AGENDA

MANCHESTER SCHOOL DISTRICT SAU #37
COMMITTEE ON TEACHING AND LEARNING

September 22, 2026 **5:30 p.m.**
Committee Members Parr, Turner, Stewart, Georges, & Smith **Aldermanic Chambers**
Student Representatives: Achok Lual & Anthony Gammella (MHS) **City Hall (3rd Floor)**

1. Chair Parr calls the meeting to order.

2. The Clerk calls the roll.

3. **<u>Public Forum</u>**

4. Chair Parr advises that the purpose of the public forum is to give the residents of Manchester the opportunity to address the board on items of concerns affecting the community; each person will be given only one opportunity to speak; comments shall be limited to three minutes to allow all participants the opportunity to speak and any comments must be directed to the Chair. Speakers may offer comments on school operations and programs that concern them.

5. Chair Parr advises that if there was no one else present wishing to speak, a motion would be in order to take all comments under advisement and further to receive and file any written documentation presented.

6. Approval of Minutes from the August 25, 2026, Teaching and Learning Committee Meeting
Ladies and Gentlemen, what is your pleasure?

7. **Presentations**

a. Henry J. McLaughlin, Jr Middle School ABC Report Card Presentation – by Kelly Williams, Principal of Henry J. McLaughlin, Jr. Middle School **1 – 11**
(Note: This item is for informational purposes only.)

b. 2026 NH Statewide Assessment Results - Manchester – by Nicole Doherty, Assistant Superintendent of Elementary Schools, Teaching and Learning and Leslie Whitney, Executive Director of Teaching and Learning **12 – 36**
(Note: This item is for informational purposes only.)

c. Multilingual Learner Education: Department Updates – by Wendy Nassar Perron, Executive Director of Multilingual Learner Education and Meryl Shea, Assistant Director of Multilingual Learner Education **37 – 61**
(Note: This item is for informational purposes only.)

8. Policy - Instruction 743 Remote and Virtual Learning – by Nicole Doherty, Assistant Superintendent of Elementary Schools, Teaching and Learning **62 – 87**
Ladies and Gentlemen, what is your pleasure?

9. New Policy - Instruction 767: Career Exploration, Readiness, Pathways and Credentialing – by Nicole Doherty, Assistant Superintendent of Elementary Schools, Teaching and Learning **88 – 106**
Ladies and Gentlemen, what is your pleasure?

10. Policy Instruction 703: Curriculum Development and Instruction – by Dr. Sean Parr, Teaching and Learning Chair and Nicole Doherty, Assistant Superintendent of Elementary Schools, Teaching and Learning **107 – 119**
Ladies and Gentlemen, what is your pleasure?

11. Policy Instruction 729: Middle and High School Grading – by Dr. Sean Parr, Teaching and Learning Chair and Nicole Doherty, Assistant Superintendent of Elementary Schools, Teaching and Learning **120 – 126**
Ladies and Gentlemen, what is your pleasure?

12. Curriculum Management Plan Update – by Leslie Whitney, Executive Director of Teaching and Learning **127 – 137**
(Note: This item is for informational purposes only.)

13. Teaching and Learning Highlights/Updates – by Nicole Doherty, Assistant Superintendent of Elementary Schools, Teaching and Learning **138**
- Adult Education Update
- Artificial Intelligence

(Note: This item is for informational purposes only.)

14. Upcoming Teaching and Learning Meeting Date: October 27, 2026 @ 5:30 pm

- Beginning of the Year District Assessment Results
- Career Pathway Update
- Adult Education Program Update
- Special Education Program Update
- Fine Arts Presentation

15. TABLED ITEMS

(A motion is in order to remove any item from the table.)

16. NEW BUSINESS

17. ADJOURNMENT

If there is no further business, a motion is in order to adjourn.

Statement of nondiscrimination: *It is the policy of the Manchester Board of School Committee, in its actions, and those of its employees, that there shall be no discrimination on the basis of age, sex, race, color, marital status, physical or mental disability, religious creed, national origin or sexual orientation for employment in, or operation and administration of any program or activity in the Manchester School District. The Title IX Coordinator is Dr. Kelly Espinola for staff and students.*

MANCHESTER SCHOOL DISTRICT

TITLE: Henry J. McLaughlin, Jr. Middle School ABC Report Card Presentation

COMMITTEE ON TEACHING AND LEARNING MEETING OF: September 22, 2026

ACTION: _____ CONSENT: _____ INFORMATION: X

BACKGROUND:

This presentation is to update the committee on McLaughlin's (ABC) Plan.

FISCAL IMPACT:

None

FISCAL VERIFICATION: _____

RECOMMENDATION:

This item is for informational purposes only. No action required.

Prepared by:

Kelly Williams, Principal
Henry J. McLaughlin, Jr. Middle School

Presented by:

Kelly Williams, Principal
Henry J. McLaughlin, Jr. Middle School

Approved by:

Dr. Jennifer Chmiel
Superintendent

Dr. Sean Parr

Dr. Sean Parr
Committee Chair

McLaughlin Middle School 2026–2027 ABC Plan

Every Student. Every Day. Every Opportunity.

September 22, 2026

Our Story

Who We Serve

25.53%|| 20.68%
students with disabilities

51.63%|| 25.79%
eligible for Free & Reduced Lunch

4.72%| 2.37%
students experiencing homelessness & in foster care

22.05%|| 4.71%
English Language Learners

What We Know

23% || 56%
proficiency in English Language Arts (ELA)

14% || %
proficiency in Math

What Makes Us Proud

McLaughlin Cougars are: Safe, Respectful and Responsible

Our Greatest Opportunity

To educate ALL children and to agree as a staff that ALL children CAN learn

From District Strategy to School Action

One district framework. One School Focus. One path to improve student outcomes

District Goals

Grow Our Learners
Student Experiences

Grow Our Educators
Adult Capacity

Grow Our Systems
System Capacity

Our School Focus:
Our overarching goal is for emotional, behavioral and cognitive engagement through the use of MTSS-B and MTSS-A

A
ATTENDANCE
Presence • Relationships• Support

B
BEHAVIOR
Belonging • Culture • Connection

C
CURRICULUM
Instruction • Learning • Achievement

Student Engagement

One district framework. One school focus. One path to improved student outcomes
Achievement • Growth • Belonging • Attendance • Graduation • Future Readiness

A ATTENDANCE

Presence • Relationships • Supports

McLaughlin Middle School

Our Goal | By 6/17/2027, the number of students present at least 90% of school days will increase by at least 3% from 78.8% to 81.8%

KEY ACTIONS

1. Working with Joyce Lewis on the attendance pilot this year to reduce absenteeism
2. Working with bilingual liaisons as well as MH agencies to help students come to school

WE'LL KNOW IT'S WORKING WHEN...

1. Attendance increases

ABC → STUDENT ENGAGEMENT → STUDENT OUTCOMES

Grow Our Learners | Grow Our Educators | Grow Our Systems

B BEHAVIOR

Belonging • Culture • Connection

McLaughlin Middle School

Our Goal | By June 2027, the overall domain score for *Tier 1 Systems* will increase from 25% to 65%, as measured by the MTSS-B Tier 1 Fidelity Inventory for McLaughlin Middle School

KEY ACTIONS

1. Restorative Conversations with student and staff
2. MTSS-B Tier 1 incentive such as PAWS
3. Common school language and expectations.

WE'LL KNOW IT'S WORKING WHEN...

1. Decrease in conduct referrals
2. Quarterly data on student PAW incentive assemblies
3. Seeing students and staff doing the right thing daily.

ABC → STUDENT ENGAGEMENT → STUDENT OUTCOMES

Grow Our Learners | Grow Our Educators | Grow Our Systems

Comparing the Data

2024/2025
Total number of conduct referrals: 1907
Conference: 906
External Suspension: 244
Internal Suspension: 290

2025/2026
Total number of conduct referrals: 2125
Conference: 1039
External Suspension: 191
Internal Suspension: 277

CORE CURRICULUM

Instruction • Learning • Achievement

McLaughlin Middle School

Our Goal | In the 2026-2027 school year, McLaughlin students will improve their overall proficiency scores by 5% on the NHSAS Reading and Math Assessments.

KEY ACTIONS

1. Continue with staff NHSAS prep
2. Utilize our guaranteed and viable curriculum materials to enhance academic rigor
3. Celebrate our wins/growth

WE'LL KNOW IT'S WORKING WHEN...

In Math, students who were below proficient will decrease from 63% to 58%, students approaching proficiency will stay at 21%, and students proficient will increase from 16% to 21%.

In Reading, students who were below proficient will decrease from 49% to 44%, students approaching proficiency will stay at 25%, and students proficient will increase from 27% to 32%.

ABC → STUDENT ENGAGEMENT → STUDENT OUTCOMES

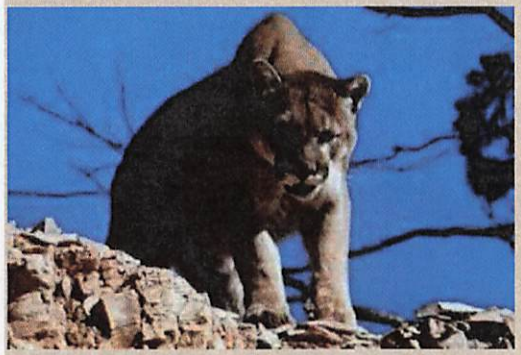
Grow Our Learners | Grow Our Educators | Grow Our Systems

NHSAS Math Scores and percentages:
Spring 2026 Grade 5 Math: 12% proficient
Spring 2025 Grade 5 Math: 11% proficient

Spring 2026 Grade 6 Math: 19% proficient ↑ 9
Spring 2025 Grade 6 Math: 10% proficient

Spring 2026 Grade 7 Math: 15% proficient
Spring 2025 Grade 7 Math: 18% proficient

Spring 2026 Grade 8 Math: 17% proficient
Spring 2025 Grade 8 Math: 16% proficient



NHSAS Reading Scores and percentages:
Spring 2026 Grade 5 Reading: 28% proficient ↑4
Spring 2025 Grade 5 Reading: 34% proficient

Spring 2026 Grade 6 Reading: 24% proficient ↑ 5
Spring 2025 Grade 6 Reading: 19% proficient

Spring 2026 Grade 7 Reading: 29%proficient ↑ 3
Spring 2025 Grade 7 Reading: 26% proficient

Spring 2026 Grade 8 Reading: 28% proficient ↑ 3
Spring 2025 Grade 8 Reading: 25% proficient

MANCHESTER SCHOOL DISTRICT

TITLE: 2026 NH Statewide Assessment Results - Manchester

COMMITTEE ON TEACHING AND LEARNING MEETING OF: September 22, 2026

ACTION: _____ CONSENT:_____ INFORMATION: __X____

BACKGROUND:

Each spring, students across New Hampshire participate in the New Hampshire Statewide Assessment System (NH SAS). These assessments measure reading and writing and mathematics for students in grades 3–8, science for students in grades 5, 8, and 11, and include the SAT for students in grade 11. The results provide valuable information about student achievement and help the District identify areas of progress and areas that require continued focus.

The presentation will cover the following topics:

- Purpose of the Assessment: Understanding what the state assessments measure and how the results are used.
- Participation: Reviewing District participation rates and the federal expectation of 95% participation.
- District Assessment Results: Reviewing 2026 Reading and Writing, mathematics, and science results, including multi-year trends and comparisons with the state.
- Grade and School-Level Progress: Highlighting areas where students and schools demonstrated improvement.
- High School Results: Reviewing Grade 11 assessment results as one measure of high school achievement and readiness.
- Areas of Focus and Next Steps: Identifying areas requiring continued attention and connecting the results to the District's 2026–2027 priorities for learners, educators, and systems.

FISCAL IMPACT:

N/A

FISCAL VERIFICATION: _____

RECOMMENDATION:

This item is for informational purposes only.

Prepared by

Nicole Doherty
Assistant Superintendent

Presented by:

Nicole Doherty
Assistant Superintendent

Approved by:

Jennifer Chmiel
Superintendent

Dr. Sean Parr
Committee Chair

2026 NH Statewide Assessment Results

Manchester School District | Spring 2026

Nicole Doherty, Assistant Superintendent, Teaching, Learning, and Leading
Leslie Whitney, Executive Director of Teaching and Learning

Teaching and Learning Committee
September 22, 2026

Our Students

Enrollment	Economically Disadvantaged	Multilingual Learners	Students with Disabilities
11,865	**53.49%**	**20.65%**	**23.87%**
District profile	District profile	District profile	District profile

Our student population continues to change. The assessment data is one part of understanding how well we are serving every learner.

Source: New Hampshire Department of Education, Bureau of Education Statistics, profile 2025

Understanding the Assessment

What is assessed and how results are reported.

Reading & Writing	Mathematics	Science
Grades 3–8	Grades 3–8	Grades 5, 8 & 11
SAT in Grade 11	SAT in Grade 11	NH SAS Science

4 Exceeds	3 Proficient	2 Approaching	1 Does Not Meet

Proficiency tells us where students are. Growth tells us how much progress students are making.

2026 District Snapshot

All three assessed content areas improved from 2025.

Reading & Writing

31%

↑ 3 points from 2025

Mathematics

20%

↑ 2 points from 2025

Science

17%

↑ 3 points from 2025

Participation

96%

Reading & Writing and Math

The direction is positive, while overall proficiency remains an important area of focus.

Source: New Hampshire Department of Education, Bureau of Education Statistics, Assessment Data, 2026.

Participation | A More Complete Picture

Federal accountability expects at least 95% participation.

Reading & Writing

96%

2024: 94% | 2025: 96%

Mathematics

96%

2024: 94% | 2025: 97%

Science

92%

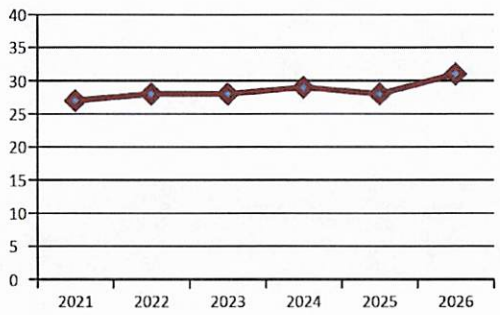
2024: 88% | 2025: 94%

Reading & Writing and Math met the 95% expectation. Science participation improved from 2024 but remained below 95%.

District Proficiency Is Moving in the Right Direction

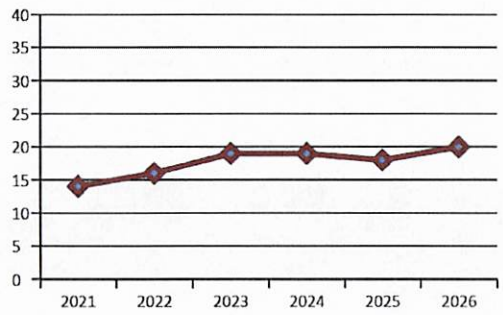
2021–2026 NH SAS results

Reading & Writing



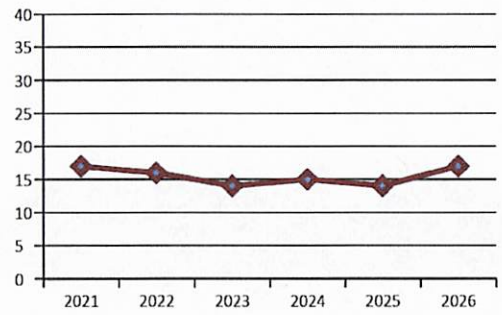
Since 2021: +4 pts | Since 2025: +3 pts

Mathematics



Since 2021: +6 pts | Since 2025: +2 pts

Science

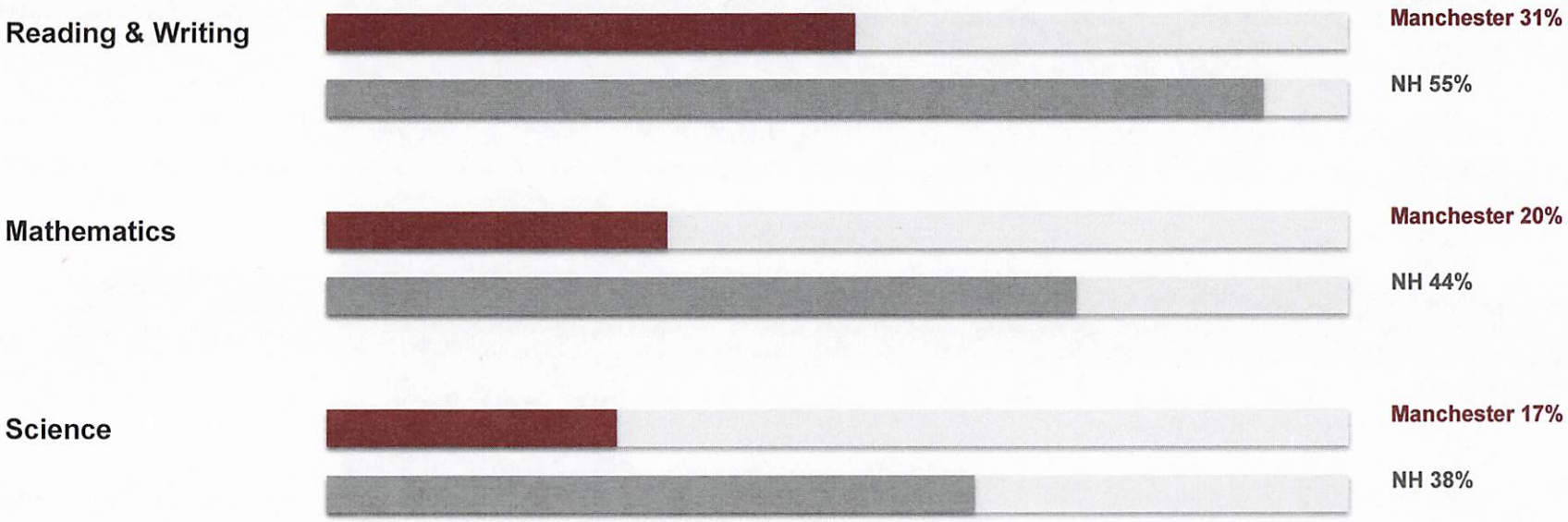


Since 2021: +0 pts | Since 2025: +3 pts

All three content areas improved in 2026.

