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## **SOUTH WHIDBEY SCHOOL DISTRICT SURVEY OF PARENTS SUMMARY OF RESPONSES**

**Conducted November 2009**

**Prepared for**

**South Whidbey School District  
PO Box 346  
Langley, WA 98260-0346**

**Prepared by**

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# **South Whidbey School District Survey of Parents Conducted November 2009**

## **INTRODUCTION AND METHODOLOGY**

### ***Purpose of the Survey***

The South Whidbey School District has been experiencing major declines in enrollments, and these declines are expected to continue for the next few years. The School District will have to make decisions about ways to reduce their costs while maintaining the high educational standards that parents, teachers and administrators want. In order to have reliable input from the parents about their attitudes, opinions and priorities, a statistically valid, random sample survey of parents was conducted.

### ***Survey Design & Methodology***

The South Whidbey School District contracted with Carolyn Browne Tamler, principal of Carolyn Browne Associates, a local community involvement and marketing research consulting firm, to conduct the survey.

Telephone interviews were conducted with parents who have at least one child attending South Whidbey Schools. Interviews were done November 10 through 14, 2009 with 200 randomly selected male and female heads of households drawn from phone lists provided by the School District. Calling was done from 4:00 PM to 8:00 PM, Tuesday through Friday, and on Saturday from 10:00AM to 6:00 PM. The random sample of 200 provides data that is projectable to the total population from which it is drawn, (i.e. all parents with children attending South Whidbey Schools) with an error range of +/- 7.1% and a 95% confidence level.

Interviews were conducted from the supervised telephone bank of GMA Research of Bellevue, Washington. Calls were monitored and validated throughout the data collection process. GMA Research did the coding and tabulation. Carolyn Browne Tamler completed the questionnaire design, coordinated the data collection and coding, analyzed the data, and prepared this report.

Many questions were asked in an open-end format with no suggested responses supplied by the interviewers. Thus, the responses for many of the questions accurately reflect what was on peoples' minds at the time they were surveyed. People were allowed to answer the questions without any prompting or suggestions, and in most cases multiple responses were allowed. Responses were coded based upon the patterns in the answers.

For purposes of simplicity, "Respondents" and "Parents" are used interchangeably to describe those who completed a survey interview.

Detailed Survey Tabulations, which include cross-tabulations of the survey questions and individual responses to open-end questions are in a separate bound volume at the South Whidbey School District offices.

### EXECUTIVE SUMMARY: MAJOR THEMES

- **Overall satisfaction with South Whidbey Schools:** 86% of the parents are “Very Satisfied” or “Somewhat Satisfied” with the education their children currently receive from South Whidbey Schools. Many commented on the excellence of the teaching staff and the overall quality of the education being provided. The greatest negative concerns related to not enough emphasis on basic education, not enough money for the schools, not enough programs for high learners, and class sizes that are too large.
- **Satisfaction with elements of the School District:** Parents are most satisfied with the quality of the teaching staff, communication with parents about what is happening, information about what is happening in the district, and the quality of the school administrators. Their greatest concerns are with transparency and accountability and the quality of the District administrators.
- **Importance of elementary school programs and services:** Most of the parents surveyed gave very high importance ratings to six elementary school programs and services about which they were asked. The highest importance ratings (5 or 4 out of a five-point scale) were given to Library services (86%); but a great majority of those surveyed also believe other services are important including; Physical Education (82%) gave it a 5 or 4 rating on the 5-point scale); Music (79%); Art (74%); Counseling (65%); and Health Services 63%).
- **93% have heard or read about decreasing enrollments.**
- **53% prefer keeping class sizes low as opposed to having larger class sizes in order to be able to hire specialty teachers (35%).**
- **62% believe it is “Very important” and 21% say it is “Somewhat important” to keep middle school and high school students separated when they are consolidated into one campus.**
- **Placement of 6<sup>th</sup> grade students:** If the District consolidates students as a cost-saving measure, most parents either want to see 6<sup>th</sup> graders placed in a kindergarten through 6<sup>th</sup> arrangement (50%), or in a middle school with grades 6<sup>th</sup> through 8<sup>th</sup> (45%).
- **58% want to see one principal for each program** in a consolidated school arrangement; only 33% want one principal for a combined program.
- **Importance of programs and services in having an excellent school system:** 97% gave a 5 or 4 rating (on the 5-point scale) to “Quality Curriculum.” Other programs and services that received high importance ratings include: “Lower class sizes” (73%); “Athletic Programs” (69%); “Counseling/Guidance Services” (68%); “Remedial Programs” (68%); and “Enrichment Programs” (57%). Only 41% gave these top ratings to “Administrative Services.”
- **Possible cost-saving measures for the District:** 81% believe it is “Very important” or “Somewhat important” for the District to offer alternative programs for students; 52% are willing to have the District do a single bus run combining all of the grades, however 44% do not want this; and if the District moves to a common start time, 93% want to see the District begin school at 8 AM or later and 57% want to see school begin at 8:30 AM or later.
- **Food service:** Respondents were evenly divided over the new food service contractor: 20% say it’s better, 19% say it’s worse, 19% say it’s about the same, and 42% have no opinion.
- **Options to the single grade classroom:** Three-fourths of the parents believe it is “Very important (34%) or “Somewhat important” (41%) to offer multi-grade or looping classrooms.

