

# SAU70 2025 Survey Free-Text Answers

May – June 2025

Based on 592 completed surveys across all 4 schools. Free-Text answers for individual schools are available separately.

Select portions redacted to eliminate potential identifying information for individuals or inappropriate language. Each redacted word is replaced by four asterisks: \*\*\*\*.

Only free-text response questions are included in this document.

Some respondents wrote free-text answers similar to “No”, “None”, “NA”, and “Nothing”. Answers like these are not present in this document; these are the differences in counts between “# Responses” and “# Specific Responses” below.

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Total	--	2,844	2,356	--

**Q09: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q08: Did the perceived quality of the SAU70 schools have an impact on your decision to live specifically in Hanover or Norwich?***

**142 responses. After removing “no” and similar answers → 103 answers**

1. 100% the reason we bought in the 03755 zip code!
2. Hanover has a reputation as being a great school district academically and is one of the main reasons we moved here
3. We built our house in Norwich before we planned on having kids.
4. When we were looking for a house (2022-2024), Norwich was our first choice town by far because of the school system. We were unable to find a habitable place we could afford.
5. The education is great. I wish the school would focus LESS on equality, DEI stuff (even this survey is silly 'non-binary' 'latino or not'. It is a distraction from learning is NOT how the real World works. Our family is NOT not inclusive, but the emphasis is way off. We are an asian mixed family and asian doesn't seem to be among the 'included' or 'sensitive' categories. This is fine, but I think it should be EQUALLY fine across the board. On this point, it is great to include language in the k-5 but students would be MUCH better served if that language was Chinese and not Spanish - this is not an opinion, but a demographic and economic reality of this century.
6. Responsible, educated, open-minded, caring, tolerant, and wanting to live in a democracy: the type of neighbors and fellow schoolchildren’s families I want to live by and interact with.
7. The fact that our younger child can enroll in the public preschool is a big reason we live here.
8. How does my child’s race, gender, and how much money his parents make affect the education you guys provide?
9. A strong public school system was important in our location search to settle our family after our training and education was complete.
10. When we chose to move to Norwich, prior to 2020, the SAU70 schools had a reputation for academic excellence, which was a major draw, in addition to the community having a wonderful reputation as a great place to raise a family. I have not found that the elementary or middle schools are providing the level of academic rigor I was expecting.
11. We live in Hartland ( choice town ) because we are able to choose high school.

12. We learned about the school system after moving here. Once enrolled, we realized we wanted to stay in the Sau70 system because we loved it. So it is one reason why we stayed in the area and didn't move to Thetford or Lyme.
13. We lived in Hanover when we first moved here, in \*\*\*\* for a few years, then moved back before our son started kindergarten.
14. The quality of education at the Hanover schools was one of the main reason for our family moving here
15. It was one reason for choosing to live here but we would not stay solely for the school system
16. We have been very disappointed in our experience with HHS and dread having our third child go there soon after RMS. It is a shame we moved here mainly for HHS and instead had our two older suffer through it.
17. High quality special ed drew us here.
18. We sought an exceptional education for our son, knowing that many schools in NH cannot provide a high quality public school education
19. We felt very strongly that we wanted to send our child to public school and believed that SAU 70 was the best in the area.
20. Overall the education and athletics were fine. However, the school environment is poor. Students are forced to conform to beliefs not of their own. Very disappointing. All beliefs should be supported including religious, and political. Additional, the leadership within the High School is a concern. Specifically the \*\*\*\*. You should listen to students and create a safe place where all are welcome for input. Not just listen to students who have shared views and beliefs as you.
21. Qualoty of Hanover schools is the only readon we are living in Hanover. But the rising housing cost in Hanover making usseriously rethink about this
22. MCS is a huge reason why we would stay in Norwich.
23. I think the key word here is “perceived” . The long standing reputation of high quality education has helped HHS but after seeing what actually happens here I believe it is now truly just a “perception”
24. We moved from further south for the schools. Best decision. We have been very happy with the school system
25. We wanted to move to a district where the teacher's main job was to teach.
26. We live in Lyme and definitely the quality of the Lyme K-8 school and the access to a quality education at HHS is very important to us.
27. Apartments are much cheaper in lebanon. House prices here are insane.
28. We live in a sending town
29. I also choose this district for the early language French classes. I was very disappointed when those were scaled back.
30. We wanted a school district that was supportive of children learning with a growth mindset and art, music and French, p.e., recess in their elementary school.
31. Specially live in norwich for schools
32. Schools plus quality of life but public schools were main driver!
33. I moved to Lyme for the quality of the schools there, and the choice of high schools

34. We moved here because of family reasons (grandparents) and we decided to live in Norwich for MCS. We are considering moving after the kids age out of MCS for tax and job opportunity reasons.
35. We were renting in Norwich and the schools and community were a big reason we decided to buy a house and stay
36. I love the school district.
37. We made a huge effort to live in Hanover specifically - stretching our resources to do so. The quality of the schools was VERY important to us
38. Single-parenting a \*\*\*\* household of a kid in HHS is now impossible for me to do, so I'm selling my house as soon as my kid graduates.
39. RMS math is an absolute disaster. Having an \*\*\*\* engineering degree, I firmly believe that STEM education should be engaging and enjoyable at this age. The current curriculum and teaching methodology is awful. Families are scrambling for other options and many kids are crying over math daily. All indications are the school doesn't seem to care.
40. We are very concerned about the redistricting talk going on in Vermont. We will look elsewhere for living if it is decided that Norwich will no longer go to Hanover for middle and high school.
41. Job relocation, having great schools helps tho!
42. Moved to NH for tax benefits, but chose Hanover specifically for perceived quality of high school
43. Moving to be in a community as well as education we feel great about
44. good learning supports and special education
45. Not only are the schools fantastic, the communities are welcoming and kind... a win for all!
46. Moved to Norwich so my child could have access to better education free from bullying
47. Moved to Norwich so my child could have access to better education free from bullying
48. We moved to Norwich from another Vermont town specifically to access better schools
49. We moved to Norwich a lot based on the reputation of the schools. This was a huge mistake in Norwich. Now that we're at RMS it is much better.
50. It us a good school
51. I'm we had heard it is one of the best districts plus close to our work
52. We moved here when our oldest was starting kindergarten. We toured several schools in the area, and decided to move to Hanover bc we were so impressed with ray school.
53. Moved from Woodstock VT specifically for the schools.
54. The renowned quality of Marion Cross was the single biggest factor in our decision to move to Norwich.
55. I also chose to live in Hanover so that I could be close to Dartmouth College, where I work.
56. Lived here prior to having a child in the school system.

57. Parent/Guardian of child living with ex spouse
58. The quality of the special education for my eldest learning difficulties have been one of the main reasons for living here.
59. It was most equivalent to the national ranking of the school my child previously attended in another state.
60. The good school district was the driving motivation for us moving here.
61. Moved from Lebanon to Hanover due to the schools
62. proximity to work / activities a larger factor
63. My son's learning differences were documented in preschool and we wanted to ensure that he would be in a small school environment and get the help he needs.
64. My assumption is that our children are receiving the highest quality curriculum and instruction, teachers are supported by highly qualified and competent administrators, and school culture and climate support our children's strong social emotional development. At Ray, this has been our experience. We are nervous about administration and curriculum at RMS (math seems to be concerning parents - and at HHS too). Given our experience at Ray, we're optimistic that those concerns will be addressed by the time our children attend those schools.
65. We've had options to move other places for professional reasons and chosen to stay in part bc of the schools
66. Knowing we would not likely be able to help much with the ever increasing cost of college we wanted to give the best chance for academic rigor and success to hopefully get merit based financial assistance for college
67. I literally moved to NH for kids education
68. We chose these two towns specifically for the quality of their schools and their reputation for being welcoming and inclusive communities. Couldn't have chosen better... we only wish the towns offered more activities and destinations for teens; much better for the younger kiddos.
69. The Richmond Middle School was an absolute gem when we moved here and during my first child's experience. Unfortunately, it has significantly declined during the past 5 years in terms of academics and student happiness.
70. At the time we moved, Hanover schools were felt to be superb, with excellent college placements. We do feel that this perception has changed and that the high school no longer has the same focus and support on helping top students achieve their goals; relatively to friends in other schools, Hanover kids now seem disadvantaged with the intensely-hard classes and grading, unweighted grades, and lack of AP classes. The school's reputation for trying to get rid of Honors classes and priority of "equity" over academic rigor is starting to spread.
71. We moved to this area for a job. If not for the quality of the schools here, we would very likely have chosen a more affordable town to live in.
72. Reputation for high academic achievement of students.
73. We have been very disappointed in our experience with HHS and dread having our third child go there soon after RMS. It is a shame we moved here mainly for HHS and instead had our two older suffer through it.

74. We have moved here in 2017 and have two of our children graduate from HHS. We had high expectations and both of our students experience was a major disappointment and regret at HHS. The school looks great on paper and sells itself as an amazing opportunity but falls short of all of its promises. If people ask me I tell them not to make the mistake we made to move here for the schools. Our kids were neglected by the school and all those great opportunities are only for a select few. The rest gets by and nobody cares. The elitist attitude ruined our kids prospects and potential success in high school and beyond. I am bracing for our third child entering HHS.
75. We work at the college. That is why we live here.
76. My son's Montessori teacher identified that this school district would be a good fit for his temperament and inclinations.
77. Hanover specifically for the schools, Upper Valley initially for work
78. MCS is hands down the best school that I have been a part of. I especially appreciate the administration.
79. Perceived quality of the education is the primary reason we chose HHS, among local high schools choice.
80. We were particularly drawn to the French program at MCS which is why we moved to Norwich.
81. We made a huge effort to live in Hanover specifically - stretching our resources to do so. The quality of the schools was VERY important to us
82. We chose to live in a school choice town so HHS would be an option.
83. The school system is good, but we also had concerns about the culture at the high school and considered other options.
84. We work at Dartmouth College.
85. We chose to live in the Upper Valley and picked Hanover specifically for the schools.
86. Yes, we moved to our current residents for the school district's reputation, specifically MCS. However at the time MCS was led by a different administration, which operated significantly different the current administration team, \*\*\*\* and \*\*\*\* \*\*\*\*. With the shift in culture and feeling of safety that the current administrators have created for students, families, and teachers- I could not currently say that I would again move here for the school. My family has very little feeling of safety and trust with MCS's current leadership and the trust that the school board continues give to them. Where have our teachers gone?
87. Like a village, live close to work, outdoor amenities
88. I think the quality of the education at RMS is somewhat aligned with what I expected, but there have been some disappointments around poor classroom management and interference of disruptive students.
89. #8: it's because of the \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* family member
90. We decided to live in Hanover and pay a premium on the house to have the Ray School for our children

91. We moved from \*\*\*\* VT to the Upper Valley so that our daughter could attend school at MCS then hopefully Hanover. Housing remains difficult, so we reside in \*\*\*\* for now.
92. This is confusing because you say "responses" (plural) to the previous "question" (singular). I'll go ahead and assume you intended "questions". You can look up statistics about the income and education levels of Hanover, no need to pry into peoples business. More unnecessary questions.
93. we moved from an out of state highly regarded school and wanted similar
94. I understand that racial/ethnic categories are defined by federal agencies. I hope they are not a factor in decision making. AAPI category lumps more than one-third of the world's population in one box. Using it to ascertain over/under representation is not accurate.
95. We spent all the money we had, and all the money we didn't to buy a home in Hanover for the sole purpose of ensuring our kids could go to school in the district.
96. That was 15 years ago I haven't moved here recently
97. As an educator, I believe that it is important for my child to have access to the best education we can get her. Hanover has a great reputation, particularly the elementary and middle school.
98. We love the community of Norwich and particularly how the community supports the success of its school and children.
99. The quality of the school district and a child who is \*\*\*\* \*\*\*\* \*\*\*\* and also has a learning disability, led us to move from a nearby town
100. But we've been disappointed -- this school district should be a shining light of advanced math and science. Instead, it's fairly dumbed-down.
101. We wanted to be in Norwich because of Marion Cross
102. I am certain families have different experiences, but SAU70 schools have been g
103. We were in the Upper Valley already, but moved to Hanover specifically for the quality of the school system

**Q11: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q10: Generally, is living in Hanover or Norwich financially challenging for your family?***

**156 responses. After removing “no” and similar answers → 127 answers**

1. Many of our children's friends' families have a far greater combined inc than we do
2. We also have a vacation house in Vermont and rent a home in Hanover for school, I wish we could afford to buy in Hanover, but so far have to still rent.
3. We moved here in \*\*\* for my \*\*\*\* \*\*\*\* and are currently renting. However, our landlords are raising the rent next year and we can't afford to buy, meaning we will

likely be forced out of the district we so intentionally sought out. We want to live in Hanover, not Lebanon, and so will likely move back west. My daughter is absolutely thriving at the Ray School and having to leave the community we've found to be so lovely and welcoming feels devastating.

4. The property taxes increase significantly every year, this is concerning.
5. taxes and renovations require long-term planning
6. It feels like Norwich has become a gatekept town. Most people can't afford to live there (unless they were there before prices skyrocketed), but also can't afford to tuition their kids into the school system. MCS is barely attainable for this two-professional family. The middle and high schools may turn out to be well out of reach.
7. Those living in Hanover are among the more financially privileged. Anyone answer anything close to finances are a problem should have a mandatory class on the Hanover town budget and zoning objectives. If taxes are truly too expensive then those suffering should understand the high spending levels of the town and reason behind high housing costs. I have no problem with either of these points, but I'm not indicating financial challenges.
8. Taxes are so high that I most likely won't be able to afford to live here after my kid is finished with the school system.
9. If the school does not provide content / input that is appropriately challenging enough, we may need to supplement, and the cost of such supplementation is occasionally prohibiting. But we are a special case since I've got two profoundly gifted children.
10. See above
11. Property taxes are out of hand and town members want to spend more money on more things.
12. We are fortunate to live in \*\*\*\* \*.
13. Taxes constantly rising
14. While we can financially afford to live in Hanover, the cost of EVERYTHING here is very high relative to MANY parts of the US.
15. Difficult to find and purchase a house
16. We live in Hartland
17. We find it expensive to live in this area but can afford it.
18. It is very hard to find housing, both for rent and for sale, because it is extremely expensive. Property taxes are very high.
19. Lots of money going towards housing.
20. Housing is hard to find
21. No enough housing options. Houses are either too old or/and too expensive
22. The new tax rate and 2025 assessment are the financial issues
23. Cost of living issue is overlapped re. Hanover/Norwich specifically. Housing, inflation etc. is a national issue - not just here
24. Taxes are very high
25. Housing cost. Cost repairs and renovation astronomical

26. We feel very fortunate that we are now able to live comfortably in Hanover, but that has not always been the case. We have so many good friends who are struggling to find affordable housing in Hanover.
27. Our property taxes are very high and the cost of living keeps going up
28. We were directly affected by \*\*\*\* departure this year, and that was difficult to go through
29. We live very simply, and conserve financially, but the cost of living here feels quite high and it does impact some of our choices.
30. Crazy housing prices is pushing us to move away from Hanover
31. We are looking to move as a result of the high cost of living
32. Service providers charge more if you are in Hanover, so this can be difficult to find a provider
33. The real estate market is inflated, taxes are high and there is a lack of housing inventory. Contractors inflate fees when working in H/N and there are a dearth of workers to begin with. Most of the houses are mid-century or earlier and were poorly built. There is no new inventory on the market and very few condos/rentals in town. The experience is challenging, because you are paying 2025 prices to live like it's the 1980's.
34. We shall see how the financial situation changes with the most recent re-appraisal process and subsequent adjustment of property taxes.
35. We live in Lyme, I would say in our case it is "not usually" financially challenging, though the housing costs are very high and occupy a higher percentage of our budget than we would like. If you are asking "are high housing costs a problem in this area, and should we support changes to build more housing in this area" the answer is 100% yes.
36. Big unexpected issues, like a new water heater, cause financial stress, but otherwise we are ok
37. I live in a sending community. The cost of living here is admittedly high, but not financially challenging for my family.
38. The cost of our taxes continue to increase. Many neighbors long tune residents have had to leave.
39. free lunches would be helpful.
40. We are fortunate in that we moved here 15 years ago and have a house with a mortgage that we can afford. But we would not be able to afford a house here if we were trying to move here now, and there are multiple we know who are struggling to figure out how to live here affordably (or planning to leave) because they cannot find a home that is affordable.
41. We luckily got our house before cost increased. We could not buy a house here now
42. The tax burden is hard to manage.
43. Housing is expensive
44. Norwich taxes are getting brutal
45. Live in Lyme. The cost is still steep
46. There are limited job opportunities in the Upper Valley, so we both have to work remote and travel a lot. It is a very expensive place to live and raise a family.

47. We certainly spent more money than we otherwise would have to purchase a house in order to stay in Norwich
48. I am a single parent living on one income. While I'm currently able to manage housing, food, and routine expenses, the high cost of living in Norwich—especially housing—means there's little room in my budget for unexpected costs or emergencies. After-school care and summer care adds another layer of financial pressure, and without a safety net, I have to be mindful of expenses.
49. Occasionally challenging with home repair prices so high - any work we need done feels impossible!
50. In addition to NH property tax, I also have to pay VT income tax, and when combined with mortgage and house insurance, that's 52% of my income. I'm the anchor parent to send my kid to HHS - my coparent lives in a further outlying town. It's just not sustainable anymore.
51. It's expensive and we make sacrifices; we can't afford the kinds of things our kid's classmates regularly discuss (skiing, vacations, etc). But, we think it's worth it!
52. we don't ski or go on vacation, if that counts?
53. I am surprised Lyme is not included in this, given the number of kids who come from our town.
54. Taxes
55. Its impossible to secure housing for a family. Especially if you are middle income. Even with two working parents. The salaries in the area do not even come close to whats needed to sustain living here
56. While we can afford to live in Hanover, real estate prices seem very inflated, I.e., feel like we paid too much for our home
57. We were able to move here before house prices skyrocketed.
58. Finances are a concern at times sometimes more when the area camps etc are expensive
59. The tax issue / threats to school budgets scares us and has made us start looking at real estate in other towns
60. The property taxes are high and we worry constantly they will increase. Also it is hard to "upgrade" to a larger home given housing costs are expensive, even if it is a condominium as HOA dues add up.
61. I rent so my kids can attend the schools since I can afford to own anything in Hanover. Rents are high and we make too much to qualify for financial support but not enough to live comfortably with the social demands of activities.
62. Because of the high cost of housing near town, we live far away/not on a bus route which adds more expense and complication getting kids home from school
63. Even with a somewhat generous salary base, the taxes and cost of living - food etc meet or exceed incomes
64. Housing costs are the main issue
65. We live far from town because we couldn't afford anything closer. This impacts the ability of getting kids to and from school since the bus doesn't come within walking distance of our house.

66. I am a \*\*\*\* and \*\*\*\* mother. I pay an astronomical amount in rent to ensure my children get to attend this school each year. Their education is my top priority, but I make immense sacrifices to ensure their academic success.
67. The cost of life and housing is expensive
68. It is annoyingly expensive but it is manageable
69. It is difficult to buy a home in Hanover, especially with good internet
70. Everything here is crazy expensive.
71. Housing - no matter your income level - is extremely expensive in Hanover.
72. We live in Norwich. Drivers Ed is free in VT but since our students attend a school in NH, we have to pay out of pocket \$700+, also March Intensive travels are expensive and not inclusive.
73. VT Property taxes make unsustainable for the long term.
74. We live in a condo bc we could not afford to buy a house here
75. Our Norwich living expenses feel quite tight, but possible to manage while we limit our savings. The difficulty comes from feeling like we are the only family in town without a doctor, lawyer, or professor earning the majority of our income. However, we know this is just a feeling, and not a reality, and make do!
76. high housing cost and property taxes
77. The cost of hiring contractors to do work on our home / property is very high. It appears that many contractors charge more simply because we have a Hanover address.
78. We may need to move to another state due to the unaffordable taxes in our town. It's so sad to me.
79. We lived in Hanover for 8 years then when our \*\*\*\* was approaching 9th grade, we moved to Lyme. All of the living locations were due to our desire to be in SAU 70.
80. Housing - no matter your income level - is extremely expensive in Hanover.
81. Taxes continue to increase.
82. The taxes in Norwich have been increasing to a point where it is unsustainable for us to live there long term.
83. As a single parent, it's a concern. Mostly as finding high paying, remote employment is a big challenge
84. The long-term uncertainty over property taxes is something we think about. Also, the exorbitant cost of home construction projects has affected our ability to renovate our home.
85. I only accepted my position at \*\*\*\* because I found affordable housing in Hanover, that has now changed. My building sold and rent increased 1K a month. Tried finding affordable housing and prices are over 3K. Some say it's market value while those of us in NEED see it as greed. I am a \*\*\*\* \*\*\*\*. I'm not wanted here. I'm moving back out of state. I've been searching for over eight months to find something. Each time something affordable comes up, it's gone in a day. I'm not the only one in crises. I make too much for subsidized housing and there is a 3-5yr waitlist. I have a kid, I can't rent rooms. Mascoma schools don't rank nationally and Lebanon housing market is just as bad as Hanover's.
86. This may change though in the current political climate

87. Child care in this area has cost us similar to costs when we lived in a large urban area; however salaries locally are not at the same levels.
88. We live frugally, and still feel that we watch our budgets more than we would if we were in another community. However, we knew this prior to moving into Hanover - which we did with the expectation our our children would be receiving a wonderful education.
89. I don't want to overstate the case, but it's just expensive here, everything.
90. It is getting harder with ever increasing property tax and salaries not keeping up. Will likely move out of Hanover when kids graduate
91. We elected to purchase a much smaller home than the one we left in another state when we moved here in 2017 due to affordability. The main reason for this compromise was school district. Second: commute time.
92. Just when taxes rear their ugly heads... but see previous answer -- the quality of our schools is so well worth every penny.
93. The cost of living here is becoming more and more of a challenge each year, especially as property taxes have skyrocketed, on top of the challenge of rising prices more generally. Our household income is not low by any measure, but I would say the financial challenges of living here are a daily stress.
94. Hanover is not affordable for many, but certainly not a single-parent household on what is a reasonable to good income. Even that does not cut it.
95. Housing and house prices are real issue and constant problem, and if they do not affect our ability to live in Hanover, they affect a whole series of other issues in our lives (and frankly, at the college)
96. Kid came home from first grade asking when we were going to Paris.
97. It is becoming increasingly difficult to afford to live here. We will sell our house when our children complete high school.
98. Initially challenging, but not for the past several years
99. Some costs for school-related programs make us feel a little uneasy, largely due to equity issues. For instance, it feels odd that some March Intensives cost as much as a big vacation and not every family could afford that. In that regard, we have advised our child to choose school-based or local/regional experience that all students could do with minimal cost.
100. We have looked at housing in Hanover, but thus far it is out of our range.
101. Occasionally challenging with home repair prices so high - any work we need done feels impossible!
102. I live with my family \*\*\*\* \* so my kids can attend the schools here. I can not afford to live in the upper valley otherwise.
103. Taxes are high and increasing every year
104. I've heard contractors charge more for Hanover but that's it.
105. Property taxes and values are insanely high
106. Living in an "other" town is very challenging financially.
107. We currently rent in Hanover and are looking for long term housing in the SAU 70 district.

108. We currently rent a place and it's temporary and are hoping to secure a home in Hanover or Norwich to keep kid in SAU 70 School.
109. Housing is absurdly expensive. We sacrifice on the type of house we can afford to live in so that we can have access to Hanover schools.
110. I can't afford to live here period. It is always front and center in my mind. Very stressful.
111. Childcare and summer camps are expensive
112. Cost of housing is too high
113. Things are priced higher in this area than where I moved from. Housing prices are high. Contractors charge outrageous rates for home repairs and renovations for Hanover homeowners.
114. As previously mentioned, housing is scarce and a bit too high in Norwich, so we've decided to remain in \*\*\*\* for now.
115. The biggest problem with this question is that the survey only goes out to Hanover/Norwich residents that have children in the schools. There are many residents that do not have children in the schools, many of which are elderly and may be on a fixed income. The schools do account for a substantial portion of the town budget and these results are likely to skew towards people that have sufficient income, as they are younger (have kids in the schools) and likely recently moved to Hanover, which means they have to have money as the barrier to entry is quite high. Second of all, in general, people do not like to admit that they have problems/concerns, especially when it comes to telling other people about their financial situation, so these results are also likely to be skewed for that reason. Third, is other people's financial situation your business? NO.
116. We are exceptionally fortunate to have scraped and clawed our way to a home in Hanover. But given real estate prices, interest rates, and the fact that homes that sell for sky high prices still need massive amount of work means that the entirety of our discretionary budget goes towards the house. Again, we are the fortunate ones here. What we've done is impossible for most and an existential crisis for the town and district
117. I don't think we could move here now.
118. We live in a small house which means we cannot host an exchange student so this means our kids cannot participate in those programs, as one example.
119. Hanover is expensive. We are fortunate to be a two income family and live within our means. However, if we lived in a different town, we would like have a larger home and not be in a condo association.
120. My Norwich taxes are 3x what they were 4 years ago. That is before the reassessment.
121. Taxes are high, if I weren't taking advantage of the school system I'd likely live elsewhere
122. we rent where we live in Norwich and it is a tough market to buy a house
123. We are in the middle - we make too much to qualify for any support, and expenses are very challenging. The cost of things affects us more than other families in Hanover/Norwich.

124. We live in Lyme
125. Housing is very expensive and we don't live on a bus route bc houses closer to town were too expensive. This means I wild time and money trying to get my kids to and from school. I wish buses better services students that live farther out. I often can't get my kids home or where they need to be after school bc of lack of bus service.
126. We live in a small house which means we cannot host an exchange student so this means our kids cannot participate in those programs, as one example.
127. Some initial startup pains, but no financial concerns for several years now

**Q13: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q12: From previous surveys, we have heard that a majority of parents want more updates about their specific child. What would you like to know? Please select up to 3 of the most important answers for you below.***

**134 responses. After removing “no” and similar answers → 113 answers**

1. I think this year was better in terms of updates - still would like 3 in-person conferences annually instead of 2
2. I have no feedback on my child except for report cards
3. Conferences with homeroom teacher would be helpful
4. We get weekly communications about class wide happenings which is great, however when there is an issue getting timely updates is important. My student was having an issue at recess that I didn't know about. Recess staff told my student's teacher about the issue multiple times, but I only heard about it at the parent-teacher conference after it had been going on for many weeks.
5. The teachers and support staff at Ray are fantastic, so experienced and dedicated! So while I would always appreciate hearing observations/suggestions/reflections, I am also mindful that this is a big ask for teachers. I am so impressed with how responsive and personal teachers and support staff are, and in how many ways they partner with parents to make special things possible for the students.
6. Results from seasonal benchmark tests
7. Since there are no metrics such as test/quiz/other grades that come home, it would be extremely helpful to have a sense of where our kid's weaknesses and strengths are besides what we can glean from two teacher conferences and a couple of unevenly filled-out report cards.
8. k-5 students don't always have the ability or inclination to say if they had a good or bad day. teachers sharing classroom happenings are often the only real-time

update parents get. If education is a parent teacher partnership (and it is/should be) then updates are the best way parent can do their part.

9. More individual feedback regarding the individual's academic performance compared to peers, strengths and weaknesses, and how the individual is doing socially with other classmates.
10. I think more testing and a little bit of homework would be beneficial. It's hard to know what progress is being made otherwise
11. RMS weekly updates are good. But in general all the Hanover schools send too many emails. High school emails are a mess and poorly written.
12. We have difficulty getting up to date and accurate info from school and power school. It's hard to tell if assignments have not been handed in or have not been graded for example. Teachers also use them differently.
13. As a parent, I would like to have guidance about how and when I might initiate communication with teachers.
14. We came from a lower school where there were parent-teacher conferences 2 times per year (independent from back-to-school night). Our limited experience reaching out to teachers was positive, but unless there is a "problem," it feels like we shouldn't be taking any more of their time to just check in. Perhaps optional sign-ups for zoom or in-person meetings could be offered a couple of times per year.
15. This question was confusing. The possible answers were too vague. It would be helpful to have more communication from a teacher if a student is behind or struggling in a class.
16. Very little feedback in 6th grade. Would like conferences. Or identifying one teacher who could speak for overall performance. I understand students switch classes, but it doesn't appear anyone is aware of full picture of the student's performance
17. It would be nice to meet each teacher once, although I realize teachers are busy teaching! Maybe just an open house for each of her classes twice a year?
18. My son is doing well in school, but if he had issues, I may want more communications.
19. We would also want to know about behavioral issues
20. Communication is abysmal in terms of timing and overall quality. Need to be more consistent and proactive.
21. Summative evaluations would be nice
22. My child has a 504 and I feel like we only got feedback on her during the yearly review. It was lovely and I am so glad we had a chance to meet her teachers and hear about her in class. If she didn't have the 504 I would miss out on that!
23. Too much fluff in weekly emails. Dearth of actionable/specific information. Inaccurate and incomplete information (e.g. dates for concerts without times).
24. It can be challenging to get "the real story" about what's going on with my child at RMS. This is an unsolicited email that I received from one of his teachers. How would YOU respond/engage with this? "I gave \_\_\_\_\_ the weekend to redo his \_\_\_\_\_ project. Much of the year he has been doing the least he can on assignments. The math teacher referred to it as "the greatest discrepancy between

potential and output". He is ridiculously smart but seems to not value putting in effort to produce quality work he can be proud of. I sent him an email at the end of the day with some suggestions for improving his \_\_\_\_\_. (For context- he took his \_\_\_\_\_ paper to the hallway and recorded himself repeating what he wrote. To his credit, and not surprisingly, he had the information memorized.) He did not have a diagram or labels, nor actions or images to help enhance people's understanding. I showed all the kids examples that we critiqued together using the rubric and the expectations were clear. I told him I was going to give him the weekend before reaching out to you but thought better of it when putting on my "mom" hat. I would want to know. Here's hoping he finds \_\_\_\_\_ more engaging next quarter! Hope all is well- send my best to \_\_\_\_\_ and \_\_\_\_\_!"

25. We don't want to overburden the teachers, but we do feel like we wish we had more updates. We don't think schoology is a good substitute. We want our child to learn to be independent, so we don't track schoology closely, but that has led to some unpleasant surprises. It would be nice to get an email summary for each class (fine if this is done automatically) periodically, so we'd get an idea of the general picture. We've struggled to understand how our child is really doing--is there grade inflation?
26. It would be great if a counselor took the time to get to know our specific child, asked him how things were going, and monitored his progress, developing a plan to try new things and explore his world, and gave specific mentoring advice about setting some goals and following through with them. If this was also share with his parents (us) that would be great. This was a regular part of middle school and it is missed here in HS.
27. I think it is a sad state that students work very hard and teachers barely give comments on report cards. This is unacceptable. I should never receive a report card that has zero teacher comments about my student.
28. would love to know about any issues in between parent teacher meetings
29. The 5th grade team does a great job communicating. A weekly email from the school has been fine too. I wouldn't change anything.
30. Our son is in 10th grade and I understand that by this age he should be monitoring and driving his academic success almost entirely by himself. However I feel like we get pretty much zero feedback from the teachers? Maybe there are a few year-end comments I don't remember from last year. For example, our son needs to work hard to do well in math and his grades have been a bit up and down test to test, it would be helpful to have good tracking on what he has mastered and what he needs to spend more time on. He is not very proactive about seeking help so sometimes we only hear about math problems when it's kind of too late to catch up.
31. I didn't receive any communications specifically about my child, and relied solely on what HE was telling me. Not great
32. Son never shares anything about school— it's helpful to know what is going on
33. additional scheduled meetings with various teachers every term is important for the overall growth of the child and makes a school district be a better performing district.

34. Usually just get emails when things go wrong. I feel like there is a fear to say kids are doing well and top of the class. Is no apex here is odd? I had that in elementary school. I wish we celebrated those academically doing well as much as we do those good at sports at a young age.
35. We have been able to get as much information as needed by requesting extra meetings with teachers, but it is not built into the system automatically.
36. Please send me an email when grades post so I know when I am supposed to look at them -- I am old fashioned and miss getting a paper report card!
37. A once per semester meeting with teachers would be helpful
38. I have not met most of the 7th grade teachers and would like to hear how my son is doing in general via at least one call/meeting per year.
39. Our child lives in \*\*\*\* and has been exposed to past \*\*\*\* abuse, which has affected \*\*\*\* sense of safety and stability. Because communication \*\*\*\* is limited, regular email updates from teachers about behavior and schoolwork are especially important. These updates help ensure our child receives consistent support across \*\*\*\*.
40. would like to know more about my child social react while in school
41. I guess I'd rather have some unsolicited news, rather than having to ask for it. Not hearing anything from the school about my kid all the while knowing from them of the cyberbullying two weeks ago and the food poisoning at a \*\*\*\* dinner... well, if those don't get sent along, what else am I missing?
42. My \*\*\*\* was (\*\*\*\*) on an IEP and the HHS team involved was exceptional (we're huge fans of the quality of HHS' IEP work).
43. I would prefer that the schools put their efforts into teaching kids rather than communicating with parents.
44. Understanding and learning about our child's education is something we would like to know. Getting more detail instead of a glaze over once a month would be awesome
45. I would appreciate more updates from teachers when they have concerns.
46. I've never met my \*\*\*\* homeroom/\*\*\*\* teacher. She was \*\*\*\* instead of attending the open house at the beginning of the year. I thought we would have some sort of parent-teacher conference, but only guidance counselor conferences were offered. I appreciated the teachers who were present and excited to chat at the open house. We've received 2-3 emails from \*\*\*\* homeroom teacher during the year concerning what the entire class is learning about, but nothing specific about our \*\*\*\*. The grades in Schoology are the only way we know how \*\*\*\* is doing - we are interested in knowing more. We are \*\*\*\* to this district and this is not the way things were done in our \*\*\*\* district. I feel disconnected from the academics at the school.
47. The communication at RMS, in general from the school and teachers, as well as specific to my child has been great. I appreciate the school news and what teachers send out about content. I feel like staff is available and helpful as needed. This is a big contrast to the experience at MCS.

48. Everything is fine! But I also chose the types of communications I would value if more was possible
49. I felt like I was burdening teachers if I asked for a conference since there are no dedicated days for this, and while they are willing to meet it didn't really seem like that was something that was done unless there was a parent or teacher concern. It would be nice to simply have opportunity and space to discuss my child's progress with their middle school teachers, even if things are going fine.
50. It would be nice to know better our children teachers and others parents, since the first days, not after two or three months, and know the curriculum since the first month, to work as a team for the kids.
51. I LOVED \*\*\*\* Friday emails and I live for them :) I thought two conferences was enough but it's also kindergarten so perhaps I will want more specific assessment as we get into the higher grades
52. The math curriculum has been very poorly communicated and implemented and there has been very little effort by the school to amend this.
53. Aside from access to grades I only know how my child is doing by asking my child
54. I receive a daily progress/ attendance report, however the information is not always updated frequently. For instance, every email i have been receiving contains information from the 3rd quarter
55. Had it been an option, I would have selected \*all\* of the choices above that could/would lead to increased personalized communication.
56. All the info I receive is the short blurb on his progress reports. However, all teachers are responsive if we were to reach out. A once a quarter reach out would be nice, but understand that they are busy!
57. Specific updates on my kids would be great. I find the current general communications from RMS and HHS to be far too long. While I would like to read them and be informed about what is going on in the school, I find the formats to be repetitive from week to week and so long that I never have the patience to read them.
58. I think it would be helpful to have a bit more information on how the student is performing academically and also how they are doing socially. The report cards are pretty opaque. Sometimes the teacher gives a 2 if they're below grade level, and sometimes the teacher gives a 2 if the class hasn't gotten to the material yet. It's really hard to understand when all the teachers do it differently. I also would love a glimpse into how they are doing socially.
59. While I'd love more frequent and detailed communication about my child, I know how busy the MCS faculty and staff are, and wouldn't say that it's a real issue for us.
60. When the kids change teachers for the second semester it would be nice to have another open house so we can meet the new teacher. Making the face connection makes it easier to continue communication as needed. Without ever having the face connection it is harder to reach out.
61. If given the option, I would have selected all of the choices supporting more frequent/detailed communications about my child.

62. We never hear anything from teachers. We only know her grades through the app. We've never met her teachers.
63. MCS teachers work really hard to keep parents updated about what kids are learning and provide helpful questions to guide conversations at home.
64. My kid signed up for classes that weren't challenges or even on par for him. He realized that they were too easy and changed classes. This was grossly disappointing that his counselor or academic coach did not question or guide him, instead they let him take almost remedial classes.
65. I miss the more detailed reports from Ray, but realize this may not be realistic in middle school
66. We currently have one first grader and we get a weekly email for the entire class as well as individual emails if there is a specific concern/positive recognition for our child. I am very happy with the level of communication and I believe asking a teacher to provide more would be unnecessary, and also not about better serving my child or students in general.
67. This used to be better and was somewhat of a disappointment this year. In particular, schoology is hard enough to navigate and some teachers don't even update. It was difficult to know (until too late!) the negative trends my child was on regarding getting his work done. Also, teachers should realize that some of the material might be difficult and sensitive. A heads up for these things would be very helpful.
68. I love the 1x/week email from my child's teacher, the 1x/week email from the school, the 2x/year report cards and notes that the teachers thoughtfully write, and the 2x/year conferences. If we needed more information, we feel comfortable reaching out to our child's teacher directly and talking with them. Of course, we have 1 teacher per child at this point; I do not know how we will feel when they get older and there are more teachers/ subjects.
69. Some teachers only wish to communicate with the student not the parent
70. We can access information about our child's academic progress using the online portal. Our main concern is our child's social and mental health, which is hard to assess without perspective from the place he spends more time awake than home.
71. There should be standard parent/teacher conferences once/semester.
72. We've had a few concerns about teaching staff (one specifically, a few general) that, had we been offered meeting times, might have been clarified with parental input. Requesting specific meetings one-off seemed to be putting pressure on our child that would not have been appropriate to the concerns.
73. I have not met a single one of my child's teachers. The open house night is pointless. I would rather have a chance to interact in person with my child's teachers to hear about his performance.
74. Parents are generally shut off from communication with teachers and administration. Unless there is a serious problem.
75. Only negative updates. If a child is failing a class would be good to know earlier than later.

76. If my child is struggling or experiencing difficulties at school, I'd like to know about that sooner rather than later, so that I can have an opportunity to discuss these issues with the teacher and to take any appropriate actions at home, sooner rather than later.
77. I only learned about a teacher's concern through the term-end report card. I wished that she had emailed the information when she was noticing the attention issues, so we could address them immediately. Now, nearly four months later, I'm still trying to address it through the school/therapist, etc., and we could have had a big jump start.
78. When my student misses a class or is late, or has to be followed up by an administrative person for discipline or behavior of any kind, I want to know so that I can follow up at home.
79. There are almost no comments on my student's report card, nor recommendations about future pursuits related to his particular strengths and interests.
80. The idea that our kids are in charge of their learning is great in theory but the school needs to make sure the kids have that skill before putting it all on them. It also gives the teachers the option to give very little feedback until the very end so the students (and parents) are in the dark about issues or successes. This is not a complaint from only the parents' perspective but also my children have voiced their concerns about lack of feedback. HHS does have some remarkable teachers but it is only through trial and error that you find them. The advisory staff that we worked with through the two high schoolers are also lack interest in our kids success. If you don't ask for very specific tasks, which they do take care of, there is no real advising from them. I never felt that they cared about my kids success one bit - except for one 9th grade advisor who was brand new.
81. Some students don't share much detail, but mention something in passing weeks later that maybe we'd have liked to know sooner.
82. I could see this being a hindrance for the schools with older kids, but I want more details about my kid's day for the younger grades.
83. We enjoyed the opportunity for 1:1 check-in with the 10th grade counselor recently. We would love for those opportunities early on to learn about course planning, independent studies, etc. That 10th grade 1:1 meeting was really helpful and we learned a lot and led to nice conversations with our child.
84. I would love to receive short, detailed information about my child and what they are learning. Sometimes the communications are either too long or not very specific.
85. I feel like because my kid is "fine" and doesn't stick out (good or bad), that he doesn't get the attention he deserves. He also doesn't get pushed to be better academically.
86. We have had two occasions this year where we have sent messages to staff at the High School and received no response. We don't reach out often and the silence on the other end was frustrating and quite the change from our experience at the Lyme School where communication channels were always open and accessible. It is unclear to us if the communication system through Power School is even functional.

