



DEFINING EXCELLENCE

The Culture and Climate Board Update report includes the following sections:

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Background Information:

The strategic action under C5 of Edina's Strategic Plan states that *we will create environments that are conducive to learning and facilitate constructive student interaction*. Strategy B2 states that *Edina Public Schools will create a school culture that enhances learning and fosters a sense of belonging for all students through our values of integrity, compassion, courage, commitment, appreciation, and responsibility*. Data is needed to monitor the degree to which our culture creates a sense of belonging for students and staff, is a place where people can do their best work, and feel supported. The Panorama Climate and Wellness survey for students and staff was used to assess the current state of the Teaching and Learning climate in our schools. The Employee Engagement survey was used to generate feedback on the degree to which staff feel engaged in their work, connected to others at work, supported in their professional learning and growth, and motivated to do their best work. The data is used each following year to set goals and establish action plans to monitor progress towards meeting goals and shift plans as needed.

Panorama Student Survey:

Edina Public Schools is in its sixth year of partnering with Panorama Education to administer a student survey. National norms are provided in the data analysis to help understand the context of the data and provide insights for what is going well and where opportunities for improvement exist. Site and district leadership teams use the data to understand the needs of students, set goals, and create action steps for improvement. The annual monitoring provides feedback on the impact of the action steps. The specific questions on the student survey are listed in Table 1 below.

Table 1: Student Survey Questions

Topic Area:	Questions:
<p>Challenging Feelings: how frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.</p>	<ol style="list-style-type: none"> 1. During the past week, how often did you feel mad/angry? 2. During the past week, how often did you feel lonely? 3. During the past week, how often did you feel sad? 4. During the past week, how often did you feel worried? 5. <i>During the past week, how often did you feel frustrated? (6-12 only)</i> 6. Thinking about everything in your life right now, what feels the hardest to you.
<p>Emotional Regulation: How well students regulate their emotions.</p>	<p>Grades 3-5</p> <ol style="list-style-type: none"> 1. How often are you able to pull yourself out of a bad mood? 2. When everybody around you gets angry, how relaxed can you stay? 3. How often are you able to control your emotions when you need to? 4. Once you get upset, how often can you get yourself to relax? 5. When things go wrong for you, how calm are you able to stay? <p>Grades 6-12</p> <ol style="list-style-type: none"> 1. When you are feeling pressured, how easily can you stay in control? 2. How often are you able to pull yourself out of a bad mood? 3. When everybody around you gets angry, how relaxed can you stay? 4. How often are you able to control your emotions when you need to? 5. Once you get upset, how often can you get yourself to relax?

	<p>6. When things go wrong for you, how calm are you able to remain?</p>
<p>Positive Feelings: How frequently students feel positive emotions over time</p>	<ol style="list-style-type: none"> 1. During the past week, how often did you feel excited? 2. During the past week, how often did you feel happy? 3. During the past week, how often did you feel loved? 4. During the past week, how often did you feel safe?* 5. <i>During the past week, how often did you feel hopeful? (6-12 only)</i> 6. Thinking about everything in your life right now, what makes you feel the happiest? <p>*Students who indicate they do not feel safe receive a follow up from a student support staff member</p>
<p>Supportive Relationships: How supported students feel through their relationships with friends, family, and adults at school</p>	<ol style="list-style-type: none"> 1. Do you have a teacher or other adult from school who you can count on to help you, no matter what? 2. Do you have a family member or other adult outside of school who you can count on to help you, no matter what? 3. Do you have a friend from school who you can count on to help you, no matter what? 4. <i>Do you have a teacher or adult from school who you can be completely yourself around? (6-12 only)</i> 5. <i>Do you have a family member or other adult outside of school who you can be completely yourself around? (6-12 only)</i> 6. <i>Do you have a friend from school who you can be completely yourself around? (6-12 only)</i> 7. What can teachers or other adults at school do to better support you?
<p>Engagement: How attentive and invested students are in class.</p>	<p>Grades 3-5</p> <ol style="list-style-type: none"> 1. How excited are you about going to this class? 2. How focused are you on the activities in this class? 3. In this class, how excited are you to participate?

