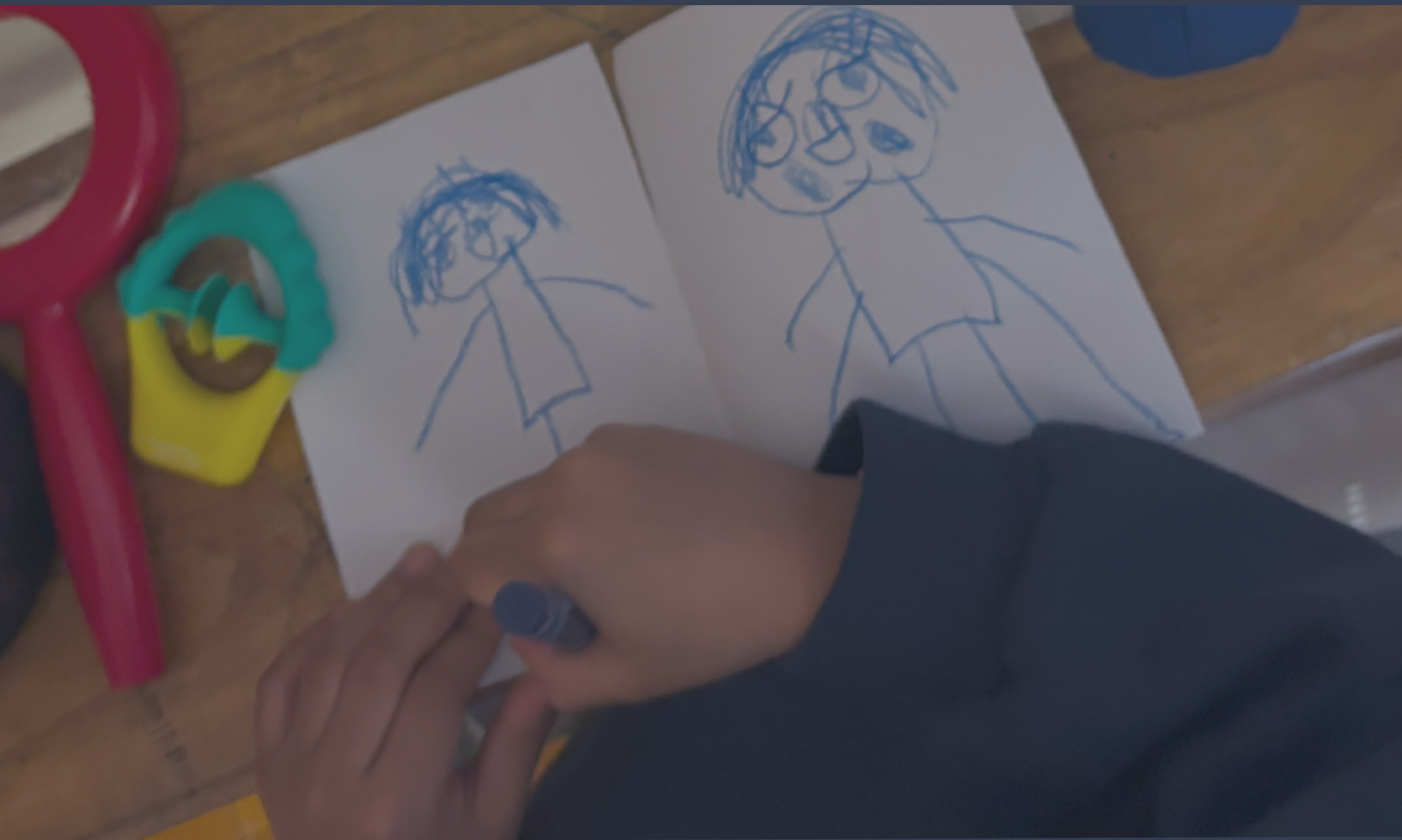




Summer 2025

EMPOWERING STUDENTS, TRANSFORMING SCHOOLS

Lessons from Social, Emotional, and Academic Development
(SEAD) Coaching in Boston Public Schools



In a Boston classroom, a student pauses, recognizes she's feeling overwhelmed, and quietly moves to the classroom's designated Think Space to take a short break. She relaxes by practicing a breathing technique without leaving the learning environment. Down the hall, a teacher stands in a doorway, greeting each child by name as they enter their third grade classroom. Without prompting, the students gather in a circle on the rug to participate in an inclusive welcome – a routine they've come to expect each morning. Given the prompt “what's new?,” each child chooses an update from their life to share with a partner, while the partner actively listens and keeps time. These everyday moments are the result of years of thoughtful work across Boston Public Schools (BPS) to build school communities where students are known, valued, and empowered to lead their own learning. Research confirms these efforts matter: when students feel safe and are given opportunities to build SEL skills, they are more engaged, more resilient, and better equipped to reach their academic potential.¹

Central to this district-wide effort has been a commitment to Transformative Social Emotional Learning (tSEL), an equity-driven approach to social emotional skill-building that centers student voice, affirms student identities, and cultivates agency. One key strategy the district has used to bring this vision to life is SEAD (Social, Emotional, and Academic Development) coaching, a collaborative model that helps schools embed SEL into daily practice in ways that are meaningful, student-centered, and integrated within existing learning activities.

