

APPENDICES

APPENDIX A: SUMMARY OF UNIFORM STUDIES

Summary of Scholars/researchers Who Have Studied School Uniforms

Scholars/Researchers	Variables Measured	Population and Sample	Data Collection and Analysis	Results
Francis, S. & Liu, Q. 1990	Mandatory Uniforms Perceptions of clothing deprivation, self-esteem, clothing values (political, aesthetic, economic, sensory, social, theoretical values)	Pacific Northwest high schools, 338 students in home economics classes	Surveys Pearson product moment correlations and multiple regression 5-point Likert scale p < .05	Significant positive correlations between perceived clothing deprivation and self-esteem on 4 of 8 clothing values tested.
Stevenson & Chunn 1991	Voluntary Uniforms Attendance, achievement, & perception of school climate (discipline)	Washington, DC Parents (268), students, (301) teachers and administrators (K-12)	Surveys t-Test on attendance percentages and CTBS scores	Student and adult perceptions were positive on all variables measured. No significant gains in achievement or attendance in most schools.
Behling and Williams 1991, 1994	Mandatory Uniforms Clothing styles Perceptions of behavior and academic potential	Bowling Green, Ohio Urban/Suburban schools Public and Private high schools	Survey Repeated measures analysis of variance Tukey and Duncan post hoc tests p < .05	Perceptions of behavior and academic ability varied significantly with styles of dress. Significant effects for gender of model in both public and private schools

Summary of Scholars/researchers Who Have Studied School Uniforms

Scholars/Researchers	Variables Measured	Population and Sample	Data Collection and Analysis	Results
Behling 1995	Clothing styles Uniforms, dress, and casual attire Perceptions of academic ability, intelligence, behavior, and academic achievement	Bowling Green, Ohio Urban high schools with minority (African-American) populations	Surveys Repeated measures analysis of variance (RM ANOVA) Tukey and Duncan post hoc test p<.05	Teachers and students perceived statistically significant differences in academic ability, intelligence, behavior, and academic achievement. Post hoc tests revealed significant interactions for academic ability by gender, race and style of dress. Males in uniform and casual dress were rated higher than females by teachers and students.
Sher 1995	Voluntary uniforms Academic performance and discipline	Alabama Three elementary schools	Surveys and interviews Standard scores ANOVA P<.05	No statistically significant difference in attendance or achievement. Differences in number of discipline infractions. Positive adult perceptions of school environment.
Shook 1996	Mandatory school uniforms Clothing deprivation, self- esteem, and social participation Race, gender, and socioeconomic status	Leon County, Florida Nine middle schools 700 sixth grade students	Francis <u>Clothing Attitudes Survey</u> (1990) and The <u>Coopersmith Self-Esteem Inventory</u> (1981a) Pearson Product Moment Correlations and ANOVA p<.001 and p<.05	Differences in feelings of clothing deprivation Significant negative relations were found between ability to buy clothing and development of low self-esteem. Students and teachers perceived males dressed in uniforms or formal dress as having higher leadership skills and academic ability.

Summary of Scholars/researchers Who Have Studied School Uniforms

Scholars/Researchers	Variables Measured	Population and Sample	Data Collection and Analysis	Results
Hughes 1996	Mandatory Uniforms Attendance, discipline, and classroom environment	Houston, Texas Urban and Suburban Two middle schools	Surveys: student opinion Attendance and discipline referral data from district Descriptive statistics ANOVA and t-test $p < .05$	Significant differences in number of student referrals. No significant difference in achievement or attendance. Significantly positive parent and perceptions of behavior; negative student perceptions.
Stanley, M. S. 1996	Mandatory Uniforms Attendance, achievement, and discipline	Long Beach, California Urban and suburban Elementary and middle schools	District database Surveys Descriptive statistics using percents	Significant differences found in number of discipline infractions. No differences in achievement or attendance in most schools. Positive adult perceptions (parents, administrators, faculty, and community). Negative student perceptions.
Hoffler-Riddick, P. 1998	Mandatory uniforms Discipline, attendance, achievement, and self-esteem Race, gender, and socioeconomic status	Southeast, Virginia Urban middle school	Survey Self-esteem inventory District database RM ANOVA 2-Way ANOVA $p < .05$	No differences in achievement. Negative difference in attendance. Significant positive difference in discipline infractions and self-esteem