	<ol style="list-style-type: none"> 4. When you are not at school, how often do you talk about ideas from this class? 5. How interested are you in this class? <p>Grades 6-12</p> <ol style="list-style-type: none"> 1. How excited are you about going to your classes? 2. How often do you get so focused on activities in your classes that you lose track of time? 3. In your classes, how eager are you to participate? 4. When you are not in school, how often do you talk about ideas from your classes? 5. Overall, how interested are you in your classes?
<p>Sense of Belonging: How much students feel that they are valued members of the school community.</p>	<p>Grades 3-5</p> <ol style="list-style-type: none"> 1. How well do people at your school understand you as a person? 2. How much support do the adults at your school give you? 3. How much respect do students at your school show you? 4. Overall, how much do you feel like you belong at your school? <p>Grades 6-12</p> <ol style="list-style-type: none"> 1. How well do people at your school understand you as a person? 2. How connected do you feel to the adults at your school? 3. How much respect do students in your school show you? 4. How much do you matter to others at this school? 5. Overall, how much do you feel like you belong at your school?

Student Survey Participation, Current and Longitudinal Data:

The Panorama Student Survey is broken down into two component areas; Student Competency and Well-Being Measures (Challenging Feelings, Emotional Regulation, Positive Feelings, and Supportive Relationships) and Student Supports + Environment (Engagement and Belonging). A breakdown of the student participation in the survey is shared in Table 2 below. Longitudinal participation rates are outlined in Table 3. Current and longitudinal data for all areas surveyed is

presented in Tables 4 (data for students in grades 3-5) and 5 (data for students in grades 6-12) below with analysis following.

Table 2: 2026 Panorama Student Participation Rates

	Total	Grades 3-5	Grades 6-12
Student Competency and Well-Being Measures	72%	92%	63%
Student Supports + Environment	72%	92%	64%

*Percentages represent percent of enrolled students eligible to take the survey

Table 3: Longitudinal Panorama Student Participation Rates

	2021 Total	2022 Total	2023 Total	2024 Total	2025 Total	2026 Total
Student Competency and Well-Being Measures	5,016 (78%)	3,189 (50%)	4,822 (72%)	4,621 (70%)	5,354 (80%)	4,907 (72%)
Student Supports + Environment	4,742 (73%)	2,990 (46%)	4,461 (67%)	4,256 (65%)	5,089 (76%)	4,956 (72%)

Table 4: District-Wide Student Results Grade 3-5 with Longitudinal Data

District Student Results Grade 3-5	2021 % Favorable Response	2022 % Favorable Response	2023 % Favorable Response	2024 % Favorable Response	2025 % Favorable Response	2026 % Favorable Response
Supportive Relationships	84%	91%	90%	92%	93%	93%
Positive Feelings	67%	77%	75%	77%	78%	73%*
Challenging Feelings	60%	66%	65%	68%	71%	69%*
Emotion Regulation	51%	54%	53%	55%	60%	59%
Engagement	23%	59%	59%	60%	60%	58%*
Sense of Belonging			72%	75%	76%	75%

*A change of +/- 2 indicates a statistically significant change

Table 5: District-Wide Student Results 6-12 with Longitudinal Data

Student Results Grade 6-12	2021 % Favorable Response	2022 % Favorable Response	2023 % Favorable Response	2024 % Favorable Response	2025 % Favorable Response	2026 % Favorable Response
Supportive Relationships	84%	84%	87%*	88%	90%*	90%
Positive Feelings	67%	66%	66%	71%*	71%	72%
Challenging Feelings	60%	63%*	60%*	65%*	65%*	67%*
Emotion Regulation	51%	52%	54%*	60%*	60%	63%*
Engagement	23%	28%*	27%	30%*	29%	34%*
Sense of Belonging			50%	57%*	59%*	67%*

*A change of +/- 2 indicates a statistically significant change

Grades 3-5 Key Takeaways - Positive Trends and Strengths

- Supportive Relationships remains the district's highest-performing area at 93% favorable, unchanged from 2025, indicating sustained, strong student support networks.
- Sense of Belonging held steady at 75%, sustaining gains made over the past three years.
- Both our Asian and Black or African American student groups reported higher scores (than the district's overall score) in the area of Engagement (Asian - 8 points higher, Black or African American - 7 points higher).