87. If I could choose more above, it would be behavioral updates (if negative) and more detailed student-specific communication
88. I have never received detailed communication about any of my 3 children and it would be nice to have more validation or constructive feedback for how they are in class to increase awareness to parents.
89. I have no clue who my daughter is at school.
90. Our teacher does a great job reaching out with concerns periodically. The number of conferences is good too.
91. Our daughter seems to be doing fine, but we have no communication either way other than report cards. I'd like to know from guidance if, in general, they hear any feedback, positive or negative.
92. I think report cards should come out more than twice a year
93. To my knowledge, there has been no formal/scheduled opportunities for contact around my children's school experience beyond report cards and meetings I have requested.
94. Schoology is very helpful. I wish there were conferences for these important transitional years of school
95. The entry of progress into schoology is severely lacking with a number of teachers posting little or nothing making it quite challenging to be involved with our child's education.
96. opportunity for conferences would help
97. Please stop giving general curriculum information in the child's progress report comments. Even if it's just 1-2 sentences, we want to know what you think of our child specifically, strengths and/or challenges.
98. I trust the teachers and am satisfied with the class updates. I would like specific communication only if my child has done something exceptional or needs help with a challenging situation.
99. We've found teachers, administrators and staff exceptionally generous with their time
100. I have only ever received general school communications in digital format. From Hanover High I have never received personalized communications about my child, aside from one yearly email (which offers an opportunity to meet) from his assigned counsellor. I find this lacking. It would be a big improvement to hear from each of his teachers -- a short note that acknowledged their familiarity with him and commented on his apparent progress and/or aptitudes and/or areas of struggle, much like the old school report cards used to do.
101. Everything is fine as is but sure more personalized updates sounds great
102. I don't want to have to log in to an account in schoology
103. Format is often hard to read
104. So much is set by the end of elementary school, I'd like to have more information to help my child academically and socially. Once a child gets to middle school it's much harder to make major changes in either of these areas.
105. As a parent of a 5th grader who was in \*\*\*\* \*\* class, I feel that in some ways she has fallen through the cracks. While everyone that I have reached out to

regarding my child has responded, it does feel that there were some pretty massive gaps in communication this year.

106. High school students should be allowed more autonomy. Access daily to their grades and classwork is absurd.
107. we do not get any student specific information from teachers, so anything would be nice. would particularly like information earlier on in a quarter or semester once concerns might have been identified so that parents can help their kids. we have had to reach out because we had concerns on powerschool and it was too late to make a difference.
108. Powerschool and Schoology provide a good window. Staff are quite responsive in the rare instances I have other questions.
109. I know many of my peer parents always seem to want more information, I wish the updates were brief and to the point. When they are long I just don't read them and it wastes time for the author and me
110. Given how quickly mastery can change, It is really hard to know where our student is at any given time. There have been some concerns, but it's unclear whether they continue to be concerns or have been resolved. When a student is tracking behind in a subject and has been identified as such I feel like we should be getting bi-weekly or monthly updates on the progress until the student is on track and meeting expectations.
111. I specifically like to hear progress reports in areas of challenge for my student.
112. I have not received a single student-specific communication all year.
113. It blows my mind that RMS doesn't offer conferences. Big step down from Ray. I think I had conferences through high school graduation when I was a kid.

**Q15: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q14: What is your preferred method of communication for updates about your specific student's academic performance, such as grades?***

**106 responses. After removing “no” and similar answers → 76 answers**

1. Any way over email is great
2. I am open to whatever method is smoothest for teachers. Educational software sometimes feels hard to log in to (despite that I am online all the time), so feels like a less ideal choice.
3. Text or physical mail would be fine too.
4. k-5 seems to put a very high emphasis on dibbles reading scores. this is 100% important, but there are other areas of learning outside of just reading ... and by not

emphasizing these other areas the message is reading is the only measure of success or failure.

5. ITs hard to tell at times what is the grade our student is currently getting. And even, when and what the final grade is.
6. confidentiality of personal information is important to us, so easy accessability is good, but it cannot come at the loss of privacy and protection of personal information.
7. Second preference is updates within educational software. We would appreciate it if the teacher could 1)highlight the child's strengths and 2)provide suggestions on how parents can support their development after school.
8. Its fine now although quite frequent
9. Powerschool has been frustrating to use. Looking for my kids reportcards was like looking for a needle in a haystack. The report cards were not appropriately labeled. I had to click on every report and then guess which applied to which time period.
10. I never hear from my students teachers
11. Easier to do a quick glance through email than to have to log into a separate system.
12. If it is a tough subject, just pick up the phone please!
13. Email would be most useful. That way we could also easily maintain a record of the year.
14. I think too much is put online - too many online programs to become familiar with, too many logins/passwords, and I think paper communication is ideal for my family.
15. School teacher should share quizzes, assignments etc score more frequently with feedback on student understanding about course. There are courses where quizzes and assignments remains unchecked for weeks. Timily scoring and feedback is crucial for students to learn
16. Documents sent home get lost. The software systems are often a pain to get into, and change frequently just when you've learned a system.
17. If teachers don't put grades into PowerSchool it is not helpful. The auto reports from the software have no specific teacher feedback. Students deserve feedback from their teachers to improve and develop
18. I would also like to receive a hard copy in the postal mail.
19. I don't like any of the choices for grades for the Ray School. It is fine the way it is.
20. Second choice, which would also be ok, would be email notification and then we need to log into Powerschool to check results.
21. PowerSchool is totally sufficient for my/our purposes.
22. Please send report cards directly to parents either email or by mail
23. + other means as well.
24. PowerSchool log-in has been difficult to navigate at times. Using a platform that safely maintains private information is important.
25. I'd also be ok with an email notification and link to Powerschool
26. System is fine as is
27. It would be good to get a notification when something significant is posted (grades, teacher feedback, maybe major assignments).

28. Accessing report cards through PowerSchool can be confusing. It's often difficult to locate the correct report card for the specific year or semester we're looking for, which can be frustrating when trying to track academic progress.
29. If my child were missing significant assignments, I would want a more immediate, personal update via e-mail
30. Email is helpful, however, I prefer when there aren't too many attachments. I'd rather have a summary of highlights in the email body.
31. Schoology/PowerSchool are fine and probably easier on the school's end. I'd still prefer printed/mailed or emailed report cards and standardized test scores, but no big deal.
32. With children at several different schools, I find it time consuming enough to locate passwords and figure out how to actually find what I'm looking for in the various educational software platforms. I would really appreciate a one or two page report card being issued as a PDF by email or arriving at home by snail mail.
33. Because report cards are not sent out by the high school, I never know when report cards are ready to view--we are not reliably told by the high school (in the weekly report or otherwise), and it is often challenging to figure out how to access them on Power School.
34. It is easier by mail for us
35. Email with attached grade report or email notification report cards available with reminder procedure for how to access them in educational software (including who to notify if you cannot sign in)
36. If teachers feel like my child is not fully engaged, on time, polite, positive, I would like to know. This communication is nuanced, so a phone call is probably the best medium.
37. I'm indifferent as to method of delivery between email, text and PowerSchool. I like the grade updates I get now from PowerSchool.
38. For our children in elementary school, the narrative feedback we get with each progress report is the most useful. We appreciate the time that the teachers put into writing these reports.
39. We really do not like using Schoology. Different teachers use it differently, and we're not always sure what it's telling us. And since we often can't see the assignments, it's hard to know what to make of any of it. It also seems like too often numerical grades are assigned without enough feedback for learning (even just returning assignments with specific items scored, or with a narrative comment)...but maybe we just can't see it?
40. PowerSchool is terrible, I have trouble logging in every single time and it is difficult to navigate
41. Schoology usually works for me, but I've had issues with my password from time to time. I am fine with the existing system, but an email would be easier!
42. Tired of having to create a a log in, create a password. Streamline processes.
43. It's difficult to remember websites, logins, passwords for so many platforms. Every time a progress report or report card is posted on PowerSchool I have to spend 20

minutes figuring out how to access it. Not a big deal, but it would be lovely to make the system more user-friendly.

44. I like that we can look at grades online but that we also get hard copy reports too.
45. see above
46. I like the security of PowerSchool/ Schoology for my child's academic records.
47. Email with an invite for conference.
48. The powerschool data breach bothered me
49. Sometimes I find PowerSchool difficult to use/navigate. And old reports seem to vanish?
50. PowerSchool is fine too.
51. I would like to know that my children's teacher knows them and cares for their academic success. It would also be helpful to get advice on how to support them at home. It would make us feel like more of a team working to give the best chance to our child. We had one of our kids at HACTC and the experience there was much more supportive and we felt at every step that the staff and teachers were invested in our child's success from start to finish. Why can't HHS be more like that? Our kid was studying \*\*\*\* at HACTC and was not going there because \*\*\*\* was a \*\*\*\* \*\*\*\* student. That school created a lot more opportunities for \*\*\*\* academically and for \*\*\*\* college career than HHS, but not because of any special circumstance. They just emphasized individualized attention and growth. None of that is happening at HHS.
52. At the highschool level it makes the most sense for students to manage their own grades, but I appreciate that parents have access. I do not believe the school needs to update parents on grades specifically, given that parents can access the portal if they want to.
53. Communication is a constant burden. I spend most of my life managing my email. I want to know what is important, and what is pertinent to my child. I don't want to waste anyone else's time. What I get now seems ideal. Basic information once a week about things general, and specific information about my kid when relevant and specific to our situation. Do exactly what you are doing.
54. Powerschool is a bummer. Wish a hard copy came home
55. I hate PowerSchool and Schoology with heated passion. For PowerSchool, I'm in there only for registration and grades and it's unwieldy
56. information should be available with the fewest possible clicks. If it can be in the body of an email please don't make us go through one or two links plus a password.
57. Please do not make me sign up for an external app that I have to download, forget my password because I only log in 2x a year, etc.... all in email is perfect.
58. email or phone
59. Any communication from teachers would be an improvement. Outside of limited commentary on report cards, we have had no contact.
60. i'd want this to be sent somewhat securely for privacy reasons (even so my child doesn't necessarily see unless the teacher or my child wants to share with them)
61. Powerschool is one of the most frustrating aspects of HHS. It gives inaccurate info to parents and causes unnecessary concern, especially since (unfortunately) most

HHS teachers give full credit for work turned in late. Example: If a due date passes but the child hasn't turned work in, there will be a 0/x entered for the grade which causes the semester grade to drop (sometimes significantly). What isn't noted is that the student can turn it in the next day (week, month) for full credit. So, does the 0 really need to be entered or can it wait until the teacher is no longer accepting work?? Either that or don't accept late work. Allowing full (or even partial) credit for late work does not help developing individuals know that there are actual deadlines in life. In short, if a 0 is entered, that is the grade. Period. Otherwise, don't enter anything - just note that it's missing.

62. Some classes do not reliably post grades in PowerSchool and then it's "too late" to help my child for the quarter.
63. I wish there was an easier way to view report cards. I have had difficulty logging into PowerSchool and difficulty getting tech support.
64. The data breach is concerning to us.
65. I would most prefer to talk with our child's teacher at pick up, meet them in town, have a phone call. There are too many email communications from administration that are redundantly pale and long.
66. We don't check that often but because our child does well and reports to us.
67. There is something to be said for the report card in the mail. Have scores increased or decreased with PowerSchool? Being able to check grades at any time from any place hasn't made grades go up (just the budget, and the number of security breaches). Perhaps it's time to get rid of PowerSchool and any educational software.
68. Powerschool and schoology not easy to stay logged into and navigate to get report cards-- or need some email with "how to" instructions and links each grading period if not sending a copy of the report card directly to parents (preferred)
69. Schoology is sufficient
70. Email or physical mail preferred. Powerschool is difficult to access, and I never remember my password which is needed to access my student's progress report!
71. None of the above - child shares with us as needed.
72. Email is the best option of the above choices. I'd also like a bit more in person communication. Possibly longer, more structured parent/teacher conferences; or, adding one more conference time throughout the year.
73. a report card sent home physically would be nice, at least at the end of the school year every year.
74. no reason report cards can't come home. but I get it, they'll live online.
75. Please resist the proliferation of many apps that we must track and sign into. Email works perfectly fine and there is no need to complicate it.
76. PowerSchool and Schoology both serve their functions, I guess, but I want grades to just come to me in an email, it would make the logistics of it all so much easier

**Q17: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q16: Would you find it helpful to receive regular updates from any of the following personnel or offices? Please select all that apply.***

**96 responses. After removing “no” and similar answers → 72 answers**

1. Rays of Sunshine was much more predictable this year in terms of coming out every week. Would love more opportunity to hear from \*\*\*\* of Ray about unique projects Ray is involved in/planning/how community can help to ensure we remain a top school in the district. How can local families help leverage local resources to make Ray great? We have lots of visiting musicians and authors - and that's great - but what about visiting scientists, geologists and more? Also, NO idea what the school board is up to - what are the issues facing Ray/SAU 70? what can we do about them?
2. Need more updates from the math teacher with this self-taught math curriculum. We did not get enough information about our kid's progress and it set her back in her math progression. It's a real problem.
3. Already receive very regular communication from \*\*\*\*, classroom teacher so just don't want those to go away
4. we receive too many emails
5. We would love to see more leadership in the correspondence from the \*\*\*\*. The content is usually reminders of upcoming events and rarely includes anything that shows leadership, direction, or initiative.
6. We got daily emails with a brief general overview of the day from our child's primary teacher and it was incredibly helpful!
7. A little check in with someone who sees my child everyday would be nice. We only see \*\*\*\* \*\*\*\* regularly due to band concerts.
8. The level of information we receive is good.
9. There is no communication from the special rotation teachers, and we would like to receive some
10. Terrible math curriculum; no communication from teacher.
11. Seventh grade advanced math has been a particular struggle for our child and for us this year. Our child is frustrated and has gone from an eager math student to someone who claims to hate math. His grade has taken a dive as well. There has been a lot of confusion--for us and for him--about where he is and where he needs to be.
12. A little update at the beginning, middle and end of the year from each teacher would be great, summarizing what's going well and what needs improve for our child: from the teachers' perspective - how is our kid doing?

13. Again there should be a requirement that staff provides feedback to students other than a numerical number on a regular basis not just end of quarter
14. The Ray School website is unhelpful and the Rays of Sunshine timing is unreliable. The newsletter itself needs to be reformatted. The communication from the Principal's office needs to be consistent, reliable and focused. Most parents in the district have busy careers and multiple children. A place where information from the main office or principal is easily accessible and readable is crucial.
15. The Ray school notifications are perfect the way they are. We moved from another state and the Ray school provides way more info than our previous district. I'm not sure what else they could possibly email us about here.
16. Yes! Very simple: your child is doing fine, or your child could benefit from working on x, y, z. And then some follow up to monitor progress on x, y, z.
17. Special ed teachers also
18. No. I feel we have sufficient information or means of accessing whatever information we want or need.
19. The Who's Wise Words newsletter from the MCS \*\*\*\* is really helpful.
20. Do not need any additional updates, but there was no questionnaire alternative
21. I like communication! I also recognize the time burden. It doesn't have to be all of these every week, but I would appreciate more communication in general. I hear from the PTO a lot (thank to them for all the hard work!), and the \*\*\*\* sends weekly emails, but not much from others.
22. Communication is good
23. I've never, ever once talked with my kid's homeroom teacher. Is this supposed to happen? I thought it was all through Guidance, which isn't listed in the options above.
24. I already get most of this -- I would like more from my child's homeroom teacher -- I've really valued that for his sibling who attends a different school
25. I don't need special info from the School Board, but I would certainly read the minutes and agendas if I were to receive a link in an email.
26. This is obviously a heavy lift for teachers, but a brief update (10 minutes?) occasionally, would be wonderful if it could be accommodated.
27. Honestly, we get VERY little communication about anything, other than the weekly newsletter which is not specific to our child
28. It would be nice to get a little info on what is being taught since kids don't share much insight. Even a monthly newsletter with a short blurb about what happened in the past or upcoming from specials. I hate the canva newsletters since they are a hard read on a small device.
29. I wouldn't want to put too much extra burden on teachers to relate student specific updates, but having a meeting toward the middle of the year so that the teacher knows the student and can provide good insight on how to improve the second half the year. Even if the student is getting good grades - maybe they aren't working to their full potential or are chatting too much during lessons.
30. Info on projects and due dates would be helpful.
31. We get communication from most of these already.

32. We get regular email updates currently from administrators but none from teachers that are specific to our child, and rarely get any from teachers about the content of the classes.
33. As noted above, I would like notification from the high school when report cards are available, along with a reminder about how to access the report cards.
34. It would be fun to know how she is doing in the specials but I understand that could be a lot to ask
35. Do not need regular contact with subject teachers but opportunity to meet and conference with teachers about student would be helpful and help to build relationships so if issues arise parents know who to contact and feel comfortable collaborating with their child's teacher
36. More update from special education/support teachers
37. Her behavior is better in electives, so I just want to hear about required classes.
38. I appreciate the weekly school-wide newsletter, and that it covers different subjects. Our teacher-specific emails augment these weekly updates wonderfully.
39. I think that teachers should be focusing on their work in the classroom, not on giving parents regular updates. Conferences twice annually are sufficient. I would expect more frequent communication only if my child is struggling in some way.
40. guidance/college counselor
41. I'm apprehensive about asking teachers and staff to do more for our children but I would love more communication
42. In particular, it would be wonderful to have more information directly from my child's teachers (required and special).
43. I do not feel that high school students teachers or coaches need to communicate with parents more. HS students need to learn to self advocate.
44. Some High School teachers are great at providing feedback on assignments, as well as missing assignments. This is very useful to help my child keep on track.
45. But they have to be meaningful.
46. We receive appropriate and timely communication from each of the areas we selected.
47. Per above - interested in social and emotional wellbeing - interactions with friends, capacity for teamwork, etc.
48. We'd appreciate updates from the office or persons responsible for overseeing teacher performance/compliance with rules or the school's expectations regarding academic equity.
49. Historically, there is little to no information flow week to week from teachers.
50. The \*\*\*\* updates are very helpful!
51. Specific updates are always good.
52. Feels like we do get regular emailed updates from school/teachers
53. My child had a \*\*\*\* MCS teacher this year and they sent notably fewer communications than the other teachers in the grade. May be nice to have a "norm" across the grade level.

54. No coaches at Ray. The generic nonsense from the specials teachers during grades is irritating. That's fine for perhaps grade-specific weekly or monthly updates, but as "grades"
55. As-needed updates from our child's teachers and coaches work for us — we get a lot of information through PowerSchool and Schoology, as well as talking to our own child. Regular updates from the principal and the superintendent's office about "need-to-know" information is very helpful.
56. It would be valuable to hear more from the superintendent and school board. The \*\*\*\* \*\* does a fantastic job of communicating with families.
57. I like how the 6th grade team sends out a weekly learning grid. It has information on what the kids are working on in each class as well as the homework so parents are able to assist from home without having to reach out.
58. Would be wonderful to have a better understanding of progress, challenges and way we can support her at home.
59. guidance counselor
60. My child has \*\*\*\* and has a 504. \*\*\*\* has struggled in school but we have had very little correspondence from the school. Yes, we've had 504 meetings but the teachers don't seem to regard the plan and certainly don't regularly communicate out when \*\*\*\* having issues. One instructor reached out at the end of last semester when things were pretty dire but, at that point, the info was only informative, not overly helpful.
61. I was surprised by the lawsuit.
62. Common core adviser
63. Classroom newsletters are much appreciated- we get these now and hope they will continue.
64. The meetings are way too long and boring. And the minutes are not informative enough. Something in between.
65. I don't even know who my child's homeroom teacher is. I think this is a missed opportunity, because the homeroom teacher could serve as the representative for all my student's teachers- maybe monthly or once per term quick email summary of collective comments from teachers?
66. Guidance should be a choice. Placing overall academic progress into context of college applications at a much earlier point in their time at Hanover would be an improvement.
67. I think it would be great to have a channel of communication with my child's teachers for required topics, elective topics, and homeroom.
68. I think of all three of my selections as my child's teacher. I find the homeroom teacher parent/teacher conferences to be very valuable. I find almost no communication from specials or other required subjects. Specials in particular feels like a copy/paste exercise and I find that the communication currently included to be of no value.
69. No I do not need more information. I talk to my child every night about his day, his courses, etc. He is responsible for what he does during the day. I do not need to micromanage him. I just support him.

- 70. For Coaches- scheduling changes can be difficult when the students are not driving themselves. Many do not live within a five min drive but rather 30 min and this can affect the entire family.
- 71. Can we do a quarterly update from the teacher + slightly more regular updates from the \*\*\*\*? weekly is too much
- 72. More info is better

**Q19: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q18: How often would you like to hear general (not specific to your student) updates from your: (Primary/homeroom teacher, Teachers for required subjects, Teachers for electives/"specials", Principal's office, Superintendent's office, School Board, Coach(es))***

**67 responses. After removing "no" and similar answers → 42 answers**

1. Would love to hear more from School Board
2. Looking for a balance. The school year always goes much faster than you expect
3. I don't want to create extra work for people. "As needed" would be fine for things like the Superintendent's office, school board, and coaches.
4. not a fan of the principals office - please see section on excess equity and DEI
5. Of course I want teachers to contact parents if there's something important to say.
6. I think a single coach, person who could gather info with global school perspective, would be enough. Monthly would be fine, and would give time to help change and evaluate
7. I never hear from my students teachers
8. Principal weekly emails are a good summary of what to expect for the following week, as well as action items in case my child has not informed me.
9. I hope the school can work on ways to get parents personalized and clear information without overburdening the teachers.
10. It's just nice to hear a little something once in a while from teachers. Does not have to be ordered for a specific time, but more like a non-student specific check-in on what's going on in class, maybe mid-quarter.
11. With the absence of a reliable newsletter and helpful family website, the Principal's office should send logistical information on a daily basis. Pedagogy, policies, mission statements, etc. could be shared in a newsletter. The logistics should be separated from the big picture information.
12. School board pushing out summary of meetings and big items coming up would be great.

13. Please use email for general updates, as documents sent home with our child often get lost between the two households.
14. It'd be nice to know from guidance/teachers if I need to be more involved or not in helping my kid succeed. However, Guidance seems very wishy-washy on this, and I've never received an unsolicited email from a teacher.
15. love learning about what is happening in our district please update us about any spending plans and proposed curricular changes, so we don't have to dig through board docs.
16. I was really shocked at the lack of communication about the academic curriculum. All I learned I got from the parent night at the start of the year when it was clear that the purpose was not really to learn about curriculum but to do a meet and greet. I tried at times to go into schoology to figure out what my child was learning and how they were doing, but although I could see assignments posted, I didn't really see a good overview of the classes to understand what was being taught, nor could I find any writing samples or corrected work.
17. I do not need regular communication from high school teachers (beyond the report card and emails if there are any specific issues to be addressed).
18. Principals weekly is good and I feel the superintendent communications are good to keep informed. It would be helpful to have a "senior class" specific info page -- standing page that is updated with information including general things that happen senior year, traditions, general schedule of those (even if more specific info will come later) , contacts for high school class advisors. It would also be helpful to have at least annual or twice annual contact from advisor or whomever is the contact for parents (I sometimes don't quite know who to address questions to)
19. Exhausted from the amount of messages
20. I think the frequency of updates is great once the school year gets going. Two areas I think could use improvement (as a new family) are: communication before the year begins and general updates about how things work at the school. I would have liked to hear from MCS in late July/early August letting us know what the start of school would look like, and what supplies or guidelines would be helpful. Then similar, I did not realize that \*any\* snowdays would result in the year being extended at the end, that Halloween costumes aren't allowed, or that you wouldn't have access to any class contact information unless you sign up for the PTO directory. I learned all of them shortly before they happened, which was fine, but would have appreciated a basic "here's how things work" message at the start of the year.
21. For the primary teacher, weekly updates are great for K-3. For higher grades, monthly updates would suffice.
22. Monthly is probably sufficient, but weekly might be an easier cadence to maintain.
23. This is a difficult one to fill out as an elementary parent; weekly emails from classroom teachers, every other week or monthly regarding the school updates at large, monthly or quarterly from the district level and as needed from the school board.
24. It's always helpful for planning to have a heads up about what is going on.
25. Not sure if coaches applies to elementary school

26. Weekly principal updates from RMS (and MCS) could be much shorter.
27. I don't think classroom teachers need to send out regular communication- either to all parents or about your specific child. However, alerting parents about concerns should happen as needed.
28. I actually do feel like some teachers at MCS communicate very effectively, while others don't do as much.
29. I would want communications from the tertiary personnel unless there was something to say or a major update. In elementary school, the homeroom teachers are the required course teachers, so generally would just be nice to know what kids are doing weekly or in each section as they rotate through subjects. My child's teacher does this weekly and it is helpful.
30. I would say "quarterly" except "when necessary, urgent, or timely"
31. Daily seems unreasonable for all of these things, but weekly/monthly/quarterly depending on the source seems informative and fair.
32. Coaches only need to communicate weekly with parents largely so we are aware of the SCHEDULE and SPECIFIC INSTRUCTIONS (eg. drop-offs, who's in the game, etc.) Because our child is in high school, we put a lot more responsibility on our child to communicate with teachers directly and to be the liaison between us and the school. We appreciate weekly communications from the principal — it's just good for us as parents to know DATES, EVENTS, SCHEDULES, and have access to RESOURCES. It helps us plan as a family.
33. Don't know what you mean by coaches
34. I appreciate that teachers have a full plate, but a check in mid semester(ish) would be nice or as needed
35. As far as coaches I just want to know the schedule.
36. mid semester would be great
37. I do like getting weekly summaries with pictures from my elementary students teacher, to see what fun they have been up to. But at higher grades I don't think it's necessary, too much extra work for the teachers that already have a lot to do.
38. just want to have some person I know is a contact for me as a parent for information and/or to discuss concerns/needs
39. If the 7th grade team would send out a weekly email like the 6th grade team currently does, I think it would be helpful, especially for those parents who have a child struggling with executive functioning/organizational skills. This allows the parents to hold their child accountable to the work without having to over communicate with the school.
40. High schooler!
41. Coaches are volunteer parents I am grateful for their contribution and don't want to add more as I fear it would stymie their willingness to volunteer
42. General information isn't as valuable to me. I do appreciate "calendar of events" type communication. But, I mostly value comms specific to my child.

Q21: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q20: Generally, how satisfied are you with the following personnel or groups? (Your child's primary/homeroom teacher; Your child's other teachers; Your school's administrators, such as the principal; Your school's front office; SAU 70 Office, such as the superintendent; Your school board)*

126 responses. After removing "no" and similar answers → 102 answers

1. The quality of education at the school has been great, but the school board/superintendent appear to take political stances on issues unnecessarily which promotes a divisive tone within the school
2. I am left wanting for some firm guidance from the administrators. Why are most RMS kids holding phones in their hands at all time? Why are students watching movies so frequently? Also the math format was not communicated correctly and changed one year prior to advertised.
3. School boards should perform national searches for superintendents.
4. The only dissatisfaction I have is in the fact that bullying that was reported by multiple parents to the teacher was never reported to the parents of the bully. This resulted in ongoing and increasingly severe bullying without that child's parents ever knowing. I was shocked when I learned that his parents had not been made aware of the problem, after consistently bringing it up with the teacher (and I know other parents had too).
5. For the classroom teacher: I'm unsatisfied with how often the students are allowed to use tablets during reading time. When I was volunteering in the classroom while the teacher would work with small groups the students were allowed to choose to read on tablets, a couple were reading appropriately on the tablets, but many spent the time surfing the selections and not actually doing reading. Others would only choose books that were read to them by the tablet. Our teacher almost never assigned homework (\*\*\*\* grade) - at the beginning of the year she mentioned that the students should read at home, but when I suggested a reading log be sent home to help keep students accountable this was never done. My student often said that she didn't have to read at home because the teacher said they didn't need to. I'm not sure if this is true, but having clear expectations with accountability and feedback is important. There was a few optional worksheets that were sent home for math, but these didn't always align with what was being learned at school then my student stopped choosing to bring these home. At our old school, as a \*\*\*\*

grader, my student was doing 20 minutes of math and 20 minutes of reading a night (with reading log). It let us know what our student was working on and where they might need extra help. I'm not a big fan of too much homework, but there is a good balance that can be achieved. School Board: I'm disappointed that the school board did not conduct a national search when the superintendent decided to retire. Just because something is convenient doesn't make it the best choice. The assistant superintendent should have been asked to apply and compete with new applicants.

6. Homeroom teacher is wonderful. Discrepancy in Math/STEM depending on the teacher.
7. Our daughter feels like she is not learning in her math class in spite of working incredibly hard on all the assignments. We wish she had better math instruction.
8. While this is perhaps not the place for individual feedback, \*\*\*\* is amazing!
9. Cancelling Halloween was a huge mistake. The school should not be involved in social and political issues. These decisions seem self serving for administrators and don't help the kids. The old Halloween parade was one of the most fun and inclusive events in the community. Huge mistake that people still talk about, a lot.
10. My emails go completely unanswered to the school board
11. Overall I feel the school administration does a great job. I was however surprised and disappointed with removing \*\*\*\*, and now it was handled.
12. We are in the midst of an issue with our child and another child in the same classroom, and we are unhappy with how this issue has been handled over the course of this year by the \*\*\*\*.
13. There is so little interaction between the parents and the school, I don't know how to add to this.
14. I have found \*\*\*\* to be out of touch with what is going on with my child, condescending and getting the feeling as though he just does not want to deal with those that make waves or have extra needs. Our issues have not been with the teachers, but with the administration and the general tone of how my child is viewed and treated. Instead of solutions, I have received messages that feel threatening and when I have communicated by email I have received no response in return.
15. I've never met \*\*\*\*
16. The board is very political and they make sure people know where they stand on their views. Sometimes, when people with different opinions voice their concerns during board meetings, they are ignored or mocked (body language).
17. We have no communication from anyone except my kids homeroom teacher
18. It feels as though the Superintendent (and possibly the school board? I'm not sure who is driving the policies) is becoming too political and entering the school, and by association, the parents, into political issues. I don't think the school should be entering lawsuits or delving into anything deemed political, such as DEI initiatives, climate action plans, etc. While our family whole-heartedly supports equal opportunities for all, protecting the environment, etc, I think the school should focus on academics and refrain from choosing sides on controversial topics as it

creates cracks in the sense of community at the school. I can understand discussing topics in the news, but it would be better to teach and discuss all elements of an issues rather than declaring a school-wide stance that may not align with everyone's beliefs and will cause some to feel alienated.

19. \*\*\*\* has no managerial or administrative skills
20. It's a pain to go into BoardDocs to look at Board Agendas and minutes. It would be helpful to include Board related information in some of the routine correspondences we get from the MCS \*\*\*\*
21. I never hear from my students teachers
22. Math teacher is a bully.
23. There was a racial incident that affected my \*\*\*\*, and I would have liked to hear back from the \*\*\*\* \*\*\*\* after I reported it. Otherwise, communication has been good.
24. Teachers and staff are first rate. We've been extremely impressed with them. I wish we had more opportunities to see them.
25. I never hear from my students teachers
26. School board and \*\*\*\* are an issue.
27. We are saddened by the departure of \*\*\*\* \*\*\*\* and wish the board had done more to keep \*\*\*\*. Worried that it sent a signal to other teachers that they are not supported
28. I think the general choice of our public school systems to rely heavily on technology to teach, placing students in front of a screen to learn (especially in math, which is designed to be interactive in real life applications), allowing cell phones in schools (and at home) not only detracts from actual learning but also hinders social development. There is an extensive amount of data showing that screen exposure and social media are not helping our children in many aspects of their education and social lives and that they would benefit from educational methods of the 80s-early 2000s when use of technology was quite limited. As a parent and physician I feel very strongly about this matter and I am disappointed with our community's lack of attention to this issue, especially given the fact that our community is so highly educated and aware of the negative implications of excessive use of technology (potential negative impacts on cognitive function, addiction, social isolation, anxiety and depression, etc).
29. We've had significant turnover and have lost great teachers that are still in education and didn't necessarily move from the area. It's concerning and in most areas when people leave, it's not the job, it's leaders/managers. This points to the \*\*\*\* and school board.
30. I'm concerned about the teacher turnover at Marion Cross and wondering 1. why we aren't able to retain talent--and some concern that we do not have records of exit interviews. The record number of new teachers is troublesome. I have heard rumors that there are folks attending Marion Cross who do not live in Norwich and wonder why we aren't asking for proof of residency. I don't feel like there is a track for gifted students
31. Discretion and staff truly understanding FERPA

32. I wish the \*\*\*\* was more approachable and cared more about the arts.
33. The admin. team is lovely, but they need a communications audit and comms. training.
34. I haven't met any of my child's teachers at HHS.
35. To be clear, for the ones where I said "don't know," it's just that I don't know what those groups are doing, I don't know the details. I certainly don't have any complaints about either of those.
36. RMS needs to find qualified and well trained \*\*\*\* \*\*\*\* who can actually teach \*\*\*\* in a nice, kind and friendly way. Self paced experiment was a failure and turn off for our kids.
37. Very impressed with \*\*\*\* and her team.
38. Pretty new to the district
39. There is a \*\*\*\* grade teacher at MCS who is unqualified, unacceptable and should not be teaching at MCS. The children deserve better.
40. I don't agree with the DEI lawsuit. Voters made their decision in November. Stop wasting time and money on things most people disagree with.
41. Homeroom is completely opaque to me. There's been zero information coming home from that in three years.
42. I know the school board is working very hard. I wish there was more communication directly with the community.
43. \*\*\*\*: fantastic. However, disappointed with curricular changes to social studies (removing big sections of US / world cultures). SAU 70 / School board: it seems they're a bit behind on maintenance and repairs. Would be good for schools to have AC.
44. Our \*\*\*\* is a caring, strong leader who knows the students by name- she is amazing. At the same time, I am not convinced that the replacement of the former social studies curriculum has increased my child's knowledge of, introduced her to any particular concepts about, her country or world.
45. I don't feel like I have enough information to answer this question. I don't feel like I know. I am frustrated with the RMS \*\*\*\* and their inability to develop an age appropriate Math curriculum. I am not against trying new things at all, but when they don't work (and it is undeniable that the current curriculum isn't working), they don't recognize the mistake and fix it.
46. the Ray School \*\*\*\* often mistakenly records our child's attendance (rather marks him as "absent")
47. I work in the district and see from the back end how much everyone puts into everything:)
48. Some of the support staff is excellent and some seems inexperienced and not great at implementing and creating IEP plans/services
49. Although we like my child's homeroom teacher, \*\*\*\* grade, it seems as though classroom management is a constant struggle for them. My child thrives with structure and has hated most of this year, sadly. He is very upset at the possibility of his \*\*\*\* \*\*\*\* teacher moving up with the \*\*\*\* grade group for a second year. I hope the administrators will take family concerns into consideration and not solely

focus on the \*\*\*\* grade team's desires to reconnect as I believe children have been complaining (for years) about \*\*\*\* \*\*\*\*. It is unfair to force the \*\*\*\* graders to have \*\*\*\* two years in a row. \*\*\*\* is a lovely human, but the children's voices matter and should be upheld in any decision-making process around which teacher moves up or is positioned for \*\*\*\* grade \*\*\*\*.

50. Some of my student's subject teachers are fantastic - science, social studies. She completes interesting assignments that are challenging and build skills. Other subject area teachers (math) are boring and over use IXL and workbooks. My student says the math teacher does not teach them. Math used to be her favorite subject. She still enjoys doing math, but now it's her least favorite class to be in. In English, I think things are going well - but not really sure.
51. We think that most of the teachers at the school are truly amazing. There have been some changes to the teaching staff during the school year, and we think it should be a high priority for the students to have the same teachers throughout the year. My kids have also expressed that the \*\*\*\* teacher is repetitive and talks most of the class. They would like to do more hands-on activities.
52. Education is challenging, and I appreciate the hard work educators are putting in each day with our children and know it takes time to also communicate what they're doing. Thank you for supporting teachers and staff for that time and effort.
53. For the High School, do you mean their advisory teacher for "homeroom"?
54. We do not like TV shows regularly at school, specially during lunch time
55. The math department needs more structure and seems weak. The \*\*\*\* priorities do not seem balanced. Too much emphasis on social political concerns and not enough on academic. It seems that many parents expressed concerns about the math program but it did not feel like \*\*\*\* listened and responded with a good plan.
56. I regularly interact with \*\*\*\* \*\*\*\* and he's great. Mrs \*\*\*\* and Mrs \*\*\*\* are fantastic and my daughter loves them.
57. We'd love to have more (really any) interaction with our child's regular teachers (required and special). While the \*\*\*\* \*\*\*\* maintains regular weekly communication, we found \*\*\*\* to be rigid and difficult to work with when we had a child-specific issue.
58. The parking and traffic situation at the Ray school For God's sake, do something about it! Those parking lot monitors are completely useless. I need to arrive 20 minutes before dismissal just to get a parking space, then get blocked in by traffic that backs up from the circle.
59. Because so many of my child's classmates have parents who work at the school, there seems to be a fair amount of gossip about the kids among those parents. While understandable, its not very professional, and its definitely had a negative impact on my child's attitude about building staff (though not her teachers, thankfully).
60. Very unhappy with math instructor
61. Re: front office, I feel like I have no opportunity to know them. I dislike having to leave a voice message for my kids absence - I'd rather speak to a human; or even just send an email and get a confirmation response.

62. We would love to have more communication from/interaction with our child's teachers, but what we do know is positive. RMS' \*\*\*\* provides a weekly note, which is great, but was challenging to work with when an issue related to our child emerged.
63. I feel like certain specials teachers at MCS are not great (especially in \*\*\*\*, where my kids do not appear to learn anything!) They enjoy \*\*\*\* and \*\*\*\*.
64. In the past my child has had very good home room teachers. This teacher responded to my questions, but I felt like she was defensive and simply wanted to placate me. If I want any follow up I really need to press. I am fine with the \*\*\*\* \*\*\*\* and counselors. The \*\*\*\* does not seem genuinely concerned about the issues I have raised over the last three years, but again just sends a "I'm sorry you feel that way" email.
65. I don't really understand the role of the school board. I'd like to hear more about how they plan to support our teachers/administrators during this challenging environment.
66. These days, everyone has a very hard job and I believe our administrators have the best interest of the students at heart and that doesn't always please everyone. They are good people and do a good job. Some teachers do what they want, how they want and seem to go unchecked. Have expressed concerns about some teachers with no follow up or idea of those concerns were acknowledged or addressed
67. The teachers only contact us when there is a problem/concern. The other regular communication we receive is the annual renewal of our son's 504 plan. That process has been somewhat uneven, ranging from one year where a teacher was allowed to yell at our son and berate him for most of the meeting to others where 'interventions' available or suggested are non specific. There is a sense that our son is only "known" by perhaps 1 or 2 teachers at the school.
68. I wish, quite honestly, I knew who to approach with concerns about teachers' performance with respect to treatment of particular students, with respect to what I assume is a school expectation for responsible and respectful teaching. Parents don't know to whom they should turn with such delicate issues.
69. Administrators and Superintendent are not moved to change by individual parent/child concerns. Same with School Board. They mostly steer their own ship with little accountability or willingness to engage meaningfully. The days of knowing the kids (their names, interests, families) from the top down from Day 1 are gone. Much greater focus on disciplining, punishing. Very little curiosity for the who or the why.
70. Some teachers are more effective than others.
71. Administration (\*\*\*\* and guidance) seem overly focused on homogenization/ identity/ equity and not focused enough on allowing the best teachers to teach well. My kids report administrators never seem to come into classrooms. High school boys are increasingly feeling marginalized and unaccepted due to viewpoints of administration.

