

Office of the General Counsel
Walter J. Harvey, General Counsel

SUBJECT: **FINAL READING: PROPOSED AMENDMENTS TO SCHOOL BOARD POLICY 2111, PARENT AND FAMILY ENGAGEMENT – A HOME-SCHOOL-DISTRICT PARTNERSHIP**

COMMITTEE: **ACADEMICS, INNOVATION, EVALUATION & TECHNOLOGY**

LINK TO STRATEGIC PLAN: **RELEVANT, RIGOROUS, & INNOVATIVE ACADEMICS**

Consistent with the Board’s responsibility to review and amend policies to conform to updated District practices, and pursuant to Board action, authorization is requested to amend School Board Policy 2111, *Parent and Family Engagement – A Home-School-District Partnership*.

Policy 2111 is proposed for amendment in response to February 2026 Item H-14, “Enrollment and Registration Processes for Students and Parents Entering Miami-Dade County Public Schools for the First Time,” proffered by Board Member Dr. Steve Gallon III, which directed the Superintendent to initiate rulemaking to amend applicable School Board policies to address parent and family orientation processes. Pursuant to this item, Policy 2111 would be revised to specify that in collaboration with the M-DCPS Parent Academy and relevant District offices, schools will establish community-centered, accessible educational programs for parents, and that such initiatives must be tailored to specific student age groups to address the unique developmental and cognitive requirements of every student. Further, the policy would be revised to clarify that training programs for parents and families must be on topics including, but not limited to, academic expectations, student progress monitoring, Florida standards, graduation pathways, parental rights, and available District and school-based supports and related technologies, and that such trainings must be conducted in through virtual and in-person sessions in English, Spanish, and Haitian Creole. Departments tasked with carrying out the policy have also been identified.

The Notice of Intended Action was published in the Miami Herald on April 27, 2026, and posted in various places for public information and mailed to various organizations representing persons affected by the adopted and amended Board policies and individuals requesting notification. The time to request a hearing or protest the adoption and amendment of these policies has elapsed.

These policy amendments were drafted in collaboration with and reviewed by the Superintendent, Cabinet, and District staff. Additionally, the proposed policy revisions were presented to the Family and Community Involvement Advisory Committee at its meeting of March 16, 2026. The Notice of Intended Action and policies with strikethroughs and underlines are attached.

RECOMMENDED: That The School Board of Miami-Dade County, Florida, amend School Board Policy 2111, *Parent and Family Engagement – A Home-School-District Partnership*, and authorize the Superintendent to file the policy with The School Board of Miami-Dade County, Florida, to be effective June 17, 2026.

NOTICE OF INTENDED ACTION

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA, announced on April 22, 2026, its intention to amend School Board Policy 2111, *Parent and Family Engagement – A Home-School-District Partnership*, at its meeting of June 17, 2026.

PURPOSE AND EFFECT: School Board Policy 2111, *Parent and Family Engagement – A Home-School-District Partnership*, is proposed for amendment in response to Board action. The policy would be amended to address parent and family orientation processes.

SUMMARY: School Board Policy 2111, *Parent and Family Engagement – A Home-School-District Partnership*, is proposed for amendment in response to Board action. The policy would be amended to specify that in collaboration with the M-DCPS Parent Academy and relevant District offices, schools will establish community-centered, accessible educational programs for parents, and that such initiatives must be tailored to specific student age groups to address the unique developmental and cognitive requirements of every student. The policy would also be revised to clarify that training programs for parents and families must be on topics including, but not limited to, academic expectations, student progress monitoring, Florida standards, graduation pathways, parental rights, and available District and school-based supports and related technologies, and that such trainings must be conducted in through virtual and in-person sessions in English, Spanish, and Haitian Creole.