Grades 3-5 Key Takeaways - Opportunities for Improvement

- Given the number of students in grades 3-5 districtwide, a change in 2% indicates a statistically significant change. This change was seen in the following areas:
 - Positive Feelings - further analysis indicates that this decline was driven by students feeling less loved (down 8 points) and less safe (down 4 points).
 - Challenging Feelings - further analysis indicates that this decline was driven by students feeling more lonely (down 3 points) and more sad and worried (each down by 2 points).

- Engagement - further analysis indicates that this decline was driven by students feeling less focused in class (down 4 points), as well as not talking as often about ideas from school (down 6 points)
- Within each of these areas, we also continue to see persistent demographic disparities. Our Hispanic/Latino students reported lower overall scores (compared to the district percentage) on Challenging Feelings (6 points lower), and Positive Feelings (3 points lower). Our Black or African American students reported lower overall scores on Challenging Feelings (8 points lower), while our students who identify as Two or More Races reported lower overall scores on Positive Feelings (3 points lower) and Engagement (3 points lower).

Grades 6-12 Key Takeaways - Positive Trends and Strengths

- Supportive Relationships remained at 90% favorable, the district's highest secondary student outcome for the second consecutive year.
- Challenging feelings improved 2 points (the threshold for a statistically significant change) from 65% to 67%
- Emotion Regulation improved 3 points to 63%, building on significant gains achieved between 2023 and 2025.
- Engagement rose 5 points from 29% to 34%. This represents a meaningful rebound after a plateau.
- Sense of Belonging rose 8 points from 59% to 67%, representing the greatest gains in the 6-12 data.
- Overall, all areas measured showed growth or held steady for our secondary students, which is a celebration!
- As with our 3-5 grade data, both our Asian and Black or African American student groups reported higher scores (than the district overall score) in the area of Engagement (Asian -11 points higher, Black or African American - 3 points higher).
- Our Black or African American students also reported higher scores (than the district's overall score) in the areas of Challenging Feelings (4 points higher) and Emotional Regulation (3 points higher).

Grades 6-12 Key Takeaways - Opportunities for Improvement

- Engagement, while improved, remains critically low. Only 34% of secondary students report favorable Engagement responses. Sub-items remain concerning: excitement about going to class sits at 30%, and students talking about class ideas outside school sits at 30%.
- As with our 3-5 grade data, demographic disparities exist:
 - Our Asian students reported lower scores on Challenging Feelings (5 points lower), Positive Feelings (4 points lower), and Supportive Relationships (4 points lower)
 - Our Hispanic/Latino students reported lower scores in Challenging Feelings (3 points lower), Emotional Regulation (4 points lower), and

- Positive Feelings (3 points lower).
- Our students who identify as Two or More Races reported lower scores on Sense of Belonging (6 points lower), Challenging Feelings (3 points lower), and Positive Feelings (7 points lower).
- Our Black or African American students reported lower scores on Sense of Belonging (5 points lower).

Overall, given the context of Operation Metro Surge this school year, we believe our scores are reflective of the very real stressors felt by students this school year. Data indicate that these stressors affected our students of color disproportionately and that there are continued growth opportunities in bringing equitable experiences to all Edina students. Supportive Relationships continue to be the strongest resilience factor and greatest strength for Edina students.

Panorama Educator Survey:

The Panorama educator survey was administered to all EPS licensed staff from March 23 through April 3, 2026. The staff survey asked questions within the broad categories of School Climate, Belonging, and Well-Being. The entire survey required about ten minutes to complete. More information about the topic areas that staff responded to can be viewed in Table 6 below. Table 7 provides more information about longitudinal staff survey participation, and Table 8 provides longitudinal favorable response data.

Table 6: Questions

Topic:	Questions:
<p>School Climate: Perceptions of the overall social and learning climate of the school.</p>	<ol style="list-style-type: none"> 1. On most days, how enthusiastic are the students about being at school? 2. To what extent are teachers trusted to teach in the way they think is best? 3. How positive are the attitudes of your colleagues? 4. How supportive are students in their interactions with each other? 5. How respectful are the relationships between teachers and students? 6. How optimistic are you that your school will improve in the future? 7. How often do you see students helping each other without being prompted?