72. We have been “satisfied” with our students other teachers except for the \*\*\*\* teacher who continues to be problematic, and for the \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* in \*\*\*\* grade this year.
73. The school \*\*\*\* is amazing!
74. Some of the high school teachers are fantastic. Other are... well, when grades aren't updated for 8 weeks, you know there's a problem.
75. Kid says nice things generally, but we don't hear much directly from any of the above except the main teacher. Even the Rays of Sunshine newsletter seems more generic than it used to be.
76. I like the principals weekly. I don't believe I've heard anything from the other folks listed above since my son's been in the school.
77. I am very upset about what happened to \*\*\*\* \*\*\*\*. I don't know what to believe, but the family who brought the complaint is now saying that it was the school board (not the family) who pushed the case too far. If that is the case, I think our school board needs to do some serious soul searching about going too far. The whole situation is 100% terrible, and I am broken hearted for \*\*\*\* \*\*\*\*, \*\*\*\* current students, and all the students who won't have \*\*\*\* in the future.
78. There is a clear difference on the \*\*\*\* grade team with the experienced teachers and a new teacher. Everyone has to start somewhere but it is very noticeable with both teaching and classroom control.
79. Satisfied with most teachers with exception of \*\*\*\* \*\*\*\*. It's a shame because \*\*\*\* be covering \*\*\*\* yrs of high school French. I know there have been other serious complaints, and I hope the administration would be receptive to feedback and do something about it.
80. Admin and school board take on dumb national culture war issues instead of the school's actual problems. Principals reports are all positive, school boards only discuss legislation and when students bring concerns they are brushed aside unless it's trans stuff.
81. We are satisfied with our students' academic progress. However, his activities and experience at the high school feel like a black box in many ways.
82. It is time for a new pair of RMS \*\*\*\*. The \*\*\*\* and \*\*\*\* \*\*\*\* have not demonstrated fitness with regard to their poor handling of the RMS math curriculum - as a matter of both academic and leadership integrity. They have not held teachers to account for academic excellence in the classroom, nor have they provided teachers with the tools to meet those standards. Their communications (and frequently, lack thereof) with families have been unclear, embarrassing - and angering. Their ability to hire, train and retain outstanding teachers is mediocre at best - and it does not appear to be a top priority. Many families are upset by their biased communications and management of student behaviors, as well as their perception that equity means the same (and thereby playing to the average or lowest common denominator), when in fact it means giving all students what they need to thrive. Diversity is okay (!), and inclusion of ALL abilities should be a part of curricular design. Differentiation re: academic performance is good and necessary if we take DEI seriously, so long as we are designing supportive pathways for children to excel at

all levels. Our SAU70 administrators and school board should be paying greater attention to academic / pedagogical excellence, quality of our administrators (and teachers), and curriculum review / improvement & learning system / transparency with families. Other district concerns are valid, but not without a laser-like focus on delivering on education. We are frequently a little too "self-congratulatory" - there is room for improvement.

83. I think I know who my child's homeroom teacher is but have never heard from her.
84. The majority of teachers at HHS are amazing. There are a few that are really not doing the job. I hope these are known and there simply needs to be structure to help them improve or leave.
85. We're not thrilled with the lack of academic oversight from the school board. Their meetings should ALWAYS focus on academic improvements to the teaching and curriculum, alongside other concerns. The \*\*\*\* work on the curriculum should be documented online for all parents to review and understand with transparency. There should be more accountability demonstrated by the school administrators, board and teachers re: the quality of teaching - through reviews of test scores and a learning system that demonstrates how aims are set and improvements are made. Never again should our community encounter the debacle that occurred in RMS math these past two years; all parties should learn publicly and transparently from that experience, and all school stakeholders should create systems to avoid it ever happening again - at HHS, RMS, MCS and Ray.
86. We hear VERY little from the \*\*\*\* beyond a weekly logistical email. Does \*\*\*\* have a vision for the school? A culture that \*\*\*\* is trying to cultivate? \*\*\*\* is very present at \*\*\*\*, less school at the school.
87. Our child doesn't need a lot of direction so minimal interaction needed.
88. I think it is time for a \*\*\*\* change at RMS. The \*\*\*\* is out of touch with students and families. They do not respond well to family concerns. There is very little transparency. It's time to bring in a new perspective.
89. It would be nice at the beginning of the year and at quarterly intervals if teachers could provide a broad overview of the curriculum goals for the year/quarter. With math in particular I am not really sure what the goals and learning outcomes are.
90. The quality of staff and educators and small classrooms make a huge difference. MCS offers a broad variety of subjects from an early age, and is a special community.
91. I'm unsatisfied by the lack of diversity in the school board, everyone seems to think the same thing.
92. I feel extremely fortunate to have such wonderful school leaders from \*\*\*\* to school board members to \*\*\*\* and \*\*\*\*. Thank you from the bottom of my heart-our family is super grateful for all your hard work!!
93. Hanover High has so many resources and students with such high potential, but it squanders most of its advantages.
94. Most unsatisfactory is MCS specials. I wish the bar was a bit higher. And, there was more interesting engagement with the kids. Specials at the middle school are truly amazing. So, within the district there is as model to follow!

95. I would like a no phones in schools policy that removes all devices from student possession from bell to bell.
96. As previously mentioned - my child was in \*\*\*\* class. \*\*\*\* is one of the best educators I have had the opportunity to interact with in various settings. Losing \*\*\*\* was extremely difficult for my child and is a major disappointment for me regarding the Hanover system. I try not to judge, and I know that my knowledge is limited to snippets I have heard from various sources, it left me quite dissatisfied with the educational experience for that class. The gap between \*\*\*\* leaving and \*\*\*\* \*\*\*\* taking over was long and seemed unfair to the students.
97. School board members are lovely and their hearts are in the right place, but practical considerations and budgeting are not their strong suit. Also shocked by the number of people who give legal advise who aren't lawyers.
98. With so little contact, it is hard to have an opinion on anyone in particular.
99. There are members of our school board with serious bias against kids with disabilities, neurodivergence or learning differences. There is an elitism that pervades. They need to be educated about civil rights.
100. I wish the school board communicated more with everyone. i think they believe it is enough to hold meetings and publish minutes, but it would be helpful to know what the pressing issues are or where they may need input. Otherwise, its very unclear.
101. My concerns are that the school board has decided to join political lawsuits and make decisions based on their political beliefs rather than what is best for the community and students.
102. RMS \*\*\*\* doesn't seem welcoming from my anecdotal evidence. Different vibe from Ray.

Q23: If you wish to provide more information about your response to the previous question, please let us know below. *Re: Q22: In today's political environment, there may be an increasing need for our schools to give timely updates on new laws and regulations being discussed, and/or become more involved in the political process. In addition to national events, other current discussions at the state and local levels include district consolidation in Vermont, statewide open school enrollment in New Hampshire, local funding mechanisms, and mandated NRA-created firearms annual training for K-12 students in New Hampshire. What are your thoughts on this? Please select all that apply.*

91 responses. After removing “no” and similar answers → 71 answers

1. YES - this is what I want to hear more about. Literally have no idea what major issues face our schools and how we can help
2. I want to hear about laws directly impacting the school but without personal politics interjected into the undertones of the communications
3. Equity and inclusion are core values for our family, and believing that SAU70 shares those values is a large reason we ended up here. I hope that doesn't change, and I hope SAU70 works hard to fight for students and make school a safe place for all.
4. We have a great system, with balanced educational opportunities for students that give everyone a place, regardless of their challenges and strengths. Let's keep it that way!
5. Administrators and teachers should not be letting their political and social events affect their teaching.
6. I the excessive interference with our schools by state and federal members of government who have no qualification to do so to be reprehensible. I thank our local school officials for their work to provide quality education despite these obstacles and wish them strength to continue this cumbersome and spirit-crushing effort for the benefit of all of us. THANK YOU.
7. Too much politics in Hanover schools. Please focus on educating, actual school classes. Too many distractions, teach Math, Science, Reading/Language. Kids need to learn and learn-how-to-learn.

8. I want school principals and superintendents to be aware of on going political situations and to advocate for the school and students in a non-partisan way
9. It is hard to ask the school to fight political battles - but I do think they can be powerful advocates for our kids so as a parent, I am here to help.
10. Keep federal funding
11. Less political involvement from the school would be best, but when issues directly affect the school, an increase in recognizing ALL views on political issues instead of assuming everyone at the school shares the same political beliefs would be welcome. The school could improve on creating a culture within the school that is accepting of all political beliefs and not just those of the majority in Hanover. Students need to be taught that different political opinions are ok and not feel ostracized for disagreeing with the masses on current issues. Debate should be encouraged.
12. PLEASE provide more updates on these things, thank you!
13. As a resident of VT, I find it difficult to follow the issues that are being discussed in NH. I would appreciate having more information on these from the School Board.
14. I only want to hear about what IS, but what might be.
15. I am concerned about schools being stripped of their independent curricula and DEI efforts. I believe that teachers should have freedom to teach their areas of expertise and the subject matter that addresses a academic content and arts that have been determined relevant, accurate, and that reflect the true purpose of education: to enlighten and encourage critical thinking. This will not be possible if schools do not resist the current pressure to censor intellectual freedom, ban books, and prevent democratic processes from functioning in their school communities. I was grateful and impressed that Hanover High School and SAU70 joined the American Civil Liberties lawsuit.
16. This is tricky. I have to be honest, I don't think schools should be involved in the political process--I think it's better if they stay neutral (we've seen, alas, the blowback from universities that take political stands). However, I think it's very appropriate for parents, staff, and teachers to get involved in the political process of their own accord and (in the case of parents), provide information for other parents and community members to do the same.
17. I live in Vermont and want more collaboration and attention to VT policies
18. I don't know if I want the schools to be actively involved in the political process. I wouldn't want harm to come to the district because we focused on politics. I also wouldn't want it to be a distraction or take resources from educating students. It's a great question.
19. The questions are kind of unclear. Getting updates on changes in law that impact HHS? Yes please. "Getting more involved in the political process", I'm not clear what you mean by that. Advocating for the students, faculty, administration and other HHS bodies to make sure HHS stays excellent: yes!
20. I appreciate that the school joined the lawsuit against Trump \*\*\*\*! I tried to find a way to contact the central office to express my appreciation but didn't find a convenient email address

21. I believe our school system should advocate for every student's right to a quality education. I am deeply concerned by current federal policies that seem to undermine students and promote division, racism, and intolerance. It's important that schools stand firmly against these harmful influences and foster an environment of inclusion and respect for all.
22. I disagree with the DEI Lawsuit
23. You guys rock. Thank you for your emails about what's going on and being legally and politically proactive on this. You can't stay neutral on a moving train.
24. Not thrilled that SAU 70 sued the administration without voters' consent, or clear communication about costs in time/resources.
25. Prior to suing the government, the school should at least consult its constituents, informing us of the cost in terms of time and resources, rationale, and expected positive results in academic achievement for the kids.
26. Ugh. This is tricky. I think it would be great to have non-partisan updates, but in such a partisan world I feel like this is very difficult to do without someone deeming it as partisan... It feels like this is an almost impossible needle to thread.
27. I am deeply concerned about having the NRA involved in child education. They have no business in schools.
28. I especially concerned about how changes will impact kids with disabilities and LGBTQ+ children
29. I'm concerned about maintaining and improving access to the best practices around addressing the needs of students with disabilities- from using the best reading and writing programs to the services and skill of the specialized providers available to our students.
30. I don't think schools should use taxpayer money to get involved into legal fights with the government.
31. Bathroom sharing for transgender children is a poor decision and caused much confusion in the school for children having to put up with boys in their bathrooms, but people are too polite to bring it to the attention of the school.
32. I have appreciated the superintendent's communication with families about legislation and commitment to values in a challenging time. Keep fighting for our kiddos and diversity, equity etc in our local schools please! Tell families how we can help.
33. I will absolutely refuse firearms training for my Kindergartner, the republicans are psychotic
34. I am strongly opposed to NRA-created firearms annual training for K-12 students. Guns are not normal and should not be normalized in a school setting, and the NRA has no business in schools.
35. I think it is the school board's responsibility to decide how to respond politically.
36. I think our schools should be focused on education, not politics.
37. Hanover High specifically has an issue of not being a political and there was a teacher \*\*\*\* \* who was directly related with \*\*\*\* organizations. The students found this but HR did not? Social media accounts should be reviewed prior to hiring. We are a two party system in This country and it should be more

represented as such. Teachers are outspoken about their political views and it makes kids not want to speak on views that oppose theirs out of fear of retaliation. This is NOT the way students should feel in a public school.

38. I think the school system is doing a good job of being involved right now, no requests for change. Keep up the good work!
39. In today's current political climate, I think it's important for families to know about legislation that may adversely impact the schools. I might not have felt this way in prior administration's but that's how I feel now. It's scary times we are living in.
40. I generally want to know how politics may impact the schools particularly in this current political climate.
41. More out of curiosity, not to be a hindrance. I was so thrilled with the school district's decision to join the ACLU law suit.
42. This is fraught. I am really not sure if I want the school involved in politics or if it should be the individuals. Serve the students, protect them if you can - everyday, all day. Teach empathy and community and taking care of each other. Snuff out little issues before they are big issues.
43. Please don't enforce Left Wing ideology on everyone. There are a lot of silent voices who oppose Children s indoctrination of LGBTQ agenda. You can just teach " kindness " and " antibullying policies " as a rule at Ray school. Kindergartners don't need to read," Jacob wears a dress". They are too young to comprehend any of that.
44. "...mandated NRA-created firearms annual training for K-12 students in New Hampshire???" Can a Vermont resident opt out? PLEASE DO inform us of these sorts of initiatives.....
45. Superintendents, Principals, Teachers all have their separate powerful lobbying associations in Vermont. I wish RMS would stick to the basic preparation for high school. Fox example, keeping 6th graders at MCS should be a thing of the past. They should be at RMS getting ready for high school. HHS is a rigorous college prep environment.
46. I think it is helpful when reminders of school board dates are included in the weekly newsletter. Sharing of information about VT/NH proposed law is very important to me.
47. I don't think you need to say "political process." What you seem to be talking about is "legislative process." For instance, this is the first I'm hearing of the gun training and I'm quite active in other legislative areas... it is very hard as a parent to keep up on legislation in NH, which is ample, and how it might effect the school/children.
48. We \*really\* appreciated that SAU70 was involved in the legal initiative! This was the source of immense town and school pride. And I was also grateful for the Superintendent's updates.
49. I'm having a hard time parsing the last question. I want the school to be actively involved in working towards my politically aligned interests. I want to know when that is up for grabs, and when I can step in to help. I am generally confident that the local school board is aligned with my politically aligned decisions. I am interested in supporting the school-board and administration when possible/needed/advantageous.

50. The NRA thing sounds crazy.
51. I feel the less the better in the sense that my views are not in the majority. For example MCS sent out an email with survey about an LGBTQ+ flag. The survey was not-anonymous. I support the club having the flag up when they meet, I don't agree with the school flying the flag given it opens up a conversation about what other flags are allowed/when.
52. Don't let the naysayers take away our perspective. Politics is inevitable, particularly in these times and in this purple state. Thank you for bringing this up. Not even counting the appropriateness of the open enrollment... How would that even work logistically? And keep the (I can't believe I'm saying this) NRA out of our elementary school!
53. We think SAU70 and schools are appropriately involved — we don't necessarily think SAU70 needs to be more involved.
54. I understand it is a balance. I think it has been handled well so far. I'm so proud that you joined the lawsuit.
55. In this ever changing political environment, it may be helpful to have more community forums with both the school board and administrators at the same time. Some of the emails we have received from the SI this year, ie about joining the lawsuit, did not have a lot of information in it. How much federal funding do we receive? What exactly is being impacted?
56. I think individuals at the school should do anything they want but I think the institution should not be political.
57. Citizens are responsible for their political involvement not the job of public schools
58. I appreciated that SAU70 was part of the lawsuit regarding DEI this spring
59. I will take my child out of school before I allow them to be trained with any firearm
60. I do not think the school should see itself as a political entity. I believe the schools should seek to be non-partisan and non-sectarian organizations. The PTO has the following in its bylaws: "No substantial part of the PTO will be for the carrying of propaganda or otherwise attempting to influence legislation, and the PTO will not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office. " I think the schools should behave similarly.
61. For education, lead our community. Do what is best for education, educators and students.
62. I would like to be informed of proposed laws and regulations that can impact the quality of education for my child.
63. It would be great if the school let families know what policies we could be advocating for as voters/citizens as well as the district itself lobbying for the schools interests.
64. Getting involved in politics is a terrible idea. Each resident supports the schools with their tax money, and the board deciding to use those funds for political activism is incredibly disrespectful to residents that may not agree with the political agenda of the board. When I was in middle school I had to take and pass boater safety as a part of PE. Not everyone would get on a boat, but it could help save lives.

Firearms are the leading cause of death for school-aged children, however, it is primarily homicide and suicide, accidents only account for a small fraction of school aged children. I agree that teaching firearm safety is unlikely to change these numbers since accidents are only a small fraction, and especially since most gun deaths are in black children. However, I would advocate for embedding firearm safety within hunter education, as it already is. This is a great way to get outdoor type students engaged in school, and a way to learn about natural resources.

65. I do not want my kids shooting guns at school, \*\*\*\* \*\* Hampshire nonsense...
66. I'm unsure how to answer the involvement in political processes and relative to representing the interests of our students and communities. From my understanding, our school system receives very little federal money since we are not a title 1 school. It would be helpful for the future tax info mailers or superintendent emails to have transparency on federal funds received, potential regulations and new laws and how exactly it would affect our district. I caution that we pick our battles based on actual potential outcomes affecting our children (ie we do not receive a lot of federal funding). The VT redistricting, statewide school enrollment- those would both have great impacts on our children. We should focus on the facts and data, not feelings. If the school board feels very strongly about fighting an issue purely based on morals, I think there should be an open forum community discussion.
67. Although I share concerns about the current political environment, it is not the role of the school or within your expertise to tell me about the impacts. It is my job to be an informed citizen.
68. This sort of update should come from SAU not the principals newsletter.
69. Please focus on educating the students and leave your woke, liberal nonsense at home.
70. Thrilled that sau70 is taking action and suing the federal government to secure funding for public education
71. That list sounds insane, keep us in the loop

Q25: If you wish to provide more information about your response to the previous question, please let us know below. *Re: Q24: It is a ongoing debate for how much time to allot to each subject in school education. Current New Hampshire laws and regulations allow for a maximum of 5.75 hours daily for academic instruction (Vermont has no specific maximum). The remaining time of the school day is for lunch, recess/recreation, Morning Meeting, transitioning from subject to subject, etc. Elementary schools may use 30 minutes of the 5.75 hours for additional recreation (recess). For elementary school, please indicate your preferences for how much time to give to each subject on a typical non-Wednesday day, noting the 5.75-hour daily maximum for academic instruction. Current general estimates for these times are noted for both the Marion Cross and Ray schools, with some minor variations by grade and class. Note that, due to the complexities of scheduling and many different kinds of electives, we will not be asking about this for the middle and high schools.*

85 responses. After removing “no” and similar answers → 66 answers

1. I answered as a Ray student - I think 2 recesses is important. I think outdoor classroom can could be more focused maybe with a naturalist joining the group from time to time or some guided activities every other week (I think free time in the woods is good too - but maybe it counts as a recess if that's going to happen)
2. I wish Recess were longer for the kids. 15 minutes seems so short! As a psychologist, I believe so many behavioral issues would be improved through MORE not less time outdoors.

3. There is not enough information about how much time is spent in the 6-week rotation at Ray for health - how many days/minutes during that period?
4. Amount of time spent on a subject does not equate to quantity or quality of instruction. Math this year was quite slow without a lot of content. I know some students have been bored in class. Challenging students to do more advanced work, particularly in math, would be helpful.
5. I don't know about these specifics
6. I am unfamiliar with the content of the weekly MCS assemblies. If they involve guest speakers, students presenting for other students, etc., then I would support keeping the current schedule the same.
7. Spanish is NOT the only World language. There should be a Chinese option
8. The choices are hard because I'm torn between my own child's interests and the standard. I think the best way to balance these will be offering electives / choices, so that for example, some kids can choose to take 2 art classes a week instead of 1, etc.
9. Ray school and MCS should have the same amount of time per subject area. There is a large difference between language instruction minutes at MCS and Ray School.
10. I don't feel there was 60 min/wk of outdoor classroom in the Ray
11. Very satisfied with MCS schedules
12. We are in HHS
13. I understand that technology and devices are a big part of our lives today, and we all want to equip our children with the tools they'll need. However, I personally prefer that younger children have less screen time, especially those in kindergarten through 3rd grade. One reason for that is kids are having too much screen time already. Another reason is the technology is evolving rapidly, the specific tools we teach them today may not even be the ones they'll need tomorrow.
14. The RMS math curriculum is a disaster!!!
15. As someone without an educational background, I have no way to assess how much time to allot to each subject in school education. If this is something that is debated, I would leave it to the educators and educational pedagogical experts to make this decision; not parents. How should we know what's a good amount of time for science vs social studies??
16. I am greatly concerned with the limited amount of time some classrooms spend on ELA and the extent to which students are on devices instead of receiving whole class or small group instruction.
17. Math: more teacher guidance; more systematic
18. More applied science and social science
19. Too much time discussing feelings and not enough time learning.
20. Would like to see the language program grow. Students used to be fluent by sixth grade - that's impossible based on the instruction now and it's discouraging to see.
21. child in middle school
22. I would like to see ELA and Math lessons integrated into more science and social studies lessons instead of such long blocks. Particularly for younger grades..

23. I realize that above I marked some for "more time" and I marked none for "less", which probably doesn't help you much! My emphasis there is more STEM and for Technology in particular, helping kids learn how to build things, let them learn how things work, how to fix things etc. Hands on.
24. No idea
25. My child is not getting a lot out of the French curriculum and it feels like wasted time. But maybe that is individual to him.
26. MCS assemblies were a real highlight for our kids and taught such important skills. MCS ELA when we were there was not strong -- encouraged by work to improve the curriculum. Generally no issues with elementary.
27. More outside classroom time for each grade in MCS - especially the older grades!
28. More SEL from guidance counselors would be great. Not sure if this counts as academic time
29. For 5th or 6th grade at MCS, please consider some time spent on technology, tools, and safety.
30. I'm not sure if I was supposed to answer these, as my kid is in HHS. They didn't seem relevant. She went to Lyme, so I don't really have an opinion on Ray and MCS.
31. we need to start teaching some of these topics (social studies, especially) in our target second language -- if our kids can't do some of that by 4th or 5th grade, we aren't doing enough in the early grades
32. It all seems great.
33. I have no opinions about the above- everything seems about right.
34. I wish health was less specific to emotions, current gender identity trends, etc and more specific to the healthy lifestyle, food choices, physical activity, etc
35. No students in elementary school
36. the arts and outdoors could be combined and mixed in with recess for older kids and more for younger
37. More technology use and health/social skills please!
38. I think French at MCS is a waste of time and actually reduces kids interest in a foreign language. I would prefer kids at MCS study Spanish in 6th grade matching the curriculum at RMS. I suggest Spanish because it is easier for a wide range of learners including those with dyslexia.
39. I don't think the French education at MCS is effective- I actually think it is turning students off from foreign language learning. I would rather see that time dedicated to technology (robotics and learning to type) and outdoor/science and then add Spanish as a daily subject in 6th grade following the curriculum that will allow students to start Spanish 2 in 7th grade. I suggest Spanish because it is an easier language to learn for a wider set of students including those with dyslexia- which is a prevalent learning disability.
40. The overwhelming number of school assemblies and celebrations is too much. It impacts structure, consistency and often results in a redundant, underwhelming activity that could have been used for more engaging classroom or creative content.
41. I think the frequent school wide assemblies at MCS create a wonderful culture for the school.

42. The kids need to move
43. My child is in 1st grade and only get's outdoor classroom occasionally; if it happened for 90 minutes a week, that would be perfect, however this hasn't happened this week so I would say more time would be great.
44. I'm confused as to why I am being asked about time for specific subjects/ activities at school. Isn't that expertise supposed to come from the district? I would prefer you to say, "Research shows that X minutes per day of recess/ recreation for elementary children is optimal." And then assess to what extent I agree/ disagree based on my child's specific needs. Furthermore, I expect that our children will receive the maximum amount of educational time as specified by NH law. We chose this district for the high quality education. The question above makes it feel like me, as a parent who cares about education but does not know the research, should be making the decisions. That worries me if we are seeing families wanting to do something that is against best practice simply because they are not informed.
45. Older kids (MS and HS) need outdoor time too. Don't take away playgrounds and structures that encourage varied movement and activity from the older kids.
46. Need more math, music, science and technology.
47. MCS curriculum and teacher retention really fell apart after \*\*\*\* departure. That had little to do with state regulations or COVID.
48. MCS has a fantastic schedule for the students including the required academic subjects as well as important specials (guidance!) and regularly scheduled assemblies that give a great sense of community.
49. Are there educational goals tied to outdoor classroom time?
50. My child often doesn't finish their art project, which is why I think the time allotment is not enough esp when MCS has 65 to Ray's 45min.
51. No children in elementary school
52. I don't have enough on -the ground information/perspective on this. My view here is that you are the experts on educating middle schoolers. You should determine what the best use of school time is. I am a skeptic here of "crowd sourcing" these decisions. (I teach at the college level.)
53. Just spit balling.
54. For MCS - my children find the art block a little bit long. Not sure if 2x/week would be better. My child consistently requests more science time. I find the in-class pellet jar celebrations to be modestly too frequent and it would be nice if they were more educational (e.g., less wearing a costume and more a learning theme)
55. More variability than I thought there'd be between the Hanover and Norwich schools. I feel a mix of "experimentation and trying things is good", but also "umm... standardization and curriculum is important". World Language would be more important if I thought they were actually learning the language. Both of my Ray-grown kids seem to know squat about the Spanish language.
56. This question was hard to answer. I wish that MCS/Ray were separated. Many of my answers are not as accurate as they could/should be. I also find it hard to believe that we have more French/Spanish than Science and Social Studies.

57. I'd like more opt-in math and science activities for students who are interested. By this I mean math/science activities available during what I need time, math/science extension opportunities for interested students, after school math club, and optional math homework for interested students. It also seems like technology class is mostly focused on digital citizenship/ online safety from what my child reports, but there aren't many explanations sent home for how to support these lessons at home with family computer use. Therefore it's hard to evaluate this class in the context of this question.
58. Simply put, I feel my child should be given more opportunities to love learning. I want my child to be given pathways towards engagement and learning that move them out of the increased time in ELA and math (80+ minutes a day/each subject). All children should be invigorated with healthier opportunities at receiving 2nd language learning or be given more time to explore the arts and sciences. Children being driven towards having higher test scores in math and ELA is by no means helping them understand that learning is fun, creative, and boundlessly filled with opportunity. I want a balanced curriculum that will allow a child the time, space, rigor, and leadership that fosters and believes in providing all children opportunities to love learning. I do not feel that MCS's current arrangement of increased ELA and math time, with decreased language/PE/elective/the arts is fostering an environment that our children deserve. I point directly to \*\*\*\* \*\* for this imbalance with his discomfort and distrust in creativity, trusting what he doesn't know, and teachers.
59. Overall, I think that kids need much more time outside, and more time for movement
60. I think the plus classes at RMS have not lived up to their hype. Taking the time away from core subjects (especially English) has negatively affected students' preparation and ability to experience a breath of material
61. Our kiddo goes to MCS, and it feels reassuring that special subjects are given a good amount of time weekly/ twice weekly, and that outdoor time is prioritized. Love this.
62. More PE would be great as long as they aren't using screens. Outside as much as possible
63. I advocate for much less tech in elementary school. The children will inevitably learn this on their own time; you do not need to institutionalize it. Our work as their mentors and guides is to acquaint them with the world of ideas, show them paths to their own creativity, educate them on the natural world, and ensure their physical education. Our educational focus in elementary school should be on healthy bodies, healthy minds.
64. More time to play and more time outside. Everything is being pushed too early. Kindergarten should be for learning to sit in a circle and play nice with others not reading. My child read before he went to school. We never taught him. He did not have access to electronics/computers. We just read and played. It was fun. When he went to MCS, during the reign of \*\*\*\* \*\*, it was a fantastic experience. The teachers and staff were perfect, but instead of adapting this model the other

schools, you insitutionalized it. \*\*\*\* won't teach another generation Greek. \*\*\*\* won't excite them about Japanese history...back when good teachers had the autonomy to teach or take a class outside for a game of kickball because nothing was getting done.

65. Would like to see more rigor and purpose in the language program - it's kind of a joke

66. More variety than I thought there'd be between the two schools. Thanks for asking!

**Q27: If you wish to provide more information about your response to the previous question, please let us know below. *Re: Q26: Currently, the Marion Cross School requires French and the Ray School requires Spanish for all students. What are your thoughts on this?***

4 responses to “Don’t teach French or Spanish, but this world language instead:”. After removing “no” and similar answers → 3 answers

1. Stop french. spanish or another like chinese or japanese
2. Offer both at both schools
3. Chinese, German

110 responses. After removing “no” and similar answers → 96 answers

1. This is a hard one - exposure to both would be great, but given what's going to be more helpful moving forward, Spanish is probably more versatile
2. Any language exposure in these young years is good! In my opinion, it doesn't matter the language.
3. Let the students pick French or Spanish.
4. Spanish is the worst option. If you want to be traditional in this area, the language is French. If you want to be forward looking, the world will need Chinese. Around here, Spanish is not the right option.
5. More important that which language, hire a really competent language teacher so that the kids learn \*something\*
6. I'm open to keeping as-is, or changing to Spanish. I speak both and value them greatly. It is important to expose kids to other languages.
7. Chinese language and culture is significantly underrepresented given geopolitics and even the local demographics
8. I fully support the requirement of learning a foreign language during elementary school. However, the learning experience is highly instructor-based and varies. Having two language classes (French and Spanish), or letting students choose, would improve their learning experience of a foreign language, and hopefully improve the chances that they'll continue to learn it in future grades.

9. Spanish is the more widely spoken language. Spanish is more important in the United States.
10. offer exposure to Asian languages and cultures
11. There is a lot of evidence that more language exposure at an early age (before ~ 13) helps with executive function and makes new language acquisition easier.
12. Specific language isn't as important as quality instruction and amount of exposure. Currently the amount of time for world language is insufficient, but previously students actually gained some amount of proficiency in elementary school and I think the district should aim to return to this level for whatever language is chosen at each school.
13. I prefer if students learn both languages but NOT less time for each. Beginning in 5th grade or Middle School, students can pick one of them.
14. NO strong feelings on this one, would be fine to keep as is, switch to French or Spanish for both or do a variety. Not sure there is one right answer to this one
15. Offer both at both Ray and MCS and let kids choose either from the start
16. Increase program rigor to allow students to leave elementary school with more advanced language skills
17. Given the amount of time students spend in a language over 6/7 years, I thought they would start middle school at a higher level but they are basically starting again even after having it all through elementary school.
18. 600 million people worldwide speak Spanish. I fully support the historic move Ray made over a decade ago to change from French instruction to Spanish. To change this culturally rich instruction offered to our students would besmirch \*\*\*\* \*\* legacy.
19. As someone who has studied multiple languages, I think it students benefit enormously from early focus on one foreign language. Regardless of whether or not they continue that specific language, they will have developed skills that will help them as language learners in the future.
20. Offer French and Spanish at both
21. Around 13% of the US population speaks Spanish at home, this is a major US language, second only to English. French these days is a bit niche. If you are looking for a second language in addition to Spanish, it should be Mandarin Chinese. The lack of Mandarin Chinese instruction in the Upper Valley is regrettable.
22. I chose this district because of the French classes
23. I'd rather they learn one language well
24. I really like the focus on French in Marion Cross. I just heard several people in the neighborhood speaking French and it offers a good regional focus
25. I don't think the French curriculum has been particularly well executed since we've been at MCS. I also think Spanish would be much more useful. I studied French in school and have found it to be much less useful than Spanish.
26. I strongly support Spanish education in the Ray school. I would defer choice to the MCS (I'm personally biased in favor of Spanish for broader applicability)

27. So many people in the US speak Spanish -- would love to see it taught at MCS.  
Asked for that way back when.
28. Learning a language is an important process, Continuity and progress is more important than broad but superficial sampling. The specific language choice is of less importance.
29. Add French field trips to Montreal for MCS 5th or 6th grade.
30. It would be helpful if the IMS program operating out of MCS aligned its language instruction with the language taught at MCS. Currently, MCS teaches French, while IMS offers Spanish. Aligning these languages would provide consistency and better support for young students.
31. Again, Lyme school kid in HHS, so I have no context by which to answer. I will say that the Lyme Spanish and French program was hot garbage and did not prepare my kid for first year Spanish. Despite taking Spanish K-8, she had no idea how to study for a foreign language. I beg SAU70 administrators to schedule zooms with those Lyme teachers and tell them what the expectations are for first year French and Spanish. Please - again, begging you - this needs to be done.
32. Regardless of the language we pick, we need to do a better job teaching it -- we should adopt a more immersion approach in later grades -- our students are capable of doing more content IN the language and coming out with greater fluency. This is the only part of the country where French makes a lot of sense. It's too taxing on the MS to have two very different preparations coming into the HS.
33. Given the difficulty of recruiting qualified, native speakers of foreign languages as teachers, perhaps best to keep current language programs in place. My children LOVE learning Spanish at the Ray School, and I think it is SO important that American children learn the most widely spoken language in the Americas. If I had to choose, Spanish for everyone, mandatory, K-10th!
34. It's hard to hire qualified, native speakers to teach languages. Would it be best to keep the fabulous teachers you already have? My kids love learning Spanish at Ray.
35. I cannot speak to Marion Cross if I lived in Norwich however if I lived in Norwich I would want Spanish taught
36. Allow students choice of Spanish or French to learn, and spend more time on the chosen language
37. Language should start in 6th grade.
38. As mentioned above, I think Spanish should only be taught in 6th grade at MCS and follow the same curriculum as used at RMS.
39. I love the idea of teaching a world language but feel exposure to other cultures is more important at this age. The focused language instruction can wait until middle and high school!
40. I think learning a second language is very important. I think the school should focus on one language so the students can really master it. It might be best to do Spanish for 15 minutes every day.
41. Assess if the students are actually learning the language at the earlier grades to decide if it's worth the time. If not, improve it or wait until the older grades.

42. I am very unhappy that MCS has reduced the amount of French instruction over the past few years, basically gutting the program. This puts Norwich students at a disadvantage, compared to the Ray School students. I would prefer that the language offered continue to be French; students would have the opportunity to change languages at RMS or HHS, should they choose. The decisions made at the elementary schools and middle school have greatly affected the language program at HHS, to its detriment.
43. It would be good to have more than one language, and the kids can choose one
44. Both French and Spanish in elementary and choice in middle
45. Currently MCS does not really teach language effectively. If you are going to teach a language teach it!! 5 days a weeks. Spanish should be offered.
46. I think it's important that elementary school children learn a language. Either Spanish or French would be fine.
47. I want instruction and exposure to a world language. I am not partial to French or Spanish. It could be another language, but whatever it is I would prefer the school focus on it.
48. Find a really great teacher of ANY LANGUAGE who actually enjoys teaching young kids without technology.
49. Why not offer both? See which language kids excel more in. Both languages are important.
50. Spanish is a more practical language to learn
51. It's probably fine, given budgetary concerns, and students taking one or the other language will be able to pick up the other.
52. Similar to our response in #25, I am confused as to why I am being asked this question in this way. What does research show about how students learn language? What is the problem we are trying to solve - exposure to language outside English, preparing students for speaking/ reading/ writing another language by 8th grade, preparing them for communicating in another language outside of Hanover/ Norwich? I cannot speak for Norwich residents, as I am Hanover, so it's strange to me that I am being asked to decide for children that are not my own. Personally, we LOVE that Spanish is the focus at Ray. We speak some Spanish at home (though, limited since it's not our first language), so it's fun that our children are being exposed to it earlier on. However, as for Spanish vs French vs Mandarin vs other at this age? I do not think one is better than the other. In high school, given where our world is going, Mandarin would be amazing, but if they continued with Spanish or French, that would still be fantastic.
53. I like choices AND the ability to focus on one
54. Up to the school communities.
55. We live right next to QC. Please teach kids some French
56. I think a thoughtful review of what and how instruction is delivered would be necessary to ensure that what the administration believes is being taught is, indeed, being taught and learned.
57. French curriculum at MCS was greatly deconstructed by current leadership. Teacher retention also has suffered.

58. My children went through MCS and had Betty little knowledge of French after leaving MCS. I think it has changed- but it's a great program and beneficial only if it is an effective program. Kids should have some basic proficiency.
59. I don't know what the educational goals are for world language.
60. I don't have strong feelings on this
61. My kids have learned close to zero Spanish speaking skills at the Ray school. I think the Spanish class is a good cultural exposure and it would be great to have exposure to two languages, if possible.
62. I'd love my child to have exposure to both Spanish and French, but maybe one primarily taught language through all grades. Spanish is very useful. My child and I both absolutely love the Japanese language culture section in the 3rd grade. She would like to continue with Japanese, but even though I studied that language as well in college, it's not very practical for this region. Perhaps having another language/culture section in 4 or 5th grade would be enough, such as for Ray - French - and the various countries/cultures.
63. It seems a little hopeless
64. This way, they can get a flavor of both before they choose one for advanced learning in middle school.
65. Have both schools teach the same language
66. I have no strong pref on the languages. Good exposure in elementary and frankly teacher dependent.
67. If only one language (which makes sense at the elementary level), I don't know how anyone could say anything except Spanish (or Mandarin Chinese, I guess). French seems like a Vermont historical artifact
68. Offer children choice and exposure to get them excited about taking on language learning in middle and high school. Let's teach them math, reading, SS, and Science at the elementary school in their native language.
69. I would think it would be easier for both schools to teach the same thing, but I think this should really be whatever the communities want.
70. Expose early grades to both and have children opt into one in 4<sup>th</sup>
71. I would also not be opposed to offering multiple world languages and not focusing on one specific language.
72. I am very happy my child is at Ray and learning Spanish. If my child was at MCS I would want them to learn Spanish, but I feel that the MCS community should decide what they prefer.
73. We're closer to Canada than Mexico
74. I don't have a good answer for this question
75. Children with dyslexia are working on mastering English in elementary school and should not be required to participate in foreign languages in elementary school
76. offering a language is important
77. If there was a willing parent / volunteer, would it be possible to institute a language / culture club for another area not covered, e.g. Arabic.

