

SAU70 2025 Survey Free-Text Answers

May – June 2025

Based on 592 completed surveys across all 4 schools. This document includes the free-text responses to the 201 completed surveys for Hanover High School.

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.

| Question # | Subject | # Responses | # Specific Responses | # Specific HHS Responses | Page Numbers |
|------------|-------------------------------|---------------|----------------------|--------------------------|--------------|
| 09 | Schools Why Hanover/Norwich | 142 | 103 | 34 | 3 – 5 |
| 11 | Towns Financially Challenging | 156 | 127 | 41 | 5 – 7 |
| 13 | Specific Child Updates | 134 | 113 | 42 | 7 – 10 |
| 15 | Preferred Communication | 106 | 76 | 30 | 10 – 12 |
| 17 | Updates from Personnel | 96 | 72 | 29 | 13 – 14 |
| 19 | Updates How Often | 67 | 42 | 15 | 15 – 16 |
| 21 | Personnel Satisfaction | 126 | 102 | 36 | 16 – 18 |
| 23 | Political Updates | 91 | 71 | 21 | 19 – 21 |
| 25 | Time Spent per Subject | 85 | 66 | 12 | 22 – 23 |
| 27 | Elementary Languages | 110 + 4 Other | 96 + 3 Other | 23 + 2 Other | 24 – 25 |
| 29 | RMS Languages | 67 + 6 Other | 51 + 6 Other | 11 + 2 Other | 26 |

| | | | | | |
|-------|-------------------------------|------------------|------------------|---------------|---------|
| 31 | HHS Languages | 53 + 19 Other | 35 + 16 Other | 15 + 7 Other | 27 – 28 |
| 33 | March Intensive | 136 | 121 | 57 | 29 – 33 |
| 35 | Tutoring? | 104 | 90 | 30 | 34 – 36 |
| 37 | Tutoring Subjects | 53 + 14 Other | 35 + 14 Other | 16 + 7 Other | 36 – 37 |
| 39 | Tutoring Reasons | 48 + 22 Other | 32 + 21 Other | 10 + 6 Other | 38 – 39 |
| 41 | School Start Times | 89 | 81 | 30 | 39 – 41 |
| 43 | Ideal Start Times | 42 | 32 | 12 | 41 – 42 |
| 45 | Wednesday Early Dismissal | 67 | 60 | 20 | 42 – 43 |
| 47 | Mental/Behavioral Services | 32 | 21 | 6 | 43 – 44 |
| 49 | IEP/504 | 33 | 23 | 6 | 44 |
| 51 | Devices & Social Media | 53 + 24 Other | 45 + 23 Other | 11 + 9 Other | 45 – 46 |
| 53 | AI | 96 | 90 | 32 | 47 – 49 |
| 55 | Assessing Aspects | 68 | 60 | 20 | 50 – 51 |
| 57 | Biggest Challenges | 76 + 53 Other | 70 + 52 Other | 24 + 24 Other | 51 – 55 |
| 59 | Academic Needs | 48 + 66 Other | 40 + 63 Other | 16 + 37 Other | 55 – 58 |
| 61 | Student Support Needs | 38 + 28 Other | 28 + 26 Other | 15 + 9 Other | 59 – 60 |
| 63 | Concerns In School | 52 + 53 Other | 44 + 52 Other | 15 + 18 Other | 61 – 63 |
| 65 | Concerns Outside School | 31 + 34 Other | 23 + 32 Other | 13 + 15 Other | 63 – 65 |
| 67 | 5-Year Large Initiatives | 49 + 52 Other | 41 + 52 Other | 15 + 20 Other | 65 – 67 |
| 68 | New Survey Questions | 49 | 43 | 15 | 67 – 68 |
| 69 | Anything Else? | 72 | 63 | 27 | 69 – 71 |
| Total | -- | 2,844 | 2,356 | 855 | -- |

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
→ 34 HHS answers

1. We live in Hartland (choice town) because we are able to choose high school.
2. 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.
3. We lived in Hanover when we first moved here, in **** for a few years, then moved back before our son started kindergarten.
4. We sought an exceptional education for our son, knowing that many schools in NH cannot provide a high quality public school education
5. 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.
6. 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
7. 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”
8. We wanted to move to a district where the teacher's main job was to teach.
9. 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.
10. 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.
11. Schools plus quality of life but public schools were main driver!
12. I moved to Lyme for the quality of the schools there, and the choice of high schools
13. 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.
14. Moved to NH for tax benefits, but chose Hanover specifically for perceived quality of high school
15. good learning supports and special education

16. Not only are the schools fantastic, the communities are welcoming and kind... a win for all!
17. Moved from Woodstock VT specifically for the schools.
18. Lived here prior to having a child in the school system.
19. Parent/Guardian of child living with ex spouse
20. The quality of the special education for my eldest learning difficulties have been one of the main reasons for living here.
21. It was most equivalent to the national ranking of the school my child previously attended in another state.
22. 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
23. 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.
24. 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.
25. Reputation for high academic achievement of students.
26. 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.
27. Perceived quality of the education is the primary reason we chose HHS, among local high schools choice.
28. We were particularly drawn to the French program at MCS which is why we moved to Norwich.
29. We chose to live in a school choice town so HHS would be an option.
30. The school system is good, but we also had concerns about the culture at the high school and considered other options.
31. We chose to live in the Upper Valley and picked Hanover specifically for the schools.
32. Like a village, live close to work, outdoor amenities

