

*Educational Partners' Input Report  
for*

***Wenatchee School District  
Wenatchee, Washington***

*submitted by*



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## **Wenatchee School District Wenatchee, Washington Educational Partners' Input**

### **Executive Summary**

During the months of November and December, two consultants from McPherson and Jacobson LLC held in person and zoom meetings with staff students and community members to ask questions to help sort the applicants for the position of District Superintendent. The following is a summary followed by the notes from the consultants.

#### **1. What's good about the community?**

In general, everyone loves the outdoor opportunities for recreation in Wenatchee. There is a sense that they are living in a small town with the perks of a much larger community since Wenatchee is the center for many services in that part of the State. The community's fastest growing groups are the Hispanic population and retirees moving to the area due to the cost of living and quality of life. Volunteerism was mentioned frequently as was a strong sense of pride, collaborative spirit and the many resources available to support students and community needs.

#### **2. What's good about the district?**

There were many things that were mentioned. The dual language program. Lots of diversity. The fact that the staff is very dedicated, hardworking and focused upon the students' success. Alternative programs to help keep students engaged and successful beyond the K-12 setting. The teachers were positive about the middle school schedule that allowed for collaborative planning time and were happy about the work in their PLCs. Teachers reported feeling valued and supported.

#### **3. What are the issues the new superintendent will face?**

The budget shortfall was on the minds of almost every group. Like many communities in the State, there is a political divide, and the next superintendent will need to be able to bridge the gap to benefit the students. The need to rebuild trust was a common concern, both among the staff and the community. Most groups were concerned over the growing homeless population, the high poverty rate, and the growing needs of the non and limited

English-speaking families and students. A common concern was a feeling that generational families controlled the agenda and that the voices of others, i.e., the underserved are not being heard. Gang activity in the middle school was an issue that needed attention. There is also a critical need for funds to remodel/rebuild the aging high school.

**4. What are the characteristics, experiences, and traits that the next superintendent will need to be successful?**

Stability of leadership was a very common concern. Everyone wanted the next superintendent to give a long-term commitment to the district and the community. Participants did not want the next superintendent to use the district as a steppingstone. The next superintendent must be a clear communicator, transparent, perceived as a listener, a “real” person who has humility and can admit their mistakes. A highly visible person in the schools and community who can bridge the gaps between the factions in the community. A strong leader that will stand their ground and unite the groups to focus upon the students. An educator who has proven experience managing change, supporting the needs of the underserved, and has strong fiscal skills. If the superintendent were bilingual in Spanish it would be perceived to be a big plus.