



“Strong relationships among schools, families, and community members can positively impact student achievement and social-emotional health...”



Research on Importance of Engagement

Research over decades indicates that:

- “Schools that engage families find that their students have higher grades, show faster rates of literacy acquisition, attend school more regularly, and are more likely to graduate from high school and attend college”
- “Family involvement has been shown to benefit children from diverse ethnic and socioeconomic backgrounds”
- “At a more holistic level, many studies support the importance of partnerships among families, schools, and the broader community”
- “Research shows that a lack of trust is often what keeps historically marginalized families (which includes families of language learners) from spending time at school”

In MHUSD, how do we define...?

Parent Engagement

Student Engagement

Initial draft definitions we should consider to strengthen our focus on engagement

Defining Family Engagement in MHUSD (a working draft)

Draft Definition: MHUSD Family Engagement

- *Family engagement is a shared responsibility in which schools, parents/guardians and community agencies are committed to reaching out to engage families in meaningful ways by actively supporting their children's education and development.*
- *Family engagement is continuous across a child's life and entails an enduring commitment as students mature into young adulthood.*
- *High-impact family and community engagement is collaborative, culturally competent, and focused on improving students' learning.*

Next steps include seeking input on the draft definition from board members, students, families, teachers, staff and administrators

Defining Student Engagement in MHUSD (a working draft)

In the Morgan Hill Unified School District, student engagement is based on 3 guiding principles:

- Cognitive, Emotional and Behavioral Engagement:
 - Participation in academic, social, and co-curricular activities
 - Relationships between teachers, classmates, academics, and school
 - An investment in learning

Next steps include seeking input on the draft definition from Board Members, students, families, teachers, staff and administrators



Two Plans and Next Steps:

2018 Family Engagement
Plan

LCAP Goals 2 & 3

MHUSD Family Engagement Plan (2018)



FAMILY ENGAGEMENT PLAN



- Goal #1: Building Capacity
- Goal #2: Demonstrate Leadership
- Goal #3: Resources: Fiscal and Other
- Goal #4: Monitor Progress
- Goal #5: Access and Equity

Family Engagement Plan Goal #1 – Building Capacity

Objective 1.01 Ensure that all Principals understand, plan and implement required and effective parent involvement practices at their schools.	Objective 1.02 Establish family-friendly volunteer policies to recruit and organize help and support from parents.	Objective 1.03 Train parents to successfully participate in curricular and budgetary decision making	Objective 1.04 Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
Actions Steps	Actions Steps	Action Steps	Actions Steps
1.01.a Provide joint trainings and team building for MHUSD administrators and parent leaders to increase parent involvement with school governance.	1.02.a Develop and disseminate volunteer management resources and provide staff and parents with information including: volunteer policies and procedures, fingerprinting/screening, volunteer forms, training and retaining volunteers.	1.03.a Provide targeted joint training and resources to advisory committee members and administrators (DELAC, ELAC, MPAC, SEAC and SSC).	1.04.a School Linked Services Coordinator supports families and guardians in getting connected to resources and supports. SLS Coordinator acts as a liaison to many community-based organizations and works closely with the Community Liaisons.
1.01.b Supervise/monitor, evaluate and support improving parent involvement practices at each school site. Encourage programs and systems for parents to train other parents.	1.02.b Develop opportunities to provide family volunteers with recognition.	1.03.b The school sites and district will provide training and resources to families about how to monitor their student's academic progress and college and career readiness (Common Core, Naviance, Aeries, Google, Cal-SOAP College Parent Nights, Technology, etc.)	1.04.b Form a partnership with community-based organization and other public agencies to plan or coordinate family engagement activities, programs, conferences and MH IMAGINE (EL Master Plan).
	1.02.c Make volunteer opportunities, both site and district, available in a tangible format for volunteers to receive after clearance of their fingerprints and when they go to HR to pick up their name badges.	1.03.c Provide parent training and information in curricular decision-making at the site level and district office.	1.04.c Form a partnership with community-based organizations and other public agencies to disseminate resources and information on an ongoing basis.
		1.03.d Continue to support parent academy programs like Project to Inspire and other educational programs like English as a Second Language courses taught by Morgan Hill Community Adult School (multi level course offerings when possible).	

