

## ORGANIZATIONAL WORKFLOW AND STRUCTURE

### HISTORICAL ORGANIZATIONAL MODEL

The historical organizational structure is shown in Figure 1. In this model, the superintendent oversees all district operations. The superintendent is supported by the “superintendency,” staff that is part of the superintendent’s team and acting on the superintendent’s behalf. The superintendency is represented by the larger, gray circle that surrounds the superintendent.

Similarly, the principal oversees all school operations. The principal is supported by the “principalship,” which is part of the principal’s team and may consist of administrators, teacher leaders, support staff, parents, and community members. The principalship is represented by the larger, gray circle that surrounds the schools.

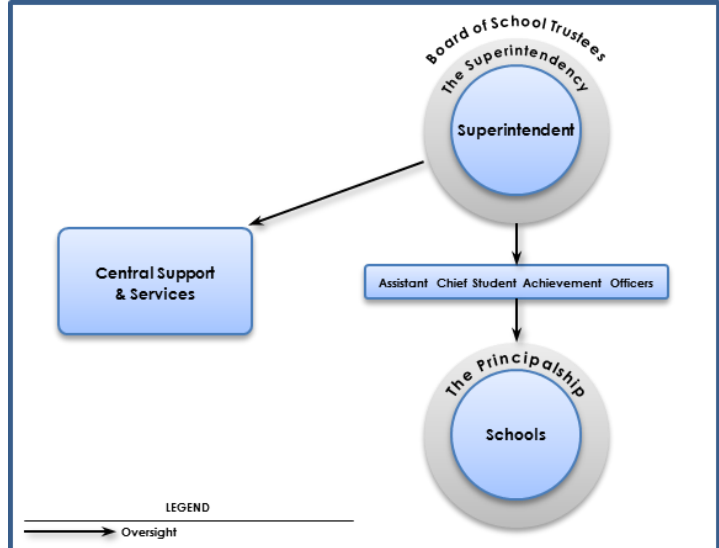


Figure 1: Historical Organizational Structure

Supervision for schools is maintained through a number of Assistant Chief Student Achievement Officers, who interact with the principalship and the superintendency as well as with central support and services.

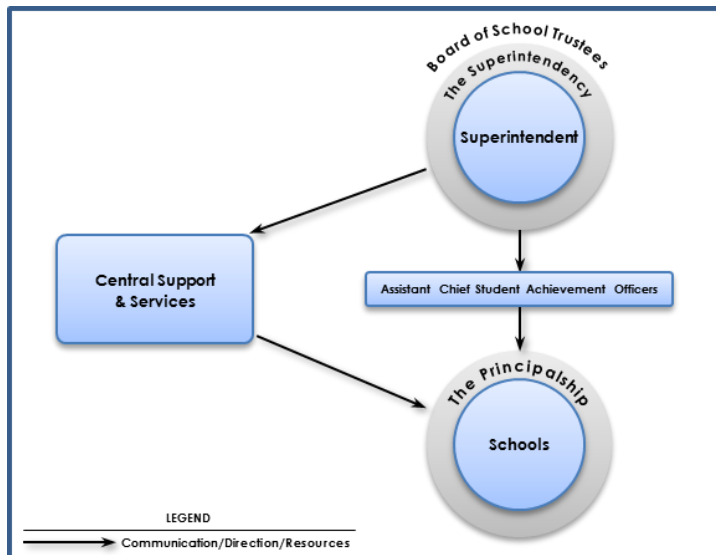


Figure 2: Workflow in the Historical Organizational Structure

Central support and services to schools are provided by departments and divisions. Departments and divisions report to the superintendency and interact with all aspects of the organization: the superintendency, school supervisors, the principalship, principals, and schools.

One challenge presented by this historical organizational structure is shown in Figure 2. Communication, directions, and resources may flow to schools from multiple entities, including school supervisors, the superintendency, and central support and services.

