

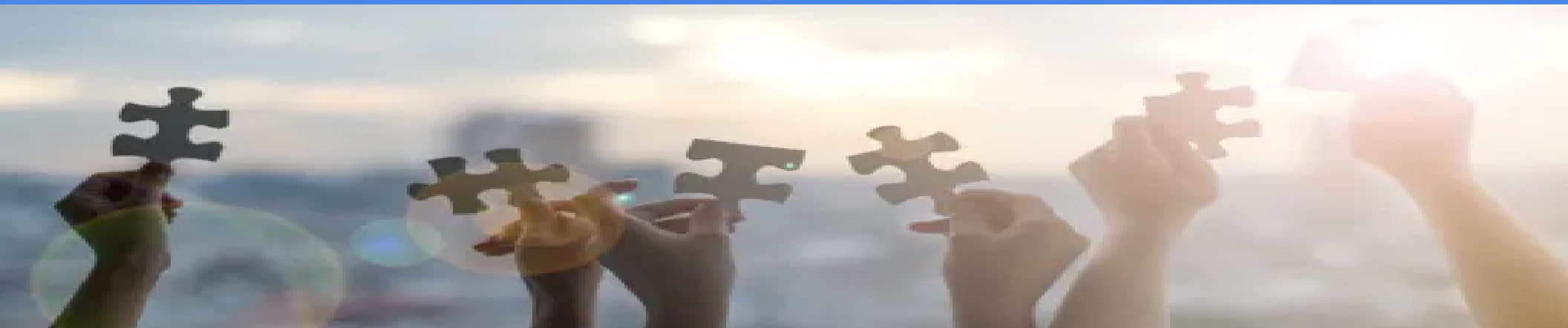


Reed Union School District

WELLNESS & BELONGING TASK FORCE

ACTION PLAN

2025-2026





Reed Union School District Wellness & Belonging Task Force Action Plan

2025-2026



Signatory Page

This Wellness & Belonging Task Force Action Plan has been completed and approved.

Superintendent

Date

Board President

Date



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Introduction and Intent

The Reed Union School District (RUSD) is fundamentally committed to delivering an exceptional education for every student. Our mission is clear: to challenge and inspire all learners to unlock their full intellectual, social-emotional, and creative capacity so they are equipped to make a positive global impact. We guarantee that every RUSD student will receive the necessary support and opportunity to cultivate the skills essential for success, becoming a motivated learner committed to academic excellence, a creative problem solver, an effective communicator, an engaged citizen, and a balanced, authentic individual.

The District's mission serves as the bedrock for the Wellness & Belonging Task Force's extensive work. The Task Force is championing an enhanced program focused on whole-child development, strategically addressing the social skills, emotional intelligence, and overall health and wellness required for students to thrive in a contemporary environment that demands proficiency in creative thinking, problem solving, communication, and collaboration.

To ensure this updated framework is fully integrated, the Task Force rigorously aligned its proposals with RUSD's overarching Strategic Plan and Local Control Accountability Plan (LCAP) goals, utilizing shared guiding principles, data-driven analysis, and comprehensive stakeholder input.

The Wellness & Belonging Task Force shares a collaborative, comprehensive vision that spans the entire Pre-K through Eighth Grade experience. We strive for a joyful educational journey for all RUSD students, featuring a rigorous curriculum delivered by credentialed teachers, counselors, psychologists and highly trained staff who employ instructional strategies designed to spark interest and genuine joy. Our primary objective is to strategically nurture the social and emotional components of each child, cultivating a deep sense of wellness and belonging across all our campuses. By prioritizing this emotional foundation, we are confident our students will achieve superior academic outcomes and be exceptionally prepared to navigate the academic, social, and emotional complexities they will encounter in high school, college, and beyond.

Our goal is to develop the whole child considering the social skills, emotional intelligence, and health and wellness needed to excel in a modern environment that values creative thinking, problem solving, communication, and collaboration.



RUSD Vision

Each student will be challenged and inspired to reach their fullest intellectual, social-emotional and creative potential to positively impact the world.

Mission for the RUSD Student

Each RUSD student will receive the support and opportunity to develop the skills to be a:

Motivated Learner Committed to Academic Excellence

- Demonstrate responsibility, self-direction, and independence
- Take risks, are not afraid to make mistakes and learn from them
- Take pride in accomplishments
- Understand learning is a lifelong process

Creative Problem Solver

- Apply critical thinking
- Integrate curiosity, imagination and insight
- Apply knowledge across disciplines, projects and in real life situations
- Generate ideas and best possible solutions

Effective Communicator

- Actively listen and acknowledge different points of view and cultural context
- Express and support positions considering multiple perspectives
- Use appropriate tools and language to inform, persuade, and convey ideas to diverse audiences
- Collaborate with others

Engaged Citizen

- Demonstrate empathy, ethical behavior, and respect for self, others, and the environment
- Actively contribute to school, local, and global communities
- Advocate for self and others
- Understand and appreciate cultures, histories, and contributions of people of the world

Balanced Individual / Best Self

- Demonstrate self-knowledge, integrity, good judgment, and honor



- Exhibit self-assurance, confidence, and social competence
- Persevere and are resilient amidst adversity, stress, disappointment, and conflict
- Make positive choices for personal and physical well being
- Believe in the power of the individual to make a difference

At RUSD, we operate on the fundamental principle that the most impactful learning occurs within communities where a culture of belonging and wellness is deeply embedded.

We are dedicated to cultivating an environment where every student can thrive as an active contributor to the life of the school, enabling them to leave a lasting legacy as their most authentic self. This commitment is centered on fostering a profound sense of belonging, which is grounded in our shared institutional values of kindness, curiosity, empathy, and respect.

