



School Committee

MINUTES OF THE CHELSEA SCHOOL COMMITTEE MEETING

May 7, 2025

APPROVED 6-5-25

The Chelsea School Committee held a meeting on May 7, 2025, in the City Council Chambers, City Hall, 500 Broadway, Chelsea.

Members Present: Yessenia Alfaro, Mayra Balderas, Katherine Cabral, Claryangeliz Covas Caraballo, Lucia Henriquez, Ana Hernandez, Dr. Sarah Neville, and Shawn O'Regan.

Also Present: Superintendent Dr. Almudena Abeyta, Chief of Staff & Equity Dr. Aaron Jennings, Assistant Superintendent Dr. Blake-Canty, Assistant Superintendent Michelle Martinello, Human Resources Director Christine Lee, Innovation, Access, & Opportunity Officer Malik Howshan, Chief Finance & Operations Officer Billie Jo Turner, Communications Manager Michael Sullivan, Social Work Coordinator Brenda Peña, Student Representatives Diana Salinas Garcia, & Rosalia Hernandez, and School Committee Clerk Veronica Dyer-Medina.

The meeting was called to order at 7:00 p.m.

Pledge of Allegiance

Roll Call for Attendance:

Ms. Hernandez	Present
Mr. O'Regan	Present
Ms. Henriquez	Present
Ms. Cabral	Present
Mr. Gomez-Pereira	Absent
Ms. Balderas	Present
Dr. Neville	Present
Ms. Covas Caraballo	Present
Ms. Alfaro	Present

Having 8 school committee members present and 1 member absent, the meeting proceeded.

School Committee minutes: Ms. Balderas motioned to accept the meeting minutes of the Regular Meeting on April 9, 2025. and Ms. Covas Caraballo seconded the motion.

Public Comment: None

Presentations:

- **Name, Strength, & Story Awards:** Dr. Abeyta and Student Representative Rosalia Hernandez awarded Monika Sulima-teacher from Chelsea High School with May's Name, Strength, & Story Award.

Report of the Superintendent of Schools:

Presentation on Social Emotional Learning in Chelsea Public Schools: Chief of Staff and Equity Dr. Jennings and Social Work Coordinator Brenda Peña presented [SEL work in CPS](#). Dr. Jennings opened the presentation and provided the history of how SEL work has increased over time at CPS. He thanked Dr. Abeyta for allowing him and his team to grow the work by providing the resources for them to do so. Ms. Peña then went on to explain the fundamental elements and strategies of the SEL model in schools and classrooms. She discussed the different leadership roles and how practice is applied to build safe places in schools. She explained how CPS is a well resourced and trauma informed district and in comparison to other districts is leading the charge with the large support it has in place for MTSS models. She then shared the growth of support staff since 2019 across the district and how the district is committed to multi-tier support. Ms. Peña then went on to explain the three tiers of support and the collaboration between community partners and families make this support possible. She discussed how SEL is becoming embedded in the curriculum and the teams are working together in schools with SEL leads on developing a rubric to see more SEL in instruction. She also went on to explain different programming like Cartwheel Care and Alongside. Dr. Abeyta added that both of these programs are great for students who may be struggling and too shy to seek support. Ms. Peña explained how the apps work and the emergency alert that Alongside has during staff's off hours. Members like Ms. Balderas and Ms. Covas Caraballo expressed their gratitude from the parents perspective, stating that parent workshops help parents not feel alone. Ms. Covas Caraballo also discussed the apps having benefits in taking away the stigma around mental health and allowing students and parents to seek support. She asked what partners Chelsea is working with and Ms. Peña answered: North Suffolk, SouthBay Mental Health, MGH, Harbor Cove, Youth Elemento, and more. Ms. Cabral asked what the biggest challenges were in this work on the ground level. Ms. Peña answered that it was continuing to build capacity at the tier 1 level where students' greatest needs need to be identified. She also invited all members to attend the Mental Health Fair to be held on May 29th at the Williams School. Dr. Neville asked a question about PBIS models and if Ms. Peña thought they worked. Ms. Peña answered that in conjunction with other models, it can work but does not recommend using it alone. Lastly Ms. Alfaro shared that she loved seeing this work and that she would love seeing more of this information broken down to parents. Ms. Peña ended by saying that the district is focusing on starting this work early on to develop skill sets for students to prepare them for the 21st century; it is critical for their success.