This set of case studies shines a light on five schools—Haynes Early Education Center, Mather Elementary School, Hurley K-8 Dual Language School, Melvin H. King Middle School, and Boston International Newcomers Academy—that are leading the way. Through partnerships with SEAD coaches, these schools have implemented inclusive classroom routines, co-created Think Spaces with students, and supported educators to model social-emotional competencies. Within each of these schools, students are not passive recipients of support. Instead, they are active participants in shaping the conditions for their own growth.

Together, these stories show how SEL, when prioritized at the district level and deeply integrated within schools, can help students feel seen, valued, and empowered to take charge of their learning. They also highlight the enabling conditions, such as trusting relationships, strong leadership, time for collaboration, and a shared commitment to equity, that make this work stick. For district and school leaders, these examples offer a roadmap for advancing tSEL in ways that foster lasting change and ensure every student has the tools and support to thrive.

¹ Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>

ABOUT THE BPS SEAD COACHING MODEL

SEAD coaching was launched in BPS in 2017, after the district was selected as one of six communities participating in the Wallace Foundation's Partnerships for Social and Emotional Learning Initiative (PSELI). Over the past eight years, leaders in the SEL & Instruction Team in the Office of Health & Wellness have captured feedback from schools to continually refine the SEAD coaching model. While the district currently employs two SEAD coaches, previous years—supported by grant funding—have seen between 5 and 8 coaches working across schools. During SY24-25, the district had 5 coaches. Each coach worked directly with up to 5 schools, dedicating significant time onsite in each one. Participating schools applied to receive SEAD coaching and selected a focus area based on their priorities: Embedding the Three Signature SEL Practices in Adult Meetings & Classrooms, Supportive Classroom Environments through Co-creating a Think Space in the Classroom, or Integrating SEL into Academic Instruction.

Schools that chose the Think Space option received coaching focused on building student and staff SEL competencies through the process of co-designing and implementing Think Spaces within each classroom. Think Spaces are designated areas within classrooms that offer students a calm, supportive place to pause, reflect, and regulate their emotions without leaving the learning environment. Rooted in the principles of tSEL, Think Spaces help students build self-awareness and self-management strategies. These spaces are built by students to reflect their identities, interests, and needs.

Schools that chose the Integrating SEL into Academics and Embedding SEL in Adult Meetings and Classrooms options received coaching focused on the 3 Signature SEL Practices: inclusive welcomes, engaging strategies, and intentional closures. For schools prioritizing Adult SEL, these practices were embedded into staff meetings and professional development to strengthen educators' own SEL skills and their capacity to model and teach those skills to students. Those focused on integrating SEL into Academics leveraged the SEL practices to build community, support emotional safety, and foster student engagement in the classroom. They also received coaching to align academic content with SEL objectives, directly supporting students to strengthen SEL competencies. In some cases, schools received two years of coaching, with different priorities each year.

IMPACT OF SEAD COACHING

Between 2022-2024, SEAD coaching contributed to notable strides in supporting Social and Emotional Learning in BPS schools. School Health Profiles data demonstrates:

- A 12 percentage point increase in principals who feel comfortable with their training and education to support SEL.
- A 10 percentage point increase in principals reporting that all staff and teachers received training on BPS SEL competencies in the past two years.
- A 19 percentage point increase in principals who say their schools implement practices to support staff members' SEL.

Over the past few years, dozens of schools have received SEAD Coaching: 31 schools in the 2022-23 school year; 29 schools in the 2023-24 school year; and 24 schools in the 2024-25 school year.

