



# School Committee

## MINUTES OF THE CHELSEA SCHOOL COMMITTEE MEETING

February 5, 2026

APPROVED 3-26-26

The Chelsea School Committee held a meeting on February 5, 2026, in the City Council Chambers, City Hall, 500 Broadway, Chelsea.

**Members Present:** Mayra Balderas, Katherine Cabral, Claryangeliz Covas Caraballo, Jonathan Gomez-Pereira, Lucia Henriquez, Ana Hernandez, Dr. Sarah Neville, Shawn O'Regan and JAKE Small.

**Also Present:** Superintendent Dr. Almudena G. Abeyta, Chief of Staff & Equity Dr. Aaron Jennings, Chief Academic Officer Adam Deleidi, Innovation, Access, & Opportunity Officer Malik Howshan, Communications Manager Michael Sullivan, Chief Finance & Operations Officer Billie Jo Turner, Human Resources Director Christine Lee, Student Representatives Daniel Prudencio De Paz, Natali Sanchez Gonzalez, Allison Rivera Colindres, and School Committee Clerk Veronica Dyer-Medina.

**The meeting was called to order at 7:02 p.m.**

### Pledge of Allegiance

### Roll Call for Attendance:

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

Having 9 school committee members present, the meeting proceeded.

**Special Recognitions:** The Chelsea School Committee Recognized the following staff:

- **Name, Strength, & Story Awards:** the following people/groups received this month's Name, Strength, & Story Awards.
  - Angela Tavares-District Wide Vision & Hearing Technician
  - Anita Barandao-District Wide Nurse Case Manager

**School Committee minutes:** Ms. Henriquez motioned to accept the meeting minutes of the Regular Meeting on January 8, 2026, and Ms. Balderas seconded the motion.

**Public Comment:** None

**Presentations:** Dr. Abeyta called on Mr. Malik Howshan to present: [Safety Nets in Extended Learning](#). Mr. Howshan reviewed the programs he is working in partnership with Chelsea High school to provide added supports to students to help improve graduation, attendance rates, and provide support through mentorship. He went over initiatives like: Level Up academies during school vacations for credit recovery, revamping of the REACH program, twilight school (evening hours for students), and mentorships. Ms. Covas Caraballo shared her enthusiasm for these initiatives because it gives students the opportunity to be mentors and partners. She then asked about screening and recruiting for some of these programs. Mr. Howshan explained the process that begins with CHS admin working closely with support teams to identify the students who would benefit from these programs. Mr. Small congratulated the district for using these programs to help fill the gaps and asked about what other community support is needed-stating caring adults are needed to drive how important graduating is. Ms. Balderas described how her son has benefited from such programs during his time of struggle.

Dr. Abeyta next called on Christine Lee to present an update on [Educator Diversity](#). Ms Lee reviewed importance of a diverse workforce for CPS students and added that work could not be done without the school committee's support. She discussed the pipelines and pathways for parents, paras, and teachers and the DESE initiatives and grants for scholarships to help support these pipelines. Mr. Gomez-Pereira commended the district for the leaps and bounds it has taken to hire BIPOC; stating it was impressive. Ms. Covas Caraballo added that the work reflects an inclusive environment for students and Ms. Cabral applauded the "home grown" efforts for the amount of alumni that is represented in schools.

**Report of the Superintendent of Schools:**

**Indicators of Success:** Mr. Howshan presented the [Indicators of Success](#) for the month of January. Some highlights from the indicators she presented were:

- Attendance: Pre-K through remains high and is consistent with SY2025.
- Drop out numbers YTD is at 1.5%.
- Mobility numbers this month were 55 in and 52 students out.

**Student Representative Updates:**

Daniel shared updates on the prom ticket sales, student summit work with facilitators, BCC performance at MLK day, and the highlights in sports with Monica Cespedes Cruz reaching 1000 points, and the boys basketball team success.

Allison shared experience with the college process and encouraged students to seek support with navigating college process from school counselors, TRiO, and La Vida.

Natali discussed mental health support for students and encouraged students to make plans with their support teams like social workers and school counselors.

**Committee Reports:** Dr. Abeyta went over the Personnel and Enrollment reports to commend them to the record. Ms. Balderas motioned to approve the reports and committee minutes, and Ms. Cabral seconded the motion.

**New Business:**

At this time Ms. Balderas motioned to a consent agenda to vote on the two donation items together, then the three field trip approvals together. Ms. Cabral seconded the motion. A roll call vote was requested by Chair Hernandez for the two grouped items:

- *Item #:* 26SC01: Consideration and action to accept \$240 in gift cards to Burger King/McDonalds from the Chelsea Rotary Club for Chelsea students.
- *Item #:* 26SC02: Consideration and action to accept \$1,6000 in gift donations.

Mr. Small	Yes
Ms. Covas Caraballo	Yes
Ms. Henriquez	Yes
Mr. O’Regan	Yes
Ms. Balderas	Yes
Dr. Neville	Yes
Ms. Cabral	Yes
Ms. Hernandez	Yes
Mr. Gomez-Pereira	Yes

Having 9 votes in the affirmative, the motions passed.

