Profile Sheet
Sample Component
PBL Lesson Plan for Diverse Learners

Title: School Uniforms in Public Schools: Do We Want Them and What are Our Rights as Students?

Primary Subject Area: Social Studies
Outside Subject Area: Language Arts

Description of student roles and problem situation:
At the written request of Principal Sharkbite, the students in Mrs. McFarland’s 4th grade class will form an Advisory Board to gather the data, weigh the alternatives and present their recommendation for whether or not the Uniform Policy should be instilled at Port St. Joe Elementary. They will base their recommendations on a variety of research methods and the varying perspectives from students, parents and faculty. They will analyze the Pros versus the Cons of the Uniform Policy and will conduct a debate with school-wide attendance. The results of the survey of perspectives, the analysis of costs and benefits (Pros versus Cons), research, and the public debate will be tabulated and reported to the Principal in the form of a theme paper, which will be prepared and graded individually. These papers will be collected and submitted to the Principal, along with a collaborative summary coversheet. Principal Sharkbite will then present the Advisory Board’s recommendation to the School Board for their final vote on the policy.

Teacher: Kim McFarland
Grade Level: 4th grade
Class and Level Social Studies (Civics and Government)

Adaptations for Student from Non-Western culture:
- Research their particular culture to identify any barriers they may have that may arise as a result of the PBL problem structure (i.e. communicating ideals in a public setting, challenging authority, etc.) and accommodate their needs so that they can overcome or work within their boundaries.
- Involve parents as much as possible, soliciting their feedback and assistance as needed
- Monitor interactions with teammates and peers
- Learn about and show respect for their belief system and culture and instill this same knowledge and respect among all classmates (i.e. allow student to present an overview of his or her political system, culture, beliefs, etc.)

Adaptations for ESOL Student:
- Allow students additional time for research and provide organizational assistance
- Provide translation dictionary and computer software to assist in translations of research material
- Periodically review the students’ progress and redirect as needed
Identify mentor who speaks their same language who can assist with translations, both during the research stage as well as presentations during the debate
• Repeated use of collaborative learning through research teams, debates, and group projects

Title, Learner Characteristics, and Sunshine State Standards Sample Component
PBL Lesson Plan for Diverse Learners

Teacher: Kim McFarland
Title: School Uniforms in Public Schools: Do We Want Them and What are Our Rights as Students?
Primary Subject Area: Social Studies
Outside Subject Area: Language Arts
Class and Level: Social Studies (Civics and Government)
Grade Level: 4th grade

Primary Sunshine State Standards from Social Studies:
SS.C.2.2.5: The student knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.

LO #1: In a classroom discussion of civil rights, each student correctly identifies two examples of freedoms or rights that are protected by the Bill of Rights and the Declaration of Independence and describes how each particular right affects their daily life.

SS.D.1.2.1.4: The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices. The student knows examples from Florida history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.

LO #2: Assuming that school uniforms become a requirement, students create a Costs Versus Benefits chart and analyze potential impact of the new regulation to correctly identify at least ten potential benefits and costs to students and their families.

Outside Subject Area Sunshine State Standards from Language Arts:
Benchmark LA.A.2.2.5.4: The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task. Student reads and organizes information (for example, in outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for
example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).

LO #3: Utilizing at least five sources of research, each student debate team analyzes the data to formulate a well-thought out argument either in support of or against school uniforms and effectively debates their stance, scoring at least 50 points according to the Debate Rubric.

**Description of Student Roles and Problem Situation:**
The Principal needs help in deciding whether or not he is in support of School Uniforms in her Elementary School. She wants to hear the students’ perspective of the issue and doesn’t have the time to research the positive and negative impact uniforms have had in other school districts. She sends a memo to Ms. McFarland’s Fourth Grade class assigning them an Advisory Board. As such, they will be responsible for gathering the data and debating the positive and negative outcomes of school uniforms in their own school. The Fourth Grade students will be responsible for gathering the research required to effectively argue the positive and negative impact of school uniforms in the form of a debate that is attended by the Principal and the entire faculty and student body. Following this, the Advisory Board will compile the data and results of the debate into a theme paper, which will be presented to the School Board and Superintendent to give their voice to the School Uniform decision.

**Meet the Problem Documents:**
The Meet the Problem documents used are a memo sent from the Principal and three examples of schools that adopted the School Uniform Policy. They are attached.

**Model School Uniform Policies:**
States and local school districts must decide how they will ensure a safe and disciplined learning environment. Below are some examples of school districts that have adopted school uniforms as part of their strategy.

(Source: http://www.ed.gov/updates/uniforms.html)

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**Long Beach, California**

- **Type:** Uniforms are mandatory in all elementary and middle schools. Each school in the district determines the uniform its students will wear.
- **Opt-out:** Yes, with parental consent
- **Size of program:** 58,500 elementary and middle school students
Implementation date: 1994

Support for disadvantaged students: Each school must develop an assistance plan for families that cannot afford to buy uniforms. In most cases, graduating students either donate or sell used uniforms to needy families.

Results: District officials found that in the year following implementation of the school uniform policy, overall school crime decreased 36 percent, fights decreased 51 percent, sex offenses decreased 74 percent, weapons offenses decreased 50 percent, assault and battery offenses decreased 34 percent, and vandalism decreased 18 percent. Fewer than one percent of the students have elected to opt out of the uniform policy.

Dick Van Der Laan of the Long Beach Unified School District explained, "We can't attribute the improvement exclusively to school uniforms, but we think it's more than coincidental." According to Long Beach police chief William Ellis, "Schools have fewer reasons to call the police. There's less conflict among students. Students concentrate more on education, not on who's wearing $100 shoes or gang attire."