78. This is not good use of financial resources. Start academic world language instruction in middle school. Some broad exposure earlier is fine but any significant time on it takes away from core instructional courses.
79. I love the idea of French as MCS. Historically, it's been one of the classes with a low bar for teaching/academics. I'd encourage a process to set a higher bar and engage at a higher level. The current teacher is MUCH better!
80. One size does not fit all. Children with dyslexia should not be required to participate in a world language in elementary school as they are working to master their use of English. If world languages are offered, a viable alternative needs to be created to meet the needs of children with learning challenges, as appropriate to each child. It is fine to offer these classes but they should not be required.
81. I am thinking teach Spanish from K-3 then maybe introduce French in grade 4 or 5 so students can decide which to continue in middle school.
82. The 6th grade language at MCS needs to match the time spent during 6th grade at RMS
83. It would be good to have a common set of expectations for the language learning to help kids transition between grades. Right now the classes seem more focused on culture rather than language learning. As a parent I don't know what the instructional goals are for this class. It's a lot of instructional time, so I currently have high expectations but perhaps that's not realistic.
84. I don't give a hoot what world language you teach. Just stop decreasing the minutes that children have the opportunity to actually engage and learn something.
85. 5 days a week for less time when younger, increasing the time to 5th grade
86. Spanish seems a lot more useful, generally.
87. I would like to see Spanish become an option at MCS given the prevalence of the language in US and other societies
88. Functionally, in the US, Spanish is a decidedly more helpful language to be familiar for both communication and cultural reasons
89. Not relevant to our family
90. I admire and support this effort to increase North American cultural awareness. America is sandwiched between Canada and Mexico, and every single child in the Upper Valley will be exposed to French and Spanish as a result of geographic proximity and population migration. Exposure to the world's offerings at what is essentially a local level is a beautiful thing: it opens minds, sparks interest, and speaks to possibility for these children. This seems like low-hanging fruit, an easy way to broaden perspectives, teach inclusion, and make friends with neighbors !! Please, please keep language instruction !!
91. The French curriculum at MCS in the past 4 years was subpar setting the kids going off to RMS at a disadvantage.
92. The quality of the instruction and fun are more important than the specific language. When my son was at MSC he had French and learned some Japanese in 4th grade, some Greek in 5th grade, and had a one week Mandarin Intensive. Again, at a time when teachers didn't have to adhere so rigidly to an agenda.
93. My children have learned no French in their many collective years at mcs

94. French is a culturally important language to this part of the world and can be used for travel to and across our closest international border. Please continue to teach French at MCS. I have no opinion on what the Ray school chooses to do.
95. But really teach it! Don't dilly dally around. 4th graders should be conjugating.
96. I don't understand why MCS has only French. Seems like some crazy tradition that's no longer relevant. Spanish seems like the obvious one, or perhaps Mandarin, if restricted to only one language. One language probably makes the most sense at the elementary level.

**Q29: If you wish to provide more information about your response to the previous question, please let us know below. *Re: Q28: Currently, Richmond Middle School offers, but does not require, full sequences of French and/or Spanish. What are your thoughts on this?***

**6 responses with “Offer only this world language (Please specify):”**

1. Chinese, German
2. Require 1
3. REQUIRE language. SO important.
4. Chinese
5. Doesn't matter which language but choose one (not 2) to have available
6. No opinion

**67 responses. After removing “no” and similar answers → 51 answers**

1. Chinese
2. If both MCS and Ray had the same language, it would make sense for the middle school to double down on that language
3. I think a second language should be mandatory and let the children elect their own choice.
4. I think a foreign language should be required.
5. Full sequences of Spanish and French are great; considering adding Arabic or Mandarin? But adding depends a bit on what else has to be sacrificed. Thanks.
6. Chinese language and culture is significantly underrepresented given geopolitics and even the local demographics
7. It is scientifically established that younger you start learning a language, the more easily you learn.
8. I do worry about what will happen to the French program in the middle and high schools if MCS switches to Spanish.
9. I think a second language should be mandatory unless a student needs academic support in other subjects (IEP students for example).

10. Language should be required in middle school
11. The fact that you're entertaining the idea of not teaching our children a full foreign language demonstrates a watering down of our school's curricula.
12. Spanish and Mandarin seem to be most essential at the current moment
13. I'd support more intensive language learning in French and Spanish for middle school--including electives in the languages.
14. offer option of french or Spanish
15. German
16. Unless MCS switches to Spanish, it makes sense to offer both French and Spanish in middle school. If MCS switches to Spanish, drop French in middle school and invest in a high quality Spanish curriculum.
17. Given the global landscape, offer Mandarin Chinese at the elementary and middle school levels
18. Again, Lyme school kid in HHS, so I have no context by which to answer.
19. Add Chinese as an option
20. German
21. Offer a non-Romance language
22. Foreign language should be required every year for every student
23. We think it's critical to maintain access to regular Spanish language instruction for middle grades. Offering French retains an alternative for those not selecting Spanish.
24. I think that RMS should require that students learn a language.
25. Keep Languages and Teach them starting young when children can easily absorb them
26. Why not offer both? This provides kids the opportunity to see which one is easier for them. Give them a choice.
27. Would it be feasible to offer Mandarin Chinese, Japanese, Arabic
28. What about other languages like Mandarin Chinese, Japanese, Arabic?
29. Same comment as #27.
30. Should start learning language no later than middle school. French and Spanish are probably most widely spoken, offer another if desired and budget allows
31. learning any second language is great. but exposing students to more languages at this age (even just dabbling) would be nice. Chinese is much more prevalent worldwide than French.
32. LOVE the fact that our schools are so focused on world language learning! Our child has benefited greatly! High school not so much, however! (PLEASE investigate what learning is actually going on in the \*\*\*\* classes.....)
33. Thanks.
34. I don't have strong feelings on this
35. It would be a shame for a child to lose all that they've built on in the elementary schools. They should have a choice and be required to participate between at least Spanish and French. Also, adding Japanese or Mandarin.
36. The language instruction at RMS was unfortunately really poor. We wound up supplementing this outside of school. So the primary suggestion would be either (1)

focus on one language, but do it right, or (2) focus on multiple languages and give students a choice. We'd also like to see an ASL series included as a language option at RMS.

37. Languages are good. Especially in current environment. This generation needs to be exposed to world languages and cultures.
38. French and Spanish are good
39. I think my middle school growing up (and it was not a great school) had Spanish, French, German. These days, how about Spanish, Mandarin, French?
40. If MCS should decide to switch from French to Spanish then a second language should be offered at RMS (Mandarin Chinese)
41. Please keep it optional
42. Language learning should be required since it is required for college admission. Kids should be prepared for this by making it a requirement even if they or their parents don't necessarily realize this at the younger age.
43. By middle school it is appropriate to offer world languages in a manner that is optional and not required.
44. Add Mandarin Chinese
45. It is better to learn one language well than waste time learning two languages poorly.
46. Two is sufficient and the choices are appropriate given our geographic location
47. If, due to cost or staffing reasons RMS, can only offer one language I strongly feel it should be Spanish due to the much larger number of Spanish speakers in the US.
48. Most RMS students do take world language, but those who do not need time for academic support. This is the same model Ray School has in practice.
49. I would like to see this be a requirement versus an option.
50. Please see my response in #27 above.
51. I am not sure why we would change the current instructional system.

Q31: If you wish to provide more information about your response to the previous question, please let us know below. *Re: Q30: Currently, the World Languages Department at Hanover High School offers full four-year sequences of French, German, Latin, and Spanish, with periodic single courses for Greek, Italian, Russian, and linguistics. Which world languages would you like to have taught for a full series of classes at the high school? Please select up to 4 of the languages below.*

19 responses for “Other world language (Please specify):”. After removing “No” and similar comments → 16 responses

1. Urdu
2. Russian
3. One language taught well is plenty. The language instruction is terrible. Teach the students how to speak and understand and have fun in the language. Save the grammar for college. You have bored my son to death.
4. Portuguese (Brazilian)
5. Swahili
6. Portuguese
7. Portuguese
8. ASL
9. Korean
10. American Sign Language
11. This is an extremely complicated and important question. I think Chinese has to be part of the mix. Latin and Greek are fundamental to the continuation of the basic tradition of learnign and education. French, German, and Spanish to the essential community of Western nations we primarily belong to. My ideal would be that every student be exposed to one Western and one non western language (so: French, German, Latin, Greek, Spanish etc.) and one nonwestern (Japanese, Chines, Arabic, Hindi, Russian. (? Western or not?)). If asked to choose four, Id say: Chinese, Arabic, French, German.
12. ASL
13. Korean
14. No opinion
15. See below
16. ASL

## 53 responses. After removing “no” and similar answers → 35 answers

1. Open to other choices!
2. why German?
3. I really think Japanese will be so popular for the language class!
4. Latin should be periodic
5. How popular is German? I wonder if Arabic or Chinese might attract more students.
6. Latin so helpful for English comprehension
7. I think languages should be a requirement, not an elective. Making it an elective makes it more difficult to fit into the schedule if you are doing another elective like band.
8. Personally I consider it a problem and way behind the times to not offer Mandarin Chinese. The language department needs a major re-organization to reflect today's world. Latin is a nice idea but hard to defend when resources are limited and you are only choosing four. There's an argument to have Hindi over Arabic, I'm choosing Arabic for the number of speakers globally and geographic spread.
9. Latin is the root of many languages and important for vocabulary and brain development.
10. Ideal if our students could have the opportunity to learn the most widely spoken languages in the world. Greek, Italian, and Latin might not qualify...
11. The current offerings seem very reasonable. Mandarin would certainly be my next choice given the size of China and it's rising strength as an economic and political power.
12. These languages are spoken most in the world and need exposure at a young age.
13. I am concerned with recent changes at HHS to the world languages program, with more Spanish (and perhaps German) and less French and Latin; I think it is important to continue to offer all of these languages.
14. I think any other languages are fine if there is the interest and the expertise.
15. Same comment as #27
16. Like it the way it is. Mandarin Chinese would be a smart addition.
17. I think the offering should be more diversified, in terms of regions of the world. I couldn't choose between Mandarin/Japanese. The both overlap in some ways. It would be more helpful to have one of those offered in Middle School into HS. Latin is great, but I don't think a full sequence is necessary with all the other romance languages.
18. It's nice to see more proposed WORLD languages than the previous batch of EUROPEAN languages...
19. In place of Latin, HHS could offer a non-Romance, non-European language. Mandarin Chinese, Russian, or Korean are languages that may be widely useful in the future.
20. I'm not opposed to other languages being taught but I think these really should be.
21. China is an important world power and global science and trade partner/rival(?). Would be good to offer students the opportunity to learn the language to increase opportunities for collaboration.

22. There are plenty of excellent virtual learning options for picking up additional languages
23. I took Latin in high school and deeply regret it. Maybe it helped me with the SAT but I left high school without any truly useful language skills.
24. We should balance out our Eurocentric language offerings.
25. more languages! basic latin should be required for science learners.
26. Hard to choose!
27. It's fine as is. There are a lot of ways to learn languages via online courses.
28. As someone who took 6 years of latin, I wish I could get that time back and use the time to learn a spoken language.
29. Changing world. Keep up
30. My high schoolers LOVE their German class!
31. I prefer languages that would open more opportunities for a future global role. e.g. Chinese and Spanish rather than Latin
32. Nap
33. You don't need more languages just good teachers--which you have. The language department at least Spanish and Latin are outstanding.
34. Would be nice if didn't have to limit to four options
35. Nice selection, good to see more HHS trying to be not as Eurocentric. Feasibility of the implementation seems like a challenge

Q33: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q32: What are your general thoughts on March Intensive (MI)? March Intensive is an annual Hanover High School program that involves all students focusing on week-long specific learning experiences. These activities range from local activities to regional, national, and international travel. In March 2025, there were 56 MI offerings, which included 43 local activities, 9 overnight regional or national activities, and 4 international trips. Please select up to 3 of the most important answers for you below.*

136 responses. After removing “no” and similar answers → 121 answers

1. I don't know anything about it and shouldn't be forced to answer or there should be an option of “I don't know”
2. Some of the offerings are worthwhile. Any non-academic offerings should be eliminated. School time and taxpayer dollars should not be used for kids to learn cribbage or to sit in a cozy chair and read a book.
3. Maybe MI should alternate between March and May. That would offer different opportunities at different times of year. Could alternate each year.
4. I don't really know anything about this
5. I don't know anything about MI yet. It sounds like a great opportunity. I would also be open to having fewer options (but I don't know what the options are.)
6. As my child is still in elementary school, this is the first I have heard of MIs and I don't have enough information to provide a useful answer for this question.
7. I have not seen much material on MI and would like to know more. As a general rule (especially in a hyper connected world) expose to more is better than exposure to less
8. I don't yet have a student at HHS so I don't feel I have enough info to answer the above question-- what I have heard generally though makes me think of MI as an overall good thing
9. I have no experience with MI yet as my oldest kid is at RMS
10. Equity is not to build a school that offends no one, but to build a school that everyone can find things they love. When you try hard to offend no one, you become mediocre for everyone.

11. I do worry about equity issues with MI but think it is a great program that should be continued.
12. I think that the timing of MI impacts the flow of the third quarter for students and teachers. My student always struggles in the third quarter because it is so chopped up by break and march intensive. What about attaching the MI to one of the other breaks to keep a better flow? I'm guessing the sports schedule could be the driving force on timing which is unfortunate.
13. There are several MI offerings that seem really worthwhile, but a large number seem like "fillers" or "fluff." There are several ways it could be improved. These are different directions, but each could be more than what it is now. 1) Larger scale class trips that involve more students: (i.e. trip to D.C. 2) MI focused on a theme - i.e. service locally or globally 3) Student directed - I know kids can propose their own MI, but it needs to happen so early in the year that most kids miss this boat. Their pre-frontal cortex is not yet wired to plan an MI many months in advance. They need MANY reminders and prompts by adults to help encourage this, but it could be worth it. 4) Allow family travel for MI credit. With school and sports taking over ALL of the vacation time, families need time to travel together. MI could be a great opportunity. 5) Having kids write / reflect on their MI experience in some way might make it more meaningful.
14. I don't know much about MI but it sounds like a great opportunity and I hope it continues
15. There should not be opportunities that are so expensive that some children are unable to participate because their family can't afford to offset the costs.
16. I don't have enough information about MI to make an informed decision but was required to select answers in order to move on with the survey.
17. MI offerings are very bifurcated. Either you're "in the know" or connected and get a really amazing travel opportunity, or you do your best to register for something "fun" and it's a complete waste of learning time, e.g. baking cupcakes, or playing floor hockey for a week.
18. I don't know too much about the program at Hanover High, but I've always thought it sounds great. I was happy to hear about it. I participated in a similar program in high school and it was incredibly valuable as an educational experience--plus a lot of fun.
19. There should be more financial aid for MI
20. I've had two kids go through MI. The underclassman choices are hard to get excited about. I know a lot of effort and preparation from the teachers go into them though. My senior waited all four years to be able to go on an international trip and wasn't selected. I know there's not room for all the kids, but I highly encourage only seniors get those spots. A few of \*\*\*\* friends did international travel junior year, and then got to go overseas again senior year. It was especially hard for my \*\*\*\* who had \*\*\*\* \*\*\*\* (who \*\*\*\* loves) running one.
21. Several of the MI's are worthwhile but most are fluff. If its to be a part of the curriculum, develop some vision or theory with a loftier goal for how to use this valuable time. Allow students to do independent travel (for example with their

- parents or on their own) with a simpler approval process that does not require planning a year ahead of time (for example 1 week).
22. More than one year of IS should be allowed. If your child is impacted by a winter sport during part of MI they should be allowed to do an IS. MI is great but not when it's a week spent doing something that doesn't enlighten the student.
  23. Keep it! It's an amazing program!
  24. Some of the options seem more academically valuable than others.
  25. March Intensive is fun, it's special to HHS, I've never talked to a kid who did not like MI. It would seem crazy to get rid of it. MI is a really special part of the HHS "brand" and identity. There are lots of great choices. In almost every facet of life there are choices to spend more or less on something. Concerns about "equity", like nobody should travel if not everybody can travel, are understandable emotionally, but those concerns should not change this beloved program and the range of options.
  26. Know nothing about it
  27. I don't know what that is
  28. My child is at MCS so I don't really know much about MI yet.
  29. as a survey, this isn't a good question: it's required but doesn't have an NA option. We have a kindergartener. We have no skin in the game at the high school
  30. Think this is a distinctive and wonderful part of our educational offering and love that we provide it and have experiential learning! Would love to see more offerings to address equity concerns so we can keep the program. Love it!
  31. MI often has little academic merit
  32. No child in HS yet, so don't know much. I think experience based learning is great and should be incorporated while ensuring equity, especially across income levels.
  33. My child was able to travel internationally thanks to the the school and the \*\*\*\* \*\*  
\*\*\*\* \*\*\*\* \*\*\*. I really appreciate it. I do wonder about the senior year MI. My kid already has some general plans about traveling internationally with friends for a week as part of the "MI independent study", and wrapping something vaguely educational around it. Is this in the spirit of MI, where the idea was to meet kids you normally wouldn't, and break down barriers that exist at HHS? I'd honestly say keep 9/10/11 MI, but take a very serious look at how seniors are (IMO) abusing the MI process. If they want to plan travel with friends, they can do that on a real break.
  34. It should alternate months every-other year -- March is not always the best time to be outside. May intensive was LOVELY for our older child.
  35. Outrageous that the school would subsidize a multiple-thousand-dollar tourism excursion, however "educational." Normal families can't afford it. The money is better spent on tutoring and other proven ways to boost academic outcomes, particularly useful for students from less advantaged backgrounds, so they have more opportunities in life.
  36. The school should NEVER sponsor or subsidize "educational" tourism trips abroad so expensive that few normal families could afford it. Unfair. On the other end of the spectrum, one of the MI this year was for kids to hang out in Hanover being kids. Great, but not educational.

37. I think the MI should focus on broadening the students' horizons; SAU 70 exists in a privileged bubble that is fairly unique in our country and the world. I believe that students would benefit from understanding this and seeing the stark differences first hand; rather than luxury history or art related trips they are likely to experience anyways.
38. If more internship-type of work could be done or careers day shadowing, that may be neat....lots of great resources between Hyperthermia, DH, all biotech, etc...
39. I think it is largely great. I don't know the specifics, but I do hope that financial aid is provided to students who potentially can't "easily" afford national and international trips.
40. Offerings should have educational or societal value. There is a lot of filler.
41. March intensive breaks up the flow of the spring semester, resulting in a lot more stress before and after the MI block. The offerings are a mixed bag - some good, some not so good. I think MI could be shortened to 2 days + a weekend for trips.
42. I love the idea of MI, but too many lame/waste of time options, particularly for freshman who get last placement. 3 days of ASL with a movie on day 4 that had to be screened at \*\*\*\* was a waste of time. Watching movies all week also not a good use of time. Making yarn and weaving. Ridiculous.
43. I don't know enough about MI to respond. I do wonder about how equitable this practice is though.
44. Teachers should be required to teach something that relates, in any creative way they choose, to their subject expertise... for our child and so many of the others we know at HHS, this is a significant waste of time and energy that would be far better spent learning, expanding on what they're being taught. It seems teachers offer courses that effectively result in a third vacation week during a semester that already supports February and April breaks.
45. My child is a freshman and plays varsity winter and spring sports - and I expect he will play these sports all through High School. His options for MI were extremely limited as the schedule did not align with winter sports playoffs. It will be deeply disappointing if he will not be able to participate in the great trips run during MI. I hope this conflict is avoided in future years.
46. In order for the program to be fair to all students it should be offered entirely free of charge to the individual students. If certain activities cannot be supported through school funds alone then they should not be happening.
47. PTO or other fundraising to make expensive options open to all students.
48. I have not yet experienced this so am only going on what I've heard. The offerings sound great! I hope the offerings are available for every child, equitably not based on a family's ability to pay.
49. March Intensive does not seem to have a clear academic purpose, given the wide range of options, and many students and families regard it as a "week off" from school. I would like to have the School Board (and HHS) reconsider the goals of MI to make sure they are being met. I am also concerned about the expectation that all students get to participate in a travel MI; this raises concerns about equity, carbon footprint, etc.

50. My children are not in high school yet so we don't have direct experience with MI but from my understanding of it, it's a fantastic opportunity for students to get at least a bit of experience out in the 'real world'. I think they would benefit from even more opportunities for learning outside of the typical school environment.
51. I think MI can offer opportunities some student would otherwise not have. My child did mostly local MI and got a lot out of the experiences, whether in the school or local community volunteering . He did not have the opportunity for international travel but did do one nationally that was fabulous and really enhanced his interest and knowledge in different things that we would not have ever been able to expose him to. If there are scholarships to ensure all students can participate in any of the options, and equitable selection processes to ensure student opportunity is fair and equitable, I think it is a good program.
52. Child is not in high school. I have no comment on MI
53. n/a because, as a RMS family, we don't have exposure to MI.
54. There are so many breaks spring semester, it would be nice to get some momentum going through MI. My child has enjoyed it, but I think it has deviated from it's original purpose is now just a distraction.
55. I see that equity is a problem with MI as the international trips are not affordable for some families. My kids have loved this opportunities so I would not want them to disappear but would love to make it more accessible without stigma for families who feel like it is not affordable.
56. I don't know enough about MI to comment.
57. It is not fair to the winter athletes that MI is scheduled during a time they can't take part in all the offerings. This schedule should be adjusted to allow all students to have equal opportunity for travel and other experiences.
58. I don't think I have enough knowledge of this program to give an educated answer to this question. It seems expensive and time intensive to organize
59. I don't know what that is as a parent of an elementary school child
60. I don't have a high school student and am not familiar with MI. Sounds like a good idea.
61. More travel options for kids as those are the ones that fill up and go to upper classman.
62. MI is by no means perfect but it's a very unique opportunity for kids that I think should be kept.
63. I think March intensive is a great opportunity for kids and should stay. However I think all opportunities offered should be made available to everyone
64. I believe that all offerings for MI should be paid for entirely by the school/school district. This is a public school; if we are offering something it needs to be available to all.
65. It doesn't work for kids who play winter/spring sports, and they end up wasting their time. Would be better if they did something to give back to the community in a meaningful way.
66. It's hard for us to answer the question about MI without understanding the purpose behind it. And, is it achieving the purpose/ goals set forth? Are there other ways to

achieve that which are less costly to taxpayers and individual families that still provide this unique experience? We agree, generally, that some meaningful out-of-school experience is exciting and important for our children. That can be achieved locally, nationally, or internationally. However it is accomplished; however, should be equitable, and travel - particularly international - can be prohibitively expensive. We might technically be able to afford it, but would prefer to spend those thousands of \$s on something for our family that we would otherwise not be able to do. This puts pressure on the family to "spend it anyway" so that our child is not at a disadvantage. Thankfully, our children are not at HHS yet, but these are things we think of as we plan for their future.

67. I was required to select an option on the previous question, but I have no experience with MI
68. There are certainly equity concerns but my child was able to take an international trip made more attainable with scholarship. Make sure everyone is aware of the scholarship! Generally we love MI!
69. One of the values of MI is social interactions with students one may not otherwise know, in a more intensive setting.
70. My suggestion is that MI ought to be closely tied to each teacher/course creator's subject area of expertise. So often, especially given the list of fairly unusual courses, students do precious little that's meaningful. It feels like another somewhat structured vacation for teachers in a semester that already supports two vacations. It would be great to offer travel and somewhat more exotic trips, but these options only end up, practically speaking, being available to students whose parents can front the additional cash. Highly unfair in a public (and such a well-resourced) school. We put an (appropriate, in my opinion) amount of time on cultural, racial, and gender equity, but zero amount of (sincere) time on economic equity. I don't think it is reasonable to expect most high-school-aged students who might need financial aid to formally request it.
71. HHS is very academically rigorous. Very high pressured environment for the kids because of the concentration of Dartmouth faculty/alumni who are parents. The week would be better spent on traditional curriculum. Maybe my view will change as the offerings improve in the later years.
72. The experiences vary so greatly it's hard to assess the program
73. It would be nice for every child who is interested to have one regional/national OR international travel experience during high school, regardless of ability to pay. For families who can pay, they should. For families who cannot, having some ability to cover some of the costs (scholarships? Fundraising?) would be helpful.
74. MI breaks up the school year in a detrimental way. Only 2 week sand 3 wks between it and vacations. For kids who have trouble with transitions, this is very hard. Additionally, it means that teachers cram the other weeks with tests and papers so kids are extremely stressed and not sleeping in the surrounding weeks.
75. One problem is that it just doesn't work time wise for winter and spring sports. It would also be great if it was more about giving back in some way (whether local or not).

76. My \*\*\*\* didn't want to go to March Intensive because \*\*\*\* was put in an \*\*\*\* \*\*\*\* group.
77. Please do not remove MI. It is one of the things that makes Hanover so special. There is something for everyone.
78. I don't have an opinion. The survey wouldn't let me continue without checking something. But it's a fake check and should be removed. I don't have an opinion on this
79. Lots of these kids has pretty over the top lifestyles as is. Do they need the school to show them paris? Maybe. I dont know.
80. Unless MI can be more equitable it should be removed. The offerings are not diverse enough, the selection/sign up process does not seem fair (especially for lower grades), it has not been a positive experience for either of my students.
81. I don't know much about the March intensive - but the high school neighbors have given me the impression its more of a good time than a learning experience
82. Having each school doing their own version of MI is definitely intriguing, but it wasn't a top 3 choice for me
83. We mentioned earlier about our discomfort with how widely the MI vary in cost and purpose. The March Intensives should be centered on learning or educational purpose (or service-oriented). While not everyone needs to go on a trip abroad, the local programs should also be of good quality and experience. We have specifically asked our child to only choose in-school or local/regional programs, and our child enjoyed some of them, while others felt like a whole day of not doing too much.
84. I believe that the world travel is in direct contradiction to the SAU 70 Climate Action Plan.
85. I do not have a Hanover high school student so do not have direct experience.
86. I think it would be nice for each student to have the opportunity to travel once if they so choose. I'm aware that financial support is available, but I hope that everyone who could benefit from this assistance feels comfortable in applying
87. I do not have a HHS student so am not familiar with the intricacies of this program. However, my perception it is a distraction from academics and a chance for wealthy, connected families to use those connections and wealth to bolster their children's resumes and treat their children to a fun experience. I wonder if MI should be rethought as a job shadowing week for sophomores or juniors.
88. Luck of the draw. By the time MI's are picked through by the upper classes, options for FR and SO for the most part are a waste of time. And if you're lucky enough in the lottery system JR and SR years, it's great. But for many upper-class students, you're not, and it continues to be underwhelming.
89. MI is amazing! It's one of the reasons we moved to Hanover. It would be wonderful for event student to have the option for national or international travel once during their time at HH, and for those without means to have financial support.
90. haven't experienced this yet
91. My child had a mixed experience with MI. One year it was excellent, one year it was fine, and two years it was quite dull. Tightening the topics to make sure they have

- some value is important, some felt like a throw away topic and were not well planned. A variety of classes is important, some travel, some not.
92. MI has great intentions, but often the classes fall short. You should have the kids choose just their top 3 choices. My senior got \*\*\*\* 5th choice, which I think was terrible.
  93. Having a diversity of options is good for a diverse community - it doesn't have to be same, same, same all the time; and we do not have to play to the average or lowest common denominator for things to be fair. We need to strive for excellence in all MI offerings so that all children learn and grow.
  94. There should be more variety of half day free local offerings
  95. MI contributes far too much to green house gas emissions from HHS. Would love to see MI have more local choices that are more environmentally friendly, provided equal access to all financially and are more service and community focused
  96. MI is amazing. Great job! I would simply like better options for younger classes as the one (at least for 9th graders) feel like a missed opportunity.
  97. Everyone can participate in an offering. Not all offerings are the same. Just because they offer different things doesn't mean that the program should be struck from SAU70. It is okay for kids to have different opportunities that suit them and their family. Let's not water this down for the lowest common denominator, let's celebrate the widespread opportunity that MI generates to engage our children in practical enrichment opportunities that engage them in the world, in many different settings.
  98. Please communicate about MI earlier and more clearly
  99. More travel trip offerings!
  100. The financial inequity is stark. This does become a case of haves and have nots. That said, my daughter benefited from a generous scholarship and we are grateful. But we did not know it was an option and she learned about it second hand. But there is sensitivity to be the "scholarship kid."
  101. This is one of the best things Hanover does! I would be upset if it was removed.
  102. it would be great to see more options with travel that are not as extensive as the international trips, also more engaging subjects (skills based? trying something new and educational, exposure to places/people) and a better mix for students who might want to be nearby but not doing something to pass the time in the HS- perhaps more local service?
  103. Don't require travel but offer it
  104. MI offers incredible enrichment opportunities, locally, nationally and globally. Many thanks to our staff for making this happen. Perhaps increase scholarship opportunities for students who may not otherwise be able to attend a travel MI.
  105. MI creates opportunities for students that wouldn't have them otherwise. My student loves it.
  106. This does not currently concern our family, but I love the idea.

107. If a kid wants to go on a trip they could do their own fundraising to go if they don't have the money, that's how the world works, not someone else pays your way. It will make them more appreciative of the experience.
108. If possible, schedule MI after the spring sports season concludes. This year varsity players could not do travel MI because it overlapped with the playoffs.
109. i didnt see an option to skip, my child is in Ray and im unfamiliar with the program
110. The timing is very awkward. The second semester feels disjointed with Feb break, MI and April break in quick succession.
111. I'm amazed at MI and so grateful to you for offering it. Thank you.
112. Fundraising for families that can't afford some of the MI options should be part of PTO
113. MI is amazing. But, I think the early years (9th and 10th) have too many missed opportunities with so-so programming. They all don't need to be extensive travel. But, they should be more impactful.
114. All students, not just those asking for financial aid, should complete the forms saying how they will pay.
115. I dont know anything about it
116. Just the best expereinces for my child. You have fabulous teachers and staff let them do what they do with fewer restrictions.
117. I would add that every student should be able to do either national or international travel if they would want....I imagine that not all are interested, but ensuring everyone gets to travel outside of the region offers such opportunities to open horizons.
118. March Intensive is the week when my student gets truly excited about his learning. While he has only done local programs so far, he is looking forward to participating in travel opportunities as he gets older. Our family can afford to send him as individual but wouldn't be able to swing it as family trip.
119. MI has been a big disappointment and seems to be awesome mostly for the kids whose families can afford the expenses
120. I don't know enough about the MI to comment
121. I've heard plenty of negative stories about MI and equity issues, particularly for travel, but the concept seems awesome (including the travel) and I don't want it to vanish

Q35: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q34: Have you ever used a supplementary private educational service for your child, such as one-on-one tutoring or group-based lessons, for subjects also taught in school, such as math, reading, or writing? Please select all that apply.*

104 responses. After removing “no” and similar answers → 90 answers

1. Kumon for math
2. The lack of academic rigor in my student's classroom had me looking into it this year.
3. Due to insufficient content/quality in my math/science.
4. Our daughter went to Kumon due to having spent \*\*\*\* grade in remote school and our feeling that she needed fact fluency.
5. My son was not finding math challenging in \*\*\*\* and \*\*\*\* grade, and was coming home expressing loss of interest in school altogether. I signed him up for a weekly online math lesson, which is challenging enough and propels him to learn more. I would love it if the Ray school (and I hope the middle school) offered advanced math instruction on a regular basis, or perhaps an afterschool math club. When the class moves too slow the child can lose interest in a subject and in school in general, and I imagine this apathy or loss of interest is difficult to "retract." There were a couple of months in \*\*\*\* grade when a 3-4 children in his class were taken out for separate, more advanced, math instruction. Those were the days when he came home with sparkling eyes, eager to share his progress, discussing the difficult assignments that he had to solve with his peers and getting excited about studying in general.
6. Because of starting late due to COVID, tutor once a week
7. Have used one on one tutoring for math and for general study skills (wish these were effectively taught in school)
8. Currently we as parents do our own supplementary tutoring during off school hours, and for one day of the week. And I'm so very grateful for MCS to agree to let us \*\*\*\* for one day of the week, where we learn at more advanced level. I have a profoundly gifted child, who I feel is not appropriately challenged at school. I wish the school had gifted programs to allow students to accelerate certain subjects.
9. Math, reading/writing, physical education, language
10. My child excels at math and was bored, so I paid for math enrichment. I wish the school offered math enrichment for students who aren't challenged by the level offered in the classroom. That happened for my older children in the past.

11. Honors math - there is more content than there is time to teach. Outside tutoring has been essential. Could benefit from Spanish tutoring as well.
12. History, literature, and world language are areas that seem to be too light at MCS and I am looking for online supplementation for my child outside of school
13. There is extra help at the schools, but my child does not use it willingly and the school is not good about holding them more accountable to that. They expect the child to take the lead and show up independently. If my child had those skills, they probably would not need the extra help.
14. We got her a coach to help her organize her time
15. My child took AOPS classes.
16. Math teaching needs improvement
17. Math tutor- She learns a lot with her outside math tutor and we feel lucky to have this. Math has been a real struggle for 2 years in \*\*\*\* and \*\*\*\* grade
18. I'm paying for geometry because my child fell behind due to a \*\*\*\* \*\*\*\* in middle school. I'm annoyed I have to pay when it would be free if I lived in NH. Also, my child should be able to take Algebra 2 even if Geometry is not complete. They are unrelated.
19. Our schools deliberately hold back my children who are looking for more enrichment opportunities, and who are frustrated by the lack of opportunity to learn. We have tried multiple times and ways within the school system to get them challenging material, and RMS administration and teachers have always pushed back, without fail. There's a major equity issue here. Families who don't have the time, know how, and/or resources to supplement their children's education are at a great detriment in our school system.
20. Video "math" at RMS is terrible, please bring back actual teaching.
21. My son does VLACS and works closely on studying with my husband
22. We've done Kumon for math and may seek math tutoring.
23. We have a tutor and also attend Kumon as there is currently minimal math instruction at school and it is not interactive (internet based program). This form of education doesn't work well for our child.
24. Because our language program has been cut so much we've considered alternatives.
25. Music and art
26. Some teachers do not teach the material well enough in class or are absent with insufficient sub coverage, making supplemental tutoring essential for us especially in honors math.
27. Did not actually do tutoring, but did \*\*\*\* \*\*\*\* for middle school to catch my child up in math instruction.
28. Our son is currently in 10th grade, this might change next year, for example regarding SAT prep. I don't know what the school offers, and what is available for free. If our son thinks he needs more SAT prep than what is available through the school or for free, that's the kind of thing we might pay for.
29. The math program in middle school has us, parents, doing a lot of the tutoring (well, teaching actually). I would outsource it if I could financially

30. Occupational therapy for motor skills and executive functioning.
31. We have a dyslexia tutor for reading/ELA -- MCS (and RMS) did not catch it in my \*\*\*\* until we had \*\*\*\* privately tested at the \*\*\*\* \*\*\*\* -- \*\*\*\* is in bottom 1% for phonological processing -- REALLY bad -- but very strong in other areas, and so was missed and never learned how to decode words properly. We love our schools but this being missed was a hard pill to swallow.
32. AoPs to supplement math at RMS, English tutoring to supplement writing, online Chinese to supplement language
33. Kumon
34. Oh god, I've tried so hard to have my kid do this, but as a parent, I have zero information about how this actually happens. I've asked my kid's guidance councillor about this, and I basically get told to google it. There's no established set of online or local resources. It's really depressing, as I know my kid needs a tutor, but I can't afford it, and guidance seems to "pat-pat" the kid and push them in a general direction of the HHS tutoring center, but that involvement ends at the door to the library. God, it's depressing how disconnected this process is.
35. If music counts, we've done a very minimal amount of that
36. I tutor my child in math through games at night.
37. I am concerned about my child's writing; a high achiever, their writing seems poor by comparison with their reading and math. I am concerned about RMS's approach to teaching math, and plan to find the money somehow for tutoring, should it become necessary.
38. We are currently using VLACs, which I would assume doesn't count.
39. Math
40. We do have dreambox for our kids, not because we are concerned about the instruction they are getting in school, but as a way to give them screentime that is educational and fun.
41. Before moving we homeschooled and sent to independent school
42. Math tutoring
43. Reading tutor, as Ray School DIBELS test results are poor so decided to give our child extra support. Our child benefits from added reading instruction (which he does not get sufficiently at school).
44. I wish the school provided the best practice interventions for literacy- ie. use Orton Gillingham and engage support of the Stern Center to make the best reading program that supports all types of learners.
45. I think the school should help connect parents with private tutors if parents request it. Ideally, teachers from the school would be available for private tutoring since they are most familiar with the school's curriculum. I inquired about private tutoring at one point and was told that they were not allowed to provide any references.
46. Need more supplementary options outside of school day (e.g. afterschool support).
47. Schools should provide this and not expect families to pay for outside tutoring (like for reading if a child has dyslexia or just needs structured literacy and the school doesn't offer a sound curriculum), as it is inequitable. This needs improvement locally.

48. I am looking to supplement the English curriculum for my next child at RMS because it seems that the expectations for writing and for reading books have fallen dramatically and I fear the students are not being adequately prepared for high school level English and/or will only choose classes with the lowest reading and writing expectations, as they are not building up these skills in middle school.
49. Expectation at school are high
50. The middle school math curriculum is poorly implemented and leaving big gaps in my child's math education
51. speech therapy
52. We retained the services of a math tutor briefly, because the math instruction offered at school was seriously subpar. We worried that, without intervention, our child would fall behind and/or lose interest in math forever.
53. My child's math placement in 7th grade was over-optimistic so we engaged a tutor until we decided to decelerate by switching out of the track in 10th grade.
54. Math instruction is a weakness in sau 70 across the board but especially at RMS currently. My daughter claims she learns more math in one hour of tutoring than she does all week in class. There should be more direct instruction and practice problems to make basic math skills more concrete starting in the younger grades.
55. needed to buy a third party math course to replace inadequate 7th grade math
56. math tutor
57. Mathnasium
58. We thought about it but my child's reading improved through additional resources offered in the school.
59. My son's IEP has not adequately helped him learn to make meaningful inferences and look for important context clues in reading.
60. We would find a way to support our children's academic needs if they were behind or needed it. From what I understand, tutoring is expensive, so thankfully we don't need it. However, I also expect that the schools will adequately teach my children and provide opportunities for deeper learning and application of the material, so there should be no need for additional individual expense.
61. Kumon
62. There were a few subjects where my student struggled early and did not seem to get the extra help needed from teacher but through discussion with teacher and use of student help and study groups it worked out
63. My child had a terrible math teacher (\*\*\*\*) and we had to obtain outside tutoring.
64. Individual attention by teacher is variable. Office hours have limitations as the really high achieving kids show up too with more sophisticated questions. Drop in resource centers hours can be socially embarrassing, as one can be perceived as in need. But I recommend keeping both as they are still very valuable. We should have started paying for private tutoring and coaching earlier given the competitiveness of HHS. Any attempts at organizational skill, binder building, time management teaching were lost on my kids, if they occurred at MCS or RMS.
65. We hired an outside executive function coach to help our child. These services were not offered in school adequately.

