

Edina Public Schools

Defining
Excellence

2026 Tier 1 SEL Update



Our Vision

For Each and Every Student to Discover Their Possibilities and Thrive



Our Mission

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills.

We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.





Today's Agenda/Topics

- 1 Background Information
- 2 Current Reality
- 3 Universal Language Across All Settings
- 4 Universal Expectations Across All Settings
- 5 Each and Every Learner Can Identify a Place in School Where They Belong
- 6 Staff Wellness Interlaced with Student SEL - Transition to Culture/Climate Report

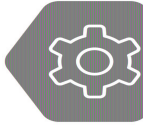


Background Information



Strategy C of the Edina Strategic Plan states that Edina Public Schools fosters a caring school environment where students and staff feel **physically and emotionally safe** in order to be fully engaged in their academic/professional, personal, and social growth. **Social and emotional learning (SEL)** is an important part of ensuring that EPS is **fostering that caring school environment.**

Background Information



MnMTSS Grant

First round funded work 2024 - 2026

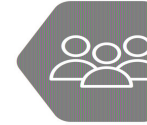
Hired second MTSS Coordinator providing more opportunity for focused SEL work and leadership



NED Grant

First round funded work spring 2024 through fall 2025

Goal to expand Tier 1 SEL implementation



Tier 1 SEL Team

Met 32 hours throughout 2023-2024 and 2024-2025 school years

Learn together, gather current reality, create recommendations

Creation of SEL North Stars



Edina SEL North Stars

Staff Wellness Interlaced
with Student SEL

Universal Language
Across All Settings

Each and Every Learner
Can Identify a Place in
School Where They Belong

SEL Woven into
Academics and Valued
Equally with Academics

Close Gaps Within
our Data



Current Reality



Tier 1 Implementations: EC-5

School	Tier 1 SEL
ELFC	Zones of Regulation, Spot of Emotion, We Thinkers! (1st year)
Concord	Character Strong (3rd year implementation)
Cornelia	Character Strong (starting 2026-2027)
Countryside	Character Strong (4th year implementation)
Creek Valley	Leader in Me (12th year of implementation)
Highlands	Character Strong (3rd year implementation)
Normandale	Caring School Community (6th year implementation)



Tier 1 Implementations: 6-12

School	Tier 1 SEL
SVMS	Multi-Age Advisory, In-House Curriculum with monthly themes such as Compassion, Identity, and Respect
VVMS	Character Strong through Advisory
EHS	In-House Advisory Curriculum focused on the following skills: <ul style="list-style-type: none"><li data-bbox="459 631 722 663">● Academic<li data-bbox="459 674 697 707">● Thinking<li data-bbox="459 718 788 751">● Relationships<li data-bbox="459 762 871 794">● Self-Management<li data-bbox="459 805 838 838">● Future Planning
EVP	Incorporation of CASEL 5 into Advisory, Synchronous lessons, Implementation of a Mental Health Protocol



Universal Expectations Across Settings



Non-Exclusionary Discipline Grant Work



CPSS and Discipline

- Over-representation of our students of color
- PD to grow our CPSS lens to disciplinary practices
- Expand range of non-exclusionary approaches available to staff



Behavior Data

- Clarity and cohesion - better tracking to create proactive support structures and identify PD needs
- Implementation in 2026-2027



MTSS for Behavior

- Develop behavior response chart - what is teacher managed, what is office managed
- Grow Tier 1 SEL implementations
- CSIP plans include student SEL and staff wellness



Each and Every Learner Can
Identify a Place in School
Where They Belong



Creating a sense of belonging is integral to achieving our mission of “creating a caring and inclusive school culture that supports the whole student.” The Panorama Belonging scores represent one of the **higher areas of favorable response** within our 3-5th grade students (**75% favorable in 2026**) and the area of **most significant growth** for our 6-12 grade students (**up 8 points** from 59% in 2025 to 67% in 2026).

These data points show that EPS is committed to supporting student belonging and is having success in achieving this.



Implementation of CPSS supports belonging because when a student **feels seen and affirmed** their **belonging deepens**. Additionally, there are direct parallels between the Essential Elements of CPSS and the 5 Core CASEL SEL competencies.

By **engaging in CPSS work, EPS is strengthening its systemic SEL implementation** and vice-versa.

CPSS and Belonging



The Barriers

Help us identify and provide language to discuss barriers that get in the way of change, such as resistance or discomfort with doing things differently

The Guiding Principles

Core values reminding us that every culture matters and every student deserves to be seen.

The Continuum

Gives us language to talk about where we are in our growth.

The Essential Elements

Five actions to measure progress: learning about cultures, valuing differences, adapting to diversity, navigating cultural dynamics, and building inclusive policies.

SEL and CPSS: Two Sides of the Same Coin

Social-Emotional Learning (SEL)

Self-Awareness

Recognizing one's own emotions, values, and identity

Self-Management

Regulating emotions and behaviors to achieve goals

Social Awareness

Understanding others' perspectives and backgrounds

Relationship Skills

Communicating and collaborating across difference

Responsible Decision-Making

Making ethical, constructive choices



*affirm
each
other*

CPSS Essential Elements

Assessing Cultural Knowledge

Learning about self and others' cultural identities

Valuing Diversity

Incorporating multiple perspectives and voices

Adapting to Diversity

Integrating cultural knowledge into instruction

Managing the Dynamics of Difference

Facilitating productive dialogue across difference

Institutionalizing Cultural Knowledge

Embedding culturally responsive values in systems



CPSS Modules: 2024-2026

Module	Key Learning Outcome
Key Definitions and Terms	Establish a foundational language for equity work and proactive system design.
Race, Culture, & Ethnicity	Clarify terminology to better support equitable policies and practices.
Dilts' Levels of Change	Understand that sustainable transformation requires intervention at the Identity and Purpose levels.
The Lanterns We Carry	Recognize how social constructs shape perceptions and commit to asset-based thinking.
Educator Toolkit introduction; Assessing cultural Knowledge	Use concrete indicators to evaluate how well students' identities are represented in instruction.
Educator Toolkit: Valuing Diversity	Deepen student learning by ensuring their identities are consistently reflected and valued in the curriculum.



Staff Wellness Interlaced with
Student SEL - More to Come!



Questions?

Thank you!

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