Empowering Young Learners through Co-Designed Think Spaces at the

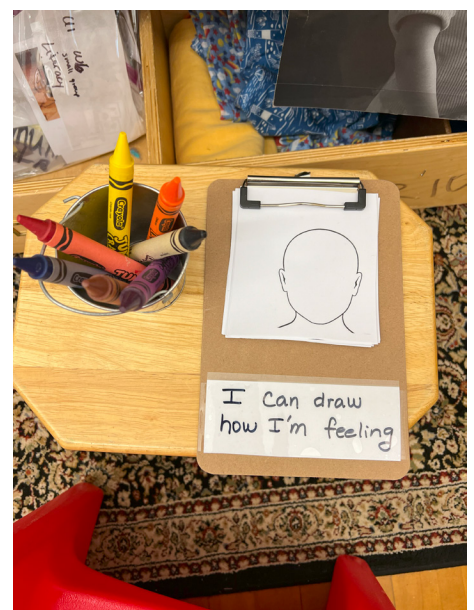
HAYNES EARLY EDUCATION CENTER

Amid the joyful buzz of children's laughter at the Haynes Early Education Center—which serves students from K0 through grade 1—each classroom offers a Think Space, a welcoming haven from the bustle of a busy school day. The Think Spaces at the Haynes EEC aren't just designed for students, they're co-built with them, reflecting the voices, interests, and identities of the young children who use them. One Think Space features hand-drawn pictures of students' families, lovingly created with markers, crayons, and colored pencils. Another displays a poster of calming strategies brainstormed by the class, including a favorite: looking at photos of animals from the nearby Franklin Park Zoo. In every classroom, the spaces feel personal, age-appropriate, and deeply connected to the children who built them.

To an observer walking through a Haynes classroom, it's clear that these spaces were shaped by children's hands and voices. This is the result of an intentional, collaborative process designed to elevate student agency and support social-emotional growth. In every Haynes classroom, teachers guided students through lessons focused on recognizing and understanding emotions, helping them put words to their feelings and experiences. From there, students were invited to share the strategies that help them feel calm and safe when they're upset, overwhelmed, or simply in need of a break. These student-driven ideas were then woven into the design of each Think Space, ensuring that every space truly belongs to the children who made it.

Research shows that during the preschool and early elementary years, children are developing the ability to identify feelings, control impulses, and use calming strategies. These skills are linked to academic success, healthy relationships, and emotional well-being later in life. By providing a designated Think Space where students can choose to pause and practice these strategies, Haynes educators are giving children agency over their emotional experiences.

Students are never told by teachers to visit a Think Space. Instead, children self-select to go there, one at a time, anytime during the



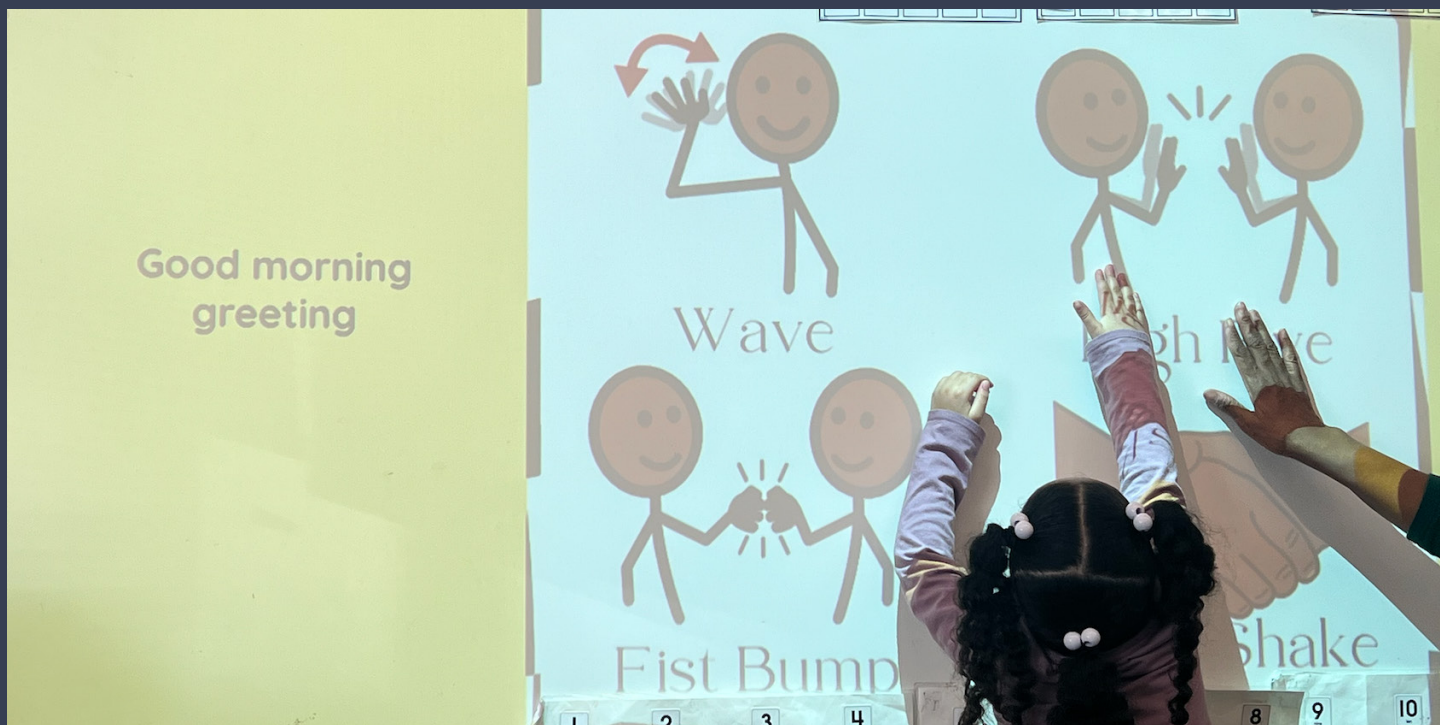
school day. In these cozy, thoughtfully designed spaces, it's common to see a child practicing a calming strategy they helped choose—whether by tracing the petals of a “flower breath” to slow their breathing, taking a sip of water, shaking a maraca, or watching glitter swirl in a sensory wand. When in the Think Space, students use a timer, which lets them know when to return to the lesson. Teachers describe the impact as transformative: instead of directing students toward the “right” response when they're upset, they're guiding them to recognize their own emotions and take action. The result, they say, is growing confidence among students that they have the tools to manage big feelings and make thoughtful choices.

