

# 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 126 completed surveys for Richmond Middle 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 RMS Responses	Page Numbers
09	Schools Why Hanover/Norwich	142	103	25	3 – 4
11	Towns Financially Challenging	156	127	24	4 – 5
13	Specific Child Updates	134	113	31	6 – 8
15	Preferred Communication	106	76	12	8 – 9
17	Updates from Personnel	96	72	14	9 – 10
19	Updates How Often	67	42	7	11
21	Personnel Satisfaction	126	102	23	12 – 14
23	Political Updates	91	71	18	15 – 17
25	Time Spent per Subject	85	66	11	18 – 19
27	Elementary Languages	110 + 4 Other	96 + 3 Other	16 + 0 Other	19 – 20
29	RMS Languages	67 + 6 Other	51 + 6 Other	14 + 1 Other	21

31	HHS Languages	53 + 19 Other	35 + 16 Other	7 + 2 Other	22
33	March Intensive	136	121	20	23 – 24
35	Tutoring?	104	90	26	25 – 26
37	Tutoring Subjects	53 + 14 Other	35 + 14 Other	8 + 2 Other	26 – 27
39	Tutoring Reasons	48 + 22 Other	32 + 21 Other	10 + 6 Other	27 – 28
41	School Start Times	89	81	13	29 – 30
43	Ideal Start Times	42	32	7	30
45	Wednesday Early Dismissal	67	60	12	31
47	Mental/Behavioral Services	32	21	3	32
49	IEP/504	33	23	3	32
51	Devices & Social Media	53 + 24 Other	45 + 23 Other	8 + 6 Other	33 – 34
53	AI	96	90	17	34 – 35
55	Assessing Aspects	68	60	12	35 – 36
57	Biggest Challenges	76 + 53 Other	70 + 52 Other	22 + 11 Other	37 – 39
59	Academic Needs	48 + 66 Other	40 + 63 Other	8 + 13 Other	40 – 41
61	Student Support Needs	38 + 28 Other	28 + 26 Other	7 + 6 Other	41 – 42
63	Concerns In School	52 + 53 Other	44 + 52 Other	9 + 12 Other	43 – 44
65	Concerns Outside School	31 + 34 Other	23 + 32 Other	3 + 7 Other	44
67	5-Year Large Initiatives	49 + 52 Other	41 + 52 Other	12 + 12 Other	45 – 46
68	New Survey Questions	49	43	9	46 – 47
69	Anything Else?	72	63	13	47 – 48
Total	--	2,844	2,356	502	--

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  
→ 25 RMS answers

1. Hanover has a reputation as being a great school district academically and is one of the main reasons we moved here
2. Responsible, educated, open-minded, caring, tolerant, and wanting to live in a democracy: the type of neighbors and fellow schoolchildren’s families I want to live by and interact with.
3. The quality of education at the Hanover schools was one of the main reason for our family moving here
4. We have been very disappointed in our experience with HHS and dread having our third child go there soon after RMS. It is a shame we moved here mainly for HHS and instead had our two older suffer through it.
5. High quality special ed drew us here.
6. We felt very strongly that we wanted to send our child to public school and believed that SAU 70 was the best in the area.
7. We moved from further south for the schools. Best decision. We have been very happy with the school system
8. Apartments are much cheaper in lebanon. House prices here are insane.
9. We live in a sending town
10. RMS math is an absolute disaster. Having an \*\*\*\* engineering degree, I firmly believe that STEM education should be engaging and enjoyable at this age. The current curriculum and teaching methodology is awful. Families are scrambling for other options and many kids are crying over math daily. All indications are the school doesn't seem to care.
11. Job relocation, having great schools helps tho!
12. We moved to Norwich from another Vermont town specifically to access better schools
13. We moved to Norwich a lot based on the reputation of the schools. This was a huge mistake in Norwich. Now that we’re at RMS it is much better.
14. We moved here when our oldest was starting kindergarten. We toured several schools in the area, and decided to move to Hanover bc we were so impressed with ray school.
15. The good school district was the driving motivation for us moving here.

16. My son's learning differences were documented in preschool and we wanted to ensure that he would be in a small school environment and get the help he needs.
17. The Richmond Middle School was an absolute gem when we moved here and during my first child's experience. Unfortunately, it has significantly declined during the past 5 years in terms of academics and student happiness.
18. We have been very disappointed in our experience with HHS and dread having our third child go there soon after RMS. It is a shame we moved here mainly for HHS and instead had our two older suffer through it.
19. We work at the college. That is why we live here.
20. My son's Montessori teacher identified that this school district would be a good fit for his temperament and inclinations.
21. We work at Dartmouth College.
22. I think the quality of the education at RMS is somewhat aligned with what I expected, but there have been some disappointments around poor classroom management and interference of disruptive students.
23. we moved from an out of state highly regarded school and wanted similar
24. That was 15 years ago I haven't moved here recently
25. We were in the Upper Valley already, but moved to Hanover specifically for the quality of the school system

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

**156 responses. After removing “no” and similar answers → 127 answers  
→ 24 RMS answers**

1. We also have a vacation house in Vermont and rent a home in Hanover for school, I wish we could afford to buy in Hanover, but so far have to still rent.
2. taxes and renovations require long-term planning
3. Property taxes are out of hand and town members want to spend more money on more things.
4. We are fortunate to live in \*\*\*\* \*.
5. No enough housing options. Houses are either too old or/and too expensive
6. We feel very fortunate that we are now able to live comfortably in Hanover, but that has not always been the case. We have so many good friends who are struggling to find affordable housing in Hanover.
7. We live very simply, and conserve financially, but the cost of living here feels quite high and it does impact some of our choices.
8. We are looking to move as a result of the high cost of living

9. We shall see how the financial situation changes with the most recent re-appraisal process and subsequent adjustment of property taxes.
10. free lunches would be helpful.
11. We are fortunate in that we moved here 15 years ago and have a house with a mortgage that we can afford. But we would not be able to afford a house here if we were trying to move here now, and there are multiple we know who are struggling to figure out how to live here affordably (or planning to leave) because they cannot find a home that is affordable.
12. Its impossible to secure housing for a family. Especially if you are middle income. Even with two working parents. The salaries in the area do not even come close to whats needed to sustain living here
13. We live far from town because we couldn't afford anything closer. This impacts the ability of getting kids to and from school since the bus doesn't come within walking distance of our house.
14. Housing - no matter your income level - is extremely expensive in Hanover.
15. VT Property taxes make unsustainable for the long term.
16. We live in a condo bc we could not afford to buy a house here
17. Housing - no matter your income level - is extremely expensive in Hanover.
18. This may change though in the current political climate
19. Housing and house prices are real issue and constant problem, and if they do not affect our ability to live in Hanover, they affect a whole series of other issues in our lives (and frankly, at the college)
20. Property taxes and values are insanely high
21. We currently rent in Hanover and are looking for long term housing in the SAU 70 district.
22. Things are priced higher in this area than where I moved from. Housing prices are high. Contractors charge outrageous rates for home repairs and renovations for Hanover homeowners.
23. I don't think we could move here now.
24. Some initial startup pains, but no financial concerns for several years now

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

134 responses. After removing “no” and similar answers → 113 answers  
→ 31 RMS answers

1. I have no feedback on my child except for report cards
2. Conferences with homeroom teacher would be helpful
3. RMS weekly updates are good. But in general all the hanover schools send too many emails. High school emails are a mess and poorly written.
4. As a parent, I would like to have guidance about how and when I might initiate communication with teachers.
5. Very little feedback in 6th grade. Would like conferences. Or identifying one teacher who could speak for overall performance. I understand students switch classes, but it doesn't appear anyone is aware of full picture of the students performance
6. My child has a 504 and I feel like we only got feedback on her during the yearly review. It was lovely and I am so glad we had a chance to meet her teachers and hear about her in class. If she didn't have the 504 I would miss out on that!
7. Too much fluff in weekly emails. Dearth of actionable/specific information. Inaccurate and incomplete information (e.g. dates for concerts without times).
8. It be be challenging to get "the real story" about what's going on with my child at RMS. This is an unsolicited email that I received from one of his teachers. How would YOU respond/engage with this? "I gave \_\_\_\_\_ the weekend to redo his \_\_\_\_\_ project. Much of the year he has been doing the least he can on assignments. The math teacher referred to it as "the greatest discrepancy between potential and output". He is ridiculously smart but seems to not value putting in effort to produce quality work he can be proud of. I sent him an email at the end of the day with some suggestions for improving his \_\_\_\_\_. (For context- he took his \_\_\_\_\_ paper to the hallway and recorded himself repeating what he wrote. To his credit, and not surprisingly, he had the information memorized.) He did not have a diagram or labels, nor actions or images to help enhance people's understanding. I showed all the kids examples that we critiqued together using the rubric and the expectations were clear. I told him I was going to give him the weekend before reaching out to you but thought better of it when putting on my "mom" hat. I would want to know. Here's hoping he finds \_\_\_\_\_ more engaging next quarter! Hope all is well- send my best to \_\_\_\_\_ and \_\_\_\_\_!"