## **Executive Summary: Major Themes – continued**

- **Foreign languages:** 90% believe it is important for the School District curriculum to include foreign languages, and a high proportion (43%) believe it should be offered at all levels, while 25% want it offered in high school, 20% in middle school and 12% in elementary school. Well over half (59%) believe it should be offered for four or more years.
- **83% believe that children must master the skills at their grade level before begin allowed to move to the next level.**
- **Options to the traditional single grade classroom:** Three-fourths (75%) of the parents believe it is “Very important “ (34%) or “Somewhat important (41%) to offer alternatives to the standard single grade classroom, such as multi-grade or looping classrooms.
- **Sources of information:** The school newsletter (44%), word-of-mouth (41%) South Whidbey Record (34%), emails from school (33%) and the school website (30%) are the greatest sources of information for parents.
- **Demographics:**
  - 51% have one child and 49% have two or more children enrolled in the District.
  - At present, there is a fairly even split between parents who have children in the elementary school (45%), the middle school (39%) and the high school (49%).
  - 42% of the parents have lived on Whidbey Island for less than 10 years or less; 58% have been island residents for 11 or more years,.
  - 49% of the parents are under 45 years of age and 51% are 45 years or older.
  - 82% own their homes.
  - 70% of those who were interviewed are women.

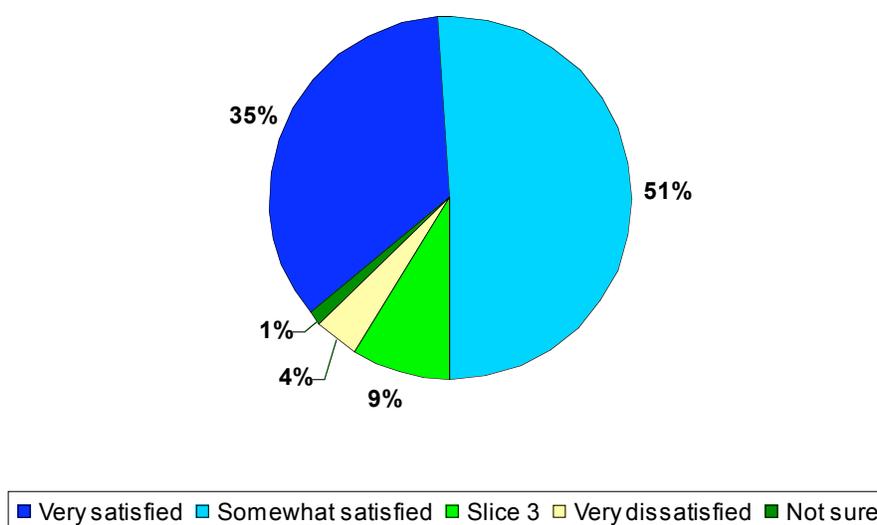
## REPORT SUMMARY

### SATISFACTION WITH SOUTH WHIDBEY SCHOOL DISTRICT

#### Overall Satisfaction

The great majority (86%) of South Whidbey school parents responded that they were “Very” or “Somewhat Satisfied” with the education their children are currently receiving; 9% said they were “Somewhat Dissatisfied” and only 4% said they were “Very Dissatisfied” (1% had no opinion).

**Chart 1**  
**Overall Satisfaction with South Whidbey Schools**



Whidbey parents provided lots of additional comments and suggestions. Many parents had positive comments about the teachers, the overall education and other elements in the schools and community that are providing a good education for their children.

Despite the overall satisfaction with the District, many parents expressed frustrations with the curriculum and the budget cuts that are being made.

The greatest sources of satisfaction derive from excellent teachers (23% of those who volunteered a comment), a general feeling that children are receiving a good education (19%), noticing that children get lots of individual attention (11%), that Whidbey provides a nurturing community for the children (7%) and that the art and music programs are appreciated ((6%).

The major concerns expressed by parents were not enough focus on the basics (13%), not enough budget for what is needed (7%), not enough programs for highly competent learners (7%), class sizes that are too large (7%), not enough focus on math, science and technology (6%), and not enough communication from the school (5%).