The success of Think Spaces at the Haynes is rooted in the school's intentional, whole-school approach to integrating them as a core part of their work. Haynes partnered with a SEAD coach who provided professional development to all staff and regularly attended team planning meetings. The coach also worked directly with teachers, modeling and co-planning lessons that built students' emotional awareness and self-regulation skills.

This commitment was reinforced at every level: Think Spaces were prioritized in the Haynes' Quality School Plan, the principal consistently communicated clear schoolwide goals around SEL, and time was intentionally carved out during common planning time to collaborate with the SEAD coach on Think Space implementation. The school also ensured that paraprofessionals had dedicated time each month to engage in professional learning with the SEAD coach, recognizing their vital role in supporting students' social-emotional growth. Together, these efforts created a cohesive, schoolwide culture that positioned Think Spaces not as an add-on, but as an essential, shared practice.

The process of co-creating and using Think Spaces has also brought broader benefits to the Haynes, including supporting the school's accreditation by the National Association for the Education of Young Children (NAEYC). This nationally recognized mark of excellence signifies that a school meets high standards of quality in early childhood education. The intentional design and integration of Think Spaces align closely with several accreditation standards, helping the school demonstrate practices such as anticipating problematic behavior and proactively taking steps to prevent it; teaching children how to resolve interpersonal problems; and responding to children's unique interests and needs. Each of these standards is addressed through the co-creation process, as teachers guide students in developing strategies, shaping the space, and learning how to use it effectively. In this way, Think Spaces not only foster emotional growth, they also exemplify the high-quality, developmentally appropriate practice at the heart of the school's mission.

Overall, the Think Spaces at Haynes, and the collaborative process of co-developing them, are helping students build a powerful sense of agency at a developmental stage when young children are eager for independence and ownership of their world. By giving students the tools, language, and space to manage their emotions, Haynes is fostering confidence, self-awareness, and decision-making skills that will serve them well beyond the early childhood years. From the beginning, the school has prioritized sustainability, weaving Think Spaces into the fabric of its daily practices and making them a core aspect of every staff member's role. Rather than a temporary initiative, Think Spaces have become an enduring part of how Haynes educators support the whole child each day.

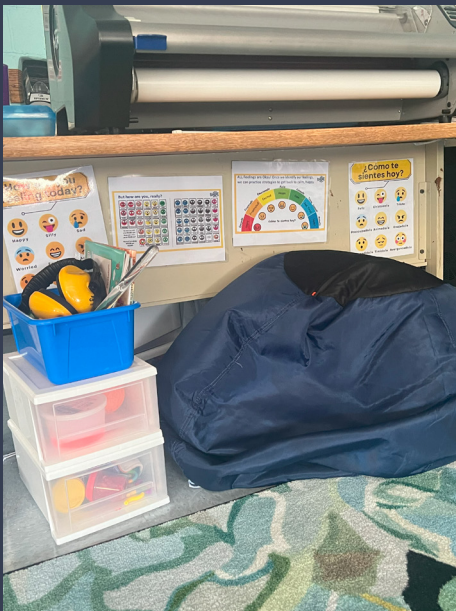


Equipping Students to Recognize and Manage Emotions at the **HURLEY K-8 SCHOOL**

In a brightly decorated kindergarten classroom at the Hurley K-8 School, students begin each morning with a check-in routine inspired by the book *The Color Monster*. They move Velcro-backed photos of themselves to a chart that represents their current emotions—happy, sad, calm, angry, or afraid. This simple yet impactful exercise sets the tone for a day where social-emotional development is as integral as academic learning. This kindergarten classroom is not unique within the Hurley. As a result of two years of SEAD coaching, teachers in every grade are working to integrate social-emotional skill-building into classroom structures, making SEL a consistent schoolwide priority.

SEAD coaching at the Hurley has advanced a two-part strategy to embed Tier 1 SEL—the universal, schoolwide foundation that supports all students—across the school. First, teachers have worked to integrate SEL into academic instruction, weaving skill-building into classroom routines. At the same time, educators have worked in partnership with students to establish Think Spaces in every classroom. Think Spaces serve as dedicated areas where students can pause, reflect, and regulate their emotions. Together, these approaches ensure that SEL is both explicitly taught and supported through the classroom environment.