- *Item #:* 26SC03: Consideration and action to approve on the recommendation of the Superintendent an Out-of-State Field Trip to the Newport Mansions in Newport, RI on April 10, 2026 for 260 Chelsea High School students with 26 chaperones to tie in learning about the Gilded Age and the Great Gatsby.
- *Item #:* 26SC04: Consideration and action to approve on the recommendation of the Superintendent an Out-of-State and Overnight Field Trip to Walt Disney World in Florida from March 2, 2026 to March 6, 2026 for 26 students, 3 chaperones, and 4 district administrators for a public performance and workshops with Disney.
- *Item #:* 26SC05: Consideration and action to approve on the recommendation of the Superintendent an Overnight Field Trip to the Boston Sheraton Hotel from February 19, 2026 to February 22, 2026 for the Harvard Model Congress mentoring program for 10 students and 2 chaperones.

Mr. Small	Yes
Ms. Covas Caraballo	Yes
Ms. Henriquez	Yes
Mr. O'Regan	Yes
Ms. Balderas	Yes
Dr. Neville	Yes
Ms. Cabral	Yes
Ms. Hernandez	Yes
Mr. Gomez-Pereira	Yes

Having 9 votes in the affirmative, the motions passed.

**Communications:** None

**Announcements:**

- Mr. Small wished everyone a happy Black History Month and shared he was looking forward to the Black History month events.
- Dr. Neville shared information about the research festival taking place in May. Applications are currently being accepted.
- Ms Covas Caraballo and Mr. Gomez-Pereira announced the Safe Routes to School study taking place at the MCB complex on 2/19 regarding traffic, speeding, and parking.
- Mr. Gomez-Pereira announced information about the upcoming youth safety meeting at GreenRoots.

- Ms. Cabral shared her gratitude to Chelsea Fire, La Colaborativa, and the City of Chelsea for their support during a recent house fire that took place at her home and her neighborhood.
- Dr. Abeyta announced that Dr. Jennings would be receiving an award for Black Excellence at the State House on February 27th.

**Adjournment:** At this time Mr. Small motioned to adjourn the meeting. Mr. Gomez-Pereira seconded the motion. The meeting adjourned at 8:25pm.

Recorded by



Veronica Dyer-Medina  
School Committee Clerk

*Recording of the meeting can be found [here](#), courtesy of the Chelsea Community Cable YouTube channel.*



## *School Committee*

### **Meeting of the Curriculum & Instruction and Policy & Procedures subcommittee**

**Thursday, January 15, 2026**

In Attendance: Kati Cabral, Jonny Gomez-Pereira, Ana Hernandez, Sarah Neville

Late: Lucia Henriquez

Also present: Almi Abeyta, Malik Howshan, Vero Dyer-Medina, Adam, Kathryn Anderson, KelleyAnne

Ms. Hernandez called the meeting to order at 5:36

Ms. Cabral nominated Dr. Neville as chair of the policies and procedures subcommittee; Mr. Gomez-Pereira seconded; Dr. Neville accepted.

Ms. Cabral nominated Dr. Neville as chair of the curriculum and instruction subcommittee; Mr. Gomez-Pereira seconded; Dr. Neville accepted.

Dr. Neville handed the meeting to Dr. Abeyta, who asked Mr. Howshan to present on safety nets.

Mr. Howshan explained how 3 key programs were either added or redesigned at Chelsea High to help prevent students from dropping out and promote credit recovery. This work fell under the umbrella of the CHS Reimagination work.

Redesigned 3 programs at CHS, which fits under the CHS Reimagination project: Reach, Level Up Academies (formerly acceleration academies, vacation week programs), Twilight School (after school program)

Reach: Reach has been operating since 2008, but in its new design (which will start February), it will have more focus on instruction, only be open to freshman and sophomores, and will utilize CHS instead of outside staff. The goal is to get students with okay attendance and low grades excited about school again early in their high school career. It will have a capacity of 45 students.

Level Up Academy: The DESE grants for Acceleration Academies during school vacations ended this year. Level Up Academy will replace them. In Level Up Academy, students will be able to remove absences from their record by attending during vacation weeks. They will be able to improve their quarter 2 grades, and earn one elective credit. Will start with February break.

Twilight School: This new program is for drop-out prevention. Instead of attending the regular school day, students will attend from 3-6pm. They will also be able to earn school credit for working at an outside job. It will have a capacity of 45 students and start in semester 2 this year.

Dr. Neville made a motion to adjourn at 6:09, and Mr. Gomez-Pereira seconded.

## **Budget and Finance Subcommittee Meeting Minutes**

**Date: January 22, 2026**

**Time: 5:32 PM – 5:52 PM**

### 1. Call to Order

The meeting of the Budget and Finance Subcommittee was called to order at 5:32 PM by Chairwoman Garcia-Hernandez.

### 2. Election of Subcommittee Chair

As this was the subcommittee's first meeting, Chairwoman Garcia-Hernandez opened the floor for nominations for Subcommittee Chair.

- Shawn O'Regan nominated Claryangeliz Covas Caraballo.
- Mayra Balderas seconded the nomination.