APPENDIX B: CONTENT VALIDATION

Appendix B

Content Validation Study for Questionnaire Development on School Uniform Use and Impact

Introduction

The purpose of this content validation instrument is to assist the researcher and Virginia Polytechnic Institute with the development of a questionnaire to be used in a study of mandatory uniform dress code policies. This instrument is designed to answer the question of the perceived impact of a mandatory uniform dress code on four domains of classroom environment: student attendance, behavior, achievement, and self-image.

Instructions

The statements below are being considered for a pilot study to be conducted with teachers in two middle schools that have implemented mandatory uniform dress code policies. Please review the contents of the statements and circle the area of classroom environment under which the statement would fall: (1) Attendance (2) Behavior (3) Achievement (4) Self-image. The first rating will tell the researcher which domain of classroom environment is being addressed by the statement; the second rating will tell how strongly you feel the statement is associated with the domain you selected; and the third rating will tell how clearly the statement is written based on the other ratings.

Domains and Definitions

Using the definitions of the domains below, categorize each statement by circling the appropriate numeral in the column labeled “domain.” Leave statements that do not fit any domain blank.

The four “domains” and their definitions are as follows:

DomainsDefinitions

- | | |
|----------------|---|
| 1. Attendance | Teacher’s perception of students’ absence in class during the school year. |
| 2. Behavior | Teacher’s perception of student compliance with classroom rules and regulations. |
| 3. Achievement | Teacher’s perception of students’ completion of homework, classwork, and assessments. |
| 4. Self-image | Teacher’s perception of students’ feelings about their attire and appearance. |

Association Rating

Please indicate how strongly you feel about the association of the item with the domain by circling the appropriate number in the column labeled “Association.” Use the following scale:

- 1- weak
- 2- somewhat weak
- 3- somewhat strong
- 4- very strong

In the column labeled “Clarity,” tell how clearly you think each item is by circling the appropriate numeral using the following scale:

- 1- not clear at all; delete
- 2- somewhat clear; revise (Please write suggested changes in any of the items.)
- 3- very clear

Content Validation Instrument for School Uniform Use and Impact Questionnaire

Please circle the numeral of the appropriate response.

Domains: (1) Attendance (2) Behavior (3) Achievement (4) Self-image

Association Ratings: (1) weak (2) somewhat weak (3) somewhat strong (4) very strong

Clarity Ratings: (1) not clear; delete (2) somewhat clear; revise; (3) very clear

With respect to school uniforms

and classroom environment, students:

	DOMAIN	ASSOCIATION	CLARITY
A. are absent from school more often.	1 2 3 4	1 2 3 4	1 2 3
B. skip class less often.	1 2 3 4	1 2 3 4	1 2 3
C. are more actively involved in the lesson.	1 2 3 4	1 2 3 4	1 2 3
D. are more serious about learning.	1 2 3 4	1 2 3 4	1 2 3
E. complete their classwork.	1 2 3 4	1 2 3 4	1 2 3
F. are more successful.	1 2 3 4	1 2 3 4	1 2 3
G. are more courteous to their peers.	1 2 3 4	1 2 3 4	1 2 3
H. are more willing to follow directions.	1 2 3 4	1 2 3 4	1 2 3
I. relate well to the teacher.	1 2 3 4	1 2 3 4	1 2 3
J. take pride in the way they look.	1 2 3 4	1 2 3 4	1 2 3
K. compete less for designer clothes.	1 2 3 4	1 2 3 4	1 2 3

Content Validation Instrument for School Uniform Use and Impact Questionnaire

Please circle the numeral of the appropriate response.