9. We don't want to overburden the teachers, but we do feel like we wish we had more updates. We don't think schoology is a good substitute. We want our child to learn to be independent, so we don't track schoology closely, but that has led to some unpleasant surprises. It would be nice to get an email summary for each class (fine if this is done automatically) periodically, so we'd get an idea of the general picture. We've struggled to understand how our child is really doing--is there grade inflation?
10. I didn't receive any communications specifically about my child, and relied solely on what HE was telling me. Not great
11. additional scheduled meetings with various teachers every term is important for the overall growth of the child and makes a school district be a better performing district.
12. I have not met most of the 7th grade teachers and would like to hear how my son is doing in general via at least one call/meeting per year.
13. I would appreciate more updates from teachers when they have concerns.
14. I've never met my \*\*\*\* homeroom/\*\*\*\* teacher. She was \*\*\*\* \*\*\*\* \*\*\*\* instead of attending the open house at the beginning of the year. I thought we would have some sort of parent-teacher conference, but only guidance counselor conferences were offered. I appreciated the teachers who were present and excited to chat at the open house. We've received 2-3 emails from \*\*\*\* homeroom teacher during the year concerning what the entire class is learning about, but nothing specific about our \*\*\*\*. The grades in Schoology are the only way we know how \*\*\*\* is doing - we are interested in knowing more. We are \*\*\*\* to this district and this is not the way things were done in our \*\*\*\* district. I feel disconnected from the academics at the school.
15. The communication at RMS, in general from the school and teachers, as well as specific to my child has been great. I appreciate the school news and what teachers send out about content. I feel like staff is available and helpful as needed. This is a big contrast to the experience at MCS.
16. I felt like I was burdening teachers if I asked for a conference since there are no dedicated days for this, and while they are willing to meet it didn't really seem like that was something that was done unless there was a parent or teacher concern. It would be nice to simply have opportunity and space to discuss my child's progress with their middle school teachers, even if things are going fine.
17. The math curriculum has been very poorly communicated and implemented and there has been very little effort by the school to amend this.
18. Had it been an option, I would have selected \*all\* of the choices above that could/would lead to increased personalized communication.
19. All the info I receive is the short blurb on his progress reports. However, all teachers are responsive if we were to reach out. A once a quarter reach out would be nice, but understand that they are busy!
20. Specific updates on my kids would be great. I find the current general communications from RMS and HHS to be far too long. While I would like to read them and be informed about what is going on in the school, I find the formats to be

repetitive from week to week and so long that I never have the patience to read them.

21. If given the option, I would have selected all of the choices supporting more frequent/detailed communications about my child.
22. I miss the more detailed reports from Ray, but realize this may not be realistic in middle school
23. This used to be better and was somewhat of a disappointment this year. In particular, schoology is hard enough to navigate and some teachers don't even update. It was difficult to know (until too late!) the negative trends my child was on regarding getting his work done. Also, teachers should realize that some of the material might be difficult and sensitive. A heads up for these things would be very helpful.
24. Some students don't share much detail, but mention something in passing weeks later that maybe we'd have liked to know sooner.
25. To my knowledge, there has been no formal/scheduled opportunities for contact around my children's school experience beyond report cards and meetings I have requested.
26. Schoology is very helpful. I wish there were conferences for these important transitional years of school
27. The entry of progress into schoology is severely lacking with a number of teachers posting little or nothing making it quite challenging to be involved with our child's education.
28. Please stop giving general curriculum information in the child's progress report comments. Even if it's just 1-2 sentences, we want to know what you think of our child specifically, strengths and/or challenges.
29. I don't want to have to log in to an account in schoology
30. Format is often hard to read
31. It blows my mind that RMS doesn't offer conferences. Big step down from Ray. I think I had conferences through high school graduation when I was a kid.

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

**106 responses. After removing "no" and similar answers → 76 answers → 12 RMS answers**

1. If it is a tough subject, just pick up the phone please!

2. Email would be most useful. That way we could also easily maintain a record of the year.
3. I think too much is put online - too many online programs to become familiar with, too many logins/passwords, and I think paper communication is ideal for my family.
4. + other means as well.
5. It would be good to get a notification when something significant is posted (grades, teacher feedback, maybe major assignments).
6. Schoology/PowerSchool are fine and probably easier on the school's end. I'd still prefer printed/mailed or emailed report cards and standardized test scores, but no big deal.
7. With children at several different schools, I find it time consuming enough to locate passwords and figure out how to actually find what I'm looking for in the various educational software platforms. I would really appreciate a one or two page report card being issued as a PDF by email or arriving at home by snail mail.
8. see above
9. Communication is a constant burden. I spend most of my life managing my email. I want to know what is important, and what is pertinent to my child. I don't want to waste anyone else's time. What I get now seems ideal. Basic information once a week about things general, and specific information about my kid when relevant and specific to our situation. Do exactly what you are doing.
10. Schoology is sufficient
11. Email or physical mail preferred. Powerschool is difficult to access, and I never remember my password which is needed to access my student's progress report!
12. PowerSchool and Schoology both serve their functions, I guess, but I want grades to just come to me in an email, it would make the logistics of it all so much easier

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

**96 responses. After removing “no” and similar answers → 72 answers  
→ 14 RMS answers**

1. Need more updates from the math teacher with this self-taught math curriculum. We did not get enough information about our kid's progress and it set her back in her math progression. It's a real problem.
2. we receive too many emails
3. Terrible math curriculum; no communication from teacher.

4. Seventh grade advanced math has been a particular struggle for our child and for us this year. Our child is frustrated and has gone from an eager math student to someone who claims to hate math. His grade has taken a dive as well. There has been a lot of confusion--for us and for him--about where he is and where he needs to be.
5. I like communication! I also recognize the time burden. It doesn't have to be all of these every week, but I would appreciate more communication in general. I hear from the PTO a lot (thank to them for all the hard work!), and the \*\*\*\* sends weekly emails, but not much from others.
6. This is obviously a heavy lift for teachers, but a brief update (10 minutes?) occasionally, would be wonderful if it could be accommodated.
7. I wouldn't want to put too much extra burden on teachers to relate student specific updates, but having a meeting toward the middle of the year so that the teacher knows the student and can provide good insight on how to improve the second half the year. Even if the student is getting good grades - maybe they aren't working to their full potential or are chatting too much during lessons.
8. We get communication from most of these already.
9. We get regular email updates currently from administrators but none from teachers that are specific to our child, and rarely get any from teachers about the content of the classes.
10. In particular, it would be wonderful to have more information directly from my child's teachers (required and special).
11. But they have to be meaningful.
12. I like how the 6th grade team sends out a weekly learning grid. It has information on what the kids are working on in each class as well as the homework so parents are able to assist from home without having to reach out.
13. I don't even know who my child's homeroom teacher is. I think this is a missed opportunity, because the homeroom teacher could serve as the representative for all my student's teachers- maybe monthly or once per term quick email summary of collective comments from teachers?
14. More info is better

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

67 responses. After removing "no" and similar answers → 42 answers  
→ 7 RMS answers

1. I think a single coach, person who could gather info with global school perspective, would be enough. Monthly would be fine, and would give time to help change and evaluate
2. I hope the school can work on ways to get parents personalized and clear information without overburdening the teachers.
3. School board pushing out summary of meetings and big items coming up would be great.
4. I was really shocked at the lack of communication about the academic curriculum. All I learned I got from the parent night at the start of the year when it was clear that the purpose was not really to learn about curriculum but to do a meet and greet. I tried at times to go into schoology to figure out what my child was learning and how they were doing, but although I could see assignments posted, I didn't really see a good overview of the classes to understand what was being taught, nor could I find any writing samples or corrected work.
5. It's always helpful for planning to have a heads up about what is going on.
6. I would say "quarterly" except "when necessary, urgent, or timely"
7. If the 7th grade team would send out a weekly email like the 6th grade team currently does, I think it would be helpful, especially for those parents who have a child struggling with executive functioning/organizational skills. This allows the parents to hold their child accountable to the work without having to over communicate with the school.

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  
→ 23 RMS answers

1. The quality of education at the school has been great, but the school board/superintendent appear to take political stances on issues unnecessarily which promotes a divisive tone within the school
2. I am left wanting for some firm guidance from the administrators. Why are most RMS kids holding phones in their hands at all time? Why are students watching movies so frequently? Also the math format was not communicated correctly and changed one year prior to advertised.
3. School boards should perform national searches for superintendents.
4. Our daughter feels like she is not learning in her math class in spite of working incredibly hard on all the assignments. We wish she had better math instruction.
5. I have found \*\*\*\* \*\*\*\* to be out of touch with what is going on with my child, condescending and getting the feeling as though he just does not want to deal with those that make waves or have extra needs. Our issues have not been with the teachers, but with the administration and the general tone of how my child is viewed and treated. Instead of solutions, I have received messages that feel threatening and when I have communicated by email I have received no response in return.
6. It feels as though the Superintendent (and possibly the school board? I'm not sure who is driving the policies) is becoming too political and entering the school, and by association, the parents, into political issues. I don't think the school should be entering lawsuits or delving into anything deemed political, such as DEI initiatives, climate action plans, etc. While our family whole-heartedly supports equal opportunities for all, protecting the environment, etc, I think the school should focus on academics and refrain from choosing sides on controversial topics as it creates cracks in the sense of community at the school. I can understand discussing topics in the news, but it would be better to teach and discuss all

elements of an issues rather than declaring a school-wide stance that may not align with everyone's beliefs and will cause some to feel alienated.