Seattle, Washington

Type: Mandatory uniform policy at South Shore Middle School
Opt-out: Yes, with parental consent. Students who opt out must attend another middle school in the district.
Size of program: 900 middle school students
Implementation date: 1995

Support for disadvantaged students: South Shore works with local businesses that contribute financial support to the uniform program. In addition, the administration at South Shore found that the average cost of clothing a child in a school with a prescribed wardrobe is less than in schools without such a program, sometimes 80 percent less. School officials believe that durability, reusability and year-to-year consistency also increase the economy of the school's plan.

Results: The principal of South Shore, Dr. John German, reports that "this year the demeanor in the school has improved 98 percent, truancy and tardies are down, and we have not had one reported incident of theft." Dr. German explains that he began the uniform program because his students were "draggin', saggin' and laggin'. I needed to keep them on an academic focus. My kids were really into what others were wearing." Only five students have elected to attend another public school.
Richmond, Virginia

Type: Voluntary uniform policy at Maymont Elementary School for the Arts and Humanities

Opt-out: Uniforms are voluntary.

Size of program: 262 elementary school students

Implementation date: 1994

Support for disadvantaged students: Responding to parent concerns about the cost of uniforms, the school sought community financial support for the uniform program. Largely as a result of financial donations from businesses and other community leaders, the percentage of students wearing uniforms rose from 30 percent in 1994-95, the first year of the program, to 85 percent during the current year.

Results: Maymont principal Sylvia Richardson identifies many benefits of the uniform program, including improved behavior, an increase in attendance rates and higher student achievement.

Problem Statement, Need to Know, and Possible Resources

PBL Lesson Plan for Diverse Learners

Teacher: Kim McFarland

Title: School Uniforms in Public Schools: Do We Want Them and What are Our Rights as Students?

Primary Sunshine State Standards from Social Studies:

SS.C.2.2.5: The student knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.

LO #1: In a classroom discussion of civil rights, each student correctly identifies two examples of freedoms or rights that are protected by the Bill of Rights and the Declaration of Independence and describes how each particular right affects their daily life.

SS.D.1.2.1.4: The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices. The student knows examples from Florida history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.

LO #2: Assuming that school uniforms become a requirement, students create a Costs Versus Benefits chart and analyze potential impact of the new regulation to correctly identify at least ten potential benefits and costs to students and their families.
**Outside Subject Area Sunshine State Standards from Language Arts:**

Benchmark L.A.A.2.2.5.4: The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task. Student reads and organizes information (for example, in outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).

LO #3: Utilizing at least five sources of research, each student debate team analyzes the data to formulate a well-thought out argument either in support of or against school uniforms and effectively debates their stance, scoring at least 50 points according to the Debate Rubric.
**Problem Statement:**

How can we, as the Advisory Board, gather the data, weigh the alternatives and present the varying perspectives of the School Uniform issue for Principal Sharkbite and the School Board in such a way that:

- Perspectives from students, parents and faculty are solicited,
- Costs and benefits of the Uniform Policy will be well-analyzed
- A debate with school-wide attendance will occur on September 25th
- The results of the survey of perspectives, the analysis of costs and benefits, and the public debate will be tabulated and reported to the Principal in the form of a thesis.
- The thesis will be given to the Principal by no later than November 1st
- The Advisory Board will be comprised of the 4th grade class and will be guided by their instructor, Mrs. McFarland
Know / Need to Know Board:

Know:

- School uniforms are being considered for the Port St. Joe Elementary School.
- The School Board is responsible for making the decision for uniforms.
- There are varying perspectives regarding school uniforms.
- There are both costs and benefits to a school uniform policy.
- States and their local school districts must provide a safe and disciplined learning environment.
- Many school districts have adopted school uniforms as part of their strategy to provide a safe and disciplined learning environment.
- Two schools in Seattle, Washington and Richmond, Virginia reported decreases in student absenteeism following the enforcement of the school uniform policy.
- Some schools offer an “opt-out” program for those opposed to wearing school uniforms.

Need to Know:

- Does the School Board have sole authority to decide whether or not to enforce a school uniform policy?
- Who else can influence the decision to enforce a school uniform policy?
- Can the decision be overridden should parents, teachers, and students object to the policy decision? If so, what is the system of checks and balances and how does it work?
- In a survey of St. Joe Elementary students, parents and teachers, what percentage of each group are in favor of a school uniform policy?
- According to the survey results, what are the main reasons for or against (pros versus cons) the school uniform policy among each group polled?
- Will the cost of a school uniform be prohibitive to families of low income, and with this place undue hardship on them?
- Will there be a system in place to assist with the cost of uniforms for families in need of assistance?
- What is the uniform style being considered?
- Would students have input into the uniform style selected?
- What is the average cost of the uniform?
- How does a school uniform policy promote a safe, disciplined learning environment?
- Are there any schools that do not show marked improvement in promoting a safe, disciplined learning environment following the enforcement of a school uniform policy?
- Are there any schools that reported a negative impact as a result of the school uniform policy, and if so, what happened?
- Will other means of promoting a safe disciplined school be provided for, such as the DARE program, security guards, metal detectors, etc., if the policy is instilled, or will these areas receive a cut in funding?
- Who will enforce the school uniform policy?
Suggested Resources:

Manuals/Digests:


Books:

School Choice and the Question of Accountability: The Milwaukee Experience, by Emily Van Dunk and Anneliese M. Dickman (January 1, 2004)

Web Sites:
Lists of court cases and appeals regarding school uniform policies: http://www.geocities.com/school_uniforms/

Polk County, Florida School Uniform Debate site: http://www.gate.net/~rwms/Uniform.html


Human Resources:

Dr. Bill Taylor, Administrator of Faith Christian School:
- Neighboring private K-12 school where School Uniform Policy has been in effect for over 30 years. (850) 227-1234
- Interview students, teachers and their parents about their experiences with the school uniform policy.