	<ol style="list-style-type: none"> 8. When new initiatives to improve teaching are presented at your school, how supportive are your colleagues? 9. Overall, how positive is the working environment at your school?
<p>Belonging: How much faculty and staff feel that they are valued members of the school community.</p>	<ol style="list-style-type: none"> 1. How well do your colleagues at school understand you as a person? 2. How connected do you feel to other adults at your school? 3. How much respect do colleagues in your school show you? 4. How much do you matter to others at your school? 5. Overall, how much do you feel like you belong at your school?
<p>Well-Being: Staff perceptions of their own professional well-being.</p>	<ol style="list-style-type: none"> 1. During the past week, how often did you feel engaged at work? 2. During the past week, how often did you feel excited at work? 3. During the past week, how often did you feel exhausted at work? 4. During the past week, how often did you feel frustrated at work? 5. During the past week, how often did you feel happy at work? 6. During the past week, how often did you feel hopeful at work? 7. During the past week, how often did you feel overwhelmed at work? 8. During the past week, how often did you feel safe at work? 9. During the past week, how often did you feel stressed out at work? 10. During the past week, how often did you feel worried at work? 11. How effective do you feel at your job right now? 12. How much does your work matter to you? 13. How meaningful for you is the work that you do? 14. Overall, how satisfied are you with your job right now? 15. What can school or district

	<p>leaders do to better support your well-being? (free response)</p> <p>16. What has helped you most in managing work-related stress? (free response)</p>
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Table 7: Staff Survey Participation

	2022 Total	2023 Total	2024 Total	2025 Total	2026 Total
Staff Climate and Belonging	397 (62%)*	538 (77%)*	574 (85%)*	597 (83%)*	574 (81%)*

*Percentages represent the percentage of licensed staff employed

Table 8: Longitudinal District Panorama Educator Results

District Wide Staff Results	2022 % Favorable Responses (n=397)	2023 % Favorable Responses (n=538)	2024 % Favorable Responses (n=538)	2025 % Favorable Responses (n=597)	2026 % Favorable Responses (n=574)
School Climate	40%	53%*	64%*	62%	62%
Sense of Belonging		61%	68%*	68%	68%
Well-Being				67%	68%

*A change of +/- 3 in % favorable responses indicates a statistically significant change

Panorama Educator Data Key Takeaways - Positive Trends and Strengths

- Staff participation rate remains strong, reflecting sustained engagement in the survey process.
- Looking longitudinally, School Climate has improved 22 percentage points since 2022 (40% → 62%)
- Staff find deep meaning in their work, with 96% reporting their work matters to them and 93% finding it meaningful, suggesting strong intrinsic motivation and purpose alignment.
- Despite the climate created by Operation Metro Surge, it is a testament to the resilience of our teachers that our scores maintained their level of favorability from last school year on all three areas surveyed.

Panorama Educator Data Key Takeaways - Opportunities for Improvement

- Within School Climate, analysis of sub-items indicates that:
 - Support for new initiatives declined 5 points to 36% (one of the

- lowest scores across all measures), and
- Colleague positivity dropped 4 points to 52%.
- These two indicators indicate that staff are feeling initiative fatigue, which may be affecting their overall positivity.
- Well-Being, though stable, remains at 68% favorable. Further analysis indicates the following areas for improvement within this scale:
 - The question, “During the past week, how often did you feel overwhelmed at work,” declined by 2 points from an overall favorable score of 26% only 24%
 - The question, “During the past week, how often did you feel exhausted at work?” declined by 2 points from an overall favorable score of 16% to 14%.

Taken together, the analysis of this data indicates that in order to make continued gains in the areas of staff well-being and overall school climate, we should consider taking inventory of the number of new initiatives being put into place. While state mandates dictate almost all of these initiatives, we should consider what factors for support are within our control to ensure that staff feel that they have the resources necessary to implement new initiatives with confidence and fidelity. Additionally, continuing to create belonging within the work setting should be the strength we lean into in order to support the culture and well-being of our staff.

Employee Engagement Survey

Background and Purpose:

This fall, our school district administered its employee engagement survey for the fourth time. Unlike the Panorama survey, the employee engagement survey is distributed to all regular Edina employees to ensure engagement is measured across all employee groups. The survey is designed to gather meaningful insights into employees’ experiences and perceptions of the workplace. These insights help guide ongoing efforts to strengthen the work environment and support continuous improvement. By prioritizing employee engagement, the district seeks to foster a positive and supportive work culture that strengthens both the recruitment and retention of outstanding EPS team members.

