Chapter 2 - District Organization and Management

2-1: Use team building sessions to create a level of trust and understanding among Board members and with the administration.

2-2: Design a protocol of professional conduct to ensure that Board members govern in a dignified and professional manner, treating everyone with civility and respect.

2-3: Curtail micromanagement and special staff assignments by School Board members of the Superintendent and staff.

2-4: Revise the Board's agenda to include a consent agenda, information items, and action items.

2-5: Create an implementation form for each Board meeting agenda item which requires action by the TPS School Board.

2-6: Implement a yearly School Board self-evaluation using the instrument contained in the TPS Policy Manual.

2-7: Develop a comprehensive Administrator Procedures Manual that contains administrative procedures, and which can be used by School and central office administrators to ensure consistent among staff.

2-8: Implement a yearly School Board self-evaluation using the instrument contained in the TPS Policy Manual.

2-9: Implement an accountability tracking system for the Superintendent's Cabinet.

2-10: Improve teacher relations with the administration by creating a Teacher Advisory Council.

2-11: Ensure that Districtwide is held accountable for completing duties contained in his contract.

2-12: Implement the TPS Office of Communications new mission statement that reflects the key objectives of the Office.

2-13: Develop the TPS Office of Communications strategic plan that reflects the key objectives of the Office.

2-14: Expand the responsibilities of the Office of Accountability, Assessment, and Research to include strategic planning and accountability. As recommended in Section 2.4.1, this office should be renamed as the Office of Strategic Planning, Accountability, and Assessment.

2-15: Charge the Strategic Planning Committee with the task of creating a strategic plan which reflects the critical components of successful strategic plans and planning processes.

2-16: Develop an institutionalized budget planning process designed to reflect strategic planning outcomes and support accountability needs.

2-17: Develop a comprehensive case management system.

2-18: Hire an in-house counsel and reduce expenditures for legal services by at least $15 per student.

2-19: Monitor all public relations contracts with outside vendors and ensure accountability for deliverables.
Chapter 3 - Educational Services Delivery

3-1: Adopt the proposed organizational structure for the Curriculum and Instructional Division in Toledo Public Schools.

3-2: Negotiate authority for instructional leadership back into the hands of school and central office administrators.

3-3: Determine the most pressing instructional needs for the Toledo Public Schools and initiate plans to address them in order to build teacher capacity and increase academic success.

3-4: Review all grant opportunities and related staffing through the District Leadership Team, and hire a grant writer.

3-5: Provide distance options to all students and assign staff to the labs only when students are present.

3-6: Examine with the union the benefits of similar waived teaching conditions to potentially extend them to teachers in all TPS schools.

3-7: Develop a plan and timeline for the evaluations of educational programs and services, and regularly use it to make funding and program decisions.

3-8: Develop job descriptions with accountability strategies for all curriculum and instruction positions and enhance district-level Teachers on Special Assignment roles to directly support school buildings.

3-9: Eliminate supplements for activities that are directly related to staff job descriptions.

3-10: Pilot professional development initiatives in a few schools where faculty have shown interest or interest or have demonstrated a need before expanding districtwide.

3-11: Negotiate special education class sizes to comply with state guidelines.

3-12: Address more aggressively commitments made in the Corrective Action Plan and initiate planned program improvements in the TPS Gifted Program.

3-13: Plan collaborative strategies and curricula to strengthen the performance of ESL students and continue program growth.

3-14: Implement curriculum and instruction procedures and create an accountability system for textbooks and related expenditures.