Port St. Joe Elementary Survey Results: Do we want a school uniform policy? Why or Why Not?
- Spring 2006 Poll of students, teachers and parents - Results available at https://www.gulfcoschools.com/

Magazine/Newspaper Articles:

Videos:
Teacher: Kim McFarland
Title: School Uniforms in Public Schools: Do We Want Them and What are Our Rights as Students?

Primary Sunshine State Standards from Social Studies:
SS.C.2.2.5: The student knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.
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   LO #2: Assuming that school uniforms become a requirement, students create a Costs Versus Benefits chart and analyze potential impact of the new regulation to correctly identify at least ten potential benefits and costs to students and their families.

Outside Subject Area Sunshine State Standards from Language Arts:
Benchmark LA.A.2.2.5.4: The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task. Student reads and organizes information (for example, in outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).
   LO #3: Utilizing at least five sources of research, each student debate team analyzes the data to formulate a well-thought out argument either in support of or against school uniforms and effectively debates their stance, scoring at least 50 points according to the Debate Rubric.

Capstone Performance Description
See Attached
Capstone Performance Description:

The PBL Problem: How can we, as the Advisory Board, gather the data, weigh the alternatives and present the varying perspectives of the School Uniform issue for Principal Sharkbite and the School Board. The conditions include, but are not limited to:

- Perspectives from students, parents and faculty are solicited,
- Costs and benefits of the Uniform Policy will be well-analyzed
- A debate with school-wide attendance will occur on September 25th
- The results of the survey of perspectives, the analysis of costs and benefits, and the public debate will be tabulated and reported to the Principal in the form of a thesis.
- The thesis will be given to the Principal by no later than November 1st
- The Advisory Board will be comprised of the 4th grade class and will be guided by their instructor, Mrs. McFarland

How Students will Share the Solution to the Problem:

As American citizens, we in the “real world” are often presented with opportunities to influence lawmakers’ decisions that can impact our daily lives. Mrs. McFarland’s Fourth Grade students have learned that they have certain unalienable rights as American citizens and that there are preferred avenues for letting their “voice be heard” politically, whether for issues relating to their school, their city, county, state or country. One such emotionally charged issue has been raised through their participation as members of the Advisory Board to consider the pro’s and con’s of a new school uniform policy, an outcome that would have considerable, direct impact on them and their fellow students.

As Advisory Board members, they must actively solicit opinions from a large, diverse group of fellow students, compiling the results in the form of a formal survey. Additionally, they must form research groups to find and review a variety of sources that present opinions on and actual results from school uniform policies.

After conducting the survey, the students will participate in a classroom discussion of civil rights, and how some of the students and adults polled felt that the Uniform Policy may be in violation of their rights. Students will discuss how the policy may impact the freedom of choice, voice and expression and how the Uniform Policy may or may not be in violation of the Bill of Rights. Additionally, from a more personal perspective from the students and those who were polled in the survey, students will construct, with the assistance of Mrs. McFarland, a Pro versus Con chart. During the discussion, students will identify at least 10 pro’s and 10 con’s as to the effects of the Uniform Policy.

Following the classroom discussions, the students will form two groups for a formal debate—one will oppose the uniform policy, the other will be in support of the policy. The students will be given ample time to research their position, to discuss their findings with their Pro or Con group, and to solicit opinions from “human resources” outside of their fellow teacher and classmates. From the data they have collected, they will create an organizer to list key items in support of their position as well as points their opponents may raise to negate their arguments. Within their group, this organizer will help them strategize their major points, directing their research to more specific supporting material. They must work together throughout this stage of the research and
preparation so that they become a cohesive group, arguing their position “from the same page” with input and perspectives considered from all team members.

Throughout the information gathering and reporting stage, the groups will work autonomously from their teacher, with each team functioning as one research and collaboration entity. This stage should last for no more than three classroom sessions and will be closely monitored by Mrs. McFarland. They will also conduct independent research as a form of homework, utilizing the internet, public library, live interviews, etc. On the fourth and fifth days following this stage, Mrs. McFarland will teach the class the fundamentals of a good, effective debate, discussing the art of generating good strategies, anticipating the opponents arguments, adhering to time limits, and following the Rules of Debating, which she will give as a handout. She will also give them a copy of the Speaker Notes Rubric, for which each student will be graded individually. They will also watch a video of a debate that took place the previous year.

Students will have one classroom day to prepare for the debate in the school auditorium. During this “dry run”, students will sit in the exact seating arrangement that will take place during the actual debate. On the day of the actual debate, a video tape recorder will record the debating process, which may be of use to the School Board, as well as for future classes. On stage, there will be the speakers’ podium placed in between two 8’ long tables set up horizontally across the stage. At each table, there will be eight chairs placed horizontally along the length of each table so that the students are facing the audience. Mrs. McFarland will recruit a fellow teacher to assist with the timing of the debate. This teacher will sit in the middle of the first row of the audience, and will use both a stopwatch and timer cards to keep each speaker within his or her allotted speaking time. Mrs. McFarland will be sitting next to this volunteer teacher and will be scoring each speaker from the Speaker Notes Rubric.

During the debate, each team must present two methods for either enforcing the school uniform policy, or, in the case of the team that is in support of no uniforms, two alternative methods for promoting positive student behaviors in the school—the ultimate goal of the school district. Each side must present four points to justify one method over the other, giving examples of how the success and adherence to each method would be monitored for success. The teams’ research and survey findings will be utilized throughout the debate, and students will be scored on accuracy, relevance, organization of ideas, and presentation of data and lines of reasoning according to the Speaker Notes rubric.