Domains: (1) Attendance (2) Behavior (3) Achievement (4) Self-image

Association Ratings: (1) weak (2) somewhat weak (3) somewhat strong (5) very strong

Clarity Ratings: (1) not clear; delete (2) somewhat clear; revise; (3) very clear

With respect to school uniforms and
classroom environment, students:

	DOMAIN	ASSOCIATION	CLARITY
L. report to school everyday.	1 2 3 4	1 2 3 4	1 2 3
M. come to class on time.	1 2 3 4	1 2 3 4	1 2 3
M. skip class more often.	1 2 3 4	1 2 3 4	1 2 3
N. come to class well groomed.	1 2 3 4	1 2 3 4	1 2 3
O. are more serious about learning.	1 2 3 4	1 2 3 4	1 2 3
P. make higher grades.	1 2 3 4	1 2 3 4	1 2 3
Q. complete homework assignments regularly.	1 2 3 4	1 2 3 4	1 2 3
R. have sufficient choices of clothing styles.	1 2 3 4	1 2 3 4	1 2 3
S. are receptive to teacher's directions.	1 2 3 4	1 2 3 4	1 2 3
T. talk back less often.	1 2 3 4	1 2 3 4	1 2 3
U. are truant from school more frequently.	1 2 3 4	1 2 3 4	1 2 3

Content Validation Instrument for School Uniform Use and Impact Questionnaire

Please circle the numeral of the appropriate response.

Domains: (1) Attendance (2) Behavior (3) Achievement (4) Self-image

Association Ratings: (1) weak (2) somewhat weak (3) somewhat strong (5) very strong

Clarity Ratings: (1) not clear; delete (2) somewhat clear; revise; (3) very clear

With respect to school uniforms and classroom environment, students:

	DOMAIN	ASSOCIATION	CLARITY
	1 2 3 4	1 2 3 4	1 2 3
V. have higher self-esteem.	1 2 3 4	1 2 3 4	1 2 3
W. are more respectful.	1 2 3 4	1 2 3 4	1 2 3
X. are willing to resolve conflicts without fighting.	1 2 3 4	1 2 3 4	1 2 3
Y. achieve higher grades on classroom assessments.	1 2 3 4	1 2 3 4	1 2 3
Z. feel good about their appearance.	1 2 3 4	1 2 3 4	1 2 3
BB. are more courteous to their teacher.	1 2 3 4	1 2 3 4	1 2 3
CC. relate better to their peers.	1 2 3 4	1 2 3 4	1 2 3
DD. are less receptive to teacher's direction.	1 2 3 4	1 2 3 4	1 2 3
EE. are denied First Amendment rights	1 2 3 4	1 2 3 4	1 2 3
FF. are more serious about learning	1 2 3 4	1 2 3 4	1 2 3
GG. compete less for designer clothes	1 2 3 4	1 2 3 4	1 2 3

Content Validation Instrument for School Uniform Use and Impact Questionnaire

Demographic data

Please check the appropriate demographic response in the spaces provided below:

Gender

Male _____

Female _____

Grade Level

6 _____

7 _____

Race/Ethnicity

Black _____

White _____

Other _____

8 _____

Years of Teaching Experience (List the total number of years).

APPENDIX C: CONTENT VALIDATION RESULTS

SPSS RESULTS---Content Validation Instrument for School Uniform Use and Impact Questionnaire

Domains: (1) Attendance (2) Behavior (3) Achievement (4) Self-image

With respect to school uniforms and classroom environment, students:	Domain Percentages				M	SD	Original Domain	Validated Domain	Survey Item
	1	2	3	4					
A. are absent from school more often.	92.9	7.1			1.07	.26	1	1	1
B. skip class less often.	50.0	35.7	14.3		1.64	.77	1	1,2,3	1*
C. are more actively involved in the lesson.	28.6	71.4			2.71	.46	3	3	19
D. are more serious about learning.		21.4	71.4	7.1	2.85	.53	3	2	16
E. complete their classwork.		14.3	85.7	7.1	2.85	.36	3	3	4*
F. are more successful.		7.1	57.1	28.6	5.35	7.97	3	2,3,4	0
G. are more courteous to their peers.	7.1	85.7		7.1	2.07	.61	2	2	7
H. are more willing to follow directions.		78.6	14.3	7.1	2.28	.61	2	2	8
I. relate well to the teacher.		83.3		16.7	2.33	.77	2	2	9
J. take pride in the way they look.				100.0	1.07	.26	4	4	21

