



**Board Workshop Date:** June 8, 2026

**Title:** Tier 1 Social Emotional Learning Update

**Type:** Discussion

**Presenter(s):** Nate Swenson, Assistant Superintendent; and Leigh Ann Feily, MTSS Coordinator

**Description:** This report will give an overview of the current status and future planning around Tier 1 Social Emotional Learning in Edina Public Schools. Tier 1 refers to the curriculum and experiences that every EPS student has access to; it is our universal programming. Social emotional learning is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (definition from the Collaborative for Academic, Social, and Emotional Learning - CASEL).

**Recommendation:** This report is intended to be an update to the school board. No recommendation is being made at this time.

**Desired Outcomes for the Board:** Review the report, have questions prepared, and provide feedback on the key information presented.

**Background Materials:** See report [Slide Deck](#)

## **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 a caring school environment.

In the winter of 2024, Edina was awarded two grants to help support continuous improvement in this area. The first grant is the Multi-Tiered Systems of Support Grant, which supports the district in the implementation of MnMTSS. MnMTSS is the state's systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The second grant is the Non-Exclusionary Discipline Grant. Funding from this grant supports the development and implementation of a professional learning plan for school staff to implement non-exclusionary discipline practices that maintain the respect, trust, and attention of students and help keep students in classrooms. Utilizing consistent, Tier 1 SEL practices and curricula fits within the broad umbrella of non-exclusionary practices.

In the spring of 2024, a Tier 1 SEL Work Group was formed when grant funding became available. The Tier 1 SEL Work Group met for 32 hours throughout the 2023-2024 and 2024-2025 school year to learn together, gather current reality information, and create recommendations for the implementation of SEL districtwide. As part of this work, the team developed the Edina SEL North Stars. These North Stars represent what Edina Public Schools will look like when SEL is implemented districtwide. These North Stars are the guide as we continue the SEL work:

- Universal language and expectations across all settings
- SEL is woven into academics and valued equally with academics
- Staff wellness interlaced with student SEL
- Each and every learner can identify a place in school where they belong
- Close gaps within our data

## **Current Reality**

Following the conclusion of the Design Team work, implementation shifted to building administrative capacity. Through the Tier 1 SEL team process, the work group was asked to consider what barriers might be encountered through implementation of systemic Tier 1 SEL programming. One significant obstacle identified was the inconsistent understanding among all EPS staff regarding how their individual roles contribute to systemic SEL. To address this, the team recommended further training for all staff, including building leaders, on SEL best practices relevant to their specific roles.

Moving forward on this recommendation, SEL professional development in 2025-2026 was focused on building-level leaders because they are in a position to cascade information to building teams. Building leaders are also in a position to design and modify systems and policies to create organizational alignment around SEL. This professional development came mainly through monthly instructional leadership meetings, but was also supported by monthly MTSS newsletters and tier 1 SEL curriculum support in buildings adopting the Character Strong curriculum.

While all of the North Stars are important, the four North Stars that have been the central focus of our current work and the administrative professional development are:

- Universal Language Across All Settings
- Universal Expectations Across All Settings
- Each and Every Learner can Identify a Place in School where they Belong
- Staff Wellness interlaced with student SEL

An update regarding our progress towards each of these North Stars is shared in the remainder of this report.

**Universal Language Across All Settings**

Student social-emotional learning at the tier one level is taking place at each building in Edina Public Schools to ensure building-wide universal language. Highlights of tier-one SEL practices across the district are presented in Table 1 below.

