

# Wellness & Belonging Action Plan

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**RUSD WELLNESS & BELONGING TASK FORCE CREATE A BLUEPRINT FOR A COMPREHENSIVE  
PK-8 SOCIAL-EMOTIONAL PROGRAM THAT CREATES IDEAL CONDITIONS FOR LEARNING,  
INDIVIDUAL DEVELOPMENT AND INCLUSIVE ENVIRONMENTS**

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- Clear alignment to our Strategic Plan
- Collaborative Stakeholder process
- Completed Action Plan has:
  - Clear outcomes and measures of success
  - Develops greater cohesion and alignment across grade levels and schools
  - Embeds social and emotional learnings for all learning environments and activities

# Strategic Plan - Pillar #2

## Pillar #2: Social & Emotional Learning

*Developing 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.*

### Category #1: Whole Child Health & Wellness

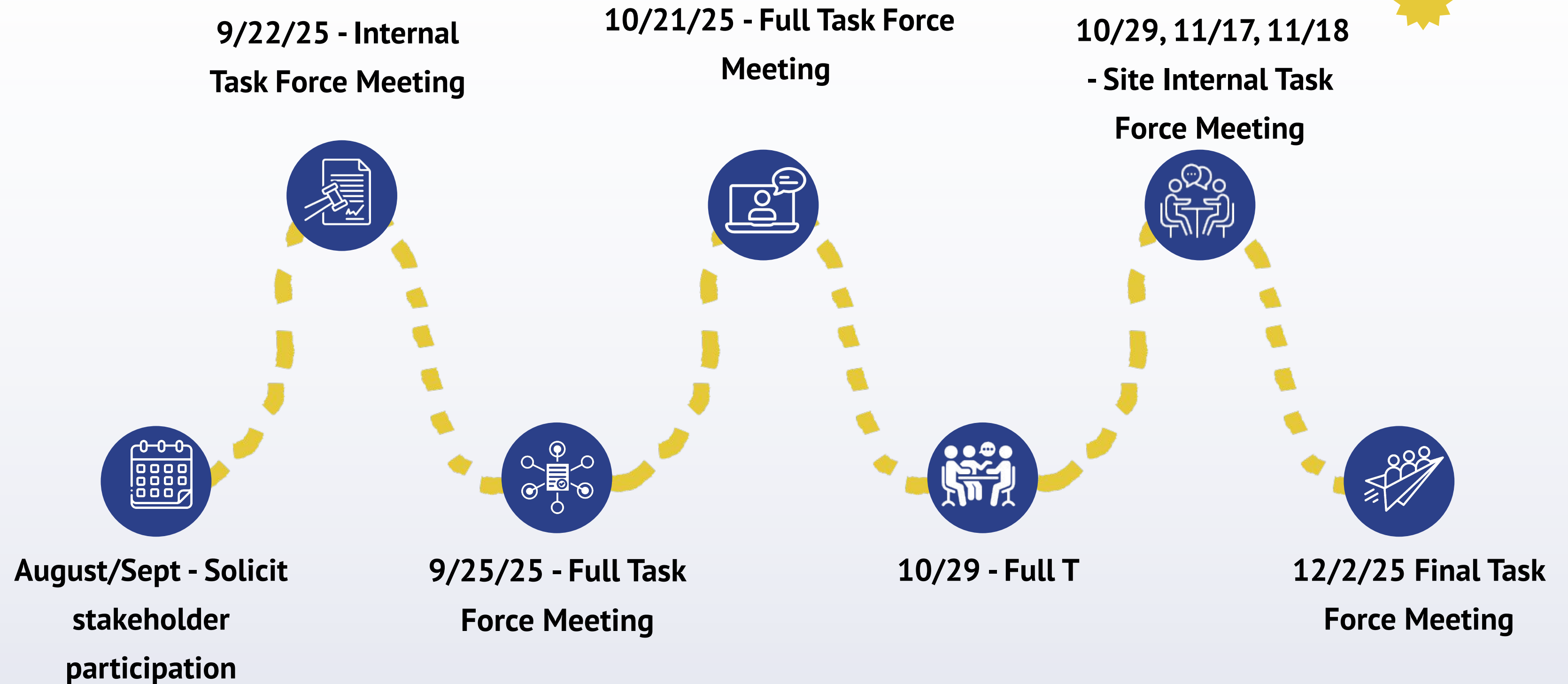
**Assess**, design and integrate SEL concepts into schoolwide practices, activities, field trips and classroom lessons across subject areas

