



Superintendent of Schools

Dr. Jose L. Dotres

School Board Attorney

Walter J. Harvey

Miami-Dade County School Board

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Luisa Santos

MEMORANDUM

TO: Honorable Chair and School Board Members

CC: Dr. Jose L. Dotres, Superintendent of Schools

FROM: Walter J. Harvey, General Counsel

DATE: June 22, 2026

SUBJECT: UPDATE NO. 24 REGARDING SUPERINTENDENT SEARCH – SPECIAL MEETING SCHEDULED FOR JUNE 24, 2026

Pursuant to the Superintendent Search Framework adopted by the Board at its regular meeting of May 13, 2026, a Special Meeting has been called by the Chair and is scheduled for June 24, 2026. For this meeting, Mr. Adam Lechnir of Hazard, Young, Attea & Associates (HYA), the Board's approved Facilitator in the search process, prepared the following attached documents:

- The Community Engagement Report: Part I;
- The Interview Protocols Workshop Manual; and
- The PowerPoint presentation for the June 24, 2026, Special Meeting.

The PowerPoint presentation provides a summary of the Community Engagement Report, followed by level setting and several decision points requiring board direction.

If you have any questions, please do not hesitate to contact me.

WJH/JAM/LMG:yc

Legal Alert No. 26-065

Attachments



MIAMI-DADE COUNTY PUBLIC SCHOOLS

SUPERINTENDENT SEARCH 2026

Community Engagement Report

Part I | April 27 - June 10, 2026

PREPARED BY

HYA

June 24, 2026

Executive Summary

The selection of the next Superintendent of Schools is among the most important responsibilities entrusted to the School Board of Miami-Dade County Public Schools. Recognizing the significance of this decision, the Board sought input from a broad range of stakeholders, including parents, students, educators, district administrators, labor organizations and professional associations, community-based organizations, business and community partners, advisory committee members, and individual community members. Collectively, these engagement opportunities provided the Board with perspectives from those who educate, support, advise, advocate for, and partner with Miami-Dade County Public Schools.

This report summarizes input gathered through three engagement opportunities conducted between April 27 and June 10, 2026. While community engagement remains ongoing, the findings presented here identify recurring themes and priorities that emerged consistently across multiple stakeholder groups and engagement formats, providing the School Board with a synthesis of the perspectives shared during the initial phases of the superintendent search.

Context Shaping Community Input

Community engagement occurred within the context of a high-performing school system building upon a strong foundation while preparing for future opportunities and challenges. Participants frequently referenced these broader district conditions when describing the leadership qualities they believe will be important in the district's next Superintendent of Schools.

A STRONG FOUNDATION ON WHICH TO BUILD	DISTRICT CONTEXT SHAPING COMMUNITY INPUT				
<table><tr><td data-bbox="143 1126 453 1265">A Florida district rating 6 consecutive years</td><td data-bbox="475 1126 772 1265">95% Graduation rate traditional schools</td></tr><tr><td data-bbox="143 1283 453 1422">#3 Largest district in the nation</td><td data-bbox="475 1283 772 1422">\$7.4B Annual budget GFOA excellence award</td></tr></table>	A Florida district rating 6 consecutive years	95% Graduation rate traditional schools	#3 Largest district in the nation	\$7.4B Annual budget GFOA excellence award	<ul style="list-style-type: none"><li data-bbox="839 1117 1442 1274">Fiscal and Operational Stewardship Managing the financial and operational complexity of one of the nation's largest public school systems amid changing enrollment patterns and evolving resource needs.<li data-bbox="839 1292 1442 1422">Attracting and Retaining Talent Recruiting, developing, and retaining teachers, principals, and staff in an increasingly competitive labor market.<li data-bbox="839 1440 1442 1597">Advocating for Public Education Navigating an evolving policy environment while maintaining productive relationships with state leaders, local partners, and the broader community.<li data-bbox="839 1615 1442 1771">Sustaining Academic Excellence Building upon the district's strong academic foundation while continuously improving outcomes and expanding opportunities for all students.
A Florida district rating 6 consecutive years	95% Graduation rate traditional schools				
#3 Largest district in the nation	\$7.4B Annual budget GFOA excellence award				

Together, this context helps explain the leadership qualities and priorities that emerged consistently throughout the community engagement process.

Key Findings

Across the three engagement opportunities, participants consistently identified a common set of leadership qualities and priorities for the district's next Superintendent of Schools. While individual perspectives varied, the recurring themes below emerged across multiple stakeholder groups and aligned closely with the Board-approved Leadership Attributes, providing an early synthesis of the qualities most frequently identified through community engagement.

Educational Experience and Instructional Leadership

Across all three engagement sources, participants consistently emphasized the importance of a Superintendent with direct educational experience as a teacher and school or district leader. Educational experience and instructional leadership emerged as a frequently identified leadership characteristic.

Strategic Leadership and Vision

Participants emphasized the need for a Superintendent who can articulate a compelling vision, unite stakeholders around shared priorities, and successfully lead one of the nation's largest and most complex public school systems while navigating future opportunities and challenges.

Financial and Operational Stewardship

Stakeholders consistently highlighted the importance of demonstrated experience managing large organizations, navigating fiscal pressures, and making sound operational decisions that support long-term district sustainability.

Community Trust and Relationships

Across all engagement opportunities, participants emphasized the importance of a Superintendent who is visible, accessible, collaborative, and committed to building trust and strong relationships with students, families, employees, labor organizations, community partners, and the broader Miami-Dade community.

Commitment to Public Education and the District's Mission

Participants consistently expressed a desire for a Superintendent whose professional loyalties are unequivocally aligned with the success of Miami-Dade County Public Schools, its students, and its mission. This perspective was reflected in comments emphasizing commitment to district-managed public schools, advocacy for public education, and stewardship of the district's long-term success.

Alignment with the Leadership Attributes approved by the School Board

The themes identified through community engagement closely align with the School Board's approved Leadership Attributes. While participants expressed different perspectives and priorities, the recurring themes identified through community engagement strongly reinforced the

leadership attributes, providing additional support that the Board's framework is generally consistent with participants' priorities and input.

Summary

Taken together, the engagement activities revealed substantial consistency regarding the qualities desired in the next Superintendent of Schools. Across stakeholder groups, participants consistently emphasized a Superintendent with deep educational experience, strategic vision, operational stewardship, strong relationship-building skills, and an unwavering commitment to Miami-Dade County Public Schools and its mission. While community engagement remains ongoing, the findings presented in this report provide the School Board with an early synthesis of the perspectives shared during the initial phases of the superintendent search process

Superintendent Search Process

The M-DCPS superintendent search is organized as a formal eight-phase process, adopted by Board action on May 13, 2026. The table below reflects the Board-approved framework. This report covers community engagement activities conducted through Phase 4.

Superintendent Search Framework Adopted by School Board on May 13, 2026		
Phase	Activity	Timeframe
1	Pre-Search Planning Process approach confirmed; outreach plan and preliminary communications plan developed; type of process determined	April 14-22, 2026
2	Community Engagement April 29 Special Board Meeting: public comment on job description and leadership attributes (Board Action 124,388); Board Members engage key partners and organizations; superintendent search website established	April 22 - April 29, 2026
3	Approve Facilitator & Schedule HYA agreement authorized; Superintendent Search Framework adopted by Board action	By May 13, 2026
4	Publication & Recruitment Position posted locally, statewide, and nationally; recruitment campaign launched; application window open and managed; community website input received through June 10; ABAC meeting (May 19)	May 15 - June 10, 2026
>> Community Engagement Report: Part I Presented to the School Board, June 24, 2026 Documents community input gathered through Phase 4		
5	Screening Eligibility review; reference checks and vetting; each Board Member advances 2-3 semifinalists in advance of special meeting	June 11 - June 30, 2026
6	Initial Interviews Special Meeting on semifinalists with public input; candidates available for Board Members; short list of finalists determined	July 8 - July 21, 2026
>> Community Engagement Report: PartII Presented to the School Board, mid/late July 2026 Documents community input gathered from individual board members' community engagement and additional input provided via the search website.		
7	Selection Public interviews of finalists; Board deliberation and vote; direction for contract negotiation; new Superintendent named not prior to August 13, 2026	By August 13, 2026
8	Transition & Onboarding Transition plan developed; Board and staff briefings; stakeholder introductions; communications rollout	TBD

Engagement Overview

To ensure that the superintendent search reflects the priorities and perspectives of the Miami-Dade community, the School Board sought input through multiple engagement opportunities designed to capture viewpoints from organized stakeholder groups, advisory committees, and individual members of the public. Together, these engagement activities provided the Board with qualitative insight into the leadership characteristics, district priorities, and challenges that stakeholders believe should inform the selection of the district's next Superintendent of Schools.

April 29, 2026 Special School Board Meeting

The April 29 Special Meeting was called pursuant to Section 1001.372, Florida Statutes, and was convened by the full School Board to receive public comment and take action on the Superintendent of Schools job description and key leadership attributes (Agenda Item SP-1). Invitations were extended to a broad range of stakeholder groups, including representatives of the five labor unions, two professional associations, the PTA/PTSA Leadership Council, student advocacy organizations, community-based organizations, citizens' participation groups, and business and industry associations. Thirteen speakers addressed the Board.

Following public comment, the Board deliberated on both the job description and the leadership attributes framework. The Board approved both documents. The approved job description and key leadership attributes, which reflect the Board's vision for a leader who can inspire trust, build strong relationships with stakeholders, and navigate the evolving educational landscape.