Indicators of Success: Dr. Blake-Canty presented the [Indicators of Success](#) for the month of April. Some highlights from the indicators she presented were:

- Attendance for grades Pre-K through 8 were holding at over 90% while grades 9-12 were averaging around 80%
- Drop out numbers are 69 YTD at a rate of 3.78
- Mobility numbers for April broke even with 31 students in and 31 out. YTD was 694 in and 549 out.

Student Representative Updates: Student representatives Diana Salinas Garcia and Rosalia Hernandez shared updates from Chelsea High.

Here are some of the highlights they shared:

- Students shared a recap on the STEM enrichment that took place during April Acceleration Academy
- AP testing has begun and tests are being held in the blue gym. If students earn a 3 or more, they can receive college credit.
- Students shared information on the Youth Rise Festival that took place the weekend before.
- Students shared updates from the Student Summit held on 4/17/25; 120 students attended and there were breakout sessions even in Spanish. Students had the opportunity to share their voices.
- There will be a City Manager Listening session at CHS on May 8th.
- There will be a Blood Drive hosted by MGH on May 9th
- Prom is in 10 days and seniors have only 16 days left.
- Lastly students shouted out CPS teachers in honor of Teacher Appreciation Week.

Committee Reports: Dr. Abeyta went over the Personnel and Enrollment reports to commend them to the record. Ms. Balderas motioned to accept the subcommittee reports and commend them to the record. Ms. Henriquez seconded the motion.

New Business:

Item #: 25SC30: Consideration and action to approve a budget transfer of \$50,000 to move funds from Extended Learning Contract Services to the Chelsea High School Unclassified line for FY 2024-2025.

Chair Hernandez asked for a roll call vote.

Ms. Hernandez	Yes
Mr. O'Regan	Yes
Ms. Henriquez	Yes

Ms. Cabral	Yes
Mr. Gomez-Pereira	Absent
Ms. Balderas	Yes
Dr. Neville	Yes
Ms. Covas Caraballo	Yes
Ms. Alfaro	Yes

Having 8 votes in the affirmative and 1 member absent the motion passed.

Communications: None

Announcements:

- Dr. Neville announced the Chelsea Research Festival taking place on May 15th at CHS from 1:30-3pm, then again at 5pm. There will be 30 posters where students and community organizations can share their research.
- Dr. Neville also announced a opportunity for advocacy at the State House regarding the bills Senator Sal DiDomenico is hoping to pass regarding inflation and the public can send testimonies.
- Ms. Balderas announced a community event to raise funds for the less fortunate at Tu Casa.
- Ms. Cabaral shared an invitation to a Celebration for the Educator Diversity Act taking place in Revere.
- Chair Hernandez applauded teachers for Teacher Appreciation Week.
- Ms. Covas Caraballo reminded students that the Chelsea Chamber of Commerce had prom dresses.
- Vice-Chair Henriquez asked for a moment of silence for the mother of Ricky Velez and for Wright Academy Clerk Yolanda Perez.
- Chair Hernandez ended by announcing graduation fast approaching; all are excited.

Adjournment: At this time Ms. Balderas motioned to adjourn the meeting. Ms. Covas Caraballo seconded the motion. The meeting adjourned at 8:01 pm.

Recorded by



Veronica Dyer-Medina
School Committee Clerk



Chelsea Public Schools School Committee

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ENCLOSURE D

A meeting of the Policies & Procedures Subcommittee was held on Thursday, May 22, 2025

Attendance: Subcommittee Chair Neville, Lucia Henriquez, Ana Hernandez

Also in attendance: Dr. Almi Abeyta, Michelle Martinello, Clary Covas Caraballo, Mayra Balderas, Kati Cabral, Shawn O'Regan

The meeting was called to order at 6:03.

Subcommittee Chair Neville invited Dr. Abeyta and Ms. Martinello to present.

Ms. Martinello shared an update on student handbooks. Now that the Code of Character, Conduct, and Support has been approved, committees will be formed to update each school handbook to be aligned with the new Code. They have been training administrators on the new Code. The Code was designed for the whole district, not for different school levels (ie elementary, secondary), so it now needs to be customized for different school levels. The behavior matrix needs to be customized to different school levels to adhere to state law. The committees will work on this and the new handbooks will likely go into effect in the fall of 2026.

Ms. Martinello and Dr. Abeyta then shared a review of the bullying policy. By law, the bullying policy must be reviewed and reapproved each year. They are not proposing any substantive changes to the policy, but Ms. Martinello is updating the report template to make it easier to fill out.