### Category #2: Inclusion, Belonging, and Kindness Programming

Through an Equity, Inclusion, Belonging, and Kindness Task Force, **develop** and implement **an Action Plan including tasks and metrics for success.**

# Wellness & Belonging Task Force Process

Steps taken during Fall 2025



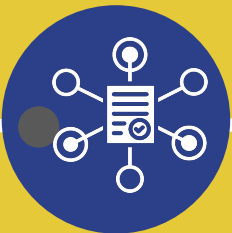
# Summary of Proposed Actions

After careful evaluation, the task force recommends the following areas of focus:



## Curriculum and Instruction

- **Alignment:** Establish student outcomes for grades PK–8 aligned with the five **CASEL domains** and alignment to Health Framework
- **Core Programs:** Identify developmentally appropriate core SEL curriculum for each site
- **Designate time** for SEL instruction in school day
- **Integrate** SEL into schoolwide culture
- **Tiered Support:** Identify Tier II resources to support students needing targeted social-emotional intervention



## Behavior and Environment

- **PBIS Integration:** Update the **Behavior Matrix** and establish school-wide values and expectations to be explicitly taught and modeled by staff.
- **Visuals:** Post visuals of school values and behavioral expectations in all instructional and non-instructional spaces (MPR, blacktop, etc.) by Fall 2026.
- **Regulation Spaces:** Establish designated **stress-reducing spaces** on campuses to help students regulate emotions (targeted for 2027–28).



## Student Experiences and Enrichments

- **Belonging Activities:** Continue and expand interest-based lunchtime clubs, student-led mentorship, and community service opportunities.
- **Athletics & Academics:** Evaluate and expand participation in middle school athletics and academic competitions like robotics, speech and debate, and mathletes.
- **Student Voice:** Implement a systematic method to capture student voice and develop a districtwide definition of **student leadership**.



## Community

- **Family Engagement:** Create an **SEL Family Guide** and asynchronous video resources to build community awareness and support at home.



## Professional Learning and Staffing

- **Staff Training:** Provide ongoing professional development in areas such as Responsive Classrooms, Trauma-Informed Practices, and **Universal Design for Learning (UDL)**.
- **Staffing:** Goal to increase counseling support to ensure **adequate counseling at every site**.