7. Math teacher is a bully.
8. Teachers and staff are first rate. We've been extremely impressed with them. I wish we had more opportunities to see them.
9. I think the general choice of our public school systems to rely heavily on technology to teach, placing students in front of a screen to learn (especially in math, which is designed to be interactive in real life applications), allowing cell phones in schools (and at home) not only detracts from actual learning but also hinders social development. There is an extensive amount of data showing that screen exposure and social media are not helping our children in many aspects of their education and social lives and that they would benefit from educational methods of the 80s-early 2000s when use of technology was quite limited. As a parent and physician I feel very strongly about this matter and I am disappointed with our community's lack of attention to this issue, especially given the fact that our community is so highly educated and aware of the negative implications of excessive use of technology (potential negative impacts on cognitive function, addiction, social isolation, anxiety and depression, etc).
10. RMS needs to find qualified and well trained \*\*\*\* who can actually teach \*\*\*\* in a nice, kind and friendly way. Self paced experiment was a failure and turn off for our kids.
11. I don't feel like I have enough information to answer this question. I don't feel like I know. I am frustrated with the RMS \*\*\*\* and their inability to develop an age appropriate Math curriculum. I am not against trying new things at all, but when they don't work (and it is undeniable that the current curriculum isn't working), they don't recognize the mistake and fix it.
12. Some of my student's subject teachers are fantastic - science, social studies. She completes interesting assignments that are challenging and build skills. Other subject area teachers (math) are boring and over use IXL and workbooks. My student says the math teacher does not teach them. Math used to be her favorite subject. She still enjoys doing math, but now it's her least favorite class to be in. In English, I think things are going well - but not really sure.
13. Education is challenging, and I appreciate the hard work educators are putting in each day with our children and know it takes time to also communicate what they're doing. Thank you for supporting teachers and staff for that time and effort.
14. The math department needs more structure and seems weak. The \*\*\*\* priorities do not seem balanced. Too much emphasis on social political concerns and not enough on academic. It seems that many parents expressed concerns about the math program but it did not feel like \*\*\*\* listened and responded with a good plan.
15. We'd love to have more (really any) interaction with our child's regular teachers (required and special). While the \*\*\*\* \*\*\*\* maintains regular weekly communication, we found \*\*\*\* to be rigid and difficult to work with when we had a child-specific issue.
16. Very unhappy with math instructor

17. We would love to have more communication from/interaction with our child's teachers, but what we do know is positive. RMS' \*\*\*\* provides a weekly note, which is great, but was challenging to work with when an issue related to our child emerged.
18. In the past my child has had very good home room teachers. This teacher responded to my questions, but I felt like she was defensive and simply wanted to placate me. If I want any follow up I really need to press. I am fine with the \*\*\*\* \*\*\*\* and counselors. The \*\*\*\* does not seem genuinely concerned about the issues I have raised over the last three years, but again just sends a "I'm sorry you feel that way" email.
19. There is a clear difference on the \*\*\*\* grade team with the experienced teachers and a new teacher. Everyone has to start somewhere but it is very noticeable with both teaching and classroom control.
20. It is time for a new pair of RMS \*\*\*\*. The \*\*\*\* and \*\*\*\* \*\*\*\* have not demonstrated fitness with regard to their poor handling of the RMS math curriculum - as a matter of both academic and leadership integrity. They have not held teachers to account for academic excellence in the classroom, nor have they provided teachers with the tools to meet those standards. Their communications (and frequently, lack thereof) with families have been unclear, embarrassing - and angering. Their ability to hire, train and retain outstanding teachers is mediocre at best - and it does not appear to be a top priority. Many families are upset by their biased communications and management of student behaviors, as well as their perception that equity means the same (and thereby playing to the average or lowest common denominator), when in fact it means giving all students what they need to thrive. Diversity is okay (!), and inclusion of ALL abilities should be a part of curricular design. Differentiation re: academic performance is good and necessary if we take DEI seriously, so long as we are designing supportive pathways for children to excel at all levels. Our SAU70 administrators and school board should be paying greater attention to academic / pedagogical excellence, quality of our administrators (and teachers), and curriculum review / improvement & learning system / transparency with families. Other district concerns are valid, but not without a laser-like focus on delivering on education. We are frequently a little too "self-congratulatory" - there is room for improvement.
21. It would be nice at the beginning of the year and at quarterly intervals if teachers could provide a broad overview of the curriculum goals for the year/quarter. With math in particular I am not really sure what the goals and learning outcomes are.
22. I feel extremely fortunate to have such wonderful school leaders from \*\*\*\* to school board members to \*\*\*\* and \*\*\*\*. Thank you from the bottom of my heart-our family is super grateful for all your hard work!!
23. RMS \*\*\*\* doesn't seem welcoming from my anecdotal evidence. Different vibe from Ray.

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

91 responses. After removing “no” and similar answers → 71 answers  
→ 18 RMS answers

1. I want to hear about laws directly impacting the school but without personal politics interjected into the undertones of the communications
2. Too much politics in Hanover schools. Please focus on educating, actual school classes. Too many distractions, teach Math, Science, Reading/Language. Kids need to learn and learn-how-to-learn.
3. Less political involvement from the school would be best, but when issues directly affect the school, an increase in recognizing ALL views on political issues instead of assuming everyone at the school shares the same political beliefs would be welcome. The school could improve on creating a culture within the school that is accepting of all political beliefs and not just those of the majority in Hanover. Students need to be taught that different political opinions are ok and not feel ostracized for disagreeing with the masses on current issues. Debate should be encouraged.
4. I only want to hear about what IS, but what might be.
5. This is tricky. I have to be honest, I don't think schools should be involved in the political process--I think it's better if they stay neutral (we've seen, alas, the blowback from universities that take political stands). However, I think it's very appropriate for parents, staff, and teachers to get involved in the political process of

their own accord and (in the case of parents), provide information for other parents and community members to do the same.

6. Ugh. This is tricky. I think it would be great to have non-partisan updates, but in such a partisan world I feel like this is very difficult to do without someone deeming it as partisan... It feels like this is an almost impossible needle to thread.
7. I'm concerned about maintaining and improving access to the best practices around addressing the needs of students with disabilities- from using the best reading and writing programs to the services and skill of the specialized providers available to our students.
8. I don't think schools should use taxpayer money to get involved into legal fights with the government.
9. I have appreciated the superintendent's communication with families about legislation and commitment to values in a challenging time. Keep fighting for our kiddos and diversity, equity etc in our local schools please! Tell families how we can help.
10. I am strongly opposed to NRA-created firearms annual training for K-12 students. Guns are not normal and should not be normalized in a school setting, and the NRA has no business in schools.
11. In today's current political climate, I think it's important for families to know about legislation that may adversely impact the schools. I might not have felt this way in prior administration's but that's how I feel now. It's scary times we are living in.
12. I'm having a hard time parsing the last question. I want the school to be actively involved in working towards my politically aligned interests. I want to know when that is up for grabs, and when I can step in to help. I am generally confident that the local school board is aligned with my politically aligned decisions. I am interested in supporting the school-board and administration when possible/needed/advantageous.
13. In this ever changing political environment, it may be helpful to have more community forums with both the school board and administrators at the same time. Some of the emails we have received from the SI this year, ie about joining the lawsuit, did not have a lot of information in it. How much federal funding do we receive? What exactly is being impacted?
14. I appreciated that SAU70 was part of the lawsuit regarding DEI this spring
15. I would like to be informed of proposed laws and regulations that can impact the quality of education for my child.
16. It would be great if the school let families know what policies we could be advocating for as voters/citizens as well as the district itself lobbying for the schools interests.
17. I'm unsure how to answer the involvement in political processes and relative to representing the interests of our students and communities. From my understanding, our school system receives very little federal money since we are not a title 1 school. It would be helpful for the future tax info mailers or superintendent emails to have transparency on federal funds received, potential regulations and new laws and how exactly it would affect our district. I caution that

we pick our battles based on actual potential outcomes affecting our children (ie we do not receive a lot of federal funding). The VT redistricting, statewide school enrollment- those would both have great impacts on our children. We should focus on the facts and data, not feelings. If the school board feels very strongly about fighting an issue purely based on morals, I think there should be an open forum community discussion.

18. That list sounds insane, keep us in the loop

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

85 responses. After removing “no” and similar answers → 66 answers  
→ 11 RMS answers

1. I don't know about these specifics
2. Ray school and MCS should have the same amount of time per subject area. There is a large difference between language instruction minutes at MCS and Ray School.
3. The RMS math curriculum is a disaster!!!
4. Math: more teacher guidance; more systematic
5. Too much time discussing feelings and not enough time learning.

