































































































































completeness and accuracy and also ensures that uncoordinated changes are not made to underlying map attributes that would negatively impact map accuracy.

### **Map accuracy**

As was mentioned the planning map was reported to have nearly 100 percent accuracy. Exception reports reviewed while on site verified the very high match rate. As part of a general update of the transportation planning software, the map was recently updated and recalibrated through the coordinated efforts of HSTS, the software vendor, and local data providers. As a result of the increased accuracy, some changes to student eligibility were identified. The eligibility changes are reflected in the 2009-2010 school year. However, in order to mitigate the impact of the eligibility changes, the limited population of students were being reviewed on an individual basis. As part of the annual maintenance of the geocode, annual driver surveys are used to improve map accuracy. In addition, regular updates are received from area municipal regions. Significant attention is given to ensuring map accuracy from multiple sources.

Complete map updates of this nature are consistent with best practices to ensure complete and accurate student eligibility evaluations and placement.

### **Default values**

The responsibility for map and system maintenance rests with the Transportation Officer responsible for route planning. Individual Transportation Officers are allowed to adjust loading times on a temporary basis in the event that run times need to be adjusted. Road speeds can only be adjusted by the Route Planner.

### **Student data management**

During June and July, major updates are received as part of the summer planning process. While these updates are no different than the monthly update process used during the school year, they do include more changes than typical as a result of dual registrations and changes that occur as part of the summer planning period. During the school year, student data is scheduled to be uploaded during the third week of each month. Each of the Transportation Officers receives a listing of any students that do not match with the *Edulog* database that they are responsible for reviewing and reconciling. On a daily basis, Transportation Officers receive faxed and emailed (from the enrolling school) changes or additions from schools. After assigning a student to a new or changed bus stop and or run, the Officer will provide notification to both the school and the operator of the change. The school will then notify the student of the change.

## Coding structures

Within transportation management software, there are a number of different coding structures to consider. The first, and most important, is the student coding structure. This is used to identify specific student groupings for the purposes of eligibility, program placement, and service provision method among other possible rationales. In addition to students, both runs and routes should have a logical coding structure that clearly identifies the purpose of the mission. This can include identification of schools serviced, identification of operator used, or the connection between the specific runs and other associated runs.

Other key data elements, such as exception boundaries, schools, and bus stops can also have specific coding structures established. The purpose of the structure, regardless of which data element it is developed for, is to facilitate both recognition and extraction of specific subgroups. The use of designated coding structures supplemented by, rather than supplanted by, text entry is preferable due to concerns regarding accuracy of data entry, flexibility of the structure, and completeness of the entry.

The current student coding structure focuses on two primary elements, eligibility and error checking. Additional user fields have been established to identify specific subgroups of students through the use of text entry. The specific structure includes the following:

**Table 5: Eligibility Codes**

Code	Description
0	Eligible
1	Eligible because of Hazard (and a very few Policy Exceptions)
12	Outside of attendance area
13	Within walk distance to school
90	Unable to calculate eligibility
91	Student address is unmatched
92	Invalid school/grade/program combination
93	No Attendance boundary posted
99	Default value – no eligibility code posted yet

Typically, this limited a structure would not be sufficient for detailed data analysis on designated subgroups of students such as those riding as a result of the courtesy rider

program or those riding as a result of a program need. HSTS has supplemented this basic coding structure with program assignments, special needs coding, and comment fields that provide for a much more complete evaluation of what a student's eligibility is and why the student is using the mode of transport they are using. The current structure will be expanded in the 2009/10 school year when HSTS staff begin using a designated code for courtesy riders as part of the transfer of management for this function to HSTS. Currently, students are coded 12 or 13 with the comment section used to show that the student is assigned to an Empty Seat in the appropriate text field. This process will be replaced by a designated eligibility code. Use of these supplemental features of the software provides for an identification scheme that is adequate to meet the analytical and reporting needs of HSTS.

Bus stops and runs generally use a combination of the school identification code and a sequential run number. Stop coding includes an identifier of vehicle type to assist Transportation Officers in their identification of student needs. This is an excellent example of using the coding structure for purposes of identifying specific requirements. The sequential run number also indicates whether the run is a morning or afternoon run. This structure is also adequate, although consideration may be given to expanding the stop or run code to identify other relevant information such as a program code or special requirement.