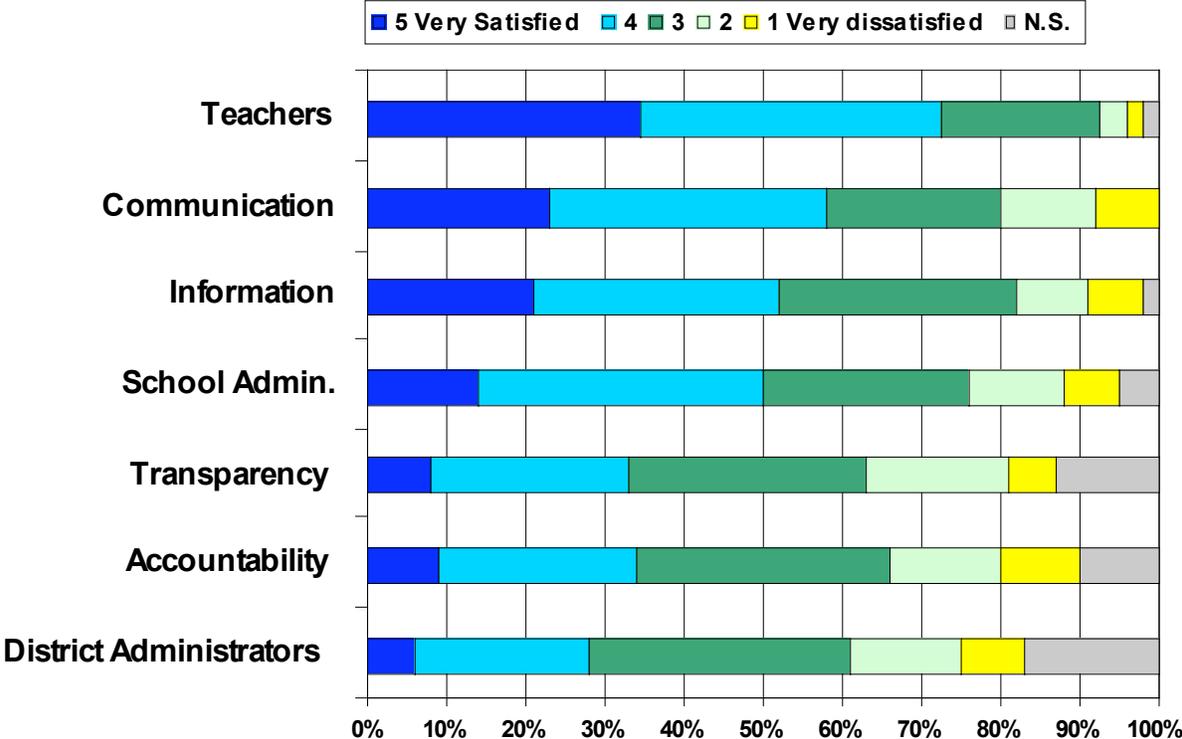
There were many comments from parents that didn't fit into precise categories; these are listed verbatim in the open-end responses included with the Detailed Data Tabulations.

**Satisfaction with Specific Elements in the School District**

Respondents were given a list of seven items and asked to rate each one on a scale from 5 to 1 where 5 is “Very Satisfied” and 1 is “Very Dissatisfied. The list was rotated for each new respondent to prevent bias.

The “Quality of the Teaching Staff” was, by far, the highest rated element, with nearly three-quarters (74%) of the respondents rating it a 5 or 4. Three other items received high satisfaction ratings from at least half of the respondents: 58% gave 5 or 4 ratings to “Communication with parents about what is happening;” 52% gave top ratings to “Information about what is happening in the District;” and 50% rated “Quality of the school administrators” a 5 or 4. Considerably fewer were satisfied with “Transparency about the processes” (33% rated this a 5 or 4); “Accountability for decisions made” (33%); and the “Quality of the District Administrators (28%). For the District Administrators there were 17% who did not have an opinion (the highest proportion among the seven items).