6. More SEL from guidance counselors would be great. Not sure if this counts as academic time
7. I don't think the French education at MCS is effective- I actually think it is turning students off from foreign language learning. I would rather see that time dedicated to technology (robotics and learning to type) and outdoor/science and then add Spanish as a daily subject in 6th grade following the curriculum that will allow students to start Spanish 2 in 7th grade. I suggest Spanish because it is an easier language to learn for a wider set of students including those with dyslexia- which is a prevalent learning disability.
8. Older kids (MS and HS) need outdoor time too. Don't take away playgrounds and structures that encourage varied movement and activity from the older kids.
9. I don't have enough on -the ground information/perspective on this. My view here is that you are the experts on educating middle schoolers. You should determine what the best use of school time is. I am a skeptic here of "crowd sourcing" these decisions. (I teach at the college level.)
10. I think the plus classes at RMS have not lived up to their hype. Taking the time away from core subjects (especially English) has negatively affected students' preparation and ability to experience a breath of material
11. More variety than I thought there'd be between the two schools. Thanks for asking!

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

4 responses to “Don’t teach French or Spanish, but this world language instead:”. After removing “no” and similar answers → 3 answers → 0 RMS answers

110 responses. After removing “no” and similar answers → 96 answers → 16 RMS answers

1. Any language exposure in these young years is good! In my opinion, it doesn't matter the language.
2. Spanish is the worst option. If you want to be traditional in this area, the language is French. If you want to be forward looking, the world will need Chinese. Around here, Spanish is not the right option.
3. More important that which language, hire a really competent language teacher so that the kids learn \*something\*

4. Spanish is the more widely spoken language. Spanish is more important in the United States.
5. NO strong feelings on this one, would be fine to keep as is, switch to French or Spanish for both or do a variety. Not sure there is one right answer to this one
6. Increase program rigor to allow students to leave elementary school with more advanced language skills
7. 600 million people worldwide speak Spanish. I fully support the historic move Ray made over a decade ago to change from French instruction to Spanish. To change this culturally rich instruction offered to our students would besmirch \*\*\*\* \*\* legacy.
8. As someone who has studied multiple languages, I think it students benefit enormously from early focus on one foreign language. Regardless of whether or not they continue that specific language, they will have developed skills that will help them as language learners in the future.
9. As mentioned above, I think Spanish should only be taught in 6th grade at MCS and follow the same curriculum as used at RMS.
10. Assess if the students are actually learning the language at the earlier grades to decide if it's worth the time. If not, improve it or wait until the older grades.
11. Currently MCS does not really teach language effectively. If you are going to teach a language teach it!! 5 days a weeks. Spanish should be offered.
12. Spanish is a more practical language to learn
13. It's probably fine, given budgetary concerns, and students taking one or the other language will be able to pick up the other.
14. This way, they can get a flavor of both before they choose one for advanced learning in middle school.
15. Children with dyslexia are working on mastering English in elementary school and should not be required to participate in foreign languages in elementary school
16. I don't understand why MCS has only French. Seems like some crazy tradition that's no longer relevant. Spanish seems like the obvious one, or perhaps Mandarin, if restricted to only one language. One language probably makes the most sense at the elementary level.

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

6 responses with “Offer only this world language (Please specify):” → 1 RMS answer:

1. Chinese

67 responses. After removing “no” and similar answers → 51 answers → 14 RMS answers

1. I do worry about what will happen to the French program in the middle and high schools if MCS switches to Spanish.
2. I think a second language should be mandatory unless a student needs academic support in other subjects (IEP students for example).
3. The fact that you’re entertaining the idea of not teaching our children a full foreign language demonstrates a watering down of our school’s curricula.
4. I'd support more intensive language learning in French and Spanish for middle school--including electives in the languages.
5. German
6. Given the global landscape, offer Mandarin Chinese at the elementary and middle school levels
7. German
8. We think it's critical to maintain access to regular Spanish language instruction for middle grades. Offering French retains an alternative for those not selecting Spanish.
9. Would it be feasible to offer Mandarin Chinese, Japanese, Arabic
10. learning any second language is great. but exposing students to more languages at this age (even just dabbling) would be nice. Chinese is much more prevalent worldwide than French.
11. Languages are good. Especially in current environment. This generation needs to be exposed to world languages and cultures.
12. Please keep it optional
13. Add Mandarin Chinese
14. If, due to cost or staffing reasons RMS, can only offer one language I strongly feel it should be Spanish due to the much larger number of Spanish speakers in the US.

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 → 2 RMS answers

1. ASL
2. This is an extremely complicated and important question. I think Chinese has to be part of the mix. Latin and Greek are fundamental to the continuation of the basic tradition of learnign and education. French, German, and Spanish to the essential community of Western nations we primarily belong to. My ideal would be that every student be exposed to one Western and one non western language (so: French, German, Latin, Greek, Spanish etc.) and one nonwestern (Japanese, Chines, Arabic, Hindi, Russian. (? Western or not?)). If asked to choose four, Id say: Chinese, Arabic, French, German.

53 responses. After removing “no” and similar answers → 35 answers  
→ 7 RMS answers

1. How popular is German? I wonder if Arabic or Chinese might attract more students.
2. The current offerings seem very reasonable. Mandarin would certainly be my next choice given the size of China and it's rising strength as an economic and political power.
3. I think any other languages are fine if there is the interest and the expertise.
4. There are plenty of excellent virtual learning options for picking up additional languages
5. My high schoolers LOVE their German class!
6. Nap
7. Nice selection, good to see more HHS trying to be not as Eurocentric. Feasibility of the implementation seems like a challenge

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

136 responses. After removing “no” and similar answers → 121 answers  
→ 20 RMS answers

1. Maybe MI should alternate between March and May. That would offer different opportunities at different times of year. Could alternate each year.
2. I don't really know anything about this
3. I don't yet have a student at HHS so I don't feel I have enough info to answer the above question-- what I have heard generally though makes me think of MI as an overall good thing
4. I do worry about equity issues with MI but think it is a great program that should be continued.
5. I think that the timing of MI impacts the flow of the third quarter for students and teachers. My student always struggles in the third quarter because it is so chopped up by break and march intensive. What about attaching the MI to one of the other breaks to keep a better flow? I'm guessing the sports schedule could be the driving force on timing which is unfortunate.
6. MI offerings are very bifurcated. Either you're “in the know” or connected and get a really amazing travel opportunity, or you do your best to register for something “fun” and it's a complete waste of learning time, e.g. baking cupcakes, or playing floor hockey for a week.
7. I don't know too much about the program at Hanover High, but I've always thought it sounds great. I was happy to hear about it. I participated in a similar program in high

school and it was incredibly valuable as an educational experience--plus a lot of fun.

8. No child in HS yet, so don't know much. I think experience based learning is great and should be incorporated while ensuring equity, especially across income levels.
9. I think it is largely great. I don't know the specifics, but I do hope that financial aid is provided to students who potentially can't "easily" afford national and international trips.
10. PTO or other fundraising to make expensive options open to all students.
11. I have not yet experienced this so am only going on what I've heard. The offerings sound great! I hope the offerings are available for every child, equitably not based on a family's ability to pay.
12. n/a because, as a RMS family, we don't have exposure to MI.
13. MI is by no means perfect but it's a very unique opportunity for kids that I think should be kept.
14. It doesn't work for kids who play winter/spring sports, and they end up wasting their time. Would be better if they did something to give back to the community in a meaningful way.
15. I was required to select an option on the previous question, but I have no experience with MI
16. I don't have an opinion. The survey wouldn't let me continue without checking something. But it's a fake check and should be removed. I don't have an opinion on this
17. MI has great intentions, but often the classes fall short. You should have the kids choose just their top 3 choices. My senior got \*\*\*\* 5th choice, which I think was terrible.
18. Having a diversity of options is good for a diverse community - it doesn't have to be same, same, same all the time; and we do not have to play to the average or lowest common denominator for things to be fair. We need to strive for excellence in all MI offerings so that all children learn and grow.
19. Please communicate about MI earlier and more clearly
20. I've heard plenty of negative stories about MI and equity issues, particularly for travel, but the concept seems awesome (including the travel) and I don't want it to vanish

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

104 responses. After removing “no” and similar answers → 90 answers  
→ 26 RMS answers

1. Our daughter went to Kumon due to having spent \*\*\*\* grade in remote school and our feeling that she needed fact fluency.
2. There is extra help at the schools, but my child does not use it willingly and the school is not good about holding them more accountable to that. They expect the child to take the lead and show up independently. If my child had those skills, they probably would not need the extra help.
3. Math teaching needs improvement
4. Math tutor- She learns a lot with her outside math tutor and we feel lucky to have this. Math has been a real struggle for 2 years in \*\*\*\* and \*\*\*\* grade
5. Our schools deliberately hold back my children who are looking for more enrichment opportunities, and who are frustrated by the lack of opportunity to learn. We have tried multiple times and ways within the school system to get them challenging material, and RMS administration and teachers have always pushed back, without fail. There’s a major equity issue here. Families who don’t have the time, know how, and/or resources to supplement their children’s education are at a great detriment in our school system.
6. Video "math" at RMS is terrible, please bring back actual teaching.
7. We've done Kumon for math and may seek math tutoring.
8. We have a tutor and also attend Kumon as there is currently minimal math instruction at school and it is not interactive (internet based program). This form of education doesn't work well for our child.
9. The math program in middle school has us, parents, doing a lot of the tutoring (well, teaching actually). I would outsource it if I could financially
10. AoPs to supplement math at RMS, English tutoring to supplement writing, online Chinese to supplement language
11. We are currently using VLACs, which I would assume doesn't count.
12. Math tutoring
13. Schools should provide this and not expect families to pay for outside tutoring (like for reading if a child has dyslexia or just needs structured literacy and the school

doesn't offer a sound curriculum), as it is inequitable. This needs improvement locally.