### **5.3.2 Best Practices**

It is recognized that HSTS has demonstrated best practices in the following areas:

#### **Systems management**

The establishment of multiple backup and recovery routines and the provision for off site access are well designed procedures to mitigate the impact of a disruption to daily operations.

### **5.3.3 Recommendations**

#### **Review the Current Coding Structure**

As demonstrated by the change in the management of courtesy riders, the establishment of a functional coding structure is necessary on an ongoing basis within any Consortium. An expansion of existing structures to identify specific needs, as is done with the stop coding structure, will allow HSTS to obtain the greatest benefit from the use of the software. It is recommended that a hierarchical system based on codes and the use of the grouping functionality be expanded to facilitate the extraction of data and reporting. In addition, the replacement of text identifiers with codes that can be

filtered would promote consistency of data entry and minimize the possibility of inaccuracies when data is being extracted.

### **Student data management**

While the current procedures have proved adequate for HSTS operations, consideration should be given to a more frequent download schedule in order to eliminate the need for supplementary manual processes that result in duplicate data entry requirements at the school and Consortium. Existing processes used to validate student data would continue to be appropriate when using more frequent downloads without adversely impacting staff productivity. Data availability to schools and operators would also be enhanced as HSTS would be able to rely on established distribution tools, including its website, for data distribution.

## **5.4 System reporting**

Adequate reporting allows for the early identification of trends that may be detrimental to operations, improves the analytical capacity of the organization, and allows for internal and external stakeholders to be more adequately informed about operations. The purpose of this aspect of the review was to evaluate what reports are typically generated, who receives these reports, and what capabilities exist to develop ad hoc reports.

### **5.4.1 Observations**

#### **Reporting and data analysis**

HSTS has developed a series of reports designed to audit data quality and to evaluate performance. The primary verification reports include exception reports following student data imports, run reports to evaluate timing and load factors, and billing reports to verify student counts and cost allocation.

Additionally, late bus reports are provided by operators twice daily. These reports are used to evaluate run length, operator performance, stop placement, map accuracy and other factors that may be influencing run timing. Finally, management reports are developed for the General Manager and the Manager of Transportation as required for overall system evaluation.

In addition to analytical and operational reporting, *Edulog* is used as the primary data source for general communication requirements. Parental letters, board reports, and bus passes, and the Ministry survey are all developed using a collection of established reports from *Edulog*. Where necessary, HSTS has collaborated with *Edulog* to

customize or develop data extraction tools required to meet analytical or communications requirements.

## **5.5 Regular and special needs transportation planning and routing**

Transportation route planning is the key activity undertaken by any Department. This portion of the review was designed to evaluate the strategies, tactics, and processes used to provide transportation to regular and special education students and the approaches used to minimize the cost and operational disruption associated with both types of transportation.

### **5.5.1 Observations**

#### **Management of bus routes**

Each Transportation Officer is responsible for designing bus runs within their specific areas. Students are assigned to the closest bus stop to their home within established policy parameters. In the event a new stop needs to be created or an existing stop needs to be relocated, Transportation Officers have the authority to make these changes. As part of their assigned route planning duties, Transportation Officers will conduct efficiency analyses for each run and are aware of contractual requirements, particularly given the recent changes as a result of the RFP process. However, contractual restrictions are not a major consideration in the route planning process mainly due to the nature of the runs and the constraints on planning that exist. The Transportation Officers have no established restrictions on the techniques they may use to design the bus runs. However, integration of students from the HDSB and HCDSB is not an approach that is commonly used for regular education students.

The Route Planner uses the optimization function within the *Edulog* software to connect the individual runs into routes. These runs are then reassessed in order to modify the optimization routine to better meet operating requirements. Additional analyses are conducted on a periodic basis when key inputs such as student assignments or operator reports on ridership levels indicate that efficiency improvements are possible.

Bell time reviews are conducted under the direction of the Manager of Transportation and/or the General Manager. Conducting the analysis and presenting the results is the responsibility of the Transportation Officers and or the Route Planner as required, however, the basic outline and parameters for the analysis are established by the Manager of Transportation or General Manager. These reviews are conducted on an annual basis using the input of the Transportation Officers, Route Planner, and specific operating requirements.