Ms. Henriquez made a motion to adjourn which was seconded by Ms. Henriquez.
The meeting was adjourned around 6:15

Recorded by Sarah Neville

A Meeting of the Budget & Finance Subcommittee was held on Thursday, May 22, 2025

1. Call to Order

The meeting was called to order at 5:33 PM by Chair Claryangeliz Covas Caraballo.

2. Presentation

Dr. Almi Abeyta introduced the agenda and then turned the presentation over to Billie Jo Turner. Billie reviewed the action items first, followed by an overview of various options for presenting budget transfers to the subcommittee.

3. Questions and Discussion

• Action Items:

Chair Covas Caraballo inquired about the One8 Foundation. It was clarified that the district had previously received a grant from the foundation to support other projects.

• Budget Transfers:

Lucia Henriquez asked about the placement of surveillance cameras and whether specific areas were targeted. Dr. Abeyta explained that security personnel and staff would be involved to ensure optimal placement.

Dr. Sarah Neville requested clarification regarding the prepayment of special education tuition—whether it had been done before and if it was beneficial. It was noted that prepaying into this account is a cost-saving measure over time.

Chair Covas Caraballo inquired whether the batting cages had already been purchased. It was confirmed that they are in the process of being acquired and will be installed in the blue gym.

Mayra Balderas thanked Billie Jo Turner for the new budget formatting, noting that it made the materials easier to understand.

4. Motions

• Motion to Forward Action Items to Full Committee:

A motion to move items 2–10 to the full committee was made by Shawn O'Regan and seconded by Mayra Balderas.

Vote: [Insert outcome if recorded]

• Motion to Adjourn:

A motion to adjourn the meeting was made by Mayra Balderas and seconded by Kati Cabral.

5. Adjournment

The meeting was adjourned at 6:00 PM.

6. Attendance

Dr. Almi Abeyta, Billie Jo Turner, Ana Hernandez, Lucia Henriquez, Shawn O'Regan, Mayra Balderas, Kati Cabral, Dr. Sarah Neville, Claryangeliz Covas Caraballo (Chair)

Recorded by Claryangeliz Covas Caraballo

Chelsea Public Schools

Indicators of Success

2021-2026

April 2025

Monthly:

1. District-Wide daily attendance rate will be 95% (p. 2)
1. The CPS dropout rate will decrease by 2% per year (p. 9)

Bi-Annual Updates (beginning and end-of-year):

1. # of grade 8 students enrolled in Algebra I (p. 3)
1. # of students enrolled in AP courses (p. 3)
1. # of students enrolled in Calculus courses (p. 3)
1. # of students enrolled in Early College courses (p. 3)

Tri-Annual Updates:

1. Iready progress for ELA grades K-8 (p. 4-6)
1. Iready progress for Math grades K-8 (p. 4-6)

End-of-Year Updates:

1. 85% of grade 4 students will exit grade 4 and enter grade 5 with a 3 or better in ELA, Math and Science (p. 8)
1. 85% of grade 8 students will exit grade 8 and enter grade 9 with a C or better in ELA, Math and Science (p. 8)

Annual:

1. Growth in ELA and Math on MCAS 2.0 will be 2-5% (p. 1)
1. 85% of High School Students in AP courses will attain a 3, 4, or 5 (p. 9)
1. The CPS four-year graduation rate will increase by 2% per year; the five year graduation rate will increase by 2% per year (p. 9)
1. All students will graduate from Chelsea High School with a plan for college, career and life (p. 9)
3. Annual staffing data will show improved teacher retention (p. 11)
 - Retention rate of teachers.
 - Retention rate of administrators
 - % Increase of diversity for teachers and administrators

Appendix: Additional Relevant Data:

- Mobility and Mobility Rate (p. 12)
- CHS Grade 9 & 10 Failing Grades (p. 13)
- CHS Grade 9 & 10 Retention (p. 13)