Manchester Compared with New Hampshire

2026 proficiency comparison



We are making progress, but significant gaps with the state remain.

Reading & Writing | Cohort Data

Proficiency data by subgroups

Special Education	English Language Learners	Economically Disadvantaged
<10%	<10%	21%

The subgroup results show substantial differences in proficiency and reinforce additional targeted support.

Math| Cohort Data

Proficiency data by subgroups

Special Education	English Language Learners	Economically Disadvantaged
<10%	<10%	13%

Student-groups results help us identify where additional instructional support and progress monitoring is needed.

Reading & Writing | Encouraging Progress

Grade 3

32%

↑ 7 points

25% in 2025 → 32% in 2026

Grade 4

34%

↑ 4 points

30% in 2025 → 34% in 2026

Grade 5

32%

↑ 8 points

24% in 2025 → 32% in 2026

Reading & Writing increased in Grades 3, 4, 5, 7, and 8; Grade 5 posted the largest gain (+8 points).

Mathematics | Progress Across Multiple Grades

Grade 3

32%

↑ 6 points

26% in 2025 → 32% in 2026

Grade 4

30%

↑ 2 points

28% in 2025 → 30% in 2026

Grade 5

14%

↑ 1 point

13% in 2025 → 14% in 2026

Math increased in Grades 3, 4, 5, 7, and 11; Grade 3 posted the largest gain (+6 points).

Science | Grade 5 Shows Strong Improvement

Grade 5

17%

↑ 5 points

12% in 2025 → 17% in 2026

Grade 8

17%

— 0 points

17% in 2025 → 17% in 2026

Grade 11

16%

↑ 1 point

15% in 2025 → 16% in 2026

Grade 5 Science increased 5 points; Grade 8 was steady and Grade 11 increased 1 point.

Examples of Strong School-Level Proficiency - Elementary - Reading and Writing

Webster

51%

↑ 20 points

31% in 2025 → 51% in 2026

Grade 3

Weston

42%

↑ 20 points

22% in 2025 → 42% in 2026

Grade 4

Parker Varney

39%

↑ 18 points

21% in 2025 → 39% in 2026

Grade 4

Additional school-level results are included in the appendix.

Examples of Strong School-Level Proficiency - Elementary - Math

Northwest

35%

↑ 18 points

17% in 2025 → 35% in 2026

Grade 3

Smyth

55%

↑ 15 points

40% in 2025 → 55% in 2026

Grade 3

Bakersville

35%

↑ 13 points

22% in 2025 → 35% in 2026

Grade 4

Additional school-level results are included in the appendix.

Examples of Strong School-Level Proficiency- Middle School - Reading and Writing

Parkside

33%

↑ 10 points

23% in 2025 → 33% in 2026

Grade 5

Southside

39%

↑ 14 points

25% in 2025 → 39% in 2026

Grade 5

Both examples show notable year-over-year increases in Grade 5 reading and writing.

Examples of Strong School-Level Proficiency - Middle School

McLaughlin

19%

↑ 9 points

10% in 2025 → 19% in 2026

Grade 6

Southside

21%

↑ 10 points

11% in 2025 → 21% in 2026

Grade 7

These changes in proficiency rates are presented as examples of improvement.

High School | Assessment Is One Part of the Picture

Grade 11 Reading & Writing

39%

2025: 40% → 2026: 39%

Grade 11 Mathematics

12%

2025: 11% → 2026: 12%

Grade 11 Science

16%

2025: 15% → 2026: 16%

High school assessment results remain an area of focus, particularly in mathematics, while we continue to consider these results alongside graduation, attendance, and College & Career Readiness data.

WHAT THE DATA TELLS US

Where We Need to Accelerate

1 Closing Achievement Gaps

Manchester remains below the state across all three assessed content areas.

2 Middle Grades

Grade 6 Reading & Writing declined from 26% to 21%; the state result was 52%.

3 High School Mathematics

Grade 11 Math proficiency remains an area of significant need at 12%.

From Data to Action

Connecting assessment results to our 2026–27 strategic priorities.

Grow Our Learners

- Rigorous core instruction
- MTSS-A/B
- Attendance & engagement

Grow Our Educators

- Strong PLCs
- Data-driven instruction
- Targeted professional learning

Grow Our Systems

- Progress monitoring
- Data dashboards
- Consistent implementation

The Data Gives Us Direction.
The Work Is About Students.

Behind every percentage is a student.
Behind every data point is a story.
And behind every improvement is the work of students, educators, and families.

One student. One story. One future.

Appendix | Detailed Grade-Level Results

Manchester / New Hampshire proficiency

Grade	Reading & Writing	Mathematics	Science
3	32% / 51%	32% / 54%	—
4	34% / 52%	30% / 52%	—
5	32% / 58%	14% / 43%	17% / 38%
6	21% / 52%	15% / 43%	—
7	30% / 57%	18% / 44%	—
8	28% / 51%	14% / 40%	17% / 37%
11	39% / 62%	12% / 30%	16% / 40%

Source: New Hampshire Department of Education, Bureau of Education Statistics, Assessment Data, 2026.

Appendix | Additional School-Level Growth Examples

Smyth
50%
↑ 15 points

35% in 2025 → 50% in 2026

Grade 3 R&W

Jewett
38%
↑ 12 points

26% in 2025 → 38% in 2026

Grade 4 R & W

Green Acres
52%
↑ 11 points

41% in 2025 → 52% in 2026

Grade 3 Math

McDonough
24%
↑ 10 points

14% in 2025 → 24% in 2026

Grade 3 R & W

Southside
33%
↑ 11 points

22% in 2025 → 33% in 2026

Grade 7 R&W

Hillside
33%
↑ 8 points

25% in 2025 → 33% in 2026

Grade 5 R & W

Parkside
23%
↑ 9 points

14 % in 2025 → 23% in 2026

Grade 8 R & W

Appendix | Assessment Windows

NH ACCESS | January 25 – 19 March 2027

NH SAS Grades 3–8 | April 12 - May 28, 2027

Science Grades 5, 8 & 11 | April 12 - May 28, 2027

SAT School Day | TBD (Spring 2027)

MANCHESTER SCHOOL DISTRICT

TITLE: Multilingual Learner Education: Department Updates

COMMITTEE ON TEACHING AND LEARNING MEETING OF: September 22, 2026

ACTION: _____ CONSENT:_____ INFORMATION: ___X____

BACKGROUND:

Informational updates from the district's Multilingual Learner Education department, including key highlights from:

- Core English language development (ELD) instructional program for English learners;
- Two Dual Language Immersion (DLI) programs (Spanish/English & French/English); and
- Language Access Services (i.e., coordination of translation and interpretation services for multilingual students and families).

FISCAL IMPACT:

There is no fiscal impact.

FISCAL VERIFICATION: _____

RECOMMENDATION:

For informational purposes only.

Prepared by:

Wendy Nassar Perron
Ex. Dir. Multilingual Learner Ed.

Presented by:

Wendy Nassar Perron
Ex. Dir. of Multilingual Learner Ed.

Approved by:

Dr. Jennifer Chmiel
Superintendent

Dr. Sean Parr

Dr. Sean Parr
Committee Chair

Multilingual Learner Education–Program Updates
BOSC: Teaching & Learning Subcommittee Meeting
Tuesday, September 22, 2026

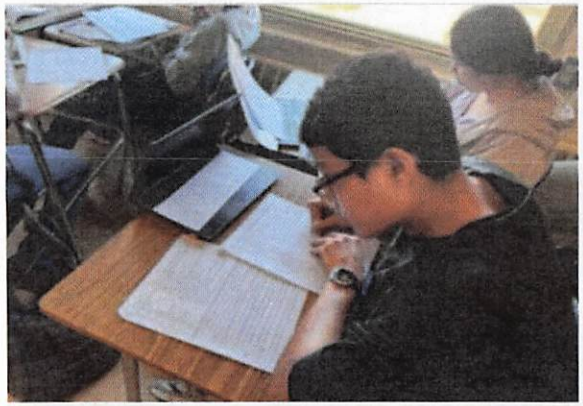
Wendy Perron
Executive Director of Multilingual Learner Ed.
wperron@mansd.org

Meryl Shea
Assistant Director of Multilingual Learner Ed.
merylshea@mansd.org

Department Overview

MANCHESTER SCHOOL DISTRICT

Multilingual Learner Education



English Language Development (ELD) Instructional Program for Multilingual Learners

Dual Language Immersion (DLI) Instructional Program

Language Access Services

(Multilingual Liaison Team)

MLE Department: Key Contacts

WENDY NASSAR PERRON
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SARAH DUBOIS
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LAUREN GROSSE
ELD Instructional Coach
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MERYL SHEA
Assistant Director Multilingual Learner Education
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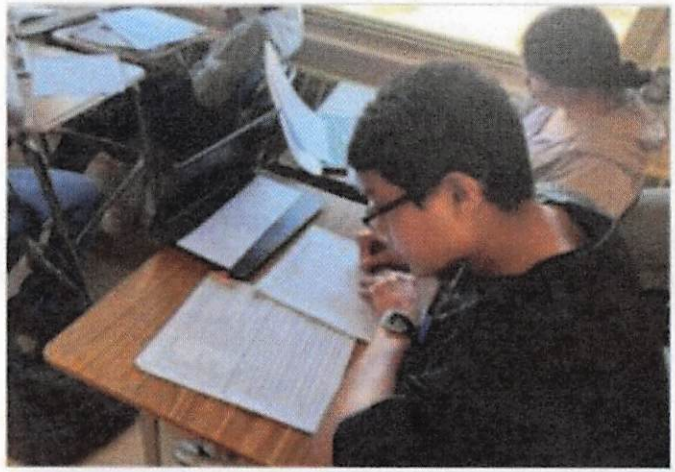
Email: merylshea@mansd.org

Language Access Team

JENN WILSON
Language Access Coordinator
Manchester School District
148 Concord Street, Manchester, NH 03104
Email: jwilson@mansd.org
Phone: 603-624-6300, ext. 6020

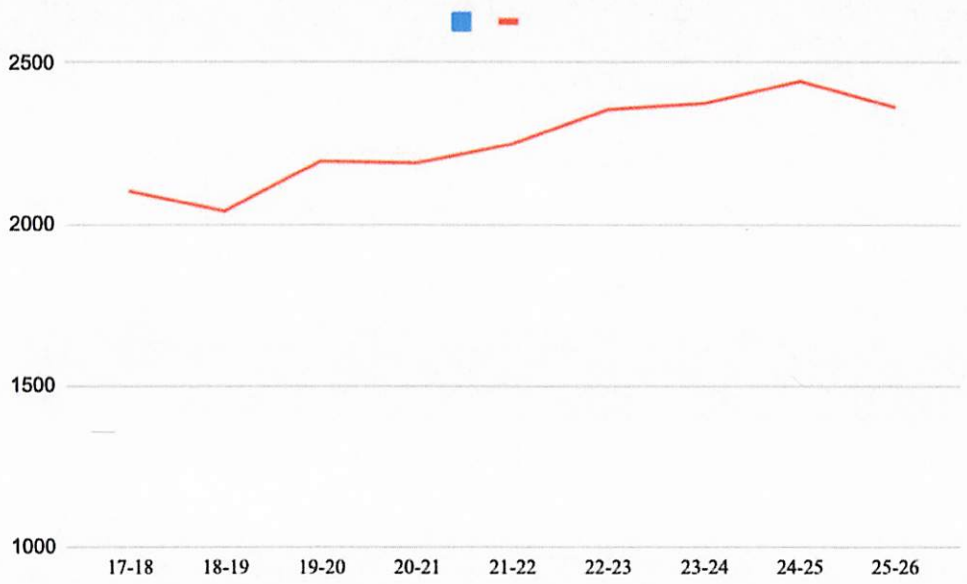
Multilingual Liaison Team

Multilingual Learner Education: ELD Updates



English Language Development (ELD) Instructional Program for Multilingual Learners

Updated EL Demographic & Enrollment Data



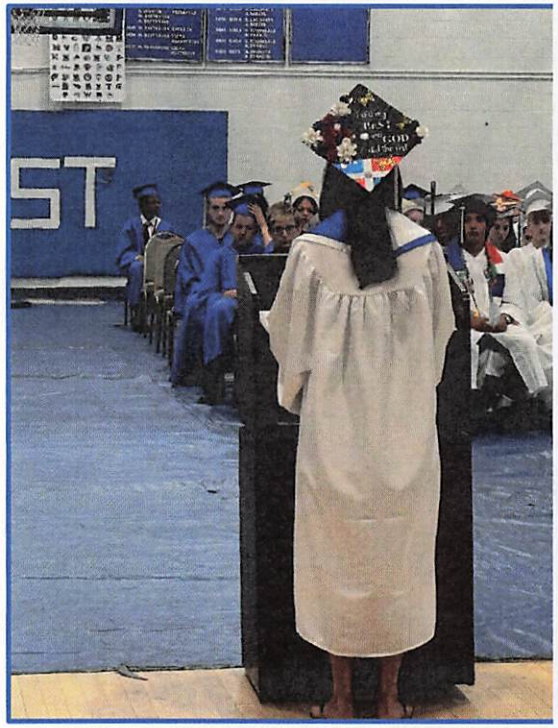
Newcomer Enrollment	
24-25	25-26
262	158

17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27*
15.43%	15.14%	16.61%	17.69%	18.10%	19.60%	19.4%	20%	19%	20%
2,102	2,040	2,195	2,190	2,249	2,355	2,374	2,443	2,587	2,337

Language Data Snapshot:

MANCHESTER SCHOOL DISTRICT

	COMPLETE LANGUAGE DATA 2026										
10 Most Commonly Used Languages (Other than English)	**Spanish**	1680		Urdu	22		Tigrigna	4		Thai	2
	Swahili	241		Lingala	21		Akan	3		Uzbec	2
	Portuguese	180		Dinka	18		Chinese: Mandarin	3		Acholi	1
	Arabic	177		Ukranian	12		Khana	3		Afrikaans	1
	Vietnamese	126		Pashto/Pushto	10		Krio	3		Bengali	1
	Nepali	109		Burmese	9		Ma'di	3		Chinese: Min Dong	1
	French	74		Yoruba	9		Panjabi:; Eastern	3		Chinese: Wu	1
	Kinyarwanda	67		Chinese	8		Rohingya	3		Chinese: Yue	1
	Bosnian	64		Greek	7		Romanian	3		Filipino	1
	Haitian CreoleFrenc	54		Rundi	6		Croatian	2		Hindi	1
	Maay	48		Tagalog	6		Gujarati	2		Igbo	1
	Somali	44		Indonesian	5		Italian	2		Jamaican Creole	1
	Farsi; Eastern	35		Bantu	4		Khmer	2		Kru	1
	Albanian	31		Kurdish	4		Korean	2		Lao	1
	Russian	24		Telugu	4		Serbian	2		Liberian English	1
										Panjabi; Western	1



Multilingual Learner Education: Department Goals

	Grow our Learners	Grow our Educators	Grow our Systems
2025-26	Elementary: ✓ Development of uniform ELD progress report ✓ Common performance assessments Secondary: • Support expansion of co-teaching ✓ Standards alignment & development of common ✓ curriculum units: 9-12	✓ Continuation of specialized training to support content teachers, especially co-teachers. ✓ Sustained collaboration 	✓ Creation of internal MLE Dept. guidance ✓ Elementary: Expansion of DLI programming ✓ Secondary: Revision of policy and procedure for international transcript evaluation
2026-27	Integrated literacy instruction Elementary: • Pilot of uniform ELD progress report. • Fine-tune common performance assessments and student rubrics ***Secondary: Decrease the number of secondary students failing one or more content class***	PD Priorities (district-wide): • Sustain training to support content teachers, especially co-teachers. • PD to support dually identified (twice-exceptional students)	Work with building Admin. on disaggregated data for A-B-C plans Finalize MLE Dept. handbook. Draft uniform guidance & resources for student study teams in partnership with student services.