According to Gallup’s February 2026 data, only 31% of U.S. employees across industries are considered “actively engaged,” meaning they are involved in and enthusiastic about their work and workplace. Approximately 18% are “actively disengaged,” showing signs of resentment and disconnection. The remaining 51% fall into the category of “not engaged,” defined as employees who are emotionally detached and exert minimal effort, lacking enthusiasm or passion for their work.

Employee Engagement Survey Questions:

The fourteen survey questions focus on three key categories:

1. **Employee Engagement with the District's Mission and Their Role** – This includes having the necessary resources, understanding job expectations, perceiving colleagues' commitment, and experiencing a strong sense of engagement.
2. **Feeling Connected** – This category explores whether employees feel cared for by someone at work, recognized for their accomplishments, heard and valued, and connected to their team.
3. **Opportunities to Learn and Grow** – This includes receiving frequent feedback, having opportunities to do their best work, feeling encouraged and supported, and perceiving that employee development is a priority.

Employee Participation:

A total of 1,109 EPS employees participated in the fall 2025 survey, with representation from every employee group, which is approximately 76% of the district's benefits-eligible employees. This is an excellent response rate and ensures our survey responses are representative of our school district's employees. A breakdown of longitudinal employee participation data by employee group is listed below:

Employee Group	2022-23 Number of Employee Participants	2023-24 Number of Employee Participants	2024-25 Number of Employee Participants	2025-26 Number of Employee Participants
Administrative (EAC, Non-Affiliated, SAC)	34	35	46	46
Community Education	39	25	61	66
Custodial and Grounds	15	42	51	21
EPASS	30	28	55	60
Paraprofessional, Health Service Associates	89	53	148	161
Supervisory, Confidential, and Other Support Staff	29	22	31	40

Teacher (Classroom, Non-Classroom)	485	251	656	640
Transportation	10	13	72	75
Total	731	469	1,120	1,109

Breakdown of Employee Participants by Years of Service - Fall 2025

- 45% of respondents have 0-5 years of service
- 16% of respondents have 6-10 years of service
- 39% of respondents have 10+ years of service

Employee Engagement Survey Data:

Employee Engagement Questions All Employees	2022-23 Strongly Agree and Agree Responses (Desired Benchmark* = 80% or higher) N=732	2023-24 Strongly Agree and Agree Responses (Desired Benchmark* = 80% or higher) N=483	2024-25 Strongly Agree and Agree Responses (Desired Benchmark* = 80% or higher) N=1,120	2025-26 Strongly Agree and Agree Responses (Desired Benchmark* = 80% or higher) N=1,109
The vision and mission of Edina Public Schools make me feel like my work is important.	80%	74%	82%	85%
I enjoy working with my team.	90%	90%	91%	92%
I have the resources I need to do my job well.	63%	61%	72%	77%
I understand what is expected of me in my position.	89%	89%	90%	92%
I get to use my best skills at work every	78%	81%	82%	83%

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In the last week, I have received recognition for doing good work.	51%	51%	56%	59%
At least one person seems to care about me at work.	94%	94%	93%	94%
There is someone at work who supports my professional growth.	77%	78%	80%	82%
At work, my ideas are appreciated.	74%	76%	79%	79%
My colleagues are committed to doing excellent work.	87%	82%	89%	90%
I have a good friend at work.	81%	74%	80%	81%
A colleague and/or supervisor at work has talked to me about my progress during this school year.	68%	61%	58%	64%
Edina employees have shared their expertise and experiences with me during the past year.	83%	80%	85%	87%
I feel like I belong here.	78%	75%	80%	84%

**Target Benchmark of 80% Strongly Agree/Agree is intentionally ambitious and based on Gallup's finding that 18% of U.S. employees are actively disengaged, 51% are not engaged, and 31% are actively engaged.*

Positive Trends and Strengths:

At least one person seems to care about me at work.	94%
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I enjoy working with my team.	92%
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I understand what is expected of me in my position.	92%
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The majority of survey participants reported high levels of job satisfaction, particularly in relation to collaborating with their teams and having opportunities to use their strengths in their work. Employees also indicated a strong understanding of their roles and responsibilities, reflecting a meaningful sense of fulfillment and engagement across the organization.