Family Engagement Plan Goal #1 – Building Capacity

Objective 1.05 Ensure staff and family access to training in effective school, family and community partnerships.	Objective 1.06 Train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education.	Objective 1.07 Ensure that teachers and families have knowledge and tools to help students with homework and other curriculum-related activities.
Actions Steps	Actions Steps	Action Steps
1.05.a Explore multiple methods of communicating with families when distributing school and event information.	1.06.a Provide staff with information, support, and professional development on parent / family engagement including strategies and resources on equity and cultural awareness.	1.07.a Survey families to plan and conduct activities to train and support parents with child learning and development. Conduct SEAC, MPAC, ELAC and DELAC Needs Assessment annually and use feedback to inform budget making decisions.
1.05.b Ensure ALL families have access to orientation information, resources and materials through a variety of avenues (email, letters, websites, newsletters, phone calls, etc.), including translation of all information into Spanish	1.06.b Staff and parent leaders provide families with information about college planning, financial support and applications by coordinating by hosting informational nights for elementary families in partnership with Cal-SOAP.	1.07.b Ensure that each school site provides families with training and information on how to participate in team meetings, such as conferences, and decisions involving their own children.
1.05.c Provide opportunities for all parents to serve in leadership roles in presenting information (Trainer of Trainers).	1.06.c Offer Spanish courses for MHUSD staff. .	
	1.06.d Provide front office staff with training on customer service and school communication methods and protocols.	

Family Engagement Plan Goal #2 – Demonstrate Leadership

Objective 2.01 Ensure that all schools have parent/family involvement programs.	Objective 2.02 Meet requirements of state and federal law regarding family involvement. Ensure parent representation on district and school committees as required by law. Establish district family involvement policies and programs.	Objective 2.03 Involve families in advisory bodies and training strategies.
Actions Steps	Actions Steps	Action Steps
2.01.a Invite parents/guardians and students to participate as stakeholders with developing/reviewing the Family Engagement Plans.	2.02.a Ensure that all district parent advisory groups follow federal and state compliance guidelines. Monitor compliance by training Principals and parents on compliance guidelines.	2.03.a Invite and encourage parents to be active members of district advisory groups and committees for input to obtain family perspectives.
2.01.b Invite all parents to participate in Home & School Club and other organizations, such as Athletic Boosters, Band Boosters, FFA Boosters, etc. by exploring various methods of recruiting and inviting families to participate.	2.02.b Ensure that parents and guardians are invited to advise on the district LCAP goals and initiatives.	
2.01.c Survey and invite all parents to volunteer or participate in areas of interest for training, volunteering and skill set, such as teaching, coaching, refereeing, computers and technology, etc. Use survey information to develop parent leadership workshops and connect parents to volunteer and participation opportunities.	2.02.c Maintain district Family Involvement Policies and the district's Family Engagement Plan.	

Family Engagement Plan Goal #3 – Resources: Fiscal & Other

Objective 3.01 Allocate resources and assign staff to implement the plan.

Actions Steps

3.01.a Set and expend an adequate budget for parent involvement programs and activities with input from parents, families and appropriate advisory groups.

Family Engagement Plan Goal #4 – Monitor Progress

Objective 4.01 Ensure all schools integrate parental involvement programs into the school's Single Plan for Student Achievement (SPSA).	Objective 4.02 Provide oversight, support, and coordination of parent involvement activities among district schools and programs.	Objective 4.03 Document progress of each school's implementation of its parent involvement program.	Objective 4.04 Assess every Principal's effectiveness in establishing and maintaining school, family, and community partnerships at his or her school.
Actions Steps	Actions Steps	Action Steps	Action Steps
4.01.a Develop and implement processes to verify that each school's SPSA has been prepared with review and advice from appropriate parent/community advisory committees, including ELAC and SSC.	4.02.a Coordinate, integrate and monitor parent involvement strategies across district schools and programs.	4.03.a Annually administer the district's Family Engagement Survey and review survey questions and results with stakeholders. Revisit the survey with stakeholders and adjust survey questions as needed.	4.04.a Provide information, resources, and/or training to principals on the use of self-reflective practice and self-assessment to examine their own skills and actions in parent involvement.
	4.02.b Share documents from all parent involvement groups and programs and make them available, when applicable, in school front offices, district and school websites in Spanish and English	4.03.b Evaluate the content and effectiveness of the Parent Involvement Policy & Plan (Title I sites and district) and Family Engagement Plan with all involved stakeholders.	4.04.b Support and monitor each school's partnership with parents, including parent involvement programs and goals.