Following the debate, the teacher will solicit feedback from the audience, which should help gauge the success of each debating team’s delivery. In the next classroom session, Mrs. McFarland will “debrief” the students and they will discuss their feelings about the debating process, how their research supported or changed their views about the PBL problem, and how they might use this experience in the “real world” as issues they feel strongly about arise. Finally, students will begin consolidating their research findings, their opinions about the policy, and the results of the debate in a three page theme paper, which will be prepared and graded individually. These papers will be collected and submitted to the Principal, along with a collaborative summary coversheet, which will prepared in the classroom, with Mrs. McFarland’s editing assistance. At the end of this unit, students will receive two grades based on individual performance (adherence to Speaker Notes Rubric and theme paper rubric) and one grade based on the
group’s performance, considering such factors as the group’s overall preparation through research, their collaborative effort, and their actual debate performance.

**Capstone Performance and Rubric**

**PBL Lesson Plan for Diverse Learners**

**Teacher:** Kim McFarland

**Title:** School Uniforms in Public Schools: Do We Want Them and What are Our Rights as Students?

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- **LO #2:** Assuming that school uniforms become a requirement, students create a Pro versus Con chart and analyze potential impact of the new regulation to correctly identify at least five potential benefits (pros) and costs (cons) to students and their families.

**Outside Subject Area Sunshine State Standards from Language Arts:**

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- **LO #3:** Based upon the results of a survey, three published sources of research, and the results of a formal debate, each student will write a report recommending their position on the Uniform Policy, earning at least a B grade according to the Rubric dimensions.

**Capstone Performance Description**

See Attached
Capstone Performance Description:

The PBL Problem Statement:
How can we, as the Advisory Board, gather the data, weigh the alternatives and present an opinion on whether or not the Uniform Policy should be instilled at Port St. Joe Elementary, based on the varying perspectives of the School Uniform issue for Principal Sharkbite and the School Board. The conditions include, but are not limited to:

- Perspectives from students, parents and faculty are solicited,
- Costs and benefits (Pros versus Cons) of the Uniform Policy will be well-analyzed
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Following the classroom discussions, the students will form two groups for a formal debate—one will oppose the uniform policy, the other will be in support of the policy. The students will be given ample time to research their position, to discuss their
findings with their Pro or Con group, and to solicit opinions from “human resources” outside of their fellow teacher and classmates. From the data they have collected, they will create an organizer to list key items in support of their position as well as points their opponents may raise to negate their arguments. Within their group, this organizer will help them strategize their major points, directing their research to more specific supporting material. They must work together throughout this stage of the research and preparation so that they become a cohesive group, arguing their position “from the same page” with input and perspectives considered from all team members.

Throughout the information gathering and reporting stage, the groups will work autonomously from their teacher, with each team functioning as one research and collaboration entity. This stage should last for no more than three classroom sessions and will be closely monitored by Mrs. McFarland. They will also conduct independent research as a form of homework, utilizing the internet, public library, live interviews, etc. On the fourth and fifth days following this stage, Mrs. McFarland will teach the class the fundamentals of a good, effective debate, discussing the art of generating good strategies, anticipating the opponents’ arguments, adhering to time limits, and following the Rules of Debating, which she will give as a handout. She will also give them a copy of the Speaker Notes Rubric, for which each student will be graded individually. They will also watch a video of a debate that took place the previous year.

Students will have one classroom day to prepare for the debate in the school auditorium. During this “dry run”, students will sit in the exact seating arrangement that will take place during the actual debate. On the day of the actual debate, a video tape recorder will record the debating process, which may be of use to the School Board, as well as for future classes. On stage, there will be the speakers’ podium placed in between two 8’ long tables set up horizontally across the stage. At each table, there will be eight chairs placed horizontally along the length of each table so that the students are facing the audience. Mrs. McFarland will recruit a fellow teacher to assist with the timing of the debate. This teacher will sit in the middle of the first row of the audience, and will use both a stopwatch and timer cards to keep each speaker within his or her allotted speaking time. Mrs. McFarland will be sitting next to this volunteer teacher and will be scoring each speaker from the Speaker Notes Rubric.

During the debate, each team must present two methods for either enforcing the school uniform policy, or, in the case of the team that is in support of no uniforms, two alternative methods for promoting positive student behaviors in the school—the ultimate goal of the school district. Each side must present four points to justify one method over the other, giving examples of how the success and adherence to each method would be monitored for success. The teams’ research and survey findings will be utilized throughout the debate, and students will be scored on accuracy, relevance, organization of ideas, and presentation of data and lines of reasoning according to the Speaker Notes rubric.

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findings, their opinions about the policy, and the results of the debate in a three page theme paper, which will be prepared and graded individually. These papers will be collected and submitted to the Principal, along with a collaborative summary coversheet, which will prepared in the classroom, with Mrs. McFarland’s editing assistance. At the end of this unit, students will receive an overall grade based on their adherence to the Debate and Theme Paper rubric dimensions.

