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: Adopt Procedures 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 agenda so that it includes a consent agenda, information items, and action items.

2-5: Create and implement a form for use with each 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 Administrative Procedures Manual that contains administrative procedures and which can be used by school and central office administrators to ensure consistency among staff.

2-8: Restructure the central office of Toledo Public Schools.

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 Ombudsman is held accountable for completing duties contained in his contract.

2-12: Implement the TKP contract at the elementary level, modify the TKP contract to reflect administration at the elementary level to coincide with actual outcomes, and describe commitments of 14 percent principal positions in Toledo Public Schools.

2-13: Implement the TKP contract at the elementary level, modify the TKP contract to reflect administration at the elementary level to coincide with actual outcomes, and describe commitments of 14 percent principal positions in Toledo Public Schools.

2-14: Improve teacher relations with the administration by creating a Teacher Advisory Council.

2-15: Charge the Strategic Planning Committee with the task of creating a strategic plan which includes 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: 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.

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

2-19: Implement a comprehensive case management system.

2-20: Conduct a comprehensive evaluation of all legal services at least every two years.

2-21: Add the position of Communications Manager to the TPS Office of Communications.

2-22: Monitor all public relations contracts with outside vendors and ensure accountability for deliverables.

2-23: Implement a comprehensive case management system.

2-24: Conduct a comprehensive evaluation of all legal services at least every two years.

2-25: Add the position of Communications Manager to the TPS Office of Communications.

2-26: Monitor all public relations contracts with outside vendors and ensure accountability for deliverables.
### Chapter 3 - Educational Services Delivery

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-1</td>
<td>Adopt the proposed organizational structure for the Curriculum and Instructional Division in Toledo Public Schools.</td>
</tr>
<tr>
<td>3-2</td>
<td>Negotiate authority for instructional leadership back into the hands of school and central office administrators.</td>
</tr>
<tr>
<td>3-3</td>
<td>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.</td>
</tr>
<tr>
<td>3-4</td>
<td>Review all grant opportunities and related staffing through the District Leadership Team, and hire a grant writer.</td>
</tr>
<tr>
<td>3-5</td>
<td>Promote distance options to all students and assign staff to the labs only when students are present.</td>
</tr>
<tr>
<td>3-6</td>
<td>Examine with the union the benefits of similar waived teaching conditions to potentially extend them to teachers in all TPS schools.</td>
</tr>
<tr>
<td>3-7</td>
<td>Systematize the use of student data for decisions regarding program and instructional effectiveness and related revisions, staffing, and professional development.</td>
</tr>
<tr>
<td>3-8</td>
<td>Develop a plan and timeline for the evaluation of educational programs and services, and regularly use it to make funding and program decisions.</td>
</tr>
<tr>
<td>3-9</td>
<td>Examine staffing issues related to seniority and bumping, and discuss with the union the impacts on students and operational integrity to make student-centered changes.</td>
</tr>
<tr>
<td>3-10</td>
<td>Develop job descriptions with accountability strategies for all curriculum and instruction positions and eliminate district-level Teachers on Special Assignment who do not directly support school buildings.</td>
</tr>
<tr>
<td>3-11</td>
<td>Eliminate supplements for activities that are directly related to staff job descriptions.</td>
</tr>
<tr>
<td>3-12</td>
<td>Pilot professional development initiatives in a few schools where faculty have shown interest or students have demonstrated a need before expanding district-wide.</td>
</tr>
<tr>
<td>3-13</td>
<td>Develop uniform strategies that identify and target student needs and that ensure that all special education services are receiving appropriate instruction for them within the least restrictive environment in Toledo Public Schools.</td>
</tr>
<tr>
<td>3-14</td>
<td>Eliminate supplements for reporting Medicaid services, and direct employees to perform recordkeeping as an essential part of their job responsibilities.</td>
</tr>
<tr>
<td>3-15</td>
<td>Negotiate special education class sizes to comply with state guidelines.</td>
</tr>
<tr>
<td>3-16</td>
<td>Address more aggressively commitments made in the Corrective Action Plan and initiate planned program improvements in the TPS Gifted Program.</td>
</tr>
<tr>
<td>3-17</td>
<td>Plan collaborative strategies and curriculum to strengthen the performance of ESL students and continue program growth.</td>
</tr>
<tr>
<td>3-18</td>
<td>Immediately finalize implementation procedures and create an accountability system for textbooks and related expenditures.</td>
</tr>
<tr>
<td>3-19</td>
<td>Embrace diverse opportunities for student learning beyond traditional textbooks.</td>
</tr>
</tbody>
</table>
4-1: Expand the definition of “Limited Rights” to include those classifications of employees involved with all personnel matters, and eliminate the Human Resources staff from the clerical “Bump Day” procedure.