Family Engagement Plan Goal #5 – Access & Equity

Objective 5.01 Ensure that critical parent information is readily available in accessible formats and languages spoken by families in the district.	Objective 5.02 Ensure that parent representation on committees reflects the composition of the student body.	Objective 5.03 Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis.
Actions Steps	Actions Steps	Action Steps
5.01.a Provide parents with timely information about schools and students in a language and format they can understand.	5.02.a Involve parents who are representative of the student populations, including those who are economically disadvantaged, have limited English proficiency, have disabilities, are migratory and foster or homeless youth. Each school site will develop a system for educating parents on Aeries access.	5.03.a In addition to regular print outreach and communication, employ Web-based applications to support ongoing communication and interaction between schools and families.
5.01.b Community Liaisons and front office staff at each school are available and able to provide parents with support and clarification on technical information.	5.02.b Regularly survey members and monitor membership to ensure parent representation is reflective of the student population.	5.03.b Provide training and resources to personnel on effective two-way communication (school-to-parent, parent-to-school), interactive meetings, interactive websites, community outreach and translation for conferences.
		5.03.c Provide training and notification to families on Uniform Complaint Procedures and the hierarchy of contact persons when a concern arises.
		5.03.d All school sites will develop welcoming events when stakeholders, parents and interested families, can learn about the school. School site orientation events such as grade level orientation nights, Principal led tours, student led tours and more.

A blue ribbon graphic with a folded end on the left side, containing the text "LCAP Goals 2 & 3" in white.

LCAP Goals 2 & 3

LCAP Goal 2 Actions

LCAP Goal 2: Promote Parent, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement

Action #	Title	Description
2.0.a	Family and Community Engagement in Education Lead	District-lead to engage with Spanish-speaking families, assist with district-level outreach, communications, and coordinating Community Liaison work across the district. (ELO Grant)
2.0.b	Bilingual Community Liaisons	Staff Community Liaisons to each site to provide outreach, communication, public meeting support and translation services. (LCFF Supp)
2.0.c	CARE Team	Coordinated Advocacy and Resources for Education (CARE) and School Link Services (SLS) mileage for home visits, food distribution, parent outreach, and community based organization meetings. (LCFF Supp)
2.0.d	English Language Advisory Council (ELAC) and Migrant Parent Advisory Council (MPAC)	Support regular meetings of Migrant and English Learner parent advisory councils to confer and consult on district initiatives. Expenses include hospitality, child care, Project to Inspire graduation and guest speakers. (LCFF Supp)
2.0.e	Family Engagement Plan	Convene group to update the plan and to support parent attendance to California Association for Bilingual Education (CABE) conference. (LCFF Supp)
2.0.f	Parent Education	Provide education for parents to assist their children to navigate the school system successfully such as California Association for Bilingual Education (CABE) Project to Inspire education. (LCFF Supp)

LCAP Goal 3 Actions

LCAP Goal 3: Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

Action #	Title	Description
3.0.a	Tier 1: Professional Development Administrators	Coaching with a Social, Emotional, and Cultural (SEC) Lens with Center for Reaching & Teaching the Whole Child (20 administrators and teachers SCCOE). (ELO Grant)
3.0.b	Assessment: Climate Surveys	Conduct district wide climate surveys to identify areas of need to address in strategic planning to improve student outcomes. (CHKS \$10,000 every other year, Datazone \$4,300. (LCFF Supp)
3.0.c	Tier 1: PBIS/School Culture intervention and supports	Implement and provide Positive Interventions and Supports (PBIS) and or positive school culture experiences through restorative justice practices, community building, social-emotional learning. (031300)
3.0.d	Tier 1: Social emotional learning events	Provide large group social emotional learning opportunities to support healthy life skills, positive decision making, healthy relationships, etc. (LEA Funds)
3.0.e	Tier 1: Project Cornerstone	Partner with the YMCA programs and services related to Project Cornerstone to support developmental assets in underprivileged youth. (LCFF Supp)
3.0.f	Tier 1: Sports for Learning	Provides Collaborative for Academic and Social Emotional Learning (CASEL) lessons embedded through Coast to Coast Sports for Learning program at k-8 sites to improve student outcomes and mental wellness. (LCFF Supp)