Chairwoman Garcia-Hernandez asked the nominee if she accepted the nomination. Upon acceptance, Chairwoman Garcia-Hernandez congratulated Ms. Covas Caraballo and formally turned the meeting over to the newly appointed Chair.

### 3. Chair's Remarks

Chair Covas Caraballo welcomed the members and provided her email address for any questions related to the agenda. She clarified that non-subcommittee members may submit questions via email either before or after meetings. Discussion and deliberation on subcommittee matters are reserved for sitting subcommittee members to ensure compliance with Open Meeting Law requirements and to ensure all members receive consistent information.

### 4. Agenda Review

Chair Covas Caraballo turned the meeting over to Dr. Almi Abeyta, who welcomed the members and asked Billie Jo Turner to review the agenda items.

### 5. New Business

Contract Term Discussion

Member JAKE Small inquired about the benefits of a five-year contract term versus a three-year term.

Ms. Turner explained that a five-year term:

- Provides greater flexibility,
- Helps ensure the district secures the best possible bargaining agreement with a potential vendor, and
- Reduces uncertainty by ensuring the district is not left without an action plan.

#### Acceptance of Gifts

Discussion took place regarding the acceptance of gifts, including a proposal that future gift card donations be brought directly to the full School Committee as action items, bypassing the subcommittee.

Chair Covas Caraballo expressed that, as gift cards are financial items, they should be streamlined through the Budget and Finance Subcommittee.

Member Small stated that he believed the priority should be whatever process allows funding to reach students as quickly as possible.

Members Balderas and O'Regan agreed with this perspective.

#### Decision:

In the future, gifts will be accepted directly by the full School Committee.

#### 6. Adjournment

With all business concluded and no additional items brought forward, Chair Covas Caraballo requested a motion to move items forward to the full Committee.

- Motion made by Shawn O'Regan
- Seconded by Mayra Balderas

The meeting was adjourned at 5:52 PM.

Claryangeliz Covas Caraballo

**A Meeting of the Human Resource Sub Committee was held on Thursday January 22**

The meeting was called to order at 5:51pm by School Committee Chairwoman Ana Hernandez

Present for the meeting were: Superintendent Dr Almi Abeyta, Christine Lee, Billy Joe Turner, Veronica Dyer-Medina, Ana Hernandez, Jake Small, Mayra Balderas, Claryangeliz Covas Caraballo, Shawn O'Regan. Also present were Sarah Neville, Kathryn Anderson, Vanessa Mendoza Mercado and Kelly Anne.

First item on the agenda was selection of Chair of the Human Resource Sub Committee. Claryangeliz Covas Caraballo nominated Shawn O'Regan and it was seconded by Mayra Balderas.

Next Christine Lee gave us an update on Educator Diversity.

With no other items on the agenda a motion to adjourn was made by Jake Small and seconded by Mayra Balderas.

Meeting adjourned at 6:14pm

# Chelsea Public Schools

## Indicators of Success

2021-2026

January 2026

### 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	%2025	Sept	Oct	Nov	Dec	Jan		Feb	March	April	May	June
						Month	Month	Month	Month	Month	YTD	Month	Month	Month	Month	Month
Grade 1	93.8%	91.0%	90.0%	91.8%	91.8%	93.7%	94.0%	93.2%	89.7%	89.4%	92.2%					
Grade 2	94.4%	91.2%	91.2%	92.0%	92.2%	94.1%	94.6%	94.5%	91.0%	92.0%	93.3%					
Grade 3	95.2%	92.2%	91.6%	92.0%	92.1%	94.2%	94.9%	94.3%	92.2%	91.1%	93.4%					
Grade 4	95.5%	92.5%	91.9%	92.4%	92.7%	94.1%	94.7%	94.5%	91.9%	91.8%	93.5%					
Grade 5	91.9%	91.7%	93.1%	93.1%	92.9%	95.4%	94.8%	94.8%	92.2%	92.9%	94.2%					
Grade 6	93.1%	91.1%	92.8%	92.9%	93.2%	94.3%	94.6%	93.9%	91.5%	91.4%	93.3%					
Grade 7	91.0%	91.2%	91.8%	93.5%	93.5%	94.0%	93.2%	93.0%	90.5%	90.0%	92.3%					
Grade 8	90.7%	90.7%	90.9%	91.9%	92.4%	94.1%	93.0%	93.3%	91.3%	91.5%	92.8%					
Grade 9	88.8%	85.4%	85.0%	81.2%	79.0%	86.9%	84.6%	81.1%	76.5%	77.6%	81.8%					
Grade 10	85.3%	81.4%	82.6%	82.0%	81.3%	84.6%	83.0%	82.5%	76.4%	78.1%	81.1%					
Grade 11	81.0%	75.5%	77.8%	81.9%	82.3%	85.5%	83.9%	81.6%	76.6%	78.8%	81.4%					
Grade 12	78.2%	48.1%	74.8%	77.3%	80.4%	86.2%	83.2%	82.0%	78.7%	81.1%	82.5%					
Post-Graduate	93.8%	90.3	88.8%	94.7%	87.0%	87.3%	90.4%	89.7%	88.8%	88.1%	89.4%					
Kindergarten	93.1%	89.4%	88.7%	90.8%	90.2%	93.5%	92.4%	91.1%	86.5%	88.1%	90.6%					
Grade PreK	91.5%	89.8%	89.5%	90.8%	90.2%	93.5%	91.9%	91.0%	87.2%	87.2%	90.3%					
District Total	90.8%	88.1%	88.0%	88.8%	87.3%	91.6%	90.9%	90.0%	86.6%	87.2%	89.4%					