**Table 1: Tier 1 SEL Highlights for each EPS Building**

EPS School	Tier 1 SEL Highlights
Edina Early Learning Center	The Edina Learning and Family Center (ELFC) is actively cultivating a culture of belonging by establishing a Universal Language and consistent Universal Expectations across all settings, ensuring each and every learner can identify a space where they belong. Throughout the 2025–2026 school year, the center focused heavily on Tier 1 supports by training all certified staff and paraprofessionals. The ELFC has a rich history of implementing Pyramid Framework. This past year, ELFC spent time blending the MnMTSS Early Childhood Education Playbook with "pyramid" language, aligning early childhood tiers with the K–12 MTSS framework. This innovative approach integrated evidence-based pyramid Tier 1 strategies with other empirically supported social-emotional curriculum. Training focused on ensuring that every adult in the building is equipped with the same proactive behavioral strategies. In addition, we implemented structured Professional Learning Communities (PLCs) to foster data-driven staff collaboration. To help teams have flexibility in providing Tier 1 supports,

	<p>additional frameworks were introduced including the <i>Zones of Regulation</i>, <i>Spot of Emotion</i> curriculum, and <i>We Thinkers!</i> This allowed staff the freedom to implement additional tier 1 strategies to help our littlest learners develop their SEL skills. Finally, we redesigned the Student Support Team (SST) so that we could streamline interventions for students in need of targeted assistance outside of Tier 1.</p>
<p>Concord Elementary</p>	<p>Utilizes Character Strong - please see description below</p>
<p>Cornelia Elementary</p>	<p>Utilizes Character Strong (starting 2026-27) - please see description below</p>
<p>Countryside Elementary</p>	<p>Utilizes Character Strong - please see description below</p>
<p>Creek Valley Elementary</p>	<p>Creek Valley Elementary has incorporated the Leader in Me program as part of its school-wide student engagement work since 2014. The Leader in Me is a school transformation process based on the work of Franklin Covey. Just as Covey developed a framework for adults (7 Habits of Highly Successful People), so too The Leader in Me has a framework for student development. The focus of the program is to teach students leadership and life skills (sometimes referred to as 21st Century skills) so as to create a culture throughout the school that builds on student empowerment and engagement. At the core of the program is the central belief that every child has the potential and ability to be a leader. The 7 Habits of the Leader in Me Program are:</p> <ol style="list-style-type: none"> <li>1. Be proactive</li> <li>2. Begin with the end in mind</li> <li>3. Put first things first</li> <li>4. Think win-win</li> <li>5. Seek first to understand, then to be understood</li> <li>6. Synergize</li> <li>7. Sharpen the saw</li> <li>8. Bonus Habit #8 - Find your Voice</li> </ol> <p>Current CV 5th graders have had the opportunity to build upon their leadership skills since Kindergarten. With the Creek Valley school motto, "Go Out and Make A Difference", this <i>Leader in Me</i> program has enhanced student leadership and sense of belonging both in and out of school.</p>

Highlands Elementary	Utilizes Character Strong - please see description below
Normandale Elementary	<p>Normandale uses Caring School Community, which staff members have translated into French. It comes from Collaborative Classroom, which was the previous EPS English language arts curriculum.</p> <p>SEL is incorporated into the schedule, and every classroom starts with a meeting that helps build community. Normandale has SEL Buddies between 1<sup>st</sup> &amp; 4<sup>th</sup> grades, 3<sup>rd</sup> &amp; Kindergarten, and 5<sup>th</sup> &amp; 2<sup>nd</sup> grades. They meet twice a month to work on different activities from the curriculum.</p> <p>Normandale also has a French SEL library to supplement our SEL curriculum. Kany Seck, Administrative Dean, puts the titles in a database with themes and synopses for easy use by teachers.</p> <p>Universal Language Across the ND Setting:</p> <ul style="list-style-type: none"> <li>● Own it! Fix it! Move on!</li> <li>● Les accords de l'école</li> <li>● More-love students</li> <li>● Common calls &amp; responses</li> </ul> <p>Universal Expectations Across the ND Setting:</p> <ul style="list-style-type: none"> <li>● Les accords de l'école: les couloirs, les toilettes, la cantine, la récré</li> <li>● All teaching staff are trained in Responsive Classroom. All classrooms establish Hopes &amp; Dreams and classroom agreements.</li> <li>● Réunion du matin, réunion de l'après-midi, positive greetings at the door</li> </ul> <p>Each and Every Learner Can Identify a Place in School where They Belong:</p> <ul style="list-style-type: none"> <li>● Teachers nominate students for the Dean's List</li> <li>● Normandale's student leadership team- Les Ambassadeurs- is open to all 5th graders. This team leads school-wide assemblies and community service events.</li> <li>● Normandale's weekly news show- L'Hebdo de Normandale- highlights activities at Normandale as well as Dean's List students.</li> <li>● Monthly buddy activities.</li> </ul>
South View	Universal SEL language across our setting is explicitly taught