These changes are producing noticeable results. Teachers report significant growth in students' ability to recognize their feelings, manage their emotions, and empathize with others. Students



are not only more emotionally self-aware, they are also more prepared to engage meaningfully in learning.

One of the most visible changes across the school is the widespread use of morning check-ins and welcoming rituals across grade levels. These routines provide a consistent rhythm that centers students' emotional well-being and builds strong relationships with both teachers and peers. For example, when a kindergarten student identifies their Velcro picture as feeling "sad," the teacher gently follows up to ask what's going on. These small moments show students that their emotions matter and that they are safe to bring their full selves to school.

SEAD coaching has also reshaped the way teachers talk with students about emotions, modeling vulnerability, reflection, and self-regulation in everyday interactions. For example, one second grade teacher often shares personal, age-appropriate stories to help students understand and manage their feelings. If a student is upset over a conflict with a friend, she might describe a time she felt left out and walk the class through how she navigated it. These connections foster trust and equip students with concrete strategies for managing peer dynamics and the emotions they cause.

The impact of these efforts is especially evident in how students now respond to their own emotional experiences in the classroom. In one middle school class, a teacher observed a dramatic decline in students leaving the room when they are upset. Instead of shutting down or walking out, students are learning to recognize when they need a moment to reset and choosing to use the Think Space. Often after just a few minutes, they are ready to focus and participate. This growing capacity for self-regulation has created calmer classrooms for students and teachers and more sustained engagement in learning.

In the lower grades, teachers have also seen a surge in empathy and social awareness. Students are not only better at managing their own emotions, they're also more attuned to their peers. At times, teachers have observed students voluntarily leaving the Think Space so a struggling classmate can use it. Students also show deeper understanding of peers' circumstances, replacing teasing with empathy. Rather than making fun of a peer without a trendy water bottle or new shoes, students are learning to approach differences with compassion, demonstrating a growing ability to see others' perspectives.

The work at the Hurley shows what's possible when a school community commits to embedding SEL at the center of teaching and learning. Through sustained coaching, shared practices, and a culture of care, students are learning not only how to navigate their own emotions, but also how to show up for others with empathy. As these practices take root, students are building the skills to thrive in school, in relationships, and in their communities.

Centering Student Voice to Make SEL Sustainable at the

MATHER ELEMENTARY SCHOOL

If you ask staff at the Mather Elementary School about their goals for students, you'll hear about far more than academics. They describe the joy of learning, the importance of emotional well-being, and the responsibility of equipping students to be thoughtful citizens. For years, the school has prioritized building an inclusive community, setting intentional culture goals as part of its schoolwide planning. When they learned about Think Spaces and the opportunity to engage in SEAD coaching, administrators saw a concrete, sustainable way to deepen their investment in culture-building. Unlike previous goal-setting efforts, this work offered something new: a way to actively involve students in co-creating the culture they want to see and elevating their voices in shaping the school community.

During the first year of coaching, Mather administrators focused on building the foundation for long-term sustainability. They worked closely with the SEAD coach to examine the structures, practices, and daily school rhythms that would make SEL a natural part of "the way we do things" rather than an isolated initiative. To maximize the impact of coaching, the SEAD coach was integrated as a core member of the school team. She worked alongside grade-level teams, the principal, and individual teachers, supporting them through cycles of co-planning lessons, modeling SEL practices, and reflection. Her focus extended beyond strategies, centering on mindset shifts that would help adults see SEL not as something extra, but as an embedded part of the school day.

As the first year of coaching came to a close, teachers reported that the most powerful learning that emerged came from their own mindset shifts. As teachers co-created Think Spaces with their students, they began to see firsthand the impact of giving students voice and agency in shaping



their own learning environments. Students were capable of identifying strategies that worked for them, and they flourished when trusted to use those strategies independently. This experience prompted a realization for many educators that giving up some control in the classroom opened the door to deeper connection and more meaningful learning. Rather than creating a classroom culture for students, teachers were co-creating that culture with them and seeing early indicators of impact. Teachers reported that after Think Spaces were implemented across classrooms, students were being sent out of the classroom less frequently for behavior-related issues. As students learned how to self-advocate and use the Think Space when they needed a break, they became more equipped to manage their emotions without disrupting the learning environment. This shift supported a more inclusive classroom culture and reinforced the value of giving students tools and trust to take ownership of their needs.