◆ Labor Unions 5 affiliates	◆ Parent Associations PTA/PTSA Leadership Council	◆ Professional Associations School and district administrators
◆ Student Advocacy Organizations	◆ Environmental & Sustainability Education	◆ Business & Industry Associations
	◆ Community Members & Individual Advocates	

May 19, 2026 Audit and Budget Advisory Committee Meeting

As part of the School Board's broader commitment to a transparent and community-informed superintendent search process, Board Chair Mari Tere Rojas invited the Audit and Budget Advisory Committee (ABAC) to participate in the superintendent search by sharing its perspectives on the leadership qualities, priorities, and challenges that should inform the Board's decision. Chair Rojas led this portion of the meeting by posing three questions to committee members regarding the district's next Superintendent of Schools. The three questions were:

1

What qualities and characteristics would you like to see in the next Superintendent of Miami-Dade County Public Schools?

2

What are the major areas you believe will be challenging for the next superintendent?

3

What should the School Board look for in the next superintendent, particularly regarding areas that will impact students over the next five years?

Superintendent Search Website

To provide the public with an additional opportunity to participate in the superintendent search process, the School Board established a dedicated superintendent search website that remains open throughout the search. In addition to providing information on the search timeline and process, the website invites students, families, employees, and community members to share comments and suggestions regarding the leadership attributes and priorities they believe should guide the selection of the district's next Superintendent of Schools.

Community members were asked a single open-ended question: **"What comments or suggestions would you like to share regarding the Superintendent selection process or the attributes of the next Superintendent of Schools?"** Through June 10, 2026, the website received 48 written comments. The superintendent search website will remain open throughout the search process. Input received after June 10 will be incorporated into Community Engagement Report: Part II, together with engagement conducted by individual School Board Members between June 11 and July 8, 2026.

Website Input at a Glance

Total responses: 52 | Responses with written comments: 48 | Collection period: April 27 - June 10, 2026
Website: superintendentapplicants.dadeschools.net

Respondent Breakdown by Relationship to District

Respondent Category	Count	% of Total
Current Parent/Guardian	33	63%
Community Member/Local Resident	8	15%
Staff Member (Teacher, Administrator, etc.)	5	10%
Other	3	6%
Student	1	2%
Not specified	2	4%

Detailed input from website respondents is documented in the Appendix C of this report.

Summary of Findings

Participants engaged through different forums and represented diverse stakeholder perspectives, and, taken together, the engagements revealed a high degree of consistency regarding the qualities desired in the next Superintendent of Schools. The sections below summarize the recurring themes that emerged across the three engagement activities and provide representative examples of the perspectives shared by participants.

Educational Experience and Instructional Leadership

Stakeholders across all three sources consistently identified direct educational experience as a teacher and school or district leader as a frequently raised characteristic. April 29 speakers called for a superintendent who has stood in front of a classroom and run a school. Website respondents echoed these sentiments, with some even describing minimum years of classroom and administrative experience. ABAC members addressed this quality as well, though they tended to weigh it alongside executive and organizational capacity.

Engagement Source	Representative Findings
April 29 Special School Board Meeting	Multiple organizational leaders emphasized direct classroom experience and instructional leadership as essential qualifications for the district's next Superintendent.
May 19 ABAC Meeting	Members identified educational expertise as an important complement to executive leadership and organizational management experience.
Superintendent Search Website	Teaching and principal experience were among the most frequently recurring qualifications requested by respondents; many specified minimum years.

EDUCATIONAL BACKGROUND



We need a true educator with years of classroom experience outweighing years in leadership. We need someone who has not forgotten what it is like in the trenches.

-- Current Parent/Guardian

EDUCATIONAL BACKGROUND



The future superintendent must have classroom experience with a minimum of 5 years teaching experience in public schools and at least 15 years experience in public school as a teacher or administrator.

-- Current Parent/Guardian

Strategic Leadership and Vision

Organizational leaders, committee members, and website respondents emphasized the need for a superintendent who can articulate a compelling vision, unite stakeholders around shared priorities, and lead one of the nation's largest public school systems through a competitive and evolving landscape. This theme was most prominent at the ABAC meeting, where committee members framed the selection as a CEO hire and emphasized competitive positioning and long-term direction. April 29 speakers and website respondents addressed vision as well, though more often in the context of commitment to district values than organizational strategy.

Engagement Source	Representative Findings
April 29 Special School Board Meeting	Speakers emphasized long-term vision, organizational leadership, and the ability to guide the district through future fiscal, demographic, and policy challenges.
May 19 ABAC Meeting	Members frequently described the position as requiring CEO-level strategic leadership capable of managing a large public enterprise and articulating a direction.
Superintendent Search Website	Respondents called for a visionary leader with demonstrated success leading large, complex school systems.

VISIONARY LEADERSHIP



You are hiring a new CEO. Who can offer a vision to the parents of Miami-Dade County to entrust us with their treasures?

-- ABAC Committee Member

VISIONARY LEADERSHIP



From here or from Mars, I don't care. What matters is that they have a vision of where they would like to take this school district.

-- ABAC Committee Member

Financial and Operational Stewardship

Across the three engagement opportunities, participants highlighted the importance of demonstrated experience managing large organizations, navigating fiscal pressures, and making sound operational decisions that support long-term district sustainability. The district's enrollment-driven budget constraints were the most frequently cited challenge across all three sources, and participants were clear that the next superintendent must be prepared to manage at organizational scale on day one.

Engagement Source	Representative Findings
April 29 Special School Board Meeting	Organizational leaders and community members emphasized the need for demonstrated fiscal expertise and experience managing large, complex institutions.
May 19 ABAC Meeting	Members focused extensively on declining enrollment, budget sustainability, and the need for executive-level financial management capabilities.
Superintendent Search Website	Respondents called for a superintendent with proven experience managing organizations of comparable scale and a track record of fiscal responsibility.

FINANCIAL AND OPERATIONAL SCALE



Miami-Dade County Public Schools does not need theory. It needs results that can be replicated and scaled. This is not a role for on-the-job training. The academic credentials and professional experience must reflect readiness on day one.

-- Community Member/Local Resident

FISCAL SUSTAINABILITY



Maintain the A rating, maintain the size, and do it with less -- at least financially. And understand the landscape we have, not just in South Florida but in Florida as a whole.

-- ABAC Committee Member

Community Trust and Relationships

Stakeholders consistently described a superintendent who is visible, accessible, and invested in direct relationships with students, families, employees, and the broader community. Labor representatives called for a leader who respects and listens to those doing the work. Parent organizations emphasized consistent engagement and accessibility. Website respondents described someone who reaches communities directly.

Engagement Source	Representative Findings
April 29 Special School Board Meeting	Labor, parent, and community organization representatives emphasized the need for a superintendent who is visible, accessible, and engaged directly with families and staff.
May 19 ABAC Meeting	Members identified relationship-building with diverse stakeholders and external communities, including the business community and local government, as a critical leadership capacity.
Superintendent Search Website	Respondents described a superintendent who communicates transparently, listens directly to families, and is present across the district without intermediaries.

VISIBILITY AND TRUST



We cannot afford a superintendent who leads from a distance. We need a leader who is visible, accountable, and committed to building trust with our teachers, staff, students, but most importantly our parents and communities.

-- Labor Union Representative

ACCESSIBILITY



Somebody that is available and that is not reached through layers of bureaucracy and advisors -- open minded to reach the diverse community it serves, empathic to connect with families and teachers; and ready for meaningful public engagement.

-- Current Parent/Guardian

Commitment to Public Education and the District's Mission

Input gathered through all three engagement activities expressed a desire for a Superintendent who will serve as a visible champion for Miami-Dade County Public Schools and its mission of providing high-quality public education to every student. Across engagement sources, participants emphasized the importance of selecting a leader whose professional record demonstrates commitment to district-managed public schools, advocacy for students and families, and the ability to strengthen public confidence in M-DCPS during a period of increasing educational competition and enrollment challenges.

Website respondents most frequently expressed this perspective through comments regarding traditional public education, charter schools, private school choice, and the importance of selecting a Superintendent whose professional loyalties are clearly aligned with Miami-Dade County Public Schools. April 29 speakers similarly emphasized advocacy for the district and its mission, while ABAC members discussed the importance of positioning M-DCPS to remain competitive and responsive in an evolving educational landscape.

Engagement Source	Representative Findings
April 29 Special School Board Meeting	Multiple speakers called for a superintendent who is an unambiguous advocate for district-managed public education and the mission of M-DCPS.
May 19 ABAC Meeting	Members addressed the competitive educational landscape and the need for a leader who can position the district for continued success and community confidence.
Superintendent Search Website	Respondents expressed a strong preference for a superintendent whose professional record reflects a commitment to public schools and the communities they serve.

COMMITMENT TO PUBLIC EDUCATION



The next superintendent must have undivided loyalty to Miami-Dade County Public Schools. They should not be a stakeholder in, or competitor with, the schools they would be entrusted to lead. Public schools are the only institutions legally required to serve every child -- regardless of ability, language, or housing status. That mission deserves a leader whose sole allegiance is to it.

-- Current Parent/Guardian

COMMITMENT TO PUBLIC EDUCATION



A leader whose professional record reflects a clear belief in district-run public schools, equitable access for all students, transparency, and accountability to the communities our schools serve.

-- Current Parent/Guardian

Community Input and the Board-Approved Leadership Attributes

The leadership attributes adopted by the School Board on April 29, 2026 closely correspond with the themes that emerged through community engagement. While participants used different language and emphasized different priorities, the Board's framework broadly reflects the qualities stakeholders identified as important in the district's next Superintendent of Schools.