The Special Needs Transportation Officer assigns students to the best mode of transportation based on the requirements of the student's educational plan. Prior to June 30 of each school year, the Special Education Departments of the member school boards are required to provide HSTS with a list of all registered students who will attend a specialized program for the next school year. Transportation is to be planned based on the student's specific needs, program location, and trip length. Bus assignment may include full and small size buses and taxis. As with regular education students, there are no planning restrictions for student assignment to vehicles. Special needs planning is thus different than the planning for regular education students in that there are more instances of students from different member school boards integrated onto the same bus. These are effective planning strategies to mitigate the cost impact of special needs transportation where possible.

### **Analysis of system effectiveness<sup>6</sup>**

Daily services are provided to over 27,000 students to nearly 175 schools using over 1,800 morning and afternoon runs. HSTS' primary mission is to deliver safe, efficient, and effective service to the students of the member boards and deliver the students to and from school safely and ready to learn. HSTS faces challenges with both growth and traffic congestion across the service area. Additionally, student density in some areas presents a challenge for planning.

Promoting efficient use of resources in transportation requires that the bus route design maximizes the use of each seat and each bus. Maximization of seat use (known as capacity use) is impacted by how far a bus can travel in terms of both time and distance. More time allows for the pick up of more students which increase capacity use. Bell times, student ride time policies, and seating guidelines have a substantial impact on the ability of a transportation service provider to maximize seat use. Maximizing bus use (known as asset utilization) considers the number of times a bus is used during a given day. School start and end times and student ride lengths are again the key determinants of the ability to maximize asset utilization. The transportation manager must consider all these factors when designing the bus routes in order for the system to be efficient.

Given the influence that time has on both capacity use and asset use, it is important to consider the spread between school start and end times. The current bell times are very fractured with small peaks for HCDSB at 8:30 AM and for HDSB at 8:45 and 9:15 AM. A similar condition exists in the afternoon with peaks at 2:40 and 3:10 through 3:15 for

---

<sup>6</sup> All data reported in this section of the report refers to data collected while the E&E team was on site. There may be inconsistencies with some previously reported Ministry data due to the different timing of the data collection.

HDSB and nearly half of HCDSB schools dismissing between 2:50 and 3:15. This type of morning schedule is particularly conducive to run pairing strategies because it distributes the need for buses over a longer time horizon.

The afternoon time schedule represents a significant constraint on run integration. The impact of this constraint can be seen in an evaluation of asset use, or the number of times a bus is used throughout the day. It is clear that the routing scheme is predominantly a two tier system. The following table summarizes the percent of morning and afternoon runs by type.

**Table 6: Run Distribution by Type**

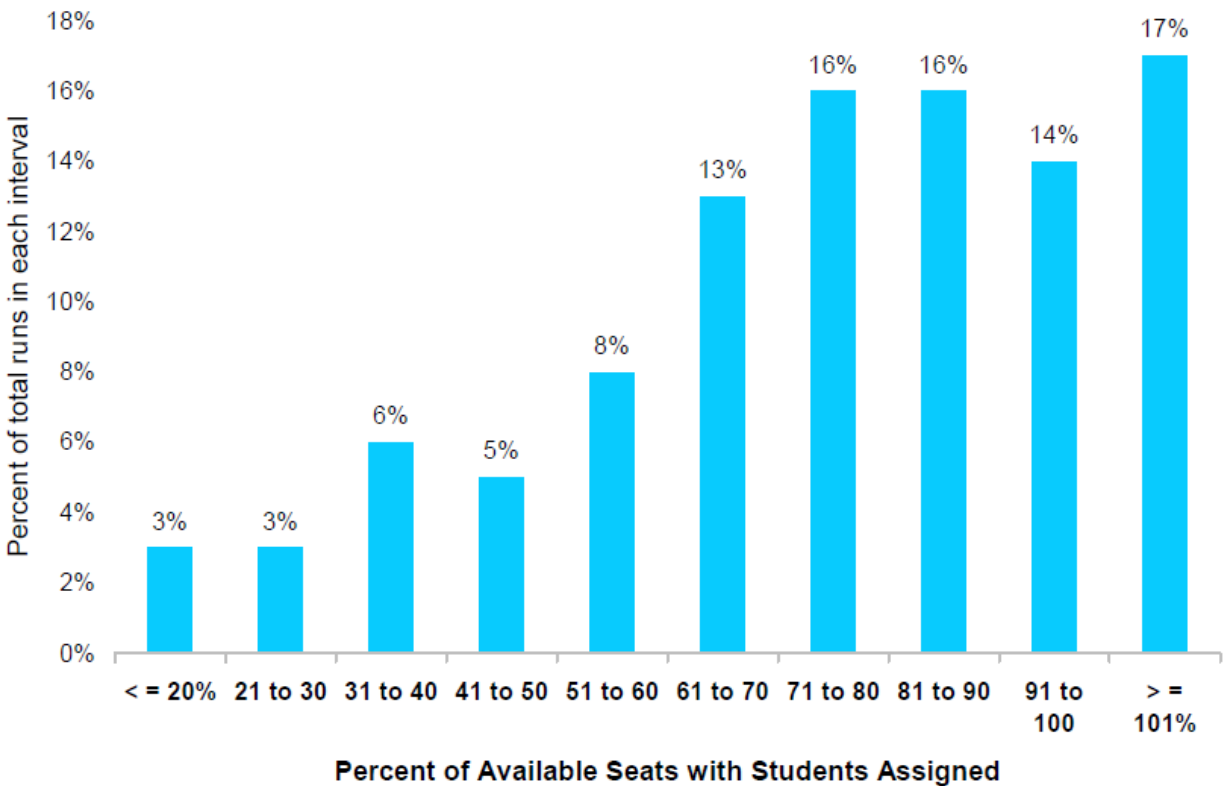
Run Type	Percent of AM Runs	Percent of PM Runs
Single Runs	20%	26%
Double Runs	51%	47%
Triple Runs	25%	26%
More than 3 Runs	1%	2%