One student transferred to the Mather for a fresh start after experiencing challenges at a previous school. Staff witnessed him open up through the process of co-creating a Think Space with his peers and teachers. He brought an item from home to contribute to the space and forged peer connections when given opportunities to share his interests during the Think Space design process. Over time, he used the space to regulate his emotions in the classroom. Eventually, he shared that he had created a Think Space in his bedroom at home, because it helped him calm down when experiencing disagreements with his siblings. His story exemplifies the ripple effect of agency: when students are invited to shape their environment, they develop strategies that extend far beyond the classroom.

Having witnessed the powerful impact of SEL integration on both students and staff, Mather leaders have worked to embed it into the fabric of the school. Think Spaces are now part of new teacher onboarding and annual professional development. As students move across grades, they bring with them expectations for Think Space co-creation and shared voice, keeping SEL practices evolving and meaningful. Today, opportunities for student voice at the Mather reach well beyond Think Spaces. In classrooms across the school, students are helping shape what learning looks like—defining what it means to be a math thinker, clarifying expectations, and building communities of belonging. At the Mather, SEL isn't something delivered to students, it's something created with them.

Creating the Conditions for Schoolwide SEL at the

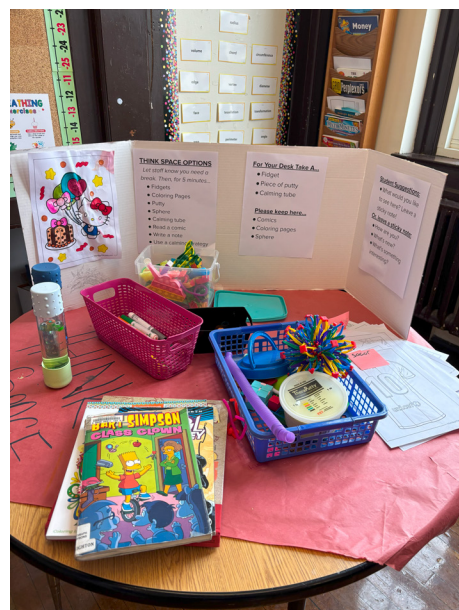
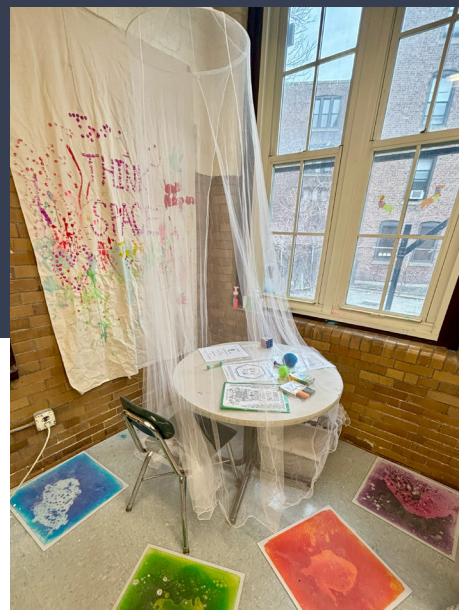
MELVIN H. KING MIDDLE SCHOOL

At Melvin H. King Middle School, a quiet transformation is underway. Over the past year, the school has focused on SEAD coaching to deepen its long-standing commitment to supporting the whole child. Through intentional leadership, structured adult learning, and student-centered design, the school is reshaping how educators support students, and how students support themselves.

The launch of SEAD coaching coincided with a leadership transition. The school's new principal brought with her a deep belief in the power of coaching—when implemented under the right conditions. Inspired by Elena Aguilar's coaching framework, which emphasizes will, skill, knowledge, and capacity, the principal quickly recognized that her staff already had the will: a strong, shared commitment to creating a caring, connected school environment. What they needed was the time, structure, and support to build skills and deepen their knowledge together.

This set the stage for a schoolwide approach to SEL integration grounded in collaborative learning. All educators participated in monthly SEAD coaching sessions that provided space to reflect, align on strategies, and troubleshoot challenges. These meetings were essential for building shared language, reinforcing common practices, and ensuring that SEL was not isolated to individual classrooms, but embedded across the school.

A second key condition was student-centered design. Each teacher received \$300 to co-create a classroom Think Space with their students. The Think Spaces were intended to serve as a designated area where students could pause, reflect, and regulate their emotions. Think Spaces are not typical “calm-down corners.” Instead, co-design is a critical part of the Think Space process. Students learn about self-awareness and self-



management, then build a Think Space that aligns with their interests, cultural identities, and the strategies they find helpful for managing their emotions.

The emphasis on co-design proved especially impactful for Melvin H. King students. This therapeutic school serves students with disabilities, many of whom face emotional, behavioral, and learning challenges. By involving students in creating the spaces, educators fostered a sense of ownership and emotional safety. Students learned to recognize when they needed a break and were supported in using the space independently, an important step toward building self-awareness and self-advocacy. At Melvin H. King, every student has self-regulation goals written into their IEPs, and the Think Spaces became a practical way to support these goals. As students used the Think Space, teachers were able to normalize students' emotional needs and help students see their emotional experiences as part of the learning process.