**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	2025-2026
October 1 Enrollment	1558	1616	1764	1852	1827	1683
# of Drop-Outs	18	56	50	94	67	51
Drop-Out %	1.16%	3.47%	2.83%	5.08%	3.67%	3.03%

**Programmatic Breakdown**

	2021-2022 End of Year		2022-2023 End of Year		2023-2024 End of Year				2024-2025 End of Year				2025-2026 Year to Date			
	Students	EL Students	Students	EL Students	Students	EL Students	SWDs	Dual-ID	Students	EL Students	SWDs	Dual-ID	Students	EL Students	SWDs	Dual-ID
High School Enrollment																
October 1 Enrollment	1079	537	1164	600	1008	567	193	84	960	556	213	98	928	435	201	119
# of Drop-Outs	43	86	44	79	50	96	8	10	32	71	10	4	14	29	5	3
Drop-Out %	3.99%	16.01%	3.78%	13.17%	4.96%	16.93%	4.15%	11.9%	3.3%	12.8%	4.7%	4.1%	1.5%	6.6%	2.5%	2.5%

**1/1/26 - 1/31/26 DROPOUT NOTES:**

- 18 Students have withdrawn
- 16 Location Unknown, 2 Adult Ed Program
- Grade 9 = 4  
Grade 10 = 10  
Grade 11 = 3  
Grade 12 = 1

## APPENDIX:

### Mobility

	21-22 Total		22-23 Total		23-24 Total		24-25 Total		Sep		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	89	63	7	2	5	2	2	2	6	4	8	2											28	12
Elementary	218	104	161	97	210	120	218	180	43	15	16	15	9	10	18	8	19	10											105	58
Middle	182	100	149	96	202	86	169	131	35	13	18	11	9	8	12	7	9	6											83	45
High School	338	209	337	215	287	245	249	247	79	27	21	8	11	24	6	13	19	34											136	106
District Total	816	443	720	451	771	488	725	621	164	57	60	36	31	44	42	32	55	52											352	221

\*District-wide mobility rate (sum of transfers in and transfers out divided by October 1 enrollment (5749) is 9.97% year to date.

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

<b>Year</b>	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>Rate</b>	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
<b>Year</b>	2014	2015	2016	2017	2018	2019	2020**	2021	2022	2023	2024	2025	2026				
<b>Rate</b>	17.0	18.7	17.0	20.8	21.9	24.0	16.86	18.04	20.73	19.03	20.5	22.1					

\*\*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

# New CHS Extended Learning Safety Net Programs

SY 25/26



# Three Newly Designed Program at CHS

---

- Reach Redesigned, Level Up Academies, Twilight School
- Strategic and thoughtful response to failure rates, attendance and graduation rates
- Integral part of the CHS Reimagination Project
- Designed for maximum impact and fiscally responsible sustainability
  - Title IV, MassGrad, and 21st CCLC grants
- Integration of CHS Admin and Staff into Program Design

# REACH Redesign

---

## Program Design

The redesigned REACH program integrates academic support, SEL development, enrichment, and mentorship within a structured after-school schedule. Key elements include:

- Dedicated academic support time focused on homework completion, skill-building, and credit recovery support
- SEL-focused enrichment through the REACH Family Project and other group-based activities
- Teacher-based curriculum delivered in collaboration with CHS staff
- Integration of all CHS after-school programming (HEAT) into the REACH schedule to reduce fragmentation and increase access

## Program Goals

The primary goals of REACH Redesigned are to:

- Improve academic achievement and course completion for freshman and sophomore participants
- Support a successful transition from middle school to high school
- Increase student attendance and engagement through consistent participation
- Build trusting relationships with adult and peer mentors
- Develop leadership, communication, and self-advocacy skills
- Improve student behavior and sense of belonging
- Enable participants to earn elective credits toward graduation

# Level Up Academy

---

## Vision

**CHS Level Up Academies** are four-day vacation school programs designed to provide targeted academic support, credit recovery opportunities, and improved student outcomes.

The **February session** will focus on **9th- and 10th-grade students** who are struggling in one or two core content classes. This program will give students the opportunity to strengthen content skills, earn a second attempt on the Quarter 2 culminating task, improve their Q2 grades, and earn an elective credit. Students will also be able to recover absences by participating in this program.

The **April session** will focus on **11th- and 12th-grade students**, particularly those at risk of failing courses for the year and/or not meeting graduation requirements. More details on April to follow.

## Courses to be taught

- 2 ELA teachers (ELA 9 and ELA 10)
- 2 Math teachers (Algebra I and Geometry – highest need areas)
- 1 Science teacher (Biology)
- 1 History teacher (U.S. History I)
- 2 ML Foundational classes

## Teacher Expectations

- Teachers will design a **10-hour instructional unit** aligned to the Quarter 2 culminating task.
- Existing curriculum materials may be used and supplemented as needed to support student learning.
- Teachers are encouraged to embed collaboration throughout instruction.
- Creative planning is strongly encouraged, including project-based learning or other instructional approaches that differentiate the experience from a traditional school day.