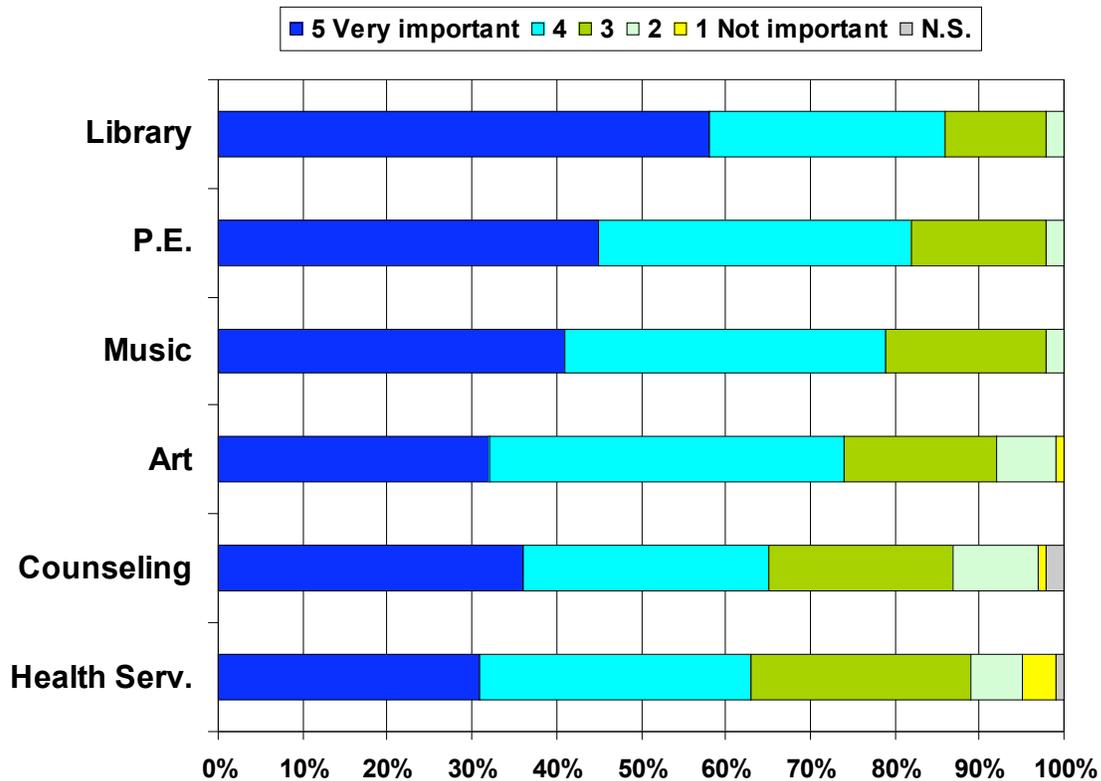
**Chart 2**  
**Satisfaction with Specific Items Listed in the Survey**



### IMPORTANCE OF SPECIFIC ELEMENTARY SCHOOL PROGRAMS AND SERVICES

Parents were asked to rate the importance of six elementary school programs or services that are part of the curriculum in the District using a five-point scale where 5 is “Very Important” and 1 is “Not at all Important.” Each of the programs and services was given a high rating by the respondents, with Library services rating highest: Library, (86% gave it a 5 or 4 rating); Physical Education (82%); Music (79%); Art (74%); Counseling (65%); and Health Services 63%).

**Chart 3**  
**Importance of Elementary School Programs and Services**



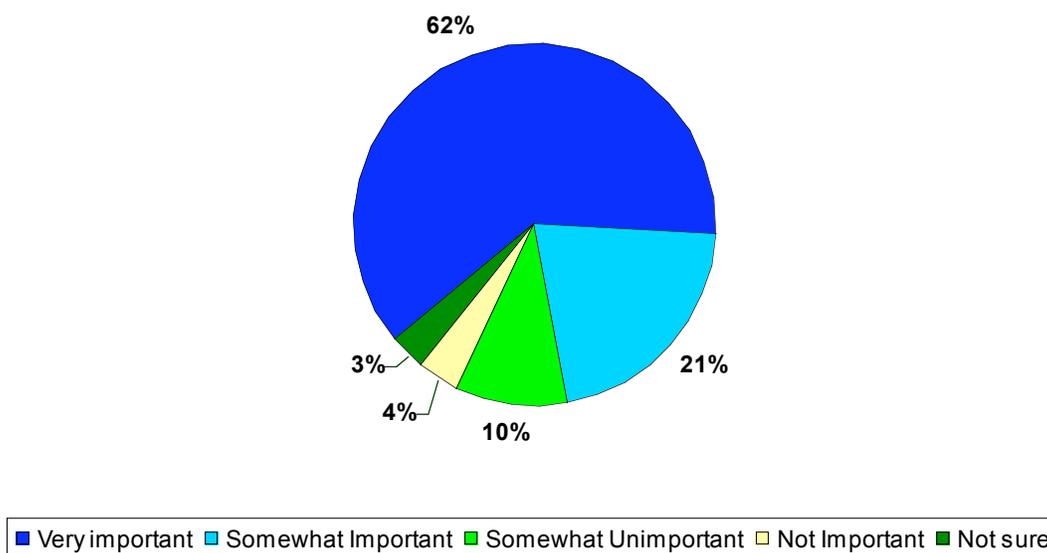
### AWARENESS OF/ATTITUDES TOWARD SCHOOL CONSOLIDATION

Nearly all (93%) who were surveyed said they have heard or read about the decreasing enrollments in South Whidbey Schools.

When asked whether it is more important to keep class sizes low or to have larger class sizes and hire specialty teachers, over half (53%) prefer low class sizes; 35% want to be able to hire specialty teachers; and 11% were not sure of their choice.

A strong majority (62%) of parents believe it is “Very important” to keep middle school and high school students separated when they are consolidated into one campus; an additional 21% believe this is “Somewhat important,” while only 14% believe it is not important to do this (and 3% aren’t sure).