LCAP Goal 3 Actions

LCAP Goal 3 – Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

3.0.g	Tier 1-2: SEL Curriculum	Provide curriculum (BASE program) resources for Tier 1 grades 6-12 social emotional learning. (ELO Grant)
3.0.h	Tier 1: Erin's Law Curriculum	Provide K-12 curriculum to address child abuse, human trafficking and gun violence awareness requirements (<i>Be Seen and Heard</i>). (LCFF Base)
3.0.i	Tier 1: College and Career Plan	Conferences and college field trips, extra tutoring hours for AVID tutors in AVID electives to support underrepresented students. (LCFF Supp)
3.0.j	Tier 1: Naviance	Naviance implemented at all high schools and at grades 6-8 to support college and career readiness for underrepresented youth. Naviance Coordinator stipends assigned to each secondary school. (LCFF Supp)
3.0.k	Tier 2: Independent Study	Independent study program options for middle and high school students for attendance intervention. Docusign or independent study contracts. (031300)
3.0.L	Tier 2: Contracts	Docusign for all digital contracts for ranging from independent study, external agencies, mental health referrals, etc. (031300)
3.0.m	Tier 2: Secondary AVID Program	AVID (Advance Via Individual Determination) electives at both middle schools, K-8, and high schools. Teachers, counselors and administrators attend AVID Summer Institute and AVID Showcase. Professional development and stipends. (LCFF Supp)
3.0.n	Tier 2: TUPE	Provide tobacco use prevention education support via lessons, activities and site awareness activities. (TUPE Grant)
3.0.o	Tier 1-3: South County Youth Task Force	Provides students with social-emotional, socioeconomic, and restorative behavior intervention support and services through collaborative partnership with the South County Youth Task Force (SCYTF). (LCFF Supp)

LCAP Goal 3 Actions

LCAP Goal 3 – Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

3.0.p	Tier 2-3: CARE Program	Provide CARE team oversight and supplies to serve the unique needs of students living in Foster Care, students experiencing homeless living, and students experiencing economic hardship. (LCFF Supp. \$5,000; Base \$3,600)
3.0.q	Tier 2-3: CARE Staffing	CARE specialists support the whole child by linking them with community based organizations, school linked services, and social emotional counseling (9 CARE Specialists and 1 CARE Lead Specialist). (LCFF Supp)
3.0.r	Tier 1-3: Foster/Homeless Support	Support students living in Foster Care with travel vouchers and school supplies to remove barriers to attending school. (T1)
3.0.s	Tier 3: Advent Program	For youth in Foster Care, placed in the Advent Program by the Juvenile Courts, provide a teaching staffing to support their learning. (LCFF Supp)
3.0.t	Tier 3: Alternative Placements	For expelled youth in a Santa Clara County school district, Santa Clara County Office of Education Expelled Youth Program. (LCFF Base)
3.0.u	Tier 1-2: Professional Learning: Social Emotional Learning	Provide substitute coverage, conference expenses, and contracts with community based organizations to provide social emotional learning opportunities for staff. (ELO Grant)
3.0.v	Tier 3: Professional Learning: Suicide Prevention	Provide a student educational program for suicide and partner with community based organizations. (LCFF Supp)
3.0.w	Tier 3: Professional Learning: TCI	Therapeutic Crisis Intervention (TCI) provides teachers with the tools needed for de-escalation of behavior prior to office referrals. Works in conjunction with restorative practices and positive behavior programs. (Special Ed Budget)
3.0.x	School Culture	Provide supplemental programs and additional hours, community based organizations support, and added supports to address mental health needs via contracts in accordance with Title IV Guidelines . (Title IV)

Overview

MHUSD Surveys

California Healthy Kids Survey

Equal Opportunity Schools (EOS)

Project Cornerstone Surveys

Parent Square

Parent Nights

Panorama

Examples of Engagement in MHUSD

Family Engagement: Opportunities for Parents (not exhaustive)

- Home and School Clubs
- K-5 Parent Teacher Conferences
- Back to School Night
- Spring Open House
- Curriculum nights (ELA, math)
- Student performances (band, choir, drama, etc.)
- Parent Forums - COVID
- SEAC Meetings- 4 times a year
- SPED Climate Survey for Parents
- Project to Inspire (CABE)
- DELAC/ELAC meetings
- MPAC meetings
- Parent Literacy Nights, Math Nights, Mental Health Nights (Migrant Ed)
- Community Liaisons
 - Work directly with parents on each campus
 - Translating
- Wellness Team – Parent evening/Saturday events on mental health
- Naviance Parent trainings
- AVID Parent trainings
- Curriculum nights (ELA, math)
- Student performances (band, choir, drama, etc.)
- Parent Forums - COVID
- SEAC Meetings- 4 times a year
- SPED Climate Survey for Parents
- Project to Inspire (CABE)
- DELAC/ELAC meetings
- MPAC meetings
- Parent Literacy Nights, Math Nights, Mental Health Nights (Migrant Ed)
- Strengthening Families; Resilient families
- Triple P
- Parent Project/Parent Project Junior
- Themed parent nights (trauma informed, cyber safety, anxiety, depression, etc.)
- Resource Fairs – 4 times/year
- SCCOE themed parent education (TUPE - alcohol)
- Vaccination Clinics, First 5 access (eye and teeth).
- Food Pantries/Food Distributions
- REACH SEL trainings
- CARE Team-
 - During COVID- bi-monthly needs survey
 - McKinney Vento Verification (2x)
 - Home Visits
 - Case management and support