ELD Curriculum Writing Teams: 2025-26

ELD Curriculum Working Teams: 2025-2026

THANK YOU!

ELD Teacher	School	ELD Teacher	School
Elementary		**Middle**	
Pam Albeceri	Bakersville	Sarah Dubois	Parkside
Peggy Cole	Bakersville	Carey Hodges	Hillside
Erin Falabella	Beech	Meryl Shea	Southside
Samantha Goldsmith	McDonough	**High**	
Kristen Hamilton	Northwest	Travis Baker	Central
Audra Lovejoy	Smyth	Jaclyn Hathaway-Rube	Memorial
Juliette Pech	Gossler	Maggie Negron	West
Aubrey Ukuku	Jewett	Sheila Droney	Central

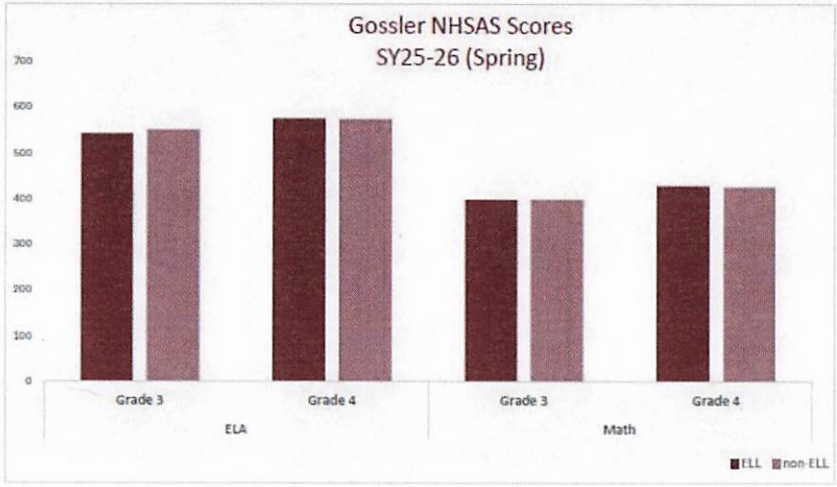
NNETESOL, TESOL & MATSOL

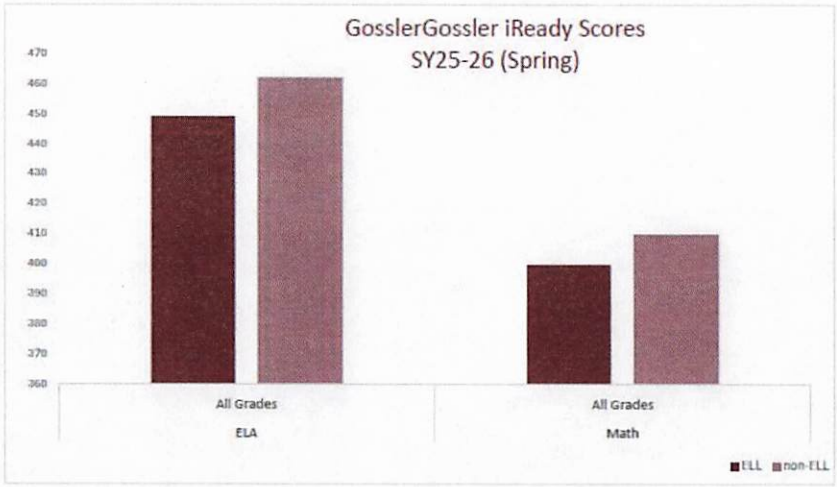
Manchester ELD Teachers presented at local, state and national conferences in 2025-26

Decrease in performance gap between EL and non-EL students

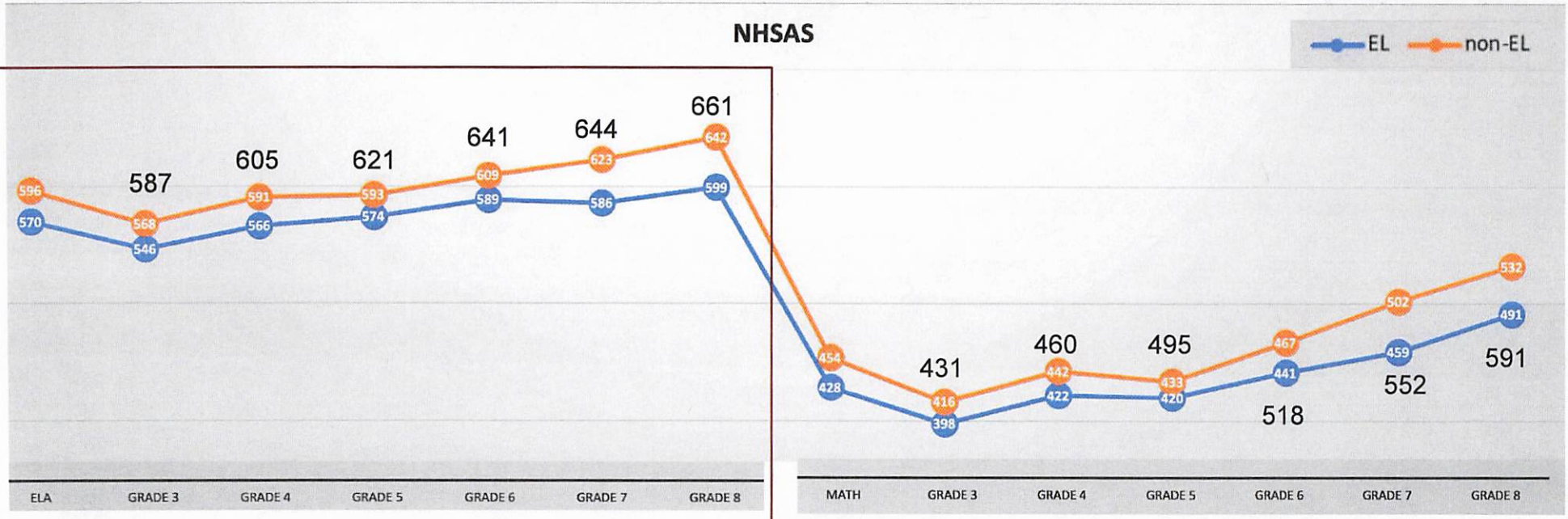
School

- Bakersville
- Beech
- District
- Gossler
- Green Acres
- Highland
- Hillside
- Jewett
- Mcdonough
- Mclaughlin
- Northwest
- Parker
- Parkside
- Smyth
- Southside
- Webster
- West
- Weston





Decrease in performance gap between EL and non-EL students



ELA	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Approaching Proficient	557-586	580-604	594-620	605-641	608-643	625-660
Proficient	587-615	605-634	621-663	642-687	644-696	661-710

ELA

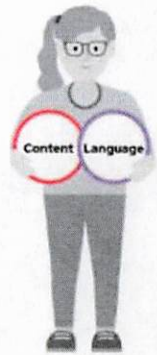
MATH	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Approaching Proficient	410-430	431-459	460-494	479-517	507-551	539-590
Proficient	431-454	460-491	495-521	518-555	552-586	591-624

MATH

EL Performance: Secondary Core Content

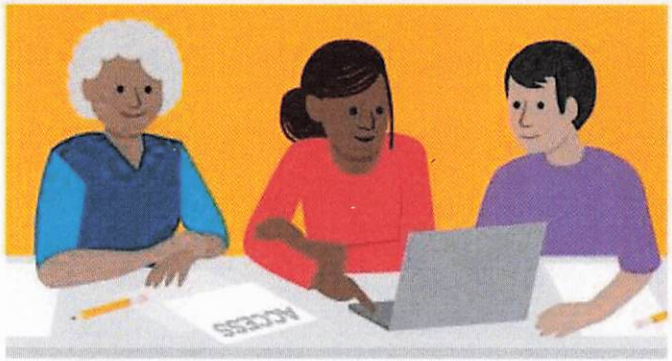
- On average, at the ***high school*** level, **56%** of English learners are failing one core content class.
- Courses with highest failure rates:
  - Algebra
  - Physical Science
  - Bio

- On average, at the middle school level, **13%** of English learners are failing one core content class.
- Courses with highest failure rates:
  - Science
  - Math



2026 ACCESS Data (*Standards Setting Year*)

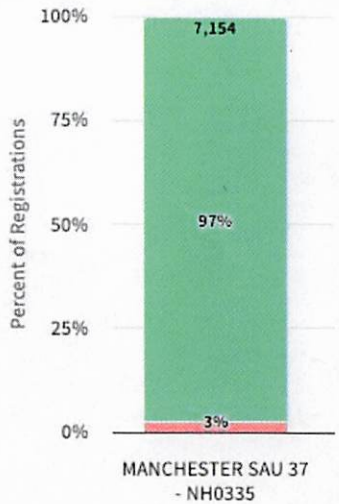
	2025-2026					
School Name	**Total**	**1.0-.19**	**2.0-2.9**	**3.0-3.9**	**4.0-4.4**	**Exits**
District	2096	468	488	701	236	177
Bakersville	102	43	15	22	11	11
Beech	178	67	41	44	12	14
Gossler	77	20	16	15	12	12
Greeen Acres	47	15	7	7	9	9
Highland	35	9	10	11	2	2
Jewett	77	23	18	18	9	8
McDonough	166	42	30	49	18	27
Northwest	71	10	17	22	11	11
Parker Varney	52	21	12	11	3	5
Smyth Road	31	8	5	8	4	4
Webster	36	9	10	11	2	4
Weston	39	6	15	14	0	4
Hilliside	217	53	61	75	18	9
McLaughlin	143	19	37	52	24	6
Parkside	118	18	26	49	17	7
Southside	119	6	34	53	16	10
Central	253	49	62	102	28	8
Memorial	180	22	32	77	28	17
MST	20	3	3	12	2	0
West	132	25	37	49	10	9



WIDA ACCESS™ Standard Setting

Alt. Exits

7

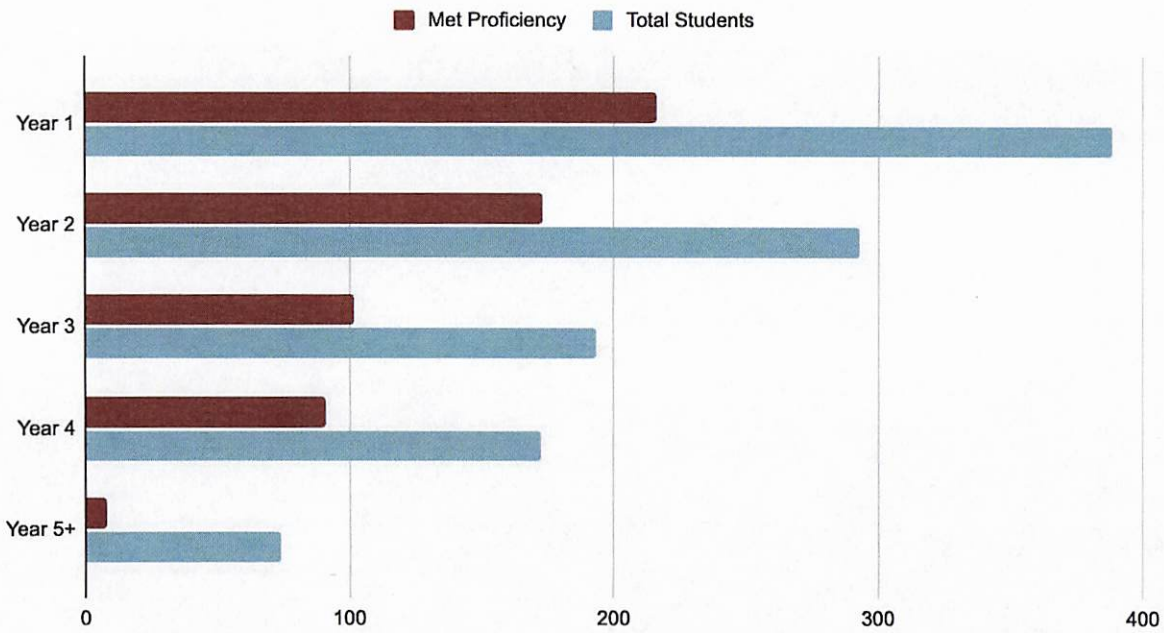


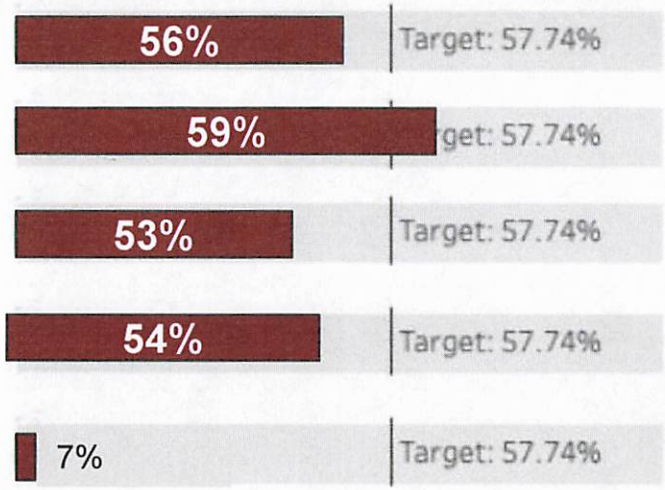
2026 ACCESS Data (*Standards Setting Year*)

English Language Proficiency

The ACCESS assessment data shows the percentage of English language learners on track to meet proficiency, as well as the total number and percentage of students demonstrating proficiency in the most recent administration of the ACCESS test.