**Capstone Performance Rubric:** See Attached
# Combined Performances Rubric: (Debate and Theme Paper)

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Points</th>
<th>Superior</th>
<th>Acceptable</th>
<th>Poor</th>
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<tbody>
<tr>
<td><strong>Debate Rubric:</strong> 87.5 points possible</td>
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<td><strong>Opening Statements:</strong> 10 points possible</td>
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<td></td>
<td>The position of the debate team and an introduction of the argument (each presented by an individual team member) were presented clearly and professionally. When each team member was introduced, they appeared self-confident. Team member stayed within the time limit.</td>
<td>The position of the debate team and an introduction of the argument (each presented by an individual team member) were presented, however, it was not easy to understand. When each team member was introduced, they appeared self-confident. Team member stayed within the time limit.</td>
<td>The position of the debate team and an introduction of the argument (each presented by an individual team member) were presented illogically, and manner was not professional. When each team member was introduced, they did not appear prepared. Team member did not stay within the time limit.</td>
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<td><strong>Presentation of Arguments:</strong> 15 points possible</td>
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<td>Each team is responsible for presenting 2 methods for enforcing their position (enforcing the Uniform Policy or enforcing alternative methods for promoting positive school behaviors), and for presenting 4 reasons for choosing over the other. The team is responsible for identifying at least 2 methods for monitoring the success of their method. This gives each team member the opportunity to speak. Speakers will receive full points for utilizing current, accurate research data, citing the source of the data, and correctly applying the data to their argument correctly. Additionally, the data and argument must be presented clearly, in easy to understand language. Team member stayed within the time limit.</td>
<td>Each team is responsible for presenting 2 methods for enforcing their position (enforcing the Uniform Policy or enforcing alternative methods for promoting positive school behaviors), and for presenting 4 reasons for choosing over the other. The team is responsible for identifying at least 2 methods for monitoring the success of their method. This gives each team member the opportunity to speak. Speakers will receive partial points for utilizing accurate research data and citing the source of the data. At times, assumptions are used. The data and argument must be presented clearly. At times, the line of reasoning was difficult to follow. Team member stayed within the time limit.</td>
<td>The team did not prepare two method, with 4 reasons for choosing one of the methods, or at least two ways to enforce the method. Speaker did not rely on ample factual data, did not speak at all, or simply restated a method or supporting detail that one of his teammates already presented. The data was not applicable to their argument. Broad assumptions were used throughout the argument. The line of reasoning was difficult to follow. Team member did not stay within the time limit.</td>
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<td><strong>Rebuttal:</strong> 21.5 points possible</td>
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<td>Speaker used 2 sources of accurate data to rebut the opposing side’s argument, rather than personal feelings. Speaker was able to present an argument for each issue raised by the opponent. Speaker remained respectful of his or her opponent at all times (Opposing side listened, did not laugh, sneer or whisper during presentation, did not name call, made no accusations, acted mannerly, etc.) Team member stayed within the time limit.</td>
<td>Speaker used at least one source of actual data to rebut the opposing side’s argument, rather than personal feelings. Speaker was able to present a good argument for most, but not all, of the issues raised by the opponent. Speaker remained respectful of his or her opponent at all times. (The opposing side listened, did not laugh, sneer or whisper during presentation, did not name call, made no accusations, acted mannerly, etc.) Team member stayed within the time limit.</td>
<td>Speaker did not use factual data to rebut the opposing side’s argument; rather, he or she relied on personal feelings. Speaker was unable to present good arguments for any of the issues raised by the opponent. Speaker did not act respectful to his or her opponent at all times (laughed inappropriately, interrupted, emotional outbursts, whispering, etc.) Team member did not stay within the time limit.</td>
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<td>Closing Statements: (10 points possible)</td>
<td>The argument was clearly summarized. Team member appeared confident and did not rush. Team member stayed within the time limit.</td>
<td>The argument was summarized but the line of reasoning was difficult to follow. Team member appeared confident and did not rush. Team member stayed within the time limit.</td>
<td>The argument was not summarized. Team member did not appear confident, they rushed, and acted inappropriately. Team member did not stay within the time limit.</td>
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<tr>
<td>Overall Presentation: (31 points possible)</td>
<td>Speaker used good vocalization skills and was well prepared with adequate, applicable data and research. Speaker could cite their sources of data and their notes were organized. Speaker dressed and performed professionally throughout the debate and toward the opposing team.</td>
<td>Speaker used good vocalization skills, but appeared somewhat less confident in their data and research. Speaker was sometimes lost their place, but otherwise seemed prepared with their data. Speaker dressed and performed professionally throughout the debate and toward the opposing team.</td>
<td>It was apparent that the speaker had not prepared for the debate. They did not use appropriate factual data. They appeared unorganized. They neither dressed nor performed professionally throughout the debate. They appeared rude toward the opposing team.</td>
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<td>Theme Paper Rubric: (47.5 points possible)</td>
<td><strong>Superior</strong>&lt;br&gt;A summary of the process of the Advisory Board took to evaluate the problem is presented. Specifically, the student discusses how the Uniform Policy may or may not impede individual freedoms protected by Bill of Rights, they discuss an overview of the Pro's versus Con's of the Policy, and they discuss the general process of the debate and how this was used as an evaluation tool by the Advisory Board. At least 7-8 sentences are used. No grammatical errors appear in the text.</td>
<td><strong>Acceptable</strong>&lt;br&gt;The student discusses how the Uniform Policy may or may not impede individual freedoms protected by Bill of Rights, they discuss an overview of the Pro's versus Con's of the Policy, and they discuss the general process of the debate and how this was used as an evaluation tool by the Advisory Board. The introductory paragraph is too brief, one of the required components is omitted, and one or more grammatical errors appear in the text.</td>
<td><strong>Poor</strong>&lt;br&gt;The introduction of the problem is not clearly identified. The reader is left with little understanding of what the theme paper will be discussing. More than 2 grammatical errors in text.</td>
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<td><strong>Introductory Paragraph (5 points)</strong></td>
<td><strong>Superior</strong>&lt;br&gt;Definition of at least two main arguments (Pro versus Con: 2-4 for each) are clearly summarized, noting at least one key data point presented in support of each argument. Give at least one example of how the Uniform Policy may be considered by some people to violate the Bill of Rights. Explain why you feel that the policy does or does not violate this right. At least four paragraphs with no fewer than 5 sentences are expected, with no more than two grammatical errors.</td>
<td><strong>Acceptable</strong>&lt;br&gt;Definition of at least two main arguments (Pro versus Con: 2-4 for each) are clearly summarized, but key data is not applicable in all arguments. At least one example of how the Uniform Policy may be considered by some people to violate the Bill of Rights is given. Student does not explain why they feel that the policy does or does not violate this right. At least three paragraphs with no fewer than 5 sentences are presented, with no more than four grammatical errors.</td>
<td><strong>Poor</strong>&lt;br&gt;Only one main point or argument is presented for each position (Pro versus Con). Key data pertaining to the arguments is missing or illogical. The writer does not provide an example of how the Uniform Policy may be considered by some people to violate the Bill of Rights. Fewer than two paragraphs were presented. More than four grammatical errors appeared in the body of the text.</td>
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<tr>
<td><strong>Body of Paper (31 points)</strong></td>
<td><strong>Superior</strong>&lt;br&gt;Definition of at least two main arguments (Pro versus Con: 2-4 for each) are clearly summarized, noting at least one key data point presented in support of each argument. Give at least one example of how the Uniform Policy may be considered by some people to violate the Bill of Rights. Explain why you feel that the policy does or does not violate this right. At least four paragraphs with no fewer than 5 sentences are expected, with no more than two grammatical errors.</td>
<td><strong>Acceptable</strong>&lt;br&gt;Definition of at least two main arguments (Pro versus Con: 2-4 for each) are clearly summarized, but key data is not applicable in all arguments. At least one example of how the Uniform Policy may be considered by some people to violate the Bill of Rights is given. Student does not explain why they feel that the policy does or does not violate this right. At least three paragraphs with no fewer than 5 sentences are presented, with no more than four grammatical errors.</td>
<td><strong>Poor</strong>&lt;br&gt;Only one main point or argument is presented for each position (Pro versus Con). Key data pertaining to the arguments is missing or illogical. The writer does not provide an example of how the Uniform Policy may be considered by some people to violate the Bill of Rights. Fewer than two paragraphs were presented. More than four grammatical errors appeared in the body of the text.</td>
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Two Alternative Solutions and One “Best” Solution
PBL Lesson Plan for Diverse Learners