33. But we've been disappointed -- this school district should be a shining light of advanced math and science. Instead, it's fairly dumbed-down.
34. I am certain families have different experiences, but SAU70 schools have been g

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
→ 41 HHS answers**

1. 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.
2. Taxes constantly rising
3. We live in Hartland
4. We find it expensive to live in this area but can afford it.
5. Lots of money going towards housing.
6. Taxes are very high
7. Our property taxes are very high and the cost of living keeps going up
8. Crazy housing prices is pushing us to move away from Hanover
9. Service providers charge more if you are in Hanover, so this can be difficult to find a provider
10. 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.
11. I live in a sending community. The cost of living here is admittedly high, but not financially challenging for my family.
12. The cost of our taxes continue to increase. Many neighbors long tune residents have had to leave.
13. Norwich taxes are getting brutal
14. Live in Lyme. The cost is still steep
15. 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.

16. I am surprised Lyme is not included in this, given the number of kids who come from our town.
17. 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
18. Even with a somewhat generous salary base, the taxes and cost of living - food etc meet or exceed incomes
19. It is difficult to buy a home in Hanover, especially with good internet
20. 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.
21. high housing cost and property taxes
22. 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.
23. Taxes continue to increase.
24. The taxes in Norwich have been increasing to a point where it is unsustainable for us to live there long term.
25. As a single parent, it's a concern. Mostly as finding high paying, remote employment is a big challenge
26. 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.
27. It is getting harder with ever increasing property tax and salaries not keeping up. Will likely move out of Hanover when kids graduate
28. 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.
29. Just when taxes rear their ugly heads... but see previous answer -- the quality of our schools is so well worth every penny.
30. It is becoming increasingly difficult to afford to live here. We will sell our house when our children complete high school.
31. 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.
32. We have looked at housing in Hanover, but thus far it is out of our range.

33. Living in an “other” town is very challenging financially.
34. 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.
35. I can't afford to live here period. It is always front and center in my mind. Very stressful.
36. Cost of housing is too high
37. 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.
38. My Norwich taxes are 3x what they were 4 years ago. That is before the reassessment.
39. 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.
40. We live in Lyme
41. 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.

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
→ 42 HHS answers**

1. We have difficulty getting up to date and accurate info from school and power school. Its hard to tell if assignments have not been handed in or have not been graded for example. Teachers also use them differently.
2. 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.
3. 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.

4. 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?
5. My son is doing well in school, but if he had issues, I may want more communications.
6. summative evaluations would be nice
7. 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.
8. 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.
9. 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.
10. 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!
11. A once per semester meeting with teachers would be helpful
12. would like to know more about my child social react while in school
13. 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?
14. My **** was **** on an IEP and the HHS team involved was exceptional (we're huge fans of the quality of HHS' IEP work).
15. I would prefer that the schools put their efforts into teaching kids rather than communicating with parents.
16. Aside from access to grades I only know how my child is doing by asking my child
17. 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
18. 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.
19. We never hear anything from teachers. We only know her grades through the app. We've never met her teachers.

20. 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.
21. Some teachers only wish to communicate with the student not the parent
22. 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.
23. There should be standard parent/teacher conferences once/semester.
24. 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.
25. 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.
26. Parents are generally shut off from communication with teachers and administration. Unless there is a serious problem.
27. Only negative updates. If a child is failing a class would be good to know earlier than later.
28. 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.
29. There are almost no comments on my student's report card, nor recommendations about future pursuits related to his particular strengths and interests.
30. 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.
31. 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.
32. 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.

33. If I could choose more above, it would be behavioral updates (if negative) and more detailed student-specific communication
34. 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.
35. I have no clue who my daughter is at school.
36. 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.
37. opportunity for conferences would help
38. 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.
39. High school students should be allowed more autonomy. Access daily to their grades and classwork is absurd.
40. 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.
41. Powerschool and Schoology provide a good window. Staff are quite responsive in the rare instances I have other questions.
42. I have not received a single student-specific communication all year.

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
→ 30 HHS answers**

1. Text or physical mail would be fine too.

2. ITs hard to tell at times what is the grade our student is currently getting. And even, when and what the final grade is.
3. Its fine now although quite frequent
4. I never hear from my students teachers
5. Easier to do a quick glance through email than to have to log into a separate system.
6. 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
7. 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
8. Second choice, which would also be ok, would be email notification and then we need to log into Powerschool to check results.
9. PowerSchool is totally sufficient for my/our purposes.
10. Please send report cards directly to parents either email or by mail
11. I'd also be ok with an email notification and link to Powerschool
12. System is fine as is
13. If my child were missing significant assignments, I would want a more immediate, personal update via e-mail
14. 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.
15. 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)
16. 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.
17. I'm indifferent as to method of delivery between email, text and PowerSchool. I like the grade updates I get now from PowerSchool.
18. 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?
19. Tired of having to create a a log in, create a password. Streamline processes.
20. Email with an invite for conference.
21. 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.