66. The middle school math curriculum is so terrible this year that I have effectively been my child's math teacher/ tutor at home.
67. Very expensive. It is a shame that the school can't provide the support its students need for their academic success. The high needs kids get it, and the highest achieving kids are provided but the bulk in the middle gets neglected and forgotten. There are a lot of smart kids with high potentials that get ignored and crushed but your high school.
68. We're still trying to make up for pandemic learning loss.
69. Reading/language of dyslexic child.
70. With the bus.. 7-4:00 day is long enough
71. Was close to doing reading tutoring, but the kid caught up fairly quickly with some nice in-school help and now all good!
72. I feel like it is a pretty big issue that so many Ray School kids get outside tutoring. It is hard for families with working parents to pull this off, and expensive. I think there should be very little need for this if our school was more rigorous
73. The way math was taught this year was not beneficial to my child. I will most likely have to get a tutor over the summer so my child is not behind and I will probably continue tutoring through 7th grade since the 7th grade math program is, for lack of a better term, a disaster.
74. I answered no, but I have bought math, foreign language, and reading apps for my child
75. one semester of a poor math teacher; lots of frustration and a blip in her normal grade
76. We hired a tutor briefly when \*\*\*\* \*\*\*\* \*\*\*\* because my daughter was worried about the math placement test at RMS.
77. Tutor
78. Instead of taking math at the high school, my child took \*\*\*\* math (\*\*\*\* \*\*\*\*) as test taking is anxiety provoking and causes \*\*\*\* to make small math errors (addition, subtraction) and in honors, they cannot use a calculator on tests so \*\*\*\* loses all \*\*\*\* points to those errors and performs poorly on tests, not because \*\*\*\* doesn't understand the \*\*\*\* concept, but because of small errors which makes \*\*\*\* lose confidence and increases anxiety. \*\*\*\* needed a year to boost \*\*\*\* confidence. \*\*\*\* is doing better in \*\*\*\* \*\*\*\* this year, although they are still not allowed to use a calculator on tests which is strange as the AP test that they all take and the SAT has a built in calculator for the entire exam. So they are not learning to use the tool for the assessment at the end of the course.
79. Extra maths tuition, weekly, and a piano tutor.
80. Math tutoring all through high school.
81. Again, that is a privileged option. Not everyone can afford it.
82. My child needed professional help catching up on reading and spelling when \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* after being in online learning for over a year during covid
83. I chose no above, but my child did use an a math learning app - I feel like this is a gray area - not tutoring, but extra resources. My child also uses Duolingo for languages, reads a weekly magazine for social studies

84. Because rms math is a disaster this year
85. French tutor and math tutor for a different child
86. We used a math tutor for a few weeks when my \*\*\*\* had a difficult time understanding the material from a specific math teacher who is no longer at HHS. Unfortunately this experience led \*\*\*\* to drop out of the Honors track and now has a 100% average in regular math. Our HHS students constantly tell us there are huge differences in teaching quality and grading among teachers teaching the same class.
87. My son sees a math tutor because he has difficulty with it and would like concentrated, personalized time with an instructor to help him keep on track. Luckily, we can afford this.
88. Middle School math is an absolute dumpster fire. One of the most often complaints is how bad the curriculum and teaching is.
89. Our schools don't offer enough rigor for academically talented and motivated kids. The school district's misguided notions of equity make it cater to a lower common denominator.
90. Saw a need for it in the early grades, but stopped after no perceived need for it after about a year or two

**Q37: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q36: For which of the following subjects have you sought outside tutoring for your child? Please select all that apply.***

#### **14 Responses to "Other (please specify)":**

1. Supplemental instruction, not tutoring
2. Dance, acting, art, orchestra
3. Engineering & Coding
4. Art
5. Took math through community college because \*\*\*\* interference.
6. Mental health since school will not provide working with a counselor for \*\*\*\* \*\*\*\*
7. Art
8. SAT prep
9. But math and chemistry were considered
10. college admissions counseling
11. Executive functioning
12. SAT
13. physics \*\*\*\*
14. Chinese

## 53 responses. After removing “no” and similar answers → 35 answers

1. I am looking into it for reading and math.
2. Music is an exception because you normally have to take individual lessons outside school if you want to learn an instrument. Engineering and coding is the particular interests of my own child, thus we are supplementing (not regularly, but occasionally). In \*\*\*\*, my child is SIGNIFICANTLY more advanced than \*\*\*\* grade level, therefore we are supplementing with \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\*. Reading and writing is done one day a week where the dad reads texts that are interesting and complex with the student together, and then the student writes something about it. The kind of differentiation that is needed in school and has been currently filled in through our current supplementary learning, is differentiated "input", instead of the pure "output" differentiation.
3. So my child could be challenged and remain interested in math.
4. Above
5. It would be great to have Japanese class
6. Math at Kumon and \*\*\*\* at UVMC.
7. Kumon. Math times tables are not taught enough. Parents supplement due to need when testing is happening in the classroom.
8. to challenge my student
9. Math education at Ray School and RMS has been consistently lacking. We have asked for help multiple times and were told that there is no available manpower to assist our child. I actually gave up on Math teaching and learning at the schools (Ray and RMS) and rely completely on Kumon to help my child catch up to \*\*\*\* grade level.
10. See above
11. One of my students struggles in math a bit. There has been big differences in the math teachers, some great and some struggled with the students. \*\*\*\* \*\*\*\* and \*\*\*\* \*\*\*\* \*\*\*\* were amazing.
12. My child has done very well in math at the Ray School, however, I would consider outside math help next year at RMS because I was very disappointed in the math this past year at RMS with my older children.
13. Kumon
14. Had tutor for math during RMS years
15. HHS's tutoring just isn't effective, and I've spent countless hours trying to get outside tutoring for my kid, all on a very meager budget. I have a graduate degree in \*\*\*\* \*\*\*\* and can teach \*\*\*\*, so I try to economize there. However, I only have so many hours in the day and night, so I engaged a math teacher for help there, found free Khan tutors online, and tried hiring a native language speaker online. All this because I have zero information about the capacities of HHS tutoring.
16. Piano Chinese
17. more opportunities for social curriculum and health needed
18. Math at RMS (with the individual, "at your own pace" approach) required a lot of support from parents or tutors. I would prefer a different approach.

19. Changes in the middle school math curriculum have been very poorly communicated. RMS 7th grade math has left children feeling disempowered and we have no understanding of future 8th grade math plans. This needs to be a big focus for the school
20. As noted above, RMS math instruction has been abysmal. Without outside intervention, we worried our child would lose interest in pursuing math altogether.
21. This was during elementary school
22. see above
23. Were able to get extra help From teachers and use other school resources
24. Had RMS leadership and teachers been more curious (what's going on with this child?) and less disciplinary (go to the office) they may have helped us discover our child's learning difficulties three years earlier.
25. Since the school requires the SAT there should be assistance within courses to prepare for it well in advance. The school should also help students with their college essays in 11th grade English courses. Those essays are so broad that they can fit in any class and would be a huge service to the students. Not everyone can afford the college coaches the rich kids around my children used to prepare their applications. The advising staff does very little at the school to help. Colleges are now so expensive and the school should do more to help prepare the students prepare their application by building some of that into 11th grade.
26. Math in Middle School, \*\*\*\* \*\*
27. In person music lessons and Duolingo for Japanese language learning
28. We hired a tutor briefly \*\*\*\* \*\* because my \*\*\*\* was worried about the math placement test at RMS.
29. music lessons - i'm told that other neighboring schools do private music lessons as young as 4th grade.
30. My child has \*\*\*\* and \*\*\*\*. Although \*\*\*\* \*\* for an IEP, \*\*\*\* continues to struggle with spelling, writing, reading with fluency, decoding, working memory. This affects \*\*\*\* recall on math facts as well. Unfortunately, our experience is that the reason \*\*\*\* \*\* for an IEP is BECAUSE of the private tutoring that we provide outside of school; the school should instead be providing these supports via an IEP. We would prefer not to pay for these services out of our own pocket, and \*\*\*\* would prefer to dedicate his time outside of school to non-academic activities, but there is no way we will allow our child to be left behind.
31. \*\*\*\* is taking French at school but private \*\*\*\* classes at home. Also learning \*\*\*\* at school but taking private piano classes outside of school.
32. We found Kumon to be a necessary supplement to the math program at Ray and RMS. Too many students leave the Ray School without mastering basic math facts. It was clear to us that Hanover students who participated in Kumon faired far better in Hanover high school math classes than those who did not, so all of our children were Kumon math students for many years and became confident and competent math students as a result.
33. Nap

34. We cannot afford tutoring. The pressure on kids to be in honors classes abs go to prestigious universities is too much and the school culture should change.
35. Please improve the curriculum and hire math teachers.

**Q39: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q38: What was the reason for the tutoring? Please select all that apply.***

**22 responses to “Other (Please specify):”. After removing “No” and similar answers → 21 responses**

1. We started back to school late due to COVID, so compensated somewhat with some tutoring.
2. For math: my child was not struggling, but I wanted her to get more practice with the subject and feel more comfortable with it.
3. Tutoring was for their father's native language, which isn't taught in SAU70
4. She was losing confidence in math over the past 2 years and her tutor really bolsters and supplements her classroom learning
5. My child asked for additional instruction as he felt the math class wasn't teaching him the information he needed to know to be able to learn the material
6. More time to develop skills in music and art
7. Kid hates sports and needed more activities
8. He learns better one to oneno
9. I don't read music or play an instrument and I'd like to make sure my kids can
10. math mainly
11. New diagnosis affecting attention
12. basic support of dyslexia
13. AP bio test prep
14. I felt that my student wasn't being individually pushed enough
15. We hired a tutor briefly when \*\*\*\* \*\*\*\* \*\*\*\* because my \*\*\*\* was worried about the math placement test at RMS.
16. piano and voice lessons because of her interest and aptititude; \*\*\*\* \*\*\*\* and tutoring because of our religion
17. My child has dyslexia and needs reinforcement in reading, writing, spelling, decoding, encoding and working memory.
18. Instruction was being very poorly taught at HHS
19. English tutoring to catch him up. Music and language as additional learning
20. The school encouraged private music lessons to develop her skills on her instrument

21. class time was spent reviewing content that the students were supposed to have learned at home for homework, rather than being taught in class

#### 48 responses. After removing “no” and similar answers → 32 answers

1. students at Ray school who are ahead of their peers in reading or math are NOT OFFERED enough specific content - they should have content directed to them that meets THEIR NEEDS please!!! WOW hardly happened and my daughter felt so frustrated by being bored and unattended to - she started to lose her interest in a subject she is very good at and loves! Please focus on the kids who are ok with the subject matter too!
2. We don't really expect to get professional level training in arts at a regular school
3. I've already provided the input in the previous two fields.
4. The teacher/counselor recommended tutoring to support my child's needs. I would prefer the teacher or school to provide the support needed for a student to be successful. There was an assumption that we could afford to pay for a tutor.
5. My child is strong at math, but he suffered from teaching styles. The teacher should be more involved and systematic.
6. \*\*\*\* had to take Algebra because \*\*\*\* didn't finish it in middle school but it's been review for \*\*\*\* all year!
7. We did kumon to brush up on math skills. Multiplication skills really took a hit during covid, and kumon really helped our child solidify them.
8. she is doing voice lessons to serve her further interests in theater. but the music program at MCS is already fantastic for an elementary school.
9. If my child was sufficiently challenged in school, I might not tutor them at night in math.
10. I tutor my child in math (15 mins/night, 4x/week) with a workbook. It's resulted in a substantial increase in their standardized test scores and performance in school.
11. This was for middle school. Wish HHS offered summer math class. My child missed so much school \*\*\*\* due to \*\*\*\* could not complete \*\*\*\* and had to retake in \*\*\*\* grade. Thinking ahead to college \*\*\*\* feels it is imperative that \*\*\*\* catch up with her peers.
12. My child has extra support at school but it is not enough, my child feels struggling
13. Teacher does not grade homework, does very little teaching, offers little to no opportunity for learning, tests have been unfairly graded and teacher picks favorites
14. RMS math instruction has been unacceptable. Although it is developmentally inappropriate, children are essentially expected to teach themselves math with lessons on the computer (not a live teacher), and at their own pace. Children who do not demonstrate self-directed interest (again, not an age appropriate expectation) are funneled into slower, less rigorous classes even when their aptitude and performance warrants more challenging material. We are concerned that our middle schooler is not getting the requisite exposure to material required to succeed in math in higher grades. Despite continued complaints from many parents, RMS administration does not appear to have taken any action.
15. This was at a previous school-not SAU70

16. Is this something people are doing with their elementary-aged kids? We've been totally happy with the academic rigor and learning aides at Ray. Seems crazy to do extra tutoring...
17. Math instruction is uneven. Some teachers are excellent and are available and effective for help, while others do not seem to be subject matter experts, so they are not able to assist when our student needs help. Music at HHS is generally terrific, but for more advanced instrumentalists, the work is not sufficiently challenging. Furthermore, some of the bands are oversubscribed, so some students with aptitude don't get the chance to play as often as they would like, or on the instruments they prefer. This is particularly true in percussion, where growth on the more complex instruments can be limited due to a lack of consistent playing opportunities.
18. see above
19. We need better music lessons for ray school
20. Punishment is really more the focus of MCS and RMS leadership. And lecturing. Including the \*\*\*\* and the \*\*\*\* \*\*\*\* \*\*\*\* at MCS. They are an extension of the \*\*\*\* and \*\*\*\* \*\*\*\*. Why a \*\*\*\* would yell at a student and socially humiliate them for their bad behavior for two years, I don't know. A wiser approach would be to step back and say "what could be underlying this pattern of disruptive behavior that i can respectfully explore to shape choices and attitudes over the time we are together?"
21. Math is not being taught in seventh grade (or eighth grade) at the middle school, which leaves parents to teach the math or to find a tutor, unless their child is one of a select few who can self-teach math.
22. It has been very hard for my son to succeed at Hanover High in math classes without the extra support of a tutor; it seems the concepts are just not explained in the same way in class but he does wonderfully with them as explained by his tutor.
23. My child had struggled with reading, writing, and math. We considered seeking out additional tutoring, but it turned out \*\*\*\* has \*\*\*\*, so we've been treating that.
24. In preparation for \*\*\*\* \*\*\*\* test, a group of families split the cost of a tutor to cover topics that the class would not have covered yet in class before the test. It was for about a month before the test.
25. My son got a bad grounding in Math due to Common Core experiments in Elementary School. Has never recovered.
26. \*\*\*\* \*\*\*\* math was more of an independent learning style with a \*\*\*\* \*\*\*\* teacher. This format did not work out well for my child. I do think if the math teacher was a \*\*\*\* teacher, it would have been a much better experience like the rest of the \*\*\*\* \*\*\*\* classes were. The \*\*\*\* \*\*\*\* math teacher has cursed multiple times at my child and others, things like I'm tired of your \*\*\*\* \*\*\*\* and also has said things such as, "I like this class so much better when you are not here", in front of the whole class. This attitude creates a toxic environment and in my opinion makes it that much harder for my child to enjoy math and want to do well. My \*\*\*\* is not an advanced learner nor is \*\*\*\* on an 504/IEP. \*\*\*\* can sometimes get silly, but the \*\*\*\* teachers have classroom management completely under control. I do worry about children such as my \*\*\*\*, particularly the \*\*\*\*, here at Hanover in general. So

- many of the children here in Hanover are advanced learners/more mature that it gives the appearance the others are behind. We are very luck though that our guidance counselor, \*\*\*\*, has been great and \*\*\*\* is very supportive/positive.
27. I feel these questions should be phrased to account for apps. Is paying for in person tutoring bad but buying an app is fine?
  28. It would be nice to see "my child experiences a learning disability and needs more support than the school provides in order to maintain grade-level proficiency" as a response option. Please consider how to improve the framing of the survey answers to reflect an inclusive approach by which children with learning challenges feel seen and accepted.
  29. I wanted to capitalize on the large amount of time (3x a week) that Spanish is taught in school and so I've added Duolingo time to try to have my kids actually progress towards reading simple Spanish by the end of elementary school.
  30. We have liked all the teachers at HHS except one math teacher who \*\*\*\* at the school. Unfortunately my son's interest in math drastically decreased after taking \*\*\*\* with this \*\*\*\* teacher. Now he's in a regular \*\*\*\* class and has 100% average.
  31. I don't know whether you count AoPS and Rosetta Stone in this question or not? The school work is too easy.
  32. Specific to reading, was also unclear to me how Ray handles reading instruction, given all the national controversy described by NPR and others over the various methods of teaching a child how to read

**Q41: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q40: Evidence suggests that later school start times are helpful for student health and academic achievement, particularly for older students. Certain states and districts have implemented later school start times across the country. However, this has implications for after-school programs and bus costs. Current school start times across the SAU are around 8am – 3pm. What are your thoughts on this?***

**89 responses. After removing “no” and similar answers → 81 answers**

1. My child sleeps until 7:30 daily, so an 8am start time is tricky most days.
2. Would be great to have Ray start at 8:15

3. I know this can be challenging for parents/work schedules, but there is a lot of research on the academic and mental health benefits of later start times.
4. 8:30 or 9am would be preferable
5. We are definitely a later schedule family, this would be better for the kids creativity
6. later starts seem like a no brainer. glad to see it made the survey; hope something actually changes
7. again, don't have a high schooler yet, but I would support following evidence of later start times being beneficial
8. More sleep + a un-hurried morning = healthy and happy child that is ready to learn
9. It would be difficult to manage a later start with work expectations
10. Wednesday should be leveled, same time as the others. It is disruptive and confusing to all of our schedules.
11. Follow the research and do what is best for students to learn and grow as the next generation of leaders.
12. It's a balance...yes, starting later is better, but then there are sports and it gets later on the other end. There is just too much to fit in 24 hours, no matter when you start or end.
13. I can only speak for the school my child goes to but they need a little more time to sleep but I understand this will get in the way of sports so I don't know how to balance that out
14. 30 minutes later would help and still give time for extracurricular activities.
15. I don't have a point of view on this
16. Adolescents need more sleep
17. I've heard positive things about later start times for high school students. Would be very supportive of this.
18. Teens and adolescents need more sleep
19. We moved from out of state and our previous school system was a similar sized school district and had grades 6-12 start an hour earlier than K-5 with two rounds of buses. As a parent I hated the hour difference. It was the never ending morning of getting kids ready for school and was very complicated for families with both parents working. Leaving the house once with all the kids, or putting all of them on the bus at the same time has been a huge perk of moving here.
20. Having said that, I know this is a very difficult topic. Our son is good about getting enough sleep so the 8am current start time is not a problem for us. I kind of feel like if school started at 9am he would just go to be later. So for us this isn't really an issue. I selected to have HHS start later just because my understanding is that data is showing this has good results for older students. But I know HHS administration needs to consider the whole picture including cost, sports etc. I trust HHS to follow the data and best practices that are emerging nationally while also prudently managing the available budget.
21. Studies show that teenagers need more sleep that they currently have. Sharon Academy has implemented a successful later start of the day in the region, and has worked well for students

22. This is about early childhood development and health. Even an 8:30AM start time would be better.
23. Research shows that later start times benefit older children. We could keep earlier start time for elementary school but have later start times for middle school and high school if that is what the research supports.
24. Strongly support later school start times
25. A later start to the school day would make it more challenging for me to manage work as a single parent. I would be amenable to a later start time for high school students who are more independent.
26. I know schools in Connecticut who have extracurricular sessions both before AND after school. So you do drama from 6-8 am, and then you do sports from 4-6. That's insane, right? But it's so crazy that implications for after-school programs pale in comparisons. Just start the kids at 8:30 and end at 3:30.
27. 8am start is perfect for elementary. Later start time would be SO helpful for older kids, whose brains require more sleep and later starts to the day. It will boost their mental, emotional, and physical health, and hence their learning, and sounds like a no-brainer way to spend tax dollars.
28. Adolescents need more sleep. Please let them start later! It impacts their mental health, learning, and overall well-being. This is well worth paying for. Fine by me if all schools start later.
29. Just a little later would be helpful -- 8:30am, for example. What would be very nice if there was a range of times that students arrive, e.g., between 8 and 9am, depending on their needs, but full-on classes do not start before 9am. I realize that might be difficult to implement. I think it's very important that all schools start at about the same time though -- with younger and older siblings and planning drop-off/pick-up it seems to get really difficult if schools start at vastly different times.
30. Starting school any later would create significant challenges for working parents
31. Follow the research that is best for kids.
32. The School Board, few years back, sporadically investigated a late start for HHS. A speaker visited one meeting and presented findings on this which supported adolescent students' academic performance rising with the additional hours of sleep that would result. Whatever happened to action on this topic?
33. 8.30 am start
34. It would be really hard to get elementary age children to bed at a decent hour if the school time was bumped back because then after school activities would be even later. I would love to see some high school sports have morning practices if the start time for school gets pushed later.
35. I think having schools start around 8:30 would be beneficial for children's sleep--especially for kids that take the bus.
36. It's challenging because I know developmentally teens should start later, but it would be problematic for working families, including mine, to start later. This would require more input and problem solving if many are interested in exploring the idea.
37. While I would like a later time, I would not want school to extend beyond 3, particularly given the amount of class my child misses for sports.

38. It'd be great to have the older kids start later, but we are not sure what impact that has on district costs, sports, other extra-curriculars, etc.
39. I believe HHS should start later. I'm indifferent on the other schools. Do whatever is easiest for you logistically.
40. I love the idea of the schools starting later in the day, but don't like the idea of after school activities being any later, so Keep as is.
41. I love the idea of a later start, but this will inhibit after school activities. During crew, my child gets home around 6:30. I think this is late enough to then do homework and dinner.
42. The teenage brain doesn't function early. Suggest start time of 9am but then this isn't conducive to working parents schedule.
43. Current schedule is terrible for working parents. Who gets out of work at 3pm?! Moving the start time later would be very beneficial.
44. I like the idea of school starting later particularly for older kids but it seems logistically too challenging with buses, etc
45. It's a nice idea to have school start later but logistically seems challenging with buses etc
46. My children would definitely benefit from more sleep.
47. We do not know enough about the implications for after school activities if there's a later start time at HHS, but it seems there are some. Do those outweigh the actual, research-based benefit of a later start time for teens?
48. I totally accept the brain science that a later start would be better, but I cannot imagine navigating later times with my own work schedule
49. Hard one. Ideally a later start would help the students but how is this accommodated? What changes? Transpo issues, etc. how big of a deal is it? Seems better sleep habits would help. Also late sports and activities are challenging
50. the research showing positive benefits of later start times is loud and clear that this is beneficial for teenagers. also it can be challenging to find coaches for after school programs (like sports) because the coaches need to leave work early... so later sports practice times is complementary to a later school start and dismissal time.
51. 8:30 start makes much more sense.
52. We are working parents who need to be at work by 8 am. Delaying the start of school would be very difficult for us.
53. For working parents, starting school later would be an absolute disaster. We need to not only think about students but also adults in the community (as well as equity issues this presents for families with young children and two working parents); it is nearly impossible to find childcare only for 7-9 am.
54. Can a later start time be optional?
55. Sports practices will be affected if HHS starts later. Especially in winter when it gets dark early (skiers, runners, etc.).
56. Parents need afterschool care already.... Later start seems unnecessary
57. Please don't make it later than 8AM.

58. Great to finally see some discussion on this. Evidence seems very one-sided in favor of later start times at this point. Health and sleep are so important.
59. Some staggering of start times would be helpful for both students and families.
60. It would be much easier for me to get my child to school on time if the start time were later. Many families work jobs that would allow us to bring our child to school on the way to work. I feel that MCS children are dropped off by the bus way too early and then have to wait for 40 minutes for school to start.
61. As a student commuting from a distance, later start time would be very helpful, so that more sleep time could be had in the morning (past 6:20am).
62. I don't think this is critical and appreciate that HHS starts at 8:00 whereas other area school start at 7:30
63. Don't use the word evidence without a citation
64. Our students' schedule already pushes them late into the evening on a regular basis to meet after-school activity requirements. Pushing back the start time would only exacerbate this problem.
65. data shows kids need to sleep in!
66. My kid has to get on the bus at 6:55am. Its really hard for him especially in winter.
67. My daughter's schedule this year has allowed her to go to school later - it has made a huge difference for her mood-wise.
68. Could the high school adopt a 'zero period' so some student could arrive at 8am and others could start later?
69. PE only for students not in sports. Then PE is last period or sports start during last period. Last period starts at 3 or 3:30 - whenever sports typically start.
70. Hanover High has a wonderful schedule as is. It provides opportunities for students to have later start times throughout the year.. Perhaps a tweak to the current schedule could help ensure that every student who prefers a later start time can have one, at least two or three times per week.
71. Data clearly shows that teenagers bodies need to sleep later. We should be doing what's best for their health.
72. Start all schools at 8:30
73. This is absolutely biased, but given that we live 15 minutes away it would help to have some additional time in the morning. This would likely have impact on other commuters as well.
74. kids want to learn more real life skills, one of which is getting up early to go to work.
75. Students need more sleep and their circadian rhythms involve later to bed and later to rise than the current schedule allows for.
76. Align school start/end times with the local employers timings.
77. I recognize that management of parents' work schedules is a significant concern, so this is why I selected "have all schools start later". However, if the studies show that later start times benefit the older children in particular, then I personally would be fine with later start times for the older children only.
78. I would love an 8.30 start for Hanover High School
79. Later school start times would be optimal, especially for high school.

80. High schoolers should have a delayed start allowing them to have more time for sleep which many studies show is beneficial to learning and development. It honestly seems irresponsible to not do this.
81. I suspect you'll get all sorts of pushback on this from the sports folks, but it's a great and important question. Thanks for asking!

**Q43: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q42: For your family and child, what would be the ideal approximate school start and stop times?***

**42 responses. After removing “no” and similar answers → 32 answers**

1. Elementary and MS should start at 8, but the high school should start at 9. If learning is the most important thing, then they should learn at the best time for them to learn. Don't let silly things like bus times control the most important thing.
2. Please. Leave it alone. Tell the geniuses who want to change this to go weed their gardens.
3. Teens generally don't function as well early in the morning
4. I don't yet have a teenager, so can't answer this.
5. I was shocked when we moved here and this wasn't already in place because of the stellar record in other areas of the school district.
6. Earlier is easier, but if later benefits kids' learning we would make that work.
7. My children are young; 8am is fine. When they are adolescents, I'd love for it to be 9am and for school to end a bit later.
8. getting out earlier gives time to be outside and move
9. For MCS keep current time, move RMS and HHS back 1/2 hr- 1 hr
10. 9-4 would be great for high schoolers. For the smaller kids, 8-3 seems appropriate.
11. 8-3 for elementary school; 9-4 for middle and high school
12. I've kept this the same based on my reasoning above.
13. see above
14. It's hard to answer question 42, since we believe the 8-3 time for elementary is appropriate, whereas for high school it might not be. If the time must change for all schools (for expense reasons, like transportation), then we would only want to shift slightly - to 8:30-3:30.
15. Any later, and all the sports/extracurriculars get pushed too late for dinner and homework.
16. Teenagers need a later start time for developmental reasons.
17. My child gets on the bus at 7am, school starts at 8am. I start work at 8am. My child increasingly and naturally stays up slightly later, but wants more sleep in the morning. It would be better for her to have school start closer to 8:30 or even 9am. Plus, then there is less need for ample after school time arrangements.

18. A later start time with earlier meeting times provides the students the opportunity to start later, which research shows is more appropriate and adults to meet and think through important issues earlier, which research also supports as optimal.
19. Practices can occur in the morning this way. Sleep is a real issue for kids having to travel distances for sports.
20. My child is a multi-sport athlete and really needs as much time as possible after school for practices.
21. Especially if before- and after-school KAST-style daycare is available for those families that would need it
22. Older students have more activities, stay up later doing homework. We find that just a few more minutes of sleep would be helpful.
23. Use the 8-8:30 am daily time for all-staff internal meetings, curriculum work, trainings and professional development - and pay teachers for the extra 3-3:30 pm time. No early Wednesdays.
24. what does the data say is ideal?
25. Use daily 8-8:30 am for all-staff internal meetings, curriculum work, trainings and professional development; pay teachers for the extra 3-3:30 pm time all days of the week.
26. There is so much research on a later start time benefitting high schoolers, which I know SAU70 has spent significant time and resources researching. It would be amazing to see this actually move forward as a change.
27. See response above about a late period for PE or school related team sports.
28. 8-3, with the caveat stated above: Hanover High has a wonderful schedule as is. It provides opportunities for students to have later start times throughout the year.. Perhaps a tweak to the current schedule could help ensure that every student who prefers a later start time can have one, at least two or three times per week. Students often have after school jobs, sibling responsibilities and sport schedules that require them to be dismissed by 3.
29. Ray and RMS 830-315/330, HHS 9-4
30. My kid is in elementary, so 8 seems good. I'd prefer 830 starts for middle and high school.
31. \*\*\*\* \* Sharon Academy, which starts at 9. It is so good for the kids! So many benefits.
32. A little later would help sleep time. But, I wouldn't like to go too late. Then sports cut in even more. And, there's less time for homework.

Q45: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q44: From previous surveys, we know that the early Wednesday dismissals cause challenges for many families. The early Wednesday dismissal is to give time for all-staff internal meetings, curriculum work, trainings, and professional development. Do you have any suggestions for these early Wednesday dismissals?*

67 responses. After removing “no” and similar answers → 60 answers

1. Fridays would make more sense
2. Wed early dismissal is nice for recreational reasons (skiing in winter, sports, other outside activities for kids, but there should be activities for kids at that time if it is difficult for parents re child care.
3. Would give the children more time for sleep in the mornings.
4. Any of these alternatives to Wednesday early dismissals are good. Whatever you decide, PLEASE do not implement half-days like other districts have done. Those are much harder to work with than the current setup.
5. A mid-week early dismissal is very challenging for parents who work.
6. Shorten the school year by the number of days "saved" resulting from the hour added back each week when Wednesday early dismissals are eliminated
7. Most working people have to attend meetings outside of normal working hours, and are available for work calls nearly around the clock. Maybe we don't need to rearrange all the families schedule to accommodate TEACHERS.
8. Teachers have meeting before school
9. I am not confident that the Wednesday time for all staff work is used as it is intended.
10. We love early release!
11. Just cut out the stupid and useless meetings so teachers can ... uh, teach on Wednesdays. Like my teachers did. It worked for them, it should work for you. The less administrative BS, the better.
12. Wednesday or Friday is great. Don't start later.
13. I wouldn't miss early dismissal days.
14. Bring skiing back on Wednesdays in the winter
15. I like the idea of Fridays.
16. This is another tough one! My answer really is "no early dismissals at all, pay the staff", but it seems unrealistic to get extra money with no painful tradeoffs. If it were possible to get extra money with no painful tradeoffs that is my first choice.

Otherwise, yes, Friday would be much better and make much more sense! Yay, it's Friday, we get out early!

17. It would be awesome to have organized activities for Weds afternoons. I hear that skiing was available before - something like that would be great.
18. I think that the early dismissal Wednesday works well, particularly for sports
19. Fine to pay staff and teachers for extra time doing this work, if they would prefer it that way. My children benefit from the additional free time on Wednesday.
20. Extra free time is great for my kids. Do whatever is best for the teachers and staff.
21. Late starts would be fine too. Just need enough time to plan for these changes.
22. OR switch time to later start with school ending at same time as normal (non-Wednesdays)
23. I think having a shorter Friday for students would be a nice way to end the week.
24. Fridays is a good day for parents but we do not know if works for the school
25. A later start would be better for us on Wednesdays, but a Friday early release would also be helpful.
26. I also like the idea of starting school an hour later. so that would be my second choice.
27. Different day of the week would be fine too. Early dismissal on Friday would be nice!
28. Also perhaps the students can be given a guided study hall option.
29. After school programming is critical for us on Wednesdays, so we're grateful KAST exists! I do know, however, space is limited. If the time were shifted to Wednesday mornings, that would cause us problems with work schedules. We rely on the bus in the mornings, so even if KAST ran in the mornings on Wednesdays, it would be hard for us to utilize it.
30. I'm okay with it as it is, but could see the benefit of an early release Friday!
31. I defer to the teachers/administrators on whether #1 or #2 is preferable.
32. Could explore the added cost of after school meetings for teachers but there is a work/life balance there as well for them. Not sure moving to another day solves anything?
33. It was a challenge in K-8; no problem in HS
34. i don't have strong feelings on this but, within reason, supporting the teacher's prep time and collaboration is important.
35. I also think if staff need more time, school could start later every day; staff could have more required prep time each morning. Then no early dismissal on Wed. The times are confusing to anyone not adapt at Ray specifically.
36. If you switch this to a different day, you'll need to provide the community with at least 12 months' advance notice. There are many, many local after-school extracurriculars (gymnastics, skating, theater, etc.) that plan on the Wednesday early dismissal.
37. Would be nice to get some extra sleep mid-week.
38. Wed or Fri. Don't start the day later
39. Both the late start and the Friday options seem like improvements. Aren't the teachers salaried?

40. We don't have a strong opinion on this. It is harder for families with younger children, but we also believe teachers do need internal time for training, meetings, and preparation.
41. I much prefer a later daily start for students and time for staff to work together before school. I bet they are tired and not at their best at the end of a student day.
42. I think option 1 or 2 but defer to the teachers and staff on what their preference would be
43. I would much prefer "early release" days on Friday, allowing families more weekend time.
44. Can students stay at school but be offered another experience? More recess, more PE, outdoor hikes, art projects etc?
45. I don't feel strongly about this but I think the middle of the week difference is good for students as well.
46. Show evidence that meetings do anything
47. Every day should be either 8-3 or 9-4
48. Use daily 8-8:30 am for all-staff internal meetings, curriculum work, trainings and professional development; pay teachers for the extra 3-3:30 pm time all days of the week.
49. Friday early dismissal sounds interesting. Also, could the school coordinate with area organizations to have optional programming on these early release days - vins, montshire do all school assemblies? Homeroom/classroom teachers could do curriculum planning but EA and other staff could help maintain order during the assemblies.
50. Maybe try the AM. See if it works.
51. Teachers already work so many hours. I would not require them to stay late every week for meetings. They have family responsibilities to tend to and already work far more hours than they are paid for.
52. Alternatively - can the students stay at school but have extra recess, extra gym time, extra art, go on a hike, etc?
53. Early Wednesdays also give kids a break and allow for activities and appointments than can be hard to fit in otherwise
54. Starting later would be better than ending early. But really, every day should have the same schedule and the staff meetings, development, etc. should take place after school hours, like almost every other school in the country. I've never heard of another school district that takes time out of the school day for this.
55. It really isn't a huge deal, but it does help to keep schedules consistent and, presents a challenge in child care for some families.
56. Alternative option, no early dismissal and don't have the meetings because let's be honest, they're not that important anyways.
57. It would be nice to also have the extra hour of sleep halfway through the week.
58. I support the idea of setting time aside once a week to benefit the staff, whether this be early dismissal on Wednesday, an early dismissal on Friday, or a late start on any day beneficial to staff.
59. Staff should not be kept after hours without a very pressing reason.

60. I like either of the Wednesday morning or Friday afternoon ideas. I also like the clarification of why this Wednesday thing happens. I've heard (but doubted the statement) that it was a historical leftover from skiing.

**Q47: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q46: Does your child currently receive mental health and/or behavioral health services?***

**32 responses. After removing “no” and similar answers → 21 answers**

1. Some people need to toughen up. Some people actually need help, but others make up problems.
2. None of your \*\*\*\* business.
3. He doesn't want it
4. Our son has a regular lunch with \*\*\*\* \*\*\*\* and other kids.
5. Our child sees a LICSW weekly.
6. Treated primarily for anxiety relating to academic performance which exacerbates other health issues. In talking to \*\*\*\* friends, seems like there are a lot of HHS kids with therapists.
7. child has been tested for IEP qualifications, \*\*\*\* is now being assessed as qualifying for 504
8. Now that my kids are getting support outside the schools for mental health, the school counselor stopped working with them. I wish they could do both so when there are issues with social situations at school, they have more active guidance to support them through the process.
9. With the school start time, it's hard to schedule visits before school
10. The counseling department at HHS was very helpful with references / ideas.
11. My child received a ton of support and over time graduated out of an IEP and 504. Now they don't even need a behavior plan. It's been incredible and we are so grateful our child has benefitted so significantly from support services. A true success story, thank you Ray School!
12. My child is learning strategies so that \*\*\*\* can be less impulsive and react appropriately. \*\*\*\* is also learning about organizational strategies, which help \*\*\*\* with his \*\*\*\* and executive function issues.
13. We love our therapist, though she's expensive.
14. Has received care through pediatrician and psychologist. Coordinated well when at RMS. \*\*\*\* has been more resistant to mental health support in HHS and we would LOVE to see some major investment in (say) school-based CBT, which is evidence based. <https://odphp.health.gov/healthypeople/tools-action/browse-evidence-based-resources/mental-health-universal-school-based-cognitive-behavioral-therapy-programs-reduce-depression-and-anxiety-symptoms>

15. It is extremely hard to get in the UV for children. Also, currently child's provider is very difficult to access when things come up. Provider doesn't take insurance, so I must submit and get paid back some but still very expensive... all in all, very difficult and time consuming to receive this needed service. This doesn't include all the time going to Ray, picking up child, and taking \*\*\*\* to appt and back. Most times we don't even make it back to Ray after the appt, because it's such a time suck for the travel.
16. My kids seem very happy, but it definitely seems like this is a worldwide issue more and more. Thanks for trying to keep on top of it
17. more offerings for school counseling would be great since our community has insufficient providers for child mental health
18. Actually, our child (adult now) decided to stop going
19. My child has developed a serious mental health issue \*\*\*\* \*\*\*\*. \*\*\*\* home room teacher has been incredible in supporting \*\*\*\*. The MCS \*\*\*\* \*\*\*\* has not. I have asked for and not received help or advice or connection to resources from \*\*\*\*.
20. School is for academics.
21. The Special Ed team at Ray is truly incomparable and a large part of the reason we made it a priority to buy in Hanover

**Q49: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q48: If your child has an IEP or 504 plan, do you supplement this plan with private services?***

**33 responses. After removing “no” and similar answers → 23 answers**

1. My child \*\*\*\* \*\*\*\* \*\*\*\* evaluated by the school for IEP or 504 plan. Even though the challenges were there, it took a very long time to get the process started. We went to look for outside services because we didn't know if the school was going to do anything.
2. OT
3. \*\*\*\* has a math tutor but not related to \*\*\*\* 504
4. \*\*\*\* coach as mentioned -- we have 504 -- IEP was refused due to \*\*\*\* testing scores
5. Our child has a 504 plan.
6. In the process no results yet. \*\*\*\* will fall behind in literacy if \*\*\*\* doesn't qualify for extra help
7. supplemental tutoring to keep up with school tests
8. I think this process should be easier and more supportive of parents who often feel dismissed and "crazy". The district should implement best practices in readings and have better support for students with a variety of needs.
9. I am looking into private services, but I want those private services to be consistent with how they are learning the material at school.