**Chart 4**  
**Importance of Separating Middle and High School Students**



Parents are nearly evenly split on whether it is better for 6<sup>th</sup> grade students to be placed in a kindergarten through 6<sup>th</sup> arrangement or in a 6<sup>th</sup> through 8<sup>th</sup> middle school. Half (50%) want a K – 6<sup>th</sup> configuration and 45% prefer a 6<sup>th</sup> through 8<sup>th</sup> configuration; few (3%) want to see 6<sup>th</sup> graders in a 6<sup>th</sup> through 12<sup>th</sup> arrangement (2% aren’t sure).

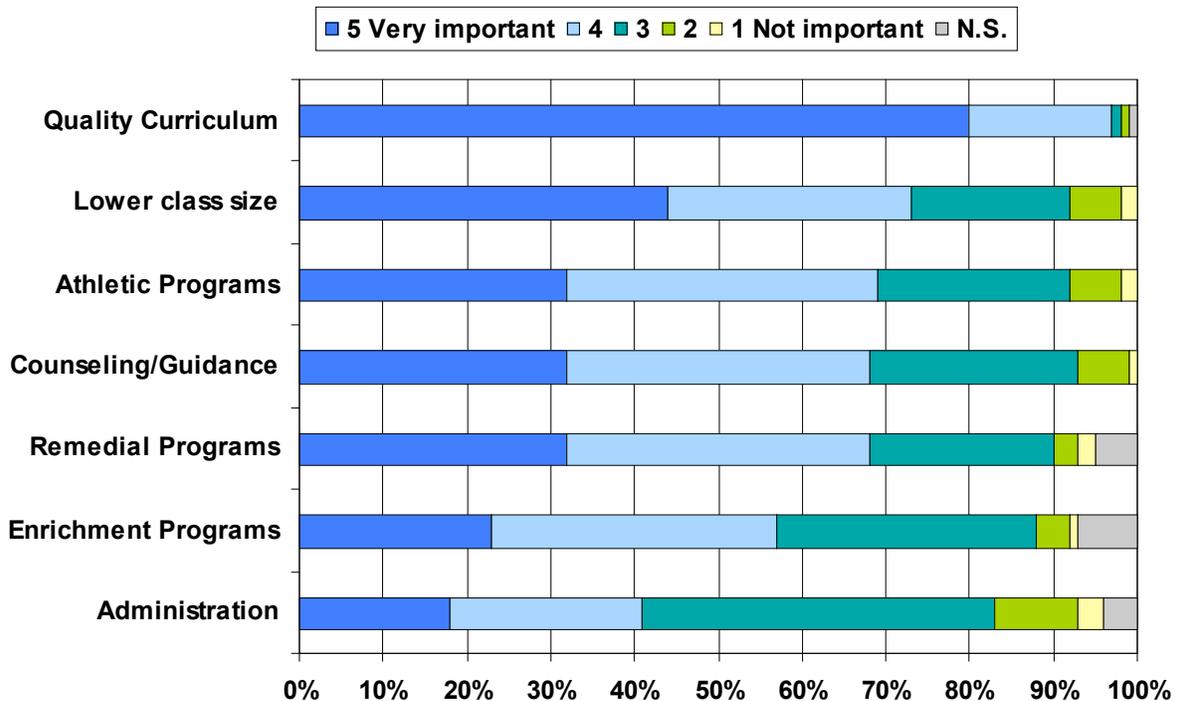
If consolidation occurs, the majority of parents (58%) want to see one principal for each program, rather than having one principal serve a combined program (33%); 9% have no opinion.

**FACTORS THAT CONTRIBUTE TO SCHOOL DISTRICT EXCELLENCE**

Seven factors were listed as contributing to the excellence of a school district. Respondents were asked to rate the importance of each of these factors on the five-point scale.

By far, parents believe that a “Quality Curriculum” is the most important element in having an excellent school system. Of those surveyed, 97% rated this as important (5 or 4 on the scale), and 80% rated it a 5 on the five-point scale. A majority of the parents also gave high ratings (a 5 or a 4) to all but one of the items mentioned, including: “Lower class sizes” (73%); “Athletic Programs” (69%); “Counseling/Guidance Services” (68%); “Remedial Programs” (68%); and “Enrichment Programs” (57%). However, only 41% gave these top ratings to “Administrative Services.”