Extra Curriculars in MHUSD

Elementary School

- Student Counsel
- Mini Mermaid Running Club
- Triton Running Club
- Coach Khoa Play Club
- Music / Band
- Odyssey of the Mind
- Engineering
- Robotics
- Chess
- Art
- Theater

Middle School

- ASB
- Athletics
- Bee Club
- Sports (San Benito Athletic League):
 - Fall-Coed Flag Football
 - Fall-Girls' Volleyball
 - Winter-Boys' Soccer/Basketball
 - Winter-Girls' Basketball/Soccer
- Garden Club
- Panther Pride Alliance
- Britton TV
- Cheerleading
- Math Counts
- Homework Club / Center
- LGBTQ+
- Menchu Club
- Boys & Girls Basketball
- Cross Country / Track
- Soccer – Girls and Boys
- Softball
- Volleyball – Girls and Boys
- Wrestling
- Makerspace
- BSU
- BSPN
- Yearbook
- TUPE Anti-Tobacco Club
- Eco Defenders Club
- Drama Club

Extra Curriculars in MHUSD

High School

- ASB
- Student Voices
- Band / Jazz Concerts
- Fall plays / Spring Musical
- Sports
 - Boys & Girls Cross Country (Fall)
 - Girls Field Hockey (Fall)
 - Football (Fall)
 - Girls Golf (Fall)
 - Girls Tennis (Fall)
 - Girls Volleyball (Fall)
 - Boys and Girls Water Polo (Fall)
 - Boys & Girls Basketball (Winter)
 - Boys & Girls Soccer (Winter)
 - Wrestling (Winter)
 - Boys & Girls Badminton (Spring)
 - Baseball (Spring)
 - Boys Golf (Spring)
 - Boys & Girls Lacrosse (Spring)
 - Softball (Spring)
 - Boys Tennis (Spring)
 - Boys and Girls Track & Field (Spring)
 - Boys Volleyball (Spring)
 - Swimming (Spring)

High School

- Mock Trial
- Sports Medicine Training
- Clubs:
 - Class of 2022
 - Class of 2023
 - Class of 2024
 - Class of 2025
 - All Arts
 - American Sign Language
 - Asian American Pacific Islander
 - Chess
 - Color Guard
 - Drama Guild
 - Environmental Club
 - FFA
 - Filmmature
 - Interact
 - Japanese Film Appreciation
 - Latinx
 - Marching Band
 - Mental Wellness
 - Red Cross
 - Robotics Team
 - She's the First
 - Silent Voices
 - Surfrider
 - Women Empowerment
 - Zine

Extra Curriculars in MHUSD

High School

- Clubs, continued
 - Acts of Random Kindness (ARK)
 - Ann Sobrato Red Cross
 - Asian Student Union (ASU)
 - Black Student Union (BSU)
 - Breakfast Club
 - Bring Change to Mind
 - California Scholarship Federation (CSF)
 - Chinese Club
 - Computer Science Club
 - Cooking Club
 - Environmental Club
 - Future in Medicine
 - Genders and Sexualities Alliance (GSA)
 - Helping Paws
 - HOSA Club
 - Interact
 - Key Club
 - Math Club

High School

- Clubs, continued
 - Model UN
 - National Honor Society (NHS)
 - Operation Smile
 - Peer Counseling
 - Peer Tutoring
 - Period Robotics Club
 - Sobrato Kpop Club
 - Sobrato Outreach Club
 - Sobrato Theatre Society
 - Social Justice and Equality Club
 - Spikeball Club
 - Team HBV
 - UNICEF Club
 - Vegan for Life
 - Writing Club

Supplemental Engagement Resources



MHUSD RESOURCES

WRAP AROUND SERVICES: MENTAL HEALTH, WELLNESS, CONF.