10. speech therapy
11. We used in the past an executive functioning coach to help. I think the schools could be a better job in the younger grades helping kids get used to short daily homework assignments and simple tests like spelling tests and math facts, etc. This allows kids a chance to practice study skills in a scaffolding way. Because Ray and RMS have very little HW and tests the kids get to HHS unprepared with study skills. I like the study skills class at HHS but it should be taken developmentally at earlier grades so that the class is less needed in HHS.
12. My child would benefit from additional private services but logistically and financially this is an issue.
13. My child has ADHD and \*\*\*\*. \*\*\*\* has difficulty with executive functioning. While extremely bright, \*\*\*\* has difficulty staying organized enough to complete tasks.
14. NOTE: I think there is a typo in the answers above - the 3rd one says "no" but should be a "yes."
15. My child would benefit from very specific services-and he has in the past but not currently.
16. We have not pursued an IEP or 504 plan yet as we've been able to meet his needs through other interventions, but I believe our child should qualify for it, and we may pursue it in the future. \*\*\*\* sees an Occupational Therapist outside of school, which we pay for privately.
17. I'm currently unclear on navigating additional support for my child, despite repeated issues/behaviors at school.
18. I worry about the services provided, or not, to children who struggle as they enter RMS and HHS. I think this is an area of weakness for our middle and high schools.
19. HHS was very helpful in trying to figure out whether a plan was needed. Counseling program is great!
20. This question should have been sequenced on the prior page with the other questions re: private tutoring services outside of school
21. We're in the process of exploring some outside services but scheduling has proven exceptionally challenging
22. Wonderful staff working on that program.
23. A school employee told us that my child needed speech therapy, but the schools then never followed up on it. That was frustrating.

Q51: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q50: To your knowledge, does your child have any of the following devices or social media accounts for their own specific, individual, use? Please select all that apply.*

24 responses to “Something else (Please specify):”. After removing “No” and similar answers → 23 responses.

1. Reddit
2. Our family does not permit our children to use Social Media or to have smart phones. We restrict screen time due to medical studies showing the harm on their developing brains. We are deeply disturb by the unfettered access allowed on school devices (at least in HHS) and the use of ipads and tablets as the main form of teaching rather than a teacher presenting ideas and lessons in person. We strongly urge the school district to restrict all access to social media platforms on school networks and devices and believe the shift to reliance on devices supplementing actual personal interactions is deeply troubling.
3. eBook (like a kindle)
4. Limited Social Media
5. Imessage
6. Kinzoo, Pinterest
7. Laptop shared with siblings
8. iMessenger (texting)
9. Shared family iPad and computer
10. not your concern
11. YouTube, Steam (Video games), other video game platforms/devices
12. reddit (no, but you should ask); Roblox (no, but you should ask)
13. Some school sports teams utilize social media (like Snapchat) as the main form of player communication regarding team events, schedule changes, etc.
14. Fire Tablet for shows (only allowed to watch with parent permission and content is limited)
15. Visco
16. Some sports at HHS appear to require or expect social media for communications-- I would prefer no social media for any school-related (including extracurricular) communication.
17. Reddit
18. He uses Discord only for QuizBowl

19. NO KIDS SHOULD HAVE THESE. They are highly correlated with depression, disordered eating and suicidality.
20. Pinterest
21. Pinterest
22. Roblox account
23. Roblox. Meta VR

### 53 responses. After removing “no” and similar answers → 45 answers

1. Our family does not allow our children to have access to social media and heavily regulate their screentime. The use of persuasive design and algorithms used to manipulate young brains is not anything we want our children to be caught up in. UNFORTUNATELY, HHS HAS DECIDED FOR OUR FAMILY THAT WE CANNOT DECIDE WHAT IS BEST FOR OUR CHILDREN IN THIS REGARD. THE CURRENT TECHNOLOGY POLICY AND ISSUANCE OF A SCHOOL LAPTOP WITH NO MEANS OF REGULATING THEIR CONTENT HAS MEANT OUR CHILD CAN DO WHATEVER HE WANTS AND WE HAVE NO MEANS OF MONITORING THEIR USAGE AND CONTENT. IF THERE IS ONE THING THAT WE AS PARENTS ARE MOST UPSET ABOUT WITH HHS IT IS THE ABDEICATION OF ALL RESPONSIBILITY REGARDING SOCIAL MEDIA USAGE. THERE IS NO, LITERALLY ZERO ACADEMIC PURPOSE THAT REQUIRES SOCIAL MEDIA USAGE AND THEREFORE NO JUSTIFICATION TO ALLOW SOCIAL MEDIA ACCESS ON SCHOOL ISSUED LAPTOPS AND NETWORKS. We have found deeply concerning content being accessed via social media algorithms and we literally have no say in our child's access to this content. Kids under 25 years of age do not have full formed brains and are unable properly regulate their interactions with these devices and the content. They are unable to fully downstream the consequences of their actions regardless of being educated of the dangers. WE IMPLORE THE SCHOOL TO PLEASE REMOVE ALL SOCIAL MEDIA ACCESS ON SCHOOL ISSUED EQUIPEMENT AND NETWORKS. PARENTS MUST HAVE A SAY IN THEIR CHILDREN'S (MINORS) ACCESS TO THESE DESTRUCTIVE PLATFORMS.
2. I did not want my child to use social media at all. It started because some of her friends only communicate on these apps. I wish parents would band together and discontinue the use of them.
3. I know kids are able to access chat features on school tablets.
4. the name is "X" not "X(formerly Twitter)"
5. We believe that social media has a net negative impact on people, but especially kids. We support their ability to connect in ways that allow them to make plans and coordinate ways to get together in person. I could say a lot more on this, but's it's almost midnight! :-)
6. They get a total of less than 1 hour per week on the ipad with very restricted apps. Mostly puzzles and coloring.
7. Smart watch is not cellular enabled; can only text parents (via wifi)
8. We make our kids write essays to get social media
9. Very worried about technology at schools. I would support a complete ban on personal technology (phones, watches, etc.) at school.

10. We made our kids write essays to get social media
11. I am adamantly against children having personal devices and social media access.
12. My child's smart phone is not calls and he only uses it supervised at home.
13. I would like to see smart phones and watches banned at school as much as possible. Our family would strongly support anything the school can do to limit their use, as well as the use of social media.
14. I am seeking to delay my child's use of social media until after age 14 due to documented reports linking early social media use with negative effects on mental health. Studies have shown that younger users are at increased risk of anxiety, depression, and lower self-esteem, as well as exposure to cyberbullying and harmful content. Delaying social media use can help protect children's emotional well-being during critical developmental years.
15. Please ban cell phones and all digital devices in schools. You might provide a locker for them at beginning of the day. It is so important that they socialize and grow face-to-face.
16. they only have ipads because of covid time when schools shut down and they needed to do their school work
17. My child gets very occasional tablet time with educational programs only. Roughly 1-2 hours per week maximum.
18. school issued computer
19. Our children share a laptop and iPad, plus have old versions of our phones that they use to listen to audiobooks and to talk on FaceTime with grandparents.
20. Please make an across the board rule that there will be NO cell phones in school from the start of the school day to the end of the school day. Cell phones are not just disruptive to learning but also limit the kids real social interactions.
21. We do not have a television in the house, so our child is allowed to watch supervised TV on their tablet.
22. I find it frustrating that the school sends out emails with warnings about social media use (which I agree with) but then encourages kids to get instagram or snap in order to keep up with Hanover Athletics. I think coaches and team captains should be prohibited from using social media to communicate. Similarly my child does not bring her phone to school with her a lot. She sometimes can't submit assignments because the school computer does not take clear enough photos so her assignments are marked late or docked points for fuzzy photo. PHONES SHOULD NOT BE IN THE SCHOOLS. I was glad for the effort at the beginning of the year to have kids put phones in a specific spot during class but that has fallen apart. More importantly than not having phones in class, kids should not have phones at lunch and free time so that they can practice real face to face relationships. Also, I do not like online textbooks. It makes learning frustrating because finding and loading the right page takes so much time even with good internet. Some people (like my child and me) also learn poorly on screens.
23. My children have tablets, but we limit screentime to 30 minutes per day and restrict what they can do on the tablets. The tablets are also used for audiobooks at bedtime.

24. My child is 6 and barely knows what social media is. Keeping it this way for as long as possible!
25. Having a smart watch may be a necessary evil when it comes to logistics like sports practice, etc.
26. Way too young!
27. We allowed Instagram solely because the sports team was using it. Snapchat is the only other social media we have allowed. Our child will not be allowed to use other social media until after graduation from high school unless there is a practical need driven by one of his activities (such as Instagram for sports).
28. We are very concerned about social media and the pressure to have phones in high school. Can we have phone-free schools?
29. it is getting harder to not have a phone because so many things (outside of school) require a (phone) app to interface with. please don't make any school classes or protocols that require students to own a phone.
30. I support a no smart phone / no social media policy until age 16 and a no phones in school policy for all ages.
31. We do not plan to introduce a smart phone to our child (if at all) until they are around 14-16. We also do not use social media in our home.
32. I don't actually know for sure, but we try to emphasize the problems with social media.
33. They zoom and play roblox
34. We follow Jonathan Haidt guidelines
35. Thankfully my kid is too young for these things to become discussion points yet, but that is indeed one long scary list.
36. My child received a tablet for at-home school during COVID and uses it for limited email and text use. I would like to see ALL SAU70 schools adopt a no-cell phone / Smartwatch policy on school grounds.
37. see above. the school should actively be discouraging families to allow social media use among kids. it creates a culture of the kids not participating being left out, and those that do participate suffer higher levels of mental illness. screen time should be limited in favor of in person socialization!
38. He received a tablet during COVID for academic purposes; he uses it to listen to Audible books
39. Please ban phones at school (collect them) AND ENFORCE IT. My daughter tells me not all teachers enforce the ban.
40. Only got Instagram to keep up with school team photos but doesn't post at the moment. We have older kids so we are savvier with this one!
41. I am deeply concerned about how to keep my kids off social media until they have a fully developed frontal lobe. Nothing has harmed kids and society at large more than social media in the past 50 years. I believe it has to be a community-based movement—keep all the kids off social media so there's no pressure for any one kid to have it. I want the school to lead the way on this and help parents coordinate to keep all our kids off social media.
42. I want a phone ban in the all day schools

43. She has access to a Chromebook at home, but uses it for Relay Math and other learning games. She has access to an iPhone that is connected to WiFi and use it for FaceTime with family and to listen to music.
44. Not only no but heck no
45. Just seeing this list scares me. Good question.

**Q53: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q52: What are your thoughts on AI (artificial intelligence) technologies, such as ChatGPT, for use in school or for school projects? Please select up to 3 of the most important choices below for you.***

**96 responses. After removing “no” and similar answers → 90 answers**

1. No electronics should be allowed at school.
2. AI "hallucinating" is a big problem. Most people don't fully realize how wildly inaccurate AI can be, and how prone it is to reinforcing what we want to believe/find vs actual truth.
3. I'm worried using AI will prevent students from learning skills that are necessary for an educated society. We can not trust AI to be correct. Students still need to learn the traditional ways to research, fact check and cite credible resources. This is more important that ever. However, AI is here and we need to teach students how to use it to their advantage while also figuring out how to double check the conclusions AI is making.
4. I am very concerned about people losing the ability to generate their own new content. While the rare person will use AI to truly excel and bring new insights, for most people, using AI is a crutch. I am worried particularly about relying on AI to do a first draft of a topic;/ People need to engage with the strategy that goes into choosing e.g. scope and message of an essay, and to be able to discern what data to include. Am very mistrustful of common use for trivial things, including the environmental impact of how energy-intensive AI is.
5. I am also concerned about the environmental impacts of AI and think those should be much more front and center in these discussions.
6. Children need to be taught age-appropriate AI literacy/usage/ethics skills. I fully support teaching them about prompting, evaluating responses, spotting fabrications, and so on. I vehemently oppose children using it to complete school work. They need to wrestle with and learn human skills now -- critical thinking, the cognitive process of writing, locating information -- to be successful in the future. AI can (and absolutely will if allowed) circumvent and shut down the development

of those skills. Not to sound alarmist, but people who do not grapple with and internalize the effort that sustained thought requires will not be able to think and solve problems for themselves.

7. I don't like AI but it is a new world reality. Students will be hurt if they don't have an understanding and ability to navigate ... and think critically about content
8. Bring back more hand written assignments
9. I love using AI in my own work and life. BUT I don't think students should use AI when they are actively constructing their knowledge and building thinking skills.
10. AI has a serious natural resource cost that is rarely considered by its users. We should be careful about adopting new technology that unnecessarily contributes to climate change.
11. Students should be taught and allowed to use AI if administration and teachers are using it.
12. AI is an important tool. It will be a part of our kids lives, so they need to be prepared to have control of it. That said, use should be very limited in school since students need to learn the original information and concepts to be able to discern fact based ai results vs results that do not make sense.
13. We have seen our teen use AI in very useful, appropriate, and creative ways to design his own study guides. But it is clear that it can be misused easily.
14. I think teacher and staff can use AI to work more efficiently. Students can use AI tools in grade 5 or higher.
15. I have 2 kids in college, AI use, some for cheating, is rampant and schools need to prepare the kids for how to use it appropriately as part of the college prep process
16. AI is here to stay and is part of the future; to ignore it does our students a disservice. We are better off training our teachers and students to use it appropriately than sticking our head in the sand and hoping it goes away.
17. Lots of children at HHS are cheating using AI-- LOTS -- and you seem to have no idea about it, according to my \*\*\*\* children. Like, none. And a number of teachers are using AI to do their grading! A total scandal, and the students are both complaining about it and mocking it. And you seem to have NO CLUE. So folks, stop working on these polls and open your eyes. There are lots of students who have used AI for every assignment they've had in high school. And the teachers -- even the ones using AI to do their grading -- seem clueless.
18. I think schools shouldn't rush to adopt new technology. I worry about use of AI.
19. I think AI can be used effectively for specific purposes, but I do not see the role in our educational system and for children. I think children should learn and be taught without AI at this time.
20. We need to embrace AI at all levels and have invest in training teacher and students to how to effectively and positively use AI in teaching and learning
21. Use in-class testing without computers or phone access (such as using Blue Books) for key assessments. This will not prevent the use of AI but will ensure no student can achieve a high grade without developing mastery of a subject.

22. I believe AI should be banned for use in writing papers and homework, but in class it should be assessed, critiqued and compared to other methods of research and writing.
23. Students and faculty should learn appropriate use of AI like all other technology. Students should be trained in appropriate uses of AI, AI is here to stay and any attempt at "AI Prohibition" will be futile and counterproductive. Define when students can and cannot use AI, and then use tools to detect when students are using AI, and punish cheaters according to current codes on cheating.
24. I have very strong concerns about what AI is doing to student's ability to focus, and think hard about a subject.
25. AI is here to stay, like it or not. My fear is that students will use it to outsource their thinking. They need to be trained on how to use AI as a tool, not a crutch— for example, after writing an essay, using AI to analyze it and offer suggestions for improvement
26. Teach them to become inventors of future technologies like AI.
27. We can't avoid AI. Therefore we should train students and teachers about how to ethically and responsibly use it rather than ignore it.
28. i want my kids to learn how to write, communicate, do math -- without AI. but i also thikn its rapidly changing how we all do things and i want them to learn how to use it in smart ways. avoiding it won't make it go away.
29. I am seriously concerned about AI, and what it means for our students in the future. I think knowledge is powerful, so I don't think that ignoring its existence is the right answer, but exposure, discussion and guidance are appropriate
30. I'm going to quote 404 Media's survey on the impact of AI on teachers: "They describe trying to grade "hybrid essays half written by students and half written by robots," trying to teach Spanish to kids who don't know the meaning of the words they're trying to teach them in English, and students who use AI in the middle of conversation. They describe spending hours grading papers that took their students seconds to generate: "I've been thinking more and more about how much time I am almost certainly spending grading and writing feedback for papers that were not even written by the student," one teacher told me. We all know this is crazy and unsustainable, right? Teachers are going to burn out.
31. To avoid cheating and trust issues, all essays should simply be written in-class, pen and paper. Research papers is another matter entirely. While it is clear that white-collar workers will need to be adept with AI, I am concerned that using this technology in school will replace the development of cognitive skills (critical thinking, careful assessment of sources, logical reasoning, summarizing, selecting evidence, analyzing) in the same way that screen time replaces time that children would otherwise spend learning social skills (face-reading, verbal communication, and so on).
32. I understand that white collar workers of the present and future will need to be adept with AI, but I fear that learning how to use an easy technology intended to hook users will impair young peoples' capacity to think logically and critically and

- assess information sources on their own. Please proceed with care. To solve cheating problems: have them write all essays in-class.
33. IMO, AI is most effective after mastery of the domain along with the capability to evaluate AI output.
  34. we have had to discipline colleagues for using AI at work and not verifying facts prior to finalization. AI is often incorrect and does not improve one's knowledge nor skillset
  35. If kids have access to something then the school needs to teach the teachers how to teach/use it and the students how to use it responsibly
  36. I am currently an AI \*\*\*\* researcher. This technology is inevitable, however it brings with it VERY serious threats on numerous levels. This is a powerful technology that is going to be pervasive and will require thoughtful implementation. You will not be able to prevent the use of AI, but you must very carefully implement it with proper training and safety guidelines.
  37. I think kids need to learn to use it appropriately.
  38. I wish technology was used less in general in school and not required for homework. I think students and teachers need to have real conversations and work through AI. More media literacy and anti-bullying learning is needed with so much time on computers.
  39. My 4th choice would have been training on appropriate use and misuse.
  40. Maybe it is necessary to teach the weaknesses of that technology, and how its can affect the neurological development
  41. Unleashed, unregulated Ai is concerning to me, which is why I think it is critical students learn how to assess accuracy, sources, fake information, dangers of fakes, and how to use appropriately. Ai skills are becoming big in private business so it is important for students to learn; It is out there and Ai tools can be very useful if used correctly. I think teachers can adjust assignments to ensure students are learning critical skills even if they access Ai ( It is out of the box and no way to put it back in, so teach appropriate use and skilled critical thinking and identification of accurate sources and information - teach them how to check for made up info, fake sources, fake pictures, etc.
  42. Ai is unavoidable. Students are going to use AI in the real world after school, so we should start incorporating it into our curriculum now. We need to be creative in how it is used and presented.
  43. I am very concerned that my child will not learn and develop critical thinking skills if AI is used in school. I am concerned that students who rely on AI will not be able to assess the accuracy of what it produces. Students learn best through human interactions with their teachers and peers.
  44. I have serious concerns about the theft of data used in the training of AI, about the ways that AI hallucinations are increasing as it loops upon itself and making it more and more difficult to discern factual information on the internet, and VERY serious concerns about the environmental devastation being caused by the extreme water consumption, unsustainable use of rare elements, and massive carbon footprint of AI data centers. Cheating is insignificant compared to these issues, and I would

- love to see our teachers and our students engaging in a critical analysis of these issues, and helping kids understand how these issues will affect their futures.
45. AI is a wonderful tool when used properly. Especially with children who have learning difficulties. Colleges use it, so I advocate for students to learn how to implement it for their school work, in high school.
  46. AI is a wonderful tool when used properly. Especially with children who have learning difficulties. Colleges use it, so I advocate for students to learn how to implement it for their school work, in high school.
  47. I detest AI but know that it's here.
  48. I have to work with AI at my work and am well aware of how corrosive it is to the process of thinking. I would advocate for teaching how to use it as late as possible.
  49. Not a fan of AI being used at school.
  50. AI is part of our collective future like it or not. Kids need to learn to use it responsibly. It is ripe for abuse, however, and we hear from our child that many students, perhaps even a majority, are already using it to cheat and short-circuit assignments at least occasionally. I don't envy the balance you need to strike on this, but you need to work to find it.
  51. We firmly believe that AI has to be taught, used, and understood. It is here to stay, so our children must be able to use it properly and understand its dangers and limitations. We believe this means that our children actually need to be even smarter than in previous generations. They need to be able to ask intelligent questions and then question the responses they receive, never taking anything for fact at face-value. They still need to know how to do research and trust their instincts when something doesn't "feel right" or seems too good to be true. This has to go hand-in-hand with teachers' and administrators' intelligent use and questioning of AI, too. We should not shy away from it, and instead acknowledge when something was derived from AI and what choices/ next steps it made us take and why. The "why" is more important than ever.
  52. I don't like treating AI like it's the end of the world, but I do think it could have a serious impact on student confidence and coping with the "blank page"
  53. You cannot be proactive enough to teach students about use of AI
  54. Seems this is unavoidable so teach proper use - but how to police it? Honor system?
  55. I believe it should be limited early in students' trajectory of learning - for example, they need to learn how to do primary research, vet sources, and synthesize/write independently before they can learn how to vet the output from AI.
  56. avoiding technology leaves students ill prepared to interact within the modern world. learning how to use technology effectively, but also with appropriate caution is an important life skill. I do have many reservations about the energy consumption of AI and how many applications of AI are being implemented that don't add any value to people's lives yet consumes massive amounts of energy
  57. With supervision AI can be used
  58. Students need to learn how to think and reason and be creative, and AI use for school work has a strong risk of taking away that necessary skill/brain development.

However AI is already so prevalent in society that having some education around use/misuse and the ethics/risks of AI so they are informed and prepared for the world may be helpful.

59. My main concern is that AI interferes with learning rather than supports it. I worry that using AI will prevent students from developing their own skills in critical thinking, problem solving, research, etc.
60. I worry about a child using AI for everything, instead of learning how to source reliable information and knowing what is a reliable source - either online or in publication form.
61. AI detection software — \*including\* Turnitin — does not work. I'm disturbed by the fact that this is included in the list.
62. As long as students are not using AI to generate information that they then turn in for grading, AI is a useful tool. It can help with research and problem-solving among other things.
63. I am morally opposed to AI for all but one relatively minor purpose. AI use in schools is clearly rampant and even undermines the education of students who choose not to use it. Students need to be taught about the fallibility of AI, not compelled to use it.
64. AI, seems like a solution to a nonexistent problem. An environmental disaster
65. At the school level, an introduction to AI and discussion about proper use is okay. Beyond that, students should not need to use it for work or projects.
66. AI tutoring is a potential benefit. How do we continue ensuring we work on learning to think critically?
67. My answer was more for K-12 education in general. For Ray specifically, I'd truly hope that AI use/discussion are minimal. I get that some technology is inevitable, but I hope for as much physical in-person/outdoors/hands-on stuff as possible
68. AI is here to stay. We have a lot of concerns, but we really and truly believe that teachers MUST learn about how students are using AI and think of ways to either integrate into the teaching/learning OR set up clear parameters.
69. Do not hold students back by restricting tools that will be a part of their future, instead teach them to use the tools responsibly.
70. I feel AI should not be used at the elementary school level and that tech should be very limited from grades K-5. I am concerned that already there is too much tech being used in classrooms at this grade level.
71. Teachers should ABSOLUTELY use it to improve the quantity, quality, and efficiency of their comments on student work.
72. Go back to hand writing stuff, tech is making everyone dumber
73. I wouldn't use the word "cheat" for teachers grading but it's my understanding that at least one HHS teacher does this and it's concerning
74. We need to roll up our sleeves and develop a set of guidelines for teachers AND students about how to use AI appropriately, and not to use it to cheat or grade student work. It has its merits and should be used for information gathering and as a thought partner in idea exploration.

75. AI has no place in the elementary schools but high schoolers should be trained in its appropriate use, and the potentials for misuse as well as ethical concerns.
76. We shouldn't turn our heads at technology. Instead create guardrails and the teach the kids to use it properly and become drivers of it.
77. AI is a reality that our kids and teachers now face, for better AND worse, and they need to learn how to properly use it, alongside guardrails to limit its use re: various purposes as well. Let's roll up our sleeves and work on effective policies for AI use.
78. I'm happy to help with training if needed - \*\*\*\* \*\*
79. I already have concerns that there is no school policy on screen time generally. Currently each teacher (specials, homeroom, music, gym etc) could use screentime for 15 minutes in each of their classrooms or for each subject and the time could majorly add up. I think the elementary school should set a goal of less than 1 hour of screen time per day and then look at what would need to happen to get there. Right now I don't believe the school even knows how much time an individual student might be looking at a screen. Algorithmic educational games can easily camouflage entertainment and addictive patterns. Yes the children are occupied and easy to manage while using these tools, but how do we know they are learning, what they are learning, and that they are not just being babysat by a screen. Continuing to teach critical thinking skills must be at the forefront when considering whether and how to incorporate ai into the classroom.
80. My child is at MCS and I have been taken back when they have come home and talked about the account they sign into, using their firstlastname@han... and directly engaged with an AI tool to have it create images, talk, work with. I would like to know the schools policy of acceptable sites/programs where it is allowable for minors, who are giving their first and last names to a program? This simply does not seem safe or age appropriate in any way.
81. No tech in Ray and MCS. Limited at RMS. More but still limited for HHS. Kids don't read enough today. They don't look up. They don't even think. They use phones. Help stop this.
82. Staff and students need to learn how to use AI responsibly. Lets take the emotion out of the conversation and think logically about its use in schools and beyond. Many employers in the tech world encourage its use by employees for efficiency and don't consider it 'cheating'. AI can be a very useful tool if basic parameters are set for staff and students. Perhaps this survey was created or tweaked in some way by AI?
83. Anyone who thinks kids should be using AI to do school work is out of their \*\*\*\* \*\* mind.
84. This is why technology has no place in schools. AI makes it impossible to learn.
85. I think we should ban it for now and re-assess annually. Perhaps, one day, things will evolve such that AI can be a properly monitored, vetted, and sanctioned tool for child education: but this is not happening now. Perhaps, one day, we can say with certainty that AI will NOT compromise, hamper, or otherwise circumscribe a healthy nurturing of their minds, hearts and bodies: but we cannot say this now.

86. Kids need to learn how to use AI for future careers. But, bring in smart guardrails to help them.
87. AI is our reality and students need to learn how to use it as a collaborator. They also need to learn when they don't need it.
88. Schools should proceed with extreme caution on AI and only use it in necessary circumstances. Of course students must know what it is and be familiar with it, but schools should be extremely wary of AI teaching tools and increasing screen time which could have negative effects.
89. Do not teach kids to (1) trust "AI" as a source of information or (2) rely on AI as a substitute for their own brains in analyzing or presenting information -- and I'm not sure anything is left that would be useful.
90. Will these results ever be released to parents? I want to see them!

**Q55: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q54: Please assess these aspects of our schools (Intensity of academic focus; Intensity and pressure to succeed; Amount of regular homework; Current Diversity, Equity, and Inclusion (DEI) initiatives; Availability of documented curriculum and similar resources; Availability of additional academic assistance).***

**68 responses. After removing “no” and similar answers → 60 answers**

1. Hanover has some wonderful teachers and a strong academic foundation. Recently, this focus on learning has been clouded by a movement towards becoming more DEI-centric. The schools need to focus on academics and stay out of politics and abandon the divisive DEI policies. Students should not be forced to state their pronouns if they do not wish to and aren't comfortable doing so.
2. I actually don't know what academic assistance is available more information about that would be helpful.
3. I am not very familiar with several of these. I would like to see additional opportunities for 'talented and gifted' enrichment for students.
4. Regarding "availability of additional academic assistance", I'm specifically referring to advanced learning in subjects for gifted / high achieving students.
5. I go back and forth on the homework. I think, I think, a more regular cadence of small homework assignments would be good, say Monday, weds, Friday. It seems like there isn't much homework and then all of the Sudden a huge project. So the kids aren't use to homework, and then have a ton to do.

6. DEI is considered discrimination for some groups. If you are providing preferential treatment to some, then you are discriminating others.
7. Some math enrichment would be nice
8. My children haven't been sufficiently challenged in subjects in which they excel. With such small class sizes and relatively few (if any at all) behavioral issues, teachers should be able to reach every child where they are, including the ones who excel.
9. Teachers available in study hall don't know subjects needed
10. Keep DEI out of school. Diversity is one thing but it's not safe or right to force areas of DEI as kids are developing themselves.
11. School need to focus more on Math and sciences in HHS and push for AP courses and exams.
12. I am in favor of Diversity, \*Equal Opportunity\*, and Inclusion. We should follow the law and support laws, programs, and opportunities for economically disadvantaged students to get the help they need.
13. Would appreciate an option for summer school to help maintain and improve skills for elementary school students
14. Would like accelerated/advanced options in specific subjects for kids who are ready. Mine often bored in school, really need a challenge.
15. My kids are high achievers and are not challenged in the classroom, beyond little nudges now and then. They are frequently bored in school. I would be glad to see accelerated/advanced options for kids in particular subject areas they are ready for.
16. There are always more DEI initiatives especially given our political climate right now. I hope they don't go away.
17. too much recess, more time should be dedicated to reading, math, science, tech, music, language, etc
18. The pressure to succeed comes mostly from the families. I think success can also be defined as making mistakes and learning from them but I'm not sure that's a consensus among everyone
19. The academic pressure is more from the students - not the teachers. My daughter struggles in school and it is stressful for her to be in classes \*\*\*\* what her friends are taking. She has a lot of friends but it is still tough. She is a \*\*\*\* at HHS. When she was younger, she was picked on because of her \*\*\*\* differences. (Grade school)
20. There is too much emphasis on sexuality and gender. It puts more pressure on the kids to talk about it so much. My child does not want to go to the school library because he doesn't want the librarians to talk to him about these issues. There is some kind of pressure to identify a particular way before they are ready to do so. It is uncomfortable and confusing for the kids.
21. A PDF version of the course offerings at high school would be very helpful so that it can be printed and viewed as a booklet; as would including parents more in the discussion about course selection

22. Answers above are relevant for RMS. We have heard that high school is much more rigorous, but RMS is not especially challenging for our child. She almost never has homework, easily gets As and A+s without trying particularly hard.
23. I am answering the above question with HHS in mind. Ray and RMS could use more rigor.
24. Still basically zero homework in 4th grade. A little bit more would be good so that my child learns to manage their time and keep on top of assignments.
25. I sense that teachers are really invested in students' success and there are plenty of opportunities for academic assistance, but for some reason I can't get my student to seek out or accept this assistance. Would be wonderful if there was some way to increase the ease of access for reticent students.
26. I don't really know, so I can't answer the above question.
27. I love the Ray school and its staff. My only misgiving relates to the way homework is administered. We receive vague instructions that are tied to online programs, especially about math, which we do not know how to supervise or how to instruct our kids to use (for example, the teacher tells us "tell you kids to practice on this platform"). I would very much prefer if we got specific instructions or work sheets. In general, homework load has been very light for our fifth grader, and we suspect that the adjustment to middle school will be tough.
28. I am in support of DEI work and would be open to more but given the current climate, I said current efforts are just right.
29. I don't feel like I have enough information about this stuff to really know, having just a 1st grader, things seem good for him.
30. The students are not given homework and will not be prepared for high school and future learning.
31. We want teachers to bring their expertise to the classroom; this is why we live here! We are also very interested in what the curriculum is that our kids are learning so we can best support them in it. This particularly relates to math and reading, and at least at Ray, we feel that we have adequate information.
32. There is too much self-paced learning in many classrooms. Some teachers are too "hands off" - teachers need to lead and inspire the students, and also be available to guide the students through the lessons.
33. I don't think there is enough academic assistance for children that need to be pushed a little bit. There is a lot of assistance for children with disabilities or that have academic concerns, but I think everyone else just scoots by
34. My kids might say there is a bit too much in some classes. Make sure the homework is of value and not just busy work/repetition
35. We've had two very different kids in the school district. Both have been served in some ways and not in others. If I were going to summarize one intervention that might make a difference is for each student to have one trusted adult who takes a real interest in them - could be a teacher, administrator, coach, other staff person. Just one.

36. above responses are for RMS. I do have concerns about the intensity and pressure of the high school being too high. but I'm not sure that is coming from the school... I think it is coming from parents.
37. Richmond Middle School students have very little homework. They do not learn how to balance homework from multiple classes, and then they arrive at the high school totally unprepared, as they are swamped with homework from many subjects and have not practiced having to plan their time.
38. Hanover needs to adapt to a changing world and current college admissions practices, recognizing this is a goal of students and parents. There should be more support for weighted grades (recognizing Honors classes are much harder than non-honors classes), fairness in grading (some teachers are ridiculous relative to others), consideration of AP classes, and a real look on how Hanover is supporting kids who want to get into top schools. There is a perception that many of the hardest working students who have taken the toughest classes are being harmed by Hanover High School's current attitudes and policies.
39. My child is only in elementary school, but I have heard that Hanover High is a high pressure environment. I'm more concerned about my child's overall psychological wellbeing, and I worry about how they will handle that kind of an environment.
40. My child really struggled with division, and there didn't appear to be any extra help for the child.
41. This is a hard question to answer in a general sense. I feel like the honors classes have a lot of homework (not all of it useful) and sometimes comes all at once. Other classes don't have nearly enough rigor.
42. I think the curricular resources are there but parents are not always kept informed of everything available to students.
43. Curriculum availability is better in recent years, but it's still not enough
44. I don't know where to go when my child needs granular assistance.
45. I really think the kids need more information about DEI- these are hard subjects, but they are being exposed to tropes and other troubling information that they don't really understand. They need a way to assess this information before they parrot it back and hurt people.
46. I really don't know much about any of the questions I just answered "just right" to because they are not as relevant to the Ray school where my kid is a student
47. I would have answered "don't know" to some of these if I could
48. my kids are at ray. my answers could change once they leave ray
49. There is A LOT of homework and some seems unnecessary. My biggest complaint is that despite rules against assigning homework over holidays or other breaks, teachers routinely do so, or make something due the day after students get back, which is essentially the same.
50. Our child regularly puts in 12 hours a day on school-related academic and extracurricular activities. The balance feels off.
51. These answers are specific to my child who is unique, doesn't fit a self-driven mold
52. current DEI initiatives are unknown to me

53. I think optional math homework and math challenge problems would be welcome in my family. Also publishing a clear syllabus at the beginning of the year for the math curriculum would help me help my child navigate the heterogenous classroom. It would also help me know how to support my child if it looks like she is falling behind.
54. I haven't seen many changes since our other children went through the high school.
55. Just focus on the needs of the children and DEI policies will become obsolete. If DEI policies are needed to help endure our students are getting what they need, perhaps new leadership at every level of the SAU is needed.
56. School is for academics.
57. The middle school has a DEI identity crisis. They have swung the pendulum so far left that in my opinion it is doing the opposite of what they want. The first month of school was over the top with every staff member asking every kid in every class what their pronouns are. The children were mocking this, both outside of school and in school (from my understanding). Homeroom teachers should ask once, then pass along the info to the other teachers if it is anything other than what you would assume. It was incredibly distracting for the whole month and took away from learning. The library itself is a spectacle. If any other workplace were to appear as the library, it would not be acceptable. I know many kids who feel incredibly uncomfortable in the library. If the goal is to normalize all communities, this is doing the complete opposite. I personally do not care how people choose to live their lives, what I care about is when it gets in the way of educational learning. There are so many wonderful things about the middle school, so I hope the school can tone down the rhetoric.
58. I think the pressure at the high school is frighteningly high. Many students turn to substances to deal with the pressure. My daughter is still young, but I am not sure that her will be comfortable keeping her in Hanover Schools for high school, given her high \*\*\*\* and the perceived pressure.
59. Would love more information on what is going on at school - e.g. how much time are students spending on tablets? why? what apps have been purchased to support learning? why? how are classes being differentiated?
60. Could be clearer where to find the above "additional academic assistance"

Q57: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q56: What are the biggest current challenges adversely affecting quality of life in our SAU 70 schools? Please choose up to 3 of the most important answers for you.*

53 responses for “Something else (Please specify):”. After removing “No” answers and similar → 52 responses.

1. Lack of diverse political views within the school and (unintentional) discriminatory practices in the name of DEI
2. Math curriculum is a mess
3. We are very happy and impressed! Thank you! (But concerned about pressures to perform in middle and high school and alcohol/substance use risks in future).
4. Gifted Program needed
5. Use of devices, children should not take them to school.
6. RMS math curriculum
7. The \*\*\*\*, and the school enabling this ridiculousness. Enough is enough, someone please grow a spine. It is turning the district into a joke.
8. \*\*\*\*
9. Too much teacher turnover. I'm tired of hearing it's everywhere in education. Teachers leaving MCS are still teaching - they've just left our school. This was never the case for MCS.
10. Lack of school spirit and community - limited teen socializing.
11. Especially for parents of boys, their screen time is the biggest overall challenge. I recommend banning phones entirely in school, and making sports mandatory every season. This would mean offering a sport like "gym" where the kids could do a variety of activities.
12. The lack of afterschool offering at RMS, on site, which makes it hard for student with a 504 to participate safely
13. Teacher and staff stress and burnout, self in the face of the political situation. They need support.
14. Less busy homework please!
15. The pervasive culture of grade negotiation. Extremely lax off-campus policies undermining study environment (i.e. driving to West Leb for lunch, etc)
16. goldenrods are the bane of my existence; also holding high school exams the very last day of school is unnecessary -- we are better than that; students should spend the last days of school reflecting on their year and building connections / plans for a successful summer

17. After school sports scheduled from 5:00 - 7:00 this spring. This created a lot of challenges for us and has lead to late bed times.
18. It would be great to have after school sports at school.
19. Before / after school activities to support parents working 9 tp 10 hr days when commute and lunch is considered within an 8 hour work day. could include homework support or more rec after school.
20. Cell phone and social media use during the schoolday at RMS
21. More social events at school
22. Middle school math curriculum
23. Parking-The fact that we have to pay! It's expensive and should be provided for students.
24. Accountability of teachers providing grades and feedback in timely manner
25. The social hierarchy that comes from the intense academic pressure and the emphasis on honors classes.
26. Political biases
27. effective communication
28. Superintendent and RMS/MCS administrators
29. Certain teachers who have insane grading systems (for example, one test results in destroying everyone's class grades or the "meeting expectations" system where "meeting expectations" is a 3 out of 4 and this then translates to a 75% averaged into grades. Students feel like there is no recourse nor anybody monitoring the variability. Not all classes have to be identical, but there should be more uniformity in evaluation
30. Teachers/Nurses having to buy snacks for students
31. student access to phones / screens during the school day. RMS students occasionally use a VPN to watch inappropriate videos during class.
32. For years I have been asking to not schedule events on major Jewish holidays. It's discouraging that other sports teams in the state do not account for these in scheduling, but it is hugely disappointing that our school district does not make an effort in its scheduling.
33. It's cold in the buildings all the time.
34. Some classes, esp. electives seem to frequently get derailed by unruly students. Students who want to learn end up getting less out of these classes.
35. I wish there was more discipline at the elementary level. The long tail of COVID - there are behavioral issues that are tolerated and it affects my child's learning/sense of belonging
36. Technology - overuse of tech by students
37. Generally, the quality of teachers is great. But there are issues with individual teachers requiring attention by administration.
38. lack of sleep, my own student and her friends
39. consistency
40. impact of national politics, lack of sewers in Norwich
41. with my child, the teachers were too permissive, not challenging him in the way he should be challenged and with set/clear expectations and consequences

42. Insufficient support offered for children with learning challenges (I'm amazed this was not a possible response above)
43. uneven teacher quality. productive use of class time. AP classes so that kids can compete for college admissions.
44. Worry about housing and that preventing good teachers from living and working here.
45. Lack of diverse political perspectives.
46. Technology use
47. Need to ban phones in school please.
48. Lack of wealth equity among resources for students outside of classroom
49. I hope the staff feels supported and appreciated. We parents do not have an open channel with which to communicate with them to let them know how grateful we are.
50. More time in outdoor classrooms
51. Middle School sports transportation
52. Not enough flexibility in curriculum or support for advanced students.