When students feel recognized, valued, and genuinely connected to their school community, their likelihood of achieving excellence—academically, socially, and emotionally—increases significantly. Belonging is not merely critical for overall well-being; it actively strengthens relationships with peers and educators, and equips students with the confidence to embrace risk, the courage to explore new ideas, and the resilience to navigate challenges. These attributes are essential for empowering every student to reach their fullest potential.

Our commitment is anchored in research-driven best practices. Through deliberate design, our program aims to cultivate empathy, courage, curiosity, and a robust ethical foundation, enabling students to find their voice and advocate effectively for both themselves and others.

Students and staff engage respectfully and thoughtfully with a curriculum that integrates the multiplicity of voices, ideas, viewpoints, and lived experiences present within our schools and the broader global context. We firmly believe that embracing our differences and intentionally building a community of belonging enhances the strength of our district. This approach is imperative for fulfilling our mission to prepare the next generation for active, engaged roles in a world characterized by diverse perspectives and complex challenges.



Inclusion Statement

The Reed Union School District community is committed to creating and sustaining an inclusive, equitable and respectful environment in which each person has a sense of belonging and is provided the support to thrive.

The Reed Union School District community believes that valuing visible and invisible diversity is essential for an inclusive teaching and learning environment that fosters educational excellence for all.

RUSD Local Control and Accountability Plan (LCAP)

- **Goal #1:** Increase student achievement so that all students are proficient or advanced in grade level standards.
- **Goal # 2:** Support the development of each student's social and emotional wellness in order to establish a community that promotes inclusion and belonging, prioritizes equity, and celebrates the benefits of the diversity of all members.



RUSD Social Emotional Learning (SEL), Wellness & Belonging Program Overview

Reed Elementary

At Reed Elementary, students in PreK are introduced to the [Kimochis SEL curriculum](#) and this carries across the grade levels. 2nd Step Anti-Bullying is utilized in grades K-2nd. All students participate in weekly Community Time as a whole school, which frequently highlights different facets of the Kimochis curriculum, including the Kotowazas and Keys to Communication. Several times a year, Community Time Buddies meet, during which each PreK class is partnered with a 1st grade class, and kindergarten is paired with second grade. Students get to know each other and participate in community-building activities.

2nd grade clubs meet on Friday afternoons at a designated time, allowing students to choose from a variety of different themes (STEAM, green team, PreK class support, math games, etc.).

To foster a sense of belonging, teachers lead morning meetings and closing circles in their classrooms. To raise awareness of others and celebrate diversity, all students are exposed to monthly disability awareness themes and cultural heritages through read-alouds and activities led in the school library lessons. Sam Drazin (Changing Perspectives) has led grade level assemblies and classroom teachers are working with him to create classroom spaces that promote and support all students and their learning needs.

Many opportunities are provided for the school-wide community including spirit days, the great kindness challenge, Towntastic, Book Fair Family Night, and Open House. In an effort to welcome, include and ensure all of our students and their families can actively engage in our programs, targeted support from the counselor and Equity & Inclusion GLC. The BTSN child care, holiday gift donation program and Halloween costume closet are examples of efforts to support our priority students and families.

Lunchtime opportunities for students include board games in the library and organized volunteer-led games on the blacktop. Our school counselor leads friendship groups for all grade levels.

Staff (certificated and classified) members are invited to participate in the invisible mentor program, supporting students who benefit from additional support and interactions with trusted adults.



The REACH team (intervention planning team) meets weekly to discuss students with various needs and to decide next steps to support them academically, socially and/or emotionally.

Caregivers are invited to volunteer for various opportunities, including serving lunches, leading lunchtime games and participating in their child's classroom library visits. At the beginning of the year, there are PTA events for new families and meet and greets provided for all PreK and Kindergarten families the day before school begins.

Bel Aire Elementary

At Bel Aire Elementary, teaching social emotional skills is as important as academic content. Bel Aire is in Year 2 of piloting and reviewing SEL curricula to adopt school-wide. For Trimester 1 of the 2025-26 school year, all teachers have used lessons and materials from Character Strong, and Trimester 2 will pilot Leader in Me. Previously, the SEL Pilot department, led by the school counselor and school psychologist, has piloted curriculum from Fly Five and Second Step. Additionally, all grade levels at Bel Aire have used the Anti-Bullying lessons from Second Step.

Bel Aire teachers and students participate in weekly community time, the Bel Aire Best time. This is an opportunity for school announcements, SEL reminders, class presentations, the school song, and other community building events. Students sit with their Bear Families—five teams that consist of one class from each grade level, creating opportunities for cross-grade collaboration and multi-age partnerships via games, contests, and presentations.

Bel Aire students have several opportunities for student leadership: Student Council, Junior Coaches, Peer Tutors, and the Green Team. For the student council, representatives from each class plan spirit days and special events (eg, Winter Fair) and hold regular meetings. Junior Coaches help lead conflict resolution and introduce and referee games at recess. The Green Team leads our school efforts to reduce, reuse, and recycle.

Bel Aire School has a robust counseling program, with teachers being able to complete counseling referrals online. Students can also self-refer, and counselors may hold recurring or one-off meetings with students. Students may also be asked to join social skills, friendship, or executive functioning groups. Bel Aire implements a Check-In, Check-Out (CICO) intervention that pairs students with a trusted adult for a daily, goals-oriented check-in over an 8-week cycle.



Bel Aire partners with Dave Nettell, who works with students and teachers to build a positive class community and develop teacher strategies for teamwork and collaboration.

Recess time at Bel Aire is mainly self-directed, with students engaging in various forms of play across campus. Unstructured recess time is supervised by a trained team of instructional aides, referred to as coaches. Several lunchtime clubs are available throughout the year, as well as quiet library time, a Spanish language table, and music practice led by the music teacher.