Within this two tier system, it is also evident that runs are not integrated at the Board level, but that integration occurs at the route level. Over 95 percent of all runs in both the morning and afternoon are composed of students from one Board, while 65 percent of all routes include runs servicing schools from more than one Board. The primary rationale for this lack of integration cited in interviews was that school times of the various member school boards did not sufficiently align to integrate runs. Transportation Officers are charged with evaluating the impact of integrating runs as part of the normal planning process. As is obvious from the data, it has been determined that integration would not be financially or operationally beneficial. In many cases it has been determined that traffic or ride lengths would be negatively impacted by the combination. A much more detailed and complex analysis of individual runs would be required to determine the impact that changing the bell times would have on resources requirements, however, the overwhelming lack of integration (with the exception of special needs runs) raises a concern that additional efficiencies could be realized if bell times were adjusted to allow for integration of students from different member school boards.

In evaluating the current run scheme, the number of seats being filled averages 76 percent for all buses with greater than 48 seat capacity. This value is consistent with industry best practices and represents a significant effort on the part of the

Transportation Officers to maximize the use of the assets. The following graph demonstrates the percent of available seats being filled within the given intervals.

**Figure 5: Capacity Use**

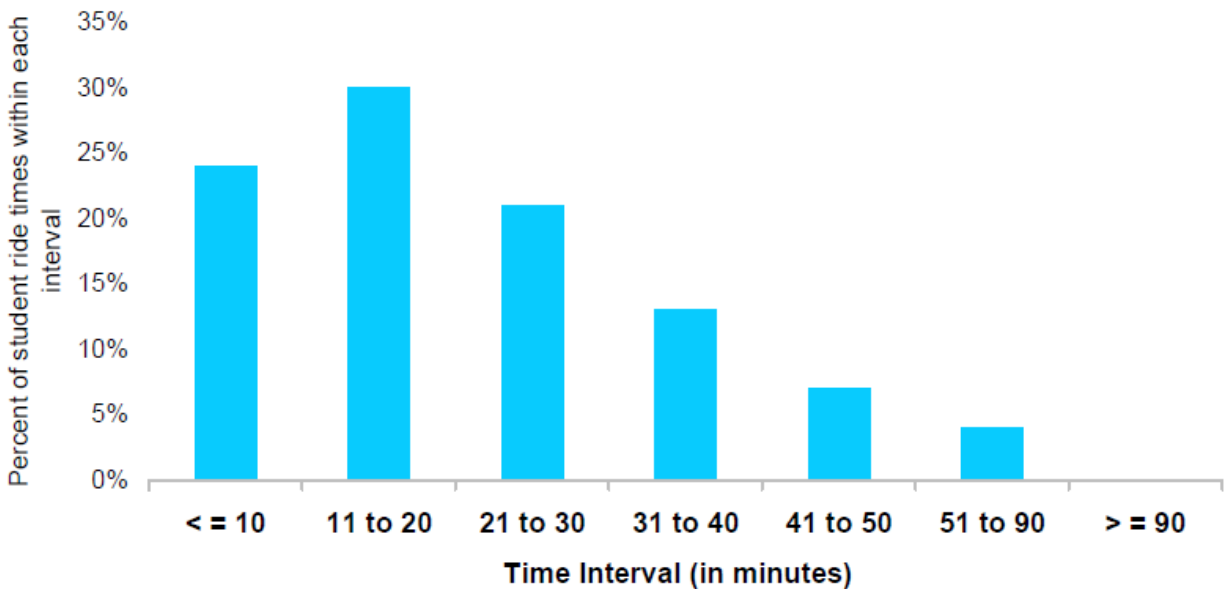


As can be seen from the chart, the overwhelming majority of runs have greater than 60 percent planned rates of seating capacity use. This high rate of capacity use is indicative of efficient operations.

In evaluating the level of service, student ride time is an important indicator. Currently, student ride times (the amount of time the student actually spends on the bus from pickup to drop off) average 21 minutes. Based on the desired guideline of 60 minutes, it is also clear that the nearly all students are being served within that guideline. Approximately four percent of all students have ride times greater than 50 minutes and less than one percent have rides greater than 60 minutes. The following chart summarizes student ride times in 10 minute intervals.



**Figure 6: Student ride time**



### **5.5.2 Best Practices**

It is recognized that HSTS has demonstrated best practices in the following areas:

#### **Student ride times**

HSTS has focused on providing high quality services through designing runs that minimize the amount of time students must ride the bus. This high level of service is being provided while also using a significant percentage of the available seating capacity.

#### **Management of bus runs**

HSTS has established an organizational structure that allows for the development and management of bus runs in an effective manner. Focusing Transportation Officers on run management and the Route Planner on strategic planning is a non-traditional approach, but one that has yielded quality results.