14. I am looking to supplement the English curriculum for my next child at RMS because it seems that the expectations for writing and for reading books have fallen dramatically and I fear the students are not being adequately prepared for high school level English and/or will only choose classes with the lowest reading and writing expectations, as they are not building up these skills in middle school.
15. The middle school math curriculum is poorly implemented and leaving big gaps in my child's math education
16. speech therapy
17. We retained the services of a math tutor briefly, because the math instruction offered at school was seriously subpar. We worried that, without intervention, our child would fall behind and/or lose interest in math forever.
18. needed to buy a third party math course to replace inadequate 7th grade math
19. My son's IEP has not adequately helped him learn to make meaningful inferences and look for important context clues in reading.
20. The middle school math curriculum is so terrible this year that I have effectively been my child's math teacher/ tutor at home.
21. Reading/language of dyslexic child.
22. The way math was taught this year was not beneficial to my child. I will most likely have to get a tutor over the summer so my child is not behind and I will probably continue tutoring through 7th grade since the 7th grade math program is, for lack of a better term, a disaster.
23. My child needed professional help catching up on reading and spelling when \*\*\*\*  
\*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* after being in online learning for over a year during covid
24. I chose no above, but my child did use an a math learning app - I feel like this is a gray area - not tutoring, but extra resources. My child also uses Duolingo for languages, reads a weekly magazine for social studies
25. Because rms math is a disaster this year
26. Saw a need for it in the early grades, but stopped after no perceived need for it after about a year or two

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

**14 Responses to "Other (please specify)" → 2 RMS answers**

1. Dance, acting, art, orchestra

2. physics \*\*\*\*

53 responses. After removing “no” and similar answers → 35 answers  
→ 8 RMS answers

1. Math at Kumon and violin at UVMC.
2. Math education at Ray School and RMS has been consistently lacking. We have asked for help multiple times and were told that there is no available manpower to assist our child. I actually gave up on Math teaching and learning at the schools (Ray and RMS) and rely completely on Kumon to help my child catch up to **her** grade level.
3. Changes in the middle school math curriculum have been very poorly communicated. RMS 7th grade math has left children feeling disempowered and we have no understanding of future 8th grade math plans. This needs to be a big focus for the school
4. As noted above, RMS math instruction has been abysmal. Without outside intervention, we worried our child would lose interest in pursuing math altogether.
5. This was during elementary school
6. see above
7. \*\*\*\* is taking French at school but private \*\*\*\* classes at home. Also learning \*\*\*\* at school but taking private piano classes outside of school.
8. Nap

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 RMS answers

1. For math: my child was not struggling, but I wanted her to get more practice with the subject and feel more comfortable with it.
2. She was losing confidence in math over the past 2 years and her tutor really bolsters and supplements her classroom learning
3. My child asked for additional instruction as he felt the math class wasn't teaching him the information he needed to know to be able to learn the material
4. basic support of dyslexia
5. English tutoring to catch him up. Music and language as additional learning
6. The school encouraged private music lessons to develop her skills on her instrument

48 responses. After removing “no” and similar answers → 32 answers  
→ 10 RMS answers

1. We don't really expect to get professional level training in arts at a regular school
2. The teacher/counselor recommended tutoring to support my child's needs. I would prefer the teacher or school to provide the support needed for a student to be successful. There was an assumption that we could afford to pay for a tutor.
3. My child is strong at math, but he suffered from teaching styles. The teacher should be more involved and systematic.
4. We did kumon to brush up on math skills. Multiplication skills really took a hit during covid, and kumon really helped our child solidify them.
5. Teacher does not grade homework, does very little teaching, offers little to no opportunity for learning, tests have been unfairly graded and teacher picks favorites
6. RMS math instruction has been unacceptable. Although it is developmentally inappropriate, children are essentially expected to teach themselves math with lessons on the computer (not a live teacher), and at their own pace. Children who do not demonstrate self-directed interest (again, not an age appropriate expectation) are funneled into slower, less rigorous classes even when their aptitude and performance warrants more challenging material. We are concerned that our middle schooler is not getting the requisite exposure to material required to succeed in math in higher grades. Despite continued complaints from many parents, RMS administration does not appear to have taken any action.
7. see above
8. Math is not being taught in seventh grade (or eighth grade) at the middle school, which leaves parents to teach the math or to find a tutor, unless their child is one of a select few who can self-teach math.
9. \*\*\*\* math was more of an independent learning style with a \*\*\*\* teacher. This format did not work out well for my child. I do think if the math teacher was a \*\*\*\* teacher, it would have been a much better experience like the rest of the \*\*\*\* classes were. The \*\*\*\* math teacher has cursed multiple times at my child and others, things like I'm tired of your \*\*\*\* and also has said things such as, "I like this class so much better when you are not here", in front of the whole class. This attitude creates a toxic environment and in my opinion makes it that much harder for my child to enjoy math and want to do well. My \*\*\*\* is not an advanced learner nor is he on an 504/IEP. \*\*\*\* can sometimes get silly, but the \*\*\*\* teachers have classroom management completely under control. I do worry about children such as my \*\*\*\*, particularly the \*\*\*\*, here at Hanover in general. So many of the children here in Hanover are advanced learners/more mature that it gives the appearance the others are behind. We are very luck though that our guidance counselor, \*\*\*\*, has been great and \*\*\*\* is very supportive/positive.
10. Specific to reading, was also unclear to me how Ray handles reading instruction, given all the national controversy described by NPR and others over the various methods of teaching a child how to read

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

89 responses. After removing “no” and similar answers → 81 answers  
→ 13 RMS answers

1. We are definitely a later schedule family, this would be better for the kids creativity
2. Wednesday should be leveled, same time as the others. It is disruptive and confusing to all of our schedules.
3. I've heard positive things about later start times for high school students. Would be very supportive of this.
4. Studies show that teenagers need more sleep that they currently have. Sharon Academy has implemented a successful later start of the day in the region, and has worked well for students
5. Strongly support later school start times
6. It's challenging because I know developmentally teens should start later, but it would be problematic for working families, including mine, to start later. This would require more input and problem solving if many are interested in exploring the idea.
7. It'd be great to have the older kids start later, but we are not sure what impact that has on district costs, sports, other extra-curriculars, etc.
8. I love the idea of the schools starting later in the day, but don't like the idea of after school activities being any later, so Keep as is.
9. I like the idea of school starting later particularly for older kids but it seems logistically too challenging with buses, etc
10. My children would definitely benefit from more sleep.
11. the research showing positive benefits of later start times is loud and clear that this is beneficial for teenagers. also it can be challenging to find coaches for after school programs (like sports) because the coaches need to leave work early... so later sports practice times is complementary to a later school start and dismissal time.

12. We are working parents who need to be at work by 8 am. Delaying the start of school would be very difficult for us.
13. I suspect you'll get all sorts of pushback on this from the sports folks, but it's a great and important question. Thanks for asking!

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

42 responses. After removing “no” and similar answers → 32 answers  
→ 7 RMS answers

1. Elementary and MS should start at 8, but the high school should start at 9. If learning is the most important thing, then they should learn at the best time for them to learn. Don't let silly things like bus times control the most important thing.
2. I don't yet have a teenager, so can't answer this.
3. 9-4 would be great for high schoolers. For the smaller kids, 8-3 seems appropriate.
4. see above
5. Use the 8-8:30 am daily time for all-staff internal meetings, curriculum work, trainings and professional development - and pay teachers for the extra 3-3:30 pm time. No early Wednesdays.
6. There is so much research on a later start time benefitting high schoolers, which I know SAU70 has spent significant time and resources researching. It would be amazing to see this actually move forward as a change.
7. Ray and RMS 830-315/330, HHS 9-4

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  
→ 12 RMS answers

1. Fridays would make more sense
2. Most working people have to attend meetings outside of normal working hours, and are available for work calls nearly around the clock. Maybe we don't need to rearrange all the families schedule to accommodate TEACHERS.
3. I am not confident that the Wednesday time for all staff work is used as it is intended.
4. I wouldn't miss early dismissal days.
5. I think having a shorter Friday for students would be a nice way to end the week.
6. Also perhaps the students can be given a guided study hall option.
7. i don't have strong feelings on this but, within reason, supporting the teacher's prep time and collaboration is important.
8. Every day should be either 8-3 or 9-4
9. Alternatively - can the students stay at school but have extra recess, extra gym time, extra art, go on a hike, etc?
10. Early Wednesdays also give kids a break and allow for activities and appointments than can be hard to fit in otherwise
11. It would be nice to also have the extra hour of sleep halfway through the week.
12. I like either of the Wednesday morning or Friday afternoon ideas. I also like the clarification of why this Wednesday thing happens. I've heard (but doubted the statement) that it was a historical leftover from skiing.