# Accountability & Progress Monitoring

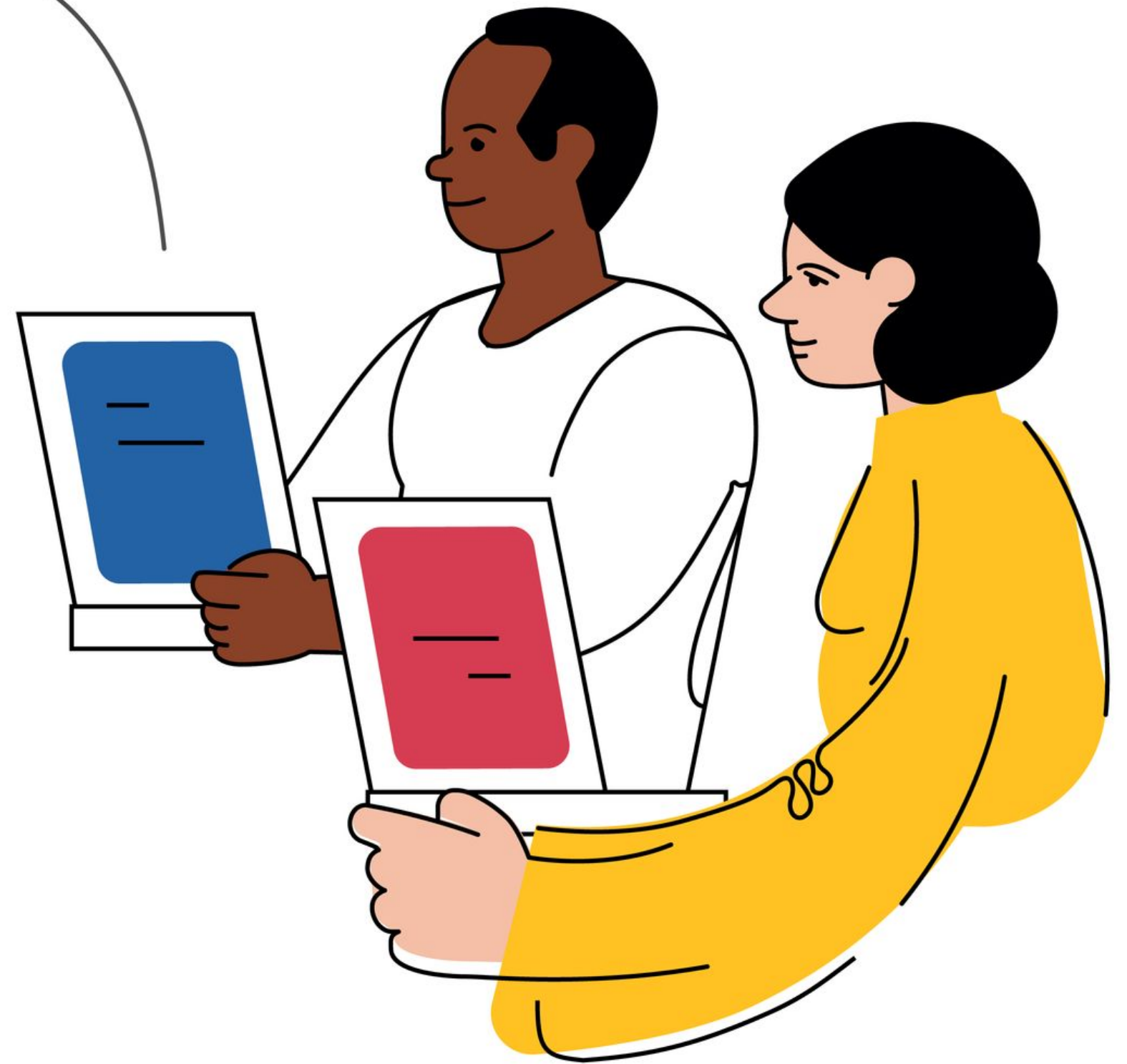
- **Primary Metric:** Annual **Youth Truth** surveys for students, staff, and families focusing on Culture, Belonging, Safety and Relationships.
- **Intervention Data:** Monitoring participation rates and entry/exit data for Tier II SEL programming.
- **Evidence of Success:** Tracking the completion of internal documents like the SEL Implementation Guide and updated School Handbooks.



Questions

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Board Approval



# Appendix:

## Relevant and Guiding Information

- RUSD Mission
- Vision of RUSD Graduate
- RUSD Statement of Diversity & Inclusion
- LCAP
- CASEL Framework

# Mission for the RUSD Graduate

## **Be Motivated Learners Committed to Academic Excellence**

- Be responsible
- Be independent and self-directed
- Persevere: be willing to take risks, make and learn from mistakes, and take pride in your effort, progress, and accomplishment

## **Be Creative Problem Solvers**

- Think critically, with curiosity, imagination and insight
- Apply knowledge and skills in different classroom and real-life situations

## **Be Effective Communicators**

- Express and support your own positions, acknowledging others' ideas and multiple perspectives
- Use appropriate tools and language to inform, persuade and convey ideas to diverse audiences

## **Be Engaged Citizens**

- Interact, collaborate, and connect with others
- Actively contribute to your school, local and global communities

## **Be Balanced Individuals/Best Self**

- Make positive choices through demonstrating empathy, integrity, and respect for self, others and the environment
- Advocate for yourself and others

# RUSD Mission & Vision

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

# RUSD LCAP

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 Statement of Diversity & Inclusion

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.

# CASEL Framework