3-15: Embrace diverse opportunities for student learning beyond traditional textbooks.
<table>
<thead>
<tr>
<th>Chapter 4 - Human Resources Management</th>
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<tbody>
<tr>
<td>4-1: Expand the definition of &quot;Limited Rights&quot; to include those classifications of employees involved with all personnel matters, and eliminate the Human Resources staff from the clerical &quot;bump day&quot; procedure.</td>
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<tr>
<td>4-2: Reorganize the Human Resources Department to improve efficiency of operations.</td>
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<tr>
<td>4-3: Create a Benefits Coordinator classification as a part of the proposed reorganization of the Human Resources Department.</td>
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<td>4-4: Reclassify the Secretary positions in the Human Resources Department and create Human Resources Assistant positions.</td>
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<td>4-5: Using the established desk manuals, where possible, develop detailed classification descriptions for the Human Resources Assistant position.</td>
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<td>4-6: Implement a metric tracking system that captures outcome data for all major human resources functions and report on measures annually to the Superintendent and Cabinet.</td>
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<td>4-7: Collect and analyze performance data for human resource employees and incorporate into annual performance evaluations.</td>
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<tr>
<td>4-8: Work as a team to develop and implement process maps for major operations in the Human Resources Department.</td>
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<td>4-9: Develop a comprehensive dissemination professional development master plan.</td>
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<td>4-10: Implement a well-balanced, career ladder training program that allows employees to train for higher positions in the district based on specific classification requirements.</td>
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<td>4-11: Update customer service training materials and hold employees accountable for the customer service they deliver.</td>
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<td>4-12: Develop a mechanism to collect and distribute feedback to improve human resources in evaluating the nature and quality of its services on a regular basis.</td>
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<td>4-13: Develop a plan that links the Human Resources Department’s goals to the budget allocation.</td>
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<tr>
<td>4-14: Develop a community-based, career ladder training program that allows employees to train for higher positions in the district based on specific classification requirements.</td>
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<td>4-15: Implement a document imaging system for record maintenance.</td>
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<td>4-16: Develop a comprehensive recruitment plan that addresses recruitment objectives, methods, assessment, analysis, and evaluation of processes, and conduct the recruitment efforts for Toledo Public Schools.</td>
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<td>4-17: Develop a recruitment plan to assure continuity of services in Toledo Public Schools.</td>
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<td>4-18: Develop an internal and external recruitment strategy.</td>
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<td>4-19: Develop and implement a diversity plan that addresses recruitment goals and sets recruitment and retention goals.</td>
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<tr>
<td>4-20: Conduct a comprehensive classification and compensation study to address potential issues of internal and external equity, and accuracy of job descriptions.</td>
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<tr>
<td>4-21: Develop the internal recruitment strategy, which includes interventions to implement the concept of the &quot;Diversity&quot; for each of the three collective bargaining units, and reduce staff turnover by 15 percent.</td>
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<tr>
<td>4-22: Eliminate the &quot;bump day&quot; process.</td>
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</table>
Chapter 5 - Financial Management

5-1. Reorganize the Treasurer’s Division, and redefine and fill the vacant positions to ensure that the division can fully automate labor-intensive and error-prone processes and provide greater levels of service to its users, the Board and the public.

5-2. Fully implement the financial components of the SunGard system, and create user-friendly reporting and data extraction capabilities that assist rather than inhibit campus and department decision-making processes.

5-3. Create a Campus/Departmental Operations Manual made up of basic instructions for conducting each of the key functions performed by campus-level staff.

5-4. Establish a process whereby the Board’s Finance Committee and the Superintendent’s Cabinet review the results of the Annual Audit as well as the issues resulted in the Auditor’s Management Letter and are kept apprised of the corrective actions being taken to address those issues.

5-5. Adjust the amount of the district’s contribution to Fund 024 to meet the needs of the fund as defined by TPS activities.

5-6. Develop a Budget Calendar and budget creation guidelines that allow for meaningful input from internal stakeholders as well as the Board and the community.

5-7. Adopt the nationally recognized standards for budget preparation, including the adoption of a formal budget calendar, and apply for either the ABO or GFOA budget awards.

5-8. Implement a Purchasing Card (P-Card) system to replace petty cash accounts.

5-9. Implement a Purchasing Card (P-Card) system to replace petty cash accounts.

5-10. Implement a Purchasing Card (P-Card) system to replace petty cash accounts.

5-11. Establish a succession plan for the position of Director for Treasury Management, which includes a deliberate plan for how the district will manage its investments in the future.

5-12. Establish an inventory system that assigns personal responsibility to the individuals with custody of the assets, and enforce the Board policies relating to annual counts at the campus level.

5-13. Ensure that future depository agreements contain a termination clause that would expressly allow the district to terminate the agreement if the terms and conditions of the agreement are not met.
Chapter 6 - Facilities

6-1: Consolidate the Construction Management Office (Coordinator of Construction Projects) and activities under the Maintenance and Operations Department.

6-2: Establish and use Facilities Management Key Performance Indicators (KPIs) to evaluate past performance and benchmark against peer organizations.

6-3: Prepare and implement a five-year facilities master planning process in Toledo Public Schools.

6-4: Develop a surplus property preservation and disposal plan.

6-5: Retain a designated real estate service firm or agent to represent Toledo Public Schools in disposal of surplus real estate through a competitive procurement process.