SPECIFIC LEGAL AUTHORITY UNDER WHICH RULEMAKING IS AUTHORIZED: Title I, Section 1116; Fla. Stat. ss. 1001.32(2); 1001.41(1), (2); 1001.42(8), (15), (17); 1001.43(5)

LAWS IMPLEMENTED INTERPRETED OR MADE SPECIFIC: Fla. Stat. ss. 1000.03; 1001.42(17); 1002.20; 1002.23.

IF REQUESTED, A HEARING WILL BE HELD DURING SCHOOL BOARD MEETING OF June 17, 2026, which begins at 1:00 p.m., in the School Board Auditorium, 1450 N.E. Second Avenue, Miami, Florida 33132. Persons requesting such a hearing or who wish to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative as provided in Section 120.54(1), F.S., must do so in writing by May 19, 2026, to the Superintendent, Room 912, at the same address.

ANY PERSON WHO DECIDES TO APPEAL THE DECISION made by the School Board of Miami-Dade County, Florida, with respect to this action will need to ensure the preparation of a verbatim record of the proceedings, including the testimony and evidence upon which the appeal is to be based. (Section 286.0105, Florida Statutes)

COPIES OF THE PROPOSED AMENDED POLICY are available at cost to the public for inspection and copying in the Citizen Information Center, Room 158, 1450 N.E. Second Avenue, Miami, Florida 33132.



DadeSchools.net
Giving our students the world

Book	Policy Manual
Section	June 17, 2026 - <u>Final</u> Reading
Title	PARENT AND FAMILY ENGAGEMENT – A HOME-SCHOOL-DISTRICT PARTNERSHIP
Code	2111
Status	<u>Final</u> Reading

2111 - PARENT AND FAMILY ENGAGEMENT – A HOME-SCHOOL-DISTRICT PARTNERSHIP

Strong, continuing parent, family, and community engagement in all aspects of school programs and activities provides support for measurable improvement in student achievement. -"Parent" refers to the natural, adoptive, foster or surrogate parents, the party designated by the courts as the legal guardian or custodian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent. (See also Policy 0100 for the definition of "parent"). The District welcomes and values the participation of any adult——mother, father, older sibling, aunt, uncle, grandparent, guardian/foster parent, mentor——who plays a significant role in the care of a student or students enrolled in the District. Families are necessary participants in the life of the school and should be encouraged to connect with each other, with school staff, and with what students are learning and doing in class. —School Board Policy 5112, *Entrance Requirements*, provides further guidance about information that must be received by schools to verify parental status. -Although parent and family engagement is the specific focus of this policy, all those concerned with the education of students must work together cooperatively to meet the needs of students.

A collaborative environment is encouraged in which the parents and families of District students are invited and encouraged to be engaged stakeholders in the school community. This policy establishes the framework and responsibilities for implementation of strategies to increase family and community engagement. A copy of this policy must be distributed to all parents (e.g., by providing paper copies, electronic copies, or other appropriate means of distribution).

"School" is defined in the broadest possible sense. It refers not only to the customary kindergarten through grade 12 programs, but also to the early childhood, adult education, and community schools' programs.

The Superintendent shall implement administrative procedures by which a school-parent partnership can be established and maintained throughout the student's career in the District.

I. **Parent Responsibilities**

The importance of parents as teachers shall be recognized by parents and supported by the school. Schools will provide parents with the appropriate support and assistance needed in understanding and meeting the expectations of this role. Parents are expected to:

- A. set guidelines and clear expectations with their children of good behavior and academic performance;
- B. ensure that their children have a quiet place and time to read, study, and complete homework;
- C. discuss daily work assignments, progress reports, and report cards with their children;
- D. ensure that their children attend school on time every day and promptly report any absences or tardiness;
- E. communicate with the school through written and electronic messages, telephone, and/or conference meetings;
- F. ensure that their children have the materials needed to complete class work and home learning;
- G. take an active part in school activities, such as Open Houses, PTA meetings, ~~participating in~~ workshops, and parent/student activities, ~~etc.~~;
- H. keep their children healthy by ensuring that they get enough sleep, appropriate nutrition, and medical care;
- I. bring to the attention of appropriate school personnel any problem or condition that negatively affects their children, or other children in the school community;
- J. help their children develop a good self-image by providing care, discipline, support, interest, and concern;

- K. provide the school with current and accurate home, work, and emergency contact information;
- L. foster in their children a positive attitude towards school and learning;
- M. provide consent for available health services that the parent wishes the student to receive from the school system; and
- N. exercise parental exemption rights when desired, as outlined in law and policy.