Indicator 2: District-Wide daily attendance rate will be 95%

	%2021	%2022	%2023	%2024	Sept	Oct	Nov	Dec	Jan	Feb	March	April		May	June
					Month	Month	Month	Month	Month	Month	Month	Month	YTD	Month	Month
Grade 1	93.8%	91.0%	90.0%	91.8%	94.0%	92.7%	93.2%	91.0%	88.4%	89.3%	92.0%	92.8%	91.8%		
Grade 2	94.4%	91.2%	91.2%	92.0%	94.5%	93.9%	93.6%	91.6%	89.7%	89.5%	91.7%	92.4%	92.2%		
Grade 3	95.2%	92.2%	91.6%	92.0%	94.3%	93.3%	93.6%	91.3%	88.7%	88.9%	92.9%	93.3%	92.1%		
Grade 4	95.5%	92.5%	91.9%	92.4%	94.7%	94.0%	93.6%	92.0%	89.4%	89.5%	92.4%	93.6%	92.5%		
Grade 5	91.9%	91.7%	93.1%	93.1%	95.0%	94.2%	93.6%	92.4%	90.4%	89.8%	93.2%	93.6%	92.9%		
Grade 6	93.1%	91.1%	92.8%	92.9%	94.5%	94.7%	94.0%	93.2%	91.8%	91.0%	92.6%	94.2%	93.3%		
Grade 7	91.0%	91.2%	91.8%	93.5%	93.9%	94.6%	93.3%	93.2%	91.2%	91.9%	93.5%	94.6%	93.5%		
Grade 8	90.7%	90.7%	90.9%	91.9%	93.3%	92.7%	93.0%	92.2%	90.7%	89.1%	92.5%	93.6%	92.3%		
Grade 9	88.8%	85.4%	85.0%	81.2%	82.9%	81.9%	78.9%	77.6%	77.1%	77.4%	79.3%	78.4%	79.4%		
Grade 10	85.3%	81.4%	82.6%	82.0%	85.3%	83.9%	84.1%	80.9%	78.1%	78.5%	81.1%	79.2%	81.8%		
Grade 11	81.0%	75.5%	77.8%	81.9%	86.2%	85.3%	86.0%	81.1%	79.1%	80.5%	82.0%	80.0%	83.1%		
Grade 12	78.2%	48.1%	74.8%	77.3%	86.8%	84.9%	83.3%	80.5%	79.8%	79.5%	81.4%	77.3%	81.4%		
Post-Graduate	93.8%	90.3	88.8%	94.7%	80.5%	87.1%	76.2%	82.2%	82.4%	95.3%	93.8%	95.6%	86.1%		
Kindergarten	93.1%	89.4%	88.7%	90.8%	93.9%	90.7%	90.0%	89.5%	85.9%	87.7%	90.5%	92.7%	90.1%		
Grade PreK	91.5%	89.8%	89.5%	90.8%	93.8%	91.1%	91.4%	89.7%	87.2%	86.3%	90.6%	90.3%	90.0%		
District Total	90.8%	88.1%	88.0%	88.8%	91.3%	90.4%	89.9%	88.1%	86.1%	86.3%	88.9%	88.9%	88.8%		

Indicator 10: The high school dropout rate will decrease by 2% per year

Data for each year is period to date

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
October 1 Enrollment	1558	1616	1764	1852	1827
# of Drop-Outs	43	98	92	130	69
Drop-Out %	2.76%	6.06%	5.22%	7.02%	3.78%

Programmatic Breakdown

	2021-2022 End of Year		2022-2023 End of Year		2023-2024 End of Year				2024-2025 Year to Date			
High School Enrollment	Students	EL Students	Students	EL Students	Students	EL Students	SWDs	Dual-ID	Students	EL Students	SWDs	Dual-ID
October 1 Enrollment	1079	537	1164	600	1008	567	193	84	960	556	213	98
# of Drop-Outs	43	86	44	79	50	96	8	10	19	41	6	3
Drop-Out %	3.99%	16.01%	3.78%	13.17%	4.96%	16.93%	4.15%	11.9%	1.98%	7.37%	2.82%	3.06%

4/1/25 - 4/30/25 DROPOUT NOTES:

- 0 Student have withdrawn

Indicator 11: Priority 3

Retention - Teachers

	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
Total teachers in CPS	476	100%	504	100%	586	100%	610	100%	604	100%
Teachers who left CPS	53	11%	78	15%	128	21%	100	16%	73	12%
Teachers who retired or were terminated	21	4%	17	3%	8	1%	23	4%	29	5%
Teachers who left on their own*	32	6%	61	12%	121	20%	77	12%	44	7%

Retention – School Based Administrators**

	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
Total administrators in CPS	27	100%	27	100%	28	100%	29	100%	31	100%
Administrators who left CPS	2	7%	4	15%	6	21%	6	21%	3	9%
Administrators who retired or were terminated	0	0%	1	3%	1	3%	3	10.5%	1	3%
Administrators who left on their own*	2	7%	5	18%	5	18%	3	10.5%	2	6%