Board-Approved Leadership Attribute	Illustrative Community Perspective
<p>Student-Centered Vision & Instructional Leadership</p>	<p>Participants emphasized the importance of selecting a Superintendent with direct classroom and instructional leadership experience. <i>"We need a true educator with years of classroom experience who has not forgotten what it is like in the trenches."</i> (Superintendent Search Website)</p>
<p>Strategic & Visionary Leadership</p>	<p>Stakeholders described the need for a leader capable of setting a long-term vision and guiding one of the nation's largest school systems through future challenges. <i>"You are hiring a new CEO. Who can offer a vision to the parents of Miami-Dade County to entrust us with their treasures?"</i> (ABAC Meeting)</p>
<p>Operational & Financial Expertise</p>	<p>Participants emphasized demonstrated experience managing large organizations, navigating fiscal pressures, and leading at organizational scale. <i>"Miami-Dade County Public Schools does not need theory. It needs results that can be replicated and scaled."</i> (Superintendent Search Website)</p>
<p>Political & Stakeholder Acumen</p>	<p>The next superintendent must build productive relationships with elected officials, community organizations, and stakeholders while effectively advocating for the needs of Miami-Dade County Public Schools. <i>"The next superintendent must build effective ties with grassroots groups so that our school district speaks with a loud, resounding voice."</i> (Superintendent Search Website)</p>
<p>Communication & Public Leadership</p>	<p>Participants described a Superintendent who is visible, accessible, transparent, and engaged with the community. <i>"We cannot afford a</i></p>

	<i>superintendent who leads from a distance.” (April 29 Special School Board Meeting)</i>
Talent & Team Leadership	Stakeholders emphasized supporting educators and staff while fostering a culture of collaboration, respect, and employee retention. <i>“Open communication and mutual respect are key to improving morale, increasing productivity, and strengthening employee retention.” (April 29 Special School Board Meeting)</i>
Collaboration & Relationship Building	Participants highlighted the importance of authentic partnerships with parents, employees, community organizations, and external stakeholders. <i>“The superintendent’s relationship with PTA is a must to be continued.” (April 29 Special School Board Meeting)</i>
Integrity & Ethical Leadership	Participants emphasized objective, accountable leadership grounded in student outcomes and public trust. <i>“The superintendent must lead objectively... and ensure decisions are guided by student outcomes, not convenience or familiarity” (April 29 Special Board Meeting)</i>
Adaptability, Resilience & Problem Solving	Participants recognized that the next Superintendent must navigate enrollment shifts, funding pressures, and an evolving educational landscape while maintaining district excellence. <i>“Maintain the A rating and do it with less.” (ABAC Meeting)</i>
Equity & Community Commitment	Stakeholders emphasized serving all students and ensuring educational opportunities are reflected in measurable outcomes. <i>“Equity must be reflected in outcomes, not just language.” (April 29 Special School Board Meeting)</i>
Executive Presence & Leadership Style	Participants described a leader who can inspire confidence, remain steady under pressure, and represent the district effectively during a challenging period for public education. <i>“Miami-Dade County deserves a superintendent who can inspire confidence in a time when public education is under pressure.” (April 29 Special School Board Meeting)</i>
Personal Qualities	Community members referenced empathy, authenticity, openness, and the ability to listen and build trust across diverse communities. <i>“Somebody that is available, open minded, and empathic to connect with families and teachers.” (Superintendent Search Website)</i>

The themes identified through community engagement closely align with the leadership attributes approved by the School Board on April 29, 2026. Across stakeholder groups, participants consistently emphasized educational experience and instructional leadership, strategic vision, operational stewardship, relationship-building, and a demonstrated commitment to Miami-Dade County Public Schools. While participants often approached these priorities from different perspectives, there was substantial consistency regarding the qualities and competencies desired in the district's next Superintendent of Schools.

Additional Perspectives Raised During Community Engagement

The principal findings in this report reflect themes that appeared with the greatest consistency across the three engagement sources. Several additional perspectives were also raised during the engagement process. The perspectives summarized below surfaced during one or more engagement activities but did not emerge with the same frequency or consistency as the principal themes identified in this report.

Local Knowledge and Community Familiarity

Several participants expressed a preference for a Superintendent with direct familiarity with Miami-Dade County, whether through prior service in M-DCPS or demonstrated experience working in communities comparable to Miami-Dade. Other participants emphasized that vision, executive capacity, and demonstrated leadership should be prioritized over geography.

Transparency and Public Confidence in the Selection Process

Some website respondents focused specifically on the superintendent selection process itself. These respondents called for transparency, meaningful community input, clear evaluation criteria, and protection from political influence. Because the website invited comments on both the selection process and the attributes of the next Superintendent, this topic surfaced most clearly through that source.

Understanding Miami-Dade's Unique Community Context

Participants in the ABAC meeting and website submissions emphasized the importance of understanding Miami-Dade's unique cultural, linguistic, and socioeconomic diversity. These comments pointed to the need for a Superintendent who can lead authentically across communities and understand the district's role in serving families from many backgrounds.

State Advocacy and External Partnerships

Several website respondents emphasized the importance of a Superintendent who can effectively advocate for Miami-Dade County Public Schools at the state level while building productive relationships with policymakers and external partners.

Postsecondary and Workforce Readiness

ABAC members raised the question of how well M-DCPS prepares students for life after graduation, including college, career, technical education, and regional workforce opportunities. This perspective framed the Superintendent's role as both a leader of the district and also as a contributor to Miami-Dade County's broader economic and civic future.

Facilities, Sustainability, and Environmental Health

One speaker at the April 29 Special School Board Meeting raised the relationship between school facilities, environmental sustainability, and student well-being. This included attention to energy efficiency, facilities decisions, and the potential relationship between environmental conditions and student learning. A Parent/Guardian shared via the website that "The next superintendent should prioritize sustainable initiatives at school like composting and promoting energy efficiency and renewable energy."

Taxpayer Perspective

One ABAC participant specifically identified taxpayers as an important constituency in the superintendent search. While fiscal accountability appeared throughout the engagement process, this comment uniquely framed the Superintendent's responsibility to respect the public investment that supports M-DCPS and maintain confidence among taxpayers.

Conclusion and Next Steps

Taken together, the engagement activities revealed substantial consistency regarding the leadership qualities desired in the next Superintendent of Schools. While community engagement remains ongoing, these findings provide the School Board with an important community-informed perspective as it enters the next phase of the superintendent search process.

Next Steps

Community engagement continues. This report documents input gathered through June 10, 2026 (Phase 4). Phase 5 (Screening) is currently underway, with each Board Member advancing two to three semifinalists in advance of the July Special Meeting.

Part II of the Community Engagement Report will document input gathered from June 11 through July 8, 2026, including public input received at the Phase 6 Special Meeting, and will be presented to the Board prior to the final selection.

The Board's target for naming the next Superintendent of Schools is not prior to August 13, 2026.

Appendix A: Who Participated? Stakeholder Participation Summary.

The following tables summarize stakeholder participation across the three community engagement sources for this report. Engagement was designed to include a broad cross-section of organizational leaders, community members, and district stakeholders. Input is analyzed and reported at an aggregate level; individual names are not included in this report.

April 29, 2026 -- Special School Board Meeting Stakeholder Groups	
Stakeholder Group	Speakers
Labor Unions (teachers, classified employees, school police)	3
Professional Associations (school and district administrators)	2
Parent and Parent/Student Organizations	3
Student Advocacy Organization	1
Business and Industry	1
Environmental and Sustainability Education Advocacy	1
Community Members and Individual Advocates	2
Total	13

May 19, 2026 -- ABAC Meeting Participation Summary	
Participation Metric	Count
ABAC Members Present	9
Members Providing Verbal Input	6 (67%)

Superintendent Search Website Response Summary	
Respondent Category	Count
Current Parent/Guardian	33
Community Member/Local Resident	8
Staff Member (Teacher, Administrator, etc.)	5
Other	3
Student	1
Not Specified	2
Total Responses	52

Appendix B: What was the general input from each engagement? Source-by-Source Summary.

The table below summarizes the primary perspectives expressed through each engagement source. It is intended to document the character of the input received from each forum. Cross-source synthesis and thematic analysis are presented in the Summary of Findings section of this report.

Engagement Source	Primary Perspectives Raised
April 29, 2026 Special School Board Meeting	Educational experience and instructional leadership; visibility and accessibility; partnership with parents, labor organizations, and community stakeholders; commitment to district-managed public education; fiscal responsibility; advocacy for students and public education.
May 19, 2026 Audit and Budget Advisory Committee (ABAC)	Executive leadership and organizational scale; strategic vision; fiscal sustainability and enrollment challenges; local knowledge versus leadership experience; postsecondary and workforce readiness; cultural competency; taxpayer perspective.
Superintendent Search Website(April 27 – June 10, 2026)	Educational experience and instructional leadership; commitment to Miami-Dade County Public Schools and public education; organizational and financial management experience; community trust, visibility, and relationships; transparency of the selection process; local familiarity; state advocacy; cultural competency.

Overall Observation: Although each engagement activity reflected different participants and formats, there was substantial consistency across the three sources. Direct classroom experience and instructional leadership, strategic vision, financial and operational stewardship, relationship-building, and commitment to public education and the District's mission emerged repeatedly as the dominant priorities for the district's next Superintendent of Schools.

Appendix C: Public Comments Submitted Through the Superintendent Search Website (April 27 – June 10, 2026)

The table below presents verbatim excerpts from the written responses received through the Superintendent Search website between April 27 and June 10, 2026. Responses are organized by theme. Because many responses addressed multiple themes, some excerpts appear under more than one heading. Respondent categories reflect self-identification at the time of submission. Individual names and organizational names have been withheld.