22. 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.
23. email or phone
24. Any communication from teachers would be an improvement. Outside of limited commentary on report cards, we have had no contact.
25. 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.
26. Some classes do not reliably post grades in PowerSchool and then it's "too late" to help my child for the quarter.
27. We don't check that often but because our child does well and reports to us.
28. 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)
29. None of the above - child shares with us as needed.
30. a report card sent home physically would be nice, at least at the end of the school year every year.

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
→ 29 HHS answers

1. 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.
2. A little check in with someone who sees my child everyday would be nice. We only see **** ** regularly due to band concerts.
3. 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 out kid doing?
4. 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
5. 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.
6. No. I feel we have sufficient information or means of accessing whatever information we want or need.
7. Do not need any additional updates, but there was no questionnaire alternative
8. 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.
9. 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
10. 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.
11. 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.
12. 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
13. Her behavior is better in electives, so I just want to hear about required classes.
14. guidance/college counselor
15. 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.

16. 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.
17. Per above - interested in social and emotional wellbeing - interactions with friends, capacity for teamwork, etc.
18. 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.
19. Historically, there is little to no information flow week to week from teachers.
20. The **** updates are very helpful!
21. Specific updates are always good.
22. 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.
23. Would be wonderful to have a better understanding of progress, challenges and way we can support her at home.
24. 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.
25. Common core adviser
26. 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.
27. I think it would be great to have a channel of communication with my child's teachers for required topics, elective topics, and homeroom.
28. 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.
29. 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.

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
→ 15 HHS answers

1. Of course I want teachers to contact parents if there's something important to say.
2. I never hear from my students teachers
3. 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.
4. 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.
5. 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.
6. 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).
7. 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)
8. Weekly principal updates from RMS (and MCS) could be much shorter.
9. 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.
10. 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.

11. I appreciate that teachers have a full plate, but a check in mid semester(ish) would be nice or as needed
12. As far as coaches I just want to know the schedule.
13. mid semester would be great
14. just want to have some person I know is a contact for me as a parent for information and/or to discuss concerns/needs
15. High schooler!

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
→ 36 HHS answers

1. 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).
2. Overall I feel the school administration does a great job. I was however surprised and disappointed with removing **** **, and now it was handled.
3. There is so little interaction between the parents and the school, I don't know how to add to this.
4. I've never met **** **
5. I never hear from my students teachers
6. 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.
7. I never hear from my students teachers
8. School board and **** are an issue.

9. Discretion and staff truly understanding FERPA
10. I wish the **** was more approachable and cared more about the arts.
11. I haven't met any of my child's teachers at HHS.
12. 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.
13. Very impressed with **** and **** team.
14. Pretty new to the district
15. Homeroom is completely opaque to me. There's been zero information coming home from that in three years.
16. I know the school board is working very hard. I wish there was more communication directly with the community.
17. For the High School, do you mean their advisory teacher for "homeroom"?
18. 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, it's not very professional, and it's definitely had a negative impact on my child's attitude about building staff (though not her teachers, thankfully).
19. 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.
20. 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
21. 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.
22. 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.
23. 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.
24. Some teachers are more effective than others.

25. 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.
26. 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.
27. 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.
28. 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.
29. 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.
30. I think I know who my child's homeroom teacher is but have never heard from her.
31. The majority of teachers as 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.
32. 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.
33. Our child doesn't need a lot of direction so minimal interaction needed.
34. Hanover High has so many resources and students with such high potential, but it squanders most of its advantages.
35. 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.
36. With so little contact, it is hard to have an opinion on anyone in particular.

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
→ 21 HHS answers

1. 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.
2. 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.
3. 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.
4. 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.

5. I live in Vermont and want more collaboration and attention to VT policies
6. 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!
7. 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.
8. I am deeply concerned about having the NRA involved in child education. They have no business in schools.
9. I think it is the school board's responsibility to decide how to respond politically.
10. 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.
11. 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.
12. 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.
13. "...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.....
14. 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.
15. 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.
16. We think SAU70 and schools are appropriately involved — we don't necessarily think SAU70 needs to be more involved.
17. I think individuals at the school should do anything they want but I think the institution should not be political.
18. I will take my child out of school before I allow them to be trained with any firearm
19. For education, lead our community. Do what is best for education, educators and students.

20. 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.
21. This sort of update should come from SAU not the principals newsletter.

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
→ 12 HHS answers

1. 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.
2. We are in HHS
3. 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..

4. 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.
5. 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.
6. 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.
7. 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
8. No students in elementary school
9. MCS curriculum and teacher retention really fell apart after **** departure. That had little to do with state regulations or COVID.
10. No children in elementary school
11. 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.
12. 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.