<p>Middle School</p>	<p>and supported during multiage advisory. Students receive SEL lessons during their daily Advisory time (right away in the morning). Students also participate in weekly Circles during their Advisory time. Advisory lessons and circles are created by teachers/leaders in the building, they include a weekly or monthly theme (such as compassion, identity, respect, etc) and are based on what needs we are seeing with students. In addition, we often use restorative circles in response to student behaviors or other needs.</p> <p>Through our survey in the fall, we work to ensure that students have a feeling of belonging, and if not, we will follow up as an advisor, counselor, or with empathy interviews to determine how we as a system can support learners. Any student may be invited to attend a social skills flex team taught by our social worker, counselor, and special education teacher. Students have access to student services at any time as needed for additional support.</p>
<p>Valley View Middle School</p>	<p>Utilizes Character Strong - please see description below</p>
<p>Edina High School</p>	<p>EHS has had the opportunity to “re-vamp” its advisory curriculum this year. A small team of teachers and administrators created the lessons, scope and sequence. Focus has been on academic, thinking, relationship, self-management, and future planning skills as well as community building within each advisory. Every week, students receive a grade-level-tailored, skill-based lesson in their 30-minute advisory. This in-house curriculum offers the opportunity for scaffolding as students progress through the grade levels. For example, the theme of relationship skills starts more basic in 9th grade and builds on itself through 12th grade. Advisors also loop with their students through the grade levels to support this scaffolding. Students have access to student support at any time, as needed, for additional support. Based on teacher feedback data, the successes of Advisory this year were the interactive games and community builders, the incorporation of the Zephyrus (EHS media) broadcast, and the opportunity for home-school collaboration around student progress. Continued areas of growth are around building buy-in from upperclassmen to attend and fully participate in advisory.</p>
<p>Edina Virtual Pathway</p>	<p>Edina Virtual Pathways (EVP) has expanded Social Emotional Learning (SEL) support and instruction through several key initiatives. First, we integrated all five CASEL core</p>

	<p>competencies into our advisory slides to deepen student understanding of these essential skills. Additionally, we transitioned to a learning format that features weekly synchronous lessons across the four core subjects. This structure facilitates daily check-ins, fosters small-group collaboration, and provides opportunities for real-time constructive reflection. To assist those requiring more intensive intervention, EVP has also increased one-on-one support from the school social worker. Furthermore, core subject teachers have established consistent expectations regarding grading, late work, and behavioral standards for synchronous sessions. Finally, EVP remains responsive to students' emotional well-being by implementing a mental health protocol designed to support disengaged students and their families through a comprehensive range of services.</p>
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**Character Strong Overview:**

Character Strong is a research-backed curriculum that increases belonging, well-being, and engagement for students and staff (characterstrong.com). The curriculum is created for tier one so that every student receives foundational SEL support. The elementary curriculum (being utilized at Countryside, Highlands, Concord, and Cornelia, starting 2026-2027) has grade-level-specific lessons and activities that are web-based and offer flexible delivery. The elementary curriculum is focused on three outcomes: Be Strong, Be Kind, and Be Well. Instruction centers around one character trait per month (see table 2 below) and the content is aligned with CASEL competencies. CASEL is the most recognized and nationally known organization advancing Social and Emotional Learning. Character Strong lessons are also vertically-aligned from PreK-5th grade to ensure students build skills effectively. The Character Strong secondary curriculum is also centered around the CASEL competencies (Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision Making) with three major outcomes - Well Being, Belonging, and Engagement. Each year focuses on a different theme outlined in Table 3 below:

**Table 2: Scope and Sequence of Character Strong Elementary Curriculum**

Character Strong Outcome	Traits within Outcome
Be Kind: Social skills and conflict resolution	Respect - September Empathy - October Cooperation - November
Be Strong: Executive functioning - focusing, organizing, goal-setting	Responsibility - December Perseverance - January Courage - February

Be Well: Wellness strategies and emotion regulation	Gratitude - March Honesty - April Creativity - May
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**Table 3: Scope and Sequence of Character Strong Secondary Curriculum**

Grade	Theme	Lesson Areas of Focus
6th Grade	Belonging: How can we create a place where everyone feels like they belong?	<ul style="list-style-type: none"> <li>● Foundation - Setting the Stage for Community Building</li> <li>● Values &amp; Purpose</li> <li>● Emotional Understanding and Regulation</li> <li>● Empathy and Compassion</li> <li>● Goals and Habits</li> <li>● Leadership and Teamwork</li> <li>● Reflections</li> </ul>
7th Grade	Well-Being: How do I develop personal well-being, and how does it affect my relationships with others?	
8th Grade	Engagement: How do we practice engaging meaningfully in our lives, or friendships, and in our schools?	

Character Strong is being implemented universally across all grade levels at Concord, Countryside, and Highlands Elementaries. Each building is finding success in its implementation, indicating the curriculum is easy to use and builds a universal language across the school. At Countryside Elementary, they are also utilizing the Tier 2 Character Strong resources to provide intervention support to students who need more focused skill-building in one of the areas. Tier 2 skill-building groups at Countryside are created through universal screening of students (utilizing Character Strong assessment materials) as well as through teacher recommendation. At Valley View Middle School, the Character Strong curriculum is utilized one time weekly as part of the advisory curriculum.

New for the 2025-2026 school year, Highlands began conducting school-wide assemblies focused on the monthly character trait to support school-wide belonging. Concord grew their implementation to include the incorporation of the Character Strong traits into their morning announcements and guest read-alouds by the Assistant Principal of books coordinated with the monthly theme. Because they've been implementing longer, Countryside continued their dedicated use of Character Strong at both Tier 1 and Tier 2. For the 2026-2027 school year, Cornelia will be starting an initial implementation of Character Strong within kindergarten, first, fourth, and fifth grades. Implementation support (an overview session with the MTSS coordinator and building-sponsored 2 hours of work time) was provided to Cornelia this spring to help them prepare for the fall.

## **Universal Expectations Across All Settings**

As mentioned above, EPS received two grants to support continuous improvement in the area of SEL. One of these grants was the Non-Exclusionary Discipline grant, which funded work between spring 2024 and spring 2025. While the Tier 1 SEL work group was one of the main outcomes of that grant, other work specific to discipline policies, procedures, and data collection has also been an area of focus to help bring universal expectations to all settings. This work has continued through another round of Non-Exclusionary Discipline (NED) grant funding, which became available in winter 2026 and will continue through spring 2027.

One of the goals of the current NED grant funding is to develop consistency of culturally responsive disciplinary actions across all of our sites. Right now, our Black/African American students are over-represented in exclusionary discipline measures throughout the system. Initial actions to address this disparity include 1) providing professional development that grows our lens of cultural responsiveness to include disciplinary practices, and 2) expanding the range of non-exclusionary approaches available to staff when responding to behavior. Ongoing work will be around creating more clarity and cohesion around how sites enter behavior data into Infinite Campus, which will help each site and the district be able to better track, create proactive support structures, and understand where ongoing professional development is needed. This process has begun through collaboration between the MTSS coordinators and the special education behavioral specialist. Their work has focused on paring down and clearly defining the behavior response options that can be chosen when entering a behavior incident into Infinite Campus. Refinement and implementation of these behavior tracking systems will continue in the 2026-2027 school year.

Another goal of the current NED grant funding is to establish an MTSS system for behavior that is as robust as our academic MTSS system. This work will be the ongoing focus of the 2026-2027 school year. Initial action steps will include developing and implementing a behavior response chart, which helps distinguish the roles of teachers and administrators related to behavioral restorative practices and skill-based behavioral interventions. There will also be continued emphasis on growing Tier 1 SEL implementations across the district. One action step that has already taken place is the requirement for building Continuous School Improvement Plans (C-SIP) to include goals related to student SEL and staff wellness. This consistent language and expectation will set the stage for continuous improvement around our MTSS behavior systems.