The HEARD alliance provides collaboration amongst primary care, mental health, and educational professionals, to enhance the community's ability to promote well-being, to treat depression and related conditions and to prevent suicide in adolescents and young adults. They support our Suicide Prevention and Crisis Management Teams. [Click here for more information](#)
[Click here for the Stanford Toolkit for Mental Health](#)



The THRIVE and SUPs program Peer Support offers proven behavioral health recovery services to people struggling with mental health and/or substance use disorders. Our peer support program restores hope by embracing all pathways to recovery and providing compassionate, comprehensive continuing care. [Click here for more information.](#)



School Linked Services (SLS) provides students and families with school based coordinated services to improve health and wellbeing of families through a community participatory approach. Our SLS school sites are Barrett, SMG, Walsh, Britton, Live Oak. [Click here for more information](#)



Cecelia's Closet and the Edward Boss Prado Foundation provides clothing, pantiy, and support for the community. Hosts a variety of events including Fit for Fall, Career support, October Fest, etc. [Click here for more info.](#)



Living Above the Influence and Chill Out is an organization is through Doni Prado and the South County Youth Task Force. This program has two parts: small group, 1:1, and case management and Chill Out. Chill Out works on life skills, anger management, conflict resolution, restorative justice, self-identity, and anxiety. They also cover employment support applications, interview practice, etc., academic support. [Click here for more info.](#)



Intensive Full-Service Partnership (IFSP) serves at-risk youth ages 6-15 who require a high level of support and care due to having experienced multiple hospitalizations and/or multiple encounters with crisis services, and who may not be able to leave their home due to mental health concerns. [Click here for more info.](#)

Intensive outpatient supports (IOP). This is in conjunction with Community Solutions, only Medical eligible and need wrap services.

SERVICES & SUPPORTS TO ENGAGE DISCONNECTED YOUTH



A parent's guide to changing destructive adolescent behavior. Helps provide skills to parents who are raising strong-willed, out of control teens. There are two programs offered, Parent Project Kids (1st-5th grades) and Parent Project Jr. (6th-12th grades). [Click here for more information](#)



Program through the District Attorney's Office. Students who have made it to SARB may be assigned to the DA JAIDE case management program. This program is for students 9-12 who are chronically truant.



South County Youth Task Force provides services to engage disconnected youth and their families through a variety of programs to promote and empower their quality of life. Services: Coxson community outreach, Vision Compromise (Park Place support), Community solutions Joven Noble, Why Try, Thrive, late night gym, etc., District Attorney's Office, Probation, MHDP, Boys and Girls Club, presentations. [Click here for more information.](#)



The Diversion Program is Partnership with MHDP, probation and DA to reduce the number of students who become "system touched" Designed to provide an alternative for low level offenses and be more restorative justice based.



Youth Alliance services seek to provide a continuum of support that includes after-school, summer, and late-night prevention programs, early intervention bilingual counseling and case management, intervention programs serving at-risk youth in the juvenile justice system, teen parents, etc., as well as parent and systems leaders engagement and education. [Click here for more info.](#)



Morgan Hill Police Department works in conjunction with MHUSD to have a School Resource Office (SRO) to increase positive engagement, monitor and support safety, works with families and community. [Click here for more information.](#)



The Connections Practice is a method for connecting to yourself and others. This method prevents bullying in schools, facilitates teamwork in nonprofits and businesses, and helps individuals live with greater harmony and creativity. [Click here for more information.](#)



MHUSD RESOURCES

SOCIAL-EMOTIONAL LEARNING



Edmentum proudly partners with CASEL-approved BASE Education to offer digital social-emotional learning (SEL) curriculum that is rooted in mental health and wellness principles and underscored by clinical research. This program is available to students in grade 1st-12th grades. [Click here for more info](#)



Provides SEL support through physical activity. Weekly lessons/activities that incorporate the CASEL standards into physical movement. [Click here for more info.](#)



WhyTry is an evidence-based social and emotional learning (SEL) program. WhyTry has proven to be a successful intervention tool in a variety of settings, populations, and age groups. Across multiple third-party studies, researchers have seen significant positive changes using WhyTry. [Click here for more info.](#)



MHUSD CARE team provides connection to resources and services for foster, homeless and high at-risk students. Provide small group support (SEL), and academic support and monitoring. Supports McKinney Vento, Foster, and at-risk youth.