II. **Parents as Advisors, Advocates, and Participants in Decision Making**

District and school procedures reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children.

A. Advisors

Parents are encouraged to participate in and influence decisions, raise issues or concerns, appeal decisions, and resolve problems. Parents should first bring complaints to the attention of the school principal in accordance with any corresponding procedures that may be required by statutes, rules, and/or Board policies.

B. Advocates

Parents are encouraged to become advocates for children on issues that affect children. They are urged to join and take a leadership role in a PTA, PTSA or other parent organization.

C. Educational Excellence School Advisory Councils

Parents must be elected to serve as active members of Educational Excellence School Advisory Councils (EESAC) and in other important decision-making bodies, where required by State and Federal statutes. This will include the engagement of parents and families in the development of the Local Educational Agency Title I Plan (School Improvement Plan) required under ~~T~~the Every Student Succeeds Act (ESSA) as well as their engagement in the process of school review and improvement required by the Act.

D. Title I School-Parent Compacts

In each school implementing the Title I Schoolwide Program, parents shall, jointly with the school, develop the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This compact will also identify how the school and

parents will build and develop a partnership to help children achieve the State's high academic standards.

E. Title I School-Level Parent and Family Engagement Plan

In each school implementing the Title I Schoolwide Program, parents and families shall jointly with the school develop the Title I School-Level Parent and Family Engagement Plan (PFEP). Additionally, parents of students enrolled in the Title I Schoolwide Program shall be involved in the annual evaluation and redesign of the content and effectiveness of ~~this document~~the PFEP, in efforts towards improving the academic quality of the school.

III. **School Level Strategies and Responsibilities**

A. Parent Outreach Liaisons

Each school principal will identify one (1) or more individuals who will serve as a liaison to all parents in the school community. Responsibilities include: assessing the needs of families; communicating this information to the school's principal and the school's advisory group(s); and informing families of school and District services, offerings, and programs in their primary language. This individual may be a Community Involvement/Liaison Specialist, or another staff member.

B. Space for Parents

School principals will provide a Family Resource Center as a place for parents to meet and review current bulletins, and exchange information.

C. Access to Schools

Reasonable efforts will be made to make the school building a welcoming place, clearly accessible to parents. Parents should recognize, however, that their right to access does not transcend the rights of students and teachers to an orderly educational environment.

D. Access to School Records

Schools may not prohibit verified parents from accessing any of their student's education and health records created, maintained, or used by the School District.

E. Sensitivity to Exceptionalities

Reasonable efforts will be made to assist parents in understanding the needs and rights of their children. Reasonable efforts should be made

to assist school personnel, students, and parents in understanding the needs and rights of children with different exceptionalities.

F. Accommodations for Parents

School personnel should use flexible and creative methods to accommodate the schedules of parents, and, with the assistance of businesses, agencies, and organizations, to encourage participation by addressing the need for childcare, transportation and other resources. Every reasonable accommodation should be made for Board employees who are parents to participate in the education of their children.

G. Communication

Communication between parents and the school shall be encouraged at all grade levels, including regular parent/teacher communication, and providing parents with meaningful scope of student work. Reasonable efforts will be made to communicate with parents in their primary language.