## **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.

One component of this success is the continued focus on district-wide implementation of Cultural Proficient School Systems (CPSS). CPSS is an equity-based professional learning framework that ensures high-quality teaching and learning experiences for all learners while closing access and achievement gaps within a system. Beginning with inside-out work (self-reflection), CPSS is grounded in four tools:

- The Barriers — help us identify systems 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.

District-wide implementation of CPSS has been supported through professional development modules delivered to all staff. These modules are co-created by the Director of Achievement Equity and Multilingual Learning and a team of teacher representatives from each building. These modules have taken place on a monthly/bi-monthly basis for the duration of the 2024-2025 and 2025-2026 school year and will continue for 2026-2027. More information about each module is provided in Table 5 below.

**Table 5: CPSS Module Overview 2024-2026**

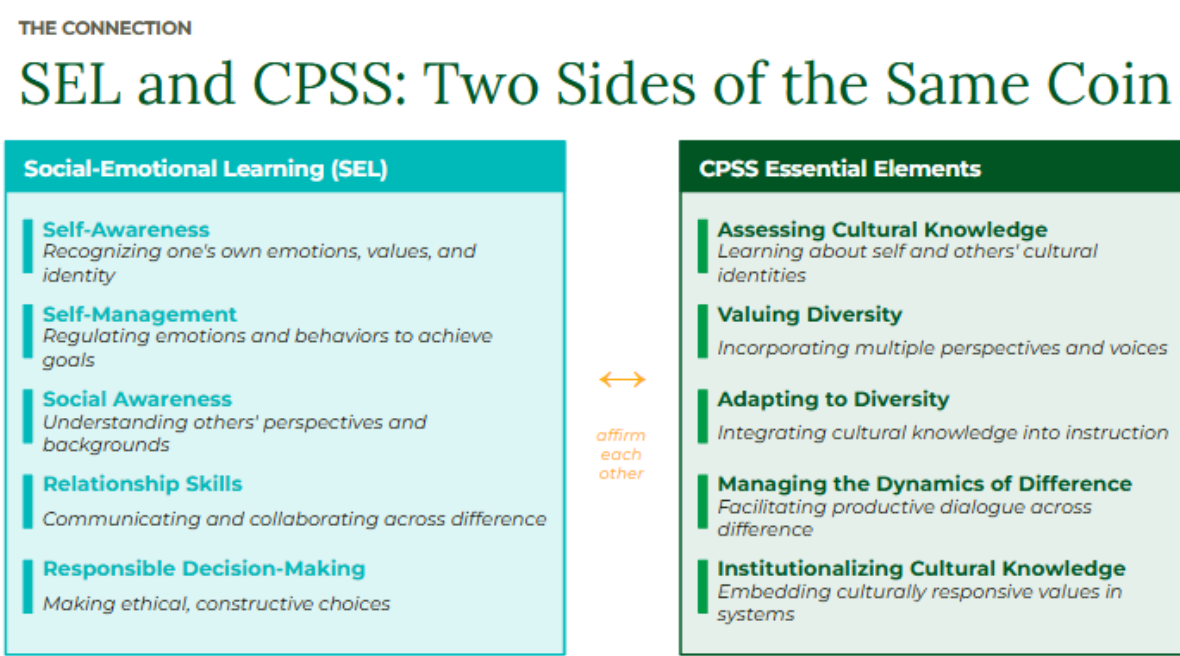
Module	Focus & Core Concepts	Key Learning Outcome
<p><b>1: Key Definitions &amp; Terms</b></p> <p>(Spring 2025)</p>	<ul style="list-style-type: none"> <li>● <b>Inside-Out Approach:</b> Personal self-reflection on identity.</li> <li>● <b>Four Tools:</b> Barriers, Guiding Principles, Continuum, and Essential Elements.</li> </ul>	<p>Establish a foundational language for equity work and proactive system design.</p>