Met Proficiency and Total Students





2026 ACCESS Data (*Standards Setting Year*)

28% of MSD's ELs have been in program for 5 years or more = "long-term" ELs

May not reach proficiency, but still making growth

ACCESS History

YEAR	COMPOSITE
2026	4.0
2025	3.3
2024	3.0
2023	2.6
2022	2.2
2021	1.9

Summative ACCESS data by proficiency level

	Total	1.0-.19	2.0-2.9	3.0-3.9	4.0-4.4	Exits
2024-25	2170	556	567	707	186	143
2025-26	2096	468	488	701	236	177

Multilingual Learner Education: DLI Updates

Dual Language Immersion (DLI) Instructional Program

Overview of Manchester's DLI Programming

Bakersville

Grade	# of Students
Kinder	17 students
Grade 1	20 students
Grade 2	31 students

Weston

Grade	# of Students
Kinder	18 students
Grade 1	7 students

Language Allocation Plan

Kinder	**90:10**
Grade 1	**80:20**
Grade 2	**70:30**
Grade 3	**60:40**
Grade 4	**50:50**
Grade 5	**50:50**
Grade 6	**50:50**

Progress Monitoring: 2025-26

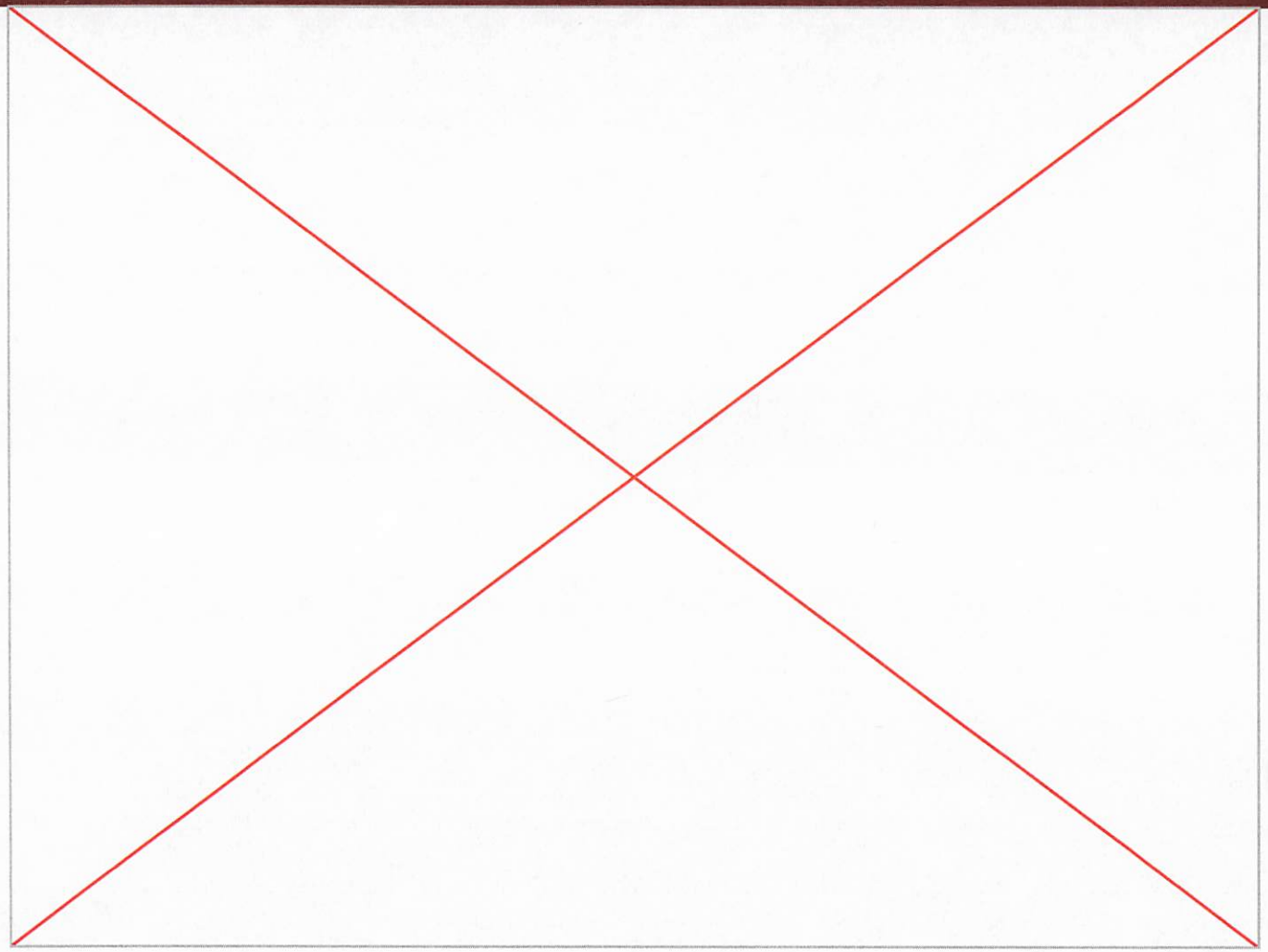
Spanish DLI: Evaluación del nivel independiente de lectura® (ENIL)

	Kindergarten		Grade 1			Grade 2	
	1-3 Amarillo	Verde	Turquesa	1 Azul	2 Azul	1 Rojo	2 Rojo
Kindergarten	63%	24%	13%				
Grade 1	28%	22%	22%	15%		17%	

French DLI:

English Literacy (iReady)	French Literacy (Éclairer)
75% of students ended the year with iReady scores mid or above grade level 25% ended early on grade level	75% of students ended the year with French literacy skills at grade level 12% mid-grade level 12% below

A window into the DLI classroom...



Multilingual Learner Education: Language Access Updates

Language Access Services

(Multilingual Liaison Team)

Language Access for Multilingual Students & Families

MANCHESTER SCHOOL DISTRICT

MANCHESTER SCHOOL DISTRICT

Language Access Services

The Manchester School District (MSD) is committed to meaningful communication with students and families who have limited English proficiency. Individuals with limited English proficiency are entitled to language assistance services under Title VI of the Civil Rights Act of 1964[1].

To safeguard the rights of our multilingual families, MSD provides a number of language assistance services. This guide was created to ensure that all MSD educators and staff have the information needed to access these services to support multilingual communication with all families.

Preferred Providers: MSD Multilingual Liaison Team

The MSD Multilingual Liaison team provides much more than language assistance. Our Liaisons build strong & trusting relationships with our multilingual families. Therefore, when

Link to MSD Guidance on Language Access Resources

2025-26 school data - MLE in MSD

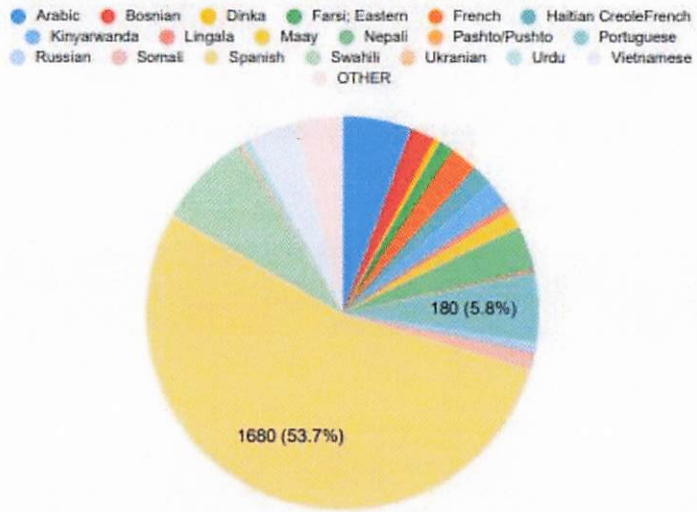
DISTRICT INFOGRAPHIC

Multilingual Learner Education 2025-26

At a Glance - Language Access Services Usage Data Annual Summary: 2025–2026 Academic Year (July–June)

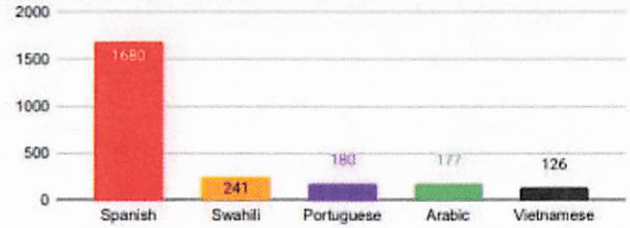
Home Language Survey (HLS)

2,525 students indicated a language other than English on their HLS

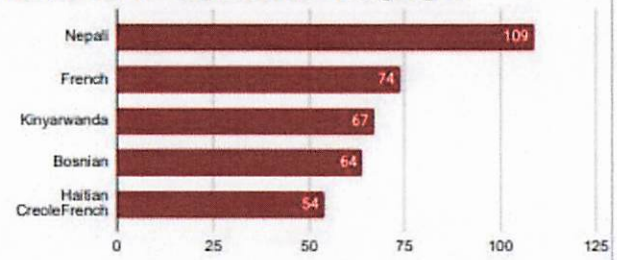


Distict's Top 5 Home Languages

Specific colors to differentiate top 5 languages have been designated.

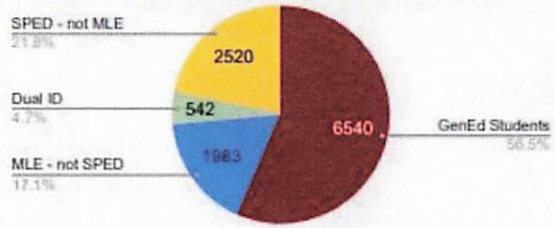


Next 5 Parent Preferred/Home Languages



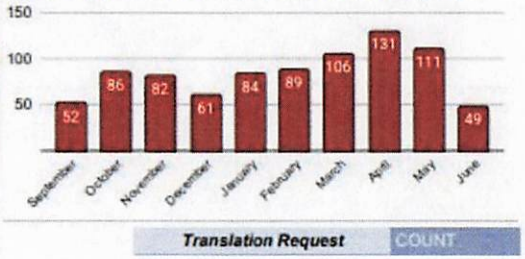
11,585 MSD Students

2,525 (21.8%) of students are Multilingual Learners (MLL) in District



Interpreters requested via Language Access Services

851 meetings assisted with District Liaisons & other interpreters

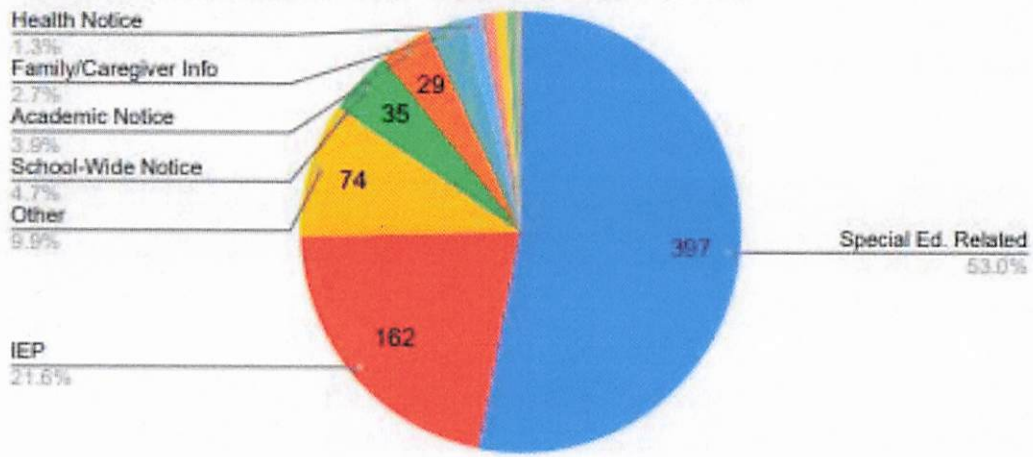


Language Access Data

Translation Request	COUNT
Admin. Building	73
Bakersville	26
Beech Street	56
Central	39
Gossler Park	30
Green Acres	29
Highland-Goffe's Falls	26
Hillside	86
Jewett Street	19
McDonough	27
McLaughlin	46
Memorial	8
MST	15
Northwest	29
Parker-Varney	22
Parkside	29
Preschool & Child Find	5
Smyth Road	28
Southside	27
Webster	54
West	10
Weston	65
Grand Total	**749**

Types of Translations requested

Nearly 75% of requests are related to Special Education Services



60 + languages ONE COMMUNITY

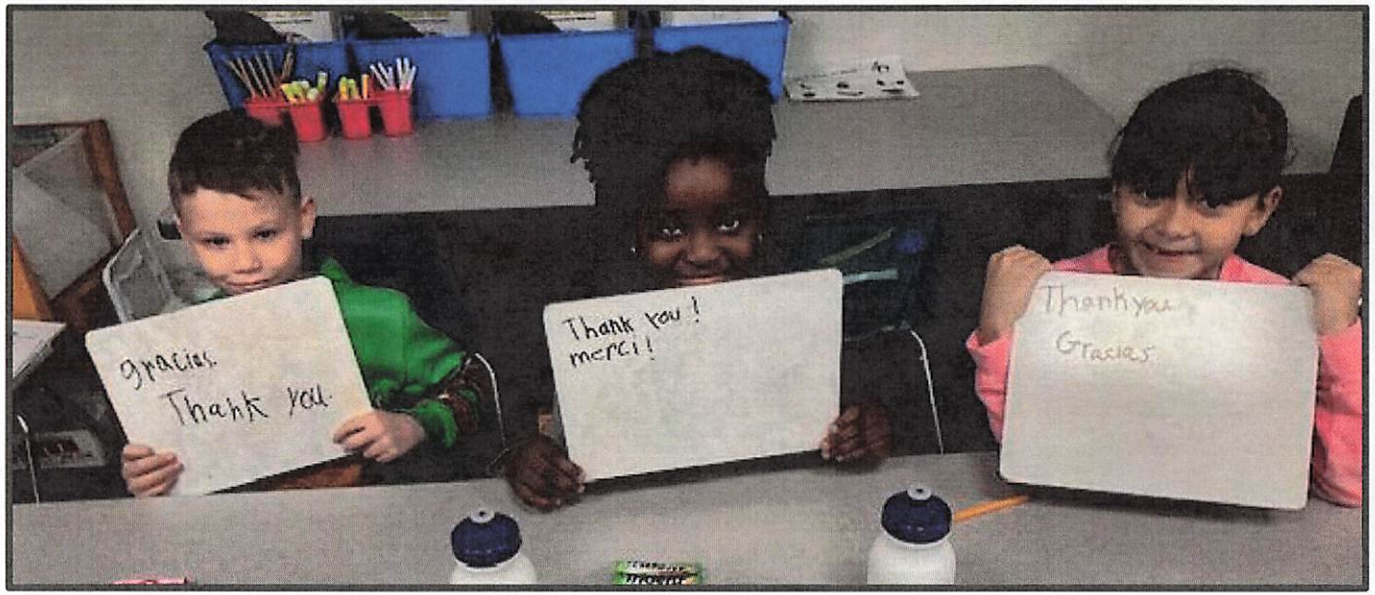
Lionbridge

Manchester School District placed a total of **2,715** calls during the 2025-26 school year in **41** different languages.

TalkingPoints

Manchester School District sent a total of **136,355** messages and received **143,363** messages during the 2025-26 school year using TalkingPoints.

Northwest Elementary messaged the most with **24,216** interactions!



Thank you!

Wendy Perron
Ex. Director of Multilingual Learner Ed.
wperron@mansd.org

Meryl Shea
Assistant Director of Multilingual Learner Ed.
merylshea@mansd.org

MANCHESTER SCHOOL DISTRICT

TITLE: Policy - Instruction 743 Remote and Virtual Learning

COMMITTEE ON TEACHING AND LEARNING MEETING OF: September 22, 2026

ACTION: X CONSENT:_____ INFORMATION: _____

BACKGROUND:
Instruction 743: Remote and Virtual Learning has been revised to align with the updated New Hampshire Minimum Standards (Ed 306) and to replace the District's existing Online/Virtual Education policy. The revised policy provides clearer guidance for both District-wide Remote Instruction Days and Individual Virtual Learning opportunities.

The policy distinguishes between remote instruction used when schools are closed due to inclement weather or other qualifying circumstances and virtual learning for students enrolled in the Manchester School District who participate in approved online courses or programs as part of their educational program.

The revised policy also clarifies that virtual learning is not intended to replace regular school attendance during vacations, family travel, or other temporary absences. It establishes clearer expectations for course approval, student progress, technology and instructional supports, and competency-based credit. Credit is based on demonstrated achievement of competencies rather than seat time or participation alone.

Administrative procedures are included to provide guidance for implementation, including Remote Instruction Days, instructional expectations, student participation and attendance, access and supports, and communication with students and families.

FISCAL IMPACT:

N/A

FISCAL VERIFICATION: _____

RECOMMENDATION:
That the Committee on Teaching and Learning moves to approve Policy Instruction 743: Remote and Virtual Learning and forwards this item to the full Board of School Committee for approval.

Prepared by

Nicole Doherty
Assistant Superintendent

Presented by:

Nicole Doherty
Assistant Superintendent

Approved by:

Jennifer Chmiel
Superintendent

Dr. Sean Parr
Committee Chair

~~743 Online/Virtual Education¶~~

~~The Board shall allow~~

Instruction 743: Remote and Virtual Learning

Purpose

The Manchester School District recognizes remote and virtual learning as instructional options that may be used to maintain continuity of learning and to provide students with additional opportunities to access educational programs and courses consistent with New Hampshire law, administrative rules, and School Board policy.

In such circumstances, the Superintendent or designee may provide remote instructional opportunities to maintain continuity of learning when and to the extent permitted by applicable law and New Hampshire Department of Education requirements. Whether such instruction may be counted toward required instructional time shall be determined in accordance with applicable law and administrative rules.

For purposes of this policy, remote learning or remote education means an instructional mode that is not in-person instruction, including, but not limited to, correspondence, video-based instruction, internet-based~~, and online courses as a means to fulfill academic requirements. Such opportunities will be implemented under the provisions set forth in Policy Instruction 743, Extended Learning Opportunities. ¶~~

~~If the course is to be taken for credit, then Policy 742, Alternative Credit Options, will apply. Only students approved by the school principal shall be eligible to receive credit for distance education/online courses.¶~~

~~The written~~ or online courses, virtual courses, other remote instruction, or any combination thereof. Remote learning may also include hybrid instructional models that combine remote and in-person instruction.

Remote learning may be offered consistent with New Hampshire law and administrative rules:

1. When weather conditions make it unsafe to transport students to or from in-person instruction;

2. As an option requested by a parent/guardian or adult student for an individual remote or virtual learning opportunity; or
3. As part of an educational program approved in accordance with applicable law, administrative rules, and School Board policy.

A. District/School-Wide Remote Instruction

When weather conditions make it unsafe to transport students to or from in-person instruction, the Superintendent or designee may designate a school day as a Remote Instruction Day when permitted by New Hampshire law and administrative rules. The District also recognizes that unforeseen facility emergencies affecting the safe operation of a school building may result in the temporary closure of one or more schools.