Theme 1: Educational Experience and Instructional Leadership 10 responses	
Verbatim Response	Respondent Category
<i>We need a true educator with years of classroom experience outweighing years in leadership. We need someone who has not forgotten what it's like in the trenches.</i>	Current Parent/Guardian
<i>The future superintendent must have classroom experience with a minimum of 5 years teaching experience in public schools and at least 15 years experience in public school as a teacher or administrator.</i>	Current Parent/Guardian
<i>The next Superintendent should be someone that has been a teacher, Assistant Principal, Principal at MDCPS; someone that understands the struggles and recognizes what could be improved. Someone who is committed to student success and is able to keep up with these rapid changing times.</i>	Current Parent/Guardian
<i>The incoming Superintendent must meet meaningful minimum qualifications rooted in the field of education. They should hold a degree in education or a closely related field and have demonstrated, hands-on experience working within a public school system.</i>	Current Parent/Guardian
<i>Honors traditional public schools. Worked as a teacher and administrator in public school.</i>	Community Member/Local Resident
Theme 2: Commitment to Miami-Dade County Public Schools and Public Education 9 responses	
Verbatim Response	Respondent Category
<i>The next superintendent must have undivided loyalty to Miami-Dade County Public Schools. They should not be a stakeholder in, or competitor with, the schools they would be entrusted to lead. Public schools are the only institutions legally required to serve every child -- regardless of ability, language, or housing status. That mission deserves a leader whose sole allegiance is to it.</i>	Current Parent/Guardian
<i>A leader whose professional record reflects a clear belief in district-run public schools, equitable access for all students, transparency, and accountability to the communities our schools serve -- someone who will prioritize investment in neighborhood schools, support teachers and staff, and ensure that public education dollars remain focused on the students and schools within MDCPS.</i>	Current Parent/Guardian
<i>It is not enough to just lobby our state lawmakers behind closed doors. The next superintendent must build effective ties with grassroots groups such as the PTAs so that our school district speaks with a loud, resounding voice.</i>	Community Member/Local Resident
<i>Strong leadership that will stand to protect public education above all.</i>	Staff Member
<i>Transparency and accountability and who truly supports public education not public schools run by private companies.</i>	Current Parent/Guardian
Theme 3: Transparency and Independence of the Selection Process 10 responses	
Verbatim Response	Respondent Category

<i>It needs to be a transparent (not political plant) process with meaningful (not token) community input. That person needs to have the children's education as primary focus, not politics.</i>	Current Parent/Guardian
<i>If the process is rushed or exclusionary, the outcome will reflect that. And our students cannot afford another cycle of misalignment between leadership and community needs.</i>	Community Organization
<i>The selection of the next Superintendent should be void of any political interference or favoritism. The next Superintendent should be strong in advocating for all students' right for a truthful education without restraints.</i>	Community Member/Local Resident
<i>The search and selection process should be as transparent as possible, should be properly funded and invested in by the District and by the Board. The right candidate should have overwhelmingly clear evidence of successful leadership experience with public schools.</i>	Current Parent/Guardian
<i>We are clear. The development of the leadership profile for the next superintendent must reflect the voices of those most impacted by the system. Families in high-poverty communities, educators on the frontlines, students, and community stakeholders must not be an afterthought.</i>	Community Organization

Theme 4: Large-Scale Organizational and Financial Management | 6 responses

Verbatim Response	Respondent Category
<i>Miami-Dade County Public Schools does not need theory. It needs results that can be replicated and scaled. This is not a role for on-the-job training. The academic credentials and professional experience must reflect readiness on day one.</i>	Community Member/Local Resident
<i>This will require a person with executive experience to develop a long-term vision, align the key stakeholders and resources in achieving this vision, and most importantly, execute on a plan to achieve this vision. I believe that this will most likely be achieved by a leader with executive enterprise experience.</i>	Community Member/Local Resident
<i>Executive leadership, not advisory, not indirect, not limited to a single school. Having the ability to make operational decisions that affect hundreds of thousands of families.</i>	Current Parent/Guardian
<i>Commitment to student achievement, experience leading a large complex school system, transparency and accountability, support for educators, dedicated to fighting education cuts in Tallahassee, strong communication with families and communities.</i>	Current Parent/Guardian

Theme 5: Community Visibility and Accessibility | 4 responses

Verbatim Response	Respondent Category
<i>It is necessary to have a Superintendent willing to be highly involved with the community with patience to listen and answer to the questions from parents, staff, and administration team at MDCPS.</i>	Current Parent/Guardian
<i>Somebody that is available and that is not reached through layers of bureaucracy and advisors -- open minded to reach the diverse community it serves, empathic to connect with families and teachers; and ready for meaningful public engagement.</i>	Current Parent/Guardian
<i>My hope is that the new superintendent is more transparent with parents on the current state or upcoming plans regarding public school closing, consolidating on a case by case. Open to receiving feedback from both the parents and teachers to create action-based solutions.</i>	Current Parent/Guardian

Theme 6: Equity and Student-Centered Focus | 5 responses

Verbatim Response	Respondent Category
-------------------	---------------------

<i>Our community needs a leader who is advocating for students above all else -- one who prioritizes academic excellence, critical thinking, and holistic development of every child. The role of superintendent should center on fostering an environment where education is grounded in knowledge, integrity, and opportunity.</i>	Current Parent/Guardian
<i>Please choose someone who shares the primary focus of the students. Choose someone focused on public school growth, not private. And most importantly, involve students in the process.</i>	Student
<i>Someone who focuses on security and safety, and also outdoor free time for the students. Mental health support.</i>	Current Parent/Guardian
<i>Forward thinking and tech oriented. Responding to 'what education will our kids need in an AI-dominated world.' Focus on creativity, problem solving, and hard sciences.</i>	Current Parent/Guardian
<i>A Superintendent whose qualifications align with the highest standards of leading urban districts nationwide -- with a profound and demonstrated commitment to equity and access for all students, fiscal responsibility, and a clear capacity to engage meaningfully with parents, educators, and the wider community.</i>	Community Organization

Theme 7: Cultural Competency and Community Understanding | 3 responses

Verbatim Response	Respondent Category
<i>In a diverse community like the one seen in Miami-Dade, where cultures and viewpoints constantly intersect, respecting the integrity of all individuals is more important than ever. A superintendent that promotes inclusivity and empathy will solidify collaboration and innovation in a peaceful and safe educational environment.</i>	Current Parent/Guardian
<i>A transformational, student-centered leader who understands the Miami-Dade Melting Pot Effect and the community's cultural heritage and rich history shaped by communities who have helped make Miami the Capital of the Americas.</i>	Community Organization
<i>I would like to see a Superintendent that understands all cultures and will take into consideration of all students when making decisions.</i>	Current Parent/Guardian

Note on Excluded Responses

Nine of the 52 submissions received through the website are not reflected in the thematic table above: four responses contained no written comment; two responses (submitted by the same or closely related respondent) named a specific individual as disqualified from consideration; one response asked whether the i-Ready program is effective; one response endorsed a named person for the position; and one response posed clarifying questions about the superintendent job description.

INTERVIEW PROTOCOLS MANUAL

**Special Meeting June 24, 2026
Miami-Dade County Public Schools
Superintendent Search**



INTERVIEW PROTOCOLS SPECIAL MEETING

Miami-Dade Superintendent Search 2026

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Interviews

Introduction

The interview is a critical tool in the hiring process, revealing interpersonal and professional skills of the candidate that are often difficult to glean from applications, résumés, and references alone. All Board members should be familiar with each candidate's application. Such preparation reveals to the candidate the thoroughness with which the Board is undertaking its selection process. Note: Given Florida State law, the process will be public. The Board's attorney shall ensure compliance with open meeting laws throughout the process.

First Round of Interviews (Slate)

Decisions to make: Date, time, location, interview duration, interview schedule (one or multiple days), travel reimbursement, and whether a public interview component will also be conducted.

Consistent with the Board-approved Superintendent Search Framework, Semi-Finalists will be made available to Board Members through individual meetings prior to advancement to the Finalist phase. Board Members will develop their own interview questions for these individual meetings. If requested, HYA can provide sample interview questions and suggested topic areas to assist Board Members in preparing for these conversations. The Board-approved Framework also provides that public interviews of Semi-Finalists are optional. Should the Board elect to include a public interview component, the Board will establish the interview format, duration, and questioning procedures at a subsequent meeting.

Second Round of Interviews (Finalists)

Decisions to make: Date, Time, Location. Questions.

The Board-approved Superintendent Search Framework provides for public interviews of Finalists. The proposed format consists of a traditional public interview utilizing standardized Board questions. Each Board Member may ask one (1) to two (2) core questions of each candidate. Follow-up questions are permitted when based upon the original question or candidate response. Candidates should also be provided an opportunity to ask questions of the Board prior to the conclusion of the interview.

Questions should be planned in advance and distributed to Board Members prior to the interviews. Candidate responses may naturally give rise to clarifying follow-up questions, but the Board should endeavor to provide each candidate an equitable interview experience.

The second interview will provide time for an in-depth examination of each candidate's views, practices, style, competencies, accomplishments and philosophy. The second interview is also a time to discuss with the candidate any questions, issues or concerns that may have been raised during the discussion about the candidate following their first interview with the Board. The second interview also provides an appropriate opportunity to raise topics and issues of relevance to your District and to discover how each candidate might respond to them.

For the second interview, it is recommended that questions are planned based on the initial interviews and juxtaposition of candidates. Interviews are especially productive when the Board has most of its questions planned before the start of the interview. A candidate's responses to such prepared questions often give rise to spontaneous and important follow-up questions. Board members should not hesitate to ask such follow-up questions, but should return to the agreed upon line of inquiry after the follow-up question. See Appendix E for a sample script.

The number of questions that could be asked of a candidate are countless. Therefore, the Board must be disciplined in selecting questions (and hypotheticals) that will best serve the Board in its evaluation of the candidate's attitude, reasoning ability, and judgment in areas of particular interest to the Board and community.

It is important to keep in mind questions that should **not** be asked. Such guidelines are set forth in Appendix B. Many questions relating to a candidate's personal background are prohibited by federal and/or state law.