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 → 2 HHS answers

1. Stop french. spanish or another like chinese or japanese
2. Chinese, German

110 responses. After removing “no” and similar answers → 96 answers → 23 HHS answers

1. Let the students pick French or Spanish.
2. 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.
3. 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.
4. So many people in the US speak Spanish -- would love to see it taught at MCS. Asked for that way back when.
5. 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.
6. 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.
7. 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.

8. 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.
9. Why not offer both? See which language kids excel more in. Both languages are important.
10. I like choices AND the ability to focus on one
11. 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.
12. French curriculum at MCS was greatly deconstructed by current leadership. Teacher retention also has suffered.
13. 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.
14. Have both schools teach the same language
15. 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.
16. 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!
17. The 6th grade language at MCS needs to match the time spent during 6th grade at RMS
18. 5 days a week for less time when younger, increasing the time to 5th grade
19. Not relevant to our family
20. 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 !!
21. The French curriculum at MCS in the past 4 years was subpar setting the kids going off to RMS at a disadvantage.
22. 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.
23. But really teach it! Don't dilly dally around. 4th graders should be conjugating.

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):” → 2 HHS answers

1. Chinese, German
2. Doesn't matter which language but choose one (not 2) to have available

67 responses. After removing “no” and similar answers → 51 answers
→ 11 HHS answers

1. I think a second language should be mandatory and let the children elect their own choice.
2. Spanish and Mandarin seem to be most essential at the current moment
3. Again, Lyme school kid in HHS, so I have no context by which to answer.
4. Keep Languages and Teach them starting young when children can easily absorb them
5. Why not offer both? This provides kids the opportunity to see which one is easier for them. Give them a choice.
6. Should start learning language no later than middle school. French and Spanish are probably most widely spoken, offer another if desired and budget allows
7. 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.....)
8. Thanks.
9. 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.
10. Two is sufficient and the choices are appropriate given our geographic location
11. Please see my response in #27 above.

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 → 7 HHS answers

1. 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.
2. Portuguese (Brazilian)
3. American Sign Language
4. ASL
5. Korean
6. No opinion
7. See below

53 responses. After removing “no” and similar answers → 35 answers → 15 HHS answers

1. why German?
2. I really think Japanese will be so popular for the language class!
3. 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.
4. 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.

5. 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.
6. Like it the way it is. Mandarin Chinese would be a smart addition.
7. 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.
8. I'm not opposed to other languages being taught but I think these really should be.
9. 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.
10. 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.
11. We should balance out our Eurocentric language offerings.
12. Hard to choose!
13. Changing world. Keep up
14. You don't need more languages just good teachers--which you have. The language department at least Spanish and Latin are outstanding.
15. Would be nice if didn't have to limit to four options

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
→ 57 HHS answers

1. 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.
2. There should be more financial aid for MI
3. 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.

4. 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).
5. 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.
6. Keep it! It's an amazing program!
7. Some of the options seem more academically valuable than others.
8. 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.
9. 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!
10. MI often has little academic merit
11. 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.
12. 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.
13. 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...
14. Offerings should have educational or societal value. There is a lot of filler.
15. 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.
16. 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.
17. 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.

18. 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.
19. 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.
20. 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.
21. 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 its original purpose is now just a distraction.
22. 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.
23. 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.
24. More travel options for kids as those are the ones that fill up and go to upper classman.
25. 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!
26. One of the values of MI is social interactions with students one may not otherwise know, in a more intensive setting.
27. 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.

28. 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.
29. The experiences vary so greatly it's hard to assess the program
30. 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.
31. 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).
32. My **** didn't want to go to March Intensive because **** was put in an **** **** group.
33. Please do not remove MI. It is one of the things that makes Hanover so special. There is something for everyone.
34. 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.
35. 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.
36. 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
37. 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.
38. 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.
39. 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.

40. There should be more variety of half day free local offerings
41. 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
42. 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.
43. More travel trip offerings!
44. 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."
45. This is one of the best things Hanover does! I would be upset if it was removed.
46. 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?
47. Don't require travel but offer it
48. 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.
49. MI creates opportunities for students that wouldn't have them otherwise. My student loves it.
50. 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.
51. The timing is very awkward. The second semester feels disjointed with Feb break, MI and April break in quick succession.
52. I'm amazed at MI and so grateful to you for offering it. Thank you.
53. All students, not just those asking for financial aid, should complete the forms saying how they will pay.
54. Just the best experiences for my child. You have fabulous teachers and staff let them do what they do with fewer restrictions.
55. 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.
56. 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.
57. MI has been a big disappointment and seems to be awesome mostly for the kids whose families can afford the expenses

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
→ 30 HHS answers

1. Have used one on one tutoring for math and for general study skills (wish these were effectively taught in school)
2. Honors math - there is more content than there is time to teach. Outside tutoring has been essential. Could benefit from Spanish tutoring as well.
3. We got her a coach to help her organize her time
4. My child took AOPS classes.
5. 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.
6. My son does VLACS and works closely on studying with my husband
7. 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.
8. Did not actually do tutoring, but did **** ** for middle school to catch my child up in math instruction.
9. 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.
10. 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.
11. 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.