Teacher: Kim McFarland
Title: School Uniforms in Public Schools: Do We Want Them and What are Our Rights as Students?

The PBL Problem Statement:
How can we, as the Advisory Board, gather the data, weigh the alternatives and present an opinion on whether or not the Uniform Policy should be instilled at Port St. Joe Elementary, based on the varying perspectives of the School Uniform issue for Principal Sharkbite and the School Board. The conditions include, but are not limited to:

- Perspectives from students, parents and faculty are solicited,
- Costs and benefits (Pros versus Cons) of the Uniform Policy will be well-analyzed
- A debate with school-wide attendance will occur on September 25th
- The results of the survey of perspectives, the analysis of costs and benefits (Pros versus Cons), and the public debate will be tabulated and reported to the Principal in the form of a thesis.
- The thesis will be given to the Principal by no later than November 1st
The Advisory Board will be comprised of the 4th grade class and will be guided by their instructor, Mrs. McFarland
The first possible solution that students may propose in their findings to the School Board is their recommendation for the endorsement of the Uniform Policy, based on results of the various forms of research and debate that have been conducted.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
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<tbody>
<tr>
<td>As presented in the debate, ample research from other schools demonstrates their reduction of disciplinary problems after enforcing a mandatory uniform policy</td>
<td>Does not consider other alternatives to reducing discipline problems that these schools may have utilized in addition to the uniform policy. Does not prove that the improved discipline is a direct result of the policy.</td>
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<tr>
<td>Forces students to follow a standard set of dress code rules which are easily monitored and enforced.</td>
<td>In the real world, people do not wear uniforms. Students do not learn “real life” obedience to rules and expectations through this method.</td>
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<tr>
<td>Poor clothing choices (mini skirts, revealing clothes, baggy pants, exposed briefs) are eliminated, thereby creating less opportunity for drawing inappropriate attention to oneself.</td>
<td>Children cannot express their individuality through their clothing choice. The existing dress code could be better enforced.</td>
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<tr>
<td>Research presented in the debate demonstrates that uniform policies create an environment that is more focused on learning and less focused on fashion.</td>
<td>Takes some of the fun out of school. (i.e. no more back to school clothes, comparing styles, comfort issues, etc.)</td>
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<td>Supports the majority of teachers and administrators who feel that a Uniform Policy would be beneficial, according to survey reports.</td>
<td>Does not support the majority of parents and students who feel that the Uniform Policy is a violation of freedom of expression.</td>
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<td>Students look like one cohesive group.</td>
<td>Uniforms may not meet their comfort needs (i.e. Asperger’s Syndrome—children are hypersensitive to certain textures, allergies to clothing dyes, clothing that camouflage scars, body image issues, etc.) Freedom of expression through one’s choice in clothing is suppressed.</td>
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<td>Parents and students interviewed from the neighboring private school state that the uniform policy makes dressing for school easier.</td>
<td>Some families who rely on hand-me-downs from older siblings and other sources may experience financial hardship by having to buy a new uniform wardrobe.</td>
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</tbody>
</table>
Three possible consequences of implementing Solution #1:

- Students and parents who are opposed to the Uniform Policy may attempt to defy it, or may ultimately decide to attend another school where uniforms are not mandatory.
- Because the results of the survey showed that the majority of students and their parents were opposed to the school Uniform Policy, its’ adoption by the School Board could be counterproductive to school morale.
- School morale could increase after students, parents, teachers, and administrators see the positive changes in the behavior of the student body and a reduction of disciplinary actions resulting from clothing-related incidents (i.e. fights among gangs provoked by colors worn by a student, girls who wear micro-mini skirts who report abuse by their male classmates, etc.)