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

32 responses. After removing “no” and similar answers → 21 answers  
→ 3 RMS answers

1. Some people need to toughen up. Some people actually need help, but others make up problems.
2. With the school start time, it's hard to schedule visits before school
3. My child is learning strategies so that \*\*\*\* can be less impulsive and react appropriately. \*\*\*\* is also learning about organizational strategies, which help \*\*\*\* with his \*\*\*\* and executive function issues.

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  
→ 3 RMS answers

1. \*\*\*\* has a math tutor but not related to \*\*\*\* 504
2. speech therapy
3. My child has ADHD and \*\*\*\*. \*\*\*\* has difficulty with executive functioning. While extremely bright, \*\*\*\* has difficulty staying organized enough to complete tasks.
4. A school employee told us that my child needed speech therapy, but the schools then never followed up on it. That was frustrating.

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

24 responses to “Something else (Please specify):”. After removing “No” and similar answers → 23 responses → 6 RMS answers

1. Reddit
2. Our family does not permit our children to use Social Media or to have smart phones. We restrict screen time due to medical studies showing the harm on their developing brains. We are deeply disturb by the unfettered access allowed on school devices (at least in HHS) and the use of ipads and tablets as the main form of teaching rather than a teacher presenting ideas and lessons in person. We strongly urge the school district to restrict all access to social media platforms on school networks and devices and believe the shift to reliance on devices supplementing actual personal interactions is deeply troubling.
3. Laptop shared with siblings
4. He uses Discord only for QuizBowl
5. Pinterest
6. Roblox account

53 responses. After removing “no” and similar answers → 45 answers → 8 RMS answers

1. I did not want my child to use social media at all. It started because some of her friends only communicate on these apps. I wish parents would band together and discontinue the use of them.
2. Very worried about technology at schools. I would support a complete ban on personal technology (phones, watches, etc.) at school.
3. I am adamantly against children having personal devices and social media access.
4. Please make an across the board rule that there will be NO cell phones in school from the start of the school day to the end of the school day. Cell phones are not just disruptive to learning but also limit the kids real social interactions.
5. Having a smart watch may be a necessary evil when it comes to logistics like sports practice, etc.
6. it is getting harder to not have a phone because so many things (outside of school) require a (phone) app to interface with. please don't make any school classes or protocols that require students to own a phone.

7. My child received a tablet for at-home school during COVID and uses it for limited email and text use. I would like to see ALL SAU70 schools adopt a no-cell phone / Smartwatch policy on school grounds.
8. Just seeing this list scares me. Good question.

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

**96 responses. After removing “no” and similar answers → 90 answers  
→ 17 RMS answers**

1. Students should be taught and allowed to use AI if administration and teachers are using it.
2. I have 2 kids in college, AI use, some for cheating, is rampant and schools need to prepare the kids for how to use it appropriately as part of the college prep process
3. I think schools shouldn't rush to adopt new technology. I worry about use of AI.
4. I think AI can be used effectively for specific purposes, but I do not see the role in our educational system and for children. I think children should learn and be taught without AI at this time.
5. I have very strong concerns about what AI is doing to student's ability to focus, and think hard about a subject.
6. Teach them to become inventors of future technologies like AI.
7. IMO, AI is most effective after mastery of the domain along with the capability to evaluate AI output.
8. I think kids need to learn to use it appropriately.
9. I wish technology was used less in general in school and not required for homework. I think students and teachers need to have real conversations and work through AI. More media literacy and anti-bullying learning is needed with so much time on computers.
10. AI is a wonderful tool when used properly. Especially with children who have learning difficulties. Colleges use it, so I advocate for students to learn how to implement it for their school work, in high school.
11. I detest AI but know that it's here.
12. You cannot be proactive enough to teach students about use of AI
13. avoiding technology leaves students ill prepared to interact within the modern world. learning how to use technology effectively, but also with appropriate caution

is an important life skill. I do have many reservations about the energy consumption of AI and how many applications of AI are being implemented that don't add any value to people's lives yet consumes massive amounts of energy

14. At the school level, an introduction to AI and discussion about proper use is okay. Beyond that, students should not need to use it for work or projects.
15. We need to roll up our sleeves and develop a set of guidelines for teachers AND students about how to use AI appropriately, and not to use it to cheat or grade student work. It has its merits and should be used for information gathering and as a thought partner in idea exploration.
16. I'm happy to help with training if needed - \*\*\*\* \*  
17. Will these results ever be released to parents? I want to see them!

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

**68 responses. After removing “no” and similar answers → 60 answers  
→ 12 RMS answers**

1. Hanover has some wonderful teachers and a strong academic foundation. Recently, this focus on learning has been clouded by a movement towards becoming more DEI-centric. The schools need to focus on academics and stay out of politics and abandon the divisive DEI policies. Students should not be forced to state their pronouns if they do not wish to and aren't comfortable doing so.
2. I actually don't know what academic assistance is available more information about that would be helpful.
3. DEI is considered discrimination for some groups. If you are providing preferential treatment to some, then you are discriminating others.
4. There is too much emphasis on sexuality and gender. It puts more pressure on the kids to talk about it so much. My child does not want to go to the school library because he doesn't want the librarians to talk to him about these issues. There is some kind of pressure to identify a particular way before they are ready to do so. It is uncomfortable and confusing for the kids.

5. Answers above are relevant for RMS. We have heard that high school is much more rigorous, but RMS is not especially challenging for our child. She almost never has homework, easily gets As and A+s without trying particularly hard.
6. The students are not given homework and will not be prepared for high school and future learning.
7. There is too much self-paced learning in many classrooms. Some teachers are too "hands off" - teachers need to lead and inspire the students, and also be available to guide the students through the lessons.
8. above responses are for RMS. I do have concerns about the intensity and pressure of the high school being too high. but I'm not sure that is coming from the school... I think it is coming from parents.
9. Richmond Middle School students have very little homework. They do not learn how to balance homework from multiple classes, and then they arrive at the high school totally unprepared, as they are swamped with homework from many subjects and have not practiced having to plan their time.
10. I think the curricular resources are there but parents are not always kept informed of everything available to students.
11. The middle school has a DEI identity crisis. They have swung the pendulum so far left that in my opinion it is doing the opposite of what they want. The first month of school was over the top with every staff member asking every kid in every class what their pronouns are. The children were mocking this, both outside of school and in school (from my understanding). Homeroom teachers should ask once, then pass along the info to the other teachers if it is anything other than what you would assume. It was incredibly distracting for the whole month and took away from learning. The library itself is a spectacle. If any other workplace were to appear as the library, it would not be acceptable. I know many kids who feel incredibly uncomfortable in the library. If the goal is to normalize all communities, this is doing the complete opposite. I personally do not care how people choose to live their lives, what I care about is when it gets in the way of educational learning. There are so many wonderful things about the middle school, so I hope the school can tone down the rhetoric.
12. Could be clearer where to find the above "additional academic assistance"

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

53 responses for “Something else (Please specify):”. After removing “No” answers and similar → 52 responses → 11 RMS answers

1. Lack of diverse political views within the school and (unintentional) discriminatory practices in the name of DEI
2. Math curriculum is a mess
3. Use of devices, children should not take them to school.
4. RMS math curriculum
5. The \*\*\*\*, and the school enabling this ridiculousness. Enough is enough, someone please grow a spine. It is turning the district into a joke.
6. The lack of afterschool offering at RMS, on site, which makes it hard for student with a 504 to participate safely
7. Cell phone and social media use during the schoolday at RMS
8. Middle school math curriculum
9. effective communication
10. Some classes, esp. electives seem to frequently get derailed by unruly students. Students who want to learn end up getting less out of these classes.
11. Technology use

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

1. In a (I believe) genuine attempt to create a welcoming environment for those perceived as marginalized, the school has inadvertently alienated and discriminated against others. The hijacking of the library to create an LGBTQ+ zone has made the space unwelcoming to those not identifying with the groups. My \*\*\*\* no longer feel welcome in the library and avoid entering unless necessary (which breaks my heart as \*\*\*\* are \*\*\*\* avid \*\*\*\*). \*\*\*\* (and many other students) have said all the posters make \*\*\*\* feel uncomfortable. While I can appreciate an effort to let all students know they are welcome, by plastering a room meant for all students with the ideology of only one group, it excludes everyone else by default. Equal treatment isn't preferential treatment. Everyone should feel welcome in the library, and the focus should be on creating an environment welcoming to ALL students who wish to check out books. Allowing the library to be covered in posters

and signs supporting only one group is no different than allowing a teacher to plaster their room with signs supporting only one political faction or one political candidate. The teachers and staff should focus on academics, not activism. Along those same lines, students should not be forced to state their pronouns, but should be given the option to share them if they choose. Again, in an attempt to make a specific group feel welcome, it has done so at the expense of others. Hanover schools need to return to a focus on academics and leave the DEI behind, it's slowly corroding a wonderful school and creating a divide among the students.