Appendix C

SPSS RESULTS---Content Validation Instrument for School Uniform Use and Impact Questionnaire

Domains: (1) Attendance (2) Behavior (3) Achievement (4) Self-image

With respect to school uniforms and classroom environment, students:		Domain Percentages				M	SD	Original Domain	Validated Domain	Survey Item
		1	2	3	4					
K.	compete less for designer clothes.		14.3	14.3	71.4	4.00	.00	4	4	22
L.	report to school everyday.	85.7	7.1	7.1		3.57	.57	1	1	3
M.	come to class on time	71.4	28.6			1.28	.46	1	1	4
N.	skip class more often.	69.2	30.8			1.30	.48	1	1,2	0
O.	come to class well groomed.				100	4.00	.00	4	4	23
P.	are more serious about learning.		21.4	78.6		2.78	.42	3	3	16
Q.	make higher grades.		7.1	92.9		2.92	.26	3	3	17
R.	complete homework assignments regularly.	28.6	64.3	7.1		2.78	.57	3	2,3,4	18*
S.	have sufficient choices of clothing styles.	16.7		83.3		3.66	.77	4	4	24
T.	are receptive to teacher's directions.	92.9	7.1			2.07	.26	2	2	10
U.	talk back less often.	100				2.00	.00	2	2	11

Appendix C

SPSS RESULTS---Content Validation Instrument for School Uniform Use and Impact Questionnaire

Domains: (1) Attendance (2) Behavior (3) Achievement (4) Self-image

	With respect to school uniforms and classroom environment, students:	Domain Percentages				M	SD	Original Domain	Validated Domain	Survey Item
		1	2	3	4					
V.	are absent from school more frequently.	78.6	21.4			1.21	.42	1	1	5*
W.	have higher self-esteem.				100	4.00	.00	4	4	25
X.	are more respectful.	7.1	92.9			1.92	.26	2	2	12
Y.	are willing to resolve conflicts without fighting.		100.0			2.00	.00	2	2	13
Z.	achieve higher grades on classroom assessments.		7.1	85.7	7.1	3.0	.39	3	3	18
AA.	feel good about their appearance.				100	4.0	.00	4	4	26
BB.	are more courteous to their teacher.		92.9		7.1	2.14	.53	2	2	6
CC.	relate better to their peers.		64.3	7.1	21.4	2.53	.87	2	2,3,4	0

Appendix C

SPSS RESULTS---Content Validation Instrument for School Uniform Use and Impact Questionnaire

Domains: (1) Attendance (2) Behavior (3) Achievement (4) Self-image

With respect to school uniforms and classroom environment, students:	Domain Percentages				M	SD	Original Domain	Validated Domain	Survey Item
	1	2	3	4					
DD. are less receptive to teacher's direction.		92.9		7.1	2.14	.53	2	2	14
EE. are denied First Amendment rights.	7.1	71.4		14.3	2.23	.83	4	1,2,4	28
FF. are more serious about learning.		35.7	50.0	7.1	2.69	.63	3	2,3,4	0**

*Item stem was added with revisions as recommended by validation group.

**Item stem was dropped due to duplication of Item D

APPENDIX D: SURVEY LETTER FOR SCHOOL FACULTIES

Appendix D
Survey No. _____

School Uniforms 131

**Virginia
Tech**

Hampton Roads Academic Center

**Virginia Polytechnic Institute
and State University**

418 Pembroke Four
Virginia Beach, Virginia 23462

January 25, 1999

Dear Educator:

Dress codes for students are important issues in today's public education system. I am conducting a survey to investigate the effectiveness of mandatory uniform dress code policies in middle schools. This study is important because it will provide information on the impact of school uniforms on school/classroom environment as measured by teachers' perceptions of student attendance, behavior, academic achievement, and self-image.