Remote Instruction Days shall provide students with meaningful learning opportunities and meet applicable New Hampshire Department of Education requirements for the day to be counted as a school day.

Remote instruction may include paper-based instructional materials, digital learning platforms, asynchronous assignments, opportunities for synchronous teacher support, or a combination of instructional methods appropriate to the age and needs of students.

The District shall provide reasonable access to instructional materials and opportunities for teacher support and shall address the needs of students who require accommodations, modifications, specialized services, language supports, technology, or other assistance to participate.

Student attendance on a Remote Instruction Day shall be based upon participation in assigned learning activities in accordance with District procedures and applicable state requirements. Attendance shall not depend solely upon participation in a live or synchronous online meeting.

The Superintendent or designee shall establish administrative procedures governing Remote Instruction Days, including instructional expectations, attendance and participation, teacher availability, submission of student work, access to technology and instructional materials, student supports, and communication with families.

B. Individual Virtual Learning

The School Board recognizes virtual learning as an educational option for students enrolled in the Manchester School District whose virtual course is approved as part of their District educational program. Virtual learning may allow students to access

approved online courses and programs that expand or supplement the educational opportunities available through the District.

For purposes of this section, virtual learning means an approved online course or program delivered by an authorized educational provider. Virtual learning may include approved online courses, dual or concurrent enrollment courses, credit recovery, advanced coursework, or other approved educational opportunities.

Virtual learning does not include remote participation in a student's regularly scheduled in-person District course.

Virtual learning is not intended to serve as an alternative to regular school attendance during vacations, family travel, discretionary absences, or other temporary absences. A student's temporary absence from school does not create an entitlement to remote instruction or require a District teacher to provide simultaneous in-person and remote instruction.

1. Approval

Written approval of the building principal or designee is required before a ~~district~~ student enrolls in ~~an online or~~a virtual course that is intended to become part of ~~their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. ¶~~

~~Approved courses must align~~the student's District educational program or for which District credit is sought.

Approval shall be based upon the educational appropriateness of the course and its alignment with the student's educational program, applicable prerequisites, District standards and competencies, graduation requirements, and applicable state requirements.

2. Course Requirements

Approved virtual courses shall:

Align with applicable state and ~~local standards, be delivered by staff licensed in the state where the course originates from, and contain provisions for feedback and~~

~~monitoring of student progress. The district will require a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities to be submitted for review before the course are approved as part of the student's educational program.¶~~

~~Any online courses taken in the summer shall be under the same conditions as during the school year. ¶~~

~~The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher shall supervise no more than ten students participating in online/virtual courses. ¶~~

- ~~Approved online/virtual courses must~~District standards and competencies;
- Include clearly identified learning goals and expectations;
- Provide appropriate opportunities for students to demonstrate achievement of competencies;
- Include appropriate assessment of student learning;
- Provide feedback and monitoring of student progress;
- Be provided by appropriately qualified or licensed personnel when required by law or administrative rule; and
- Meet applicable state and federal requirements.

3. Competency and Credit

When a virtual course is taken for high school credit, credit shall be awarded based upon demonstrated achievement of applicable competencies consistent with District policy and New Hampshire administrative rules.

Students participating in virtual courses shall be expected to demonstrate the same or equivalent competencies required for comparable District courses.

Credit shall not be awarded solely based upon enrollment, participation, seat time, instructional hours, or completion of assignments.

The District shall receive sufficient documentation of successful course completion and achievement of applicable competencies before credit is recorded on the student's transcript.

4. Access to Technology and Instructional Resources

For students enrolled in the Manchester School District participating in a District-approved virtual learning course or program, the District shall provide equipment, software, internet connectivity, or other resources when required by law or administrative rule.

The District shall work to ensure that access to a District-approved virtual learning opportunity does not create an educational barrier based upon a student's access to required technology or internet connectivity.

The District is not responsible for providing technology, connectivity, instructional materials, or other resources for independently selected virtual courses or home education programs, except as otherwise required by law.

5. Student Support and Progress Monitoring

The building principal or designee shall ensure that appropriate procedures are established to monitor student participation, academic performance, and educational progress in approved remote or virtual courses.

When students participate in remote or virtual learning while on school grounds, the District shall provide appropriate staff supervision and access to assistance.

If a student is not making sufficient educational progress, the District shall work with the student and parent/guardian to identify appropriate supports and determine whether continued participation in the remote learning opportunity is educationally appropriate.

6. Students Requiring Additional Supports

Remote and virtual learning shall be implemented consistent with applicable federal and state requirements regarding students with disabilities, including the Individuals with Disabilities Education Act and Section 504.

The District shall also provide appropriate access and supports for multilingual learners and other students requiring accommodations or specialized services.

Remote learning shall not be used to deny or reduce services to which a student is otherwise entitled.

7. Assessments

Students participating in remote or virtual learning remain subject to applicable District and state assessment requirements, including participation in the statewide education improvement and assessment program.

8. Privacy and Confidentiality

Remote and virtual learning programs shall comply with ~~all~~applicable federal and state ~~statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of Student Record Information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher with others.¶~~

~~The school district will provide safeguards for students participating in online instruction activities, and Policy Instruction 142 and Technology 1105, Internet/Internet Acceptable Use, will apply.¶~~

~~Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District.¶~~

~~Credit for the course is not recognized until an official record of the final grade has been approved by principal or designee with input from the online teacher.¶~~

~~Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.¶~~

~~Policy Cross Reference: Instruction 741, 742, 142 and Technology 1105¶~~

~~Legal References:¶~~

~~Original~~Clean Copy

~~NH Code of Administrative Rules, Section Ed. 306.04(a)(12), Policy Development NH Code of Administrative Rules, Section Ed. 306.22, Distance Education NH Code of Administrative Rules, Section Ed. 306.27(q), High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program~~¶

~~First Reading: 3/11/09~~¶

~~Second Reading and Adoption by BOSC: 4/8/09~~¶

¶

laws and District policies concerning student privacy, confidentiality, student records, technology use, and the transmission or broadcasting of audio and video.

Student information shared among the District, remote learning provider, educators, students, and parents/guardians shall be protected in accordance with applicable confidentiality requirements.

9. Student Conduct and Acceptable Use

All applicable School Board policies, District technology and acceptable-use requirements, student behavior expectations, and school rules apply during remote and virtual learning.

Students participating in a third-party virtual or online program may also be subject to the reasonable rules and requirements of that program.

Violations may result in disciplinary action consistent with School Board policy and may affect continued participation in a remote or virtual learning opportunity when permitted by law.

C. Educational Progress

Student progress in remote and virtual learning shall be evaluated through appropriate assessments and evidence of learning.

If the District determines that a student participating in an individual remote or virtual learning opportunity is not making sufficient educational progress, the District may determine that the student's participation should be modified or discontinued, consistent with applicable law, administrative rules, and the student's individual educational program, when applicable.

A parent/guardian or adult student may request review of such a determination by the Superintendent or designee and shall retain any appeal rights provided under applicable New Hampshire law and administrative rules.

D. Administrative Procedures

The Superintendent or designee is authorized to establish administrative procedures necessary to implement this policy, including procedures addressing:

- Remote Instruction Days;
- Student attendance and participation;

- Instructional expectations;
- Teacher availability and student support;
- Completion and submission of student work;
- Technology and connectivity;
- Approval of individual remote, online, or virtual courses;
- Monitoring student progress;
- Awarding and transcription of high school credit;
- Student and family communication; and
- Compliance with applicable state and federal requirements.

Legal References

RSA 189:1, Days of School
RSA 189:24, Standard School
N.H. Code Admin. Rules Ed 306.04, Policy Development
N.H. Code Admin. Rules Ed 306.15, School Year
N.H. Code Admin. Rules Ed 306.22, High School Curriculum, Credits, Graduation Requirements, and Co-Curricular Program
Applicable provisions of Ed 306 governing remote learning, alternative learning, and competency-based education

First Reading: Teaching and Learning: 9/22/2026

Second Reading and Adoption by BOSC:

Revised from 4/8/09

Instruction 743: Remote and Virtual Learning

Purpose

The Manchester School District recognizes remote and virtual learning as instructional options that may be used to maintain continuity of learning and to provide students with additional opportunities to access educational programs and courses consistent with New Hampshire law, administrative rules, and School Board policy.

In such circumstances, the Superintendent or designee may provide remote instructional opportunities to maintain continuity of learning when and to the extent permitted by applicable law and New Hampshire Department of Education requirements. Whether such instruction may be counted toward required instructional time shall be determined in accordance with applicable law and administrative rules.

For purposes of this policy, remote learning or remote education means an instructional mode that is not in-person instruction, including, but not limited to, correspondence, video-based instruction, internet-based or online courses, virtual courses, other remote instruction, or any combination thereof. Remote learning may also include hybrid instructional models that combine remote and in-person instruction.

Remote learning may be offered consistent with New Hampshire law and administrative rules:

1. When weather conditions make it unsafe to transport students to or from in-person instruction;
2. As an option requested by a parent/guardian or adult student for an individual remote or virtual learning opportunity; or
3. As part of an educational program approved in accordance with applicable law, administrative rules, and School Board policy.

A. District/School-Wide Remote Instruction

When weather conditions make it unsafe to transport students to or from in-person instruction, the Superintendent or designee may designate a school day as a Remote Instruction Day when permitted by New Hampshire law and administrative rules. The District also recognizes that unforeseen facility emergencies affecting the safe operation of a school building may result in the temporary closure of one or more schools.

Remote Instruction Days shall provide students with meaningful learning opportunities and meet applicable New Hampshire Department of Education requirements for the day to be counted as a school day.

Remote instruction may include paper-based instructional materials, digital learning platforms, asynchronous assignments, opportunities for synchronous teacher support, or a combination of instructional methods appropriate to the age and needs of students.

The District shall provide reasonable access to instructional materials and opportunities for teacher support and shall address the needs of students who require accommodations, modifications, specialized services, language supports, technology, or other assistance to participate.

Student attendance on a Remote Instruction Day shall be based upon participation in assigned learning activities in accordance with District procedures and applicable state requirements. Attendance shall not depend solely upon participation in a live or synchronous online meeting.

The Superintendent or designee shall establish administrative procedures governing Remote Instruction Days, including instructional expectations, attendance and participation, teacher availability, submission of student work, access to technology and instructional materials, student supports, and communication with families.

B. Individual Virtual Learning

The School Board recognizes virtual learning as an educational option for students enrolled in the Manchester School District whose virtual course is approved as part of their District educational program. Virtual learning may allow students to access approved online courses and programs that expand or supplement the educational opportunities available through the District.

For purposes of this section, virtual learning means an approved online course or program delivered by an authorized educational provider. Virtual learning may include approved online courses, dual or concurrent enrollment courses, credit recovery, advanced coursework, or other approved educational opportunities.

Virtual learning does not include remote participation in a student's regularly scheduled in-person District course.

Virtual learning is not intended to serve as an alternative to regular school attendance during vacations, family travel, discretionary absences, or other temporary absences. A student's temporary absence from school does not create an entitlement to remote

instruction or require a District teacher to provide simultaneous in-person and remote instruction.

1. Approval

Written approval of the building principal or designee is required before a student enrolls in a virtual course that is intended to become part of the student's District educational program or for which District credit is sought.

Approval shall be based upon the educational appropriateness of the course and its alignment with the student's educational program, applicable prerequisites, District standards and competencies, graduation requirements, and applicable state requirements.

Enrollment in any online virtual learning opportunity that obligates the district to pay tuition or otherwise reimburse any party or entity for any costs associated with such an online virtual learning opportunity must be pre-approved by the Superintendent or designee.

2. Course Requirements

Approved virtual courses shall:

- Align with applicable state and District standards and competencies;
- Include clearly identified learning goals and expectations;
- Provide appropriate opportunities for students to demonstrate achievement of competencies;
- Include appropriate assessment of student learning;
- Provide feedback and monitoring of student progress;
- Be provided by appropriately qualified or licensed personnel when required by law or administrative rule; and
- Meet applicable state and federal requirements.

3. Competency and Credit

When a virtual course is taken for high school credit, credit shall be awarded based upon demonstrated achievement of applicable competencies consistent with District policy and New Hampshire administrative rules.

Students participating in virtual courses shall be expected to demonstrate the same or equivalent competencies required for comparable District courses.

Credit shall not be awarded solely based upon enrollment, participation, seat time, instructional hours, or completion of assignments.

The District shall receive sufficient documentation of successful course completion and achievement of applicable competencies before credit is recorded on the student's transcript.

4. Access to Technology and Instructional Resources

For students enrolled in the Manchester School District participating in a District-approved virtual learning course or program, the District shall provide equipment, software, internet connectivity, or other resources when required by law or administrative rule.

The District shall work to ensure that access to a District-approved virtual learning opportunity does not create an educational barrier based upon a student's access to required technology or internet connectivity.

The District is not responsible for providing technology, connectivity, instructional materials, or other resources for independently selected virtual courses or home education programs, except as otherwise required by law.

5. Student Support and Progress Monitoring

The building principal or designee shall ensure that appropriate procedures are established to monitor student participation, academic performance, and educational progress in approved remote or virtual courses.

When students participate in remote or virtual learning while on school grounds, the District shall provide appropriate staff supervision and access to assistance.

If a student is not making sufficient educational progress, the District shall work with the student and parent/guardian to identify appropriate supports and determine whether continued participation in the remote learning opportunity is educationally appropriate.

6. Students Requiring Additional Supports

Enrollment in any online virtual learning opportunity by a student who has either an Individualized Education Program (IEP) or Section 504 Plan shall require the pre-approval of the IEP Team and/or the Director of Special Education or designee. Remote and virtual learning shall be implemented consistent with applicable federal and state requirements regarding students with disabilities, including the Individuals with Disabilities Education Act and Section 504.

The District shall provide appropriate access and reasonable accommodations for multilingual learners and students with disabilities for pre-approved and compatible online virtual learning platforms and/or websites.

Remote learning shall not be used to deny or reduce services to which a student is otherwise entitled.

7. Assessments

Students participating in remote or virtual learning remain subject to applicable District and state assessment requirements, including participation in the statewide education improvement and assessment program.

8. Privacy and Confidentiality

Remote and virtual learning programs shall comply with applicable federal and state laws and District policies concerning student privacy, confidentiality, student records, technology use, and the transmission or broadcasting of audio and video.

Student information shared among the District, remote learning provider, educators, students, and parents/guardians shall be protected in accordance with applicable confidentiality requirements.

9. Student Conduct and Acceptable Use

All applicable School Board policies, District technology and acceptable-use requirements, student behavior expectations, and school rules apply during remote and virtual learning.

Students participating in a third-party virtual or online program may also be subject to the reasonable rules and requirements of that program.

Violations may result in disciplinary action consistent with School Board policy and may affect continued participation in a remote or virtual learning opportunity when permitted by law.

C. Educational Progress

Student progress in remote and virtual learning shall be evaluated through appropriate assessments and evidence of learning.

If the District determines that a student participating in an individual remote or virtual learning opportunity is not making sufficient educational progress, the District may determine that the student's participation should be modified or discontinued, consistent with applicable law, administrative rules, and the student's individual educational program, when applicable.

A parent/guardian or adult student may request review of such a determination by the Superintendent or designee and shall retain any appeal rights provided under applicable New Hampshire law and administrative rules.

D. Administrative Procedures

The Superintendent or designee is authorized to establish administrative procedures necessary to implement this policy, including procedures addressing:

- Remote Instruction Days;
- Student attendance and participation;
- Instructional expectations;
- Teacher availability and student support;
- Completion and submission of student work;
- Technology and connectivity;
- Approval of individual remote, online, or virtual courses;
- Monitoring student progress;
- Awarding and transcription of high school credit;
- Student and family communication; and
- Compliance with applicable state and federal requirements.

Legal References

RSA 189:1, Days of School
RSA 189:24, Standard School
N.H. Code Admin. Rules Ed 306.04, Policy Development
N.H. Code Admin. Rules Ed 306.15, School Year
N.H. Code Admin. Rules Ed 306.22, High School Curriculum, Credits, Graduation Requirements, and Co-Curricular Program
Applicable provisions of Ed 306 governing remote learning, alternative learning, and competency-based education

First Reading: Teaching and Learning: 9/22/2026

Second Reading and Adoption by BOSC:

Revised from 4/8/09

743-R – Remote Instruction Procedures

These procedures establish expectations for implementation of Remote Instruction Days in the Manchester School District pursuant to Policy 743, Remote and Virtual Learning.

A Remote Instruction Day may be used when weather conditions make it unsafe to transport students to or from school and the Superintendent determines that remote instruction is appropriate and permitted under New Hampshire law and administrative rules.

The District may implement a Remote Instruction Day after three traditional weather-related school closure days have been used, consistent with the approved school calendar and applicable state requirements.