Continued efforts will be necessary to ensure that runs are developed in such a way that maximizes opportunities for run pairing in an effort to minimize the number of buses required in the system.

### **5.5.3 Recommendations**

#### **Integrated run analysis**

HSTS should evaluate the impact of integrating runs at the Board level within a pilot area to determine the likely impact to cost and quality across the service area. This analysis would require a significant effort to evaluate bell time change requirements, impact on seating capacity use, asset use, and the number of buses required.

Transportation Officers would have to expand their existing process to perform the review recommended here. The lack of integration between the two largest member school boards in the current system, while offering high levels of capacity use and multiple run strategies may be limiting other opportunities for efficiency.

### **5.6 Results of E&E Review**

Routing and technology has been rated as **Moderate-High**. HSTS has done an excellent job of planning routes to maximize seating capacity use and has focused on minimizing student ride times where possible. In addition, the planning process and the organizational structure that supports it, while not traditional, works effectively for HSTS. The primary concern for HSTS is the distinct Board-centric nature of the route scheme. The philosophy and history of not integrating runs may be preventing the identification of additional efficiencies. The impact of changing the philosophy on cost and resource requirements should be evaluated.

## 6 Contracts

### 6.1 Introduction

The Contracts section refers to the processes and practices by which the Consortium enters into and manages its transportation and other service contracts. The analysis stems from a review of the following three key components of Contracting Practices:

- Contract structure;
- Contract negotiations; and
- Contract management.

Each component has been analyzed based on observations from information provided by the Consortium, including interviews with Consortium management and select operators. The analysis included an assessment of areas requiring improvement that were informed by a set of known best practices identified during previous E&E Reviews. These results are then used to develop an E&E assessment for each component. The E&E assessment of contracting practices for the Consortium is as follows:

#### **Contracts – E&E Rating: Moderate-High**

### 6.2 Contract Structure

An effective contract<sup>7</sup> establishes a clear point of reference that defines the roles, requirements, and expectations of each party involved and details the compensation for providing the designated service. Effective contracts also provide penalties for failure to meet established service parameters and may provide incentives for exceeding service requirements. Contract analysis includes a review of the clauses contained in the contract to ensure that the terms are clearly articulated, and a review of the fee structure is conducted to enable comparison of its components to best practice.