12. If music counts, we've done a very minimal amount of that
13. 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.
14. 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.
15. math tutor
16. 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
17. My child had a terrible math teacher (****) and we had to obtain outside tutoring.
18. 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.
19. We hired an outside executive function coach to help our child. These services were not offered in school adequately.
20. 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.
21. We're still trying to make up for pandemic learning loss.
22. one semester of a poor math teacher; lots of frustration and a blip in her normal grade
23. We hired a tutor briefly when **** **** **** because my daughter was worried about the math placement test at RMS.
24. Tutor
25. 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.

26. Math tutoring all through high school.
27. Again, that is a privileged option. Not everyone can afford it.
28. French tutor and math tutor for a different child
29. 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.
30. 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.

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)”: → 7 HHS answers

1. Took math through community college because **** interference.
2. SAT prep
3. But math and chemistry were considered
4. college admissions counseling
5. Executive functioning
6. SAT
7. Chinese

**53 responses. After removing “no” and similar answers → 35 answers
→ 16 HHS answers**

1. Above
2. It would be great to have Japanese class
3. to challenge my student
4. See above
5. 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.
6. Kumon

7. Had tutor for math during RMS years
8. 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.
9. 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.
10. Were able to get extra help From teachers and use other school resources
11. 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.
12. 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.
13. Math in Middle School, **** **** **** **** **** **** **** **** ****.
14. We hired a tutor briefly **** **** **** **** because my **** was worried about the math placement test at RMS.
15. 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.
16. 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.

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 → 6 HHS answers

1. math mainly
2. New diagnosis affecting attention
3. AP bio test prep
4. We hired a tutor briefly when **** **** **** because my **** was worried about the math placement test at RMS.
5. Instruction was being very poorly taught at HHS
6. 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 → 10 HHS answers

1. **** had to take Algebra because **** didn't finish it in middle school but it's been review for **** all year!
2. 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.
3. This was at a previous school-not SAU70
4. 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.
5. 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?"

6. 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.
7. 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.
8. My son got a bad grounding in Math due to Common Core experiments in Elementary School. Has never recovered.
9. 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.
10. I don't know whether you count AoPS and Rosetta Stone in this question or not? The school work is too easy.

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
→ 30 HHS answers

1. 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.
2. 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.
3. 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

4. 30 minutes later would help and still give time for extracurricular activities.
5. Adolescents need more sleep
6. Teens and adolescents need more sleep
7. 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.
8. 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.
9. 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?
10. 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.
11. I believe HHS should start later. I'm indifferent on the other schools. Do whatever is easiest for you logistically.
12. 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.
13. The teenage brain doesn't function early. Suggest start time of 9am but then this isn't conducive to working parents schedule.
14. 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
15. 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
16. 8:30 start makes much more sense.
17. 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.
18. Sports practices will be affected if HHS starts later. Especially in winter when it gets dark early (skiers, runners, etc.).
19. Some staggering of start times would be helpful for both students and families.
20. 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).

21. I don't think this is critical and appreciate that HHS starts at 8:00 whereas other area school start at 7:30
22. 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.
23. My kid has to get on the bus at 6:55am. Its really hard for him especially in winter.
24. My daughter's schedule this year has allowed her to go to school later - it has made a huge difference for her mood-wise.
25. 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.
26. 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.
27. Students need more sleep and their circadian rhythms involve later to bed and later to rise than the current schedule allows for.
28. 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.
29. I would love an 8.30 start for Hanover High School
30. Later school start times would be optimal, especially for high school.

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
→ 12 HHS answers**

1. Please. Leave it alone. Tell the geniuses who want to change this to go weed their gardens.
2. Teens generally don't function as well early in the morning
3. I've kept this the same based on my reasoning above.
4. Any later, and all the sports/extracurriculars get pushed too late for dinner and homework.
5. Teenagers need a later start time for developmental reasons.
6. 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.

7. Practices can occur in the morning this way. Sleep is a real issue for kids having to travel distances for sports.
8. My child is a multi-sport athlete and really needs as much time as possible after school for practices.
9. Older students have more activities, stay up later doing homework. We find that just a few more minutes of sleep would be helpful.
10. See response above about a late period for PE or school related team sports.
11. 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.
12. **** ** Sharon Academy, which starts at 9. It is so good for the kids! So many benefits.

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
→ 20 HHS answers**

1. Would give the children more time for sleep in the mornings.
2. Shorten the school year by the number of days "saved" resulting from the hour added back each week when Wednesday early dismissals are eliminated
3. Teachers have meeting before school
4. We love early release!
5. 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.
6. I like the idea of Fridays.
7. 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!

8. I think that the early dismissal Wednesday works well, particularly for sports
9. I also like the idea of starting school an hour later. so that would be my second choice.
10. I'm okay with it as it is, but could see the benefit of an early release Friday!
11. 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?
12. It was a challenge in K-8; no problem in HS
13. 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.
14. Would be nice to get some extra sleep mid-week.
15. 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.
16. I don't feel strongly about this but I think the middle of the week difference is good for students as well.
17. Maybe try the AM. See if it works.
18. 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.
19. 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.
20. Staff should not be kept after hours without a very pressing reason.