The second possible solution that students may propose is to the School Board is the recommended rejection of the Uniform Policy, based on results of the various forms of research and debate that have been conducted.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
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<tbody>
<tr>
<td>Other avenues for promoting good discipline should be the focus, rather than a “magic pill” solution</td>
<td>The “magic pill” solution (Uniform Policy) has demonstrated effectiveness, it is easy to monitor, and can be immediately enforced with the new academic year.</td>
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<td>Students do not have to buy new clothing in order to meet the Uniform Policy guidelines.</td>
<td>Programs for financial assistance to families who will face undue hardship at the notion of buying clothes can be easily put into place. Because uniforms are now in the mainstream, they are readily available in most major discount stores and typically cost less that regular-branded clothing. Even second-hand stores carry school uniforms.</td>
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<td>Students can express their individuality through their choice of clothing and styles.</td>
<td>Students clothing choice is often unacceptable and existing school dress codes are difficult, if not impossible, to interpret one way. This opens a virtual “Pandora’s box” to clothing that is considered suggestive, that promotes gangs, etc. There are other ways to express one’s individuality.</td>
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<td>The survey results show that students and most parents overwhelmingly prefer freedom of choice when dressing for</td>
<td>The survey was an informal poll conducted by students who may possess bias in their questioning, therefore the survey responses</td>
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school. By and large, they oppose the Uniform Policy. This would support the feelings of the majority.

3 possible consequences of implementing Solution #2:

- **School morale improves when students and parents feel their “voice has been heard” when the School Board votes against adopting a Uniform Policy.**
- **Disruptions in the classroom due to clothing-related issues continue, without resolution.**
- **Alternative methods of positive and negative reinforcement and various forms of punishment are used to reinforce the existing dress code policy.**

**Best Solution**

It would be in the best interests of the Advisory Board to support the Uniform Policy and recommend its vote in favor of the policy to the School Board. Although the majority (72%) of the students and parents polled felt that the Uniform Policy would have negative effects on the morale of students, research shows uniform policies actually have a beneficial effect on morale. When interviewing students, parents and faculty from the neighboring private school where uniforms are mandatory, no one reported negative effects as a result of the policy. Additionally, the Principal reported almost immediate improvements in students’ behavior and an overall reduction in the number of disciplinary actions resulting from dress-related issues. Perhaps the most convincing data comes from the United States Department of Education, which has published their Manual on School Uniforms\(^1\) and encourages school systems to adopt a uniform policy to reduce many of today’s behavioral issues, most notably among gang members who wear symbolic colors in order to provoke opposing gang members. Additionally, the research compiled in Uniforms and Dress-Code Policies\(^2\), published by the United States Office of Educational Research and Improvement, cites numerous examples of schools that adopted uniform policies that reported moderate reductions in behavioral disturbances within the first year of enforcing the policy. It is interesting to note that no school reported negative implications as a result of such policies. Overall, schools report that students stay more focused on academics, disruptive behavior is reduced, and the miscommunication from various interpretations of loosely written dress code policies are eliminated. Not a single school in the research data had reversed its’ uniform policy. Furthermore, in many cases, former opponents to the uniform policy changed their positions after they saw marked success in the reduction of behavioral problems and are now supportive of the policy. For the opponent who cites the stifling of creativity and freedom of expression, the school systems support and encourage many meaningful avenues for creative expression, such as creative writing, music, art, science, and dance.

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Debriefing Plan and Coaching Questions

Sample Components

PBL Lesson Plan for Diverse Students – Week 7

**Teacher:** Kim McFarland  
**Title:** School Uniforms in Public Schools: Do We Want Them and What are Our Rights as Students?

**Debriefing Session Plan:**

I. **Review of Student Generated Solutions:**

(Part 1 – The Public Debate)  
As part of the Capstone Performance, the Advisory Board will actively participate in a debate in which each team presents arguments in favor of or in opposition to the school Uniform Policy. According to their debate position, they are required to present two methods for either enforcing the policy or for enforcing alternative methods to produce positive behavioral changes within the student population.

(Part 2 – The Private Debrief)  
Following the debate, the Advisory Panel will reconvene in the classroom for a debriefing session. During the debrief, each team will write their position on a poster board and place it in the front of the room, one posted on the left and the other posted on the right of the wall. Under each position, students will post their four main arguments and two methods of enforcements. Then, each team will post their main points of rebuttal for each argument. The result will be two outlines, one for and one against the policy, with methods, arguments and rebuttals presented in bulleted format.

II. **Rating the Solutions:**

(Part 1 – The Public Debate)  
The debate will be attended by the student body and faculty. Immediately following the debate, the Instructor will take a poll of the audience to see the impact of the debate. By a show of hands, the majority of students and faculty voted for the position that they supported. By another show of hands, the majority of students and faculty voted in favor of the best method for enforcing the chosen position.

(Part 2 – The Private Debrief)  
During the debriefing session in the classroom, the students will have placed their posters identifying their team position, main points, rebuttal points and methods of enforcement for all to see. Now, the Advisory Board will strike arguments and rebuttals that are not supported by evidence, survey results, show holes or other intrinsic weaknesses, or are unsubstantiated in any way. For example, if the debate team cannot cite their source for data that was given, their argument will be struck from the board. The teams will discuss
methods of enforcement and strike one method from each team that garners the least support through a collective vote of the board members.