## Student Incentives

- Targeted support to strengthen content-area skills
- Opportunity to improve Quarter 2 grades by successfully completing the culminating task
- Ability to earn **one elective credit**
- Students will be able to **recover absences (1 absence per day of attendance)**

# Twilight School

---

## Vision

CHS Twilight School is a proposed **dropout prevention and alternative education program** designed to support struggling juniors and seniors for whom traditional daytime programming has become challenging due to a variety of circumstances. The program will operate **four days per week (Monday–Thursday) from 3:00 p.m. to 6:00 p.m.**

Students will enroll in **four core academic courses** and have access to additional **credit recovery opportunities through Edgenuity**, as well as the option to earn **work-based credits**. The program will be staffed by **one supervisor, four core content teachers, and one Edgenuity teacher**. Teachers will be selected based on a demonstrated track record of effectively supporting struggling students and building positive relationships.

With **small class sizes** and a strong emphasis on relationship-building, the program is designed to support students' academic and social-emotional (SEL) needs while improving engagement, attendance, and credit accumulation.

## Course Offerings

All students enrolled in CHS Twilight School will take courses as part of their alternative education pathway. These courses are unweighted core courses, as to provide course/curriculum design flexibility. Below are some suggested curriculum themes.

### Mathematics:

- Financial Literacy, Basic Algebra II, Basic Geometry

### Social Studies:

- Contemporary Politics, Modern U.S. and World History, History of Chelsea

### English Language Arts:

- Global Contemporary Issues, American Contemporary Issues

### Science:

- Biology, Anatomy, Environmental Science

### Credit Recovery:

- Edgenuity (online credit recovery)

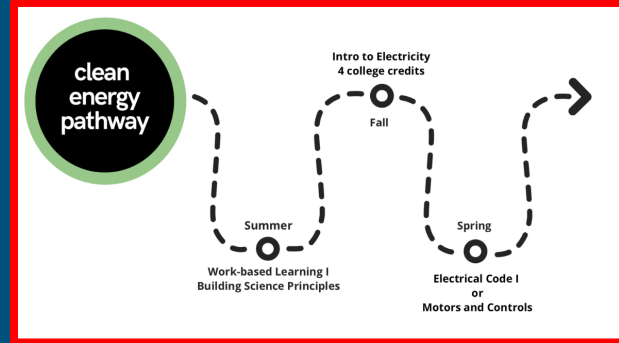
### Work-Based Credit

Students may earn **work-based credit** at a rate of **150 hours per credit**, for a maximum of **two full-year credits**.

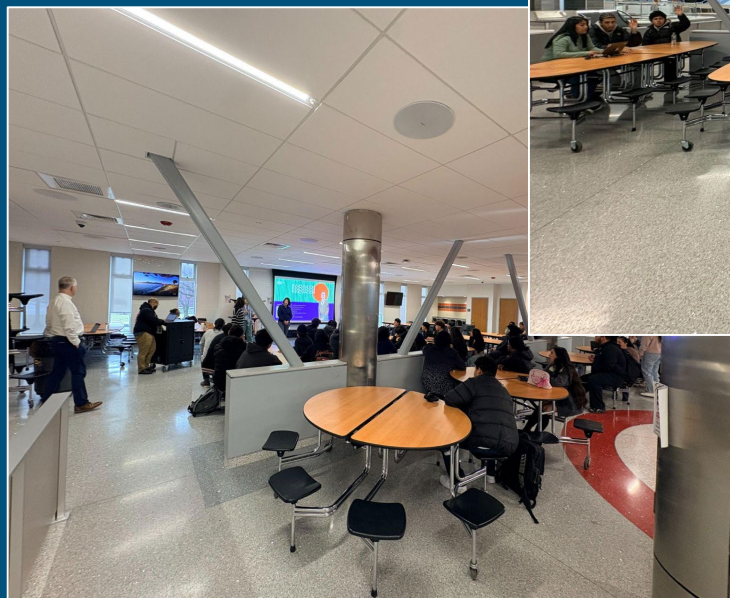
### Program Meets DESE Standards

# Extended Learning Celebrations of the Week

- Middle School Acceleration Academy - 25 teachers applied just this week
- CHS Redesign Electricity Course 101- every recruited student applied to take a new course this week
- MLK Day Concert- Year 4 of our Complex Students singing at Symphony Hall
- World Cup Celebration planning at the Complex has begun