#### 6.2.1 Observations

The Consortium was part of the competitive procurement pilot program initiated by the Ministry and, as such, has competitively procured 25% of its 72-passenger bus routes.

---

<sup>7</sup> The word Contract in this context refers to detailed documents outlining the scope of services, rates and expected service levels. The phrase Purchase of Service agreement is used in this report to describe a less detailed document that only outlines the services to be provided and the rates at which they are to be provided.

Consultations with Consortium management indicate that it plans to use competitive procurement on an ongoing basis. The Consortium therefore has two contracts in place with its bus operators: one contract, developed through the competitive procurement process, which currently pertains to 25% of its 72-passenger bus routes (the RFP contract); and another contract, developed through negotiations, which currently pertains to 75% of its routes (the negotiated contract). The following section outlines the structure of both contracts.

## **Bus operator contract clauses**

### *Negotiated contract*

The current negotiated contract is valid for one year and expires on August 31, 2009. The contract has been extended into the following year and contains a clause that automatically extends the contract into the following year if negotiations are still ongoing. Noteworthy clauses within the negotiated contract outline, among other things:

- Training requirements, such as First-Aid/CPR/EpiPen training for drivers. The Consortium compensates operators for providing safety training. Drivers are provided EpiPen training on an annual basis and First-Aid/CPR training is provided to new drivers within three months of hire.
- Information submission requirements such as driver criminal record and licensing information; operator insurance coverage;
- A detailed set of performance expectations of both drivers and operators;
- Compliance requirements with respect to the contract, Consortium policies, and provincial and federal regulation;
- Vehicle age requirements. The average age of the fleet servicing the Consortium is to be eight years with a maximum allowable age of 12 years for 72-passenger school buses and 10 years for other types of buses;
- Compensation amounts, structure and payment schedule; and
- Other terms related to dispute resolution, termination and confidentiality.

### *RFP contract*

The RFP contract is valid for five years with an option to automatically renew the contract for an additional two years. Noteworthy clauses in the RFP contract outline, among other things:

- Training requirements, such as First-aid/CPR/EpiPen training for drivers. The Consortium mandates that operators provide this training to drivers and the cost of such training be included as part of the base rate identified in the contract;
- Details related to driver, vehicle and operator performance, communication and operational expectations;
- Compliance requirements with respect to the contract, Consortium policies, and provincial and federal regulation;
- Vehicle age requirements. The contract mandates an average fleet age and a maximum vehicle age (8 and 12 years respectively for 72-passenger school buses);
- Fee structures and payment schedules, including information on adjustments due to inclement weather, labour disputes and fuel cost; and
- Other terms related to insurance coverage requirements; dispute resolution, termination and confidentiality.

The Consortium reserves the right to re-allocate routes in both contracts. Discussions with Consortium management indicated that the Consortium allocates routes among operators based on the proportion of their market share.

## **Bus operator compensation**

### *Negotiated contract*

The negotiated contract compensates operators based on a fixed daily rate per bus, per route. The fixed daily rates vary based on the type of vehicle being operated and the area in which the vehicle is to be operated. The fixed daily rate is calculated by using the previous year's fixed rate and adding a benchmark and driver wage enhancement escalator.

### *RFP contract*

The RFP contract also compensates operators based on a fixed base rate that is to include all costs related to operating a vehicle for one day. This rate is, in turn, adjusted for inclement weather and labour disputes. The RFP contract also provides for a fuel rate adjustment based on fuel cost information provided by the Ontario Ministry of Energy and Infrastructure.

Both contracts state that 80% of the daily rate will be charged if service is cancelled due to inclement weather. Consortium management indicated that the 80% inclement

weather rate in the negotiated contract was determined through negotiations with the operators and included as part of the standard terms in the RFP contract.

### **Bus operator contract and legal compliance**

In line with an administrative procedure regarding bus operator audits, the Consortium has hired a third party firm to conduct operator audits on its behalf. A letter from the third party firm (“the firm”) outlining the scope of its services has been provided to the E&E Review Team.

The letter states that the firm’s mandate is to ensure that all of the Consortium’s bus operators are in compliance with requirements imposed by the Ministry of Transportation; the Ministry of Education and the Consortium. This includes checking that operators are complying with contract terms related to student management, defensive driving, and First-Aid/CPR/EpiPen training. The audit also includes verification of information submitted to the Consortium such as operator insurance certificates, driver route allocations and vehicle certificate numbers.