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
→ 6 HHS answers**

1. None of your **** business.
2. He doesn't want it

3. 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.
4. The counseling department at HHS was very helpful with references / ideas.
5. 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>
6. Actually, our child (adult now) decided to stop going

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
→ 6 HHS answers**

1. **** coach as mentioned -- we have 504 -- IEP was refused due to **** testing scores
2. 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 take developmentally at earlier grades so that the class is less need in HHS.
3. My child would benefit from additional private services but logistically and financially this is an issue.
4. NOTE: I think there is a typo in the answers above - the 3rd one says "no" but should be a "yes."
5. My child would benefit from very specific services-and he has in the past but not currently.
6. HHS was very helpful in trying to figure out whether a plan was needed. Counseling program is great!

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 → 9 HHS answers

1. Limited Social Media
2. not your concern
3. YouTube, Steam (Video games), other video game platforms/devices
4. reddit (no, but you should ask); Roblox (no, but you should ask)
5. Some school sports teams utilize social media (like Snapchat) as the main form of player communication regarding team events, schedule changes, etc.
6. Visco
7. 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.
8. Reddit
9. Pinterest

53 responses. After removing “no” and similar answers → 45 answers → 11 HHS 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. 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! :-)
3. We make our kids write essays to get social media
4. We made our kids write essays to get social media
5. school issued computer
6. I find is 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 importantaly 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.
7. We allowed Instagram solely because the sports team was using it. Snaphchat 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).
8. I don't actually know for sure, but we try to emphasize the problems with social media.
9. Please ban phones at school (collect them) AND ENFORCE IT. My daughter tells me not all teachers enforce the ban.
10. 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!
11. Not only no but heck no

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
→ 32 HHS answers

1. 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.
2. Bring back more hand written assignments
3. 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.
4. 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.
5. 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.
6. 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
7. 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.
8. 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.
9. 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.

10. 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.
11. 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
12. 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.
13. My 4th choice would have been training on appropriate use and misuse.
14. 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.
15. 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.
16. 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.
17. AI is a wonderful tool when used property. 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.
18. 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.

19. Seems this is unavoidable so teach proper use - but how to police it? Honor system?
20. 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.
21. AI detection software — *including* Turnitin — does not work. I'm disturbed by the fact that this is included in the list.
22. 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.
23. 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.
24. 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.
25. Teachers should ABSOLUTELY use it to improve the quantity, quality, and efficiency of their comments on student work.
26. 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
27. 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.
28. 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.
29. Staff and students need to learn how to use AI responsibly. Let's 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?
30. 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.
31. 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.
32. 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.

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
→ 20 HHS answers

1. Teachers available in study hall don't know subjects needed
2. 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.
3. School need to focus more on Math and sciences in HHS and push for AP courses and exams.
4. 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.
5. 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)
6. 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
7. I am answering the above question with HHS in mind. Ray and RMS could use more rigor.
8. 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.
9. I don't really know, so I can't answer the above question.
10. 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
11. 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.

12. 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.
13. 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.
14. I don't know where to go when my child needs granular assistance.
15. 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.
16. Our child regularly puts in 12 hours a day on school-related academic and extracurricular activities. The balance feels off.
17. These answers are specific to my child who is unique, doesn't fit a self-driven mold
18. current DEI initiatives are unknown to me
19. I haven't seen many changes since our other children went through the high school.
20. 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.

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 → 24 HHS answers

1. ****
2. Lack of school spirit and community - limited teen socializing.

3. 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.
4. Less busy homework please!
5. The pervasive culture of grade negotiation. Extremely lax off-campus policies undermining study environment (i.e. driving to West Leb for lunch, etc)
6. 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
7. 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.
8. Parking-The fact that we have to pay! It's expensive and should be provided for students.
9. Accountability of teachers providing grades and feedback in timely manner
10. The social hierarchy that comes from the intense academic pressure and the emphasis on honors classes.
11. Political biases
12. Superintendent and RMS/MCS administrators
13. 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
14. 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.
15. It's cold in the buildings all the time.
16. Generally, the quality of teachers is great. But there are issues with individual teachers requiring attention by administration.
17. lack of sleep, my own student and her friends
18. consistency
19. 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
20. uneven teacher quality. productive use of class time. AP classes so that kids can compete for college admissions.
21. Worry about housing and that preventing good teachers from living and working here.
22. Lack of diverse political perspectives.

23. 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.
24. Not enough flexibility in curriculum or support for advanced students.

76 responses. After removing “no” and similar answers → 70 answers → 24 HHS answers

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. relational aggression, cliques with great disparity in social capital , online bullying
7. Obsessive focus on competitive sports is nuts.
8. 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.
9. 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.
10. 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.

11. 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.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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.
17. Need more info to assist (read encourage) child to participate in after school actsv instead of playing video games all evening after school.
18. 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
19. 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.
20. 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.

21. Teachers are amazing. But, there are a few that need help becoming better.
22. 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?
23. 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.
24. 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.

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 → 37 HHS answers

1. more art and music
2. It's fine in this regard.