Bel Aire's internal Intervention team (REACH team), meets weekly to discuss students' academic, social, emotional and behavioral needs and to decide on next steps to support them. Teachers may refer students to the REACH team via an online survey.

Bel Aire has designated class community time each morning from 8:00 to 8:25. 4th-grade students participate in the Mosaic Project, a weeklong experiential camp where they practice conflict resolution and build confidence in a diverse group with students from other communities.

Del Mar Middle

At Del Mar Middle School, the development of students' Social-Emotional Learning (SEL) and fostering a sense of Wellness & Belonging are cornerstones of the student experience for grades 6 through 8. Del Mar employs a broad, multi-tiered inventory of programs to meet the holistic needs of all students, with a high volume of universal (Tier I) delivery and structured supports for targeted (Tier II) and intensive (Tier III) intervention. The school utilizes a comprehensive set of programs designed to address the CASEL competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making) and align with the RUSD Graduate Vision.

Consistent, high-frequency programs form the backbone of the universal SEL strategy, including [Where Everybody Belongs \(WEB\)](#), which meets weekly for 6th-grade students, and Social Justice Common Ground, covered monthly for all students in Advisory classes. Additionally, annual or short-duration Tier I programming focuses on specific skills and health standards, such as Redwood SLAM and required health education lessons (Signs of Suicide, Comprehensive Sexual Health Education). Digital literacy is also addressed monthly via the Common Sense Media/Digital Literacy Library Curriculum. More focused targeted support (Tier II) is provided through monthly programs like WEB Leaders and No-Bully (Power of Zero), which concentrate on peer leadership and



conflict resolution; high-intensity SEL skill-building is also available in the Leadership Elective (daily in grades 7 and 8), emphasizing Relationship Skills and Social Awareness. The deepest level of intervention (Tier III) is handled by Student Support Services (Counseling, Check-in/Check-out, Discipline), signifying a commitment to individualized, case-management support.

Beyond the structured SEL curriculum, Del Mar actively fosters a culture of wellness and belonging through community engagement, including annual and monthly events aimed at cultivating community and relationship building, such as No One Eats Alone, Kindness Week, our student-initiated clubs before school, after school, and during the periods (daily), and monthly Cultural Heritage Videos/Displays. Mid-trimester Conferences between students and their grade-level Advisors serve as a key point for integrating SEL with academic reflection, focusing on student Self-Awareness and Responsible Decision-Making for success. Finally, a wide array of non-curricular activities—including Middle School Athletics, Band/Choir, and our Robotics and Speech and Debate teams—are recognized as essential Tier I and Tier II structures for fostering belonging and well-rounded development.

Overall, Del Mar's comprehensive inventory of SEL and belonging programming successfully aligns with the RUSD Graduate Vision, with the most heavily emphasized traits supporting personal success and communication: the Motivated Learner Committed to Academic Excellence, the Effective Communicator, and the Balanced Individual / Best Self.



RUSD Wellness & Belonging Task Force

The Director of Student Services asked for recommendations and volunteers, and started two Wellness & Belonging Task Force Groups for RUSD: one for all stakeholders and one for the staff members. The Wellness & Belonging Groups collectively have had 7 meetings in the Fall of 2025. The Wellness & Belonging Task Force is made up of a variety of stakeholders that all care deeply about the Wellness, Belonging and SEL programming at Reed Union School District. RUSD is grateful for those that are involved and that willingly participated and gave their time.

Meeting Dates & Times

Stakeholder Group Meetings	RUSD Staff Only Group Meetings
September 25, 2025 October 21, 2025 December 2, 2025	September 22, 2025 October 29, 2025 (Del Mar) November 17, 2025 (Reed) November 18, 2025 (Bel Aire)

Norms and Agreements

The RUSD Wellness & Task Force members agree to the procedural and behavioral norms provided in the table below for all meetings and activities.

Norms & Agreements
1. Keep the focus on the growth of students and excitement for the program 2. Assume positive intent 3. Listen with care and actively solicit the input of others 4. Speak generally without staff or student names



Wellness & Belonging Task Force Group Participants

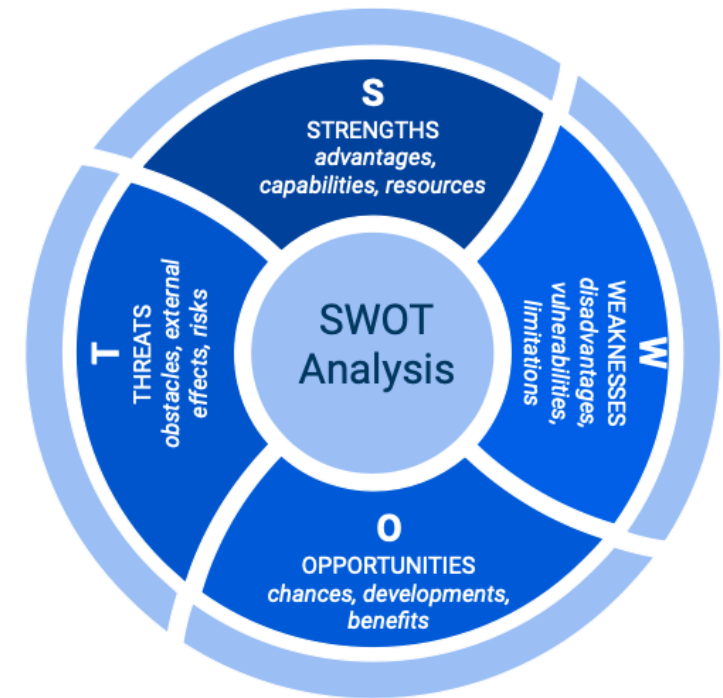
Board of Trustees	Administrators	Staff	PTA/Foundation Reps	Parents	Students
Afsaneh Zolfaghari	Brian Lynch	Joelle Ott	Mickey Hubbell	Cherisse Harden	Mia Vafi
Liz Webb	Aubrey O'Connor	Kinsey Davis	Jessica Etchevers (consultation)	Krupa Antani	Zach Facas
	John DiCosmo	Dr. Maya Van Putten		Allegra Kreft	Romy Dancig-Perlman
	Chad Stuart	Lindsey Smith		Sophie Miles	Cat Lacey
	Michael Song	Lisa Sobrero		Linda Sapolsky	Amora Webb
		Eve Swagerty		Lina Godfrey	
		Dr. Susan Artis		Pany Mahdavi	
		Gagan Gill-Bhadare		Jodi Engstrom	
		Meredith Quin-Harkin		Juli Jackle	
		Dr. Megan Singh			
		Cleve Schneider			
		Deanne Wilson			
		Lisa Brigulio			
		Dr. David Kover			
		Ryan Sonnevile			
		Aaron Snyder			
		DJ Wade			
		Shagy Farasati			
		Alison Mankin			

