



GLENBARD TOWNSHIP HIGH SCHOOL DISTRICT #87

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POLICY COMMITTEE MEETING MINUTES GLENBARD DISTRICT 87 ADMIN. CENTER Monday, February 8, 2021

The Policy Committee held its monthly meeting via Zoom Web Conference on Monday, February 8, 2021. The meeting was called to order at 6:30 p.m.

In attendance:

Cindy Christensen, Committee Member	Teaching & Learning
Jennifer Jendras, Board Member	David Hennessey, GEA Representative
Martha Mueller, Board Member	Patris Haxhiaj, Student Liaison
Richard Mazzolini, Committee Member	Grace Chambers, Student Liaison
Josh Chambers, Asst. Superintendent for Human Resources	Henna Ayesh, Student Liaison
Patrick McGill, Executive Director for	Diana Flint, Recording Secretary

Quorum requirements were met and the meeting was able to proceed.

Approval of Minutes

The minutes of the Policy Committee meeting for January 11, 2021 were reviewed.

Action: Motion made to accept, seconded, and carried.

Public Participation

There was no public attendance.

Items for Discussion

Administrative Procedure 6:310-AP7, *Schedule Changes*: Jendras advised this was a continuation from the January Policy Committee and turned the floor over to Chambers.

Chambers stated there was substantial conversation at the last meeting around changing verbiage and making things flow better. It was decided that Jendras and McGill would have a session to discuss things further and bring a revised version back to this meeting. Given that we also have three students in attendance, it may be appropriate to review the process and get their feedback. Also, note that in the procedure different colors were used to reflect the new changes.

McGill provided a brief overview. The old administrative procedure, rather the one the district currently has established, says there are no schedule changes to take place after April 30, but it is not necessarily reflective of our current practice. Therefore, we took a look at the practices being used and made modifications to the procedure's language. This involved the Counseling Department Chairs, Assistant Principals of Instruction and SPA (*Student Parent Association*). Instead of the procedure saying we are not going to approve, it now says we are going to approve based on certain considerations. Section A basically changes the previous April 30 deadline, but where a Counselor could have taken an extra step to determine availability -- i.e., we do not need a new section and we do not need to hire a new teacher so we can fit the student in -- and accommodate the student. It now says that if a requested change makes sense with the student's plan and we can accommodate, we will; and, it covers change requests made up until the start of school. Section B discusses a request after the school year begins where more scrutiny is required because it now has a bigger impact on the whole system -- the school, classroom, teacher, and student. Section B states that it will have the same considerations as Section A, but with some additional criteria: error in registration/placement; lack of prerequisite skills, etc. One addition to Section B is that we made it explicit to have social emotional considerations, which we already do but never had it clearly stated. The purple changes were those made during discussion with Jendras.

Jendras inquired how everyone felt it read because she was still slightly confused by Section B. She questioned, why do we need to add other criteria for changing a class? Chambers explained that the reasoning behind Section B is that those are items you would not necessarily know before school starts. For example, the lack of prerequisite skills may not be identified until a student has already begun the class and starts to struggle. Jendras concurred that a reason at this stage would be appropriate.

Christensen advised that what is missing is not being able to look at the change form because some of that information would be in the form, like what is your reason and some kind of indication that the parents are on board with the change. She inquired if one would be provided before the procedure was approved. McGill stated that in the discussion that took place previously, it was advised that a form would not be included with the procedure because every time there is a change it would have to be approved by the Board -- forms change frequently as new staff comes in as well as from things learned through utilization. With whatever form we have, including the present one, we would not necessarily include all these reasons for example social emotional. Rather the Problem-solving Team could that reasoning to make a recommendation to help the student because it is written in policy. The form would not match line for line. Christensen explained that the reason she likes forms to be included in policy is because it provides transparency. Then people that follow policy can see the change versus just having it posted on the website and having no notification of any change. She feels if a change is substantive then it is important for things to be approved and to have the form standardized across the district so one building is not using something different. She noted this committee does not have to have a say about everything, but it is setting policy -- we can see it all come together when we can view a form. Jendras stated another Board member on SPA had also expressed to her that she felt it prudent to have a form even if it was just for gathering data to see what reason was most frequently used, what classes were being impacted, or why a student was denied.

McGill commented that in the initial revision a sentence was added to the first paragraph that stated students “may” use their school’s schedule change form. Students often make a request through an email, phone call, or by walking into the Counselor’s office and we do not want to add additional hurdles to the process. He inquired if the request was being generated because there was a concern the schools would not follow policy. Chambers explained one thing to remember is this is a procedure. You have a policy that is at the ten-thousand foot level and then you have an administrative procedure that is more descriptive and this is where it actually identifies where a change will take place. For the exhibit, you can identify where a form is posted. As a former Principal, and having been involved a long time with this committee, I have wanted it both ways. There have been times when I wanted a form included and times when I rue the day it was included. He also reiterated that a lot of schedule changes are not just driven by the form. In fact, all the examples in Section B would not necessarily come from a student form, but rather a conversation with a staff member about skills, appropriateness, social emotional needs. That is where Counselors would track this, but not necessarily want it included in a file. However, Section A is more of a form environment. He questioned do we want to hold the procedure up and not go to the Board so we can craft a form.