*Reasons for leaving included: moving back home, new job in another district, returning to school, health

**Principals and Assistant Principals

Promotions

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Paraprofessional to teacher	8	14	8	11	16
Teacher to administrator	1	1	2	3	3
Administrator promotion	1	2	1	2	0
Substitute to paraprofessional	1	0	1	5	4
Total Promotions	11	17	12	21	23

% Increase of diversity for teachers and administrators

	2020-2021	2021-2022	2022-2023	2023-2024
% Increase of teacher diversity	66%	36%	19%	17%
% Increase of administrator diversity	66%	50%	50%	33%
% Increase of central office diversity*	14%	25%	No change	No Change

*Central office includes Cabinet members

APPENDIX:

Mobility

	21-22 Total		22-23 Total		23-24 Total		Sept		Oct		Nov		Dec		Jan		Feb		March		April		May		June		Total	
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
ELC (K)	78	30	73	43	72	37	29	11	13	6	6	1	10	11	10	11	6	7	8	5	3	7					85	59
Elementary	218	104	161	97	210	120	59	33	47	38	12	20	28	18	29	16	15	15	6	18	12	11					208	169
Middle	182	100	149	96	202	86	45	33	31	21	13	10	14	10	22	16	16	22	13	8	8	9					162	129
High School	338	209	337	215	287	245	84	55	49	25	21	29	20	15	20	42	15	10	22	12	8	4					239	192
District Total	816	443	720	451	771	488	217	132	140	90	52	60	72	54	81	85	52	54	49	43	31	31					694	549

*District-wide mobility rate (sum of transfers in and transfers out divided by October 1 enrollment (6094) is 20.40% year to date.

Student Mobility Rate September 1 – June 30 (10-month calculation)

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Rate	32.0	32.4	33.7	33.5	23.9	36.0	28.6	37.5	23.6	32.0	28.5	25.0	24.8	17.0	20.0	17.6	20.6
Year	2014	2015	2016	2017	2018	2019	2020**	2021	2022	2023	2024	2025					
Rate	17.0	18.7	17.0	20.8	21.9	24.0	16.86	18.04	20.73	19.03	20.5						

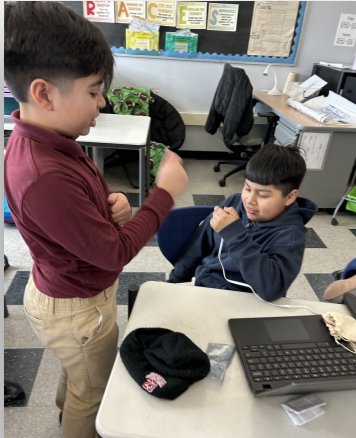
**Because of the stay at home order, students who moved out of district were kept in district until the end of the school year and were officially transferred out in the summer

SOCIAL EMOTIONAL LEARNING IN CHELSEA PUBLIC SCHOOLS

May 7, 2025
Transforming School Culture through
Collaboration and Support

Presentation Objectives

- Understand the foundational elements of a districtwide SEL model.
- Explore strategies for embedding SEL across school and classroom systems.
- Define leadership roles that sustain schoolwide SEL initiatives.
- Apply practices that build emotional safety and academic growth.

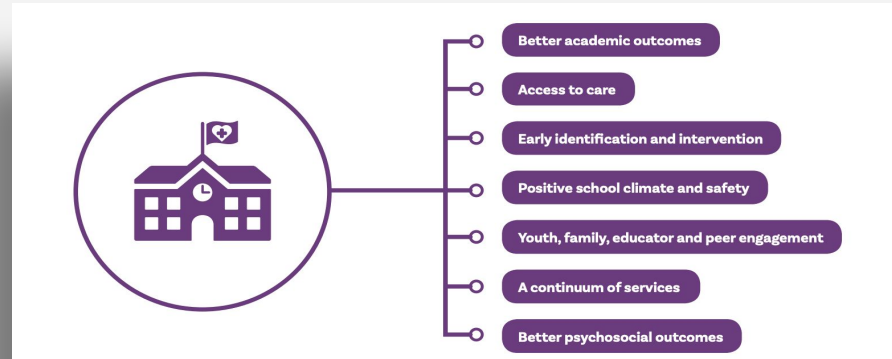


Comprehensive Student Support Model

CPS is committed to a comprehensive MTSS system that delivers a range of supports and services aimed at fostering a positive school climate, enhancing social and emotional learning, and promoting mental health and well-being. This system seeks not only to support overall student growth but also to reduce the prevalence and severity of mental health challenges.