A. Instructional Expectations

Remote Instruction Days are intended to maintain continuity of learning while recognizing the different circumstances students and families may experience when school buildings are closed. Instruction on Remote Instruction Days will primarily be asynchronous and will focus on meaningful learning connected to previously taught content, skills, standards, or competencies.

Students shall be provided with assignments that are reasonable and developmentally appropriate for completion outside of the regular classroom environment. Remote Instruction Day assignments shall support continued progress toward applicable grade-level standards and competencies; however, completion of a Remote Instruction Day assignment shall not, by itself, constitute demonstration of mastery of a competency unless the assignment was specifically designed and assessed for that purpose.

Schools and teachers may provide learning through multiple formats, including:

- Blizzard Bags or other paper-based materials provided in advance;
- Google Classroom or other District-approved digital platforms;
- Developmentally appropriate activities using materials commonly available at home; and
- Other accessible instructional materials appropriate to the course or grade level.

For younger students, including preschool and kindergarten students, learning activities may include play-based, hands-on, literacy, numeracy, movement, or other developmentally appropriate activities.

Teachers should avoid introducing significant new content that requires direct teacher instruction when students will not have equitable access to that instruction.

B. Teacher Availability and Student Support

Teachers shall be available during designated times on Remote Instruction Days to provide students and families with academic support, clarification, and assistance.

Teachers may use Google Meet or other District-approved communication platforms to provide optional check-ins, answer questions, or support students.

Participation in a Google Meet or other live online session shall not be required for attendance unless a specific synchronous learning activity has been approved and appropriate access has been ensured.

Teachers shall communicate their availability and methods for accessing support to students and families.

C. Attendance and Participation

Attendance on a Remote Instruction Day shall be based upon evidence of student participation in assigned learning activities rather than physical presence or mandatory participation in a live online meeting.

Evidence of participation may include:

- Completion or submission of a Blizzard Bag;
- Completion or submission of digital assignments;
- Engagement with assigned instructional activities;
- Communication with the teacher regarding assigned work; or
- Other evidence of participation determined appropriate by the teacher or school.

Students shall have up to five school days following the Remote Instruction Day to submit assigned work or otherwise demonstrate participation.

Students who demonstrate participation within the established timeframe shall be recorded as present for the Remote Instruction Day in accordance with District attendance procedures.

Students shall not be penalized solely because they were unable to access a live online meeting, technology, or internet connectivity during the closure.

D. Access and Equity

Schools shall plan Remote Instruction Days so that students are able to participate regardless of access to internet connectivity or technology at home.

Paper-based instructional materials shall be available as an alternative to digital assignments when needed.

The District shall provide appropriate accommodations, modifications, language supports, and other assistance necessary to support student access to instruction.

Schools shall make reasonable efforts to address barriers that prevent students from participating in or completing remote learning activities.

E. Students with Disabilities

Schools shall consider the individual needs of students with disabilities when developing and implementing remote learning activities.

Special education and related services shall be provided consistent with applicable federal and state requirements and each student's Individualized Education Program to the extent required during a Remote Instruction Day.

Students with Section 504 Plans shall be provided applicable accommodations necessary to access remote instruction.

Case managers, related service providers, and other appropriate staff shall communicate with students and families as necessary to support access and participation.

F. Multilingual Learners

Remote instructional materials and support shall be provided in a manner that allows multilingual learners meaningful access to learning.

Teachers and appropriate support staff shall consider students' language proficiency levels when developing assignments and shall provide language supports consistent with students' instructional needs.

The District shall provide appropriate access and reasonable accommodations for multilingual learners and students with disabilities for pre-approved and compatible online virtual learning platforms and/or websites.

G. Preparation and Practice

Schools shall prepare students for the possibility of Remote Instruction Days before they are implemented.

Preparation may include:

- Distribution and review of Blizzard Bags or other instructional materials;
- Practice accessing Google Classroom and other District-approved platforms;
- Review of expectations for completing and submitting assignments;
- Practice accessing teacher support;
- Ensuring students understand how to obtain assistance; and
- Communication with families regarding Remote Instruction Day procedures.

Schools may conduct designated rehearsal or practice activities so students and staff are familiar with remote learning procedures before a Remote Instruction Day is necessary.

H. Family Communication

When the Superintendent designates a Remote Instruction Day, the District shall notify families through established District communication systems.

The communication shall clearly identify that the closure is a Remote Instruction Day rather than a traditional school cancellation.

Schools and teachers shall provide families with information regarding:

- How students access assignments;
- Expectations for completing work;
- Teacher availability and support;
- How work may be submitted;
- Attendance and participation expectations; and
- Who families should contact if they need assistance.

Teachers should provide class-specific information as soon as reasonably possible following notification of the Remote Instruction Day.

I. Student Work and Feedback

Assignments completed during a Remote Instruction Day shall be connected to the student's instructional program and shall be reviewed by the teacher.

Teachers shall provide appropriate feedback consistent with normal classroom practice and District grading expectations.

Academic grades shall reflect evidence of student learning and achievement consistent with District grading policy. A student's inability to access technology, internet connectivity, or a synchronous online opportunity shall not, by itself, negatively affect the student's academic grade.

J. Technology, Privacy, and Acceptable Use

All use of District technology and online platforms during Remote Instruction Days shall comply with applicable School Board policies and District procedures concerning technology, acceptable use, student privacy, confidentiality, and student records.

Only District-approved platforms and applications shall be used for remote instruction unless otherwise authorized by the District.

Students are expected to follow applicable District behavior and technology expectations while participating in remote learning activities.

K. School and District Responsibilities

Principals are responsible for ensuring that Remote Instruction Day procedures are implemented consistently within their schools.

Principals shall ensure that staff:

- Prepare students in advance;
- Provide accessible instructional materials;
- Communicate expectations to students and families;
- Provide reasonable opportunities for student support;
- Monitor participation and completion of assigned work; and
- Follow District procedures for recording attendance.

The Superintendent or designee may establish additional guidance, timelines, forms, or expectations necessary to ensure consistent implementation across the District.

The Superintendent or designee may review and revise these procedures as needed to remain consistent with New Hampshire law, administrative rules, School Board policy, and District instructional practices.

Cross Reference: Policy 743 – Remote and Virtual Learning

743 Online/Virtual Education

The Board shall allow video-based, internet-based, and online courses as a means to fulfill academic requirements. Such opportunities will be implemented under the provisions set forth in Policy Instruction 743, Extended Learning Opportunities.

If the course is to be taken for credit, then Policy 742, Alternative Credit Options, will apply. Only students approved by the school principal shall be eligible to receive credit for distance education/online courses.

The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.

Approved courses must align with state and local standards, be delivered by staff licensed in the state where the course originates from, and contain provisions for feedback and monitoring of student progress. The district will require a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities to be submitted for review before the course are approved as part of the student's educational program.

Any online courses taken in the summer shall be under the same conditions as during the school year.

The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher shall supervise no more than ten students participating in online/virtual courses.

Approved online/virtual courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of

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Student Record Information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher with others.

The school district will provide safeguards for students participating in online instruction activities, and Policy Instruction 142 and Technology 1105, Internet/Internet Acceptable Use, will apply.

Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District.

Credit for the course is not recognized until an official record of the final grade has been approved by principal or designee with input from the online teacher.

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

Policy Cross Reference: Instruction 741, 742, 142 and Technology 1105

Legal References:

NH Code of Administrative Rules, Section Ed. 306.04(a)(12), Policy Development NH Code of Administrative Rules, Section Ed. 306.22, Distance Education NH Code of Administrative Rules, Section Ed. 306.27(q), High School Curriculum, Credits, Graduation Requirements, and Co curricular Program

First Reading: 3/11/09

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Second Reading and Adoption by BOSC: 4/8/09

This is a new policy

MANCHESTER SCHOOL DISTRICT

TITLE: Instruction767: Career Exploration, Readiness, Pathways and Credentialing

COMMITTEE ON TEACHING AND LEARNING MEETING OF: September 22, 2026

ACTION: X CONSENT:_____ INFORMATION: _____

BACKGROUND:

Career Exploration, Readiness, Pathways and Credentialing is a new policy aligned with the updated New Hampshire Minimum Standards (Ed 306) and the state's increased focus on preparing students for college, career, and life after graduation.

The policy establishes a K–12 approach to career exploration and readiness, beginning with age-appropriate career awareness and exploration in the elementary and middle grades and becoming more focused as students enter high school. Students will have opportunities to identify interests, explore career pathways, and connect their learning to future education, training, and employment opportunities.

At the high school level, the policy supports multiple pathways for students to demonstrate college and career readiness, including Career and Technical Education, Extended Learning Opportunities, work-based learning, dual and concurrent enrollment, apprenticeships, industry-recognized credentials, and other approved learning opportunities.

The policy also strengthens the connection between career planning and competency-based learning by recognizing that students may demonstrate required competencies through a variety of approved learning experiences. The goal is to ensure students graduate with a clear understanding of their options and are prepared to successfully transition to college, career, apprenticeship, military service, or other postsecondary opportunities.

Administrative procedures are included to provide guidance for implementation, including career exploration, pathway development, student planning, participation in career-connected learning opportunities, and progress monitoring.

FISCAL IMPACT:

N/A

FISCAL VERIFICATION: _____

RECOMMENDATION:

That the Committee on Teaching and Learning moves to approve Instruction 767: Career Exploration, Readiness, Pathways and Credentialing and forwards this item to the full Board of School Committee for approval.

Prepared by

Nicole Doherty
Assistant Superintendent

Presented by:

Nicole Doherty
Assistant Superintendent

Approved by:

Jennifer Chmiel
Superintendent

Dr. Sean Parr
Committee Chair

Instruction 767: Career Exploration, Readiness, Pathways and Credentialing

Purpose

The Manchester School District recognizes that preparing students for life after graduation requires intentional opportunities for students to explore their interests and strengths, understand a range of career and postsecondary options, develop durable and career-readiness skills, and participate in meaningful learning experiences that connect school to their future.

Career exploration and readiness shall be developmentally appropriate and integrated throughout a student's educational experience. Students shall have opportunities to explore multiple pathways, including college, Career and Technical Education (CTE), skilled trades, apprenticeships, military service, public service, entrepreneurship, postsecondary training, and direct entry into the workforce.

The District shall provide equitable access to career exploration, career pathways, work-based learning, CTE, career readiness credentials, and other college and career readiness opportunities consistent with New Hampshire law, administrative rules, and District policy.

A. Career Exploration

The District shall provide developmentally appropriate career exploration that supports students in identifying their interests, strengths, skills, and future goals.

1. Elementary School – Grades K–5

Career exploration at the elementary level shall focus on career awareness, curiosity, and development of foundational skills.

Students shall have opportunities, as developmentally appropriate, to:

- Learn about a broad range of careers, occupations, and ways people contribute to their communities;
- Make connections between classroom learning and the world beyond school;
- Identify and develop their interests, strengths, and skills;
- Participate in age-appropriate hands-on, project-based, and career-connected learning; and

- Develop foundational skills including communication, collaboration, creativity, problem-solving, perseverance, and responsibility.

Career exploration at this level is intended to expand students' awareness of possibilities and shall not be used to direct students toward a particular career pathway.

2. Middle School – Grades 6–8

Career exploration at the middle school level shall help students make increasingly meaningful connections among their interests, strengths, academic learning, and future possibilities.

Students shall have opportunities, as appropriate, to:

- Participate in career-interest and strengths exploration;
- Explore career clusters, industries, occupations, and postsecondary pathways;
- Participate in career fairs, guest-speaker opportunities, workplace exposure, project-based learning, and other career-connected experiences;
- Learn about CTE programs and high school pathway opportunities;
- Understand connections between academic competencies and their application in careers and the workplace; and
- Continue developing communication, collaboration, problem-solving, self-management, organization, and other career-readiness skills.

Career exploration shall support students as they begin planning high school courses and learning opportunities connected to their interests and future goals.

3. High School – Grades 9–12

Career exploration at the high school level shall increasingly emphasize career engagement, pathway development, and preparation for postsecondary success.

Students shall have access, as appropriate, to opportunities including:

- Career and Technical Education;
- Career-focused courses and electives;
- Dual and concurrent enrollment;
- Extended Learning Opportunities;
- Work-based learning;
- Internships and job-shadowing;
- Apprenticeships and pre-apprenticeships;
- Industry-recognized credentials and certifications;
- College and postsecondary exploration;

- Career fairs and employer engagement;
- Project-based and interdisciplinary learning; and
- Other District-approved career-connected learning experiences.

School counselors, teachers, administrators, CTE staff, and other appropriate personnel shall assist students in developing and refining postsecondary goals and identifying learning opportunities and pathways that support those goals.

B. Career Readiness

Career readiness includes the knowledge, skills, competencies, experiences, and credentials that prepare students to successfully transition to postsecondary education, training, apprenticeship, military service, employment, entrepreneurship, or other postsecondary opportunities.

Career readiness shall be supported across the curriculum and shall not be limited to participation in a CTE program.

Students shall have opportunities to develop and demonstrate academic, technical, and durable skills, including, as appropriate:

- Communication;
- Collaboration and teamwork;
- Critical thinking and problem-solving;
- Creativity and innovation;
- Responsibility and professionalism;
- Self-direction and self-management;
- Adaptability and perseverance;
- Digital literacy;
- Financial literacy; and
- Career and workplace skills.

For students entering high school, the District shall assess career interests and use this information to support advising, course selection, career exploration, and pathway planning.

Students shall receive information and advising regarding opportunities to achieve a career readiness credential by graduation.

C. Career Readiness Pathways

The District shall identify, document, and communicate pathways available to students that may lead to career readiness credentials and postsecondary opportunities.

Career readiness pathways may include, but are not limited to:

- CTE programs and sequences of courses;
- Dual and concurrent enrollment;
- Extended Learning Opportunities;
- Work-based learning;
- Internships;
- Apprenticeships and pre-apprenticeships;
- Industry-recognized credential programs;
- Career pathway programs;
- Postsecondary partnerships; and
- Other District-approved career-connected learning opportunities.

Career readiness pathways shall provide students opportunities to connect academic learning with authentic applications and, when applicable, demonstrate achievement of District and graduation competencies.

Students shall be encouraged to explore and revise their pathway as their interests, strengths, experiences, and postsecondary goals develop.

Participation in a particular career pathway or the earning of a particular credential shall not be required for graduation unless otherwise required by law or established through the District's graduation requirements.

D. Career Readiness Credentials

The District shall provide and communicate opportunities for students to work toward career readiness credentials consistent with New Hampshire law.

Career readiness credentials may include completion or participation in qualifying CTE courses or programs, dual or concurrent enrollment, internships, apprenticeships, Extended Learning Opportunities, work-based learning, career pathway programs, or statewide, industry-recognized, or nationally recognized measures or credentials demonstrating career readiness.

Examples of industry credentials may include OSHA, ServSafe, health-care credentials, technical and trade certifications, information technology credentials, and other credentials aligned with approved programs and student pathways.

The availability of specific credentials and programs may vary based upon student interest, program availability, industry requirements, partnerships, funding, and applicable state or federal requirements.

E. Competency-Based Learning and Credit

Career-connected learning shall be an integral component of the District's competency-based educational system.

CTE, ELOs, work-based learning, dual or concurrent enrollment, career pathway programs, interdisciplinary learning, and other approved learning opportunities may provide students opportunities to demonstrate achievement of District and graduation competencies.

When a career-connected learning experience is used to award academic credit, the District shall:

1. Identify the applicable course, content-area, District, or graduation competencies;
2. Establish appropriate evidence and assessment through which the student may demonstrate achievement of the competencies;
3. Provide appropriate oversight and support; and
4. Award and record credit consistent with District policy and New Hampshire law and administrative rules.

Credit shall be awarded based upon demonstrated achievement of competencies and not solely upon time spent participating in a course, program, internship, workplace, or other learning experience.

Students may demonstrate achievement of competencies through multiple forms of evidence and assessment consistent with District requirements.

A student who demonstrates proficiency in a CTE course or program containing embedded content-area competencies that meet or exceed District requirements may receive applicable required subject credit in accordance with New Hampshire law and District procedures.

F. Individual Career and Postsecondary Planning

Career and postsecondary planning shall be an ongoing process that allows students to identify, explore, and revise educational and career goals as they gain new experiences, skills, and information.

For students entering high school, the District shall:

1. Assess student career interests;
2. Document school pathways to career readiness credentials;
3. Advise students regarding how they may achieve a career readiness credential by graduation; and
4. Record on the student's transcript progress toward a career readiness credential as required by law.

Career and postsecondary planning shall be supported through school counseling, academic advising, career-connected learning, CTE, and other appropriate District programs.