The Board should recognize that the interview process is inherently reciprocal. While the Board is assessing each candidate's experience, leadership approach, and alignment with the District's needs, candidates are also seeking to understand the Board's priorities, governance culture, and vision for the future. Accordingly, candidates should be provided an opportunity to ask questions or offer concluding remarks before the interview ends. Board members should be prepared to respond candidly and consistently. A successful superintendent transition depends not only on selecting a highly qualified leader, but also on establishing a strong alignment between the Board's expectations and the candidate's understanding of the role and the District's priorities.

Listening to the Candidate

Board members must do more than simply "listen" during interviews. Rather, members should actively focus on the candidate's responses and give enough feedback to elicit more in-depth answers than would ordinarily result. When taking a "reading" of a candidate, Board members should consider such things as:

- the depth and thoughtfulness of the candidate's answers;

- the relevance and insight of the candidate's questions;
- the candidate's level of engagement;
- the candidate's reaction when probed for more specific answers;
- the candidate's composure, confidence and overall comfort level during the interview;
- the degree of creativity exhibited by the candidate in previous positions;
- the candidate's problem-solving abilities;
- the candidate's capacity to simplify complicated issues and problems;
- the ability of the candidate to communicate accomplishments acknowledging efforts of the team;
- evidence of steady career progress; and
- ambitions expressed during the interview.

HYA can provide a Feedback Form for the Board to utilize during the interviews. HYA will synthesize the feedback information for the Board to utilize during adjudication, if requested.

Adjudication and Decision-Making Framework

Decisions to make: Date, Time, Location. Decision-making framework/facilitation protocol.

Ideally, interviews and follow-up discussions should be conducted when all Board members are present. If one or more Board member(s) cannot attend, it is preferable to reschedule an interview. However, if rescheduling would result in an unreasonably long delay and depending on the specific circumstances of that delay, the Board may be better advised to proceed rather than risk losing a qualified candidate(s).

Choosing Candidates

HYA has seen the positive utilization of decision matrices to select candidates to interview, to select finalists, and even to select the preferred candidate. It is important to remember, particularly when board members like many of the candidates, the board should narrow the list by **eliminating candidates that are least likely to achieve a consensus**. This course is strongly recommended and is more productive than simply asking the question, "which individual is my favorite candidate?"

1. One technique HYA recommends for choosing which candidates to interview, which candidates to move to finalist status, and even the final selection of a candidate is the **Delphi Technique**. The technique requires each board member to make a forced choice by doing a head-to-head comparison of each candidate.
2. Another technique is to narrow the list by **eliminating candidates that are least likely to achieve a consensus**. After the Board discusses the candidate pool, each Board member should "vote" for the candidate he/she/they is **least** interested in

pursuing further. Votes should be given to the Board Chair Rojas. If a majority of the Board identifies a single candidate, that individual is eliminated. If no candidate receives a majority, the Board Chair Rojas shares the names of the candidates that were voted for, and the group then discusses those individuals. After this discussion is completed, the Board proceeds with another vote. Continue in this manner until all but three preferred candidates remain.

Allow plenty of time for full discussion but try not to let differences delay final decisions. Some candidates may interpret a long delay as an indication that the Board has lost interest and thus withdraw their applications. Additionally, finalists will likely be highly competent administrators who may be under consideration by other Districts. The longer the selection process takes, the greater the risk that a preferred candidate may accept another position or decide not to move at all. Yet, a unanimous vote by the Board on the finalist is **highly** desirable, and thus every effort should be made to achieve such a result.

Meeting with Selected Superintendent - Discussing Contractual Expectations

The meeting is typically handled by the Board Chair and another Board member or, if appropriate, the Board attorney. Such “witnessing” of the contract dialogue precludes later shifting of positions and gives more than one reading of subtle messages either party may be attempting to convey. The Board can choose in which form—written or oral—it wants to learn of the candidate's compensation expectations. Yet, regardless of the form, it is critical that each candidate leave their meeting with some sort of writing reflecting the **mutual** understanding of the parties as to the candidate's salary and contractual expectations.

The Board's decision to hire or not hire a particular candidate is at the sole discretion of the Board; and the Board takes responsibility for that decision.

Final Steps

In making the announcement, the Board should coordinate with the new superintendent to confirm that all who should be advised of the appointment have been notified before the press is able to contact them.

A prepared news release should be provided to the media in both your community and the new superintendent's current community simultaneously. A feature story on the new superintendent should be included in the District's newsletter.

After the superintendent is under contract, a letter should be sent to all applicants thanking them for their interest in the position and informing them of the Board's selection. Letters sent to the candidates interviewed by the Board should be sent with the

signature of the Board Chair. A sample thank you letter to finalists is provided in Appendix D.

Summary of Board Decisions for June 24, 2026 Special Meeting

Decision Point	Questions for Board Direction
#1 Candidate Eligibility Review	<ul style="list-style-type: none"> • Should Human Capital Management request additional documentation from candidates whose qualifications could not be fully verified based on submitted materials? • Which candidates, if any, should be contacted for additional information? • When and how should eligibility determinations be communicated to the Board?
#2 Reference Checks & Vetting	<ul style="list-style-type: none"> • Who will conduct reference checks and candidate vetting? • Which candidates will be subject to reference checks and vetting? • At what stage of the process will this occur? • What information will be provided to the Board prior to Semi-Finalist selections?
#2 Background Checks	<ul style="list-style-type: none"> • Who will conduct background investigations? • What scope should be included (criminal history, litigation review, employment verification, degree verification, social media review, media review, credit history if authorized, etc.)? • Which candidates will have background investigations? • At what stage of the process will investigations occur? • What information will be provided to the Board prior to Semi-Finalist selections?
#3 Semi-Finalist Selection Process	<ul style="list-style-type: none"> • What information will Board Members receive before submitting their selections? • What deadline will be established for Board Member submissions? • How will selections be submitted to General Counsel Harvey? • How will the consolidated Semi-Finalist slate be compiled and distributed? • How much time will Board Members have to review materials before submitting selections?
#4 Semi-Finalist Individual Meetings	<ul style="list-style-type: none"> • Confirm that Semi-Finalists will participate in individual meetings with Board Members. • How long should each individual meeting be? • Will meetings occur over one day or multiple days? • Will Board Members develop their own questions? • Will travel reimbursement be provided to Semi-Finalists?

<p>#5 Public Input & Public Semi-Finalist Interviews</p>	<ul style="list-style-type: none"> • Public input includes the Community Engagement Report Part II? Anything else? • Will Semi-Finalists participate in a public interview process? • If yes, what format will be utilized (traditional interview, presentation, performance-based task, etc.)? What topic(s) should candidates address? How long should the public interview/presentation be? What questioning procedures will be utilized? • Will travel reimbursement be provided?
<p>#6 Timing of Finalist Selection</p>	<ul style="list-style-type: none"> • Will the Board identify Finalists immediately following the Semi-Finalist process? • Or at a subsequent public meeting? • How many Finalists will advance? • When will candidates be notified regarding advancement?
<p>#7 Finalist Interview Procedures</p>	<ul style="list-style-type: none"> • Confirm date, time, and location. • How will Board questions be developed? • Will Board Members submit proposed questions in advance? • How will duplicate questions be addressed? • Will each Board Member ask one (1) or two (2) core questions? • What follow-up questioning procedures will be utilized? • Will candidates be provided time to ask questions of the Board? • Will travel reimbursement be provided to Finalists?
<p>#8 Board Deliberation & Final Selection</p>	<ul style="list-style-type: none"> • Will deliberation occur immediately following Finalist interviews or at a subsequent meeting? • What process will be used to identify the preferred candidate? • Will the Board utilize a decision matrix, rubric, Delphi process, or another methodology? • How will discussion be structured?• What voting procedure will be utilized? • Will the Board seek consensus before taking formal action? • Who will be authorized to negotiate contract terms following Board action?
<p>Contract Negotiation & Appointment</p>	<ul style="list-style-type: none"> • How will compensation expectations be discussed with the preferred candidate? • Who will participate in contract discussions? • What process will be utilized to communicate the Board's selection to the public? • When will finalists and other candidates be formally notified?

Appendices

Appendix B

The following information was taken from the Society of Human Resource Management (SHRM), The American Association of Superintendents (AASA) and the National School Board Association (NSBA) as guidelines for avoiding inquiries based on an applicant's protected class - age, color, national origin, race, religion, gender or veteran status. In addition, as stated previously, many state employment laws expressly forbid certain types of questions. The following is a representative list of unacceptable and acceptable questions. **Please note that this list is NOT all-inclusive.** Should the Board have questions regarding permissible and impermissible line of inquiry, the Board should consult their attorney.

Interview Guidelines Permissible & Impermissible Lines of Inquiry		
<u>Subject</u>	<u>Permissible</u>	<u>Impermissible</u>
National origin/ancestry		"How long have you been a resident of the U.S.? Nationality of applicant's parents or spouse. Maiden name of applicant's spouse or mother; Surname of father.
Race or color		Color of eyes or hair or any questions that would indicate race or origin.
Education	Inquiry into what academic, professional, or vocational schools attended. Inquiry into what languages (plural) the applicant reads, speaks or writes fluently that would help the community access their schools.	Any inquiry asking about nationality, race, or religious affiliation . Language commonly used by applicant: "What is your mother tongue?" "What was your first language?"
Photographs	May be required <i>after</i> employment for identification purposes.	Requirements or requests that ask an applicant to affix a photograph to the employment application form.
Religion		Any inquiry to indicate or identify religious denomination or affiliation, church, parish pastor or religious holidays observed.