4-2: Reorganize the Human Resources Department to improve efficiency of operations.

4-3: Create a Benefits Coordinator classification as a part of the proposed reorganization of the Human Resources Department.

4-4: Reclassify the Secretary positions in the Human Resources Department and create Human Resources Assistant positions.

4-5: Using the established desk guides, where possible, develop detailed classification descriptions for the Human Resources Assistant position.

4-6: Implement a metrics tracking system that captures outcome data for all major human resources functions and report outcomes annually to the Superintendent and Cabinet.

4-7: Collect and assess performance data for human resource employees and incorporate into annual performance evaluations.

4-8: Work as a team to develop interdepartmental process maps for major operations in the Human Resources Department.

4-9: Develop a comprehensive districtwide professional development master plan.

4-10: Implement a web-based, career ladder training program that allows employees to train for higher positions in the district based on specific classification requirements.

4-11: Update customer service training materials and hold employees accountable for the customer service they deliver.

4-12: Develop and implement a staff and customer feedback system to assist human resources in evaluating the nature and quality of its services on a regular basis.

4-13: Develop a plan that links the Human Resources Department’s goals to the budget allocation.

4-14: Develop a consistent personnel file content checklist to ensure that only approved information is included in personnel files and conduct regular random audits of personnel files to ensure compliance.

4-15: Develop a document imaging system for record maintenance.

4-16: Develop a comprehensive recruitment plan (including a mission statement, goals, measurable objectives, needs assessment, analysis and evaluation of past efforts, and strategies for attracting employees to Toledo Public Schools).

4-17: Develop a succession plan to ensure continuity of services to Toledo Public Schools.

4-18: Curtail restrictions on ULDP participants and increase their exposure to real-world leadership opportunities.

4-19: Develop and implement a diversity plan that assesses applicant pool demographics and sets recruitment and recruitment goals.

4-20: Conduct a comprehensive classification and compensation study to address potential issues of internal and external equity, and accuracy of job descriptions.

4-21: Define the union contract requirements which are explicit as to the circumstances which require the creation of a MOU for each of the three collective bargaining units, and reduce total MOUs by 75 percent.

4-22: Eliminate the bump day process.
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 more friendly reporting and data extraction capabilities that meet rather than inhibit campus and departmental 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 raised in the Auditor’s Management Letter and are kept apprised of the corrective actions being taken to address these issues.

5-5: Adjust the amount of the district’s contribution to Pool 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: Explore the possibility of centralizing more of the district’s purchasing functions under Business Operations and Administration as a way to increase competition and reduce some of the administrative burden in other departments.

5-10: Immediately begin the process of converting Human Resources and Payroll to SunGard, with a goal of having the Human Resources module fully implemented by 2014-15.

5-11: Redefine the vacant Assistant Director position to require knowledge and experience with SunGard, and assign this individual responsibility for assisting with the conversion.

5-12: Work with labor organizations to seek ways to simplify payroll by including all possible payroll add-ons in the employee’s regular salary, and begin issuing special payrolls via direct deposit when possible.

5-13: Assign emails to all TPS employees, and begin distribution of pay stubs electronically.

5-14: Implement a process whereby pay is held until each time as a signed contract is on file.

5-15: Conduct an analysis of the reasons for all confirming purchase orders and initiate a process whereby remedies are developed for each scenario.

5-16: 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.

5-17: Establish an inventory system that assigns personal responsibility to the individuals with custody of the assets, and reduces the Board’s role in relating its annual count at the campus level.

5-18: 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 (KPI) 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 realtor services 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 in-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 the Community Use of Facilities policies and procedures to establish a formal Facilities Use and Scheduling System, exponentially increasing rental income and optimizing cost recovery to the Board.
Chapter 7 - Food Service

7-1: Require the Director to make more frequent campus visits and cafeteria observations as a way to build a mutual spirit of collaboration in and among cafeteria workers and campus administration, and to increase the level of cafeteria supervision.

7-2: Implement districtwide procedures for more timely notification when freezer or cooler experience a rise in temperatures and immediately install or activate the alarm systems on the last two campuses not yet monitored.

7-3: 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.

7-4: Establish meal per labor hour (MPLH) standards for each school and annually adjust staffing hours to achieve those standards.

7-5: Explore alternative breakfast delivery systems and implement programs that will maintain or grow breakfast participation in the future.

7-6: Immediately correct the bi-weekly payroll for each employee to include all routine work hours and closely examine the impact on the employee’s benefits eligibility.

7-7: Provide cafeteria managers at least three or four opportunities per year, in addition to regular meetings, for sharing ideas and concerns among themselves.