In order to proceed with this study, please complete the survey and return it in the enclosed envelope.

A summary of the results will be sent to you upon request after the completion of this project.

Thank you in advance for your valuable time.

Sincerely,

Ella P. Ward, Researcher

Dr. Christina Dawson, Advisor
Dr. Robert Richards, Advisor
Department of Educational Leadership and Policy Studies
Virginia Polytechnic Institute and State University

Survey on Mandatory School Uniform Use and Impact

Please try to think back to the year before school uniforms were implemented in your school and respond to the statements below with respect to your perceptions of student attendance, behavior, academic achievement, and self-image after uniforms were required.

Section 1: Attendance

With respect to your perception of school uniforms on student attendance:

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. students in school uniforms are absent from school more often.	1	2	3	4
2. students in uniforms skip class less frequently.	1	2	3	4
3. students in uniforms report to school every day.	1	2	3	4
4. students in uniforms come to class on time.	1	2	3	4
5. students in uniforms are absent from class more frequently.	1	2	3	4

Section 2: Behavior

With respect to your perception of school uniforms on student behavior:

6. students in uniforms are more courteous toward their teachers.	1	2	3	4
7. students in uniforms are more courteous toward their peers.	1	2	3	4

Survey on Mandatory School Uniform Use and Impact

Please try to think back to the year before school uniforms were implemented in your school and respond to the statements below with respect to your perceptions of student attendance, behavior, academic achievement, and self image after uniforms were required.

With respect to your perception of school uniforms on student behavior:

	Strongly Disagree	Disagree	Agree	Strongly Agree
8. students in uniforms are more willing to follow directions.	1	2	3	4
9. students in uniforms relate well to their teacher.	1	2	3	4
10. students in uniforms are more receptive to teachers' directions.	1	2	3	4
11. students in uniforms talk back less often	1	2	3	4
12. students in uniforms are more respectful.	1	2	3	4
13. are willing to resolve conflicts without fighting.	1	2	3	4
14. are less receptive to teachers' direction.	1	2	3	4

Survey on Mandatory School Uniform Use and Impact

Please try to think back to the year before school uniforms were implemented in your school and respond to the statements below with respect to your perceptions of student attendance, behavior, academic achievement, and self image after uniforms were required.

Section 3: Academic Achievement

With respect to your perception of school uniforms on students’ academic achievement:

	Strongly Disagree	Disagree	Agree	Strongly Agree
15. students in uniforms are less serious about learning	1	2	3	4
16. are more serious about learning	1	2	3	4
17. students in uniforms make higher grades.	1	2	3	4
18. achieve higher grades on classroom assessments.	1	2	3	4
19. students are more actively involved in the lesson.	1	2	3	4
20. students in uniforms complete class assignments more often.	1	2	3	4

Section 4: Self-image

With respect to your perception of school uniforms on students’ self-image:

21. students in uniform take pride in the way they look.	1	2	3	4
22. students in uniforms compete less for designer clothes.	1	2	3	4

Survey on Mandatory School Uniform Use and Impact

Please try to think back to the year before school uniforms were implemented in your school and respond to the statements below with respect to your perceptions of student attendance, behavior, academic achievement, and self image after uniforms were required.

Section 4: Self-image

With respect to your perception of school uniforms on self-image:

	Strongly Disagree	Disagree	Agree	Strongly Agree
23. students in uniforms come to class well groomed.	1	2	3	4
24. students in uniforms have sufficient choices of clothes.	1	2	3	4
25. students in uniforms have higher self-esteem.	1	2	3	4
26. students feel good about their appearance.	1	2	3	4
27. students compete less for designer clothes.	1	2	3	4
28. students in uniforms feel they are denied their rights to freedom of expression.	1	2	3	4

Survey on Mandatory school Uniform Use and Impact

Demographic data

Please check the appropriate demographic response in the spaces provided below:

Gender

Male_____

Female_____

Ethnicity

Black_____

White_____

Other_____

Grade level

6_____

7_____

8_____

Years of teaching experience (List total number of years.)