Christensen stated she did not feel it needed to be held up and sometimes you have an email instead of a form, but she felt it prudent that there was documentation that a student requested a change just in case there was a misunderstanding. Jendras felt a form was necessary so it could document why a request was not granted -- just some rationale so a student would not feel it was some arbitrary denial. Christensen inquired if this would also be used for adding a class. The committee was advised that most students have a full schedule since study hall is considered part of a full schedule. Christensen then asked for clarification on who is the process being initiated with because the procedure references the Assistant Principal for Instruction for approval, but does not specifically state the student should go to the Counselor first. Jendras suggested that language be added for clarification that it needs to be initiated with their Counselor.

McGill provided a potential perspective of Jendra’s mentioning that the Counselors provide a reason for each denial. If we were to make a form, and then not require that form be completed for a schedule change request, does that not make the whole idea of a form moot. And, if we are going to require it, are we going to be documenting every single case and writing the reason for yes or no and then running a report? Based on his experience as a former Principal, requests happen frequently and can be done both formally and informally, he recommends one or the other. If we make it so everybody has to do a formal process, are we going to inhibit things for students? He would like to bring the idea back to the Counseling Chairs to get their input if there may be any other unintended consequences and possibly see what a form could look like.

Patris Haxhiaj, student liaison, advised that he had requested a schedule change and that he felt the changes made to the administrative procedure would be beneficial to students. What he felt should be included is the exact process a request goes through, or to include clarification, so it makes things easier for the student, Counselor, and administration. He elaborated on his own experiences stating that first he went to the Counselor, but then it became a more difficult path because he was referred back to the Department Chair for which he wanted to make the change. Then the Department Chair brought him back to the Counselor who then advised a discussion had to be held with the Guidance Department Chair. He met with several different people to re-explain the same scenario over and

over again. Things need to be streamlined so it is less stressful and students do not get discouraged to make a request.

Grace Chambers, student liaison, asked for clarification of the third item under Section B. The students were advised that it was basically saying the Counselor can make the schedule change with input from others. Ms. Chambers expressed concern that having a request form may generate extra work for the Counselors and asked if the document could be the approval process -- something that was passed along. Christensen asked if this is something that can be done electronically. Haxhiaj said they use a Google form for transcript requests through a website link and his experience has been good. This makes it easier for Counselors to see and to keep information in a database. Students could fill out the request on their own time and then have a parent provide an electronic signature.

McGill asked if we could marry the two. Rather than have a paper form, and being rigid the form has to be approved, we say that a form will be established at every building with a list of common elements. At a minimum we would not have to change everything year to year as long as all these were included. Such items as student name, reason for request, miscellaneous where other information could be added germane to the situation were suggested. Assistant Superintendent Chambers advised he was glad to hear that everyone wanted to get away from a paper form because that would be a step backwards. If we identified some required commonality and each building creates their own Google form that goes on the Counselor webpage with a link that says, "I want to request a schedule change," the student then identifies the different elements and then submits to the Counselor that could start the process. From a data collection standpoint, that would be really easy.

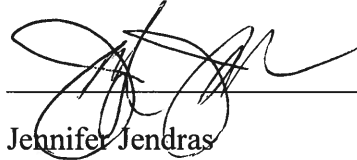
Chambers advised the committee that they could: 1) try to add language to the administrative procedure that this is what the form would look like and not bring it to the Board or 2) take it to the Board and say this is what the elements are and then come back to the group and show them the electronic form on the website. If everything is good, then we can run with it. Jendras stated she would like to see the Google form. Christensen and Mazzolini concurred. Chambers advised McGill to go ahead and discuss it with the Counselor Department Chairs and then generate a mockup Google form to bring back to the next meeting so everyone could click through it. Christensen stated that she preferred a district-wide form being created versus each building having their own based on a previous issue of a lack of equity on PE waivers where she learned two schools took advantage at a high level in a comparison to the others. She doesn't want to see such a disparity again. Christensen feels a clear process and transparency is needed to avoid any special circumstances being used. Jendras suggested that having everything on the webpage would provide transparency to all everyone.

Chambers reiterated that Administrative Procedure 6:310-AP7, *Schedule Changes* would be discussed at one more meeting and then put to bed in March so students could begin to utilize it in April. We would like to get this in place since students are already in the scheduling process for next year.

Action: Motion made to adjourn the meeting, seconded and carried.

The meeting adjourned at 7:00 p.m.

Signed:



3/8/21

Jennifer Jendras

Date

Policy Committee Chairman (or designee)