G. Partnerships and Work-Based Learning

The District recognizes that meaningful career readiness is strengthened through partnerships among schools, families, employers, community organizations, labor and industry partners, postsecondary institutions, and other community stakeholders.

The Superintendent or designee shall encourage partnerships that expand student access to:

- Career awareness and exploration;
- Workplace visits and job-shadowing;
- Mentoring;
- Internships and work-based learning;
- Apprenticeships and pre-apprenticeships;
- Career and Technical Education;
- Dual and concurrent enrollment;
- Industry-recognized credentials; and
- Other authentic career-connected learning opportunities.

Work-based and community-based learning experiences shall include appropriate educational objectives, supervision, safety expectations, and compliance with applicable federal and state law and District policy.

H. Equity and Access

Career exploration and readiness opportunities shall be provided in a manner designed to expand access for all students.

The District shall work to identify and reduce barriers to student participation in CTE, ELOs, dual and concurrent enrollment, work-based learning, credentials, and other career-connected opportunities.

Students requiring accommodations, modifications, language supports, or other services shall be provided appropriate access and supports consistent with applicable law and District policy.

A student's career pathway shall be guided by the student's interests, strengths, goals, and choices and shall not be limited by stereotypes or assumptions regarding the student's background or abilities.

I. Documentation and Reporting

The District shall maintain documentation required by New Hampshire law regarding career readiness pathways and credentials.

The District shall annually report to the New Hampshire Department of Education, in the manner required by the Department:

- The number of students completing CTE programs;
- Dual enrollment participation;
- Concurrent enrollment participation;
- Extended Learning Opportunity participation;
- Work-based learning participation; and
- Career readiness credentials awarded.

The District shall maintain student records and transcript information regarding career readiness credentials and progress toward such credentials as required by law.

J. Implementation

The Superintendent or designee shall establish administrative procedures necessary to implement this policy.

Implementation shall include coordination among District administration, principals, school counselors, CTE staff, curriculum and instruction staff, teachers, and other appropriate personnel.

The Superintendent shall designate personnel responsible for coordinating implementation, maintaining required documentation, and completing state reporting requirements.

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Legal References

RSA 188-E:2 – Career and Technical Education Definitions
RSA 188-E:5 – Career and Technical Education Programs
RSA 188-E:25 – Dual and Concurrent Enrollment
RSA 193-E:3 – Delivery of an Adequate Education
N.H. Code Admin. Rules Ed 306.02 – Definitions
N.H. Code Admin. Rules Ed 306.04(b)(22) – Exploration of Career Pathways
N.H. Code Admin. Rules Ed 306.16 – Career and Technical Education Programs
N.H. Code Admin. Rules Ed 306.21 – Kindergarten Through Grade 8 School Curriculum
N.H. Code Admin. Rules Ed 306.22 – High School Curriculum, Credits, and Cocurricular Programs
N.H. Code Admin. Rules Ed 306.23 – Graduation Requirements
N.H. Code Admin. Rules Ed 306.30 – School Counseling Program

First Reading: 9/22/2026

Second Reading and Adoption by BOSC:

Instruction 767R: Career Exploration, Readiness, Pathways and Credentialing – Administrative Procedures

These procedures set expectations for implementing the Manchester School District's Career Exploration, Readiness, Pathways and Credentialing Policy.

The District will provide a developmentally appropriate K–12 continuum that moves students from career awareness to career exploration, to career engagement and pathway development, and ultimately to preparation for successful transition beyond high school.

A. K–12 Career Readiness Continuum

1. Elementary School – Grades K–5: Awareness and Exploration

Elementary career exploration shall focus on helping students recognize their interests and strengths, develop foundational skills, and understand the broad range of ways people work and contribute to their communities.

Schools will provide developmentally appropriate opportunities that may include:

- Career connections embedded within classroom curriculum;
- Literature and classroom activities representing a broad range of careers;
- Career or community guest speakers;
- Hands-on and project-based learning;
- Connections between academic learning and real-world applications;
- Opportunities to identify individual interests and strengths; and
- Development of communication, collaboration, creativity, problem-solving, responsibility, and perseverance.

Elementary career exploration shall emphasize possibilities rather than selection of a specific career.

2. Middle School – Grades 6–8: Exploration and Connection

Middle school career exploration shall provide increasingly intentional opportunities for students to connect their interests and strengths with career clusters, high school opportunities, and possible postsecondary pathways.

Students will have opportunities to:

- Complete developmentally appropriate career-interest and strengths exploration;

- Explore career clusters and occupations;
- Learn about educational and training requirements associated with different careers;
- Participate in career fairs, guest-speaker opportunities, workplace exposure, project-based learning, or similar activities;
- Learn about programs available through the Manchester School of Technology and other CTE opportunities;
- Explore high school courses, ELOs, dual and concurrent enrollment, and other career-connected opportunities;
- Connect academic competencies with their use in careers and workplaces; and
- Continue developing durable skills necessary for success in school, employment, and postsecondary education.

Career exploration should inform, but not restrict, students' high school course planning.

3. Grade 9: Career Readiness and Pathway Development

Grade 9 shall serve as an important transition from career exploration to individualized pathway development.

For each entering high school student, the District shall:

1. Administer or document an appropriate career-interest assessment;
2. Review the student's interests, strengths, and emerging postsecondary goals;
3. Introduce available career readiness pathways and credentials;
4. Advise the student regarding opportunities to work toward a career readiness credential before graduation;
5. Connect students with relevant high school courses, CTE programs, ELOs, dual or concurrent enrollment, work-based learning, and other opportunities; and
6. Establish the documentation necessary to track progress toward a career readiness credential.

Career exploration and readiness shall be incorporated into the District's Grade 9 career readiness learning opportunities and connected, where appropriate, with digital literacy, financial literacy, academic planning, and other graduation requirements.

4. Grades 10–12: Engagement, Experience and Transition

During Grades 10–12, students shall have continued opportunities to refine their postsecondary goals and participate in increasingly authentic career-connected experiences.

Opportunities may include:

- CTE programs;
- Dual and concurrent enrollment;
- Extended Learning Opportunities;
- Internships;
- Job-shadowing;
- Work-based learning;
- Apprenticeship and pre-apprenticeship experiences;
- Industry-recognized credential programs;
- Career and college fairs;
- Employer and industry engagement;
- Postsecondary visits and partnerships;
- Career-focused electives;
- Project-based and interdisciplinary learning; and
- Other approved career-connected learning.

School counselors and other designated staff shall periodically review students' goals and progress and assist students in identifying appropriate next steps.

B. Career Readiness Pathways

The District shall maintain and communicate information describing available pathways to career readiness credentials.

Pathway information should identify, as applicable:

- Relevant courses and learning opportunities;
- CTE programs;
- Dual or concurrent enrollment opportunities;
- ELOs;
- Work-based learning opportunities;
- Internships and apprenticeships;
- Available credentials or certifications;
- Postsecondary connections; and
- Related career fields or career clusters.

Pathways are intended to help students make informed decisions and shall not prevent students from changing direction as their interests and goals develop.

Schools shall make pathway information reasonably accessible to students and families.

C. Career Readiness Credentials

The District shall maintain a process for identifying, documenting, and communicating career readiness credential opportunities available to students.

Credentials may include qualifying:

- CTE courses, programs, or program completion;
- Dual or concurrent enrollment;
- Extended Learning Opportunities;
- Internships;
- Apprenticeships;
- Work-based learning;
- Career pathway programs;
- Industry-recognized certifications; and
- Statewide or nationally recognized measures of career readiness.

Industry-recognized credentials may include, depending upon program availability, credentials such as OSHA, ServSafe, health-care credentials, technical or trade certifications, information technology certifications, and other credentials aligned with District programs and regional workforce needs.

The District shall periodically review credential opportunities to ensure they remain relevant to current educational pathways, postsecondary opportunities, and workforce needs.

D. Competency-Based Career-Connected Learning

Career-connected learning that is used to award high school credit shall be aligned to identified District or graduation competencies.

Before credit is awarded, the District shall identify:

1. The competencies the student is expected to demonstrate;
2. The learning experience through which the student will develop or demonstrate those competencies;
3. The evidence or assessment used to determine proficiency;
4. The District educator or other qualified individual responsible for evaluating or validating the evidence; and
5. The credit to be awarded upon successful demonstration of the competencies.

Evidence of competency may include, as appropriate:

- Performance assessments;
- Projects;
- Portfolios;
- Presentations or exhibitions;
- Demonstrations;
- Industry assessments or certifications;
- Employer or mentor evaluations combined with District assessment;
- Collections of student work; or
- Other District-approved evidence of learning.

Participation or completion alone does not automatically constitute demonstration of competency.

Credit shall be awarded when the student demonstrates proficiency in the identified competencies, regardless of the amount of time required to achieve proficiency.

When CTE coursework contains academic content-area competencies that meet or exceed District requirements, students demonstrating proficiency may receive applicable required subject credit consistent with RSA 188-E:5 and District procedures.

E. Extended Learning and Work-Based Learning

Career-connected ELOs and work-based learning shall be developed and approved in accordance with applicable District policies and procedures.

Each credit-bearing experience shall include:

- Clearly identified learning goals and competencies;
- An approved learning plan;
- Appropriate student supervision;
- Identified evidence of learning;
- An assessment of competency;
- Appropriate workplace and student safety requirements; and
- District oversight.

Workplace participation, hours worked, or completion of an internship shall not, by itself, determine academic credit.

F. Advising and Student Planning

Career planning shall be integrated with the District's school counseling and academic advising programs.

Students shall receive developmentally appropriate support in:

- Understanding their interests and strengths;
- Identifying career and postsecondary goals;
- Selecting courses and learning opportunities;
- Understanding graduation requirements;
- Exploring CTE;
- Understanding dual and concurrent enrollment;
- Exploring ELO and work-based learning opportunities;
- Identifying credentials connected to their interests;
- Understanding education, training, and employment requirements; and
- Revising plans as interests and goals change.

Career planning shall support student choice and exploration and shall not permanently track students into a particular pathway.

G. Transcript Documentation

For entering high school students, the District shall establish a consistent process for documenting progress toward career readiness credentials.

Student records shall reflect information required by New Hampshire law regarding progress toward career readiness credentials.

The Superintendent or designee shall establish consistent procedures for:

- Identifying qualifying credentials and pathways;
- Recording student participation and progress;
- Verifying completion;
- Recording required information on student transcripts; and
- Ensuring consistency among District high schools.

Completion of an industry certification or other credential shall be recorded when appropriate and consistent with District transcript procedures.

H. Partnerships

The District shall seek partnerships with employers, industry organizations, labor organizations, postsecondary institutions, community organizations, government agencies, and other partners to expand career-connected opportunities.

Partnerships may support:

- Career speakers and classroom connections;
- Career fairs;
- Job-shadowing;
- Workplace visits;
- Mentoring;
- Internships;
- Work-based learning;
- Apprenticeships;
- Industry credentials;
- Equipment and technical expertise;
- Postsecondary credit and articulation; and
- Development of new career pathways.

Partnerships shall support educational objectives and comply with applicable District requirements for student safety, supervision, privacy, and access.

I. Equity and Student Access

Schools shall work to ensure that students are aware of and have meaningful access to career-connected opportunities.

The District shall monitor participation, where appropriate, to identify barriers to access.

Students requiring accommodations, language supports, transportation assistance when available, or other services shall receive appropriate support consistent with applicable law and District procedures.

Career advising shall avoid assumptions or limitations based upon gender, disability, language, socioeconomic circumstances, or other characteristics unrelated to a student's interests, abilities, and goals.

J. Annual Data Collection and Reporting

The Superintendent or designee shall establish a District process for collecting and validating career readiness data.

The District shall annually collect and report, as required by the New Hampshire Department of Education:

- Students completing CTE programs;
- Dual enrollment participation;
- Concurrent enrollment participation;

- Extended Learning Opportunity participation;
- Work-based learning participation; and
- Career readiness credentials awarded.

Schools and designated District departments shall maintain records in a consistent manner to support accurate District and state reporting.

The District may also review participation and outcome data to evaluate access to and effectiveness of career readiness opportunities and to identify opportunities for program improvement.

K. Roles and Responsibilities

- **Superintendent or designee:** oversee implementation of the policy and ensure compliance with state requirements.
- **Teaching and Learning Department**: support alignment among curriculum, competencies, career-connected learning, and graduation requirements.
- **Manchester School of Technology/CTE administration:** coordinate CTE pathways, industry partnerships, applicable credentials, and CTE reporting requirements.
- **School counseling program**: support career-interest exploration, student advising, postsecondary planning, pathway identification, and communication with students and families.
- **Building principals:** ensure implementation of career exploration and readiness expectations within their schools.
- **Teachers and other instructional staff:** support developmentally appropriate connections among curriculum, competencies, career readiness, and real-world applications.

The Superintendent or designee may assign additional responsibilities as necessary to ensure consistent implementation and reporting across the District.

L. Annual Review

The District shall periodically review its career readiness pathways, credentials, participation data, partnerships, and student opportunities to ensure continued alignment with:

- Student interests and needs;
- District competencies and graduation requirements;
- New Hampshire law and administrative rules;

- Postsecondary education and training opportunities; and
- Regional workforce and industry needs.

First Reading: Teaching and Learning: 9/22/2026

Second Reading and Adoption by BOSC:

MANCHESTER SCHOOL DISTRICT

TITLE: Policy - Instruction 703 and 729

COMMITTEE ON TEACHING AND LEARNING MEETING OF: September 22, 2026

ACTION: X CONSENT:_____ INFORMATION: _____

BACKGROUND:
Policy Instruction 703 and 729 have been updated with attendance related provisions.

FISCAL IMPACT:

N/A

FISCAL VERIFICATION: _____

RECOMMENDATION:
That the Committee on Teaching and Learning moves to approve Policy Instruction 703 and 729 and forwards this item to the full Board of School Committee for approval.

Prepared by

Nicole Doherty
Assistant Superintendent

Presented by:

Nicole Doherty
Assistant Superintendent

Approved by:

Jennifer Chmiel
Superintendent

Dr. Sean Parr
Committee Chair

Instruction 703 — Curriculum Development

See also Instruction 706: Curriculum Adoption

The Manchester School District Board of School Committee recognizes that curriculum development, instructional planning, and the selection and review of instructional resources are essential components of a high-quality educational program. The Board is committed to maintaining a guaranteed and viable curriculum that is standards-based, competency-aligned, equitable, and responsive to the academic, social, emotional, civic, and career readiness needs of all students.

The district shall maintain a systematic and continuous process for curriculum development, implementation, evaluation, instructional resource review, and revision in accordance with New Hampshire Department of Education requirements, including Ed 306.08.

The curriculum serves as the foundation of instruction and reflects the district's mission, vision, instructional priorities, and commitment to equitable learning opportunities for all students. Curriculum development is a collaborative process involving administrators, curriculum specialists, teachers, students, families, and community stakeholders. The district shall encourage and support professional staff in the continuous improvement of curriculum, assessment, and instructional practices.

The district shall provide a written PreK–12 curriculum that:

- Aligns with New Hampshire state standards, district competencies, and graduation expectations;
- Supports college, career, and civic readiness;
- Promotes equitable access and opportunities for all learners;
- Incorporates evidence-based instructional practices; and
- Integrates the district's Profile of a Graduate skills, which includes critical thinking, collaboration, communication, creativity, culturally responsive and inclusive practices, and future-ready skill.

Curriculum Development and Management

The Superintendent or designee shall oversee curriculum development, implementation, evaluation, and revision throughout the district.

Curriculum committees and leadership teams may be established to support:

- Curriculum development and revision;
- Instructional resource review and selection;
- Assessment alignment;
- Vertical and horizontal curriculum alignment;
- Program evaluation;
- Pilot programs and implementation processes; and
- Professional learning and implementation support.

All teachers and administrators are expected to contribute to curriculum development and continuous improvement efforts.

The written curriculum shall:

- Be standards-based and competency-aligned;
- Include clear learning expectations and essential outcomes;
- Support consistency and equity across schools and classrooms;
- Reflect vertical alignment across grade levels and horizontal alignment within grade levels and courses; and
- Include instructional strategies, assessments, and supports for differentiated learning.

The taught curriculum shall reflect the district's written curriculum. Professional development shall support educators in implementing research-based instructional practices aligned with district curriculum expectations.

Meaningful In-Person Learning

As part of curriculum development or revision, each course shall identify on the syllabus meaningful in-person instructional experiences, performance assessments, or competency demonstrations that are intentionally aligned to course competencies and serve a legitimate educational purpose. Existing courses shall complete this identification according to a districtwide implementation schedule established by the Superintendent or designee.

When a student is unable to participate, a reasonable alternative shall be provided when the same competency or learning objective can be demonstrated at the same rigor without materially lowering course expectations. Assessment of an identified experience shall require participation in that experience or an equivalent demonstration measuring the same competency at the same rigor. All accommodations, modifications, and individualized assessment procedures required by law remain controlling.