3. Less busy work for homework. Much of it doesn't seem value add.
4. oh my god, put me out of my misery -- this survey is going on forever
5. More variety of music education and more teachers in this area
6. Focus o. Math and sciences AP courses
7. I think elementary teachers need more flexibility
8. Change the curriculum (please see below)
9. study strategies and/or other exec function skills should be required for all students
10. Drastically rein-in the ability to negotiate points.
11. 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
12. Too many "free" periods
13. My child felt unprepared for HHS after RMS (not prepared for block classes, more homework, more independence, etc)
14. 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.
15. One child spends too little time with homework and one child too much
16. Science curriculum
17. 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.
18. 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.
19. 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
20. 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?
21. Stop assigning homework/assignments over regularly scheduled breaks. Let holiday breaks be "true" breaks from schoolwork. Many teachers violate this policy.
22. consistency of academic pressure and preparation between the schools
23. Consider adding AP classes. Keep honors classes but examine workload/ grading
24. Cohesive equitable experience within classes from teacher to teacher and with departments.
25. Feedback

26. 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.
27. I'd like to see more DE&I electives in both History and English.
28. More field trips and experiential learning experiences.
29. 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.
30. Too much work online
31. Eliminate PE requirement for HHS to allow for electives
32. I'd like to see more diversity in science classes. English classes have a lot of choice and science does not have many options.
33. 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
34. better use of class time.
35. Less homework at HHS.
36. Teachers with flexible thinking who can encourage creative learning
37. 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
 → 16 HHS 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. Ipads 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 detain 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. 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.

3. 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.
4. Science sequence at the High School is no longer competitive with other schools with similar student capabilities.
5. Math in particular
6. 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.
7. 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.
8. 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.
9. 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.
10. So far (freshman year) everything feels good. I could imagine wanting more one-on-one, and possibly more curriculum condensation in future years.
11. I think the academics are terrific. But some optional summer classes might be nice.
12. 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)
13. More feedback and focus on process than on the final product in grading.
14. History of Latinos, Indigenous Peoples, Japanese Americans, and Asian Americans. History of some programs (welfare for example).
15. 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.
16. Three weeks until the end of the year now, the chemistry course has not and probably will not cover any organic chemistry

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 → 9 HHS answers

1. "building stronger connections between students and staff" -- laughable! The less staff, the better. We want more teachers and less staff.
2. Support with adult responsibilities and organization for older teens
3. 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.
4. 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.
5. More support for college applications starting in 9th grade.
6. Better use of social emotional learning. Reduce homophobia/racism/intolerance among students
7. 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."
8. The administration is too condescending to students
9. more teacher one on one time with students.

38 responses. After removing “no” and similar answers → 28 answers → 15 HHS answers

1. Having traveled to away sports games, I am amazed at how little school spirit we have at 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.

2. Consider class wide trips (for example DC), off-campus leadership training, sleep overs, camping out.
3. 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.
4. I'm thinking of a particularly bad social media cyberbullying event that happened last month, so social health and better connections.
5. mental health would have been my fourth option
6. 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.)
7. My student loves 10th grade health class. It seems helpful and well-received.
8. 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).
9. 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.
10. 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.
11. Overall, we hear a lot about academic and social stress, and the lack of time/balance between sports, activities, and schoolwork.
12. 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?
13. In today's world, any opportunity to build community is my #1 concern.
14. Require community service to graduate like the IB
15. 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!!!

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 → 18 HHS answers

1. 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.
2. General disconnectedness with school community- advisory has not worked to build a meaningful relationship with a staff person; perhaps students could choose their advisor
3. my children spend a lot of time making fun of their tedious teachers who create silly assignments. Step it up.
4. Pressure to conform to one social group's norms, rules, dress, habits
5. Having enough time
6. 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.
7. students are frequently on their phones during non academic time
8. More recognition of the needs of neurodiverse kids (e.g, quiet spaces, easier/less chaotic access to food services and water stations)
9. There is a lot of sexual harassment from peers and inappropriate social media behavior
10. Not feeling "seen" or "known"
11. Health class appears to have gone far afield across MCS, RMS and HHS; causes significant distress.
12. 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.
13. Balance is hard
14. Food, long line for lunch
15. Frustrations with grading policies that seem arbitrary, contradictory, and/or punitive

16. too much time online
17. inefficient study habits
18. poor quality of instruction in some subjects

53 responses. After removing “no” and similar answers → 44 answers
→ 15 HHS answers

1. Math has been especially hard. I think my **** needed more adjustment support coming in as a ****
2. 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.
3. Teen girl x small town gossip = can't wait to graduate
4. “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.
5. Lots of biases in the school. You teach inclusion but only if it fits the schools or teachers narrative.
6. 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
7. 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??)
8. 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.
9. 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.
10. The concern is the pressure she puts on herself. It's not from the school.
11. 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.

12. 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 spite of the battles we have at home.
13. Mild bullying on team. Very mild but still
14. 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.
15. Ordinary kid meanness, and coaches implicitly assent to it by ignoring it. Otherwise, too much politics.

