 youth 20 youth 7x- 20 youth Daily- 20 youth Daily- 559 youth Wkly(Fri)- 6 youth 559 youth 2 months- 559 youth 559 youth 5 youth
Q 3 Jan- March	Instructional Aid Training 2x- 21 IA's (staff)	Mtg 3x- 45staff PB Mtg 4x- 5staff	Parenting Class 6x- 15 parents PB Mtg 4x- 1parent	Peace Tickets-playground Peace Captain- Games Kelso Peace Captain Training Counseling Grps- Develop friendship/peace Peace Pledge	556 youth Daily- 40 youth Wkly- 73 youth 4x- 25 youth Wkly- 40 youth Wkly- 4 youth Daily- 556 youth
Q 4 April- June	NA	Mtg 6x- 2 staff and 3 adults	NA	LINKs Peer Mentors Grp-devel peace/friendship Peace tickets-playground Student Council Mtg Peace Captains Mtg Assembly Practice Peace Captains-games Announcements/pledge PB Instruction Grp- Life Skills Essay Contest Wall of Fame Classroom Guidance 1 on 1 Counseling	Daily 6 youth 10x- 4 youth 8x- 4 youth Daily 547 youth 2x- 547 youth 4x- 22 youth 2x- 547 youth Daily 30 youth Daily 547 youth Daily 547 youth Weekly 37 youth 547 youth 4 youth Weekly 27 youth 4x Daily 25 youth

Table 10. Norman Rockwell Elementary

	School Training/ Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency/Volume
Q 1* July- Sept	Discussions-viol/ harassment/social skills 12 staff	Form committee- 6 staff	Calls home- 3 parents	Redirect aggression Harassment videos/work 1 on 1 Counseling Anger Management Parent contact w/ youth Discussion-Friendship	21 youth All youth? 3 youth 3x- 36 youth 3 youth 1 youth
Q 2 Oct- Dec	PB review- 50 staff Survey-25 staff Survey results 2x- 25 staff Follow up- 25 staff	Mtg 3x- 15 staff	NA	Survey-new/future ideas Survey II-current activities Discuss poster projects Assess btwn classrooms Harassment presentation	270 youth 270 youth 270 youth 270 youth 360 youth
Q 3	IA mtg- all staff	Mtg 4x-	Mt w/ family	Poster Project	28 youth

Jan-March	Survey- 44 staff 1:1 aggress youth 8x- 23 staff	44 staff	2x- 5 parents 1:1 aggress/kids 8x- 7 parents	Mtg w/ parents 1:1 aggressive students Aggressive youth in class Poster comments Project discussion	2x- 9 youth 8x- 18 youth 2x- 7 youth all youth all youth
Q 4 April-June	Conflict Mtg- 61 staff Critical Incident Training- 61 staff Behavior Mtg 3x- 4 staff 1:1 aggress youth 27x- 51 staff	Mtg 4x- 66 staff	Parenting Class- 20 parents Parent Mtg-?? 1:1 aggress/kids 27x-33parents Mt w/ family 4x- 5 parents	1:1 aggressive behavior Meet with Parents Class discuss aggression Conflict Resolution Friendship Lesson Critical Incident Workshp Lunch Grp- (friendship/conflict)	27x- 73 youth 4x- 9 youth 26 youth 6x- 683 youth 3x- 15 youth 659 youth 2x- 4 youth