The conditions at the Melvin H. King—leadership that prioritized coaching, structures for adult collaboration, and authentic student partnership—made it possible to integrate SEL not as an add-on, but as a core component of Tier 1 (universal, classroom-level) support for all students. Teachers and students now use a common language to describe emotional states and self-regulation strategies. Classrooms have become calmer, relationships have deepened, and Think Spaces have supported the school's broader efforts to shift away from behavior management to a focus on emotional skill-building.

The impact has been felt both personally and schoolwide. In one math class, a student with a talent for art found comfort sketching on a cardboard plate in the Think Space during moments of overwhelm, helping him reset and rejoin instruction. In the art room, a student who has previously struggled with impulsive behavior found a healthy outlet painting on a sensory wall. These examples underscore how co-designed spaces grounded in student interest and creativity can serve as empowering environments.

Evidence of progress extends beyond anecdotes. On a mid-year districtwide school culture survey, students reported a 9% increase in their sense of belonging compared to the start of the school year, a clear sign that they felt more seen, supported, and connected. Teachers also reported deeper relationships with students, more responsive classroom environments, and a renewed sense of purpose in their roles. This was reflected in a 17% improvement in teacher-reported school climate indicators between the mid-year and end-of-year Panorama school climate surveys.

Research confirms that when SEL is integrated into a school's instructional core, especially in therapeutic settings like Melvin H. King, students don't just learn more effectively; they also build resilience, agency, and self-regulation. With the right conditions in place, Melvin H. King is demonstrating what's possible when SEL is treated not as supplemental, but as foundational to student success. Through this work, the school is creating a culture of belonging, engagement, and emotional growth that will serve students long after they leave.

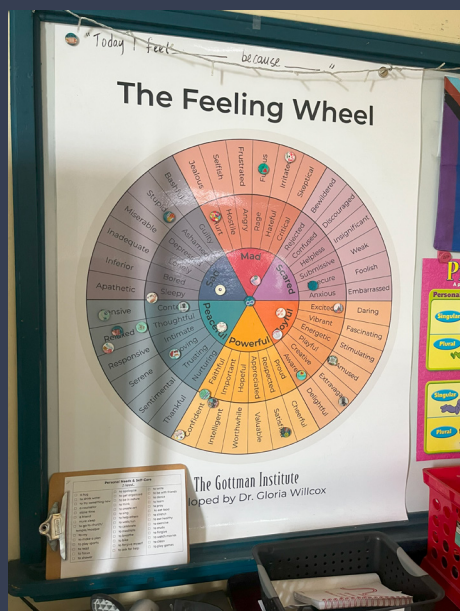


Supporting Newcomer Students Through SEL Practices at

BOSTON INTERNATIONAL NEWCOMERS ACADEMY

At Boston International Newcomers Academy (BINcA), where students from around the world arrive speaking dozens of languages and carrying stories of migration, resilience, and hope, small daily routines are making a big difference. Through the power of the three signature SEL practices—inclusive welcomes, engaging strategies, and intentional closings—teachers are creating classrooms where newcomer students feel safe, seen, and supported. For students navigating a new country, a new language, and a new school environment, these practices offer more than structure; they provide a sense of belonging and predictability that lays the foundation for connection and academic growth.

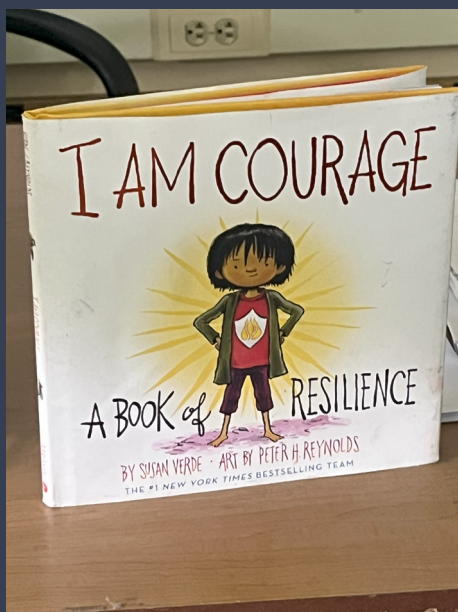
This work was supported by a SEAD coach, who partnered with three teams of teachers—ninth grade, tenth grade, and SLIFE (Students with Limited or Interrupted Formal Education)—to foster a supportive climate within grade level teams and across the school. Together, they focused on building learning environments where every student feels welcomed, valued, and ready to engage. The SEAD coach not only modeled sample practices but also co-planned with teacher teams to weave them into daily routines. The coach worked side by side with teachers to tailor strategies that fit their students' needs, while also using the practices in common planning time meetings so teachers could experience their impact firsthand. Through this collaborative process, teachers embraced their role as builders of classroom environments where strong relationships and emotional well-being serve as the building blocks for academic success.