The mode of communication should also be adjusted when necessary to promote comprehension, acceptance, and trust. Additionally, schools implementing the Title I Schoolwide Program will distribute annually to parents, at the onset of the school year, the Title I Schoolwide Program Parent Notification Letter, in a format⁷ and₄ to the extent practicable, in a language ~~such~~ parents understand.

H. Parental Notification Related to Student Well-Being

School personnel shall notify a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student. Additionally, school personnel must encourage a student to discuss issues related to the student's well-being with the student's parent or facilitate discussion of the issue with the parent, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect. (See also Policy 1213, Policy 3213, Policy 4213, *Student Supervision and Welfare*).

I. Parent Permission for School-Sponsored Events and Activities

Before allowing students to participate in school-sponsored events or activities (defined as events or activities a school of enrollment creates for students to study or participate in while in the custody of the District, as well as field trips, extra-curricular activities, or other supplemental programs and activities as defined in F.A.C. 6A-10.085 and F.S. 1001.43(3)(c)), school personnel shall notify parents of the

details of such events or activities and obtain signed parent permission for such school-sponsored events or activities in a manner consistent with State Board rules.

J. Parent Orientation

Schools will conduct orientation meetings that provide information about school procedures and programs as well as opportunities for active participation. Parents and families enrolling in the District will be provided meaningful opportunities to engage as partners in their students' educational journeys through individualized support provided online or in person. Additionally, schools implementing the Title I Schoolwide Program should conduct the Annual Meeting About the Benefits of the Title I Schoolwide Program ~~Title I Annual Parent Meeting~~ at the onset of the school year. The purpose of the meeting is to inform parents of their school's participation in the Title I Schoolwide Program, to explain the parental requirements in the ~~Every Student Succeeds Act~~ ESSA, and to explain the rights of the parents to be involved in the decision making process.

K. Educational Excellence School Advisory Councils

Schools must ensure that parents are included as active members of Educational Excellence School Advisory Councils (EESACs) and other important decision-making bodies as required by Federal and State statute. To ensure that parents are knowledgeable about this engagement opportunity, all parents must receive information regarding the role of EESAC, meeting schedules, and parent elections. With the support of the EESAC, principals will develop and support strategies that facilitate opportunities for all parents to be involved in at least one support activity during the course of the year.

L. Title I School-Parent Compacts

Each school implementing the Title I Schoolwide Program shall ensure that parents ~~in the Program~~ are involved in jointly developing, and receive, the annual Title I School-Parent Compact as required ~~in by~~ the ~~Every Student Succeeds Act~~ ESSA. ~~that~~ The Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

M. Title I School-Level Parent and Family Engagement Plan

In each school implementing the Title I Schoolwide Program, parents shall jointly with the school create a Title I School-Level PFEP plan. Additionally, parents of students attending schools implementing the Title I Schoolwide Program shall be involved in the annual evaluation

and redesign of the content and effectiveness of this document, in efforts towards improving the academic quality of the school.

N. Learning Opportunities for Parents

~~With the assistance of The Parent Academy and other appropriate District offices, schools should identify and implement community-centered, parent-friendly programs and affiliations for parents to learn. The learning opportunities should target appropriate student age levels, including the needs of children from birth to age six as well as the developmental and cognitive needs and expectations of students.~~
In collaboration with the M-DCPS Parent Academy and relevant District offices, schools will establish community-centered, accessible educational programs for parents. These initiatives must be tailored to specific student age groups to address the unique developmental and cognitive requirements of every student.

O. Volunteers

Principals should utilize the special knowledge, abilities, talents, and cultural experiences of parents to enhance school activities and experiences. In order to maintain a strong volunteer program, principals will identify staff who will actively recruit, train, appropriately place, support, and monitor parents during volunteer activities. Volunteer procedures and online registration will be made available throughout the year.