# Our Kids Excited About Learning



# Recruiting and Retaining Diverse Educators Chelsea Public Schools

January 22, 2026



DR. ALMI G. ABEYTA  
*Superintendent*

CHRISTINE K. LEE  
*Director of Human Resources*

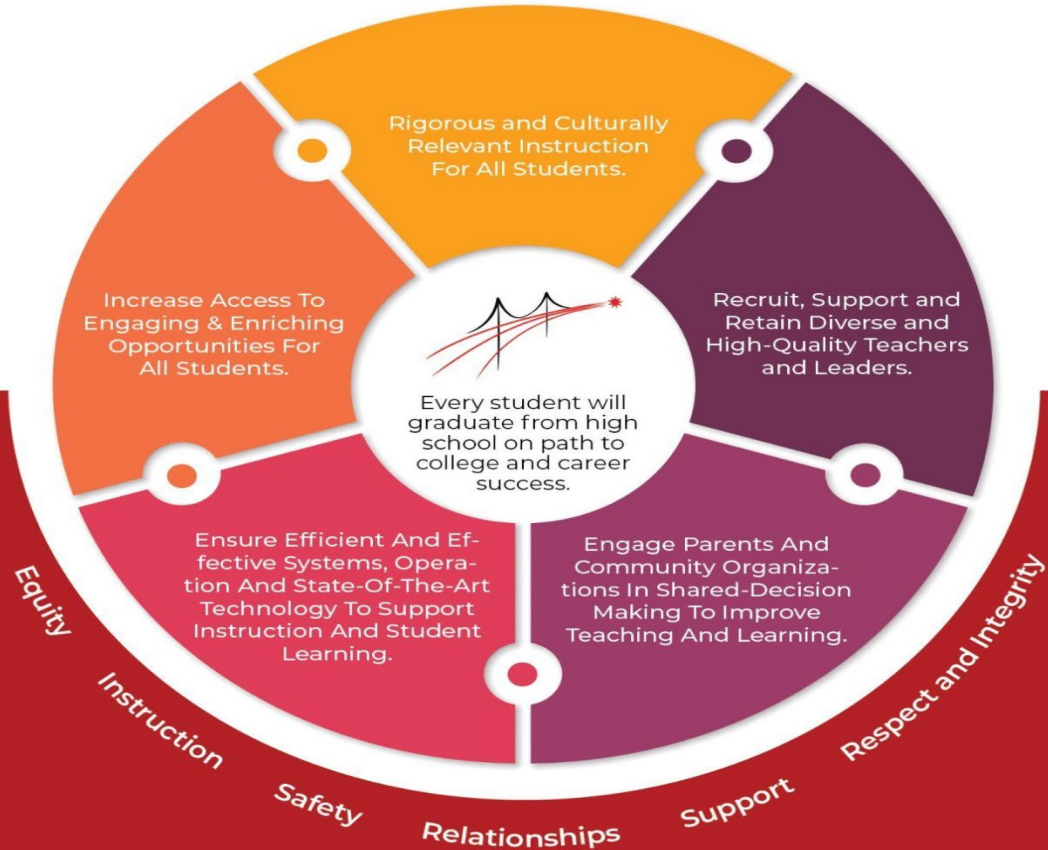


# Agenda



- Our Why: Name, Strength and Story  
Recruiting and Retaining Diverse  
Educators  
Closing  
Question and Answer

# OUR PRIORITIES



# Importance of a Diverse Workforce

Research consistently shows that greater diversity in the educator workforce leads to better outcomes for students of all backgrounds.

# School Committee Support

- Create policy to support recruiting and retaining diverse educators.
- A policy was put in place in fall of 2020 to support diversity in our schools.
- Each budget year, the school committee aligns budget resources to support these initiatives (i.e. MTEL and licensure supports and funds for professional development).

# Teacher Pathway Program (TPP)



## Mission

- To recruit, develop, and retain diverse educators that reflect our students and families.

## Vision

- To develop diverse educators to be effective in their practice and provide them with opportunities to grow and thrive in their careers, therefore improving diverse teacher retention across the district.

## Pathways:

- High School to Paraprofessional
- Paraprofessional to Teacher
- Provisionally Licensed Teachers
- Parent to Paraprofessional
- Teacher to Admin (PSI)
- Appx. 120 participants since 2019

<https://www.chelseaschools.com/Page/2768>

# Training and Development

## DESE Diversification Grant

### Training and Development

- Progress monitoring BA/MA coursework completion and obtaining licensure
- Mentoring for new paras, educators, and administrators

### DESE Diversification Program

- \$900,000 (2019 -2026)
- Teacher Diversification Professional Learning Community