2. Our child's and family's quality of life has been adversely affected by the math curriculum. The self guided plan is not appropriate for this age group and our child is starved for in class instruction. Our child loved math and all stem subjects but this resulted in tears weekly. The days when power was out or network interrupted and the children received no instruction just blows my mind.
3. Please remove this DEI \*\*\*\* from our schools. Maybe kids should focus on learning and MERIT and what they might want to be when they grow up. Not worry that something isn't fair.
4. High school students should have PE throughout the 4 years
5. Coaches and bussing for middle School sports
6. I think there should be more effort to get all students to the highest levels. During discussions about math, there were comments about some students being "superstars" and thus earning a place in the highest math. This is a really bad way to think about education. The goal should be to get all students in the highest math.
7. None of the programs my child attended had to have training on how to deal with \*\*\*\* chronic condition, making it difficult to access. RMS would benefit from having an afterschool sports program on site.
8. We live on a back road in Norwich and it would be significant help if bussing came within walking distance of our house. Having more than one student with different after school plans means kids are often stranded and often roads are left in poor condition in the winter and spring because they are not on a bus route- this has made it dangerous at time to try to get kids to school on time.
9. Students are mean to each other, some bullying behaviors, the students know it as part of the culture. Being any kind of different (ie not super smart or sporty) is perceived as negative.
10. too much focus on DEI...and this is coming from a parent who very much appreciates that all people are different and should be valued equally. the math department is weak right now. There should be more direct instruction and practice problems to help the kids have a solid foundation for HS math. I think that RMS is not rigorous enough and HHS is too rigorous. The jump from one school to the other is too big. We love \*\*\*\* \*\*\*\*-she does such a great job teaching kids study strategies and they work hard and learn a lot. The kids feel proud of their work in her class.
11. We'd like for school to be more academically challenging for our child, and we're disappointed by the lack of extra-curricular activities for middle schoolers. Local rec sports are really disorganized and don't provide adequate practice time, and

other than sports, there's really nothing else on offer. Finally, although we've been lucky not to have this problem with our own child, we are aware of significant and genuinely awful-sounding bullying.

12. There is a big difference between RMS and HHS in terms of rigor, RMS (too little), HHS (perhaps too much, certainly more stress). Teaching and staff quality is uneven, as is the communication on schoology (which is not easy to navigate).
13. overall seems great. but older kids do need access to movement options throughout the day that aren't competitive sports or games. not all kids want to play a sport but they all need physical activity.
14. Middle school curriculum needs to be looked at. They have eliminated the writing education, and they do almost no writing. They do very little reading in English classes. And the math curriculum this year was a disaster for seventh and eighth graders. My children avoid the library because they state that it is so focused on DEI and trans students that it is not a friendly place for anyone else.
15. This has been reported in strings as well as a few electives.
16. I think the Richmond school focuses too much on LGBTQ+ initiatives. I don't find it appropriate that my child and his friends have been pulled out of classrooms to discuss thoughts on transgenders using bathrooms, playing in sports, why it bothers them so much, lecturing on pronouns after being asked every day for weeks at beginning of school (my child and friends started making up pronouns when being asked for the millionth time trying to be funny and make each other laugh). Many 6th grade boys are not mature enough to be continually asked. Ask once and move on. A person's identity does not bother me but I do not understand the dwelling by the school. I am also unsure why the school allows children to wear \*\*\*\* to school. This has created many issues this year for others. The library is uncomfortable. I appreciate the effort by the school and the overall messaging but it is possible to have an accepting environment without overdoing everything.
17. The quality of administrators is noticeably absent from the above list
18. The SAU needs more indoor gym/court space for sports. I feel the schools should be stricter with no cell phones/no smart watches during the school day. I like the idea of a cell phone locker where students have to leave their devices during the school day.
19. My kids are \*\*\*\* \*\*\*\* \*\*\*\* and there are many good things about their experience at RMS, but the overall culture seems to overlook and underestimate the impact of disruptive students on the rest of the community. I believe in restorative justice and blended classrooms with all kids of learners, but there is not enough being done to rein in the behavior of students who consistently disrupt others' learning. It leads to distrust of the adults who are not intervening enough on behalf of kids who are either being targeted or just want to learn in peace.
20. academic rigor is just right at Ray and HHS, but has declined significantly and is weak at RMS
21. The new playground and lack of
22. Quality of curriculum seems good, but availability of detailed curriculum is still lacking

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

66 responses to “Something else (Please specify):”. After removing “No” and similar answers → 63 responses → 13 RMS answers

1. Change computer learning to classroom instruction
2. Math curriculum
3. Content knowledge, especially in history. We need more of a core knowledge based curriculum
4. RMS math curriculum
5. Get rid of self paced video math and teach!
6. There does not seem to be sufficient emphasis on development of writing skills.
7. teach typing explicitly in lower grades
8. Math curriculum at the middle school poorly taught in 7th grade
9. too impersonal
10. Greater access to the study materials used in science and math classes could help parents follow the curriculum more closely.
11. math at the middle school
12. I hear from my kids about a lot of videos, packets, audio books etc in lieu of direct instruction, class dialogue or group work. I have faith the teachers are generally great, but they seem burnt out!
13. The 7th grade math program was a huge disappointment. It needs to be fixed.

48 responses. After removing “no” and similar answers → 40 answers → 8 RMS answers

1. Please bring in a \*\*\*\* at RMS with some common sense, who can focus on things like a solid curriculum. My \*\*\*\* was in the pilot program for video math and is taking summer school to "catch up" to \*\*\*\* peers. Please stop this politically focused nonsense and bring the focus back to a quality education. We are progressive and the schools are so left of left you can't figure out which way is up.
2. Standardized test scores for my child show growth in all areas but writing, where she has consistently lagged. Her homework has not emphasized written expression or the honing of writing conventions.
3. RMS and Ray-not enough rigor HHS-too much rigor
4. More academic rigor would be great - perhaps 1-on-1 instruction is not the answer, but more differentiated instruction for children of different abilities would be very

welcome. Math is the only subject with any tracking (and that seems to be executed very poorly), but other subjects could also use variation by ability.

5. It seems that students with learning differences are sometimes relegated to "adequate" performances, rather than their issues being addressed. Some teachers are very good at working with kids so that they have the opportunities to learn as much as anyone.
6. Rigor in the middle school needs to be increased- more writing instruction, with edits by teachers, better and more reading. Adding typing to the curriculum.
7. Please note that I am only suggesting that academic rigor needs to be improved at RMS and MCS - not HHS
8. The RMS advanced math and individualized learning has been out biggest and only challenge for us as parents. PLEASE go back to teachers teaching a class WITH small group learning activities. Our child is considering leaving RMS over this. Our older children had excellent experiences in math at RMS prior to this change.

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

**28 responses to "Something else (Please specify):". After removing "No" and similar answers → 26 responses → 6 RMS answers**

1. There should be equal treatment of all students, not preferential treatment for certain groups
2. Actual, enforced limits on screens and phone
3. More focus on trusting and empowering students; confidence is built when students achieve competence, not when adults merely talk to them about feeling good about themselves.
4. Effectively addressing bullying and harassment in schools
5. focus on value of careers that don't follow a higher ed route but still need expertise and training (electricians, plumbers, fabricators). students need guidance on pursuing these essential jobs for our community
6. Continued talk of online bullying and forms it takes

38 responses. After removing “no” and similar answers → 28 answers  
→ 7 RMS answers

1. SAGE meetings should be held after school. Closing the library during school hours for one specific group is not inclusive. Students need to know that every student in the school has equal rights and one persons rights don't trump another's. In the current environment, student's feel they have to walk on eggshells around the \*\*\*\*, and aren't allowed to speak up for themselves, even when they are \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\*. The \*\*\*\* need to be held accountable for their actions just as all students do. Again, there needs to be a return to a focus on equal rights and treatment for ALL students, not preferential treatment just for certain groups. All students are special and should feel valued and that their rights and feelings matter.
2. Middle school is a notoriously tough time, and anything that can help eliminate barriers between students (i.e., getting them to see each other as \*people\* and not just popular/unpopular kids) would be great.
3. see above
4. Getting students involved in volunteering and caring for others (seniors, homeless) would be wonderful. Kids are losing compassion for community.
5. Increased access to support for children with learning challenges like dyslexia (especially when they 'test out' of an IEP - it doesn't change the fact that they struggle at school)
6. What my student reports to me of the school lunch options are distressing to me as a \*\*\*\*. The school should not offer high sugar foods (ie chocolate chip muffins, brownies, etc). Students can have dessert at home.
7. I will say that the social/mental health environment around RMS seems so much better than I'd expect a middle school stereotypical environment to be

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

53 responses to “Something else (Please specify):”. After removing “No” and similar responses → 52 responses → 12 RMS answers

1. Lack of diversity of thought, especially political
2. Access to screens
3. DEI is discrimination
4. change the rms math curriculum

5. He's bored, and as a result, has become a bit lazy
6. my child enjoys school
7. developing friendships outside of school
8. Too much DEI/LGBTQ signage/messaging
9. School is too liberal and my student can't speak his mind or what he believes in
10. adaptivity to learning differences
11. Just the occasional frustration when he cannot learn because other kids are being unruly
12. Low quality of math curriculum / teaching; would like to be challenged more in other subjects as well

53 responses. After removing “no” and similar answers → 44 answers  
 → 9 RMS answers