P. Resources for Parents

In order to assist parents, resources should be made available for check-out at the school site or through the District website or Parent Portal, such as: audio/visual, print, computer, and web-based programs; "how-to" programs broadcast on educational television and radio; materials developed especially to aid the parent-as-teacher; copies of class schedules, coursework, and homework assignments; grade level course objectives, requirements, and student performance; calendars; and standards and student performance on Statewide assessments. Additionally, the Division of Student and Family Support Programs Procedures Manual Title I Handbook should be made available to parents of students attending schools implementing the Title I Schoolwide Program.

Q. Advocacy

Schools, ~~regional centers~~Region Offices, and ~~the~~-District offices will support parents to become advisors and advocates for their children. They will provide understandable, accessible, and well-publicized opportunities as well as information about student and parent responsibilities and rights ~~in order that~~to help parents ~~may~~ advocate

effectively. Title I Community Involvement/Liaison Specialists or Parent Liaisons will provide information and assistance to parents including ~~the~~ parents of children with exceptionalities.

IV. **District Level Strategies and Responsibilities**

A. District Offices and Support for Family Engagement Strategies

Family engagement, advocacy, and community outreach is provided collaboratively by the Office of Family ~~& Community~~ Engagement, Office of Community Partnerships, Education and Business Access, and the Division of Student and Family Support Programs~~Department of Title I Administration~~. These Offices shall provide the coordination, technical assistance, and other support necessary to assist schools, ~~the r~~Regions and other District offices including, but not limited to, Early Childhood Programs, Bilingual Parent Outreach Program, and State and District-run Voluntary Pre-kindergarten (VPK) programs in planning and implementing effective family engagement activities to improve student academic achievement and school performance, as well as to build schools' and families' capacity for strong family engagement as defined in the ~~Every Student Succeeds Act~~ESSA. Their shared responsibility is to promote family engagement practices, facilitate implementation of this policy, and maintain contact with various groups and individuals representing parents.

Additionally, schools implementing the Title I Schoolwide Program will receive support and assistance through the following Title I components: ~~parental-Title I~~ District Advisory Council's ~~g~~General and ~~e~~Executive ~~b~~Board meetings, the Title I Parent and Family Engagement Program~~Parent Outreach Program~~, Community Involvement/Liaison Specialists, Parent Advisory Councils, and ~~District and~~ school-site Parent Resource Centers/Areas.

B. Family Engagement Training

The Office of Family ~~& Community~~ Engagement, in cooperation with the Division of Student and Family Support Programs ~~Department of Title I Administration~~ and other appropriate District offices, where applicable, will develop and provide training programs to ~~give equip~~ parents with the information, tools, and resources on how to be successful advisors, advocates, and partners in the decision-making process. ~~The training programs must include assistance to parents to understand such topics as the Florida Standards and other assessments, the requirements of the Every Student Succeeds Act, ways to monitor a child's progress, and ways to work with educators to improve student achievement.~~ The District ~~should also~~will facilitate parent-to-parent training programs on topics including, but not limited to, academic expectations, student progress monitoring, Florida standards, graduation pathways, parental rights, and available District

and school-based supports and related technologies, and conduct such trainings through virtual and in-person sessions in English, Spanish, and Haitian Creole.

C. Support for Communication

Appropriate District offices will develop and implement effective communication methods to ensure that all families receive and share school-to-home and home-to-school communications, regardless of whether they are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Additionally, the ~~Department of Title I Administration~~ Division of Student and Family Support Programs will provide to schools implementing the Title I Schoolwide Program the sample Title I Schoolwide Program Notification Letter, to be distributed to their parents annually, at the beginning of the school year.

D. Parental Notification Related to Student Well-Being

District personnel shall develop procedures for schools to notify a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student; encourage a student to discuss such issues with the parent; and not prohibit or discourage notification to the parent of such information unless a reasonably prudent person would believe that such disclosure would result in abuse, abandonment, or neglect. (See also Policy 1213, Policy 3213, Policy 4213 *Student Supervision and Welfare*).