**Chart 5**  
**Factors that Contribute to School District Excellence**

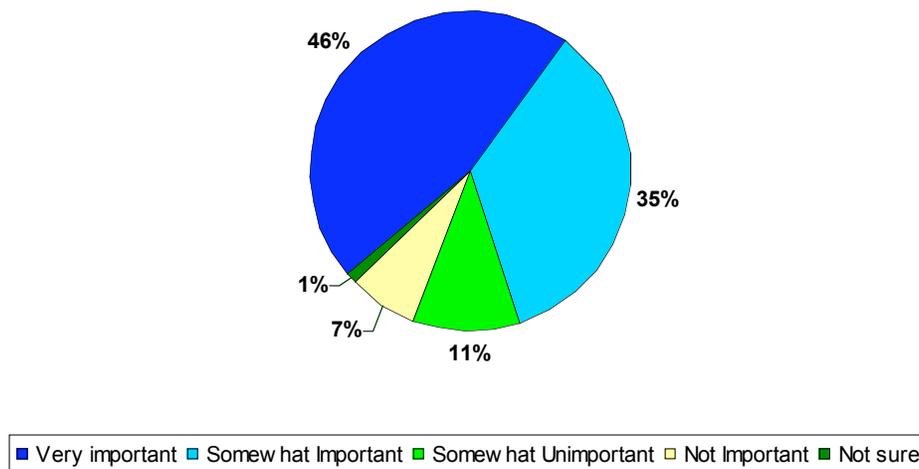


## POSSIBLE COST-SAVING MEASURES FOR THE DISTRICT

### **Alternative School Programs**

The great majority of respondents (81%) believe it is important for the School District to offer alternative school programs to match the different learning styles of students. While 46% say this is “Very Important” and 35% believe it is “Somewhat Important,” 11% believe it is “Somewhat Unimportant” and only 7% say it is “Not Important” (1% had no opinion).

**Chart 6**  
**Importance of Offering Alternative School Programs**



### **Consolidating Bus Runs**

The District can save a significant amount of money if they have a single daily schedule for providing bus transportation. Given this information, just over half of the parents surveyed (52%) say they in favor of combining all grades on a single bus run, while 44% prefer to main the present system (4% have no opinion).

### **Preferred Start Time for School**

The District is considering going to a single start time for all schools. Overall, most parents (93%) prefer to have school start no earlier than 8 AM, and a majority (57% ) want school to start at 8:30 or later. But, parents are fairly evenly divided over start time should be 8 AM (36%), 8:30 AM (31%), or 9 AM or later (26%); 7% want school to begin at 7:30 AM.

## **OTHER DISTRICT ISSUES**

### ***Food Service***

Those who have an opinion are evenly split in their attitudes toward the new food service company: 20% say it's better; 19% say it's worse; 19% say it's about the same; and 42% have no opinion.

### ***Foreign Language***

Most parents (90%) believe it is important to provide foreign languages in the curriculum. A large proportion (43%) believe it should be offered to all grade levels; 25% want it offered to high school students; 20% to Middle School students and 12% to Elementary students. There is also strong agreement (59%) that it should be provided for four or more years (17% say three years, 17%, two years and 7% are not sure).

### ***Options to the traditional single grade classroom***

Three-fourths (75%) of the parents believe it is "Very important" (34%) or "Somewhat important" (41%) to offer alternatives to the standard single grade classroom, such as multi-grade or looping classrooms; 14% believe this is "Somewhat unimportant" and 10% believe it is "Not important" (and 1% aren't sure).

### ***Passing Students on to the Next Grade Level***

Most parents (83%) believe children must master the skills at each grade level before being advanced to the next grade (6% do not believe in this and 11% are either not sure or say it depends on the situation).

## **COMMENTS AND SUGGESTIONS**

Parents were asked to describe the most important improvements they'd like to see the School District make in the coming year in an open-end format, in other words no suggestions were provided. There was a huge array of ideas and comments, most of which did not fit into patterns. The most common suggestions included: Put the students first (13% of the respondents); keep class sizes small (12%); hire the best teachers (12%); have fewer administrators (8%); alternative schools are important (5%); administration should be more accessible (4%); and improve academics, especially Math and English (6%). All of the additional comments are in the open-end responses with the Detailed Tabulations.

Some 38% of the respondents provided many additional comments in response to a question about whether parents wanted to share anything else. These responses are also in the open-end responses with the Detailed Tabulations.

**SOURCES OF INFORMATION FOR PARENTS**

The parents were asked how they currently learn about what is happening in the South Whidbey School District. The question was asked in an open way and multiple answers were permitted. Parents named many sources, but the top two items mentioned are the school newsletter (44% of the respondents) and word-of mouth (41%).

<b>How Parents Learn What's Happening in the School District</b>	<b>Percent of Total Parents</b>
School newsletter	44%%
Word-of-mouth/friends/neighbors	41
South Whidbey Record	34
Emails from school	33
School website	30
Talk to teachers	22
Attend Board meetings	12
Emails from friends	10
From my child/children	5
Key Communicator	4
Other	8

**DEMOGRAPHICS OF THE RESPONDENTS**

<b>Demographic</b>	<b>Percent of Total Parents</b>
No. of children currently enrolled:	
One	51%
Two	39
Three or more	10
School(s) attending:	
So. Whidbey Elementary	45%
Langley Middle School	39
So. Whidbey High School	49
Bayview School	3
Whidbey Island Academy	4
Years living on Whidbey Island:	
Less than 5 years	15%
5 to 10 years	27
11 to 15 years	16
More than 15 years	42
Age of Respondent:	
Under 35	11%
35 - 44	38
45 -54	39
55 and older	12
Own or rent home:	
Own	82%
Rent	18
Sex of Repondent:	
Female	70%

Male	30
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## **APPENDIX**

### Survey Questionnaire

**South Whidbey School District  
Survey of Parents  
October 2009  
11/2/09**

Hello. We are conducting a survey for the South Whidbey School District to learn about the opinions of parents whose children are currently enrolled. , I'm \_\_\_\_\_ and I'm calling from GMA Research, a Marketing Research firm in Bellevue.