CPS Support Teams:

- Attendance/Truancy Officers
- SEL Leads & SEL School-based Teams
- Deans
- School Counselors
- School Social Workers
- Special Education Staff
- Mediation/MTSS Staff
- Homelessness Liaisons
- Young Parenting Coordinator
- Family Liaisons



Social Work & School Counseling Staff

STAFFING NUMBERS FROM 2019 - 2025

School Counseling (19 school Counselors)

High School (CHS & COA) - 9 total

Middle Schools - 6 total

Elementary Schools - 4 total

Social Work (21 Social Workers)

High School (CHS, COA, CVLA) - 7 total

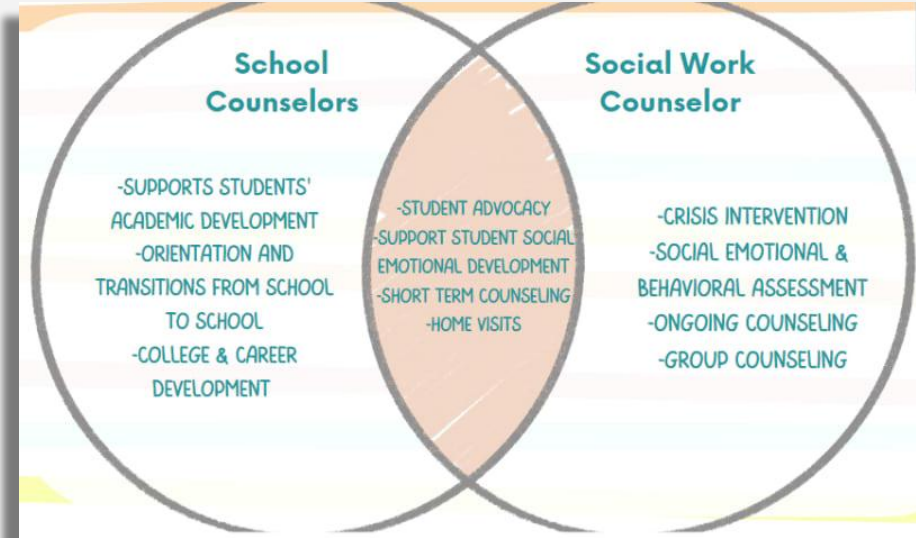
IEP District Social Worker (CHS) - 1 total

Middle Schools - 5 total

Elementary Schools - 4 total

ELC - 3 total

IEP District Social Worker (ELC, Elementary, Middle Schools) - 1 total



Our District-Wide Commitment to SEL

TIER 2: Group & Individual Supports

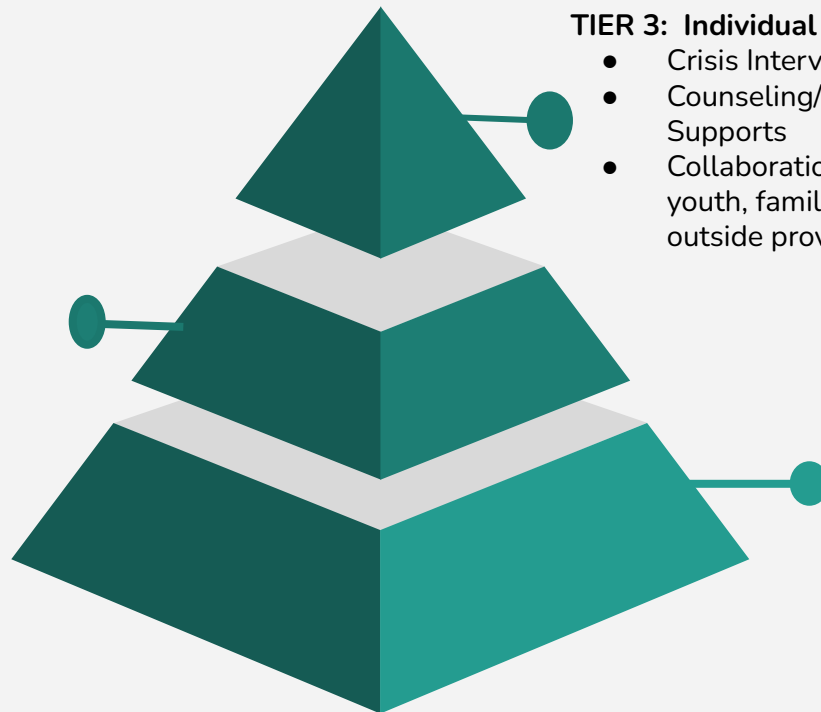
- Early Identification, Support, & Progress Monitoring
- Individual and Group Intervention
- Referral and Case Management
- Mediation
- Family Wraparound Support