Action Plan Development Process

As indicated above, there were seven meetings held in the fall of 2025. The first meeting was composed of districtwide certificated and classified staff. Staff engaged in activities to understand the task at hand, review relevant information and research and develop a current inventory of practices and programs at each site related to wellness and belonging. The following meeting was held a few days later and invited students and parents into the conversation and assessment of current practices and programming. A second full team meeting was held in late October to evaluate current programming, utilizing a SWOT protocol (see below). Task Force members focused on the following categories: Curriculum, Instruction, Environments, Behavior, Experiences/Enrichment, Student Voice/Leadership, Parent/Community Partnership, Professional Learning, Staff/Resources assessment, following this meeting, and armed with feedback and suggestions, site teams met to begin drafting a multi-year action plan to enhance and evolve current programming and practices and ensure greater alignment across all sites and to district mission and vision and the CASEL framework (see appendix). The final meeting was held in early December to review staff suggestions for actions and to seek the input, feedback and additions from students and caregivers.

Wellness & Belonging Program SWOT Analysis

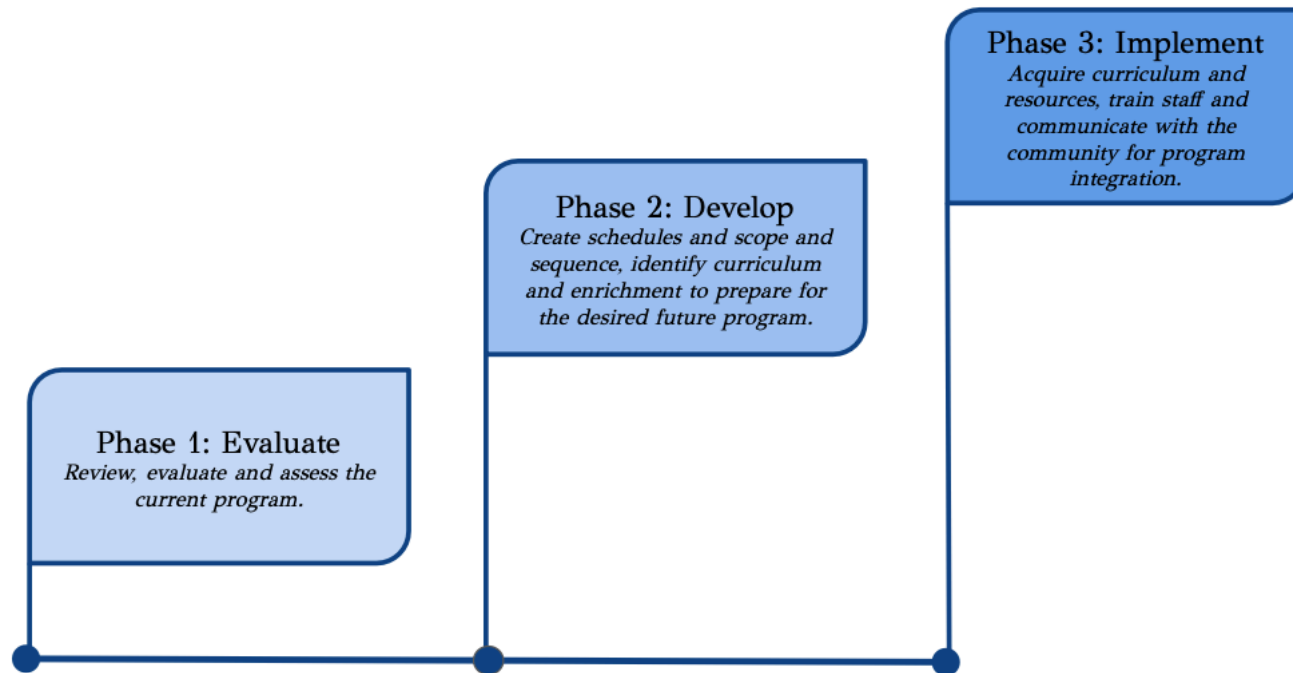
The schools' staff members analyzed the program's strengths, weaknesses, opportunities and threats (SWOT). (See Appendix B: School Site SWOT Analysis). The cumulative information from the school sites' SWOT analysis has been compiled in a summative SWOT representative of RUSD PreK-8th Grade. The Wellness & Belonging Task Force has reviewed this information to support a cohesive plan for a robust program that provides equitable opportunity for challenge and support for each student in RUSD.