Are you the male/female head of the household? (IF NOT, ASK TO SPEAK WITH A MALE OR FEMALE HEAD OF THE HOUSEHOLD OR FIND OUT AN APPROPRIATE TIME TO CALL BACK TO TALK WITH THAT PERSON.)

1. How many children in your household are currently enrolled in the South Whidbey School District?

- 1
- 2
- 3 or more

2. Which South Whidbey school does your child (schools do your children) attend?

- 1 South Whidbey Elementary School
- 2 Langley Middle School
- 3 South Whidbey High School
- 4 Bayview School
- 5 Whidbey Island Academy

3. Overall, how satisfied are you with the education your child (children) is (are) receiving from South Whidbey Schools? Would you say you are: Very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

- 1 Very satisfied
- 2 Somewhat satisfied
- 3 Somewhat dissatisfied
- 4 Very dissatisfied
- 5 Not sure (DON'T READ)

4. Why do you feel this way?

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5. What is your overall level of satisfaction with what is being provided to the community by South Whidbey School District in the following areas.? I’m going to read each item and I’d like you to tell to rate this on a five-point scale where 5 is “Very satisfied” and 1 is “Very dissatisfied.” First, how about: (ROTATE LIST):

	Very satisfied . . . . . Very dissatisfied					Not Sure (Don’t Read)
	5	4	3	2	1	
Information about what is happening in the District						
Transparency about the processes						
Communication with parents about what is happening						
Accountability for decisions made						
Quality of teaching staff						
Quality of school administrators						
Quality of District administrators						

6. Have you heard or read about the decreasing enrollments for South Whidbey Schools?  
 1 Yes  
 2 No  
 3 Not sure

(READ) SOUTH WHIDBEY SCHOOL DISTRICT IS PROJECTED TO LOSE ADDITIONAL STUDENTS IN THE NEXT FEW YEARS. THIS WILL MEAN MILLIONS LESS IN STATE MONEY TO PAY FOR SCHOOLS. SOME TOUGH CHOICES WILL NEED TO BE MADE, AND THE SCHOOL DISTRICT WANTS TO KNOW WHAT DECISIONS WILL HAVE THE MOST SUPPORT FROM PARENTS.

7. I am going to read a list of programs and/or services that are currently part of the **elementary** instructional program in our District. As I read each service, will you please rate how important you believe this service is to maintain the level of education you believe is needed. On a five-point scale where 5 is “Very Important” and 1 is “Not at all important, “ will you please rank the following: First, how about \_\_\_\_\_? Would you rank this a 5, 4, 3, 2 or 1? (ROTATE LIST)

Program/service	Very important . . . . . Not at all important					Not Sure (Don't Read)
	5	4	3	2	1	
Music						0
Art						0
Counseling						0
Library						0
Health Services						0
Physical Education						0

8. The School District receives money from the State for each child in a traditional classroom. Whenever specialty teachers are **hired**, for example a teacher who specializes in music or physical education, their salaries come from the basic state money received. If a choice must be made, in your opinion, is it better to have smaller traditional class sizes or to have larger class sizes which would support specialty teachers within the same budget. Do you feel it is better to:

- 1 Keep class sizes as low as possible or
- 2 Have larger classes and hire specialty teachers

9. As part of the District plan to use its dollars wisely, it will need to consolidate students in two buildings. When the middle school students are moved to the high school, how important is it to provide separation of middle school and high school students when they occupy the same campus? Would you say it is:

- 1 Very important
- 2 Somewhat important
- 3 Somewhat unimportant
- 4 Not important

10. Is it more appropriate to have 6<sup>th</sup> grade students stay with the primary level at kindergarten through 5<sup>th</sup>, or should they transition to a 6<sup>th</sup> – 8<sup>th</sup> configuration or to a 6<sup>th</sup> through 12<sup>th</sup> configuration?

- 1 K – 6th
- 2 6<sup>th</sup> – 8th
- 3 6<sup>th</sup> – 12<sup>th</sup>

11. As the District consolidates programs into fewer buildings, do you believe each program should have its own principal or should there be one principal over the combined schools?