WRAP AROUND RESOURCES: MENTAL HEALTH, WELLNESS, SUBSTANCE USE, TRUANCY, & MORE



The Bill Wilson Center services including caregiver support, Center for Living with Dying, Child Abuse treatment Program, College Student Housing, Contact Cares, Critical Incident Stress Management, Drop-In center, Family and Individual Counseling, Family Advocacy Services, Healing Heart, Independent living program for foster/probation youth, LGBTQ outreach, Mental Health services, Parent-child interaction therapy, parenting classes, Safe Space, Trafficked minors (system of care). [Click here for more info.](#)



Clinicians that provide counseling over the phone, or in person for children under that age of 18 that are in acute psychological crisis. [Click here for more info.](#)



Provides individual counseling around depression, anxiety, anger, trauma, bipolar disorder, and addiction. They also work with families of parenting effectively, bringing peace back to the home, etc. They are in the schools and serve both Medi-Cal and non-Medi-Cal. Services Students K-12 at Nordstrom, Paradise Valley, Los Paseos, El Toro, JAMM, Murphy, Sobrato, Central and Adult Ed. [Click here for more info.](#)



MHUSD Wellness Centers provide mental health supports and connections for all Morgan Hill Unified Students and their families. Currently located at Sobrato and Live Oak High Schools, and Britton and Murphy Middle Schools. One on one counseling groups, family case management, safe space, parent education and student connection. [Click here for more info.](#)



To strengthen and support parent-child relationships. They provide wrap services that provide behavioral support, skills development, individual counseling, family counseling, intensive care, promotes social and emotional well-being, educational advocacy, and crisis intervention. Available to K-12 students and families.



RCS provides a variety of services including Family Harvest Food program, Adoption/Foster support, Culinary Academy, Family Resource Center, Cal-Soap, Out patient mental health, prevention and education, therapeutic behavioral services, and wrap services. [Click here for more info.](#)



Provides student/parent assistance, truancy reduction, conflict mediations, campus support, young men and women groups, Joven Noble, girl circle groups, drug and alcohol groups, gang redirect, gang intervention, 1-on-1's, home visits, street outreach, case management, core support, wrap services, family mediation, crisis response. Also provide mentorship to our expelled youth being re-admitted. [Click here for more info.](#)



The Strengthening Families Program (SFP) is an evidence-based family skills training program for high-risk and general population families that is recognized both nationally and internationally. Parents and youth attend weekly SFP skills classes together, learning parenting skills and youth life and refusal skills. They have separate class training for parents and youth the first hour, followed by a joint family practice session the second hour. This is offered for families K-5. [Click here for more info.](#)



Our District Attorney works with students and families around Truancy and Attendance. They work with the school district to provide interventions and eliminate barriers for families to have their students be going to school. They also provide parent education around cyberbullying, attendance, court processes, etc.

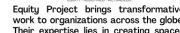


MHUSD RESOURCES

EQUITY & SAFE SPACES



For lesbian, gay, bisexual, transgender, queer, questioning and ally youth and young adults ages 13-25, living in Santa Clara County. They also provide education, peer support and parent and community workshops. [Click here for more information.](#)



Equity Project brings transformative work to organizations across the globe. Their expertise lies in creating spaces filled with grace for people to show up as they are and developing actionable strategies to help organizations advance their equity efforts. [Click here for more information.](#)



International Institute of Restorative Practices provides training and support for school sites, families and community around restorative practices. Provides workshops to schools around restorative circles, mediate and strengthening relationships between individuals as well as social connections within the different communities. [Click here for more information.](#)

El Joven Noble and the National Comadres network is to strengthen and re-root the capacity of individuals, families, and communities to honor, rebalance, and redevelop the authentic identity, values, traditions, and indigenous practices of Chicano, Latino, Native, Raza, and other communities of color as the path to the honoring of all their relations and lifelong well-being. [Click here for more information.](#)

STUDENTS WITH IEPs



Board Certified Behavior Analysis (BCBA) support teachers and paraeducators with IEP accommodations and behavior intervention plans. They provide education on how to manage difficult classroom behaviors, while introducing a replacement behavior. Students on the BCBA caseload already have an IEP, BIP and may have a special education placement. The students on this caseload are given modifications for learning and parents, teachers, paraeducators, etc. are taught how to implement these modifications.



Education Related Mental Health Services (EHRMS) counselor provide mental health services to Special Education Students. Supports students K-12.

HEALTH SUPPORT



MHUSD Home Hospital is for students who qualify via a doctor's for home hospital due to injury, illness, or other will be provided a HH teacher who will support their academic instruction weekly.