Interview Guidelines
Permissible & Impermissible Lines of Inquiry

<u>Subject</u>	<u>Permissible</u>	<u>Impermissible</u>
		Any inquiry about applicant's attendance at a house of worship.
Organizations	Inquiry into the professional organizations of which an applicant is a member, excluding organizations that have a name or character that indicates the race or national origin of its members.	"List all clubs, societies and lodges to which you belong."
Marital status/Sexual Orientation	Status <u>after</u> hiring for insurance purposes.	"Are you married? Single? Divorced? Engaged? Living with anyone?" "Do you see your ex-spouse?"
Children	Number and ages of children <u>after</u> hiring for insurance purposes.	"Do you have children? How old? Who cares for them? Do you plan to have more children? What are your child care arrangements?"
Physical data	Explain physical requirements of the job; require physical exam.	"How tall are you? How heavy?" Questions about physical disabilities.
Military status	To actively take steps to recruit and hire veterans: "Do you have experience relevant to the position from your service?"	"What type of discharge do you have?" "What branch did you serve in?" "Are you in the reserves? Could you be deployed?"
Disability	Can you perform the duties of the position?	Do you have any disabilities? Have you ever filed a workers' compensation claim?
Housing	"How can we reach you?"	"Do you own your home? Do you rent? Do you live in an apartment or house?"
Financial		Questions about credit or credit rating. Questions about garnished wages. Questions about debts and to whom debts are owed.
Criminal record	The following security clearance ___ is necessary/required by law ...	"Have you ever been arrested, convicted, or spent time in jail?"
Age	"Are you willing to make an ___ year commitment to this District?"	What is your date of birth? How old are you? When are you going to retire? When did you graduate high school?

Interview Guidelines
Permissible & Impermissible Lines of Inquiry

<u>Subject</u>	<u>Permissible</u>	<u>Impermissible</u>
Miscellaneous	"By whom were you referred to a position here?"	"How many dependents do you have?" "Do you have any friends or relatives working here?" Name and address of a <u>relative</u> to be notified.

*Based on a document from AASA, American Association of School Administrators and National School Boards Association and SHRM

Sample Intent to Sign Form

DATE

This document verifies that, subject to XXXX, a satisfactory background check and the inclusion of salary and benefits discussed and mutually agreed upon in a contract, I will accept the position of superintendent of schools for the _____ School District effective _____. **ADD other pertinent details.**

Signed: _____

Printed Name: _____

APPENDIX D

Sample Thank You Letter to Finalists

On District Letterhead

Date

Dr. _____

Address

Dear _____:

On behalf of our School Board, thank you for your interest in our superintendency and the time you spent with us. We enjoyed getting to know you and discussing a number of topics that were of interest to us. We especially enjoyed our discussion on *(you may put in whatever you would like to include)*.

After careful consideration of each of the candidates and the contributions that we feel they might be able to provide for our District, the Board has offered the position to _____ who currently is superintendent or other position of _____ in _____ (or if not public yet, another candidate). The Board had a difficult time in making this selection because of the caliber of the candidates we had an opportunity to meet. Be assured you were among an elite group of excellent finalists.

Thank you again for your interest in the _____. Our best wishes to you for continuing successes in your future endeavors.

Sincerely,
Chair Mari Tere Rojas
School Board of Miami-Dade County Public Schools

APPENDIX E

Board Interview Script Miami-Dade County Public Schools

The following topics/questions were identified by board members to provide consistency to the search interviews. The board member identified before each item should assume the responsibility for making sure the topic is covered during the interview. If the candidate covers the topic during his/her opening statement or while discussing another topic, there is no need to bring the topic up again.

The questions are designed to be asked by the assigned board member. Once a topic is introduced, other board members can engage in asking clarifying questions, if needed. Be aware, though, that you want to use as little time as possible in presenting your question so that you will have ample time to garner from the candidate his/her thoughts and thinking process. Also, please be conscious of the time. Given the 15 questions to ask, you will need to keep each topic/questions to 5-8 minutes, on average. That will leave sufficient time for the candidate to ask his/her questions.

Finally, remember you are not allowed to inquire regarding the topics of race, age, sex, religion, marital status, whether they have children, ethnic origin, arrests, or financial affairs. Please refrain from any question related to these topics. See the interview protocols workshop for more information.

The following script is then repeated for each candidate the board interviews.

Candidate: _____

Identifiers: _____

Board Chair – Introduction – Have each board member introduce himself or herself, if it does not happen naturally.

We have 15 topics we wish to discuss so we would like to spend 5-8 minutes on each topic. Please begin by sharing a brief summary of your professional background, and in particular, those experiences in other districts that related to our needs in Miami-Dade County Public Schools. Also, please share with us why you are interested in becoming our next superintendent.

Notes:

Strengths:

Questions/Concerns/Issues:

1. _____ - **Topic** **COPY AND REPEAT THIS SECTION**
FOR

EACH ADDITIONAL QUESTION

Question Text

Notes:

Strengths:

Questions/Concerns/Issues:

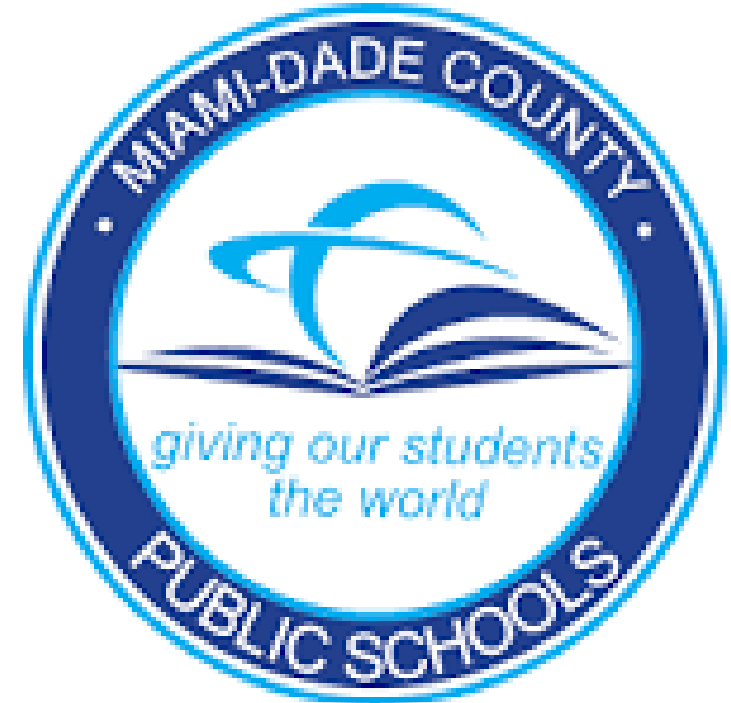
HYA

Special Meeting

Community Engagement Update

Interview Protocols & Selection Process

June 24, 2026



Objectives

Overview of today's meeting agenda and goals

- **Community Engagement**

Present result findings from Part I of the Community Engagement Report.

- **Search Status Update**

Review the current progression of the superintendent search process.

- **Governance & Legal**

Review interview protocols and legal considerations.

- **Format Planning**

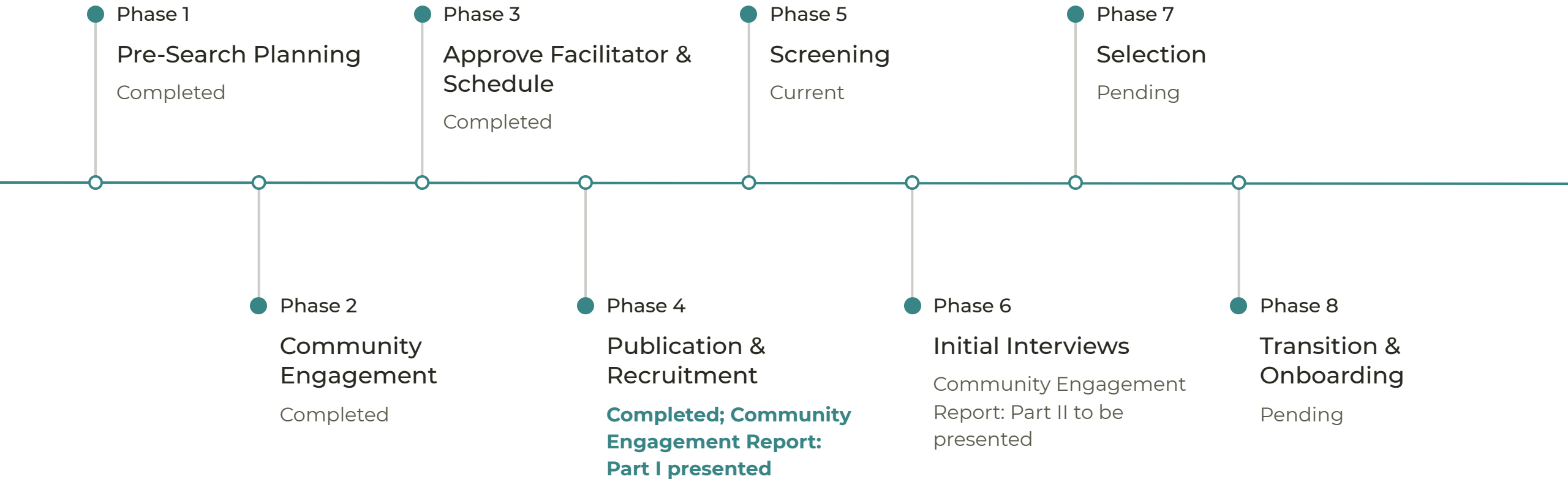
Discuss the structure and format for upcoming semi-finalist and finalist interviews.

- **Procedural Decision-Making**

Facilitate board discussion on selection, interviews, vetting, background checks, and next steps.

Superintendent Search Process

8-Phase Framework



Where We Are Today

Tracking progress from completed initial phases through current special meetings to final selection steps.

To Do	Board Review of Candidates	Semi-Finalist Interviews	Community Engagement Report: Part II	Finalist Selection
In Progress	Community Engagement Report: Part I	Interview Protocols Special Meeting	Evaluation Framework	Remaining Process Decisions
Done	Community Engagement	Recruitment	Application Window	Initial Eligibility Review

Tracking progress from completed initial phases through current special meetings to final selection steps.