***On The Importance of Teacher & Student Connection:***

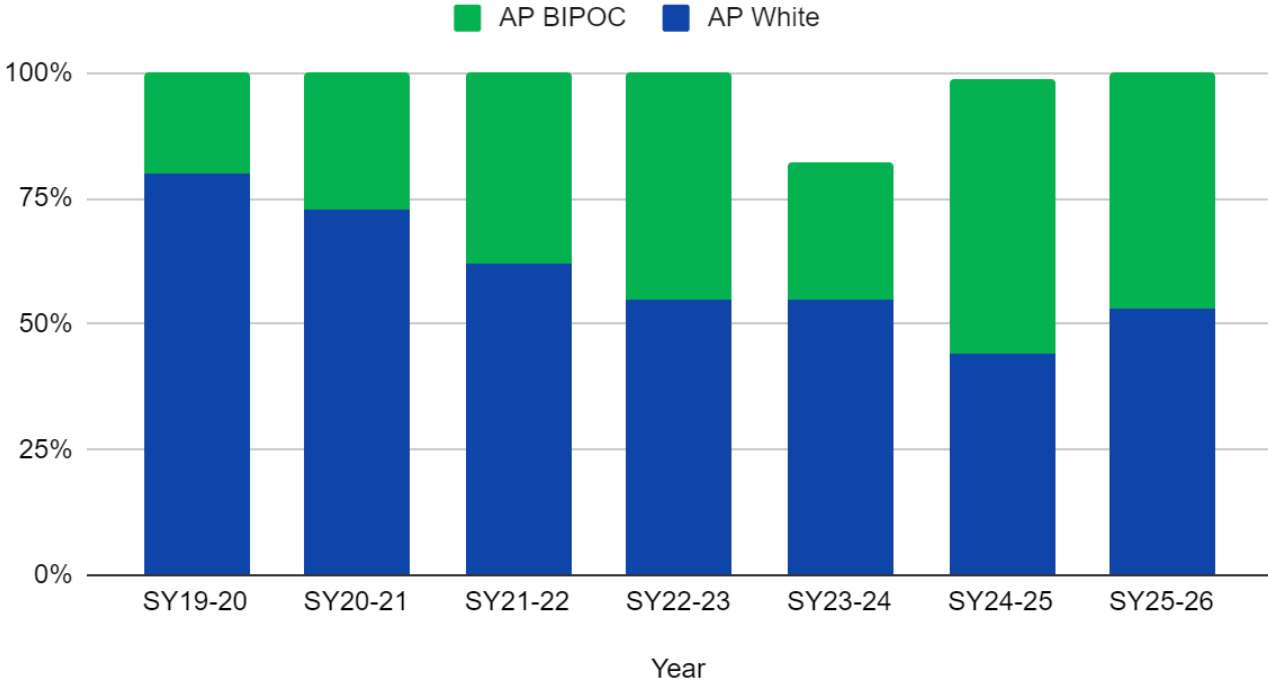
I think the kids feel comfortable because they see somebody that represents them, and they see somebody that represents the community. I do think it's a really good thing because the kids will be like 'oh, I know who that is', so it becomes the inspiration that they can do whatever they want to do.