Action Plan

The following Action Plan has been established to support a robust program for RUSD by leveraging the District's strengths, addressing identified areas of weakness, engaging in opportunities for growth while being mindful of hurdles that may threaten the program's success. This Action Plan captures the intent of the District's task force. The District must acknowledge that this plan may change as new information, ideas, resources and priorities may present that necessitate precedence and adaptation of the content of this Plan. This Action Plan assumes that all individuals are willing and active participants working together for the implementation of this Plan.

Action Plan Phases of Integration





Wellness & Belonging Task Force

Action Plan 2025-26

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric	Progress to Date in Year 1
Curriculum							
Establish clear student outcomes for PK-8 students aligned to five domains of the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework.	Director of Student Services	Fall 2025	CASEL Framework	\$0	Agreed upon document with grade level outcomes	Student YouthTruth results (Engagement, Culture, Belonging & Relationships)	
Identify core developmentally appropriate SEL curriculum for each school site aligned to CASEL framework and adopted SEL student outcomes Reed: Kimochi and Zones of Regulation Bel Aire & Del Mar - pilot	Director of Student Services Site Administration School Counselor School Psychologist	Spring 2026	Vetted curriculum	TBD after pilots Some embedded in Health adoptions	Multi-year contract with vendor Training Schedule and agendas	Student and staff survey results	
Develop a PK-8 scope and sequence, aligned to CASEL framework for delivery of SEL curriculum across all three sites.	Site Principals	2026-27 School Year	Staff Planning Time SEL Curriculum - Bel Aire & Del Mar	TBD Embedded in PD time	Internal document with scope and sequence for entire school year	# of aligned lessons per grade level	
Identify developmentally appropriate	Counselor	2026-27	Supplementa	Approximate	Tier II	Number of students	



Wellness & Belonging Task Force Action Plan 2025-26

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric	Progress to Date in Year 1
Tier II curricular resources to support student development in the 5 domains of the CASEL framework	School Psychologist		1 Curriculum	ly \$2000 Likely within adopted curriculum, but some supplemental material may need to be purchased	Resources and inventory list	utilizing in Tier II Ultimately looking for student survey result improvement	
Per RUSD's Curriculum Adoption Framework, development of a comprehensive Health Framework that maps where and how all CA Health Education Standards are taught and details the instructional resources used.	Coordinator of Educational Services Site Administrators and Staff	26-27 & 27-28	Staff time and curriculum funding	TBD	Books, materials, and supplies purchases	Staff and student survey results	
Continue to provide developmentally-appropriate Ability and Heritage Awareness Activities monthly through library	Inclusion Specialist Teacher Librarians School Counselor	Ongoing	Existing books and ongoing purchases for updating	\$500 per school year	Library inventory Monthly displays and checkout logs	Student YouthTruth results (Culture & Belonging)	
Analyze and review supplementary materials (Common Sense, Media,	Teacher Librarian School Psychologist	Beginning 2026	Materials and websites	Often free	Supplemental materials listed	Family YouthTruth survey results (Safety,	



Wellness & Belonging Task Force

Action Plan 2025-26

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric	Progress to Date in Year 1
Sexual health, family life, etc.)	School Counselor Site Administration			\$500 annually	on curriculum list of apps	Culture, Resources)	
Leverage adopted curriculum to provide students authentic opportunities to regularly demonstrate genuine kindness towards self and others in classrooms, campus, larger community and online	Site Administration GLCs School Counselor School Psychologist	2027-28 (ongoing)	Adopted curriculum GLC or SEL teams to brainstorm application opportunities	TBD - Campus and Community Engagement Cost for field trips to be added for field trip approval in the Spring	Site list of activities aligned to 5 CASEL domains	Student YouthTruth results (Engagement, Culture, & Belonging)	
Instruction							
Identify clear strategies for implementation of SEL curriculum, including personnel responsible and delivery models at each school site	Director of Student Services Site Administration GLCs	Beginning Fall of 2026	Curriculum and staff time	New curriculum costs already captured TBD - Staff time needed throughout the year	SEL Implementation Guide to staff Minutes from team meetings	Absence data and YouthTruth results	
Identify models, structures and appropriate personnel for delivery of health standards	Director of Student Services Coordinator of	Ongoing	Health curriculum	TBD	Lesson plans Staffing plan for Health Ed	Qualitative information from teachers and	



Wellness & Belonging Task Force Action Plan 2025-26

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric	Progress to Date in Year 1
	Education Services Site Administration GLCs		Supplemental materials			counselors	
Utilize dedicated common collaboration time for teams	Site Administration GLCs School Counselor	Fall 2026 and ongoing	Staff time	embedded	Meeting minutes	Staff YouthTruth results (Culture, Relationships, Professional Development)	
Create clear criteria for referring to and exiting students from Tier II SEL programming	Site Administration & Intervention Teams	2026-27	Staff Time	TBD	Site referral forms Site Tier II exit forms Site MTSS Plans	Intervention Data (participation, entry and exit rates)	
Behavior - PBIS							
Establish Schoolwide Values and expectations , and: - review and update Behavior Matrix - identify school-wide and classroom structures to explicitly teach students expectations - establish clear communication strategies to students, staff and families	Site Administration Inclusion Specialist GLCs	Fall 2026	Staff time	Embedded	Updated School Handbook	Staff survey results	