6-6: Relocate the central office staff and functions into available adequate space.

6-7: Consolidate two sets of K-8 schools.

6-8: Organize and digitize the collection of as-built drawings and operations/maintenance manuals for all new schools as a priority project.

6-9: Establish a customer service program with training for department employees and an awareness campaign for customers (school administrators and staff).

6-10: Conduct a workload analysis as a basis to adjust trades staffing levels and determine the optimum balance of house and contract resources.

6-11: Provide additional professional development in facilities maintenance management system principles and TEAMWORKS.

6-12: Upgrade and migrate the facilities maintenance management system to a mobile device-based operation.

6-13: Actively reduce and manage surplus property through an online sales system and process.

6-14: Continue to replace steam boilers with hydronic central heating systems (or package units) and replace Boiler Operators with Site Coordinators.

6-15: Restructure staff at secondary schools to implement a true team cleaning process.

6-16: Expand the custodial role to that of Building Energy and Safety Technician.

6-17: Establish a comprehensive, behavior-centered energy conservation management program.

6-18: Restructure and reorganize Tor to enhance project delivery and productivity in Maintenance and Operations. Use and Scheduling System, exponentially increasing rental income and optimizing cost recovery to the district.
Chapter 7 - Food Service

1: Require the Director to make routine campus visits and cafeteria observations as a way to build a mutual spirit of collaboration and among cafeteria workers and campus administrators, and to increase the level of cafeteria supervision.

2: Implement detailed mealtime procedures for more timely notifications when kitchen or cooks experience a rise in temperatures and immediately inform or activate the alert systems on the last two campuses not yet monitored.

3: Work with the Human Resources Department to establish a larger pool of viable substitutes, and negotiate a process for posting regular vacancies to the outside when no bids are received internally.

4: Establish meal plan labor hour (MPH) standards for each school and annually adjust staffing hours to achieve those standards.

5: Develop alternative breakfast delivery systems and implement programs that will maximize or grow breakfast participation in the future.

6: Establish meals per labor hour (MPLH) standards for each school and annually adjust staffing hours to achieve those standards.

7: Implement a policy of maintaining the rounded full-priced meal prices at the secondary level at or near the federal reimbursement rate, with all other pricing levels being incrementally adjusted accordingly.

8: Purchase and install POS systems and terminals at each of the 41 elementary campuses prior to the beginning of the 2013-14 school year.

9: Provide cafeteria managers at least three or four opportunities per year, in addition to regular meetings, for sharing ideas and concerns among themselves.

10: Develop a plan for identifying those students who may be eligible for the free and reduced price meal programs, and aggressively reach out to those parents to obtain an application.

11: Purchase and install POS systems and terminals at each of the 41 elementary campuses prior to the beginning of the 2013-14 school year.

12: Implement a policy of maintaining the rounded full-priced meal prices at the secondary level at or near the federal reimbursement rate, with all other pricing levels being incrementally adjusted accordingly.

13: Identify all vending machines in operation in the district, and determine compliance with policy and exclusive contract agreements.

14: Identify all vending machines in operation in the district, and determine compliance with policy and exclusive contract agreements.

15: Develop a plan for providing more flexible meal choices that meet the unique needs of the schools.

16: Provide more opportunities for student, parent, and staff input into menus, and develop a plan for providing more flexible meal choices that meet the unique needs of the schools.
Chapter 8 - Transportation

8-1: Modify the organizational chart of the TPS Transportation Services Department.

8-2: Notify the Transportation Department in a more timely manner of the transportation needs for special education students.

8-3: Implement an incentive awards program for TPS transportation employees.

8-4: Implement performance indicators in the TPS Transportation Department to more effectively assess efficiency, effectiveness, and performance of the transportation function.

8-5: Take appropriate action to ensure performance evaluations are completed annually and in compliance with personnel policy.

8-6: Establish a contact at all schools who is designated to ensure timely action on school bus discipline issues.

8-7: Take appropriate steps to capture data on deadhead miles and take positive steps to reduce deadhead miles and associated costs.

8-8: Take appropriate steps to post essential information on the bulletin board in the mechanic work area.

8-9: Establish a 16-year bus replacement plan in Toledo Public Schools.

8-10: Eliminate excess spare buses from the inventory and continue maintaining a spare bus policy of 18 buses, or 15 percent of its fleet.

8-11: Conduct an audit to reduce the white fleet inventory in Toledo Public Schools.

8-12: Eliminate 44 routes/buses from the bus inventory.