TIER 3: Individual Supports

- Crisis Intervention
- Counseling/ Treatment Supports
- Collaboration with youth, family, and outside providers

TIER 1: Universal Supports

- Positive Relationships & Safe School Climate
- Universal Screening
- Social Emotional Learning
- Peer to Peer Mediation Program
- Mental Health Education and resources (Alongside)



Tier 1: Universal Supports (Grades PK-12)



Tier 1 interventions are designed to support all students across grades PK-12. These universal supports promote positive mental health, academic achievement, and a healthy school climate through school-wide strategies.

- **Social-Emotional Learning (SEL) Programs:**
 - **TRAILS Program (Grades Pk-12):** Focuses on addressing anxiety and depression by equipping students with strategies for emotional regulation and resilience.
 - **WhyTry Program (Grades 6-12):** Uses visual metaphors and activities to teach students resilience, problem-solving skills, and motivation.
 - **Alongside App (Grades 4-12):** Provides students with 24/7 access to self-help activities, real-time mental health screening, and a chatbot for immediate support.
- **Panorama SEL Surveys (Grades PK-12):** Conducted quarterly to collect feedback on student well-being, school climate, and SEL skills, guiding the development of school-wide supports.
- **Positive Behavioral Interventions and Supports (PBIS) (Grades PK-8):** A school-wide framework that promotes positive behavior, increases student engagement, and reduces behavioral issues.
- **Restorative Practices (Grades PK-12):**
Used to build community, foster relationships, and resolve conflicts through restorative dialogues and practices.
- **Universal Mental Health Screenings (RCADS25) (Grades 3-12):** Culturally responsive screenings assess social-emotional and behavioral health needs, helping identify students who may need additional support.

Tier 2: Targeted Group Supports (Grades 3-12)



Tier 2 interventions are designed for students in grades 3-12 who need more focused support. These interventions often occur in small group settings and address specific academic, social, or emotional challenges.

- **Group Counseling/Support Groups:**
 - **Bounce Back Program (Grades 3-5):** Helps younger students who have experienced trauma, focusing on resilience and coping skills.
 - **Cognitive Behavioral Intervention for Trauma in Schools (CBITS) (Grades 6-12):** Assists students dealing with trauma, anxiety, and stress in a group setting.
 - **Newcomer/Acculturation Groups (Grades K-12):** Supports new students in adjusting to a new community, focusing on emotional well-being and cultural adjustment.
 - **Healthy Relationships Groups (Grades 6-12):** Focuses on building and maintaining healthy interpersonal relationships, covering communication and conflict resolution.
 - **Relationship Skills Development (Grades 3-12):** Teaches students how to improve emotional intelligence and peer interactions through structured sessions.
- **Check-In/Check-Out (CICO) (Grades 3-12):** Students check in with an adult mentor daily to set goals and monitor behavior, receiving positive reinforcement throughout the day.
- **Targeted SEL Interventions (Grades K-12):**
Additional support for students who require extra help in developing SEL skills such as empathy, decision-making, and self-regulation.
- **Family Support Initiatives (Grades PK-12):** Workshops and resources that engage families in their children's mental health and well-being, with a focus on families from historically marginalized backgrounds.

Tier 3: Intensive Individualized Supports (Grades PK-12)



Tier 3 interventions focus on students with the most significant academic, behavioral, or mental health challenges. These supports are provided through individualized, intensive interventions involving collaboration with mental health professionals and external partners.