Table 11. Samantha Smith Elementary

	School Training/ Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency
Q 1* July- Sept	Presentation- 50 staff District Training- 2 staff	Mtg- 50 staff	NA	New Comers Reception	39 youth
Q 2 Oct- Dec	Schedule Peace Pals- 9 staff (IA's) Discipline Policy Mtg 2x- 50 staff	Mtg 3x- 5 staff	Parent Newsletter 2x- 300 parents Readathon work- 300 parents	Intro Peace Pal Program Training Peace Pals Schedule Peace Pals w/IA Classroom Lessons Anger Management Grp Individual Counseling Parent Newsletter Advertise Readathon Gather Sponsors Readathon -Skip Skipler Collect donations	100 youth 30 youth 30 youth 3x- 549 youth 4x- 12 youth 2x- 8 youth 2x- 549 youth 549 youth 549 youth 549 youth
Q 3 Jan- March	Bulletin/Letters 4x- 50 staff	Mtg 2x- 5 staff	NA	Staff Bulletin/Letters Class Lessons 4-6 Class Lessons K-3 Small Groups Groups K-3 Prep for school activity	4x- 541 youth 6x- 236 youth 5x- 305 youth 35 youth 7x- 44 youth 3x- 541 youth
Q 4 April- June	NA	Mtg- 5 staff	NA	Announcements/pledge Classroom Lesson 4-6 Classroom Lesson K-3 Small Groups K-3 Small Groups 4-6 Peace Pal Pizza Party	Weekly- 541 youth 3x- 236 youth 5x- 305 youth 5x- 14 youth 5x- 10 youth 30 youth

Table 12. Mark Twain Elementary

	School Training/ Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency
Q 1* July- Sept	Training New Staff- 1 staff	Mtg- all staff	NA	Intro Lessons New Student Orientation Lang/Pledge/Principles	508 youth 76 youth Ongoing- 508 youth
Q 2 Oct- Dec	NA	Mtg 4 staff	NA	Lang/Pledge/Principles Praise Notes Drawing Kelso-Conflict Resolution Kelso-Conflict Resolution Bullying/Teasing	Ongoing- 508 youth 508 youth 3x- 70 youth 3x- 80 youth 3x- 73 youth
Q 3 Jan- March	NA	NA	NA	Pledge/Lang/Principles Praise Notes Drawings Kelso-Conflict Resolution. Teasing Lesson Grps- Changing Families Grps- Friendship	Ongoing- 508 youth 3x- 508 youth 5x- 127 youth 26 youth 12x- 48 youth 12x- 50 youth
Q 4 April- June	NA	NA	NA	Lang/Pledge/Principles Praise Notes Drawings Kelso-Conflict Resolution Bully/Teasing Lessons Grps- Changing Families Grps- Friendship Peace Care Lessons	Daily- 508 youth Wkly- 508 youth 25 youth 3x- 77 youth 12x- 508 youth 12x- 508 youth 6x- 461 youth

*School based program activities began in September of Quarter 1

Table 13. Lakeview Elementary

	School Training/ Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency/Volum
Q 1* July- Sept	Training- 45 staff	NA	PTSA Mtg- 50 parents	Classroom lessons Intro to PB program	17x- 414 youth 414 youth
Q 2 Oct- Dec	Presentation- 3 staff	Mtg 2x- 2 staff	NA	PB Story Workbook PB Lessons Counselor Class Lessons PB Assembly Art Docents Work Radio Disney Lunch	401 youth Ongoing- 401 youth 198 youth 401 youth 401 youth 401 youth
Q 3 Jan- March	NA	Mtg- 2 staff	NA	PB Lessons Counselor class lessons Write/Adapt PB 1 st /2 nd Art for Peace Program 5 th Intermediate Lesson Buddy Arts Project Develop Kid Committee PB Kid Committee Mtg	401 youth 198 youth 24 youth 27 youth 5days- 146 youth 78 youth 500 youth 2x- 26 youth
Q 4 April- June	NA	Mtg- ?staff Mtg- 1 staff	NA	Review PB pledge/principle PB Presentations Counselor Class Lessons Drawings for Display Share/Read PB Stories PB Bulletin Board PB Kid Committee Mtg Reinforcement Presentation Social Studies Lesson	401 youth 53 youth 81x- 299 youth 4days- 53 youth 45 youth 5days- 45 youth 2x- 28 youth 56 youth 56 youth