Provides parent engagement via text messages. It is designed to empower parents and caregivers with simple, accessible insights that they can integrate into everyday teachable moments. It provides helpful information, encouragement, and support to parents continuously over a prolonged period and breaks down the complexity into small steps that are easy to achieve. Students TK-4th. [Click here for more information.](#)



Through the YMCA and School partners and educators whose training in the Search Institute's Developmental Assets model foster caring and inclusive school environments. Parent volunteers who become more involved in their child's school and gain leadership skills by delivering our programs for 8th through 8th grade youth.



The Triple P Positive Parenting Program provides support in developing positive behaviors, deal with problem behaviors, become a confident as a parent, and increase positive and healthy relationships. Program is designated for parents with children from 12-18. [Click here for more information.](#)



A digital platform that provides simulations for staff to work through situations around mental health and suicide prevention. Programs include trauma informed, suicide prevention, and postvention supports. [Click here for more information.](#)



Offers services in the school, community and home to strengthen families, children, and sibling relationships. They offer family workshops, parent sessions, child, and family, one on one. Currently at Barrett, SMG, Walsh, Britton, Live Oak. [Click here for more information.](#)



Through the YMCA and School partners and educators whose training in the Search Institute's Developmental Assets model foster caring and inclusive school environments. Parent volunteers who become more involved in their child's school and gain leadership skills by delivering our programs for 8th through 8th grade youth.

Panorama provides a platform to support and monitor MTSS/RTI programs, valid and reliable way to measure and improve social-emotional learning, researched based surveys to collect and take action on the information that is most critical to student success, and delivers customized professional learning experience that will inspire an equip staff to act on data. [Click here for more information.](#)



CISR Support (After Death support) provides after death support to families, sites, and the community including but not limited to suicide, COVID, age, illness, etc. [Click here for more info.](#)

COMMUNITY RESOURCES, FOUNDATIONS, AND ORGANIZATIONS



MORGAN HILL UNIFIED SCHOOL DISTRICT



Communication in MHUSD

```
... mirror object to mirror  
mirror_mod.mirror_object =
```

```
operation == "MIRROR_X":  
    mirror_mod.use_x = True  
    mirror_mod.use_y = False  
    mirror_mod.use_z = False  
operation == "MIRROR_Y":  
    mirror_mod.use_x = False  
    mirror_mod.use_y = True  
    mirror_mod.use_z = False  
operation == "MIRROR_Z":  
    mirror_mod.use_x = False  
    mirror_mod.use_y = False  
    mirror_mod.use_z = True
```

```
... selection at the end - a  
mirror_ob.select= 1  
... mirror_ob.select=1  
... context.scene.objects.active  
... ("Selected" + str(modifier  
... mirror_ob.select = 0  
... bpy.context.selected_obj  
... data.objects[one.name].select  
... print("please select exactly
```

```
... OPERATOR CLASSES -----
```

```
... types.Operator):  
... X mirror to the selected  
... object.mirror_mirror_x"  
... mirror X"
```

Communication with our Families in 2021

- **ParentSquare** - launched in October. Desktop and mobile. User friendly for families, staff, teachers and administrators. (Some teachers may have not yet transitioned from other platforms such as Remind, Class Dojo, etc. that they started communicating with families in the beginning of the year). Users can send texts, emails and phone calls.
- **MHUSD/School Finals site websites** - can link to social media, RSS feeds, etc. - informational updates, any time there is news to share, events, positive highlights and stories, recruitment
- **Site Specific Engagement Activity Calendars**
- **Facebook, Instagram, YouTube and Twitter** - inform the community about timely information such as events, photos, sharing and reposting of items from other sites and community partners, recruitment
- **Chats with Carmen and Living Room Chats** - in-person small group interactive discussions with our Superintendent and members of the community for family engagement
- **Print advertising** - Bay Area Parent, St. Catherine's, postcards to MH residents - mainly for enrollment purposes, Measure G funding projects - items that need citywide attention
- **Printed press:** Morgan Hill Life, Morgan Hill Times, Morgan Hill Gilroy Today to share bigger news stories, initiatives, etc. on a broader scale
- **Electronic Newsletter** - currently in development; can send through ParentSquare, inform families about major initiatives, positive stories, resources, events, recruitment

Next Steps

1. Continue to revise student and family engagement definitions
2. Update Family/Community Engagement Plan
3. Supplement LCAP Goals 2 & 3 and SPSA's to include high impact engagement strategies
4. Develop a MHUSD Communication Plan