

High School Principals Group Prioritized Concerns

September 2, 2019

Superintendent Marten and Chief of Staff Monreal,

We respectfully ask that you take the detailed feedback presented to you last week and make efforts throughout the year to address the larger culture/climate issues of distrust and lack of communication. In the interest of time, at our meeting on September 5, 2019, we would like to focus on the following prioritized concerns, as they represent issues currently affecting our workloads and ultimately undermining the quality of our instructional programs:

- **Principals receive unclear, incomplete and/or conflicting information regarding new mandates. Examples: EL expectations, science sequencing, and no clear guidelines on how to effectively implement the Call to Action on supporting special education and EL with researched-based instructional practices that work.**
- **Policies, procedures and mandates are issued by district leadership without principal input or voice, making it challenging to implement or uphold on each site. Examples: PSAT testing for 10th/11th grade, master schedule timeline, and baseline staffing.**
 - **One-size-fits-all funding allocations and staffing formulas do not take into consideration the unique needs of individual sites and negatively impact student services (i.e. nursing, mental health providers, staffing for classified and vice principals).**
 - **Operationally, these policies, procedures, and mandates can be difficult or nearly impossible to successfully implement without disrupting student learning.**
- **There is inequitable practice regarding classified staffing, in that certain schools have certain positions funded centrally and certain positions funded by individual sites. For example, some large high schools have 10-month financial clerks, while others (sometimes smaller schools) have 11-month financial clerks.**
- **Nursing staff allocations have been cut, which puts more burdens on special education, EP 10 processes, drug intervention and education programs, and classroom concerns. Large high schools are impacted as they have the same support as schools half their size. Large high schools were also allocated two days of Health Technicians without regard to building a team program as everyone got two different health techs for each day of support. The impact of this decision is that consistency in the health office is compromised and team morale continues to be impacted. This also affects counseling as the nurse has to cut back on the services to manage the limited support offered in the health office by the district allocation.**

As such, we are seeking answers to the following questions:

1. **How will district leadership ensure that the high school principal voice is included in the decision-making process for district policies and procedures?**
2. **What supports and systems are in place to assist principals with their EL Call to Action plans? Have the parent notification letters been sent out yet? Is the waiver available on the district website? When can we expect curriculum and PD for our teachers?**
3. **How can the district ensure that each high school site receives equitable baseline staffing to support daily high school operations while also allowing for an increase in staffing to address individual site needs? I.e. Site tech and network tech positions vary at each site, nursing allocations did not take into consideration sites that have full health centers providing medical/dental to students, long wait times for filling vacant positions.**

**Thank you in advance for your consideration.
The High School Principals Group**