Table 14. Thoreau Elementary

	School Training/ Events	Planning	Parent Ed/ Events	Youth PB Activities	
				Description	Frequency
Q 1* July- Sept	PTSA Board Mtg- 6 staff PTSA General Mtg- 26 staff	NA	PTSA Board Mtg- 5 parents PTSA General Mtg 25 parents Back 2 School Night- 270 parents	Intercom Pledge Back to School Night	Daily- 414 youth All students
Q 2 Oct- Dec	NA	Mtg 5x- 49 staff	Ribbett Review- 800 parents Thoreau News 2x- 800 parents	PB Buttons PB Song Over Intercom Veterans Day Assembly School Reader Board	485 youth 485 youth 485 youth 228 youth
Q 3 Jan- March	NA	Mtg- 12 staff	Newsletter- 800 parents	School Reader Board Launch Assembly Breakfast w/ Dads Recess Game Patrol	485 youth 485 youth 250 youth 485 youth
Q 4 April- June	Volunteer Tea- 25 staff Farewell to Staff- 40 parents/staff	Mtg- ?staff	Sock Hop- 220 families Choir-55parents Lunch- 210 grandparents Fam Barbecue - 230 families	Sock Hop Lunch w/Grandparents Grocery Bag Posters Band Concert Family Barbecue	300 youth 505 youth ? 27 youth 485 youth

The majority of *youth activities* shown in the last two columns are self-explanatory. Both PB instruction and announcements are daily events for all youth. Daily instruction of the PB language and principles is used to integrate their ideas into all classes. The number of youth exposed to daily announcements is actually much greater than is listed in these tables, as individual sites do not always record them in the activity logs. PB lessons vary and are directed at the entire school or particular grades. Principal recognition (e.g. praise notes) involves giving rewards to youth for their behavior, progress and participation. Assemblies occur throughout the quarter on various PB topics such as diversity themes, conflict solving, learning pledges/songs, recognition of students for PeaceBuilder and usually last around 45 minutes. Unlike last year, activities such as daily instruction, announcements, pledges and assemblies were not always recorded in the activity log book, but nevertheless they were a frequent occurrence at most of the schools.

Three of the schools who had been operating the PeaceBuilder Program for several years, formed a Peace Council in order to involve their older students. Older students were trained to be peace coaches or peace captains, responsible for helping younger students. Peace Coaches assist on the playgrounds teaching games, writing praise notes and involving other students, peace tickets were given for a PB party, peace tales or story telling and presentations. All of these additional activities last anywhere from 20 minutes to an hour. In addition, there were lessons in problem solving, asking for help, friends, aggression, and social skills.

In addition to the in-school activities, there were a number of activities directed at the parents and the broader community. Nearly all the schools routinely sent home PeaceBuilder materials to be shared with parents and other family members. Four of the schools distributed a quarterly parent newsletter, containing many of the PeaceBuilder lessons and accomplishments. Other schools engaged in Family Night or other social events at which PeaceBuilder awards were often made. Five schools offered parent educational events on the PeaceBuilder concepts and practices. At two sites, the PTA was involved in PeaceBuilder activities. Two school sites invited parents to PeaceBuilder assemblies.

In the community, posters about PB were made and presented to the City Council. Local firefighters and police officers participated in school assemblies and school presentations.

Table 15 aggregates total number of events across all 14 school sites fully participating this 200/01 fiscal year. A total number of 117 training events occurred involving 1513 participants. One hundred twenty-four planning events occurred over the year involving 921 people. There were 106 parent/family events involving 6283 participants. In terms of PeaceBuilder activities for children, it was estimated that 7,730 children were exposed to daily PB Pledge/Language/Principles, received daily PB Lessons, and PB assemblies for a total of 69,408 participant-session.

Table 15. Total Number of Participants Across All 14 Elementary Schools

	Total School Training	Total Planning	Total Parent Ed/events	Total Youth PB Activities **	
Quarter 1	21x – 305	16x – 161	9x – 396	75 Events PB Lessons PB pledge/lang/principles New Comer Welcome Presentations	8532 total participation 24x- 2222 youth 6x- 2836 youth 5x- 624 youth 3x- 285 youth
Quarter 2	31x – 418	32x – 178	23x – 2725	184 Events PB Lessons PB pledge/lang/principles Conflict Resolution PB Assembly Harassment/Bully/Tease	19672 total participation 20x- 2348 youth 5x- 2630 youth 19x- 722 youth 6x- 2137 youth 7x- 911 youth
Quarter 3	24x – 337	46x – 412	35x – 1639	361 Events PB Lessons PB pledge/lang/principles PB Assembly Praise Notes Group	21394 total participation 43x- 2592 youth 6x- 2165 youth 12x- 3224 youth 8x- 2037 youth 98x- 669 youth
Quarter 4	41x – 453	30x – 170	39x – 1523	402 Events PB Lessons PB Assembly PB pledge/lang/principles Praise Notes Group	19810 total participation 106x- 2066 youth 10x- 1613 youth 8x- 3578 youth 17x- 1527 youth 98x- 1062 youth
Totals Q1-Q4	117 Events 1513 People*	124Events 921 People*	106 Events 6283 Parents*	1022 Events PB Lessons PB Pledge/Lang/Principle PB Assembly Group Praise Notes	69408 total participation 193x- 9228 youth 25x- 11209 youth 28x- 6974 youth 196x- 1731 youth 25x- 3564 youth