Wellness & Belonging Task Force Action Plan 2025-26

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric	Progress to Date in Year 1
Establish clear developmentally appropriate classroom behavioral expectations at each grade level	GLCs Inclusion Specialist School Counselor	27-28	Staff time	embedded	Written school and grade level expectations	Decreased behavior referrals	
Establish clear developmentally appropriate behavioral expectations for non-instructional spaces (i.e. MPR, blacktop, track, etc.)	Site Administration Inclusion Specialist School Counselor	27-28	Staff Time	\$1,000	Updated Behavior Matrix Visuals in spaces	Student YouthTruth results (Engagement, Culture, Belonging & Relationships) Family & Staff YouthTruth results (Safety)	
Explicitly teach and model expected behaviors to students	Classroom Teachers	Ongoing	PD time and classroom time	Embedded	Lesson Plans	Decreased behavior referrals	
Create visuals of school values and behavioral expectations in all spaces	Inclusion Specialist Site Administration	Fall 2026	Staff Time	Embedded	Posted Visuals	Family & Staff YouthTruth results (Safety)	
Environments							
Establish stress reducing spaces for students to regulate emotions	Inclusion Specialist Site Administration	27-28	Furniture Staff Time Sensory Tools	TBD	Established Spaces	Sign-in sheets Posted Schedules	
Experiences / Enrichment							



Wellness & Belonging Task Force

Action Plan 2025-26

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric	Progress to Date in Year 1
Analyze current school practices that contribute to a sense of wellness and belonging. Embed CASEL-aligned practices within all assemblies, field trips, community service and partnerships with other schools and organizations.	Site Administration GLCs Inclusion Specialist	Ongoing	Staff Time	TBD	Field trip / Enrichment document to the Board each Spring	Student YouthTruth results (Engagement, Culture, & Belonging) Staff YouthTruth results (Culture, Relationships, DEI) Family YouthTruth results (Culture, DEI)	
Develop communication strategies to share with RUSD community classroom and schoolwide activities related to belonging	Site Administration Inclusion Specialist School Counselor	Ongoing	Staff Time	TBD	Site communication plans and protocols Headline News - Monthly Wellness Feature	Family YouthTruth results (Communication & Feedback)	
Explore in-school supplemental experiences for SEL and Wellness, including Student Mentorship, Service Learning, Community Service, Wellness experts through a variety of formats (guest teachers, hosts, virtual field trips, celebrations, Zoom opportunities, assemblies, etc.)	Site Administration Inclusion Specialist School Counselor GLCs	Ongoing	Staff Time	TBD	Site Activities Calendar aligned to Student SEL Outcomes	Student YouthTruth results (Engagement, Culture, Relationships & Belonging)	



Wellness & Belonging Task Force Action Plan 2025-26

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric	Progress to Date in Year 1
Create opportunities for multiple grades to learn (academics and SEL) together, across grade levels and schools	Site Administration Inclusion Specialist GLCs	Ongoing	Staff Time	Embedded	District Activities Calendar aligned to Student SEL Outcomes	Student YouthTruth results (Engagement, Culture, Relationships & Belonging) Staff YouthTruth results (Culture, Relationships, Professional Development)	
Continue to offer a wide variety of interest-based, student-led lunchtime clubs	Site Administration School Counselor Inclusion Specialist	Ongoing	Staff Time	None	Weekly club schedule and attendance rosters at each site	Student YouthTruth results (Culture & Belonging)	
Evaluate current athletic offerings and expand opportunities and student participation rates	RUSD Athletic Director DM and BA Administration	Ongoing	Staff Time	AD Stipend Additional Coach stipends	Program Offering	Student YouthTruth (Engagement)	
Expand opportunities for academic clubs and competition (robotics, speech and debate, mathletes, creative writing, journalism) on site and through community organizations	Site Administration Electives/Specialist teachers	Ongoing	Staff Time Materials	TBD Advisor stipends	Program Offering	Student YouthTruth (Engagement, Academic Challenge)	
Student Voice & Leadership							



Wellness & Belonging Task Force Action Plan 2025-26

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric	Progress to Date in Year 1
Capture student voice in a systematic and on-going fashion to learn and document what belonging and wellness look and feel like in RUSD	Director of Student Services Inclusion Specialist	2026-27	Staff Time	TBD	Student Survey Video testimonials		
Develop districtwide definition of student leadership and develop progression for how we intentionally develop leaders	Director of Student Services Site Administration	2027-28	Staff Time Leadership standards	TBD	Districtwide document	Student YouthTruth (Engagement, Culture)	
Continue and expand current leadership development opportunities at each school site	Site Administration GLCs School Counselor	2027-28	Staff Time Advisor stipends	TBD	Districtwide document	Student YouthTruth (Engagement, Culture)	
Parent / Community / Volunteer							
Develop communication to build community awareness of the SEL curriculum and Wellness and Belonging program and activities, including resources for families through an SEL Family Guide	Director of Student Services School Counselor Inclusion Specialist	Ongoing	Staff Time	TBD	Site and district communication plans and protocols Digital and Print Family Guide	Family YouthTruth results (Communication & Feedback)	
Continue partnership with PTA and Foundation to ensure activities and events are designed and implemented with consideration for the wellness,	Director of Student Services PTA Foundation	Ongoing	Staff Time	None	Participation rates (donation, specific events)	Family YouthTruth results (Engagement, Culture &	



Wellness & Belonging Task Force Action Plan 2025-26

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric	Progress to Date in Year 1
belonging and inclusion of all community members	School Counselor Inclusion Specialist				Meeting minutes	Relationships)	
Incorporate SEL programming at broad community gatherings and events	PTA Foundation	Ongoing	Staff Time	None	Participation rates (donation, specific events)	Family YouthTruth results (Engagement, Culture & Relationships)	
Enhance and evolve parent education opportunities by: • Creating parent interest surveys • Developing short videos that can be accessed asynchronously • Updating parent resources on RUSD website	Director of Student Services School Counselor School Psychologist Inclusion Specialist	2027-28	Staff Time	TBD - guest lecturers, expert speaker fees	Parent Ed recordings and resources posted on RUSD Website	Family YouthTruth results (Engagement & Resources)	
Professional Learning							
Explore professional development opportunities in the following areas: • SEL Integration • Responsive Classrooms • Positive Behavior Intervention and Support (PBIS) • Universal Design for Learning (UdL)	Director of Student Services Site Administration Inclusion Specialist School Counselor	Ongoing	Staff Time	Embedded \$15,000/year	District Activities Calendar aligned to Student SEL Outcomes	Staff YouthTruth results (Culture, Relationships, Professional Development)	



