

# IN THE KNOW



Auburn Education Association

November 30, 2017

## Pres Says.... Supreme Court rules on McCleary

On November 15th, the state Supreme Court issued its order on the state's progress on meeting the McCleary obligation for our students. The short version is: the state has more work to do, especially as it relates to salaries. The state is at least \$1 billion short and salaries must be fully funded by September 1, 2018.

That's part of a 46 - page order issued by the Court. Below are some highlights. We will continue to review the order and will keep you posted as to other key issues.

As you read this, remember that WEA has been the leader in the McCleary case. It was the delegates at a Representative Assembly who directed WEA to organize the NEWS coalition which brought the case. WEA has provided most of the funding and we've been an active member of the coalition. As we enter the home stretch, it's useful to remember that our members have been leading this charge to improve education for every student in our state

- ◆ The Court found that the Legislature has not complied with McCleary and so it retains jurisdiction of the case, as well as the \$100,000 - a-day contempt penalties. Even the state acknowledged that it wouldn't meet the Sept. 1, 2018 deadline, and these actions reflect that reality.
- ◆ The Court has also reaffirmed the role of local control, noting that the state funding is an allocation, not a prescription. Districts retain broad flexibility to use state funds as they deem necessary to meet their specific community needs. While some categorical funds must be spent for specific purposes, such as special education, the Court also noted that districts have discretion in designing those programs to best serve their students.
- ◆ The Court has said the new salary model is acceptable, but that it is underfunded by \$1 billion because the state missed its own self - imposed deadline by a year.
- ◆ Salaries must be fully funded by Sept. 1, 2018 for the state to be in compliance with the McCleary ruling.
- ◆ Not all the news is great. The Court also ruled that the capital budget is not part of the McCleary decision. Thus, they ruled K-3 class size funding is fully funded
- ◆ The state must provide a full report back to the Court by April 9 detailing what it has done to meet the paramount duty.

As we learn more, we will revisit what this means for the upcoming legislative session, as well as for local bargaining. Please know, there is much more to come.

## Text, tweet, email, call—what do parents want in school communications?

By Meris Stansbury

October 5th, 2017

What does the research say about how parents and school communicate? Is there an overall preference?

When it comes to school communications, parents today want more information from their children's teachers and schools, but they also want that information to be timely, targeted, and personalized to their children or their interest areas.

The latest data from Speak Up Research Project gives insights on school-to-home communications. In "Text, Twitter, Email, Call—What Do Parents Say About School Communications?" Dr. Julie Evans, chief executive officer of Project Tomorrow, shared these insights from parents, educators, and administrators, and discussed takeaways from the research.

### Currently: How Most Parents Receive Information

Schools and districts have many external audiences for communications, their primary audience being parents of school-age children. However, those thinking ahead for their children, as well as other guardians of children, want to know important information, too. Parents of children too young to attend school now and grandparents are also top audiences. Regarding how that information is obtained, about 1/3 of parents surveyed say word of mouth is the primary way they get information about their child's school, which may not be the most effective way to ensure accurate information is conveyed.

### What: Types of Information Parents Would Like to Know More About

Parents want more information about their child's education. They had four top areas which they wanted to know more about:

- Recommendations about apps to use at home to support learning

- Types of technology or workplace skills their child is learning

- What type of technology they should have at home to support learning

- How to work with teachers to improve learning opportunities.

68 percent of district communication officers were already providing information about the last point. Two of the top priorities for school or district communications professionals were increasing stakeholder engagement and increasing parental knowledge about school and district programs and policies.

### Ideally: How Parents Would like to Receive Information

For communications about individual children, parents favored email, with text messages second. Evans noted that the high texting preference did not change based on demographics like community type, poverty level, or education level, and that 95 percent of the parents surveyed said they had some kind of smartphone. That did not change based on the above mentioned demographics either.

"Parents being interested in text messaging is really about having that access to the devices and having the experience with text messaging in their own personal life as well," she said. Tech-savvy parents also favored digital communications by almost 2:1 compared to parents with beginner tech skills. Continue...

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Continued

**Social Media: Worth it?**

Although 69 percent of parents surveyed said they always or often use Facebook (only 12 percent said they never do), this doesn't mean they believe it's an effective communications tool. Only 16 percent of parents said Facebook

is an effective tool for conveying information about the school or district, while 39 percent of principals and 78 percent of district communication officers said Facebook is effective.

Communications officials should keep in mind their messaging on social media platforms may not be reaching all the audiences they're interested in; in the survey, mothers were more likely to use Facebook than fathers, while fathers were more likely to use YouTube or Twitter than mothers.

Evans noted that since there is a wide age range and level of experience with social media among parents, one size does not fit all as schools and districts look at different methodologies for communication.

However, there are a few important points to keep in mind: Parents are busy people who need convenient ways to be notified of things. They want information pushed to them, rather than having to search for it, and for it to be timely and current. Last, since they are so busy, they want to receive high priority information such as important information about their child, upcoming events or activities, and news.

**Role of social media in the lives of parents of school-aged children**

Social Media	Parents 29 or younger in age	Parents 30 -39 in age	Parents 40-49 in age	Parents 50-59 in age
Facebook	64%	66%	60%	51%
Instagram	37%	28%	18%	10%
Snapchat	33%	11%	5%	3%
Twitter	11%	8%	11%	9%
YouTube	43%	30%	23%	19%
Msg apps	47%	46%	38%	30%
Video msg	27%	23%	19%	17%

Usage scale: All the time + often



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## Sooner or later....

### *Retirement in your future?*

***Do you have a personal plan of action? Have you made yourself a list (you are never too young to start this process).***

***Financial Planning - What action do you need take? Who do you need to talk to?***

**Legal Affairs - What action do you need to take? Do you have will?**

**Health and Well-being - This is something we can all work on throughout our careers, however as you get closer to retirement there are things to consider. Your medical, dental and vision coverage will change. Make appointments and take care of those items you may have put off.**

**Where will you live - Are you looking to down size, will you be able to afford your current situation in retirement?**

**Leisure Time - Do you have hobbies? Is there something you've always wanted to learn? Maybe your interest is in volunteering. Make a plan on how you will spend your leisure time.**

**Retirement Job possibilities - Perhaps you've thought about a second career or you find you just can't make it on the retirement income.**

**Figure out what you need to do and write a plan, set goals on when the items will be completed.**



# December



Sun	Mon	Tue	Wed	Thurs	Fri	Sat
					1	2
3	4 Exec Board	5	6	7	8	9
10	11 School Board	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27 Winter Break	28	29	30
31	1	2	3 Winter Break	4	5	6

## December

4th Executive Board, AEA

11th School Board, Ad Building

Dec 25th – Jan 5th Winter Break

Jan 8th Return to work (PLC)