Community Perspectives in Context

Operational and strategic landscape of a high-performing district

District Rating

A

Rating (6 years consecutive)

Graduation Rate

95%

Annual Budget

\$7.4B

GOFA Excellence Award

Enrollment

#3

In the nation

Fiscal & Operational Stewardship

Managing the financial and operational complexity of one of the nation's largest public school systems amid changing enrollment patterns and evolving resource needs.

Attracting & Retaining Talent

Recruiting, developing, and retaining teachers, principals, and staff in an increasingly competitive labor market.

Advocating for Public Education

Championing the district's public mission while sustaining high academic performance standards.

Sustaining Academic Excellence

Building upon the district's strong academic foundation while continuously improving outcomes and expanding opportunities for all students.

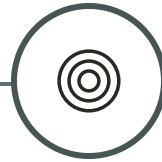
Key Findings: Essential Leadership Qualities

Across the three engagement opportunities, participants consistently identified a common set of leadership qualities and priorities for the district's next Superintendent of Schools.



Educational Experience & Instructional Leadership

Deep background in pedagogical best practices and the ability to drive high-quality instruction.



Strategic Leadership & Vision

The capacity to set a clear, forward-thinking direction for the district's future.



Financial & Operational Stewardship

Proven competency in managing district resources and maintaining operational integrity.



Community Trust & Relationships

Commitment to fostering transparent communication and building strong, collaborative bonds with stakeholders.

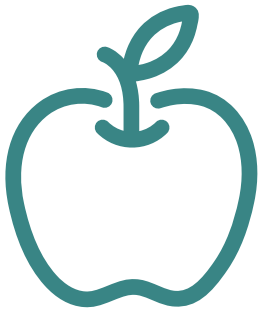


Commitment to Public Education & Mission

Steadfast dedication to the district's core values and the broader mission of public schooling.

Core Philosophy

Educational Experience and Instructional Leadership



"We need a true educator with years of classroom experience outweighing years in leadership. We need someone who has not forgotten what it is like in the trenches." – Current Parent/Guardian

What stakeholders said

- **April 29 Special Meeting:** Multiple organizational leaders emphasized direct classroom experience and instructional leadership as essential qualifications for the district's next Superintendent.
- **May 19 ABAC Meeting:** Members identified educational expertise as an important complement to executive leadership and organizational management experience.
- **Website:** Teaching and principal experience were among the most frequently recurring qualifications requested by respondents.

Strategic Leadership and Vision

“You are hiring a new CEO. Who can offer a vision to the parents of Miami-Dade County to entrust us with their treasures?” - ABC Committee Member

What stakeholders said

- **April 29 Special Meeting:** Participants emphasized the importance of selecting a Superintendent capable of **leading a large, complex public school system while inspiring trust and building strong relationships with stakeholders.**
- **May 19 ABAC Meeting:** Stakeholders described the need for a leader capable of **setting a long-term vision and guiding one of the nation's largest school systems through future challenges.**
- **Website:** Respondents emphasized the importance of **strategic vision, executive leadership, and demonstrated leadership capacity over geographic familiarity or prior affiliation with the district.**



Strategic Mandate

Financial and Operational Stewardship

"Miami-Dade County Public Schools does not need theory. It needs results that can be replicated and scaled. This is not a role for on-the-job training." — Community Member / Local Resident



What stakeholders said

- **April 29 Special Meeting:** Participants emphasized the importance of selecting a Superintendent capable of leading a large, complex organization while exercising sound judgment and accountability in support of student success.
- **May 19 ABAC Meeting:** Members recognized that the next Superintendent must navigate enrollment shifts, funding pressures, and an evolving educational landscape while maintaining district excellence.
- **Website:** Participants emphasized demonstrated experience managing large organizations, navigating fiscal pressures, and making sound operational decisions.

Community Trust and Relationships

"We cannot afford a superintendent who leads from a distance. We need a leader who is visible, accountable, and committed to building trust with our teachers, staff, students, but most importantly our parents and communities." - Labor Union Representative

What stakeholders said

- **April 29 Special Meeting:** Participants emphasized the importance of a Superintendent who is **visible, accessible, and engaged with students, employees, families, and the broader community.**
- **May 19 ABAC Meeting:** Stakeholders emphasized the importance of **building relationships, communicating effectively, and fostering collaboration across the school system and community.**
- **Website:** Website respondents frequently identified **communication, visibility, accessibility, and relationship-building** as important leadership characteristics for the district's next Superintendent.



Commitment to Public Education and the District's Mission



"The next superintendent must have undivided loyalty to Miami-Dade County Public Schools. They should not be a stakeholder in, or competitor with, the schools they would be entrusted to lead." — Current Parent/Guardian

What stakeholders said:

- **April 29 Special Meeting:** Participants emphasized the importance of selecting a Superintendent who demonstrates a strong commitment to the mission of public education and to the success of all students.
- **May 19 ABAC Meeting:** Participants highlighted the importance of a leader who understands the unique role of Miami-Dade County Public Schools and is committed to advancing the District's long-term success.
- **Website:** Website respondents frequently expressed the importance of selecting a Superintendent who demonstrates commitment to public education, student success, and the mission of Miami-Dade County Public Schools.

Community Input & Board-Approved Leadership Attributes

The Selection Framework



The remainder of this special meeting focuses on the specific interview and evaluation procedures.

Alignment Between Community Input and Board Leadership Attributes

Superintendent Search Qualifications Mapping

Community Engagement Themes	Board-Approved Leadership Attributes	Minimum Qualifications / Position Profile
Educational Experience & Instructional Leadership	Instructional leadership, educational expertise, student-centered leadership	Teaching, principal, and district leadership experience
Strategic Leadership & Vision	Strategic leadership, vision, innovation, organizational leadership	Proven executive leadership and student outcomes
Financial & Operational Stewardship	Fiscal stewardship, operational leadership, accountability	Knowledge of finance, operations, and large systems management
Community Trust & Relationships	Collaboration, communication, relationship building	Communication skills and ability to work with diverse groups
Commitment to Public Education & the District's Mission	Commitment to public education and student success	Demonstrated commitment to strong public education

The themes identified through community engagement closely align with the Leadership Attributes previously approved by the School Board and reinforce the qualifications and characteristics established for the Superintendent position.



Interview Protocols

Procedures for Semi-Finalist and Finalist Phases

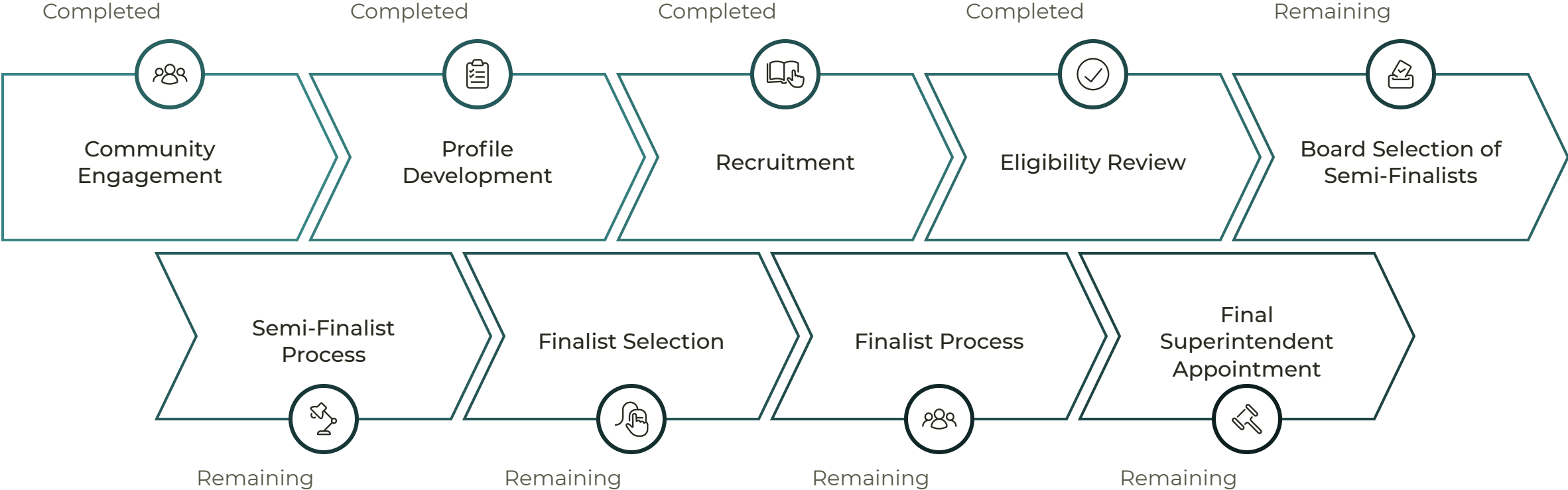
Superintendent Search Process: Remaining Phases

The primary objectives for this phase of the search include:

- Review remaining phases of the search
- Align on common selection practices
- Establish specific procedures for semi-finalist phases, finalist phases, and candidate vetting

M-DCPS Superintendent Search Process

Progress and remaining phases of the appointment cycle



The search process is currently moving from completed foundational phases toward the final selection and appointment stages.

M-DCPS Superintendent Search Framework

Phase-by-Phase Execution Progress



Focus: Implementing remaining framework phases.

Key Decisions for Board Direction

The following decisions will establish the procedures governing the remaining phases of the Superintendent Search.

1 | Candidate Eligibility Review

Should HCM request additional documentation for unverified qualifications?

2 | Executive Due Diligence & Background Investigation

Confirm the process for Board members to submit 2–3 selections.