E. Staff ~~Development~~ Training

Training ~~and professional learning~~ should include the importance of parent and family engagement as a strategy for student achievement. Training ~~programs content~~ will be ~~identified provided~~ by the Office of Family ~~& Community~~ Engagement, Office of Community Partnerships, Education and Business Access, the Division of Student and Family Support Programs ~~Department of Title I Administration~~, and other appropriate District offices, to assist personnel in acquiring techniques that promote effective communication with families, and implementation of family engagement strategies with the goal of improving student performance.

F. Frequently Asked Questions – Q&A Resource Guide

A resource guide will be developed for school staff members, parents, and the community, to include best practices and a directory of contact information for programs, and persons with expertise in the area of family engagement.

Additionally, the [Division of Student and Family Support Programs Procedures Manual Title I Handbook](#) is an appropriate resource to support schools implementing the Title I Schoolwide Program in this area.

G. Title I School-Parent Compacts

The ~~Department of Title I Administration~~ [Division of Student and Family Support Programs](#) will ensure that all schools participating in the Title I Schoolwide Program jointly with parents develop the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The ~~Department of Title I Administration~~ [Division of Student and Family Support Programs](#) will assist with ensuring that schools distribute the Compacts to all parents of students attending schools implementing the Title I [Schoolwide](#) Program.

H. Title I District-Level Parent and Family Engagement Plan

This plan serves as the official District-Level ~~PFEP~~ [Parent and Family Engagement Plan](#) required by Section 1116 of the ~~Every Student Succeeds Act~~ [ESSA](#) for schools implementing the Title I Schoolwide Program. This plan has been developed jointly with, and agreed upon by and ~~made available distributed~~ to, parents and family members of children attending schools participating in the Title I Schoolwide Program. The ~~Division of Student and Family Support Programs~~ [Department of Title I Administration](#) will assist in ensuring that this plan is ~~made available distributed~~ to all parents of students attending schools participating in the Title I Schoolwide Program.

I. Evaluation

The Office of ~~Family & Community~~ [Engagement Partnerships, Education and Business Access](#), and the Family and Community Involvement Advisory Committee, on which the majority of the members are parents, will annually assess the implementation of ~~the Parent and Family Engagement Policy~~ [this policy](#), using outcome-based data, including, but not limited to, the School Climate Survey and the [District's](#) Title I Parent and Family Engagement Survey, and will make written recommendations for improvement. This assessment will identify barriers to greater participation by parents in family engagement activities, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The findings of the evaluation will be used to design strategies for more effective parental engagement and to revise

existing parental engagement policies.

J. Business Engagement

The active cooperation of the community's municipalities, businesses, agencies, organizations, post-secondary institutions, and other individuals with expertise in engaging parents and family members in education will be sought to partner with the District to provide on-site opportunities for parents to learn more about the District, the educational needs of students, and about parenting in general. These entities may be asked to partner with the District to provide educational experiences at the school sites. Members of the community will be encouraged to assist students by participating in programs such as ~~Dade-M-DCPS~~ Partners and School Volunteers. Businesses will be encouraged to provide flexible time or release time for employees to actively engage at their children's school.

K. Resolving Parent Concerns

District staff shall develop procedures to address parent complaints. Such procedures shall include methods for parents to appeal principal decisions to the Region and/or District for resolution as required by any applicable statutes, rules, and Board policies.

Effective 07.01.2011

Revised 04.25.2018

Revised 10.19.2022

Revised 11.15.2023

©Miami-Dade 2023

Legal References:

F.S. 1000.03

F.S. 1001.42(8)

F.S. 1001.43(3)

F.S. 1002.20

F.S. 1002.22

F.S. 1002.23

F.S. 1006.15

F.S. 1014.05

F.A.C. 6A-10.085

F.A.C. 6A-10.089

F.A.C. 6A-1.094125

Title I, Section 1118

20 U.S.C. 6301 et seq.

Adoption Date: 05.11.2011