



Klamath County School District Superintendent Search Stakeholder Engagement Executive Summary February, 2026

In all, nearly 700 stakeholders- students, parents, Klamath County School District employees, and community members- participated in 1:1 interviews, focus groups, or completed the on-line survey. Those participants were asked about Klamath County’s strengths, challenges, and personal and professional qualities, attributes, skills, and experiences desired in Klamath County’s next superintendent of schools. This input shaped the development of the Next Superintendent Criteria.

The data contained herein was obtained from input received by Human Capital Enterprises consultants Robyn Bean, Christy Perry and Hank Harris. It is important to emphasize that the delineations below are not a scientific sampling, nor should they necessarily be viewed as representing a majority opinion. Items are included if, in the consultants’ judgment, they warranted the Board’s attention. There is no ranking of importance intended. This analysis does not imply winners, losers, or conflicting agendas. Instead, it highlights the opportunity for leadership that can integrate varied perspectives into an aligned direction for the district.

Strengths

Dedicated, Mission-Driven Staff Who Show Up for Students

Across focus groups and survey responses, staff were consistently described as deeply committed to students and to the district’s mission. Even when faced with staffing shortages, high workloads, and resource constraints, employees demonstrate professionalism, flexibility, and a strong sense of shared responsibility for student success.

This commitment is reflected in staff members’ willingness to adapt, support one another, and sustain core programs. Stakeholders view this dedication as one of the district’s greatest strengths—and something the next Superintendent should actively nurture and protect.

Student Opportunities and Pathways

Consistently highlighted was the range of opportunities available to students beyond the core academic program, supporting the district’s goal of developing future-ready graduates. In addition to athletics, students have access to extracurricular and co-curricular opportunities such as robotics, FFA, FBLA, STEM-focused clubs, and arts-based programs to name just a few. There is also strong pride in Career and Technical Education (CTE), with programs such as Agriculture, Health Sciences, and Manufacturing/Skilled Trades providing hands-on, career-connected learning. These pathways align with local and regional workforce needs while also supporting continued education, helping students

develop the skills, confidence, and purpose needed to succeed in college, the trades, careers, and active participation in their communities.

Instructional Efforts and Pockets of Academic Progress

While instructional experiences varied across schools, respondents pointed to positive experiences happening in classrooms, particularly at the elementary level. Literacy initiatives and attention to instructional practices were cited as areas where progress is visible. These comments suggest emerging momentum in academic outcomes. There is a need for leadership that deeply understands instruction, supports alignment and consistency across schools, and builds upon the work already underway.

Community Investment in Schools

Many respondents demonstrated a strong sense of investment in KCS D and a desire to see the district thrive. Schools were described as an important part of the community, and stakeholders expressed a clear interest in being informed, engaged, and heard. reflects a community that cares deeply about its students and schools, and values leadership that is visible, accessible, and genuinely connected to the people it serves.

Challenges

Klamath County Challenges Staffing Recruitment, Retention, and Capacity

Concerns about staffing emerged as one of the most pressing challenges facing the district. Respondents expressed worry about recruiting and retaining qualified teachers and staff, as well as the strain that vacancies and turnover place on students, classrooms, and current employees. Noteworthy were comments that even when staffing could be found who were ready and willing to relocate to communities in Klamath County, finding housing can be difficult, and being new in the community and finding a sense of “belonging” can take time. These concerns point to the need for leadership that understands workforce challenges, prioritizes staff well-being, and can develop both immediate and long-term strategies to ensure stable, well-supported schools.

Student Behavior, Discipline, and Safety

Many respondents described student behavior and school safety as issues that directly affect learning conditions. Concerns were shared about disruptive behaviors persisting in classrooms and the resulting impact on both students and staff. This feedback highlights the need for leadership that can guide system-wide work on behavior supports and expectations, balancing accountability with compassion and ensuring that schools are safe, supportive, and focused on learning.

Facilities, Learning Conditions, and Infrastructure

Facilities concerns were widespread and often described in concrete, day-to-day terms. Stakeholders referenced overcrowded classrooms, aging buildings, and maintenance issues that affect students’ experiences. These comments underscore the importance of leadership that can engage the community in honest conversations about facilities, prioritize needs transparently, and connect physical learning environments to student well-being and academic success.

Budget Priorities and Resource Alignment

While some stakeholders perceived improvements in the district’s financial position, many raised questions about how resources are allocated and whether spending decisions align with the district’s most urgent needs. There were perceptions of misaligned priorities and uneven investments depending

on the school. This feedback points to the importance of leadership that approaches budgeting as technical, but also transparent and inclusive of the Klamath County community. The district needs leadership who can transparently communicate resource allocation and budget development internally and externally.

Trust, Equity, and Consistency Across the District

Across responses, stakeholders expressed concerns related to fairness, consistency, and trust in district-level decision-making. Some felt that attention and resources are not distributed equitably or evenly among schools. Others shared feelings of disengagement or skepticism. These perspectives suggest a need for leadership grounded in integrity and fairness—leadership that listens carefully, applies policies consistently, and rebuilds trust over time through transparency, follow-through, and inclusive engagement.

Looking Ahead

Taken together, this feedback describes a district with strong people, deep community investment, and meaningful opportunities for students, alongside real and complex challenges that require steady, thoughtful leadership. Staff, students, families and community members are clear that the next Superintendent must be able to honor what is working, address long-standing concerns with courage and care, and exercise sound judgment in making decisions that consistently place students and their well-being at the center of the district's work.

The themes reflected in this Executive Summary have directly informed the development of the **Next Superintendent Criteria**, which articulate the leadership qualities, experience, and approach needed at this moment in KCSD's history. Together, the goal of these documents is to ensure that the Superintendent search is firmly grounded in the voices, values, and priorities of the KCSD community.