

A STUDY OF DECISION MAKING IN THE CASE OF A SCHOOL DISTRICT  
DETERMINING THE LOCATION FOR A NEW HIGH SCHOOL

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ABSTRACT

Decision making at the school district level is examined through a historical case study of one large, Midwestern school district's process to choose the site on which to build a new high school. The case is viewed from a collaborative planning perspective, a model describing reality and knowledge as socially constructed and encouraging the inclusion of all viewpoints, which exposes power relationships. Inclusion is intended to acknowledge the political reality within the ever-changing and unique contextual features of any decision making process. Evidence, or information, is used within these social structures to inform decisions, within context and among the unique knowledge and experiences of the individuals involved. The case study used participant interviews and document analysis.