Confirm scope, timing, and vetting depth.

4 | Semi-Finalist Individual Interviews

Confirm logistics, duration, and travel reimbursement.

5 | Public Semi-Finalist Interviews

Determine if a public component is required and define the format.

6 | Timing of Finalist Selection

Establish the deadline for advancing candidates.

7 | Finalist Interview Procedures

Confirm board question protocols and travel policy.

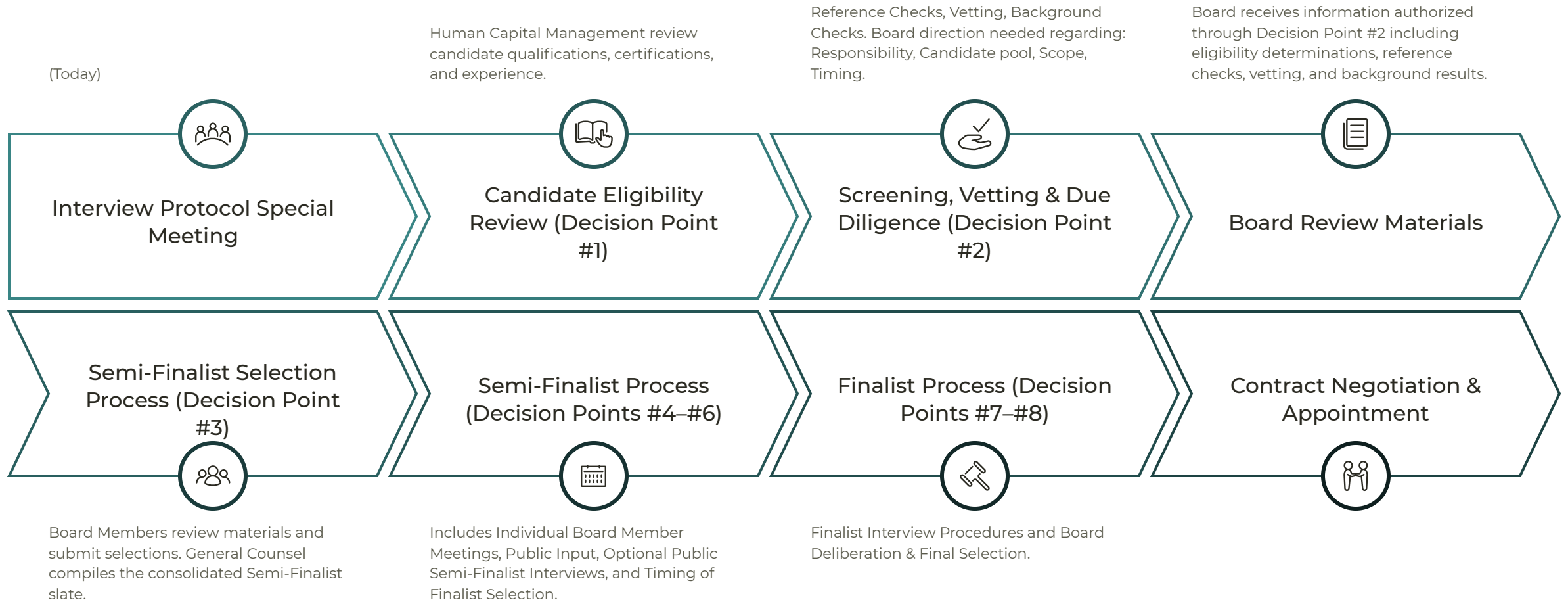
8 | Board Deliberation & Final Selection

Confirm procedural timing for final action.

The following decisions are intended to operationalize the Board-approved Superintendent Search Framework and guide implementation of the remaining phases of the search.

Search Overview

Subject to Board Direction and Completion of Prerequisite Activities



KEY DEPENDENCY: Decision Point #2 establishes information availability. The timing of Semi-Finalist interviews is dependent upon Board direction regarding documentation, checks, and vetting. The resulting schedule will be refined following Board direction.

Decision Point #1: Candidate Eligibility Review

HCM has categorized applicants based on qualification verification. Direction needed regarding the following criteria:

- **Category 1:** Minimum qualifications verified
- **Category 2:** One or two items could not be verified
- **Category 3:** Multiple items could not be verified

Should Human Capital Management request additional documentation from candidates whose minimum qualifications could not be fully verified based on submitted materials?

Decision Point #2: Candidate Screening, Vetting & Due Diligence

Standardized search framework procedures



Initial Eligibility Review

Purpose: Confirm minimum qualifications.

Responsibility: General Counsel & HCM.

Activities: Degree, certification, and experience review. Status: Currently underway.



Reference Checks & Vetting

Purpose: Assess performance, leadership style, and fit.

Activities: Candidate-provided, supervisor, and independent professional references; leadership reputation vetting.

Key Questions: Who conducts, which candidates, at what stage, and what information will be reported to the Board?



Background Checks

Purpose: Verify info and identify non-apparent risks.

Activities: Criminal/civil records, employment/academic verification, credit/media/social media checks.

Timeline: 7-10 working days.

All three activities occur during the Screening Phase of the Board-approved Search Framework, and prior to the selection of 2-3 semi-finalist candidates from each Board Member.

Decision Point #2: Board Direction Needed

Defining the screening and background investigation framework

- **Candidate Pool**

Define the specific group of applicants subject to the reference check and vetting, as well as the background checks.

- **Scope**

Select the depth of investigation required, from standard references to social media, media, or credit history reviews.

- **Responsibility**

Determine the party responsible for conducting reference checks, vetting, and background investigations.

- **Board Review Materials**

Specify the extent of documentation provided to the Board for candidate selection.

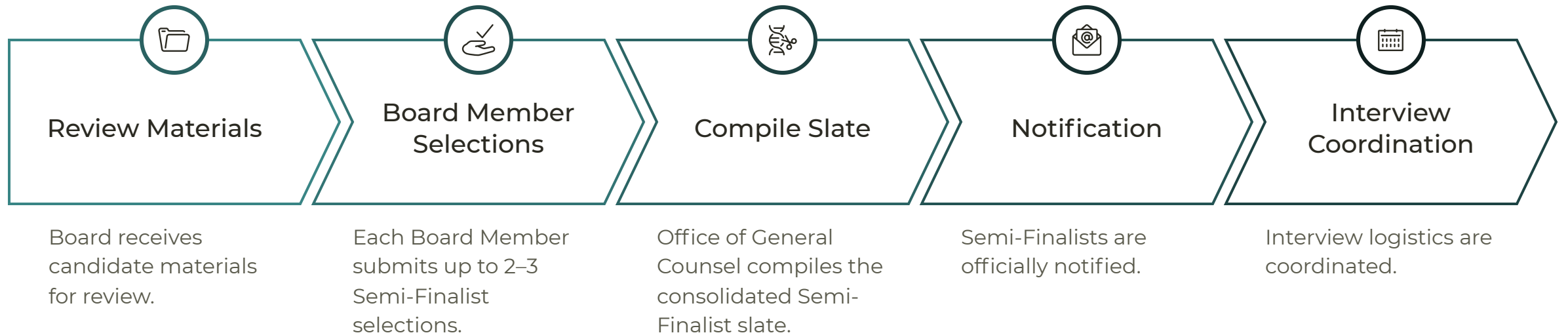
- **Timing**

How much time, or by when, will the Board be given to identify 2-3 candidates? Note: the Framework includes a Special Meeting for the Semi-Finalists between July 8 and July 21.

The Search Framework requires Eligibility Review, Reference Checks, and Background Checks prior to Semi-Finalist selection. Background investigations require 7–10 working days. Board direction is required to finalize the screening timeline.

Decision Point #3: Semi-Finalist Selection Process

Board Framework and Proposed Selection Workflow



Board direction is needed to confirm the submission deadline, required information, submission process, and distribution protocol. Note: Timing is contingent upon Eligibility Review, Vetting, and Background Checks.

Decision Point #4: Semi-Finalist Interviews

Direction needed on interview structure and support logistics



- **Interview Format**

Confirm individual meetings between each Semi-Finalist and each Board Member.

- **Duration and Schedule**

Determine length and whether to use a one-day or multi-day structure.

- **Travel Reimbursement**

Establish guidelines for candidate travel reimbursement.

Decision Point #5: Public Input and Semi-Finalist Interviews

This is currently an optional phase under our existing framework. We require leadership direction on the following to proceed:

- **Confirmation:** Should public interviews be integrated into the selection process?
- **Parameters:** Define the interview format, duration, and standardized questioning strategy.
- **Public Input:** Confirm that includes the Community Engagement Report Part II. Anything else?



Action Required

Decision Point #6: Timing of Finalist Selection

Direction is needed regarding the timing for identifying final candidates:

- Should the Board identify the Finalist slate immediately following the Semi-Finalist process, or at a subsequent public meeting?





Development of Finalist Interview Questions

To ensure a fair and consistent evaluation process, we propose the following approach for finalist interviews:

- **Collection:** Members contribute 3-4 questions each.
- **Consolidation:** Create a standardized interview protocol.
- **Distribution:** Share materials with all members prior to interviews.
- **Equitable Execution:** Ensure designated time and equal follow-up opportunities for every candidate.



Decision Point #7: Finalist Interview Procedures

Procedure for finalist interviews:

- **Traditional public interview** format
- **1-2 questions** allocated per Board member
- Dedicated **candidate Q&A** time

Action Required: Direction needed from the Board to confirm the standardized process, finalize the question development process, and establish formal travel policies.

Decision Point #8: Board Deliberation & Final Selection

The formal selection process requires the following sequence:

- Motion
- Second
- Public Discussion
- Vote

Board Direction Needed: Confirm the specific voting procedures and determine if final action should occur immediately following candidate interviews or be scheduled for a subsequent meeting.