In classrooms across BINcA, the three signature SEL practices take shape through simple, meaningful routines that foster connection while building SEL skills. On Monday mornings, students gather for check-ins, sharing stories from their weekends, sometimes about long hours spent working to support their families, or quietly letting a teacher know they skipped breakfast and could use a snack. These moments create space for care and understanding, woven seamlessly into the school day. During academic activities, teachers often pause for quick movement breaks, such as ten shoulder rolls to release tension and refocus attention. While not every student eagerly joins in at first, teachers remind them that these practices are more than a break; they're tools for managing stress that students can use long after they leave BINcA. Intentional closings at the end of lessons invite students to share appreciation for classmates who helped them solve a problem or encouraged them to persist, reinforcing a culture of mutual support. These are just a few examples of the many ways teachers integrate inclusive welcomes, engaging strategies, and intentional closings into their classrooms. Across the school, students participate in a variety of practices tailored to their strengths, cultures, and experiences. Rather than being "one more thing" for teachers to juggle, these practices flow naturally into the rhythm of the classroom, strengthening relationships and nurturing emotional well-being.



Looking ahead, BINcA's goal is to empower students to reflect on their own social and emotional growth, developing awareness of the skills they are building alongside their academic learning. To support this vision, the school has identified SEL competencies aligned with its core values, known collectively as PESO: Perseverance (self-awareness and self-management), Expression (relationship skills and self-awareness), Service (social awareness and responsible decision-making), and Ownership (responsible decision-making and self-management). These values come to life each term during the PESO Award Celebration, where students are recognized for demonstrating the school's core values in their daily actions. By explicitly connecting SEL to the values celebrated in the school community, BINcA is creating a culture where students not only practice these skills but also learn to recognize and articulate their own growth.



Key Takeaways from SEAD Coaching in Boston Public Schools

These case studies offer shared insights across diverse school contexts, pointing to powerful strategies for embedding Transformative SEL in ways that promote student agency, equity, and lasting school culture change. Lessons learned from BPS' SEAD coaching effort are highlighted below:

1. Student Voice and Co-Design Are Essential

- Think Spaces are co-created with students across schools, reflecting their identities, interests, and preferred self-management strategies
- Co-design deepens students' ownership, as they have opportunities to learn self-awareness and self-management skills in the Think Space development process
- Student-led SEL practices help students recognize their emotions and independently choose tools to manage them, fostering self-efficacy

2. Leadership and Alignment Maximize the Impact of SEAD Coaching

- School leaders that champion SEL and integrate it in broader school priorities see sustainable results. This includes embedding SEL in Quality School Plans, allocating time for SEL during common planning time, and prioritizing SEL in professional development
- Think Spaces are most impactful and sustainable when implemented schoolwide. In schools where this is the case, students come to expect the Think Space as part of their learning environment and can build on their self-awareness and self-management skills each year

3. Impactful coaching must be relational, reflective, and sustained

- Trusting relationships are key to coaching success. Coaches must prioritize building relationships in which educators are willing to take risks, try new practices, and give/receive feedback
- Coaching should approach challenging student behaviors as learning opportunities and forms of communication, focusing on opportunities to build students' social-emotional skills
- Effective coaching incorporates co-planning, modeling, and non-evaluative feedback on a regular basis. This includes regular positive feedback, along with constructive feedback
- Regular opportunities for team-based reflection and collaboration help teacher teams sustain momentum and troubleshoot challenges

4. SEL Routines Should be Predictable and Integrated into Learning

- Morning check-ins and welcoming rituals are key strategies to build relational trust with students
- Engaging strategies, like brain breaks and turn-and-talks, are simple rituals to strengthen students' active engagement in the learning process
- Intentional closes to the class period or the school day help students internalize takeaways from academic content and reflect on their growth
- Consistency with SEL routines creates a sense of safety for students, as they know what to expect each day

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We also offer our sincere appreciation to the SEAD coaches, especially Desiree Patturelli, Matt Ennis, and Christine Powers for their work with schools represented in this report. The SEAD Coaches' deep commitment to school communities is evident in everything they do. Each of them brings care and creativity to the coaching role, tailoring their work to fit each school's unique context and ensuring that their support is responsive to the lived experiences of BPS students.

We are especially thankful to the five schools that participated in this case study. In particular, we'd like to thank the teachers whose thoughtful reflections and daily practice illuminated the real-world impact of SEL on students and school communities. We also want to recognize and thank the school leaders who have championed this work in their communities:

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Bethy Verano at the Hurley K-8 School

Tony King at Boston International Newcomers Academy

Donette Wilson-Wood at Haynes Early Education Center

Hai Son at the Mather Elementary School

Your leadership and commitment to creating school communities where student voice, identity, and belonging are prioritized have played a vital role in advancing transformative SEL across Boston Public Schools.

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