*With all totals, staff, students and parents/families may be counted multiple times. The same individual may participate in multiple activities. For example, quarter 2 total parents, the same 300 parents were involved in at least five different events.

**The total number of activities and participants is given but in order to save space only the activities that are seen across multiple schools are listed.

ADDITIONAL INFORMATION

The local evaluator conducted a survey of teachers/staff at all the 14 PeaceBuilder Schools, in addition to surveying parents of students at these schools. The survey was conducted as a phone-in computer survey. Respondents phone into a toll free number and connected with a computer generated voice which speaks the survey question and instructs them how to answer according to specific options.

Teacher/Staff Survey Responses

A total of 121 classroom teachers responded to the survey, in addition to 111 other staff (a total of 232 respondents). Findings were as follows:

- a) Over 80% of these respondents stated they had observed positive change in student behavior since the PeaceBuilder Program had been initiated, specifically
 - o children being better behaved (93%),

- fewer discipline problems (91%),
- students resolving problems constructively (90%),
- children coping appropriately with aggression (86%),
- children getting along better with their peers (92%)
- conflict being resolved quickly (91%)
- students being empathic and caring (95%)
- students being tolerant of other's differences (93%)
- children taking responsibility (92%)

Between 42-60 % of the respondents felt these behavioral changes were "usually" or "consistently" observed.

- b) Over 90% of teachers/staff reported "more teaching and learning happen in the school since we started PeaceBuilder." Over 50% said this was usually or consistently the case, while a third said this was sometimes the case.
- c) 80% of teachers/staff reported that the classroom and school atmosphere was "usually or consistently" positive.
- d) 93% of teachers/staff said they model PeaceBuilder in their school, and regularly engage in teaching the PB lesson plans, have student write PB pledges and praise notes, include PB ideas and themes in daily curriculum
- e) 97% of the teachers/staff said their principal provides leadership in modeling the PB concepts

Parent Survey Responses

From an estimated enrollment of 7,730 children and 3,800 parents, there was a response of 633 parents to the survey (17% response rate.) For a telephone phone survey, this would be considered to be a good response rate.

- a) Over 68% of these parent respondents stated they had observed positive change in student behavior since the PeaceBuilder Program had been initiated, specifically
 - children being better behaved (77%),
 - fewer discipline problems (68%),
 - students gets along better with other children (81%)
 - children taking responsibility (72)
 - my job as a parent is easier (72%)

Between 42-55 % of the respondents felt these behavioral changes were "usually" or "consistently" observed.

- f) Over 79% of parents reported "more teaching and learning happen in the school since we started PeaceBuilder." Over 53% said this was usually or consistently the case, while a third said this was sometimes the case.
- g) 80% of parents reported that the classroom and school atmosphere was "usually or consistently" positive.
- h) Less than half of parent respondents felt the PB concepts were spreading to their neighborhood or community outside the school.
- i) 83% of parents said their children "usually or consistently" told them about the principles of PeaceBuilder. 75% of parents said they sometimes or usually use the PB language and tools at home.

The local evaluator for the project concluded that the program is well accepted by school administration, staff, parents and youth, but that additional evaluation would need to be undertaken to "prove" that it modifies children's behavior.