Wellness & Belonging Task Force Action Plan 2025-26

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric	Progress to Date in Year 1
• Trauma-Informed Practices							
Visit Other PK-8 school districts to investigate SEL, Wellness and Inclusion programming and practices.	Director of Student Services Site Administration School Counselor Inclusion Specialist	2027-28	Staff Time Identification of schools/districts	TBD - travel costs/sub fees	Agendas, Shared resources	Staff YouthTruth results (Culture, Relationships, Professional Development)	
Establish professional development time within the bell schedule and staff meeting time for professional development and collaboration on SEL, wellness and belonging	Site Administration GLCs	Ongoing	Staff Time	Embedded	Agendas, staff surveys, bell schedules	Staff YouthTruth results (Culture, Professional Development)	
Staff							
Increase counseling support across all three sites. A full time counselor at each site would have the capacity to support students via one-on-one counseling, small group counseling (friendship groups, divorce groups, etc.), SEL implementation (whole class grade level lessons/whole school, etc.), PBIS, Tier 3 support, crisis management, priority student support, student check-in/check-out, and so much	District Office	2026-27	Funding projections; Staffing assignments; Current schedules	TBD	Funding projections; Current budget; Needs assessment; Hiring pool demographics	Hiring completions	



Wellness & Belonging Task Force **Action Plan 2025-26**

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric	Progress to Date in Year 1
more.							
Explore alternative options for staffing to meet needs, including a Contracted Behaviorist support	District Office	Ongoing	Professional development time	TBD	Risk and cost analysis	Personnel assignments	

Final Statements

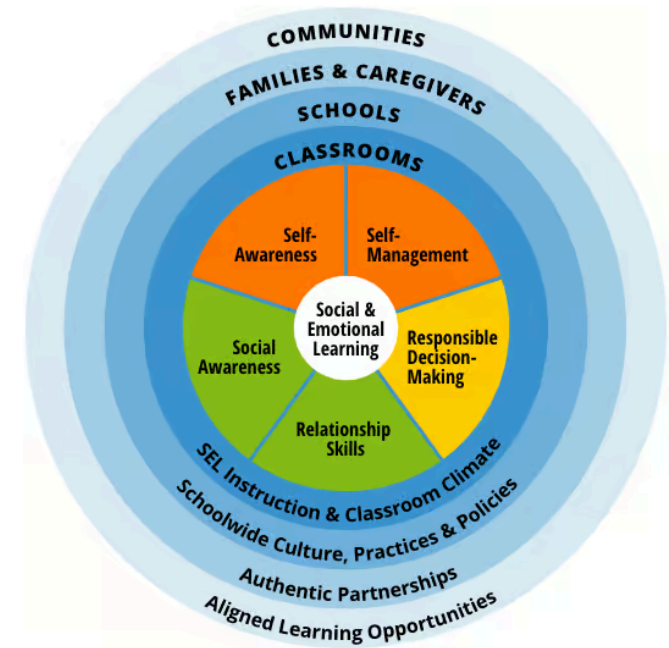
A wide range of stakeholders came together to explore creative ideas and engage in civil discourse in order to evaluate and improve an already counseling and wellness program for Reed Union School District. Because of this collaboration, all students in our District will have increased access to thoughtful and targeted support and engagement through a community effort that creates ideal conditions for learning and supports individual social and emotional development. Reed Union School District is thankful for all of our stakeholders and their involvement in this process. The District looks forward to the evolution of this plan throughout its implementation and the continued collaboration with our community.

Appendix

Appendix A: [CASEL Framework](#)

Appendix B: [Meeting Slide Deck](#)

Appendix C: [SWOT Analysis](#)



Appendix D: Staff Inventory of CASEL-Aligned programming

SELF AWARENESS

Reed: Kimochis; Social Step Anti-bullying unit; community time; buddies (not in K-2); 2nd grade class; 2nd grade leadership club; DM leaders; Literacy curriculum; lunchtime activities; play coaching; friendship groups; invisible mentors; 2:1 lessons

BA: BA Best Assembly; SEL Pilot lessons; responsive classroom practices; Dear Nellie work; Social Step anti-bullying @ St. Jude; zones of regulation (ins); group + individual counseling; resource management (w/ MRC); CICO

DM: WBS programs; trimester student engagement; Behavioral SLAM; social justice history lessons; signs of suicide; sexual health; no-bully teams; challenge day; awareness book readings; Digital Literacy; Student Support Team (counseling, CICO...)