Module	Focus & Core Concepts	Key Learning Outcome
<p><b>2: Race, Culture, &amp; Ethnicity</b></p> <p>(Spring 2025)</p>	<ul style="list-style-type: none"> <li>● <b>Defining Culture:</b> The "complex whole" of beliefs and habits.</li> <li>● <b>Distinction:</b> Separating material vs. non-material culture and race vs. ethnicity.</li> </ul>	<p>Clarify terminology to better support equitable policies and practices.</p>
<p><b>3: Dilts' Levels of Change</b></p> <p>(Fall 2025)</p>	<ul style="list-style-type: none"> <li>● <b>Logical Levels:</b> Environment, Behavior, Capabilities, Beliefs, Identity, and Purpose.</li> <li>● <b>Hierarchy:</b> Changes flow downward from higher levels.</li> </ul>	<p>Understand that sustainable transformation requires intervention at the Identity and Purpose levels.</p>
<p><b>4: The Lanterns We Carry</b></p> <p>(Fall 2025)</p>	<ul style="list-style-type: none"> <li>● <b>Colored Lanterns:</b> Unconscious biases (heritage, class, geography, skin color).</li> <li>● <b>Daily Practices:</b> Asset Scans and Curiosity Questions.</li> </ul>	<p>Recognize how social constructs shape perceptions and commit to asset-based thinking.</p>
<p><b>5: Educator Toolkit introduction; Assessing cultural Knowledge</b></p> <p>(Winter 2026)</p>	<ul style="list-style-type: none"> <li>● <b>Assessing Cultural Knowledge:</b> Moving beyond assumptions to real student demographics.</li> <li>● <b>Cultural Audit:</b> Assessing classroom environment and curriculum reflection.</li> </ul>	<p>Use concrete indicators to evaluate how well students' identities are represented in instruction.</p>
<p><b>6: Educator Toolkit: Valuing Diversity</b></p> <p>(Spring 2026)</p>	<ul style="list-style-type: none"> <li>● <b>Inclusion as Practice:</b> Moving diversity from a "supplemental lesson" to an ongoing practice.</li> <li>● <b>Voices &amp; Perspectives:</b> Incorporating diverse histories and</li> </ul>	<p>Deepen student learning by ensuring their identities are consistently reflected and valued in the curriculum.</p>

Module	Focus & Core Concepts	Key Learning Outcome
	<p>experiences in all content.</p> <ul style="list-style-type: none"> <li>● <b>Letter to Self:</b> Reflecting on the year and committing to growth for the next year.</li> </ul>	

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. This connection is illustrated in Figure 1 below:

**Figure 1: SEL and CPSS: Two Sides of the Same Coin**



In addition to the district-wide implementation of CPSS, each building has also been engaging in intentional practices to grow students' sense of belonging. Highlights of these practices are shared in Table 6 below.

**Table 6: Building-Level Sense of Belonging Intentional Practices**

<b>EPS School</b>	<b>Building-Level Sense of Belonging Intentional Practices</b>
Edina Early Learning Center	<ul style="list-style-type: none"> <li>● Student spirit weeks</li> <li>● Middle and high school buddies program</li> <li>● I Love to Read Month activities (guest readers, PJ day, dress like a book character, etc.)</li> </ul>
Concord Elementary	<ul style="list-style-type: none"> <li>● Reboot of classroom buddies</li> <li>● More frequent teacher check-ins regarding feeling respected by peers (response to Panorama data)</li> <li>● Working with PTO to maintain routines at the end of the year so that all students (including those who have anxiety around endings) feel supported</li> </ul>
Cornelia Elementary	<ul style="list-style-type: none"> <li>● Reading buddies</li> <li>● SEL-focused assemblies</li> <li>● Student highlights in the school news show</li> </ul>
Countryside Elementary	<ul style="list-style-type: none"> <li>● Morning video news that brings all of Countryside together with a single message</li> <li>● Students, teachers, and classes highlighted in the building news</li> <li>● Unified activities for all students, including those students who access special education services in site-based classrooms</li> </ul>
Creek Valley Elementary	<ul style="list-style-type: none"> <li>● Monthly school-wide Leader in Me assemblies</li> <li>● Daily SEL Leader in Me morning meetings</li> <li>● Monthly classroom buddy activities</li> </ul>
Highlands Elementary	<ul style="list-style-type: none"> <li>● Monthly all-school meetings led by students</li> <li>● Anti-bullying run/walk</li> <li>● Super Fun Kids Day (4th-5th grade leaders connecting with K-2 students)</li> </ul>
Normandale Elementary	<ul style="list-style-type: none"> <li>● Teacher nomination of students to the Dean's list</li> <li>● Buddy activities</li> <li>● 5th-grade ambassadors (assemblies, community service, school news show)</li> </ul>
South View Middle School	<ul style="list-style-type: none"> <li>● Co-designed circles sharing about heritage months each month</li> <li>● Belonging flexes - students choose their flex based on their interest (i.e., Swifties with artwork, preschool buddies, bedazzling, games)</li> <li>● Culture Celebrations Week - inviting community members in to host flexes that celebrate the culture through art, food, dance, and more</li> </ul>