APPENDIX E: SURVEY USE APPROVAL LETTER FROM ELOISE HUGHES

**HOUSTON
BAPTIST
UNIVERSITY**

College of Education and
Behavioral Sciences
Fax 281-649-3361

August 25, 1998

To whom it may concern:

Ella P. Ward has my permission to use the *School Uniform Faculty Opinion Survey* (both Fall and Spring forms), the *School Uniform Parent Opinion Survey* and the *School Uniform Student Opinion Survey* from my school uniform study (*Effects of Mandated School Uniforms on Student Attendance, Discipline Referrals, and Classroom Environment*, December, 1996) in her research project through Virginia Tech University. I have asked that she report her findings to me at the conclusion of her study.

Sincerely,



Eloise Hughes, Ed. D.

APPENDIX F: SCHOOL DIVISION'S PERMISSION TO CONDUCT STUDY

Portsmouth Public Schools

Office of Planning, Evaluation & Accountability

801 Crawford Street • Portsmouth, Virginia 23704

(757) 393-8840 • FAX (757) 393-5094



September 3, 1998

Ms. Ella Ward
Cradock Middle School
Portsmouth, VA.

Dear Ms. Ward,

I am pleased to inform you that Dr. Richard Trumble, Superintendent of Schools, has given approval of your study concerning students currently and/or previously enrolled at Hunt-Mapp and Cradock Middle Schools to determine what effect, if any, that the uniform policy implementation has on students' attendance, discipline, self-esteem, and classroom environment.

At this time, please contact the Cradock Middle School principal and the Hunt-Mapp principal to discuss your study and obtain permission. You can then make the necessary arrangements with the schools.

Upon completion of your study, we ask that a copy of your survey be shared with this office. Best wishes for continued success in your doctoral work.

Sincerely,

A handwritten signature in black ink, appearing to read "Derrick Nottingham".

Mr. Derrick Nottingham

DHY/dbh

XC: Cradock Middle
Hunt-Mapp Middle

APPENDIX G: APPLICATION FOR INTERNAL REVIEW BOARD

Application for Approval of Research Involving Human Subjects

Student: Ella P. Ward SSN
Advisors: Dr. Christina Dawson and Dr. Robert Richards
Department: Educational Leadership and Policy Studies
Date: October 9, 1998
Study Title: Mandatory Uniform Dress Code Implementation and the Impact on Attendance, Achievement, and Perceptions of Classroom Environment

RESEARCH PROTOCOL

Purpose and Justification: The purpose of this study is to determine the impact of a mandatory uniform dress code policy on student attendance, student achievement, and teachers' perceptions of classroom environment.

If it is determined that mandatory school uniforms have a positive impact on student attendance, academic achievement of the students, and the overall classroom/school environment in the schools the researcher plans to study, other middle schools may implement mandatory uniform dress code policies in their schools in the hope of having positive results.

Although the overall number of violent acts committed by students has declined in many school districts, the general disciplinary problems that interrupt the teaching and learning environment on a daily basis have still reached alarming rates in schools across the nation. Attendance rates and academic achievement have waned while discipline problems have soared in public schools across the country for more than two decades. Public schools are faced with record numbers of students who are either truant on a regular basis or the source of major disciplinary problems when they are in school. The problem is so widespread that it extends from the urban school to both suburban and rural schools. In a national survey conducted by the National Association of Elementary School Principals (1998), the results revealed that 47% of the principals in the United States cited truancy, assaults, and acts of violence as problems in their schools. As a result, school leaders from California to Virginia are seeking innovative ways to remedy the problem. The lack of other successful means for correcting the problems has prompted school administrators, parents, and communities to try school uniforms as a possible solution. Previous research studies have cited the need for more empirical data on the impact of mandatory uniform dress code policies.

