

## Administrative Decision Making in the School District

*(This is an internal process established by the superintendent and not policy nor board work.)*

The most effective school districts have dynamic processes for making administrative decisions that are driven by a set of common values and creative tension between the school/site and district. Such highly effective districts have understandings about how decisions are made, at what level and who is to be involved. This allows for decisions to be processed in a reasonable manner without diverting time and energy to redesigning the decision making process for each critical decision. This policy and related administrative regulations are intended to give guidance to the District's administrative decision-makers, in maintaining optimum tension between central and local decision-making and to ensure that all decisions are reflective of a set of common values-about making decisions.

All decisions in the District should be made in the interest of the supporting student academic progress in a safe environment. To do so will ensure that the District remains focused on its purpose. Decisions should also be made based on data whenever possible.

Cost-efficiency and cost-benefit analysis is imperative in the operation of the District and therefore it must be a high priority in all decision-making activities. Decisions must also be made within the parameters of federal, state and local statutes and rules and comply with school board policies.

Equity must also be an important consideration in decision-making. Clearly, not every student has identical needs, so equity should not be interpreted as uniformity, but the District should provide opportunities for each student to optimize his/her potential. Another consideration in making optimal decisions is to make decisions capitalizing on the expertise within the District. While valuing a participatory process, the District also recognizes that to not capitalize on the expertise of those working near the decision/issue and those with significant expertise, is to compromise making the best decision. Therefore, decision-making processes should balance the sometimes competing values of professionalism and democratic processes.

Attention should also be given to looking for long-term solutions to well-defined problems. When attention is given to finding long-term solutions, resources are not wasted on revisiting short-term solutions. These crucial values must be at the core of decision making in the Beaverton School District.

Quality administrative decisions are expected by the Board and community. The District is entrusted with the education of the future citizenry. The quality of decisions made in our public schools today will impact the future of our society. Therefore, decision making in Beaverton School District must be accorded the diligence relative to this responsibility.

The Board authorizes the Superintendent to establish administrative regulations that will create an appropriate balance between District and local site decision-making.

The guidelines should be organized and focused on basic District functions: curriculum instruction, human resources, information and technology, business, community services, maintenance and facilities, transportation, child nutrition services, safety and security and special instructional programs.

**END OF POLICY**

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**Legal Reference(s):**

[ORS 332.505](#)

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Corrected 2/08/17; 3/08/17