***Yesenia Ortiz***  
***Paraprofessional***  
***Sokolowski School***

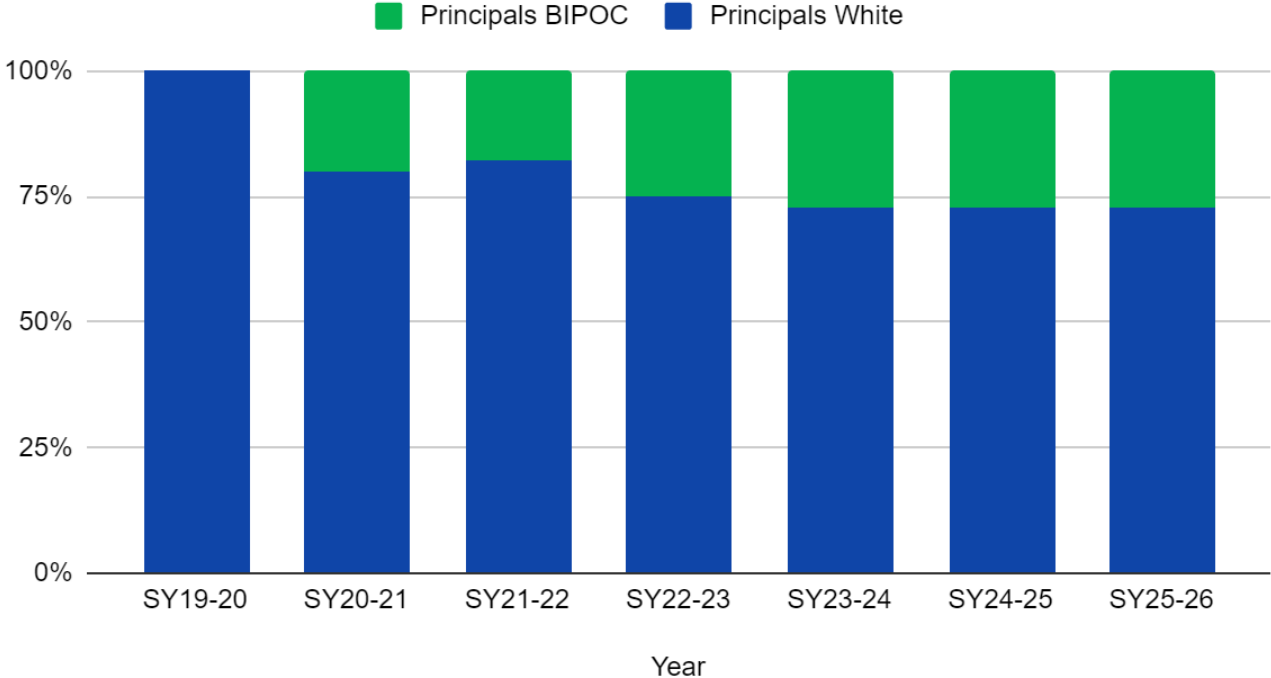
# ASSISTANT PRINCIPAL DEMOGRAPHICS

AP White and AP BIPOC



# PRINCIPAL DEMOGRAPHICS

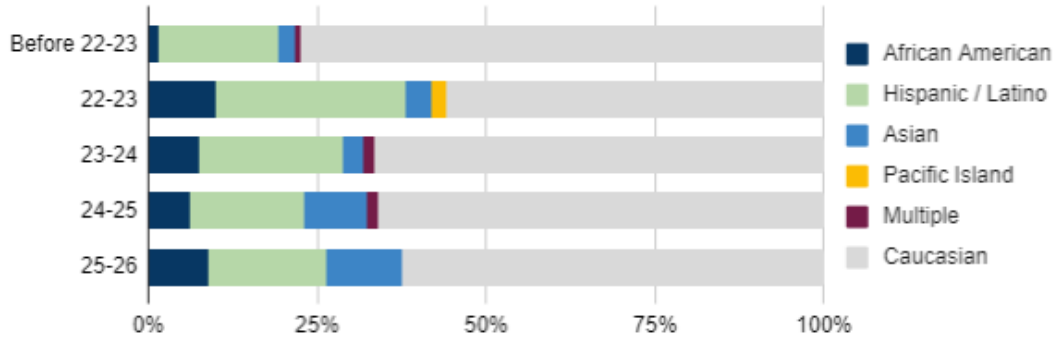
## Principals White and Principals BIPOC



# INCREASE IN DIVERSE TEACHER HIRES

Current Teacher Diversity by Year of Hire (only teachers still active on 1/21/26 included)

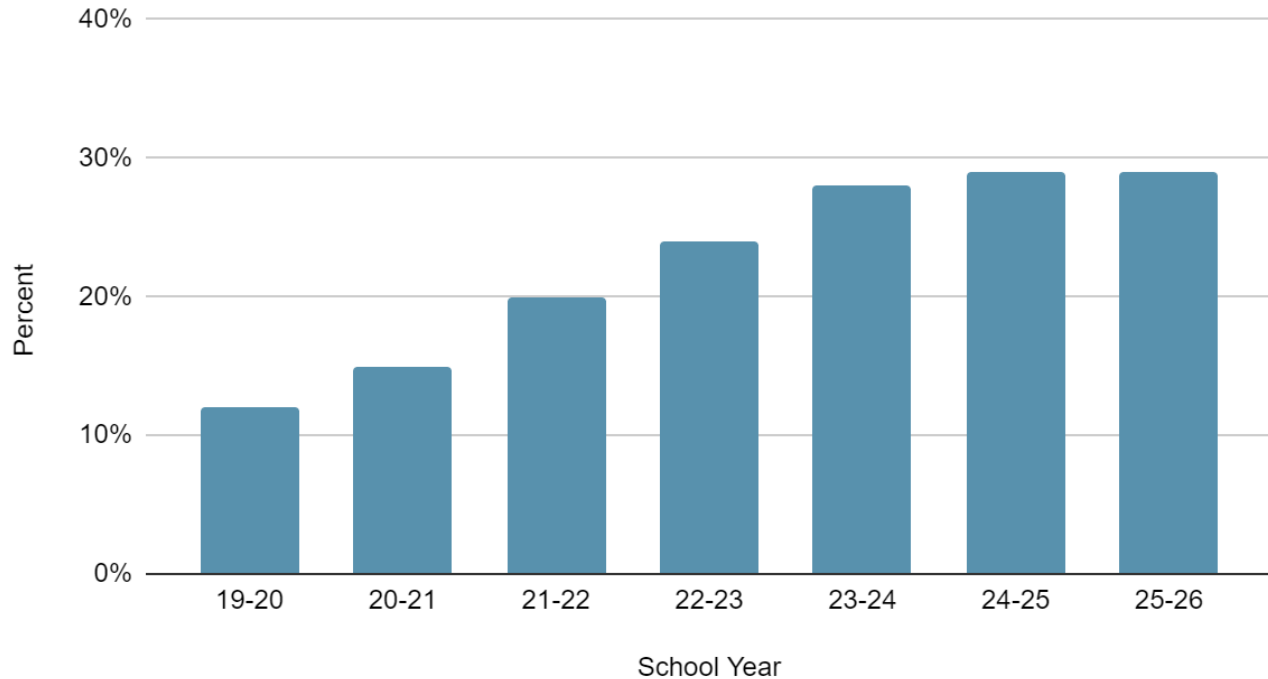
Teacher Race/Ethnicity by Year of Hire



Hire SY	% Diverse	African American	Hispanic / Latino	Asian	Pacific Island	Multiple	Caucasian	Unspecified	Grand Total
Before 22-23	22.6%	5	56	8		3	246		318
22-23	44.0%	5	14	2	1		28		50
23-24	33.3%	5	14	2		1	44		66
24-25	33.8%	4	11	6		1	43		65
25-26	37.5%	7	14	9			50		80
<b>District Overall</b>	<b>29.0%</b>	<b>26</b>	<b>109</b>	<b>27</b>	<b>1</b>	<b>5</b>	<b>411</b>	<b>0</b>	<b>579</b>

Chelsea has continued to increase in the overall percentage of diverse teachers in the last 7 years

Distribution of Teachers by School Year



# Questions & Answers