School Disciplinary Issues:

A critical question for the PeaceBuilder program is whether it makes a difference in disciplinary issues at school. Table 16 provides selected school disciplinary data for 12 of the school sites, on a) disciplinary slips, b) warnings and c) suspensions. Data is incomplete for some of the factors. However a simple observation of the data indicates there is a decreasing trend in:

- number of school disciplinary slips for seven of the school sites,
- number of warnings issues for six of the school sites, and
- number of school suspensions for three of three of the school sites.

Using combined data for all eleven school sites, there were decreasing numbers of disciplinary slips, warnings and suspensions from 1997/98 school to the 2000/01 school year.

CONCLUSIONS

The PeaceBuilder program model, implemented in the Lake Washington School District, has a strong theoretical/rational base. The approach has been developed based on current knowledge about the impact of the social environment on the attitudes and behaviors of elementary school aged children. It is also based on strong social-cognitive developmental theory about the etiology of aggression and violence in children and what interventions can interfere with the developmental trajectory of aggression. The theoretical rational requires that the approach be implemented comprehensively and intensively within the school building – to involve the commitment and involvement of the principal and requiring shifts in teacher attitudes/behaviors as role modelers of the pro social behaviors being reinforced among the student population.

The project seems to have sufficient resources and capacities to function effectively. There is strong leadership from the principal of Lakeview Elementary School who initiated the original project when she was the principal at Ben Rush Elementary School. There also appears to be good communication and coordination, across all the participating schools, through the Project Coordinator/Trainer. The project appears to have strong backing from the school district and from the city, as a whole. The mayor, plus many other city officials, has attended many of the PeaceBuilder launchings. In addition police and fire officers and officials throughout the district have been getting involved with the schools, attending trainings, supporting the principles and using the language of PeaceBuilder during their in-class presentations.

The Lake Washington School District PeaceBuilder project shows evidence of having accomplished their intended activities and objectives. To date, the project has involved 7,730 students and 309 teachers/staff in over 300 classrooms throughout 14 school buildings in the district. The project has achieved notable successes each year in that sites have implemented the program comprehensively, and administration, teachers, staff, parents and youth have enthusiastically embraced its concepts. The Project Coordinator/Trainer notes that the extent to which staff/teachers and school principal become committed and engaged in behaviors consistent with the PB principles is critical to the overall success of the initiative.

A survey of teachers/staff and parents in the district indicated that these individuals feel the program has been instrumental in improving the atmosphere in their school, reducing conflict among children, and improving their behavior. Analysis of school disciplinary incidents for eleven of the school sites indicates a decreasing trend over the past four years in number of disciplinary slips, warnings, and suspensions.

Table 16: Number of School Disciplinary Incidents for 1997/98, 1998/99, 1999/00 and 2000/01 for eleven of the PeaceBuilder sites

	Disciplinary Slips					Warnings					Suspensions				
	97/98	98/99	99/00	00/01	Decreasing?	97/98	98/99	99/00	00/01	Decreasing?	97/98	98/99	99/00	00/01	Decreasing?
1. Audubon	182	190	110	70	yes	143	75	70	15	yes	17	16	12	16	no
2. Keller	152	142	226	38	yes	389	309	428	72	yes	24	44	28	8	yes
3. Mann	93	30	8		yes	239	0	6		yes	3	0	1		yes
4. Muir	88	39	102	78	no	7	28	0		indeterminate	3	6	8	6	no
5. Rockwell	57	59		130	indeterminate					indeterminate	2	3	2	14	indeterminate
6. Rush	206	175	130		yes	233	203	154		yes	5	4	14		no
7. Einstein		4	1	3	indeterminate		38	204		indeterminate		12	26	8	no
8. Smith	110	66	46		yes					indeterminate	4	0	4		no
9. Twain	150	46	56		yes					indeterminate	4	4	4		no
10. Blackwell		38	34	54	no		116	70	56	yes		2	6	2	no
11. McAuliffe			86	246	indeterminate					indeterminate			0	2	indeterminate
12. Mead			50	12	yes			50	12	indeterminate			7	2	indeterminate
13. Combined	572	460	446	316	yes	916	412	504	222	yes	49	69	51	44	yes

* no data provided for Thoreau and Lakeview Elementary as these schools had been participated in the PeaceBuilder Program for only one year.