Operational procedures for recording academic-cause codes, reasonable-alternative status, and principal review are established in Students 503-APP.

For students eligible under IDEA or Section 504, any intervention involving changes to educational programming, placement, services, accommodations, or related services shall be implemented through the appropriate IEP or Section 504 Team process. Any resulting loss of academic credit for a student with a disability shall be reviewed to ensure compliance with IDEA, Section 504, and the student's individualized education program.

Nothing in this section shall be construed or administered to penalize a student who misses class or a required school event because of a school scheduling conflict. (N.H. Admin. Rule Ed 306.04(b)(1)(b))

Curriculum Management Plan

The district shall maintain a Curriculum Management Plan that establishes a systematic process for curriculum development, instructional planning, implementation, assessment, instructional resource review, evaluation, and continuous improvement. The plan will include expectations, processes, and

procedures for the development, delivery, evaluation, and revision of the district's written, taught, and assessed curriculum.

The Curriculum Management Plan shall:

- Provide procedures and timelines for curriculum development, implementation, monitoring, and revision;
- Establish a district-wide multi-year curriculum review cycle;
- Include procedures for the review, selection, adoption, implementation, evaluation, replacement, and revision of instructional materials and resources;
- Identify processes for monitoring curriculum implementation and effectiveness;
- Utilize student achievement data, assessment results, stakeholder feedback, and program evaluation data to inform curriculum revisions;
- Support district-wide consistency, equity, accessibility, and quality assurance;
- Include opportunities for stakeholder collaboration and feedback; and
- Identify professional development and resource needs necessary to support implementation.

The district currently uses a six-year curriculum revision cycle, reviewed annually and revised as needed to ensure alignment with state requirements, district goals, student needs, instructional best practices, and continuous improvement efforts.

The Superintendent or designee shall periodically review and update the Curriculum Management Plan and provide the Board with updates on curriculum review activities, instructional resource adoption, implementation progress, and recommended revisions.

The Manchester School District Curriculum Management Plan outlines a systematic, ongoing program of curriculum development, assessment, implementation, and evaluation. This curriculum management plan outlines our structures and systems to ensure a guaranteed and viable curriculum.

The plan provides for district-wide internal consistency, quality assurances, equity, and accessibility for all. It outlines resources and financial support necessary for achieving the school district's mission and vision for student learning. The document provides the structure for quality control of the designed and delivered curriculum, and it defines methods for checks and balances in delivering a guaranteed and viable curriculum.

Instructional Resources and Materials

The district shall maintain a formal and continuous process for the review, selection, adoption, implementation, evaluation, replacement, and revision of instructional materials and resources. Instructional materials and resources shall:

- Align with district curriculum, competencies, and instructional priorities;
- Support rigorous and engaging instruction;
- Be age-appropriate, accessible, inclusive, and culturally responsive;
- Support differentiated instruction and diverse learning needs;

- Include consideration of instructional technology and digital resources when appropriate; and
- Be evaluated regularly for effectiveness, relevance, and alignment to student learning outcomes.
- Literacy Skill Development in Elementary Grades will be required to provide measurable, evidence-based instruction in literacy for all students through grade 5. All instruction shall be designed to assist students to achieve grade-level literacy and numeracy, and to provide the opportunity for each student to learn according to their individual needs and abilities, as set forth in the public elementary school minimum standards.

Pilot programs and instructional resource trials may be utilized prior to adoption when appropriate.

Recommendations for instructional materials and resources shall be developed through established district review processes outlined in the curriculum management plan and presented to the Teaching and Learning Committee prior to Board consideration.

No course of study shall be eliminated, substantially revised, or newly established without Board approval. Recommendations related to curriculum changes, new courses, instructional programs, and major instructional resource adoptions shall be presented to the Teaching and Learning committee prior to consideration by the full Board.

Curriculum Evaluation and Continuous Improvement

The district shall engage in ongoing evaluation of curriculum, instructional practices, assessments, instructional resources, and program effectiveness to ensure continuous improvement and alignment between the written, taught, assessed, and supported curriculum as outlined in the curriculum management plan. Evaluation measures may include, but are not limited to:

- Student growth and achievement data;
- State and local assessment data;
- Classroom performance measures;
- Enrollment and participation patterns;
- Stakeholder feedback; and
- Program implementation data.

District administrators, curriculum specialists, instructional leaders, and educators shall participate in periodic curriculum evaluations and revision processes as outlined in the curriculum management plan.

Implementation

The Superintendent or designee is authorized to develop administrative procedures and guidelines necessary to implement this policy and the district's Curriculum Management Plan.

Revised from: 07/01. First Reading: Teaching and Learning: 06/15/2026; Second Reading and Adoption BOSC: 6/22/2026.

Updated Numbering Approved by BOSC 11/24/25 from Instruction 104 Curriculum Development to Instruction 703 Curriculum Development.

Instruction 703 — Curriculum Development

See also Instruction 706: Curriculum Adoption

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The Superintendent or designee is authorized to develop administrative procedures and guidelines necessary to implement this policy and the district's Curriculum Management Plan.

First Reading: Teaching and Learning: 9/22/2026

Second Reading and Adoption by BOSC:

Revised from: 07/01. First Reading: Teaching and Learning: 06/15/2026; Second Reading and Adoption BOSC: 6/22/2026.

Updated Numbering Approved by BOSC 11/24/25 from Instruction 104 Curriculum Development to Instruction 703 Curriculum Development.

original

Instruction

703 CURRICULUM DEVELOPMENT

See also Instruction 706: Curriculum Adoption

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Pilot programs and instructional resource trials may be utilized prior to adoption when appropriate.

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Evaluation measures may include, but are not limited to:

- Student growth and achievement data;
- State and local assessment data;
- Classroom performance measures;
- Enrollment and participation patterns;
- Stakeholder feedback; and
- Program implementation data.

District administrators, curriculum specialists, instructional leaders, and educators shall participate in periodic curriculum evaluations and revision processes as outlined in the curriculum management plan.

Implementation

The Superintendent or designee is authorized to develop administrative procedures and guidelines necessary to implement this policy and the district's Curriculum Management Plan.

Revised from: 07/01

First Reading: Teaching and Learning: 06/15/2026
Second Reading and Adoption BOSC: 6/22/2026

Please Note: Updated Numbering Approved by BOSC 11/24/25 from **Instruction 104 CURRICULUM DEVELOPMENT** to **Instruction 703 CURRICULUM DEVELOPMENT**

Instruction 729 — Middle and High School Grading

Purpose:

The Superintendent, through the Principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning the Manchester School District grading system is published on the district and school websites. A detailed guide to grading and reporting practices will be disseminated to all students and their families. This policy will also be referenced in each edition of the student handbook. As soon as it is practical and feasible, the Superintendent or designee will inform all students and their families of any modifications made to the grading system.

Grading Policy and Reporting: The awarding of credit shall be based on demonstrated mastery of district-approved course competencies and other valid academic evidence, consistent with New Hampshire law.

Grading Policy:

The Manchester School District believes in fair, equitable, and transparent grading practices. Attendance supports learning by providing opportunities for instruction and competency demonstration but shall not, by itself, determine academic achievement, a grade, or the awarding of credit. As such, all grading and reporting practices will reflect the following characteristics:

1) Grades and grading should only reflect a student's academic performance.

2) The grading system will measure, report, and document student proficiency against a set of clearly defined content area standards.

3) Grades will measure and document academic progress and achievement separately from habits of work, character traits, and behaviors.

4) The grading system will ensure clarity, consistency and fairness across all students, teachers, assessments, learning styles and experiences, content areas, and time. This can be done through the use of standard based rubrics, or other measures.

5) Grading shall not be used as a form of punishment.

6) The grading system shall be designed to equitably communicate with all relevant stakeholders (i.e. families, students, secondary institutions, educators) to ensure they have the detailed information needed to make important decisions about a student's education.

Principals shall monitor implementation and correct inconsistent practice; district administration shall review aggregate results, reasonable-alternative status, and school-level variation; and the Superintendent shall include attendance-related academic outcomes, reasonable-alternative status, principal-review completion, disparities, and corrective actions in reports to the Board at least quarterly.

Refer to Instruction 703 for identifying meaningful in-person learning experiences.

Traditional Grading Scale

Letter Grade Scale	Numerical Grade Scale

A	90-100
B+	89-85
B	84-80
C+	79-75
C	74-70
D	69-65
F	64.999 and below

Competency-Based Scale*

Score	Descriptor
4	Advanced Proficiency
3.5	Intermediate Proficiency
3	Standard Proficiency
2.5	Limited Proficiency
2	Not Yet Proficient
1	Insufficient Evidence

**Scale utilized at Manchester School of Technology-High School and some specific coursework within traditional grading systems. Scale does not equate to the Traditional Numerical Scale.*

Teachers must notify the parents of failing students at least three weeks before the end of the marking period. Teachers are also encouraged to call parents or have personal conferences as needed. Understanding grades are dynamic and can change within the three weeks prior to grades closing.

Nothing in this policy shall be construed or administered to penalize a student who misses class or a required school event because of a school scheduling conflict. (N.H. Admin. Rule Ed 306.04(b)(1)(b))

References:

ED 306.23(p) (High School Curriculum); NHSBA Code IFKA

Revised as follows: 11/13/23, 8/22/22, 06/25/2018; 07/09/01. First Reading Teaching and Learning: 02/11/25; Second Reading and Adoption BOSC: 03/10/2025.

Please Note: Updated Numbering Approved by BOSC 11/24/25 from Instruction 125 Middle and High School Grading to Instruction 729 Middle and High School Grading

Instruction 729 — Middle and High School Grading

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Please Note: Updated Numbering Approved by BOSC 11/24/25 from Instruction 125 Middle and High School Grading to Instruction 729 Middle and High School Grading

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Instruction

729 MIDDLE AND HIGH SCHOOL GRADING

Purpose:

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MANCHESTER SCHOOL DISTRICT

TITLE: Curriculum Management Plan Update

COMMITTEE ON TEACHING AND LEARNING MEETING OF: September 22, 2026

ACTION: _____ CONSENT:_____ INFORMATION: __x_____

BACKGROUND:
Executive Director and Academic Instructional Directors to give updates on the Curriculum Management Plan.
This year's focus will be:

1. World Language (Grades 6-12)
2. Math Core (Grades K - 12)

The MSD Curriculum Management Plan outlines a systematic and ongoing program of curriculum development, assessment, implementation, and evaluation. This curriculum management plan outlines our structures and systems to ensure a guaranteed and viable curriculum. The plan includes the expectations, processes, and procedures to be utilized in the development, delivery, evaluation, and revision of the district's written, taught, and assessed curriculum, per Policy Instruction 104.1.

FISCAL IMPACT:
None FISCAL VERIFICATION: _____

RECOMMENDATION:

Prepared and Presented by:

Leslie Whitney

_____
Leslie Whitney
Executive Director of Teaching and Learning

Approved by:

_____
Dr. Jennifer Chmiel
Superintendent

Dr. Sean Parr

Dr. Sean Parr
Committee Chair

Manchester
School District

Curriculum Management Plan

September 22, 2026

Presented by Leslie Whitney
Executive Director of Teaching and Learning

Erin Kilrain, Elementary Math Implementation Specialist,
Tina Proulx, Middle School Academic Director
Geoff Giotas, High School Academic Director

Overview

01 The What and the Why

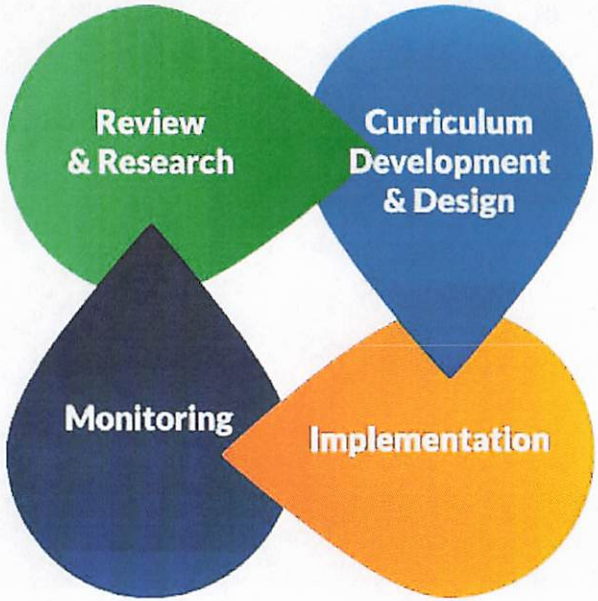
02 The Plan by Year

03 Data-Driven Decision Making

04 The Living Plan:
Data, Research, and Community

A Guaranteed and Viable Curriculum

The What and the Why



This plan allows us to
1) Focus on building professional capacity around learning,
2) Guide programmatic progress around instructional targets, and
3) Evaluate the relevance of the K-12 curriculum plan.

MSD Curriculum Management Plan is a systematic, ongoing program of curriculum development, assessment, implementation, and evaluation of the curriculum. This curriculum management plan outlines our structures and systems to ensure a guaranteed and viable curriculum. The plan includes the expectations, processes, and procedures to be utilized in the development, delivery, evaluation, and revision of the district's written, taught, and assessed curriculum,
The plan provides for district-wide internal consistency, quality assurances, equity, an accessibility for all. It outlines resources and financial support necessary for achieving the school district's mission and vision for student learning. The document provides the structure for quality control of the designed and delivered curriculum, and it defines methods for checks and balances in delivering a guaranteed and viable curriculum.

Important to Know

Curriculum and Programming are not the same

Part 1

Curriculum

Curriculum consists of Competencies, Standards, Learning Targets, and Unit Plans .

Part 2

Program

Programming consists of TextBooks, Online Resources, etc. This is separate from the curriculum, as these materials are not curriculum documents.

First 3 Years of the Cycle

Year 1 Preperation & Investigation	Year 2 Exploration & Analysis	Year 3 Implementation and Documentation
Core Action	**Core Action**	**Core Action**
Examine Literature, research, and standards: assess vertical and horizontal alignment	Select essential methods, materials, and technology; implement Spring pilot.	Full implementation; monitor Guaranteed and Viable Curriculum.
Key Stakeholder Activity	**Key Stakeholder Activity**	**Key Stakeholder Activity**
Curriculum Directors establish leadership teams (content specialists, coaches, BLILs, etc), and set timeline	Teachers begin instructional shifts supported by targeted Professional Learning	Community and Teachers provide feedback via journaling or forums; specific PD is refined.

Last 3 Years of the Cycle

Year 4 Practice and Revise	Year 5 Practice and Revise	Year 6 Reflection and Analysis
Core Action Collect samples of student work and baseline measures of achievement.	**Core Action** Collect and analyze State and Local Assessment data to determine areas for refinement and calibration.	**Core Action** Formal evaluation based on a comprehensive review of years 3-5.
Key Stakeholder Activity Continue community and teacher feedback; GVC continued to be monitored	**Key Stakeholder Activity** Curriculum directors meet to review and revise processes and implementation guides based on data.	**Key Stakeholder Activity** Leadership informs affirmations and prepares formal recommendations for the next revision cycle.

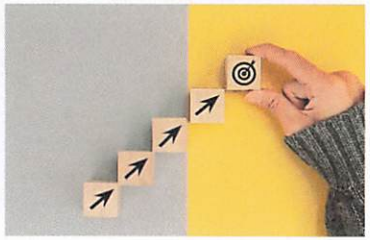
Data-Driven Decision Making

An inquiry of model

This is an inquiry model for a Guaranteed and Viable Curriculum

Data Chats

- State and Local Assessment Review
- Building Level Data Chats
- Teacher Collaboration
- Student Data Chats



Goal Setting

- ABC Plans
- Department Goals
- Teacher/Classroom Goals
- Student Goal Setting

Implementation and Support

- Curriculum Documents
- Programs and Materials
- Professional Learning Opportunities

Thank You
Questions?

MANCHESTER SCHOOL DISTRICT

TITLE: Teaching and Learning Highlights/Updates

COMMITTEE ON TEACHING AND LEARNING MEETING OF: September 22, 2026

ACTION: _____ CONSENT:_____ INFORMATION: __X____

BACKGROUND:
Highlights and updates will be shared at the Teaching and Learning Committee Meeting.

- Adult Education
- Artificial Intelligence

FISCAL IMPACT:

N/A

FISCAL VERIFICATION: _____

RECOMMENDATION:

This item is for informational purposes only.

Prepared by

Nicole Doherty
Assistant Superintendent

Presented by:

Nicole Doherty
Assistant Superintendent

Approved by:

Jennifer Chmiel
Superintendent

Dr. Sean Parr
Committee Chair