Additionally, 94% of respondents shared that at least one person at work genuinely cares about them. This strong sense of support is foundational to creating a psychologically safe work environment, one in which employees feel valued and respected. When employees feel cared for, they are more likely to think creatively, collaborate openly, and approach change with trust and resilience. These conditions contribute to a more positive and engaged workplace culture.

- **Teamwork and Collaboration:** Scores remain consistently high, indicating employees genuinely enjoy working with their teams and value the collaborative culture.
- **Clarity of Expectations:** Employees continue to report a strong understanding of their roles and responsibilities, reflecting clear and consistent expectations.
- **Supportive Workplace Environment:** High levels of agreement suggest employees feel supported and cared for within the school district.
- **Sharing Expertise and Peer Learning:** Positive growth over time demonstrates increasing collaboration and a strong culture of shared learning among colleagues.
- **Use of Individual Strengths:** Continued improvement indicates employees increasingly feel able to apply their skills and strengths effectively in their work.
- **Commitment to Excellence:** Employees continue to view their colleagues as committed to doing high-quality work, reinforcing a strong culture of professionalism and excellence.

Opportunities for Improvement:

A colleague and/or supervisor at work has talked to me about my progress during this school year.	64%
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In the last week, I have received recognition for doing good work.	59%
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While there is still room for improvement, there has been progress: a 3% increase in employees reporting that they received recognition for good work in the past week compared to 2024-2025 and an 8% increase since 2023-2024.

One of the key opportunities identified in the data continues to be the need for more ongoing feedback. This presents an important opportunity to strengthen communication, support, and connection across teams.

- **Feedback and Progress Conversations:** While 64% of employees reported having discussions about their progress, an increase of 6 percentage points from last year, strengthening feedback processes and increasing the frequency of meaningful progress conversations remains an important area of focus.
- **Recognition:** Recognition scores continue to improve as the school district provides more consistent acknowledgment of employee contributions; however, there remains an opportunity to further strengthen intentional appreciation practices.

How is EPS Responding to Panorama Educator and Employee Engagement Survey Data?

Intentional district-wide and building-level practices across EPS have been implemented in direct response to Panorama Educator and Employee Engagement Survey data, with a focus on strengthening employee belonging, expanding opportunities for recognition and connection, and enhancing feedback and support practices. Examples of these efforts include:

- *The Buzz* weekly employee newsletter fosters connection across the district by recognizing new employees with photos and fun facts, while also featuring staff spotlights that celebrate employees' professional accomplishments, personal interests, and unique contributions to the EPS community.
- Buildings demonstrate staff appreciation and recognition through teacher appreciation events, shout-outs, underground spirit weeks, surprise recognition days, awards programs, thank-you notes, and themed celebration activities.
- A newly implemented district process ensures supervisors meet with all new employees within their first 30 days of employment to conduct individual check-ins and strengthen early connections.
- Buildings regularly promote collaborative leadership structures and employee voice through committees, action teams, shared decision-making, and leadership groups aligned to school improvement goals.
- Wellness resources are shared regularly across the district, including information on employee benefits, mental health support, and overall wellness guidance.
- Many buildings have utilized professional learning focused on strengthening positive culture and relationships through Top 20 training, Leader in Me,

Working Genius, and other wellness-centered professional development sessions.

- Dr. Bittman implemented the Hornet of the Year recognition program, which honors employees making a daily difference for students. This recognition has also become a meaningful community-building event at each EPS site, bringing together colleagues, family members, and other important supporters to celebrate the honoree.
- The annual “Green Out” at Kick Off continues to grow each year as a powerful opportunity to build school spirit, strengthen relationships, and begin the school year together as one community.
- The use of Working Genius across buildings and departments has strengthened belonging, collaboration, and trust among teams.
- Across nearly all positions, buildings, and departments, new employees identify their onboarding experience as a major strength, citing respectful interview processes, supportive onboarding, and feeling welcomed by colleagues. These practices have enhanced employees’ sense of belonging, which plays a critical role in fostering engagement, improving retention, and increasing overall workplace satisfaction.
- Pizza party incentives were provided for the second consecutive year to every building that achieved an employee engagement survey participation rate of 70% or higher, reinforcing the importance of employee voice and feedback.
- Leadership development led by Principal Tricia Pettis has trained EPS operational leaders on strategies for building trust with employees through Working Genius and other recognition practices.

Employee Wellness Committee

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.

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