Valley View Middle School	<ul style="list-style-type: none"> <li>• Students co-design belonging clubs, which take place twice a year</li> <li>• The Polar Plunge event is the culminating component of Inclusion Week</li> <li>• VIBE K community race (which doubled in participation this year!)</li> </ul>
Edina High School	<ul style="list-style-type: none"> <li>• The student council designed activities for student engagement and wellness throughout the year</li> <li>• Spirit weeks seasonally</li> <li>• Unified week</li> </ul>
Edina Virtual Pathway	<ul style="list-style-type: none"> <li>• Sending birthday messages to all students</li> <li>• Incorporating social-emotional learning, including wellness check-ins, into advisory</li> <li>• Addition of live synchronous meets to enhance relationship-building between students and staff</li> </ul>

**Staff Wellness Interlaced with Student SEL**

Employees representing teachers, coordinators, administrative assistants, Edina Education Fund, and district office team members make up the Edina Employee Wellness Team. Instead of monthly team meetings this year, a significant portion of the group participated in *Supporting Staff Wellbeing*, a year-long monthly series offered by the Minnesota Department of Education. Through this series, the team explored current research, strategies, and resources for educator wellbeing, and benchmarked Edina's organizational structure to identify both strengths and opportunities for growth.

In addition to the MDE series, the team contributed monthly articles to *The Buzz* newsletter, with content this year spotlighting real-world implementation examples of the Working Genius assessment tool from school sites and departments across the district, bringing to life the district-wide adoption launched at the start of the 2025–2026 school year. The team also continued adding content to the employee website and engaging with Panorama and Employee Engagement data to inform ongoing wellness priorities.

**Next Steps:**

While next steps for Tier 1 SEL are shared throughout this report, the following list summarizes those steps altogether:

- Continued support of Tier 1 SEL curriculum initiatives.
- Providing professional development to grow the lens of cultural responsiveness to include our discipline procedures.

- Creating more clarity and cohesion around how sites enter behavior data into Infinite Campus to help schools and the district be able to better track, create proactive support structures, and understand where ongoing professional development is needed.
- Developing and implementing a behavior response chart that helps distinguish the roles of teachers and administrators related to behavioral restorative practices and skill-based behavioral interventions.
- Continued focus on district-wide implementation of Cultural Proficient School Systems (CPSS) through the continued development of professional development modules and continued integration of CPSS with other initiatives.
- Continuing building-level intentional practices to grow students' sense of belonging, rooted in analysis of Panorama data.
- Continue the expectation of CSIPs, including student SEL and staff wellness goals.
- Developing a cohesive plan to continue to foster staff wellbeing based on the current research, strategies, and resources provided by the year-long monthly series offered by the Minnesota Department of Education.
- Utilize the 2026-2027 school year as an exploration year to determine what social-emotional data is helpful to gather as we grow our systemic SEL implementations. This will include an in-depth analysis of the Panorama tool as well as other potential screening tools.