- 1 One principal for each program
- 2 One principal for combined programs
- 3 Don't know

12. Many factors contribute to the level of excellence for a school district. In general, how would you rate the importance of each of these items on a five-point scale, where 5 is “Very important” and 1 is “Not at all important.” First, what about: (ROTATE LIST)

Program/service	Very important . . . . . Not at all important					Not Sure (Don't Read)
	5	4	3	2	1	
Counseling/guidance services						
Administrative services						
Quality curriculum						
Enrichment programs						
Lower class sizes						
Athletic programs						
Remedial programs						

13. How important do you believe it is for the School District to offer alternative school programs to match different learning styles of students? Would you say it is:

- 1 Very important
- 2 Somewhat important
- 3 Somewhat unimportant
- 4 Not important

14. If the School District could save considerable money by going to one daily schedule for all schools and having single bus runs with all grades together, rather than the current system with elementary and secondary students on two runs, are you in favor of:

- 1 Combining all grades on a single bus run
- 2 Maintaining the current system with different runs for elementary and high school students

15. Currently, the high school starts at 7:40am, the middle school starts at 7:50 am, and the elementary school starts at 9:00am. If the District goes to a common start time for all schools, what do you believe would be the best time for all students?

- 1 7:30
- 2 8:00
- 3 8:30
- 4 9:00 am or later

16. The School District recently transitioned to a contracted food service company to manage food service. Do you think the food service program is:

- 1 Better
- 2 Worse
- 3 About the same
- 4 No opinion (DON'T READ)

17a. Is it important for the School District to offer foreign languages to students?

- 1 Yes
- 2 No ) SKIP TO Q 18
- 3 Not sure )

17b. At what grade level should foreign languages be offered?

- 1 Elementary
- 2 Middle school
- 3 High school
- 4 All grade levels

17c. How many years of foreign language should be offered?

- 1 Two years
- 2 Three years
- 3 Four or more years
- 4 Not sure

18. How important do you believe it is for the School District to offer options to the traditional single grade classroom, such as multi-grade classrooms or looping classrooms where a child stays with the same teacher for more than one year: Do you believe providing alternative classrooms is:

- 1 Very important
- 2 Somewhat important
- 3 Somewhat unimportant
- 4 Not important

19. Do you believe that children must demonstrate they have mastered the necessary skills for their grade level before they advance to the next grade?

- 1 Yes
- 2 No

20. What do you believe is the most important improvement the School District can make in the coming year?

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21. Is there anything else that you want to share with the School District Administration?

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The following questions are for comparative purposes only. The responses will in no way be identified with your name.

21. How many years have you lived on Whidbey Island?

- 1 Less than 5 years
- 2 5 to 10 years
- 3 11 to 15 years
- 4 More than 15 years

22. What is your age? \_\_\_\_\_
- 1 Under 25
  - 2 25 - 34
  - 3 35 - 44
  - 4 45 - 54
  - 5 55 - 64
  - 6 65 and older

23. How do you currently learn about what is happening in the South Whidbey School District?

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24. Do you own or rent your home?
- 1 Own
  - 2 Rent

Sex of respondent: 1 Male 2 Female

THANK YOU VERY MUCH FOR TAKING THE TIME TO HELP US.

**SOUTH WHIDBEY SCHOOL PARENTS SURVEY (Continued)**

**Q21 Is there anything else that you want to share with the school district administration? Other comments. (Continued)**

- About counseling: there seems to be a lack of appropriate counseling especially at the high school for students. I can see an increase in counselors with the students having an option to get a second opinion. The counselors seem to have a disproportionate influence on the students learning career and there seems to be no alternative.
- Including a more diverse, creative teaching style that could attract students currently enrolled in neighboring private schools which would increase funding
- Think of the kids first instead of closing down schools for whatever reason the schools are being closed. We have to all work together if we want to see bond measures passed.
- The loss of the middle schools music was tremendous. Technology for classroom and not for surveillance.
- Combining principles the selection of the principal matters greatly. Principle Merrill is the strongest principle we have. Class sizes matter most for elementary. I would give up enrichment for the elementary but not for the middle or high schools
- I believe all the kids in one school would not be beneficial. A middle school should be kept. Bigger classes should happen to add and keep programs.
- Keep the quality of the good teachers no matter how long they have been at Whidbey. A lot of teachers are there union and they should be retired.
- Cut back on a lot of administrative in the district and stay more focused on kids' needs. There is no reason to close Langley Middle School--just take the superintendent's salary of \$185,000 and use it to run this school. Why aren't families moving into the two empty houses across the street from me?
- If we had more curriculum for space and space jobs like space engineering and designing star bases instead of the dinosaur age where everybody is too concerned with blowing each other up. I mean, shoot for the stars—you know? Cooperate with the colleges like BOEING, NASA, and MUFON.

**Q25 How do you currently learn about what is happening in the South Whidbey School District? Other responses.**

- Take home Tuesday.
- The most information I get is talking with my children.
- I work there.
- Whatever the kids bring home from school.
- Information sent home with the kids.
- Attend school functions.
- PTA - 4
- News my children bring home from school.
- I am employed there and I have three children in the system.
- Flyers my child brings home.
- Only what my child brings home.