7-8: Charge all appropriate and eligible annual expenditures to the Food Service Fund and record the actual amount of TPS contributions necessary to balance the fund deficit.

7-9: Explore and implement automation, integrate systems, and create needed policies and procedures to eliminate the need for paper and duplicative data entry, and reduce error prone processes.

7-10: Work with Business Operations and the Treasurer’s Office to diagnose the reason price changes are being missed and determine the best method for validating the invoice prices before payment.

7-11: Develop a plan for identifying those students who may be eligible for the free and reduced price meal programs, and aggressively reach out to these parents to obtain an application.

7-12: Establish and enforce a Board policy regarding the provision of alternative meals to students who do not have money to pay for full-price meals.

7-13: Purchase and install POS systems and terminals at each of the 41 elementary campuses prior to the beginning of the 2013-14 school year.

7-14: 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.

7-15: Identify all vending machines in operation in the district, and determine compliance with policy and exclusive contract agreements.

7-16: Provide more opportunities for student, parent, and staff input into menus, and develop a plan for providing more flexible menu choices that meet the unique needs of the schools.

7-17: Prepare a comprehensive nutrition and education plan that takes into account federal and state requirements, and creates a vision and mission for nutrition education and the provision of more fresh foods and beverages.
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 aides and address them in driver training programs.
<table>
<thead>
<tr>
<th>Chapter 9 - Safety and Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-1: Eliminate one Campus Protection Officer (CPO) at Rogers High School.</td>
</tr>
<tr>
<td>9-2: Remove use of the SRO floater position and assign an equitable number of locations to the seven SROs.</td>
</tr>
<tr>
<td>9-3: Reduce overtime for TPS School Resource Officers (SROs).</td>
</tr>
<tr>
<td>9-4: Make the Clerk Dispatcher position within the TPS Safety and Security Department a limited rights position.</td>
</tr>
<tr>
<td>9-5: Include TPS Safety and Security personnel in regularly scheduled meetings with academic leaders.</td>
</tr>
<tr>
<td>9-6: Create and distribute emergency event checklists to classrooms and offices for use by TPS staff.</td>
</tr>
<tr>
<td>9-7: Establish a comprehensive TPS safety and security training program for all staff.</td>
</tr>
<tr>
<td>9-8: Require that all TPS safety and security incidents and activity be recorded in the School COP system.</td>
</tr>
<tr>
<td>9-9: Relocate SRO computer work stations within the central office at their assigned schools.</td>
</tr>
<tr>
<td>9-10: 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>
</tr>
<tr>
<td>9-11: Apply for grant funds to help fund new surveillance technologies and security personnel.</td>
</tr>
<tr>
<td>9-12: Establish a camera location priority list to guide replacement of equipment.</td>
</tr>
<tr>
<td>9-13: Improve the visitor entry process at all TPS locations by implementing a more stringent and standardized entry protocol.</td>
</tr>
<tr>
<td>9-14: Require TPS staff to wear identification badges at all times while on TPS property.</td>
</tr>
</tbody>
</table>
Chapter 10 - Technology Management

10-1: Consolidate information system analysts/programmers and information system technology and network-attached equipment support (operational and administration service) into a division of 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 representation from the business administrative areas, school leaders, teachers, other key stakeholders, and user groups.

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

10-5: Implement standards for the purchase of community owned hardware, software, and infrastructure/communication items.

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

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

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

10-9: Complete the process, policies, and signed authorization documentation for parent access to the distance-based portal communal with the initiation of access.

10-10: Review and consider service options (such as those offered via NWOCA) for more cost competitive services and support.

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

10-12: Fund and plan for staff orientation, training, and additional support from the workers’ union as part of the initial purchasing process for any major equipment or software system upgrades.

10-13: Evaluate, update, and standardize the ERT&D and DC position job descriptions.

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

10-15: Clean projector filters on a regular cleaning schedule to extend the useful life of the bulbs.

10-16: Develop a process and take steps to ensure timely, accurate, or termination of individuals access and authorizations/profiles relating to secure systems, data, or programming changes.

10-17: Address the necessary requirements for and implementation of a service system with the district’s primary network services/infrastructure provider (i.e. Cisco, Brocade) and implement corresponding plans.

10-18: Develop and implement a Preventative Maintenance Checklist as a foundation for a districtwide annual maintenance plans (i.e. for TPS equipment).

10-19: Implement the technology equipment disposal process for decommissioning and disposal of unused technology inventory.

10-20: Implement the Computer Services Help Desk process in the TPS Print Shop for all user requests.

10-21: Develop and implement a Preventative Maintenance Checklist as a foundation for a districtwide annual maintenance plans (i.e. for TPS equipment).

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.