Procedures: The participants in this study will be students and teachers in two middle schools in the Portsmouth Public School Division, Portsmouth, Virginia. A stratified sample (120) of the 364 students who were enrolled in School A one year prior to uniform implementation and the total sample (minus one sixth grader) of 130 students who were enrolled in School B will be used for the study. School district records will be used to gather data on the attendance and the grade point averages of the students for three consecutive years. Approximately 250 students will be

selected from the 490 students in the total population of students in both schools who were present prior to uniform implementation will be used for the sample population. Teachers who worked in the schools at least one year prior to uniform implementation will be surveyed to determine their perceptions of changes in classroom environment as measured by student attendance, student achievement, and students' self-image. Convenience sampling will be conducted using those teachers who are present in both schools on the day the survey is to be administered.

Risks/Benefits: There will be no risks to the students whose records will be examined. Neither will there be any risks to the teachers who complete the surveys. Results of the surveys and the analyses of school data records with respect to student attendance, achievement, and perceptions of the impact on classroom environment will add to the body of knowledge concerning the effects of mandatory school uniforms. This additional knowledge will assist teachers, administrators, school boards, and parents as they continue to implement policies to help create more positive classroom environments in public schools.

Extent of Confidentiality: The individuals completing the surveys will not be identified by name on the document in the study, and the students will not be identified by name. Each survey will be assigned a control number so the respondents can be traced back to the appropriate school. Those persons who wish to receive a copy of the summary of the results may indicate this on the survey.

BIOGRAPHICAL INFORMATION

The researcher, Ella P. Ward, holds a Bachelor's Degree in English from Norfolk State University (1969), a Master of Arts Degree in Mass Communication from Norfolk State University (1978), a Master of Science Degree from Old Dominion University (1992), and the Certificate of Advanced Graduate Studies from The Virginia Polytechnic Institute and State University (1998). The researcher is enrolled in the doctoral program in Educational Leadership and Policy Studies at The Virginia Polytechnic Institute and State University. She currently serves as assistant principal at Cradock Middle School in Portsmouth, Virginia. The researcher works with discipline and instruction, including the scheduling of all courses for the school. She serves on many committees in the school, the community, and in her church.

Resumes for Dr.Christina Dawson and Dr. Robert R. Richards (Co-advisors) are attached.

Christina M. Dawson, Ed. D.

Dr. Christina M. Dawson is in her third year at Virginia Tech as a visiting faculty member. She served nine years as Director of Community School in Roanoke, Virginia and before that was head of the former Mountain Community School in Giles County. President of the Learning Circle, an independent umbrella corporation for various educational programs, Tina has been a leading figure in alternative education in Southwest Virginia for 18 years. She holds Bachelor's and Master's degrees in Child Development and a doctorate in Educational Administration. She has been involved in numerous educational collaborations between the public and private sector. Currently serving as president of the Virginia Professors of Education Leadership and treasurer of the National Coalition of Alternative Community Schools, Tina's interests include lifelong learning, community, collaboration, nongradedness, curriculum integration, and alternative community schools.

Robert R. Richards, Ed. D

Dr. Robert R. Richards is in his 20th year as a Virginia Tech faculty member with a background in educational administration. He has been a school administrator and an association executive for 22 years prior to his academic career. His special interests are all aspects of personnel management and policy studies. He has chaired, co-chaired and served on numerous dissertation committees.

MEMORANDUM

TO: Ella P. Ward
ELPS

FROM: H. T. Hurd 
Director

DATE: January 6, 1999

SUBJECT: IRB EXEMPTION APPROVAL - "Mandatory Uniform Dress Code Implementation and the Impact on Attendance, Achievement, and Perceptions of Classroom Environment" -IRB #98-333

I have reviewed your request to the IRB for exemption for the above referenced project. I concur that the research falls within the exempt status.

Best wishes.

HTH/baj