8-13: Implement a training program in the TPS Transportation Services Department for managers and supervisors emphasizing personnel management, sensitivity training, and conflict resolution.

8-14: Review concerns expressed by drivers and aids and address them in driver training programs.
### Chapter 9 - Safety and Security

<table>
<thead>
<tr>
<th>9-1</th>
<th>Eliminate one Campus Protection Officer (CPO) at Rogers High School.</th>
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<tbody>
<tr>
<td>9-2</td>
<td>Remove use of the SRO floater position and assign an equitable number of locations to the seven SROs.</td>
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<tr>
<td>9-3</td>
<td>Reduce overtime for TPS School Resource Officers (SROs).</td>
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<td>9-4</td>
<td>Make the Clerk Dispatcher position within the TPS Safety and Security Department a limited rights position.</td>
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<td>9-5</td>
<td>Include TPS Safety and Security personnel in regularly scheduled meetings with academic leaders.</td>
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<td>9-6</td>
<td>Create and distribute emergency event checklists to classrooms and offices for use by TPS staff.</td>
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<td>9-7</td>
<td>Establish a comprehensive TPS safety and security training program for all staff.</td>
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<td>9-8</td>
<td>Require that all TPS safety and security incidents and activity be recorded in the School COP system.</td>
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<td>9-9</td>
<td>Relocate SRO computer work stations within the central office at their assigned schools.</td>
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<td>9-10</td>
<td>Conduct a bid process to determine if alarm maintenance and repair can be contracted at a lower cost than what is currently offered by APC.</td>
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<tr>
<td>9-11</td>
<td>Apply for grant funds to help fund new surveillance technologies and security personnel.</td>
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<td>9-12</td>
<td>Establish a camera location priority list to guide replacement of equipment.</td>
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<tr>
<td>9-13</td>
<td>Improve the visitor entry process at all TPS locations by implementing a more stringent and standardized entry protocol.</td>
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<tr>
<td>9-14</td>
<td>Require TPS staff to wear identification badges at all times while on TPS property.</td>
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Chapter 10 - Technology Management

10-1: Consolidate information system analysts and technical support operations into an Information Services and Technology Department in order to eliminate duplicated services.

10-2: Reorganize the Computer Services Department into an Information Services and Technology Department.

10-3: Expand the Technology Executive Committee to include representatives from the business administrative areas, school leaders, teachers, other key stakeholders, and user groups.

10-4: Develop a five to ten year comprehensive plan for all services and systems including capacity projections, project plans and timelines, and scheduled replacements/upgrades.

10-5: Implement standards for the purchase of commonly used hardware, software, and infrastructure/communication tools.

10-6: Develop school and central office basic technology templates/models.

10-7: Eliminate dial-end or no longer used phone lines.

10-8: Phase out the current individual school-based voice mail systems and replace with consolidated network based voice mail across multiple sites.

10-9: Complete the implementation of centrally managed services, systems management, and remote servicing options.

10-10: Review and update current service policies and procedures in those areas not yet compliant with NWEA.

10-11: Complete the implementation of centrally managed services, systems management, and remote servicing options.

10-12: Fund and plan for staff orientation and training costs, including making provisions for the dedicated staff time for training and related support from the vendors, as part of the initial purchase/negotiations for any major equipment or software system upgrades.

10-13: Establish, update, and maintain the CITR and DC job descriptions.

10-14: Determine the efficiency of the positions of Data Coordinator and Educational Technology Resource Teacher positions, and eliminate a minimum of half the positions.

10-15: Implement standards for the purchase of commonly used hardware, software, and infrastructure/communication tools.

10-16: Clean projector filters on a regular cleaning schedule to extend the useful life of the bulbs.

10-17: Develop a process and take steps to ensure timely amendment or termination of individual access and authorization privileges relating to secure systems and programming.

10-18: Address the specific requirements for and implement quality of service options with the district's primary network service/infrastructure providers (e.g., Cisco, Brocade) and implement an improvement plan.

10-19: Develop and implement a Preventative Maintenance Checklist as a foundation for a districtwide annual maintenance plan for TPS computers.

10-20: Implement a technology equipment disposal process for decommissioning and disposal of unused technology inventory.

10-21: Implement the Computer Services Help Desk process in the TPS Print Shop for all user requests.

10-22: Eliminate one Copier Repairman from the TPS Print Shop.

10-23: Implement a cap on the total number of prints per user allowed in TPS.