1. My child feels unwelcome in the library, she feels as though she isn't allowed to speak up for herself regarding interactions with \*\*\*\*, and she is uncomfortable being forced to state pronouns. She also feels as though the school lacks diversity in political opinions, and is afraid to answer honestly regarding current events because she said the majority of the school and teachers share the same viewpoint. The school (and society, for that matter) would benefit from encouraging diversity of thought and welcoming diverse political views. Currently, the school seems to only support one political viewpoint. I think it is essential that students be taught HOW to think, not WHAT to think. It would be beneficial to the school community to encourage students to engage in discussions with people and friends who have different opinions, and teach students how to disagree and debate while leaving emotions out of it.
2. Struggles with teaching himself math with a screen. Used to love math, now in tears weekly. Struggles with the fact that most children have smart phones and are allowed to carry them during the day, use them in classrooms, etc.
3. We're lucky that our child seems generally happy and unfazed by most things, academic and social. But from what we hear, there is real work to be done socially. It sounds like the kids are very stratified, and that some kids (again, thankfully not our own) are experiencing appalling bullying.
4. Our current english teacher assigns far too much homework. In addition, the level of work is too high for my child. I am often doing my child homework for her at 10:00 when she has simply run out of time but "must" complete the excessive vocabulary work.
5. see above
6. The math curriculum caused a lot of stress this year for my child.
7. It is amazing to me that "low quality of teaching" or "low quality of curricula" or "not enough academic challenge" is not included above as possible stressors to children. Are we so self-congratulatory that we do not consider that some students love to learn and are not adequately challenged in our schools? If we are serious about DEI, we should recognize our bias when it comes to ALL students.

8. For one of my children, the flipped math classroom was not a good fit - they needed more guidance.
9. Sunny skies for my kid this year as far as I can tell

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

**34 responses to “Something else (Please specify):”. After removing “No” and similar responses → 32 responses → 7 RMS answers**

1. Phones and apps
2. Balancing gaming online with activities
3. rms math
4. I've had two older kids come through the schools, and their writing is terrible. My \*\*\*\* has to submit a graded essay for \*\*\*\* \*\*\*\* \*\*\*\*, and \*\*\*\* didn't have one. As in, the schools NEVER made \*\*\*\* write an essay through 8th grade that was graded by a teacher.
5. We'd love more extra-curricular choices through school or in this area. Despite our best efforts, our child spends a lot of time on screens, and we'd love more options to NOT be tethered to devices!
6. political climate and kid's getting to a draftable age
7. Desire to be challenged academically and learn outside of school due to limitations inside of school

**31 responses. After removing “no” and similar answers → 23 answers → 3 RMS answers**

1. Unmotivated to spend more time in front of computer doing math
2. There is a lot of pressure to do well academically by the time a child is in high school, and even if the child has the academic ability, the child may lack the maturity due to ADHD. This means that the child misses out on opportunities to learn more since he may be streamlined into lower level courses.
3. Great survey, but unclear to me here whether you mean my concerns for my kid, or whether you meant my kid's own concern for the above choices.

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

52 responses to “Something else (Please specify)” → 12 RMS answers:

1. Encouraging diverse ideas within the student body
2. Get all school sports out of the Hanover Rec Department and make them run as programs under the school. This current bifurcated approach makes ZERO sense.
3. Please stop looking for ways to spend tax dollars. Our taxes keep going up and they are too high.
4. fix RMS math
5. More nutritious and better cafeteria food
6. Extend the bussing route to Sharon/Strafford (two sending town as close as Hartland and Lyme)
7. Moving MCS students to RMS in 6th grade
8. MCS and Ray enter RMS at the same grade
9. Consolidating all middle school sports in-house and offering daily practice after school
10. Seriously revamp math curriculum and instruction in the middle school!
11. Improvement of curriculum; hiring, training and retaining high quality teachers; hiring new \*\*\*\* \*; improved support to students with learning challenges; improved support to academically-driven children
12. Develop workforce housing for hard to fill positions

49 responses. After removing “no” and similar answers → 41 answers  
→ 12 RMS answers

1. Expanding diversity of thought within the school and creating an environment that welcomes differing opinions and thoughts and encourages debates and discussion would benefit the culture within the school.
2. Driver's education would be a huge improvement
3. I don't know the current needs of the SAU70 facilities - are the classrooms becoming overcrowded?
4. It is so frustrating that after School sports programs are run by the Hanover Rec Department. All after sports offerings should be integrated and run through the school, directly after school each evening and open to all interested players. I have spoken to Hanover Rec Department and they don't want to run these after school programs. This is an ill-conceived system and is not equitable to our students and requires extra transportation and costs for parents.
5. No new spending please.
6. There is already too much focus on sports within the community. I would support more diverse offerings (for instance, more arts programs)
7. Food has been an issue have started at RMS.
8. Implementing the climate action plan should be a priority at all schools
9. Drivers Ed scheduling was a problem and the cost is high enough so it is expected to have priority ...
10. Since ski jumping is a high school sport- then have the school actually help at the jumps. Maintain, update, make tracks and landing hill better. Sports at RMS- with bus service. Drivers ed for Vermont kids. Home economics for all kids.
11. Improvement of curriculum (with clear aims and measures, transparency to families, coordination across grades and schools, differentiation); hiring, training and retaining high quality teachers; hiring \*\*\*\* \*\*; improved support to students with learning challenges; improved support to academically-driven children
12. Hard to choose from the above list, I like pretty much all of them.

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

49 responses. After removing “no” and similar answers → 43 answers  
→ 9 RMS answers

1. Access to screens
2. Tech in classrooms beyond AI questions
3. Survey is too long

4. This survey is terrible. It needs to be totally re-written.
5. Solicit opinions about the possibility of an "away for the day" cellphone policy across the district, where phones are banned not only during class but also during lunch, recess, and between class times.
6. How is climate change addressed in school education? To what extent? How is political education addressed in school? To what extent?
7. Improvement of curriculum (with clear aims and measures, transparency to families, coordination across grades and schools, differentiation); more re: the hiring, training and retaining high quality teachers and administrators; improved support to students with learning challenges; improved support to academically-driven children
8. A better understanding of how kids are using tech outside the classroom would help inform district efforts and parent education, not just for social media but also for generative ai. It's nice to use this survey also as a teaching tool
9. Great idea. How about questions on general student happiness, have you ever thought about pulling your kid out for private school or school dissatisfaction and why (I've heard that others have done this), college preparedness, asking parent opinions about education politics, plans to leave Hanover/Norwich after your kids graduate, probably some others

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

**72 responses. After removing "no" and similar answers → 63 answers  
→ 13 RMS answers**

1. My child is in 6th grade. She seems to spend a lot of time watching movies, specifically in chorus classes. She also freely uses the internet during the day. For example, she recently spent a significant amount of school time searching online for photos of her parents in their early adulthood because "there was a substitute"
2. I feel technology use is excessive. Phones do not have a place in the school day. Why set other kids up for social stress this way? It goes against the "take care of each other" motto that we see every week
3. Another elective would be Yearbook / photography where students take pictures for the yearbook and learn how to create the school yearbook in picaboo. Learn how to take appropriate pictures that will be viewed for many years later (ie. Not only selfies or pics in mirrors, have human subjects, focused, meaningful, etc.)
4. Survey is too long

5. The RMS math curriculum is a total disaster. My child is in 7th grade advanced math. The self-paced approach is a joke. It is putting way too much stress on the kids (and the parents). Just teach math.
6. As I said earlier, we consider ourselves progressive, yet we find the SAU to be totally out of touch with reality. When we receive an 11 paragraph email that Halloween is canceled in the name of "equity" we recognize this as liberal angst literally taking any remaining fun out of childhood. Yet a child is allowed to identify as a \*\*\*\* on a full time basis at school and the administration supports this? Give me a break.
7. When my older kids went through Ray we loved the cultural family events like the Japanese Festival, Colonial Day, Native America, etc. I understand that some of the content for these events was outdated and needed change but it is sad to me that there were not any replacement events for my now 6th grader. My older kids were so proud of their work and it was so meaningful to share that learning with them
8. Thanks for offering the survey.
9. Yes. While there are questions about DEI, it seems that this concern does not extend to Jewish children. Every year there are events scheduled on Jewish holidays ranging from sporting events on Yom Kippur, band concerts on Holocaust Memorial Day, and others. The \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* \*\*\*\* that was at best insensitive to Jewish students, and clearly demonstrated a lack of understanding. I want to emphasize that my children have had excellent and caring teachers throughout their time in the school system, just this year I was disappointed by the lack of communication and the acceptance of subpar work.
10. Improvement of curriculum (with clear aims and measures, transparency to families, coordination across grades and schools, differentiation); more re: the hiring, training and retaining high quality teachers and administrators; improved support to students with learning challenges; improved support to academically-driven children
11. We would like to see separation of church and state protected. Teaching critical thinking and factual thinking.
12. School culture around student behavior is a concern. Also policies around restricting students' political swag (hats, shirts etc) is not enforced. Given the political landscape, MAGA paraphernalia is very upsetting to other students, especially for those in marginalized populations. More needs to be done to create a peaceful learning environment
13. Nice job!