III. One Best Solution:

(Part 1 – The Public Debate)
The Instructor and members of the Advisory Board anticipate some bias in the audience and recognize that many “voters” may have been swayed in their vote by peer pressure, with the tendency to vote with the majority so as to avoid “swimming against the tide”. While the vote generated by the student body and faculty will weigh heavily on the final choice of a solution, the Advisory Board will still consider the final decision in the classroom discussion/debriefing session.

(Part 2 – The Private Debrief)
The final, best argument for each team’s position will be identified, along with the best method for enforcing the position. A private vote will take place by secret ballots, which will be collected and tabulated by Mrs. McFarland. Because each team will likely feel “tied” to their position, a split vote is anticipated. If the vote is indeed split, the Advisory Board will have the opportunity to make recommendations for minor amendments to the positions and/or enforcement methods. Once these minor amendments have been made, a second vote will take place. If the vote continues to be split, the Principal’s vote will be solicited as the deciding vote.

IV. Coaching by the Instructor:

The important concepts that must be covered to meet the learning objectives of this lesson are as follows:

1. Students must be able to evaluate the impact that a decision has, both positively and negatively. (LO #2) To do foster this level of analytical thinking, I will employ two instructional tools:
   a. “If…then…” questions: Throughout each phase of the lesson, I will encourage the students to consider both sides of the issue by asking “If this happens (i.e. we do not consider students’ opinions), then what could be the consequences (i.e. student revolt, low morale, no further problems, etc.).
   b. Pro versus Con Board (also referred to as Benefits versus Costs): This method requires students to identify and list the positive and negative impacts of a decision, which further reinforces that there are two sides to every issue, and every decision has an effect—sometimes positive and sometimes negative.

2. Students must know and understand their rights and freedoms as Americans, which are protected by the Bill of Rights and the Declaration of Independence. (LO #1)
a. To further their understanding of these rights and their application in everyday society, I will require each student to consider how Uniform Policies and other mandates can impede these rights. Each student must stand and present a personal right or freedom that is protected under the Bill of Rights. Each student must then explain how they would contest an infringement of their rights.

b. Each student must bring a newspaper or magazine article to class which discusses an issue that is applicable to the Bill of Rights and/or Declaration of Independence (i.e. voters rights, court case verdicts, arrest records, picketing, etc.)

3. Students must be able to read and use a variety of sources (i.e. research materials) and organize this material into an authentic task (LO #3).
   a. Students will utilize the results from the survey, the formal debate, and three published resources to write a detailed theme paper which meets all of the components of the rubric.
   b. Students will work together, while in the classroom, to write one brief summary paper (one page) that presents their final opinion with supporting documentation to the Principal. The teacher will moderate the discussion and transfer the information into the written form, which the students will compose.
Coaching Questions:

Key to Question Type: C = cognitive; M = metacognitive; E = epistemic cognitive

1. Meet the Problem
   a. (C) What is the primary issue that Principal Sharkbite is asking us to analyze?
   b. (M) What kinds of resources would be helpful to you in your analysis?
   c. (E) As a result of our advice as Advisory Board members, what could be the impact to our fellow students? Their parents? Our faculty?

2. Know/Need to Know
   a. (C) At this point, do we have enough known facts to make an informed decision about the Uniform Policy?
   b. (M) Of the factual data that we know thus far, what has the biggest impact upon your position right now? Why?
   c. (E) Even if we gather and present volumes of factual research on School Uniforms, do you think students’ opinions of the policy can be swayed?

3. Problem Statement
   a. (C) What resources can be used to analyze this problem?
   b. (M) Do you think that the final recommendation from the Advisory Panel will actually impact the ultimate decision made by the School Board?
   c. (E) From reading Principal Sharkbite’s memo, can her opinion of the Uniform Policy be guessed? Why or why not?

4. Research/Information Gathering and Sharing
   a. (C) How did the research gathered from the Internet differ from research gathered from printed material found in our library?
   b. (M) Has the research data affected your opinion of the Uniform Policy in any way?
   c. (E) Could an outside party (i.e. members of the School Board) consider the Opinion Survey biased, and if so, in what way could it be biased?

5. Generating Possible Solutions
   a. (C) What have you learned about the impact research has on preconceived opinions?
   b. (M) How would you explain the Advisory Board’s final recommendation to your fellow students if it contradicts their opinions as presented in the Survey?
   c. (E) Are there similarities in the process taken by the Advisory Board to arrive at a recommendation and the process that our government takes to pass a bill through Congress, and if so, what are they?
MEMO

To: All Fourth Grade Students in Mrs. McFarland’s Classroom

From: Mrs. Sharkbite
Principal, Port St. Joe Middle School

Date: September 2, 2007

Re: Advisory Board for School Uniforms

It has come to my recent attention that the school district is considering the requirement of school uniforms for our student body. They have sought my opinion prior to their vote in favor or against the School Uniform Policy. They have invited me to speak on behalf of my students, their parents and faculty at the November 4th School Board Meeting. I contacted the Superintendent yesterday and stated that I would select an Advisory Board of students who would seek opinions on School Uniforms from other students, parents and faculty. Additionally, the Advisory Board will be responsible for researching and analyzing the costs and benefits of such a policy, and will conduct a debate of which I will attend along with the student body and faculty. This Advisory Board will compile the results of their analysis and debate in the form of a theme paper, which I will then present to the Superintendent and School Board members at the November 4th meeting. I have selected the 4th Grade students in Mrs. McFarland’s class as my Advisory Board, who will be guided by Mrs. McFarland. The debate has been scheduled to take place at the September 25th school-wide assembly. I will require the thesis no later than November 1st, so that I will have ample time for review.