## 76 responses. After removing “no” and similar answers → 70 answers

1. In a (I believe) genuine attempt to create a welcoming environment for those perceived as marginalized, the school has inadvertently alienated and discriminated against others. The hijacking of the library to create an LGBTQ+ zone has made the space unwelcoming to those not identifying with the groups. My \*\*\*\* no longer feel welcome in the library and avoid entering unless necessary (which breaks my heart as \*\*\*\* are \*\*\*\* avid \*\*\*\*). \*\*\*\* (and many other students) have said all the posters make them feel uncomfortable. While I can appreciate an effort to let all students know they are welcome, by plastering a room meant for all students with the ideology of only one group, it excludes everyone else by default. Equal treatment isn't preferential treatment. Everyone should feel welcome in the library, and the focus should be on creating an environment welcoming to ALL students who wish to check out books. Allowing the library to be covered in posters and signs supporting only one group is no different than allowing a teacher to plaster their room with signs supporting only one political faction or one political candidate. The teachers and staff should focus on academics, not activism. Along those same lines, students should not be forced to state their pronouns, but should be given the option to share them if they choose. Again, in an attempt to make a specific group feel welcome, it has done so at the expense of others. Hanover schools need to return to a focus on academics and leave the DEI behind, it's slowly corroding a wonderful school and creating a divide among the students.
2. The lack of school run after school activities is a major issue for our town and schools RMS and HHS. After school sports should be open to all and be run directly after school with no sports practices running past 5pm, period. Currently, we have kids getting home after 7:30 at night regularly which greatly reduces our family time. It is disruptive and counterproductive to the academic development of our kids. The reliance on the Town Rec department to support afterschool sports teams is

unacceptable. I have spoken with the Town Rec Department and they have expressed similar concerns. It frankly makes no sense. Time with your family in the evening is foundational to developing children and our current program leaves little daily family interactions for kids on teams with practices starting in the evening and going into the night. Our eldest son gets home utterly exhausted at 7:30-7:45 at night, can barely eat dinner and do any homework. The homework he does do is often lacking in quality and rushed. This is unacceptable as we place an emphasis on being a student and a family member before an athlete. The current emphasis seems like Athlete > Student > Family Member. Hanover needs to move all sports programs run by Hanover Town Rec Dept to the school and run directly after school with pickup at 5pm. If not having enough fields is the concern, reach out to Dartmouth, use any one of the many local parks or go build more somewhere. We are one of the richest towns in New Hampshire and our lack of afterschool sports is rather pathetic.

3. Our child's and family's quality of life has been adversely affected by the math curriculum. The self guided plan is not appropriate for this age group and our child is starved for in class instruction. Our child loved math and all stem subjects but this resulted in tears weekly. The days when power was out or network interrupted and the children received no instruction just blows my mind.
4. We are very happy and impressed! Thank you! (But concerned about pressures to perform in middle and high school and alcohol/substance use risks in future).
5. Please provide screening and gifted program starting from elementary school.
6. Please remove this DEI \*\*\*\* from our schools. Maybe kids should focus on learning and MERIT and what they might want to be when they grow up. Not worry that something isn't fair.
7. It takes too long for the school bus to reach a nearby neighborhood.
8. It's ridiculous that honors classes don't teach 15% of the materials students are tested on. I wish there was more room to drop off students at the drop off closer to the Co-op. It's much easier to access. My \*\*\*\* stopped taking the bus because it dropped \*\*\*\* off late for school almost every day.
9. High school students should have PE throughout the 4 years
10. Coaches and bussing for middle School sports
11. I think there should be more effort to get all students to the highest levels. During discussions about math, there were comments about some students being "superstars" and thus earning a place in the highest math. This is a really bad way to think about education. The goal should be to get all students in the highest math.
12. Kids don't attend dances, or sporting events much. There is little cross connection between sports oriented kids and arts oriented kids. Kids aren't dating or socializing much - this is a nation wide and international issue but it can be done better at HHS.
13. Later school start times would allow for more rest for students and families.
14. I think the biggest challenge is screen time. I don't know what the data is showing nationally at schools that banned phones, if the data on results looks good, let's ban phones entirely. I also favor making sports mandatory for every season, as long

as you offer a general "gym" type sport, where kids can do a variety of physical activities after school for an hour or two.

15. None of the programs my child attended had to have training on how to deal with \*\*\*\* chronic condition, making it difficult to access. RMS would benefit from having an afterschool sports program on site.
16. For mental health wellness, I'm referring to increased anxiety among elementary school children - which seems to be more common now than it used to be.
17. Being able to fail or low-pass tests, and then be able to negotiating some or all points afterwards. This drives college professors C.R.A.Z.Y. They do not want High Schools teaching their students that every grade is up for debate!!! The kids also internalize that they don't need to study as much going into the first test, as they can just clean it up later.
18. - More classics and challenging texts to read (every single text in my kid's class this year was about a girl who was from a marginalized identity group / victimized in some way). This would be great, except that the books were way too simple for the grade level, with no additional vocabulary or subject matter acquired. DEI should inform but not dictate the entire English curriculum. - No more Mystery Doug in lieu of science curriculum - Advanced and accelerated classes for kids who are ready
19. Teacher quality is excellent. When it is. It is appalling when it is NOT. Our child has had two of the most extremes this Junior year. There should be far FAR more administrative oversight about what goes on in classrooms. In addition, we desperately need consistent curriculum requirements for required subjects. The variation in what is taught and how it is assessed is embarrassing to listen to supporting examples from the teens who visit and live in our home.
20. We live on a back road in Norwich and it would be significant help if bussing came within walking distance of our house. Having more than one student with different after school plans means kids are often stranded and often roads are left in poor condition in the winter and spring because they are not on a bus route- this has made it dangerous at time to try to get kids to school on time.
21. Many parents work 8 hour days, plus at least one 30 min break for lunch plus time to commute to and from the community. Many parents do not have local family support and/or cannot afford hired support.
22. Students are mean to each other, some bullying behaviors, the students know it as part of the culture. Being any kind of different (ie not super smart or sporty) is perceived as negative.
23. Events where families attends to see something that students prepared to show
24. too much focus on DEI...and this is coming from a parent who very much appreciates that all people are different and should be valued equally. the math department is weak right now. There should be more direct instruction and practice problems to help the kids have a solid foundation for HS math. I think that RMS is not rigorous enough and HHS is too rigorous. The jump from one school to the other is too big. We love \*\*\*\* \*\*\*\*-she does such a great job teaching kids study strategies and they work hard and learn a lot. The kids feel proud of their work in her class.

25. relational aggression, cliques with great disparity in social capital , online bullying
26. There are some very aggressive and surprisingly violent boys in my daughters \*\*\*\* class and it causes her some stress
27. We'd like for school to be more academically challenging for our child, and we're disappointed by the lack of extra-curricular activities for middle schoolers. Local rec sports are really disorganized and don't provide adequate practice time, and other than sports, there's really nothing else on offer. Finally, although we've been lucky not to have this problem with our own child, we are aware of significant and genuinely awful-sounding bullying.
28. Obsessive focus on competitive sports is nuts.
29. The playground situation at Marion Cross is really disappointing. There are virtually no structures for kids to climb, swing, run, play, jump, etc. I understand that we needed some ADA equipment, but that is ALL we have now, and we have 300 kids who need to burn energy and develop gross motor and social skills who would benefit from some real playground equipment.
30. not all classes are too rigorous. There is a big gap between a regular class and honors class. Honors seems unnecessarily hard and regular sometimes could be more challenging.
31. My 4th grader is a quick learner and is often bored at school because he is not being challenged.
32. It feels like there isn't a place for the non-sporty, non-theater kid who just wants to do well in regular-level classes and go to a decent college. "Normal" kids are really excluded socially, and that makes me sad. And they have skewed perception of their abilities compared to the Ivy League strivers. I think this is more of a community problem though, and most teachers care about connecting with all the kids where they're at.
33. My kids are not getting enough content knowledge
34. The time spent on athletics, especially varsity sports, is too much and too unpredictable to allow kids to have other interests (music, art, clubs, etc.) during the sports season and achieve their goals academically. I would propose that one weekday each week be consistently free from practice or games so that music lessons, tutoring, etc., can be scheduled. I would also propose that appropriate resources be allocated so that sports practices can be consistently scheduled, even during inclement weather. Currently, the sports teams our child is on have practices or games 5 days a week, with the times wildly varying from week to week, so it is impossible to schedule anything else with regularity.
35. There is a big difference between RMS and HHS in terms of rigor, RMS (too little), HHS (perhaps too much, certainly more stress). Teaching and staff quality is uneven, as is the communication on schoology (which is not easy to navigate).
36. The use of phones as a means to socialize, whether it be through texting, social media, or other, is a well-documented and research-based problem that impacts mental health that we have the ability to address. Our children should talk and interact face-to-face just as much in high school as they do in elementary.

37. overall seems great. but older kids do need access to movement options throughout the day that aren't competitive sports or games. not all kids want to play a sport but they all need physical activity.
38. Some teams, like skiing, for students to miss an inordinate amount of classtime during the season. This causes a lot of stress. Also, the spring musical takes up too much time--no reason for 3 to 4 month season for that activity. The duration of that experience makes it difficult to sustain for academically oriented students.
39. I was wholly unprepared for the amount of substance use at the high school and fellow parents' willingness and tolerance. Its pairing with the intense academic pressure is paradoxical but perhaps consistent with how other parents live.
40. The academic rigor does not take into account different learning styles or ways to show knowledge. I love all the offerings and the teachers are all great- but I wish students could show individual strengths more often.
41. We are so incredibly pleased with MCS but can't yet speak to these questions regarding the upper level schools.
42. Middle school curriculum needs to be looked at. They have eliminated the writing education, and they do almost no writing. They do very little reading in English classes. And the math curriculum this year was a disaster for seventh and eighth graders. My children avoid the library because they state that it is so focused on DEI and trans students that it is not a friendly place for anyone else.
43. The after school sports programs are an all or nothing proposition only for the most serious athletes. There is very little to offer to those students who would like to have the work out but not every day and not necessarily to compete. If you are not part of a team you are left without your friends after school as they are busy every day with practice. If you are part of a team you have no outside social life, time to work or time for academics after school. Thank you for the cross country developmental team - the only after school sport that fit the above concerns. On top of it all, you provide no PE after 9th grade so the students who are not ready or able to commit to the high intensity of the after school sports are left with zero workout and physical activity. Unless we pay for a gym or other private option and able to drive them there regularly. How about yoga or a workout group after school? This would actually teach kids activities that help them stay active in adulthood.
44. Again, some of the teachers are truly excellent! But the ones who shouldn't be teaching cast a shadow on the hard work of others.
45. Not an accepting or healthy environment for most of the few non-binary students. There is an immense pressure to be closeted in this respect.
46. This has been reported in strings as well as a few electives.
47. More discipline. More enforcement of rules. Less allowing children on the playground to say things like "We play by my rules unless the teachers are watching"
48. I'm so thankful that physical safety and bullying issues are not huge problems here, at least to my knowledge
49. Need more info to assist (read encourage) child to participate in after school actvs instead of playing video games all evening after school.

50. Academic Rigor is an issue at Ray (I only worry about this in the older grades)- I have not heard the same things about RMS and HH.
51. I think the Richmond school focuses too much on LGBTQ+ initiatives. I don't find it appropriate that my child and his friends have been pulled out of classrooms to discuss thoughts on transgenders using bathrooms, playing in sports, why it bothers them so much, lecturing on pronouns after being asked every day for weeks at beginning of school (my child and friends started making up pronouns when being asked for the millionth time trying to be funny and make each other laugh). Many 6th grade boys are not mature enough to be continually asked. Ask once and move on. A person's identity does not bother me but I do not understand the dwelling by the school. I am also unsure why the school allows children to wear \*\*\*\* to school. This has created many issues this year for others. The library is uncomfortable. I appreciate the effort by the school and the overall messaging but it is possible to have an accepting environment without overdoing everything.
52. lack of sleep due to decompression time/technology/social media use in the evening and then commitment to do well on homework until 3:00 am
53. Some teachers give kids candy and put on Mr beast videos
54. I don't think there is much to be done about the challenge around balance. There are just so many wonderful options for after school activities, and by the time they are finished and homework is done, there's not much left for family time.
55. The quality of administrators is noticeably absent from the above list
56. It would be the lack of consistency in student experience between teachers and experience across the curriculum. Overall I think my son's experience has been great. But my critique is there is room for improvement in skill building and consistency in student experience between teachers.
57. Teachers are amazing. But, there are a few that need help becoming better.
58. Pitting DEI against academic excellence is a recipe for disaster. It is NOT a zero sum game. The idea of equity is that different kids need different things; not that everyone needs the same. I am an ardent supporter of our district's DEI work, but I feel many of its advocates are pitting it against academic excellence. This is the wrong approach. It is a both/and.
59. My daughter feels so much pressure to succeed. I don't think this comes from the school or teachers, but from her peers. How can the culture of HHS change?
60. Being a long time resident of Norwich, why are so many teachers continuing to leave MCS? What is the median years of service for current teachers? Do you know why teachers are leaving? For a school that self-advertises as the #1 elementary school in the state, why can it not retain teachers? The pay/benefits are pretty good. Parents are positively engaged. The community at large supports quality education. What is the school board, SAU admin, and MCS admin missing? I will be honest that it is disheartening and difficult to see so many teachers leave MCS for other schools and communities. Why?
61. We appreciate many things about the SAU and living in Hanover. If there were one thing that we could change it would be for the SAU to be impartial when it comes to politics. I would love for my children to have no idea what political candidate their

teachers support. I would love to hear them talk about a class discussion where conservative students felt comfortable sharing their opinions during class discussions about current issues - this is yet to happen in the many years we have been at HHS . Conservative students definitely self-censor at Hanover High School. We believe this is an unintended consequence of current classroom practices. We do not believe teachers intentionally try to create situations where some students feel uncomfortable about sharing unpopular or just vastly different opinions, but nonetheless, that is our experience. Perhaps some teachers assume that all students in their classrooms come from left leaning or progressive households. I think this has been the most difficult part of being in the SAU for my family. My children have expressed that they will not have friends or will not be graded fairly if they expressed a different view point from their teacher. I wish there were staff members at HHS that would commit to toning down the political rhetoric in the classrooms at HHS, stop handing out articles that are clearly biased against conservative opinions. Perhaps teach students ways to avoid 'group think' both in classroom discussions and on Student Council. Consider including political affiliation as part of the DEI initiative and instruction. Make the SAU truly welcoming of all.

62. There are many fantastic teachers in our school system. However, there are also some teachers that do not seem to enjoy teaching or connecting with student students. Those concerns should not be ignored by leadership.
63. The SAU needs more indoor gym/court space for sports. I feel the schools should be stricter with no cell phones/no smart watches during the school day. I like the idea of a cell phone locker where students have to leave their devices during the school day.
64. My kids are \*\*\*\* \* and there are many good things about their experience at RMS, but the overall culture seems to overlook and underestimate the impact of disruptive students on the rest of the community. I believe in restorative justice and blended classrooms with all kids of learners, but there is not enough being done to rein in the behavior of students who consistently disrupt others' learning. It leads to distrust of the adults who are not intervening enough on behalf of kids who are either being targeted or just want to learn in peace.
65. academic rigor is just right at Ray and HHS, but has declined significantly and is weak at RMS
66. Our child is multiracial and we understand that we reside in a predominantly white area. Still, with the current political circus and requests for reduced DEI in an already largely homogeneous population, I think more should be done to attract diverse staff. Hopefully the curriculum will remain inclusive, historically accurate and honor both curiosity and intellectual sparring when needed.
67. Let's be honest, we live in a bubble. There are very few, if any, REAL challenges adversely affecting the quality of life in the schools. It's really easy here.
68. I suspect it can be difficult for school staff in a highly academic, focused, perhaps intensely ambitious community like this. I would like them to know that they are appreciated. Their work, serious leadership, and high moral character is certainly

recognized. The community is very grateful, even if we do not have much opportunity to express it.

69. The new playground and lack of effort to finish the front playground is a huge letdown. I applaud the efforts to make the space accessible, but it does not encourage a lot of physical play and risk taking in other children. And no plan regarding the front playground has been communicated so it is just a shell of its former self. In the grand scheme of things, these are relatively small concerns - MCS is a wonderful school with amazing teachers and that is what is important.
70. Quality of curriculum seems good, but availability of detailed curriculum is still lacking

**Q59: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q58: What are the current most pressing academic needs within our schools? Please choose up to 3 of the most important answers below for you.***

66 responses to “Something else (Please specify):”. After removing “No” and similar answers → 63 responses.

1. Change computer learning to classroom instruction
2. Limited opportunity for advanced study
3. Math curriculum
4. Content knowledge, especially in history. We need more of a core knowledge based curriculum
5. Too early to know - my child is in kindergarten
6. Need a gifted program.
7. more art and music
8. It's fine in this regard.
9. Less busy work for homework. Much of it doesn't seem value add.
10. RMS math curriculum
11. Addressing the use of social media and its negative impact on student's mental health in higher grades of elementary school
12. oh my god, put me out of my misery -- this survey is going on forever
13. Get rid of self paced video math and teach!
14. More variety of music education and more teachers in this area
15. Focus o. Math and sciences AP courses
16. I think elementary teachers need more flexibility
17. Change the curriculum (please see below)
18. More emphasis on social studies.
19. Evaluations

20. study strategies and/or other exec function skills should be required for all students
21. Drastically rein-in the ability to negotiate points.
22. better math instruction at the middle school to better prepare students for the high school; there's a lot of worksheet work at the high school
23. sort the students into classes that align with their abilities, rather than having some students bored and others struggling / embarrassed.
24. Too many "free" periods
25. There does not seem to be sufficient emphasis on development of writing skills.
26. teach typing explicitly in lower grades
27. My child felt unprepared for HHS after RMS (not prepared for block classes, more homework, more independence, etc)
28. Math curriculum at the middle school poorly taught in 7th grade
29. Focus on Algebra in middle school, students can take geometry in high school, have high school offer ways for strong math students to double up math if they want to get ahead without putting burden on middle schools to offer high school level classes. Causes equity issues with sending schools, and tracking can be very detrimental to students who get a false sense they are bad at math, because they are working on grade level but there is a misperception and pressure that students should be working about grade level. Math is developmental and some students really thrive as they get older if they have a solid algebra base and their confidence is not deflated by the pressure students and some parents put on kids to take higher and higher level classes, that in the end don't lead to great gains for most.
30. One child spends too little time with homework and one child too much
31. Science curriculum
32. 1. Why do we push kids to take calculus as juniors? That track should be moved to make it senior year. 8th graders are not ready for geometry in most cases.
33. No opportunity to work towards an associates degree like Vermont students. Kid took a college class and then they came back and said, here's an additional high school credit.
34. too impersonal
35. In some subjects there is a big gap between honors and regular. If you don't take honors you may not be challenged in regular class and vice versa - too challenging in honors
36. Requiring students to learn skills in civil discourse - thoughts about adding a type of debate course as a requirement, where people are required to take on alternate viewpoints and present them?
37. Stop assigning homework/assignments over regularly scheduled breaks. Let holiday breaks be "true" breaks from schoolwork. Many teachers violate this policy.
38. consistency of academic pressure and preparation between the schools
39. Consider adding AP classes. Keep honors classes but examine workload/ grading
40. Cohesive equitable experience within classes from teacher to teacher and with departments.
41. Feedback

42. AP courses to help with college applications and potential college credits. The honor system sounds great but with current college tuition prices it does not serve our students.
43. I'd like to see more DE&I electives in both History and English.
44. More field trips and experiential learning experiences.
45. Greater access to the study materials used in science and math classes could help parents follow the curriculum more closely.
46. Stronger phone/social media rules - along Haidt's guidelines
47. math at the middle school
48. Hire good teachers and let them put their own spin on classes. However, I do think classes of the same course should cover the same topics and have the same essential questions.
49. Too much work online
50. Eliminate PE requirement for HHS to allow for electives
51. I'd like to see more diversity in science classes. English classes have a lot of choice and science does not have many options.
52. make the assessment for honors classes for incoming freshmen equitable among schools in SAU and schools outside of SAU. Appears more difficult to get into honors classes for schools outside of SAU. My children missed out on taking honors their freshmen year because of this when they clearly belonged in honors classes with nearly a 4.0 GPA senior year with high percentage of honors classes Sophomore-Senior year
53. Consistent curriculum between schools and within grades and subjects that ALLOWS for differentiation
54. better use of class time.
55. Less homework at HHS.
56. Math curriculum should not be self-paced such that students wind up, teaching a lot of the curriculum to themselves and feel like a ship in the wild wilderness
57. More tier one supports
58. I hear from my kids about a lot of videos, packets, audio books etc in lieu of direct instruction, class dialogue or group work. I have faith the teachers are generally great, but they seem burnt out!
59. Too much DEI taking time away from academics
60. The 7th grade math program was a huge disappointment. It needs to be fixed.
61. Less testing!!!
62. Teachers with flexible thinking who can encourage creative learning
63. Get rid of methods. All the scientific parents in Hanover think it is a bad joke.

#### 48 responses. After removing “no” and similar answers → 40 answers

1. With regards to academics... our biggest concern was the use of ipads to show recorded videos to teach math to students. We're not sure who thought this was a good idea but its another abdication of your responsibility to properly educate our children. Do you job, stand up in front of the class, teach the material and engage with the children face to face and create engagement and synergetic learning

opportunities. I pads and screens are addictive and children under the age of 25 should not be reliant on these devices for learning. There are dozens and dozens of medical studies and articles detail the harm these devices do to our children and the supplementing of actual teaching for recorded videos flies in the face of all reason. There is not one medical study to support this change and we strongly oppose their use to replace actual teaching. If the teacher can't teach then fire them and find someone who will...

2. I have a narrow exposure so far, but am overall impressed. I am sometimes concerned that parts of high school seem very unstructured (that is only hearsay).
3. Electives are currently not provided in the elementary school we go to. We feel that elementary school is the perfect time for exploring interests and develop creativity. Electives such as engineering, robotics, coding, art, crafts, origami, woodworking, sports, digital music making, gardening, cooking... will be great addition to the school life.
4. My children haven't been sufficiently challenged in subjects in which they excel. With such small class sizes and relatively few (if any at all) behavioral issues, teachers should be able to reach every child where they are, including the ones who excel.
5. Please bring in a \*\*\*\* at RMS with some common sense, who can focus on things like a solid curriculum. My \*\*\*\* was in the pilot program for video math and is taking summer school to "catch up" to \*\*\*\* peers. Please stop this politically focused nonsense and bring the focus back to a quality education. We are progressive and the schools are so left of left you can't figure out which way is up.
6. Our school no longer offers electives and it's a shame. MCS has changed too much and our kids stress about testing and administration focuses too much on the data. Step outside the office and from behind the screen and get involved in the community. Offer electives and more creative time so kids have other opportunities to learn.
7. Look at innovative schools with good results nationwide and change the curriculum. Add Mandarin Chinese as an available language. More STEM. How to build things, how does the world work. Training about careers, a class that teaches how the world works and what careers make the world go around. Financial literacy: you can have a math track going to Calculus, and a different math track going to statistics, big data, data science. Emphasis on what subject areas and skills are important in today's world. March Intensive is a great sign of creativity at HHS, let's get creative with the curriculum and shape it to what kids need today.
8. Not so important, but I'd like evaluations to be more clear
9. In school soccer would be nice
10. It honestly seems like 25% of my kid's day is spent retaking tests or going back for extra points, sometimes weeks after a particular unit has been completed. What's the use in that? In-class instruction has moved on, and it keeps the kid from being mentally present in the current content.

11. Standardized test scores for my child show growth in all areas but writing, where she has consistently lagged. Her homework has not emphasized written expression or the honing of writing conventions.
12. the summer "set back" is impactful. Unless parents can afford AND access private tutoring, our child regresses on his retention of the academic foundation built during the prior school year
13. Day-long summer activity programs. Many parents have limited time off work which must be reserved for Thanksgiving, winter, February, and April breaks. This leaves little time off for parents to take for the 8 weeks of summer. More academic / athletic / artistic school base summer programs would be very welcome. This would also allow students to maintain community through the summer time.
14. Help students since kindergarten to develop the skill to speak to public (families and school)
15. RMS and Ray-not enough rigor HHS-too much rigor
16. More academic rigor would be great - perhaps 1-on-1 instruction is not the answer, but more differentiated instruction for children of different abilities would be very welcome. Math is the only subject with any tracking (and that seems to be executed very poorly), but other subjects could also use variation by ability.
17. Science sequence at the High School is no longer competitive with other schools with similar student capabilities.
18. My 4th grader is a quick learner and is often bored at school because he is not being challenged.
19. It seems that students with learning differences are sometimes relegated to "adequate" performances, rather than their issues being addressed. Some teachers are very good at working with kids so that they have the opportunities to learn as much as anyone.
20. Math in particular
21. Welcoming event for new parents at HHS should be more blunt about the seriousness of academics. Presenters try to be very supportive and nonchalant but, in retrospect, I think that is disingenuous. Study skills or the equivalent should be mandatory for everyone first semester of high school.
22. We are so incredibly pleased with MCS but can't yet speak to these questions regarding the upper level schools
23. Rigor in the middle school needs to be increased- more writing instruction, with edits by teachers, better and more reading. Adding typing to the curriculum.
24. Math club? STEM club? Book club? How do parents support the development of these?
25. Two other issues are that classes are too long and afford only 7 subjects at most. This severely limits the opportunities to explore and dive deeper into subjects. You also need more world history and geography courses. Our kids come out of your school ignorant of the rest of the world.
26. The high school seems to be cracking down on field trips and making it very difficult for teachers to plan them. Field trips are the learning experiences students will

actually take with them and remember. They need to be prioritized, not discouraged.

27. More science!
28. Optional occasional summer stuff would also be nice
29. I think it would be helpful to understand early on how certain classes/courses at the middle school can then impact high school classes... or how certain high school courses build on each other as the grades progress.
30. So far (freshman year) everything feels good. I could imagine wanting more one-on-one, and possibly more curriculum condensation in future years.
31. I think the academics are terrific. But some optional summer classes might be nice.
32. Kids spend far too much time on screens, but when all of their homework and reading is online, it is impossible to avoid. There should be a mix of actual paper books and handwritten work (the brain processes info differently when writing it out vs. typing on a keyboard)
33. More feedback and focus on process than on the final product in grading.
34. More transparency re: the curriculum between schools and within grades and subjects and one that ALLOWS for differentiation (equity does NOT mean same, same, same; diversity and inclusivity do NOT mean designing for the average or lowest common denominators)
35. Please note that I am only suggesting that academic rigor needs to be improved at RMS and MCS - not HHS
36. It seems like what my child learns is very tied to who their teacher is. The endpoint does not always seem the same across each specific grade. This seems problematic to me.
37. History of Latinos, Indigenous Peoples, Japanese Americans, and Asian Americans. History of some programs (welfare for example).
38. Students spend many hours outside of the classroom on home work. This impacts sleep tremendously. Keep the schedule as is, give less homework, and the teens will get more sleep.
39. Three weeks until the end of the year now, the chemistry course has not and probably will not cover any organic chemistry
40. The RMS advanced math and individualized learning has been our biggest and only challenge for us as parents. PLEASE go back to teachers teaching a class WITH small group learning activities. Our child is considering leaving RMS over this. Our older children had excellent experiences in math at RMS prior to this change.

Q61: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q60: What are the most pressing student support and service needs within our schools? Please choose up to 3 of the most important answers for you below.*

28 responses to “Something else (Please specify):”. After removing “No” and similar answers → 26 responses.

1. There should be equal treatment of all students, not preferential treatment for certain groups
2. Actual, enforced limits on screens and phone
3. More support for teachers looking to get help for students whether academic or behavioral
4. pull out academic services for not just the kids that need catch-up, but also the advanced kids.
5. "building stronger connections between students and staff" -- laughable! The less staff, the better. We want more teachers and less staff.
6. More focus on trusting and empowering students; confidence is built when students achieve competence, not when adults merely talk to them about feeling good about themselves.
7. Support with adult responsibilities and organization for older teens
8. Effectively addressing bullying and harassment in schools
9. Building stronger connections between families
10. I would like schools to focus more on the effect of social media, and technology in general (including AI), on our students. Issuing computers/tablets and requiring students to do all/most of their work on computers, presents a lot of challenges for students in terms of focus (and avoiding distractions). In addition, although there have been efforts at HHS to limit cell phones in class, my student found that at RMS and HHS students are spending a lot of time on their phones during school.
11. Advisory does not seem like a valued or good use of time. Some teachers don't even try to use the curriculum. Also activities period does not seem helpful.
12. focus on value of careers that don't follow a higher ed route but still need expertise and training (electricians, plumbers, fabricators). students need guidance on pursuing these essential jobs for our community
13. Continued talk of online bullying and forms it takes
14. Teachers/Nurses having to buy snacks for students
15. More support for college applications starting in 9th grade.

16. Better use of social emotional learning. Reduce homophobia/racism/intolerance among students
17. Changing the great culture of "using words to cut down others"
18. Improved quality of school lunches - reduce processed foods and sweetened foods.
19. Sleep strategies, not just "it's important" but "here's how to help yourself when you don't know how to keep up with your social life AND do homework AND sleep."
20. being tougher on kids that are disruptive and don't follow the rules
21. More support to children with learning disabilities - again, I'm shocked that this response is not included above
22. Food/snack bank at Ray, RMS, and Marion cross administered by school nurse.
23. We our progressive liberal family, but the emphasis on LGBTQ plus initiatives in the school has become overwhelming for some students. Those students that are also allies are now ironically feeling alienated and marginalized.
24. Less technology. A lot of these are not academic and not necessary in school.
25. The administration is too condescending to students
26. more teacher one on one time with students.

### 38 responses. After removing “no” and similar answers → 28 answers

1. SAGE meetings should be held after school. Closing the library during school hours for one specific group is not inclusive. Students need to know that every student in the school has equal rights and one persons rights don't trump another's. In the current environment, student's feel they have to walk on eggshells around the \*\*\*\*, and aren't allowed to speak up for themselves, even when they are \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\*. The \*\*\*\* need to be held accountable for their actions just as all students do. Again, there needs to be a return to a focus on equal rights and treatment for ALL students, not preferential treatment just for certain groups. All students are special and should feel valued and that their rights and feelings matter.
2. I feel that the current setup in schools (I can only speak of the elementary school) puts emphasis on leaving nobody behind, but not enough emphasis on helping everyone thrive, which means to (1) find out what each kid is really capable of, and (2) provide differentiated teaching that matches each kid's level. For (1), many grade-independent assessments can accomplish that. For (2), a simple pull-out format similar to current IEP service would be a good enough start.
3. Having traveled to away sports games, I am amazed at how little school spirit we have an Hanover High. Other similarly sized schools in NH have huge turn-outs for sports games, loud speaker announcements for goals scored, music played during warm-ups and half-times. These are fun, energetic environments and I wish we had this at our school. A couple of things that could help: 1) Have athletes "dress" for games (and I don't mean PJs, but shirts & ties, dresses / skirts. When this happens, classmates notice and ask, "do you have a game today?" It generates interest and engagement..."maybe I'll try to make it to the game." The newsletter / principal's

- weekly could call out the home games that week and encourage attendance. School spirit binds the community together. This is a missed opportunity.
4. Consider class wide trips (for example DC), off-campus leadership training, sleep overs, camping out.
  5. A healthy body goes hand in hand with a healthy mind. Get the kids off their phones and talking to each other and interacting. Maybe some mandatory social activities? I'm stunned that apart from games played on weekends for HHS sports teams, our son \*has not attended a single weekend social event this entire year\*. That is not the school's responsibility but it is related to what's going on at school and in the kids' lives. The phones and screens are resulting in less talking, less interacting, less doing stuff in the real world.
  6. I'm thinking of a particularly bad social media cyberbullying event that happened last month, so social health and better connections.
  7. mental health would have been my fourth option
  8. There should be more grade-level socials. Also, more families need to be in the directory. We need to identify the obstacles to families signing up for the directory. There are many families that are not included and I think it is because of miscommunication. Also, it would be great for teachers to get permission and then send out the parent contact information for their class.
  9. More skills for life
  10. Middle school is a notoriously tough time, and anything that can help eliminate barriers between students (i.e., getting them to see each other as \*people\* and not just popular/unpopular kids) would be great.
  11. Bring back the honor society, if only for the service aspect! Kids should also be required to understand our local political system (select board, school board, planning board, etc.)
  12. My student loves 10th grade health class. It seems helpful and well-received.
  13. see above
  14. Are there ways to incorporate/require service learning activities. I think that one of the challenges for kids these days is that they feel like the world is going to \*\*\*\* in a handbasket and just learning "stuff" is pointless (especially when you can just ask AI for answers). Is it possible to engage them in solving problems with communities (at any level) that leads to material impact, particularly on topics that may be worrying them (i.e., climate change, political division).
  15. We are so incredibly pleased with MCS but can't yet speak to these questions regarding the upper level schools
  16. Getting students involved in volunteering and caring for others (seniors, homeless) would be wonderful. Kids are losing compassion for community.
  17. Consider getting rid of advisory. This seems like time not well spent for high school students. These forced wellness interactions seem to be having the opposite effect as intended; better would be more time to interact face-to-face without a curriculum that seems universally disliked and childish.
  18. More support for college applications starting in 9th grade. It is a noble idea that the students don't need the additional pressure, but in truth the minute they start 9th

grade everything counts toward their college application. The school does very little to help them and the parents (who have to potentially pay for the college tuition) understand that, let alone advise and assist in creating the best opportunities for them.

19. No particular issues for my kid for this specific question
20. Overall, we hear a lot about academic and social stress, and the lack of time/balance between sports, activities, and schoolwork.
21. We fear our son - not super athletic - is going to ride through these teenage years as a couch potato. He's done many sports starting at age 4, but not excited to continue any of them at this more demanding level. What to do?
22. One on one assistance for kids that don't "need" special help but would benefit from it.
23. Increased access to support for children with learning challenges like dyslexia (especially when they 'test out' of an IEP - it doesn't change the fact that they struggle at school)
24. In today's world, any opportunity to build community is my #1 concern.
25. Require community service to graduate like the IB
26. What my student reports to me of the school lunch options are distressing to me as a \*\*\*\*. The school should not offer high sugar foods (ie chocolate chip muffins, brownies, etc). Students can have dessert at home.
27. PE only in first year means non athletes get little exercise or exposure to sports and wellness. Should have electives and perhaps 1-2 addition semesters required for non-athletes. NOT ALL HANOVER HIGH STUDENTS DO SPORTS!!!
28. I will say that the social/mental health environment around RMS seems so much better than I'd expect a middle school stereotypical environment to be

**Q63: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q62: What are the most pressing concerns for your specific child during the school day? Please choose up to 3 of the most important responses to you below.***

**53 responses to “Something else (Please specify):”. After removing “No” and similar responses → 52 responses.**

1. French \*\*\*\* isn't working out well at MCS
2. Lack of diversity of thought, especially political
3. 1. Use of tablets with pre recorded lessons rather than teachers teaching lessons.  
2. the unfettered access to social media on school issues devices funded by tax payers  
3. Lack of family time and evening down time due to lack of school sponsored afterschool sports.

4. Access to screens
5. He's happy in school but doesn't think teachers should talk about politics.alk  
politics or sp
6. lack of motivation - needs to feel more challenged academically
7. General disconnectedness with school community- advisory has not worked to  
build a meaningful relationship with a staff person; perhaps students could choose  
their advisor
8. concerned there is too much DEI concerns
9. DEI is discrimination
10. Disciplining in the classroom
11. change the rms math curriculum
12. Disengaged faculty
13. DEI as it relates to non-Christian holidays and cultures. There appears to be an  
assumption that everyone is either not religiously affiliated or Christian. There is no  
regard for any other religious practices or observances or the growing  
discrimination towards minority religions (particularly Islam and Judaism) in the US.
14. my children spend a lot of time making fun of their tedious teachers who create silly  
assignments. Step it up.
15. He's bored, and as a result, has become a bit lazy
16. my child enjoys school
17. Creative and language academics are lacking. Our specialist teacher don't get  
enough time with our students
18. Pressure to conform to one social group's norms, rules, dress, habits
19. Having enough time
20. they're advanced for their age, and frequently bored with grade-level instruction.
21. bored in grade-level classes
22. Our student has learned a great deal this year about how to approach adults in  
positions of power. They are kind, respectful, but so very often wildly frustrated at  
the lack of consistent curriculum or lack of any instruction whatsoever in some  
academic classes.
23. developing friendships outside of school
24. I think there should be some rules about inviting friends to birthday parties at  
school.
25. Too much DEI/LGBTQ signage/messaging
26. students are frequently on their phones during non academic time
27. School is too liberal and my student can't speak his mind or what he believes in
28. More recognition of the needs of neurodiverse kids (e.g, quiet spaces, easier/less  
chaotic access to food services and water stations)
29. He works slowly and at times misses out on some activities because he is soooo  
slow at completing the prior activity.
30. adaptivity to learning differences
31. There is a lot of sexual harassment from peers and inappropriate social media  
behavior
32. Not feeling "seen" or "known"

33. Health class appears to have gone far afield across MCS, RMS and HHS; causes significant distress.
34. Sense that any viewpoint diversity is discouraged at Hanover High, with lack of discourse, because of intense DEI focus that ironically seems to exclude other viewpoints and conversations. There is so much focus on identity and pronouns that students who aren't part of one of these groups are feeling like they don't belong at Hanover High and are becoming increasingly resentful of the environment there.
35. Child needs more challenging math/science
36. Just the occasional frustration when he cannot learn because other kids are being unruly
37. My child was overlooked this year b/c they weren't a behavioral issue and they weren't behind academically. Even at the elementary level they could articulate being a good citizen/student meant less attention
38. Balance is hard
39. Food, long line for lunch
40. Screen time and candy
41. Low quality of math curriculum / teaching; would like to be challenged more in other subjects as well
42. Frustrations with grading policies that seem arbitrary, contradictory, and/or punitive
43. could use some more challenge at times
44. Self-management of behavior (ADHD) / learning disability (dyslexia) - next year please include these in the response list
45. too much time online
46. More project based learning in math and science
47. Overstimulation
48. inefficient study habits
49. Too little opportunity to succeed
50. Math Program is not good
51. poor quality of instruction in some subjects
52. Not challenged enough

### 53 responses. After removing “no” and similar answers → 44 answers

1. The French \*\*\*\* very well. My child isn't learning French in her class.
2. My child feels unwelcome in the library, she feels as though she isn't allowed to speak up for herself regarding interactions with \*\*\*\*, and she is uncomfortable being forced to state pronouns. She also feels as though the school lacks diversity in political opinions, and is afraid to answer honestly regarding current events because she said the majority of the school and teachers share the same viewpoint. The school (and society, for that matter) would benefit from encouraging diversity of thought and welcoming diverse political views. Currently, the school seems to only support one political viewpoint. I think it is essential that students be taught HOW to think, not WHAT to think. It would be beneficial to the school community to encourage students to engage in discussions with people and friends who have

different opinions, and teach students how to disagree and debate while leaving emotions out of it.