SELF MANAGEMENT

Reed: Zones; calm down zones; Rules of 'How to'; classroom routines

BA: Calm down corner; team; Jr Coaches; Student Council

DM: Digs + Allocated support → TUPE
DM: No One Eats Alone + Kindness Week (not leadership)

SOCIAL AWARENESS

Reed: Kimochis Keys

BA: Mosaic (4th); Bear Families; Jr Coaches; Student Council

DM: No One Eats Alone + Kindness Week (DM leadership)

Gap: consistent use + training in Restorative Practices

RELATIONSHIP MANAGEMENT

Reed: Buddy Bench; Friendship Circle; Kimochis Keys

BA: lunch clubs; Green Team; BA TV Show

DM:

Gap: consistent use + training in Restorative Practices

RESPONSIBLE DECISION MAKING

Reed: Kimochi - scenario decision making

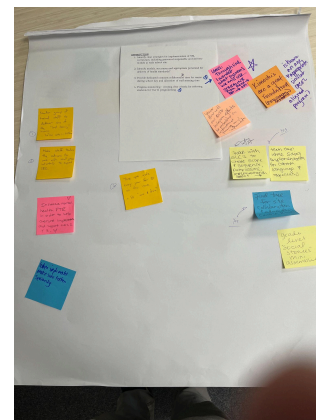
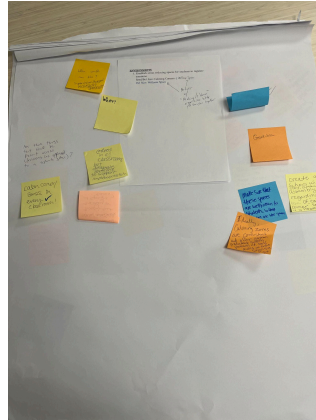
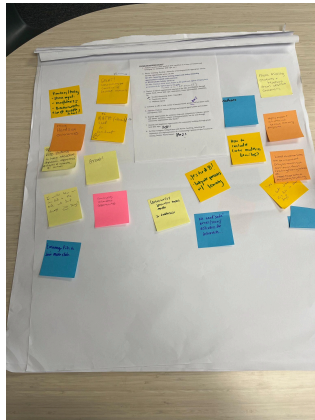
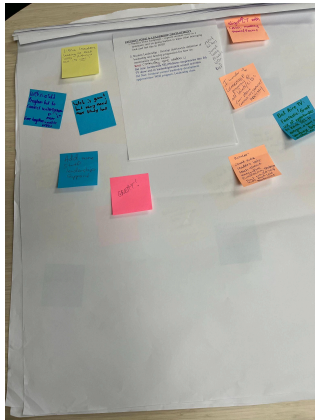
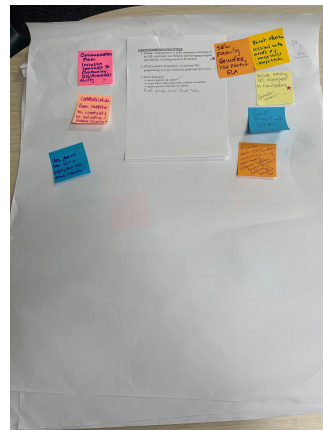
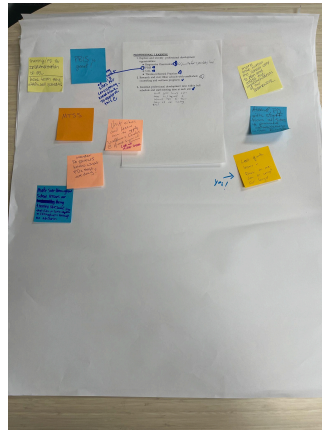
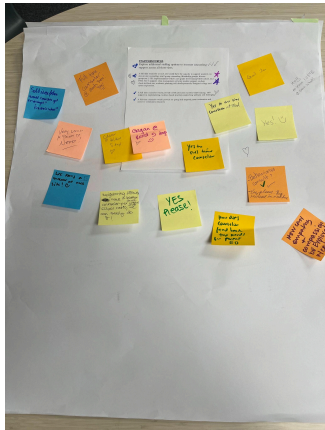
BA: nothing new

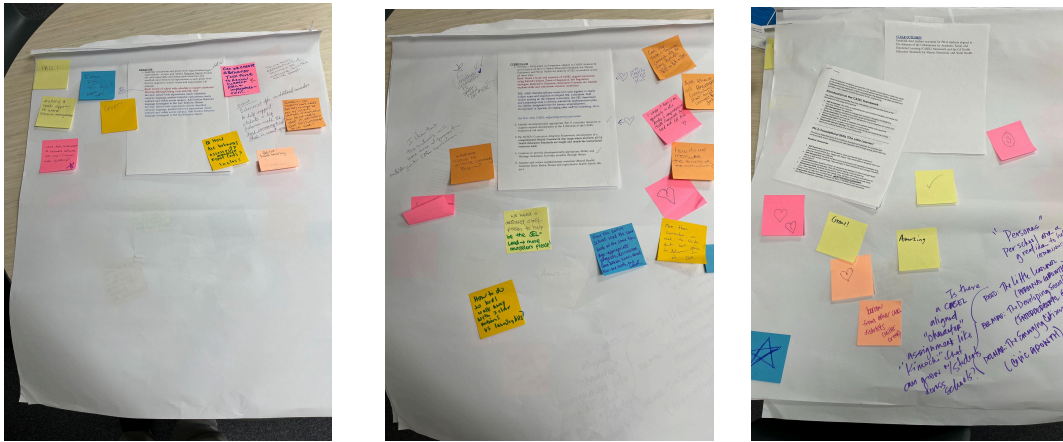
DM: nothing new

* * * *

Gaps - decision making is an actual systematic approach for it all

Appendix E: Task Force Feedback on Action Plan





Appendix F: [Youth Truth 2025 Executive Board Report](#)

Youth Truth Progress Monitoring and Data

On an annual basis, RUSD administers the Youth Truth culture and climate survey to students (grades 3-8), classified and certificated staff (PK-8) and families (PK-8). Upon receipt of annual survey results, district and site administrators review data individually and collectively, identifying trends, patterns and areas of growth and focus. Additionally, site administrators bring results to their site leadership teams and whole staff for data dives. The review and analysis leads to the annual development of individual, grade level, and school wide SMART goals.