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 → 15 HHS answers

1. Raising a non screen addicted adult who can function in our society with a screen in the face.
2. what a bunch of woke options!
3. 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.
4. Not yet finding "his people" within HHS.
5. Apart from sports, no social activities!
6. i guess its mental health but i would call it mental wellness and overall well being. all the kids need less phone time!
7. Specifically, anxiety about approaching the college search and all of the change it will certainly bring about.
8. academic motivation and focus
9. technology consuming their attention
10. Balance of homework activities and sleep

11. Not having friends, being ostracized for political differences, knowing that his home life is unstable because of **** **** **** **** **** **** ****
12. Lack of a year-round ice rink in the community
13. Motivation for physical health / development.
14. pressure of college admissions
15. inefficient study habits

31 responses. After removing “no” and similar answers → 23 answers
 → 13 HHS answers

1. 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.
2. 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.
3. Time management can be an issue. More so than the amount of work assigned.
4. 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 .
5. child is often going to bed too late, waking up at 5 just to keep up in class. Often cries about homework
6. 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.
7. Physical risk-taking behaviors outside of school worry me a lot
8. I also wanted to check: Concerns about their future. Not getting enough sleep. Time for extracurricular activities. Time for homework.
9. The lack of an ice rink is a real problem. If we had known that Campion closes in April and doesn't reopen until October, we wouldn't have moved to the Upper Valley.

10. 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
11. 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.
12. This child is graduating with NO future plans. none.
13. The phone isolates her. She will always choose sitting by herself on her phone rather than human interaction.

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):” → 52 responses → 20 HHS answers

1. 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.
2. 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.

3. Allow equal rights for Christian and republican beliefs.
4. Make space or STEM center that is more front and center rather than tucked away.
5. 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.
6. Cell phone ban.
7. hiring and retaining excellent teachers; providing support to young teachers; holding teachers to high standards
8. Staff and student transportation (carpooling, March Intensive, etc)
9. Designated Parking for Students at HHS-Purchase from town.
10. 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>
11. Taking 6th grade out of MCS, hiring male teachers
12. More attention to college applications and success at HHS. College credit bearing courses, SAT prep, AP courses, college essay writing help.
13. Solving the political problems that have led to the lack of a year-round ice rink.
14. 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.
15. Focus on better communication between staff and parents. Need to fix the basics before expanding the scope of offerings.
16. Decrease dependency on phones
17. Continue to build on the non-sports activities (drama, theater, etc) to offer more incredible opportunities for non-athletes.
18. better lounge/seating options for the high school students
19. Driver's Ed is so important. It's really not equitable to have families have to pay for it.
20. Climate action and environmental sustainability

49 responses. After removing “no” and similar answers → 41 answers
 → 15 HHS answers

1. 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.
2. 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.
3. 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 **** 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?

4. 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.
5. 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.
6. My daughter likes the personal finance class at HHS - maybe a few more practical courses for "life skills" that can possibly be electives.
7. Lets get solar on the roof at the high school when we repair it!
8. Drivers ed taught in school would be really helpful!!!!
9. Drivers Ed should be taught in the schools. Not cost parents \$1,100. Cost is way too high.
10. HHS has an excellent tennis program. It should have access to sufficient indoor courts so that practices can be held consistently.
11. I'm so glad RMS is finally offering school sports. That was hard, to do all outside activities while my child was at RMS.
12. Increased opportunities for kids to do service learning and/or peer-to-peer support
13. 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.
14. Our children are older, but childcare is a HUGE issue.
15. Schools look tired

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
→ xx HHS answers**

1. Many fewer questions! What planet are you all on?
2. 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.

3. 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.
4. 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?
5. 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.
6. 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!?!?)
7. 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.
8. I'd be interested to have a specific question on Advisory in HS.
9. Do you feel that our teachers push their political views onto students?
10. 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.
11. Ask about satisfaction with the advising staff at HHS. How effective, invested, and interested they are in our students academic success and mental health?
12. -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
13. 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
14. Administration needs to get tougher on poor performing teachers. School board needs to create a phone policy and tell schools to enforce it. This
15. 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?

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
→ 27 HHS answers

1. We are lucky to have a public school like Hanover High School in our district.
2. 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.
3. It's frustrating to have my child sign up for an AP test that the class didn't prepare him for at all.
4. 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.
5. -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.
6. 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.

7. Thanks for everything you all do. We're very happy, thus far, with our experience with HHS.
8. 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)
9. Encourage students to focus on enjoying the present and not ONLY consuming their minds with the future, which robs "today" of its reward.
10. 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.
11. 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 rental/real 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. 😊
12. 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.
13. I think it's important for a few teachers at HHS to learn to assume the best and treat students with more respect
14. 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!)
15. Teach kids more life courses. Teach them mindfulness, finances, shop, home Economics, etc.
16. 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.
17. My child has benefited from counseling support at HHS and I am grateful for that.

18. 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.
19. 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.
20. Thanks for the open-ended questions!
21. You need to be proactive about combatting bigotry and intolerance. Right now, being in a minority can significantly undermine some students' educations.
22. 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
23. 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.
24. Review of administrators.
25. 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!
26. 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.
27. 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.