## SCHOOL-CENTERED ORGANIZATIONAL MODEL

Based upon plan concepts, a school-centered organizational model will be a significant component of the philosophy shift and reorganization within Clark County School District moving forward.

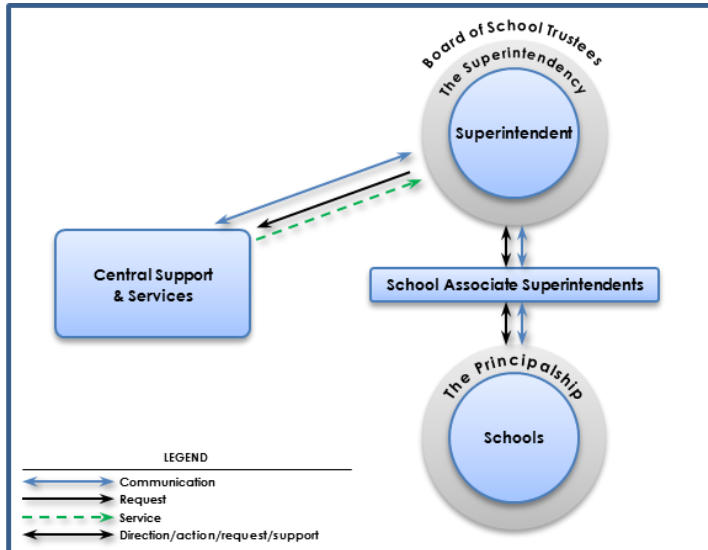


Figure 3: Workflow in the School-Centered Model

Central support and services may interact and communicate directly with schools and the principalship to provide requested services. Central support and services can provide advice and assistance; however, direction can only be provided by the School Associate Superintendent.

It is anticipated that, for services in which there is a potential elasticity in demand, (ex. English/Language Arts consultants) a market-driven services model will be implemented. As illustrated in Figure 4, schools will be allocated the resources for those services and be given the option to use those resources to purchase the services from the central administration.

In this model, Central Support operates under a philosophy of finding a way to “yes” when tasked with supporting schools. While the impact of decisions will still need to be weighed through the lens of the Principles of Organization, Central Support should be focused on identifying and eliminating potential barriers to schools’ requests.

In the school-centered organizational model, based on the Principles of Organization, all individuals have only one supervisor. As shown in Figure 3, communication, directions, and resources follow a clearly articulated path, flowing directly through School Associate Superintendent from the Superintendent. The Superintendent interacts directly with both School Associate Superintendents and central support and services. In alignment with the Principles of Organization, all individuals know the results for which they are responsible and take ownership of those results.

Central support and services may interact and communicate directly with schools and the principalship to provide requested services.

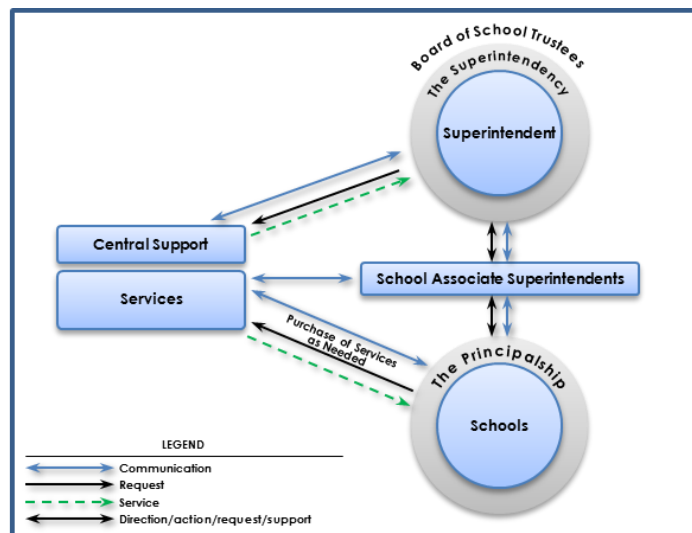


Figure 4: School Purchase of Services Model