3. Struggles with teaching himself math with a screen. Used to love math, now in tears weekly. Struggles with the fact that most children have smart phones and are allowed to carry them during the day, use them in classrooms, etc.
4. We are happy, healthy and learning. The girls in Ray already start to get into cliques - how does that happen so early?
5. My child often feels excluded from activities and shunned by peers. Classmates don't want \*\*\*\* on their teams in PE, for example, and are quite vocal about it.
6. My child wasn't that academically challenged this year.
7. Again, you guys are too focused on political and social issues. Elementary students are cognitively ready for this stuff. You ask about mental health... introducing these issues that they have no control over probably just stress them out. It's pretty ironic that the school does this.
8. My concern is that there are too many distractions in the classroom, causing the teacher to spend more time on disciplining students rather than focusing on academic teaching.
9. My \*\*\*\* wasn't bullied \*\*\*\* last year, but witnessed intense bullying of another student that negatively affected \*\*\*\*. I felt the school was slow to respond when notified.
10. Multiple, independent reports from various students about teacher behavior and comments are jaw dropping.
11. Math has been especially hard. I think my \*\*\*\* needed more adjustment support coming in as a \*\*\*\*
12. Our child as \*\*\*\*, and I don't think that all elementary school teachers are equally equipped with how best to help him in the classroom. Some teachers have been excellent, others not so much.
13. related to a disability, but we are happy with current standards
14. My \*\*\*\* \*\*\*\* an IEP \*\*\*\* \*\*\*\* \*\*\*\* a 504. \*\*\*\* feels as though sometimes teachers push back on \*\*\*\* 504 accommodations. I know teachers have several students but they should be aware of the students who have IEP or 504 plan and what those accommodations are so a student doesn't need to feel badly asking for it.
15. As mentioned I worry about some of the boys behavior but my daughter doesn't seem to be a target and we're preparing her to deal with those issues.
16. We're lucky that our child seems generally happy and unfazed by most things, academic and social. But from what we hear, there is real work to be done socially. It sounds like the kids are very stratified, and that some kids (again, thankfully not our own) are experiencing appalling bullying.
17. Our current english teacher assigns far too much homework. In addition, the level of work is too high for my child. I am often doing my child homework for her at 10:00 when she has simply run out of time but "must" complete the excessive vocabulary work.
18. Teen girl x small town gossip = can't wait to graduate

19. "Advisory" is by far the most stressful part of my child's school experience. It seems to be full of cliques and kids that already knew each other, and my kid is completely excluded. The supervisor seems to be uninvolved. I know we're only hearing one side of it and I imagine that there's probably been an effort to make it more welcoming that my child isn't seeing, but whatever is going on, my child is too stressed during advisory to eat anything and so that's always a tough day.
20. Lots of biases in the school. You teach inclusion but only if it fits the schools or teachers narrative.
21. see above
22. A lot of what my children struggle with are age-appropriate things, like wanting to win/ be first. We are seeing more sports-related pressure for our older child; however, and his associated anxiety around not wanting to fail. Helping kids through those age-appropriate struggles is important and I hope Ray continues to do that.
23. My student often has to decide to do homework or be social/play sport. If one is taking all higher level classes, balancing is very challenging
24. Kids that do not participate in sports seem to be rare, and our \*\*\*\* hasn't found \*\*\*\* way to a good after school social/team-work building alternative, despite our encouragement. \*\*\*\* feels so much teen shame and embarrassment and doesn't want to try anything. Some of that is developmental, but I also wonder what the school could do to make it easier (i.e., mandatory clubs??)
25. Some teachers, counselors and administrators very much demonstrate their side of current political and social topics. This has engendered a perception, if not a practice of, favoritism for historically underrepresented groups and individuals.
26. I would like to see the practice of accepting all work until the end of the quarter changed. Work should have strict due dates with penalties if turned in even 1 day late. I think the current practice is to alleviate stress for kids who need more time, but it actually creates unnecessary stress for kids who let work pile up to the end of the quarter. It also does a disservice to teachers who have to grade it all, and to the kids who do not learn real world consequences.
27. We are so incredibly pleased with MCS but can't yet speak to these questions regarding the upper level schools
28. The math curriculum caused a lot of stress this year for my child.
29. My child has ADHD so general learning and social relationships are the most pressing issues for \*\*\*\*.
30. Bullying behavior has been handled well by the school staff, but continues to be present. I don't think you can get rid of it, but it is an ongoing topic of conversation in our house.
31. It's not an ongoing problem so I didn't choose it, but there have been multiple occasions (across multiple years and teachers) where there was a minor conflict involving my kid and the teachers/staff immediately go into "defense" mode and deny responsibility with some victim blaming. That was alarming.
32. The concern is the pressure she puts on herself. It's not from the school.
33. It is amazing to me that "low quality of teaching" or "low quality of curricula" or "not enough academic challenge" is not included above as possible stressors to

children. Are we so self-congratulatory that we do not consider that some students love to learn and are not adequately challenged in our schools? If we are serious about DEI, we should recognize our bias when it comes to ALL students.

34. There are handbook policies for grading that are not followed, but there isn't a good way for students to address that with a teacher, the student just has to deal with the teacher giving homework over a vacation, or posting an assignment late, or not posting an assignment, etc.
35. Self-management of behavior (\*\*\*\*) / learning disability (\*\*\*\*) - next year please include these in the response list
36. For one of my children, the flipped math classroom was not a good fit - they needed more guidance.
37. I do not 'blame' the school for my daughter's social struggles. She is so isolated because of her phone. I sincerely wish the school would collect phones. She has zero discipline around her usage, in spit of the battles we have at home.
38. I'm worried my kid gets bored
39. Mild bullying on team. Very mild but still
40. As state above, the current political climate at the SAU is very polarizing. Please make an effort to understand that conservative families and students are part of the SAU community and members of your larger audience. The current political climate at the SAU does not foster healthy debate and diverse perspectives, but with concerted effort, this can change so that everyone feels welcome, understood and valued.
41. These are not our daughter's direct concerns, but rather concerns my spouse and I hold for the direction of education in our country.
42. school isn't challenging enough and other students inability to control themselves is distracting.
43. Ordinary kid meanness, and coaches implicitly assent to it by ignoring it. Otherwise, too much politics.
44. Sunny skies for my kid this year as far as I can tell

Q65: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q64: What are the most pressing concerns for your specific child outside of the school day? Please choose up to 3 of the most important answers below for you.*

34 responses to “Something else (Please specify):”. After removing “No” and similar responses → 32 responses.

1. Raising a non screen addicted adult who can function in our society with a screen in the face.
2. Phones and apps
3. Balancing gaming online with activities
4. behavioral challenges at home/with family
5. rms math
6. I am concerned about the emphasis this community places on school sports. It seems as if sports run the school system and not the other way around. This will have a direct affect on my children as they move through the system, and my family.
7. what a bunch of woke options!
8. I've had two older kids come through the schools, and their writing is terrible. My \*\*\*\* has to submit a graded essay for \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\*, and \*\*\*\* didn't have one. As in, the schools NEVER made \*\*\*\* write an essay through 8th grade that was graded by a teacher.
9. There's so much homework, but I have a student in college now and she was definitely prepared for the amount of work she has to manage. She had a lot of homework at HHS and hated it going through it, but college work wasn't a surprise. Nice not to have to make that transition.
10. Not yet finding "his people" within HHS.
11. Apart from sports, no social activities!
12. i guess its mental health but i would call it mental wellness and overall well being. all the kids need less phone time!
13. \*\*\*\* has a chronic illness and \*\*\*\* \*\*\*\* change
14. Specifically, anxiety about approaching the college search and all of the change it will certainly bring about.
15. academic motivation and focus
16. technology consuming their attention
17. Balance of homework activities and sleep

18. We'd love more extra-curricular choices through school or in this area. Despite our best efforts, our child spends a lot of time on screens, and we'd love more options to NOT be tethered to devices!
19. Not having friends, being ostracized for political differences, knowing that his home life is unstable because of \*\*\*\* \* \*\*\*\* \* \*\*\*\* \* \*\*\*\* \* \*\*\*\* \* \*\*\*\* \*
20. healthy eating habits
21. building independence
22. political climate and kid's getting to a draftable age
23. Child needs more exercise outside of school
24. Lack of a year-round ice rink in the community
25. Motivation for physical health / development.
26. Desire to be challenged academically and learn outside of school due to limitations inside of school
27. pressure of college admissions
28. outside of the school day is none of your business.
29. My son isn't interested in many athletics. And, at the elementary level, there aren't many other organized options like drama or music or other structured programming.
30. Social media
31. inefficient study habits
32. Math program

### 31 responses. After removing “no” and similar answers → 23 answers

1. Our taxes are going up again based off the recent home Appraisals and we will likely not be able to afford the taxes in Norwich any longer. This is devastating!
2. Unmotivated to spend more time in front of computer doing math
3. This relates to what I wrote above for number 61. From what I can see, there's something of a crisis with screen time. I have suggested above: Mandatory sport every season, both for physical activity and for more social time. Maybe mandatory social events? How about making it mandatory to spend a certain amount of time in school clubs or volunteering or other community activities? We need to have more structured time away from their phones, so they can practice social interaction in different contexts, maybe being forced to interact with different groups and not just their close friends.
4. I think HHS does a nice job. As well as it can under the circumstances. It's tricky with sports being in Southern NH, and thus students returning home late with homework to do, but that's how it goes. We're geographically isolated.
5. Managing ADHD.
6. Time management can be an issue. More so than the amount of work assigned.
7. sometimes (not always) homework feels like busy work just to provide additional grades to contribute to the report card, rather than meaningful learning or skill practice. Honors classes should not be focused on students teaching themselves and independent learning, many students are capable of high level learning, discussion, and work but the expectation of independent learning and the

exorbitant amount of homework make them inaccessible to students who have extra curricular activities or those who benefit from different instruction methods and direct guided instruction . My older child did not take honors at Hanover because of the model and expectations , yet when \*\*\*\* \*\* classes successfully and enjoyed them immensely .

8. child is often going to bed too late, waking up at 5 just to keep up in class. Often cries about homework
9. Our child has broad interests and aptitudes...but finds it challenging to keep all the balls in the air at times. We don't think he is being unrealistic; he has interests in academics, sports, and music, which, in a perfect world, would be doable, developing the kind of well-rounded student HHS should want to cultivate.
10. There is a lot of pressure to do well academically by the time a child is in high school, and even if the child has the academic ability, the child may lack the maturity due to ADHD. This means that the child misses out on opportunities to learn more since he may be streamlined into lower level courses.
11. We are greatly concerned that the United States will not be the optimal environment for our children when they reach adulthood. The political climate is exacerbating income inequality, further accelerating climate change, and disintegrating our higher education and world-class research. It makes us sad for their future and, frankly, angry at those in power. It also re-emphasizes our commitment to and need for a fantastic education in SAU 70.
12. Physical risk-taking behaviors outside of school worry me a lot
13. We are so incredibly pleased with MCS but can't yet speak to these questions regarding the upper level schools
14. I also wanted to check: Concerns about their future. Not getting enough sleep. Time for extracurricular activities. Time for homework.
15. The lack of an ice rink is a real problem. If we had known that Champion closes in April and doesn't reopen until October, we wouldn't have moved to the Upper Valley.
16. Hard to find time for cooking and family dinners with how busy everyone is. Not really the school's direct issue, but nice that they're trying to capture these issues.
17. Outside of school, the current political climate is very stressful for LGBTQ+ students and students of color. People in our community have been largely accepting and welcoming, but that weight hangs in the air
18. She pressures herself academically. And she enjoys school sports, but that leaves little time for other activities since sports are 6 days a week. Would be wonderful to have one weekday with no practice. But that's probably not feasible.
19. We're here in part to care for a \*\*\*\* \*\*.
20. This child is graduating with NO future plans. none.
21. The phone isolates her. She will always choose sitting by herself on her phone rather than human interaction.
22. My kid is 6
23. Great survey, but unclear to me here whether you mean my concerns for my kid, or whether you meant my kid's own concern for the above choices.

Q67: If you wish to provide more information about your responses to the previous question, please let us know below. *Re: Q66: In recent years, the schools have undertaken several large-scale initiatives, such as introducing Pre-K at Marion Cross, after-school athletics at Richmond Middle School (beginning winter 2026), district-wide Strategic Planning and Climate Action Plans, a new septic system and playground at MCS, beginning the rollout of electric buses for Hanover in the next school year, new and renovated track and baseball fields for HHS, and ongoing curriculum documentation and standardization. Within the next 5 years, which new large-scale initiatives are the most important? Please choose up to 3 of the most important answers for you below.*

52 responses to “Something else (Please specify):”

1. Encouraging diverse ideas within the student body
2. Maintaining individual student support including 'gifted' opportunities and arts/'specials'.
3. Finish the playground project at MCS - it is not what was advertised and is insufficient for the size of school and ages of students
4. Get all school sports out of the Hanover Rec Department and make them run as programs under the school. This current bifurcated approach makes ZERO sense.
5. introduce gifted education; introduce electives
6. Please stop looking for ways to spend tax dollars. Our taxes keep going up and they are too high.
7. Moving Marion Cross 6th grade to Richmond Middle School
8. Please don't do any of these things. It's very tempting to view these things as progress, but we live in Hanover, most parents are engaged, we have the amazing resources of the college. Focus on supporting great teachers, building student relationships with each other, school spirit and community.
9. Teacher and staff training. Hire more qualified and experienced teachers
10. fix RMS math

11. all of these ideas seem silly. focus on better teachers and better coaches. Step up the quality. There are a lot of coaches who are more into equity than excellence. And some teachers are below the bar.
12. Allow equal rights for Christian and republican beliefs.
13. Move MCS 6th graders to RMS so they all join at the same time.
14. Make space or STEM center that is more front and center rather than tucked away.
15. More nutritious and better cafeteria food
16. The temperature regulation and HVAC systems in schools need major updates.
17. Some initiatives to get kids off screens and doing more social interaction. Look at best practices nationally, get creative, and really try to make progress on this problem of kids and screens.
18. Extend the bussing route to Sharon/Strafford (two sending town as close as Hartland and Lyme)
19. Cell phone ban.
20. Repairing school buildings and improving air conditioning for all classrooms
21. Repairing the long list of maintenance issues, AC for all buildings.
22. hiring and retaining excellent teachers; providing support to young teachers; holding teachers to high standards
23. Move MCS 6th grades to RMS and expand building if needed
24. Moving MCS students to RMS in 6th grade
25. MCS and Ray enter RMS at the same grade
26. Staff and student transportation (carpooling, March Intensive, etc)
27. Consolidating all middle school sports in-house and offering daily practice after school
28. Seriously revamp math curriculum and instruction in the middle school!
29. Designated Parking for Students at HHS-Purchase from town.
30. Supporting after school activities such as clubs or interest groups that allow kids to continue to grow academically after school
31. Universal CBT <https://odphp.health.gov/healthypeople/tools-action/browse-evidence-based-resources/mental-health-universal-school-based-cognitive-behavioral-therapy-programs-reduce-depression-and-anxiety-symptoms>
32. Taking 6th grade out of MCS, hiring male teachers
33. More attention to college applications and success at HHS. College credit bearing courses, SAT prep, AP courses, college essay writing help.
34. Solving the political problems that have led to the lack of a year-round ice rink.
35. Workforce housing for hard to fill staffing positions
36. Hiring and strongly supporting the best and most capable teachers, and take periodic evaluations of current teachers seriously helping them operate at a high standard.
37. increase the quantity and especially the QUALITY of the cafe food. I know it's expensive but our kids shouldn't be offered corn syrup on waffle day. This is NH! Have them go out and tap trees as an activity so they learn the process.
38. Focus on better communication between staff and parents. Need to fix the basics before expanding the scope of offerings.

39. Decrease dependency on phones
40. Improvement of curriculum; hiring, training and retaining high quality teachers; hiring new \*\*\*\* \*; improved support to students with learning challenges; improved support to academically-driven children
41. Continue to build on the non-sports activities (drama, theater, etc) to offer more incredible opportunities for non-athletes.
42. Academic excellence; curriculum review / improvements / coordination across grade levels; hiring excellent teachers; improving supports to children with learning challenges
43. better lounge/seating options for the high school students
44. 1) Shade structures : <https://www.nytimes.com/2024/09/19/climate/school-playgrounds-shade-heat.html>. 2) other things to make the schools heat ready: <https://fas.org/publication/extreme-heat-schools/>
45. Realize that 'hiring' staff may not be as important as 'retaining' good staff to parents/students.
46. Develop workforce housing for hard to fill positions
47. Norwich 6th grade should come to RMS
48. Disallowing phone use from bell to bell
49. Reducing/eliminating the use of smart phones among children and teenagers
50. Driver's Ed is so important. It's really not equitable to have families have to pay for it.
51. Climate action and environmental sustainability
52. AI will change the world and education needs to figure out how to integrate it

#### 49 responses. After removing “no” and similar answers → 41 answers

1. Expanding diversity of thought within the school and creating an environment that welcomes differing opinions and thoughts and encourages debates and discussion would benefit the culture within the school.
2. Driver's education would be a huge improvement
3. I don't know the current needs of the SAU70 facilities - are the classrooms becoming overcrowded?
4. It is so frustrating that after School sports programs are run by the Hanover Rec Department. All after sports offerings should be integrated and run through the school, directly after school each evening and open to all interested players. I have spoken to Hanover Rec Department and they dont want to run these after school programs. This is an ill-conceived system and is not equitable to our students and requires extra transportation and costs for parents.
5. (1) Introduce talent screening assessment between grade 2 and 4. (2) Introduce math groupings by level. (3) Introduce ELA groupings by level. (2) & (3) or provide services on a pull-out basis mostly one-on-one.
6. We have by far the worst athletic facilities in the state
7. No new spending please.
8. Please don't do any of these things. It's very tempting to view these things as progress, but these are all distractions. We live in Hanover, most parents are engaged, we have the amazing resources of the district and college. Focus on

supporting great teachers, building student relationships with each other, school spirit and community.

9. There is already too much focus on sports within the community. I would support more diverse offerings (for instance, more arts programs)
10. Food has been an issue have started at RMS.
11. Also, to be clear, I support \*changing\* which foreign languages are offered, \*not adding\*. I think Mandarin Chinese is essential. I would support limiting the offerings to just 4 or 5 languages total. Kids can study other languages in college if they choose to do so.
12. I was shocked that there wasn't any school sponsored before and after school care. Felt like gender discrimination, to be honest, the assumption that someone (usually the mother) would be able to leave work early and pick up the child. We've lived in very many places, including the Southern United States and I've never even heard of a school system without afterschool options.
13. Introduce and expand additional practical subjects for study - I have to say, VLACS courses are hot garbage. The two classes my \*\*\*\* has taken has been to give her more time to study at school instead of taking \*\*\*\* and \*\*\*\* \*\*\*\*, and in retrospect, that was a major mistake. I think \*\*\*\* would have learned much more in person about these important issues. I don't know how you can dissuade kids from taking these VLACS classes though. Also, thinking of major renovations to existing buildings, has HHS/MCS/Ray/Richmond done comprehensive air monitoring assays for PCBs like Hartford High has?
14. after-school sports at Ray would be AMAZING.
15. I don't think there is enough focus on observing and mentoring teachers with the goal of bringing up instruction quality for teachers who are struggling.
16. High school buildings and grounds seem very outdated. I find it depressing and not indicative of a more affluent community with a very strong emphasis on academics. Needs significant updating/modernizing.
17. add Chinese as new world language at all grade levels
18. I think a lot of the social pressures to be involved with everything would change if the offerings for sports/music/etc were through the schools and then it would be more equitable. Facilities, staffing and funding are needed to implement the change.
19. I think MCS students should move to RMS in 6th grade.
20. Implementing the climate action plan should be a priority at all schools
21. My daughter likes the personal finance class at HHS - maybe a few more practical courses for "life skills" that can possibly be electives.
22. Year round full time Pre-K run by the school district would be amazing even if the school district charged tuition at a competitive rate to other daycare providers and offered scholarships to families who need it.
23. Lets get solar on the roof at the high school when we repair it!
24. Drivers ed taught in school would be really helpful!!!!
25. Drivers Ed should be taught in the schools. Not cost parents \$1,100. Cost is way too high.

26. HHS has an excellent tennis program. It should have access to sufficient indoor courts so that practices can be held consistently.
27. I'm so glad RMS is finally offering school sports. That was hard, to do all outside activities while my child was at RMS.
28. Increased opportunities for kids to do service learning and/or peer-to-peer support
29. I think the playgrounds and drop off areas need more shade structures.
30. I would also love to see more involvement in community required and facilitated by the school. Community service could be a credit based requirement not just an option thru a club like YIA. It would be a win-win situation. Most kids love and thrive on helping others but lack the initiative or courage to start participating. The community and non profits would also benefit from increased volume of available helpers.
31. Norwich has full public PreK?? Why can't we have nice things in Hanover!?
32. Our children are older, but childcare is a HUGE issue.
33. Drivers Ed scheduling was a problem and the cost is high enough so it is expected to have priority ...
34. Since ski jumping is a high school sport- then have the school actually help at the jumps. Maintain, update, make tracks and landing hill better. Sports at RMS- with bus service. Drivers ed for Vermont kids. Home economics for all kids.
35. Improvement of curriculum (with clear aims and measures, transparency to families, coordination across grades and schools, differentiation); hiring, training and retaining high quality teachers; hiring \*\*\*\* \*\*; improved support to students with learning challenges; improved support to academically-driven children
36. I'm very concerned that "Academic excellence" or "Curriculum review / improvements / coordination across grade levels" or "hiring excellent teachers" or "improving supports to children with learning disabilities" are not options above. Have we taken our eye off the ball? The current curriculum does not meet the needs of all of our students. It is not coordinated across grades or schools. It is not transparent to families. There is not a systematic learning system in place to make improvements to it. There are not aims and measures to evaluate how we are doing. We do not hear about accountability re: the quality of our teachers or administrators. We are not looking after those who need the most support in the classroom. These should be among our school's top priorities as large-scale initiatives.
37. Schools look tired
38. There is a major equity issue between RMS and MCS for 6th grade.
39. I do want to see a more diverse staff that better represents our nation. Therefore I would like to see 50% of the staff and board be republicans.
40. Indoor Sports Facilities are needed
41. Hard to choose from the above list, I like pretty much all of them.

**Q68: Are there any survey questions you think we should ask in the future? Please list any questions, and possibly answers, below.**

**49 responses. After removing “no” and similar answers → 43 answers**

1. Access to screens
2. Tech in classrooms beyond AI questions
3. It is already very comprehensive. Thank you for the opportunity to share these inputs.
4. Survey is too long
5. This survey is terrible. It needs to be totally re-written.
6. What school subjects could use the most improvements.
7. Do your children/ Does your family feel a sense of inclusion and belonging at your school(s)? If not, what could be done to improve your sense of inclusion and belonging?
8. Many fewer questions! What planet are you all on?
9. Is there a school diversity committee? This would be helpful to know about for incoming families. There don't seem to be any outside guest lectures or events in conjunction with Dartmouth College. It would be great to know about more partnerships there.
10. How can HHS show leadership in the education field? U.S. education is a total mess. We are way behind other developed countries in most key metrics. Let's get creative and have HHS be a leader in offering what kids need today.
11. Q1: What suggestions do you have for fairly assessing students when LLMs/AIs are easily available during the school day and at home? Keep in mind that AI detection software frequently produces false-positives, often flagging the English of ESL students. Q2: Would you support a cell phone ban, even if it meant not being able to contact your child from 8-3pm?
12. Open-ended questions about what's going well with academics and what could use improvement
13. We are concerned about the math program at RMS, the seeming lack of accountability on the part of administrators for changes that were made after promises that changes would not be made, and the general lack of focus on instructional quality until too late in the process.
14. It might help to know whether parents find approaching individual teachers to be a daunting prospect. The pathway seems opaque. (Maybe I need to READ the handbook!???)
15. Consistency of before and after school programs if offered is critical. Currently offered programs are great but they change with the season, change within grades, and sometimes there is an hour or 2 gap between the end of school and the activity or the activity is not on school grounds. this makes it challenging for

- students to attend and working parents to support. Additionally, many do not live close to town, so the gap (in distance or time) is challenging logistically.
16. Solicit opinions about the possibility of an "away for the day" cellphone policy across the district, where phones are banned not only during class but also during lunch, recess, and between class times.
  17. Cell phone use during the school day
  18. For the Middle School and High School, I am surprised that phone use was not brought up in the questions. I think a question around should schools implement a policy that requires phones to be not in use during the school day.
  19. What do you think about the school food and how much it cost? I think could be more nutritious, with better quality of products, if the school improve lunches, the cost have to increase a little and that is not a problem
  20. Ask about the lack of healthy food options served for school breakfast and lunch.
  21. I'd be interested to have a specific question on Advisory in HS.
  22. Alignment of Norwich students going to middle school with Hanover students
  23. Do you feel that our teachers push their political views onto students?
  24. More feedback on specific core academic subjects. For our part, we are deeply disappointed in the English education at MCS and HHS so far. The kids aren't reading enough or at a high enough level, and there is essentially no writing done at all. I haven't seen a career yet that didn't require people to critically evaluate what they are reading, and write logically and clearly to achieve any level of success. We are finishing the freshman year at HHS, and the last two years (8th grade at MCS and 9th grade at HHS) have largely been a throwaway for English/language arts.
  25. Maybe hire more counselors and or educational support
  26. It's hard to answer some of these questions when my child is in elementary and I only know a little about March Intensive, etc. (through word of mouth/rumors). Also, I don't know what sports are offered in middle school/HS, etc., and how those facilities are.
  27. Ask about satisfaction with the advising staff at HHS. How effective, invested, and interested they are in our students academic success and mental health?
  28. Perhaps a list of what non-daycare after-school things Ray can have? May be some of the teachers have specific interests that the kids can join? In addition to the usual sports stuff, perhaps things like hiking, kickball, math club, plays (which would be a great winter after-school activity, and doesn't MCS have a theatre club?), Storr's Pond, etc.?
  29. Have a shorter survey for the second kid. It will take forever to answer all these questions again when some of them are really family specific not student specific.
  30. How is climate change addressed in school education? To what extent? How is political education addressed in school? To what extent?
  31. How well do people think taxes are spent
  32. -Opportunity to provide feedback on staff and administration -Opportunity to provide feedback on quality of visual and performing arts offerings -Discussion of personal cell phones and why they aren't regulated

33. Improvement of curriculum (with clear aims and measures, transparency to families, coordination across grades and schools, differentiation); more re: the hiring, training and retaining high quality teachers and administrators; improved support to students with learning challenges; improved support to academically-driven children
34. How will SAU navigate ridiculous provisions by the government that threaten freedoms, science and basic ethics?
35. There should be more questions dedicated to the quality of teaching, the accountability of administrators, ways to improve the curriculum, ways to support children with learning challenges.
36. A better understanding of how kids are using tech outside the classroom would help inform district efforts and parent education, not just for social media but also for generative ai. It's nice to use this survey also as a teaching tool
37. overall comment- there is a lack of consistency among the teacher comments both in frequency and content among the high school teachers with perhaps a line or even nothing at times - this seems impersonal and while some teachers take the time to write something at the end of each semester/quarter many do not
38. Would parents be open to smartphone bans during school?
39. Administration needs to get tougher on poor performing teachers. School board needs to create a phone policy and tell schools to enforce it. This
40. Does the SAU express political bias when communicating with families via newsletters, updates, surveys, school board decisions, etc.? Do teachers express political bias in the classroom (this includes signage, bias during classroom discussions, handouts, assignments, etc)? Has this had a detrimental impact on your student's ability to authentically participate in classroom discussions and assignments?
41. Ask about a smart phone ban?
42. It would be great to ask about the connection between the PTO and the community. It seems like the PTO relies on the same few volunteers yearly- and it would be great to have more community members share the work.
43. Great idea. How about questions on general student happiness, have you ever thought about pulling your kid out for private school or school dissatisfaction and why (I've heard that others have done this), college preparedness, asking parent opinions about education politics, plans to leave Hanover/Norwich after your kids graduate, probably some others

**Q69: Did we miss anything about these issues, or anything else, that you think is important for us to know? Please put anything here that is not covered by the other survey questions.**

**72 responses. After removing “no” and similar answers → 63 answers**

1. I'd just love to know more about what issues lie ahead for SAU 70 – funding, support staff cuts, building renovations, etc. I would also like SAU 70 to stay competitive with other top school districts in the country – how can we be creative and at the forefront of what a “good” school district looks like? What does that mean? What are students receiving in our district? What are the employees receiving? Thank you for asking all of these great questions!
2. My child is in 6th grade. She seems to spend a lot of time watching movies, specifically in chorus classes. She also freely uses the internet during the day. For example, she recently spent a significant amount of school time searching online for photos of her parents in their early adulthood because "there was a substitute"
3. I feel technology use is excessive. Phones do not have a place in the school day. Why set other kids up for social stress this way? It goes against the "take care of each other" motto that we see every week
4. Thank you for asking! We are so appreciative to live in Hanover and to have such an engaged, responsive and excellent school system.
5. Another elective would be Yearbook / photography where students take pictures for the yearbook and learn how to create the school yearbook in picaboo. Learn how to take appropriate pictures that will be viewed for many years later (ie. Not only selfies or pics in mirrors, have human subjects, focused, meaningful, etc.)
6. Survey is too long
7. We are lucky to have a public school like Hanover High School in our district.
8. We are disappointed with the lack of cohesion and spirit within the school. Phones and social media are divisive and detract from true social interaction. Let's find ways to bring these kids together - in person - through some bonding events. Throw-back movie night in the gym? Hulbert trip? Overnight camping trip? Many fewer kids attend dances than at any other time in the past. Let's find ways to get these kids together.
9. 1) Hard to find parking during pickup hours. Can we expand the parking lot or improve school bus route? 2) It currently takes the school bus 40 minutes to reach a nearby neighborhood that's only a 5-minute drive away. Is there any way to improve the route or reduce the travel time?
10. It's frustrating to have my child sign up for an AP test that the class didn't prepare him for at all.

11. The RMS math curriculum is a total disaster. My child is in 7th grade advanced math. The self-paced approach is a joke. It is putting way too much stress on the kids (and the parents). Just teach math.
12. Elementary music class needs to be re-assessed to mature with students. The curriculum past 2nd grade is too young and students disengage.
13. Do more for Ray and MCS kids to help transition to RMS
14. Hanover schools have an undeserved reputation. There is nothing excellent about the approach to education here despite some sort of pride in being the “best” in the upper valley. As an acquaintance of mine put it, “Hanover found itself in third base and thought it hit a triple”.... No standards of performance..
15. As I said earlier, we consider ourselves progressive, yet we find the SAU to be totally out of touch with reality. When we receive an 11 paragraph email that Halloween is canceled in the name of "equity" we recognize this as liberal angst literally taking any remaining fun out of childhood. Yet a child is allowed to identify as a \*\*\*\* on a full time basis at school and the administration supports this? Give me a break.
16. I had to change my child to a different High School counselor. I think there’s a lot of unevenness in this aspect of the school. This is an important aspect that needs more support and training in my opinion.
17. -Block scheduling has changed multiple times over the past six years I’ve had kids at HHS. I understand why some teachers like it, but it makes it very hard to fit in certain classes and/or move around a schedule. Dual Enrollment has become very popular for college applications and the block scheduling makes it nearly impossible to take a class at Dartmouth. -On another note, I thought the counseling staff has done a great job of preparing the kids for college apps. Communication to parents was super helpful and they kept the kids on track. Such a stressful time for them, but counseling really worked with them throughout the process. -Both my parents were teachers, so I know how much time teachers spend after hours working on grading papers, making up tests, etc. I always like to read the Teacher Comments on the report cards. It’s more frequent with the freshman and sophomore years, but it’s rare to get comments as they get older. I think the teacher input also would help the counselors write recommendation letters. Even though the kids are older, they still like to receive feedback on their report card on things done well or needs improvement. Thanks so much.
18. Please work on removing phones from all the schools. Students should leave their devices in locked boxes when they enter school and get them back at the end of the school day. The book "anxious generation" has helped me to see how harmful these devices are and school needs to be a safe space away from them so kids can socialize without tech and focus on classes
19. AI could really reshape the job market. HHS should have processes in place where the curriculum can adapt and be agile. Try things, measure results, see what works, and keep adapting and updating to help kids be prepared for the world they are entering after HHS. Teaching Latin and Italian because you have done so for many years? Please look at the big picture and set some Big Hairy Goals for yourself, and

- then start changing things and keep adapting and keep reaching for the goal of preparing kids for the world they will graduate into, which is always changing.
20. Thanks for everything you all do. We're very happy, thus far, with our experience with HHS.
  21. Cell phone bans; upcoming NH laws regarding parents nominating book for banning; will SAU70 continue to use the stronger student privacy laws of VT to shield against the changes implemented by the NH government; how much federal funding does SAU70 receive, and how much of that has been rescinded, and how much of the remainder is threatened (i.e. Local Food for Schools Cooperative Agreement)
  22. Encourage students to focus on enjoying the present and not ONLY consuming their minds with the future, which robs "today" of its reward.
  23. On the question about gender, it doesn't allow you to choose more than one. For example, people can be female/non-binary and should be able to choose both.
  24. Please do find a way to assess what individual students feel about inconsistent curriculum and wildly differing expectations of different teachers who teach the required subjects... the variations are extremely inequitable.
  25. Consistency of expectations across each grade, consistency of teachers grades. I'm surprised that Ray teaches spanish while MCS teaches french. Seems like low-hanging not-great inconsistency poorly setting up the 7th grade merger, but perhaps this is a nonissue
  26. There is a missed opportunity on this survey that there was no mention of cell phone use during the school day. The data is clear, and I am surprised that the school district is not making an effort to eliminate cell phone use during the school day, for all ages.
  27. I live in Hanover because of the school system. \*\*\*\* \*\*\*. Hanover Schools were/are amazing for \*\*\*\* \*\*\* who graduated and my \*\*\*\* \*\*\* who will be a \*\*\*\* next year. Sadly, when she goes to college I will have to leave Hanover due to the high \*\*\*\* \*\*\* estate costs. I do feel extremely fortunate to have been able to live in Hanover and have my kids receive such an amazing education. Thank you. 😊
  28. Yes, a very pressing issue that many families are struggling with is technology use, specifically cell phone use for older kids. I think that there should be more conversations about this topic. I think a question around should schools implement a policy that requires phones to be not in use during the school day.
  29. I don't think so
  30. When my older kids went through Ray we loved the cultural family events like the Japanese Festival, Colonial Day, Native America, etc. I understand that some of the content for these events was outdated and needed change but it is sad to me that there were not any replacement events for my now 6th grader. My older kids were so proud of their work and it was so meaningful to share that learning with them
  31. I think it's important for a few teachers at HHS to learn to assume the best and treat students with more respect

32. I was incredibly proud of our district for their legal stand against harmful new educational mandates. This is a time to stand up for our students and their well-being - bravo for showing courage and conviction. THAT kind of civic leadership and concern for the well-being of all students is why I send my kids to Hanover schools (NOT the academics!)
33. PREK is wonderful. Appreciate the daily/full day format, timing, and skilled teachers. Child is learning and developing far beyond what is offered in area daycares! Very appreciative of school-based/located aftercare programs. Thank you thank you! My children love to go to school and they are safe. I appreciate all you do for them.
34. Teach kids more life courses. Teach them mindfulness, finances, shop, home Economics, etc.
35. Just saying thank you — we could not be happier with our child's school, teachers, and administration. Keep up the amazing work!
36. Thanks for offering the survey.
37. While I am a strong supporter of DEI initiatives in general, they are but one of the many components that contribute to a thriving school culture. DEI feels like it is getting outsized attention relative to other opportunities to help the school system meet the aspirations of its students. Notwithstanding the semantics that most anything supporting students could fall under the umbrella of DEI, our current political climate has, unfortunately, cast DEI negatively and (probably unfairly) narrowed its definition in practical terms. A more balanced approach to communications and actions would yield greater success and engagement, ultimately achieving many of the same ends and making sure that all aspects of school culture are being addressed.
38. Yes. While there are questions about DEI, it seems that this concern does not extend to Jewish children. Every year there are events scheduled on Jewish holidays ranging from sporting events on Yom Kippur, band concerts on Holocaust Memorial Day, and others. The \*\*\*\* \*\* that was at best insensitive to Jewish students, and clearly demonstrated a lack of understanding. I want to emphasize that my children have had excellent and caring teachers throughout their time in the school system, just this year I was disappointed by the lack of communication and the acceptance of subpar work.
39. My child has benefited from counseling support at HHS and I am grateful for that.
40. Tremendous tradition of rigorous whole child education at SAU 70; many great teachers continue to teach; and some outstanding/exceptional teachers/aides/staff for sure.
41. As I already wrote, while there is good focus on DEI issues, awareness of the Jewish calendar is lacking. The \*\*\*\* \*\* regarding the Israeli Palestinian conflict does not feel inclusive to Jewish students. It goes unchallenged, and no effort has been made to educate students on the complexities of these issues. The rise in anti semitism is real, but is swept under the rug repeatedly. While thankfully our children do not experience this first hand, it does not mean that people have not internalized negative stereotypes.

42. Thanks for the open-ended questions!
43. You need to be proactive about combatting bigotry and intolerance. Right now, being in a minority can significantly undermine some students' educations.
44. Feels like my kid gets lots of great experiences at school. Teachers do amazing work. Kids feel loved and important. Thanks y'all
45. MCS has lots of guidance curriculum on feelings. it would be nice to have more on character development as well - grit, resilience, brain development to help lead into why some of these things will help kids later (e.g., brain development science shows x about delay of social media)
46. Can't think of anything, nice job
47. Thank you for giving the opportunity to share my views. I look forward to hearing about the results.
48. Not sure where to put this, but I would like to see an equal emphasis on the arts, music and theater as is given to athletics
49. I wish at HHS there were theater electives during the day. The fact that students have to choose between theater and athletics is disappointing and they are missing out on public speaking instruction and experience. Removing PE requirements would be helpful.
50. Improvement of curriculum (with clear aims and measures, transparency to families, coordination across grades and schools, differentiation); more re: the hiring, training and retaining high quality teachers and administrators; improved support to students with learning challenges; improved support to academically-driven children
51. There should be more focus on the quality of teaching, the accountability of administrators, ways to improve the curriculum, ways to support children with learning challenges.
52. Smartphone ban? <https://eagletimes.com/2023/09/08/school-board-briefed-on-stevens-cell-phone-policy/> PCB testing? <https://www.vnews.com/Hartford-School-District-grapples-with-PCB-removal-project-60901067>
53. I would have appreciated to see questions also focusing on school leadership, not just teachers. Our family, including our child, has very little trust and a sense of safety with the \*\*\*\* \*\*.\*
54. Review of administrators.
55. We would like to see separation of church and state protected. Teaching critical thinking and factual thinking.
56. I think a big issue that I have noticed throughout my children's time at Ray School and RMS is that there isn't equity in the treatment between boys and girls. I think that boys are being left behind, and are being often treated in a way that is unfair with different expectations between boys and girls. For example, in groups of kids are talking in class when they shouldn't be, it is often the boys that get punished and the girls Transgressions are overlooked. This has been said to me over and over again by multiple boys in the Ray and middle school. I think that survey question should include something along gender specific equity.

57. School culture around student behavior is a concern. Also policies around restricting students' political swag (hats, shirts etc) is not enforced. Given the political landscape, MAGA paraphernalia is very upsetting to other students, especially for those in marginalized populations. More needs to be done to create a peaceful learning environment
58. No, this is an excellent survey, which I appreciated giving time to. Thank you!
59. Coming from outside the district, we feel very lucky to have access to the range and quality of programming at Hanover High School. We've been so impressed with the additional efforts made to welcome tuitioned kids into the school community. It is night and day from even a few years ago. Thank you!
60. At the time that it happened, I didn't (and still don't) fully understand how the decision was made to change the HHS mascot from the Marauders to the Bears. Many other parents feel the same way: bewildered, left out of the loop. If this kind of matter should come up again in future, I would like the community to be able to offer input and participate in lively, respectful debate.
61. Healthier food in the dining room. Less processed food. No chocolate milk. Only cereal should be Cheerios.
62. It feels like some administrators have an attitude of being closed-minded and judgemental about some families/students. The system seems to work best for athletes whose families are well-resourced.
63. Nice job!