- **Social Work (Grades PK-12):** One-on-one counseling services provided by licensed mental health professionals to address issues like anxiety, trauma, or depression.
- **Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) (Grades 6-12):** A specialized intervention for students who have experienced trauma, focusing on helping them process and cope with their experiences.
- **Crisis Intervention and Support (Grades PK-12):** Immediate mental health support, including safety planning and risk assessments for students in crisis.
- **Mediation Services (IDECIDE Program) (Grades 6-12):** An alternative to punitive discipline, offering mediation and restorative practices to resolve conflicts and address behavioral challenges.
- **Telehealth Services (Cartwheel Care & Alongside App) (Grades 4-12):** Provides students with access to virtual mental health services, ensuring continuous care even when in-person services are unavailable.

Community-Based Therapeutic Partnerships for Tier 3 (Grades PK-12):

- **Secondary Schools: Roca, MindEaze, Healthy Chelsea, Southbay/Mentor. Berklee Center for Music Therapy**
- **ELC/Elementary Schools: Lego Foundation/Pariva Health - Supporting our neurodivergent students with customized therapeutic LEGO kits and virtual mental health support to promote developmental and emotional well-being in children ages 3-12**

01

SEL District Framework



“SEL strengthens school culture,
improves student engagement, fosters
empathy, and promotes a safer, more
inclusive environment for every learner.”

– CASEL, 2025

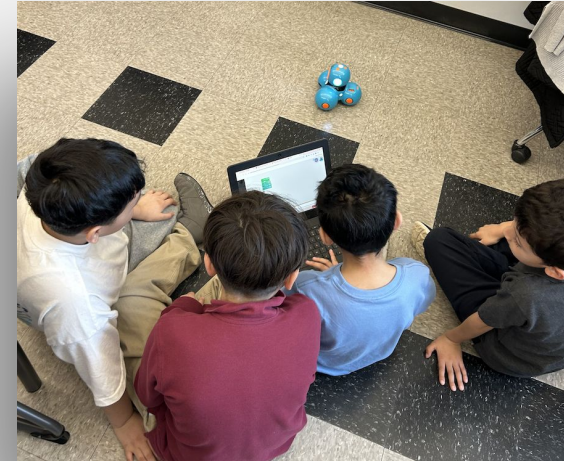
Our District-Wide Commitment to SEL



- Chelsea Public Schools has implemented a comprehensive district-wide SEL framework to support student well-being and academic success.
- SEL is fully integrated into the district's Multi-Tiered System of Supports (MTSS), elevating social-emotional learning alongside academic development.
- The district's commitment is reflected in:
 - Strategic partnerships with families
 - Collaborations with community-based organizations
 - Integration of telehealth providers for expanded student support
- The result: a coordinated, supportive environment where all students can thrive.

District-wide Goals for embedding SEL

- Embedding SEL into daily practice is key to fostering a positive, inclusive school culture
- Common SEL language used across all classrooms and settings
- Ongoing professional learning ensures that SEL practices evolve to meet student needs
- Morning check-ins and SEL reflection prompts are integrated into daily classroom practices to support emotional awareness, self-regulation, and meaningful student engagement.
- Peer-to-peer coaching builds staff capacity and SEL modeling through shared learning
- Regular classroom walkthroughs support consistent implementation and collaboration



02

District Implementation



District-wide SEL Leadership Model: Building a Strong Foundation

- **District SEL Coordinators (Director of Social Work and Curriculum Director):** Oversees and supports SEL implementation across all schools.
- **11 SEL Lead Administrators:** Provide school-level leadership, coaching, and support to drive SEL initiatives.
- **11 SEL Leads:** One SEL Lead per school, championing SEL integration into daily practices.
- **School-Based SEL Teams (SELTs):**
 - Each school has a team made up of the **SEL Lead plus four additional members**, creating teams of up to **five members per school**.
 - Across the district, there are a total of **44 dedicated SELT members** focused on planning, implementing, and strengthening SEL practices.

Social-Emotional Learning

Self-Awareness

Self-Management

Social Awareness

Relationship Skills

Responsible Decision-Making

Future Self

Key Pillars of SEL Implementation Across CPS

- **Embedding SEL into Daily Practice**
 - SEL is woven into classroom routines, discussions, and culture.
- **Common Language Across All Classrooms**
 - Shared SEL terms and practices promote consistency across all grade levels.
- **Morning Check-Ins and Reflection Prompts**
 - Daily emotional awareness activities support self-regulation and connection.
- **Peer-to-Peer Coaching**
 - Staff collaboration strengthens SEL modeling and adult capacity.
- **Classroom Walkthroughs**
 - Regular observations promote fidelity, collaboration, and support ongoing growth.



Thank you!

Questions?



Chelsea Children's Cabinet