The firm conducts its operator audits by assessing the compliance of approximately 10% of the total fleet used by the Consortium. The methodology used includes an assessment of whether the operators are maintaining sufficient information with respect to vehicle maintenance, CVOR, driver training, references and testing. The firm also assesses whether operators are in compliance with the regulations for hours of service; and assesses the condition and roadworthiness of the equipment used by the operators. The end result is a professional opinion on an operator’s overall proficiency. Discussions with Consortium management indicated that the Consortium follows up on the firm’s operator reports through formal meetings that take place in the week following each review. The Consortium does not track operator performance over time.

With respect to the driver wage enhancement component of the operator compensation formula, Consortium management indicated that the Consortium requests a letter from each operator confirming that this component is being flowed through to bus drivers as of the first day of each school year.

### **Taxi operator contracts**

The Consortium currently has contracts in place with taxi operators that are valid for one year and expire in August, 2009. Consortium management indicated that negotiations for the following year’s contract are currently ongoing and the existing contract includes a clause that extends the contract for an additional three months if negotiations are not concluded prior to the beginning of the school year. Other noteworthy clauses in the contract outline, among other things:

- Compensation information and payment schedules;
- Operator information/compliance requirements such as insurance and driver criminal record checking;
- Details regarding the performance expected of operators and drivers; and
- Other terms with respect to indemnity, confidentiality and dispute resolution.

The Consortium's contract with taxi operators is silent with respect to vehicle age and First- Aid/CPR/EpiPen training requirements. Discussions with Consortium management indicated that it is the responsibility of municipalities to conduct audits of taxi operators.

### **6.2.2 Best Practices**

It is recognized that the Consortium has demonstrated best practice in the following areas:

#### **Contract clauses**

The Consortium has contracts in place for bus operators which detail appropriate legal, safety and other non-monetary terms. This ensures the contractual relationship between transportation service providers and the Consortium is defined and enforceable. Bus contract wording automatically extends the contract into the next year based on the terms and conditions from the previous year. This ensures that a contract is in place at the start of the school year.

#### **Insurance**

The Consortium requires operators to provide proof of insurance prior to the start of the school year. This ensures that this important safeguard is met prior to providing any services; and

#### **Contract and legal compliance**

The Consortium has hired an external third party firm to conduct periodic audits of its operators to ensure they are in compliance with safety and legal requirements. Operator audits are a key component of contract management. They measure whether the operators are complying with stated contract clauses and ultimately if they are providing safe and reliable service. It is suggested; however, that the Consortium track the performance of audited operators over time.

### **6.2.3 Recommendations**

#### **Re-evaluate the bus operator compensation formula**

The current bus operator compensation formula includes a driver wage enhancement component which is intended to alleviate driver retention issues being experienced by the Consortium. While the Consortium has taken appropriate steps to ensure contract compliance, the effective enforcement of this contract clause would require the Consortium to garner information (such as pay stubs or operator accounting entries) to which it does not rightfully have access.

Given the difficulties involved with ensuring compliance with this clause, and given the issues faced by the Consortium with respect to driver retention, it is recommended that the Consortium re-evaluate this clause and determine potential alternatives that will enhance driver wages while ensuring that all contract clauses can be easily enforced. One possible suggestion may be for the Consortium to modify the compensation formula in the negotiated contract to bring it in line with the formula outlined in the RFP contract since this compensation formula reflects the latest market price associated with effective bus driver retention. The Consortium should also continue to work with its bus operators to develop creative, non-wage related driver retention strategies.

#### **Include additional clauses in the taxi operator contract**

It is strongly recommended that the Consortium review its contract with taxi operators to include a clause related to the mandatory provision of First Aid, EpiPen and CPR training for all drivers. This training should be provided to drivers upon hire or soon after hire in order to ensure that drivers have the appropriate skills and training should an emergency arise.

#### **Modify the formula used to allocate routes**

Discussions with Consortium management indicated that the Consortium allocates routes among operators based on the proportion of their market share. While it is important to ensure some equity in route allocation among operators, it is equally important to ensure that the Consortium is receiving the best service possible at the rates being paid. As such, it is recommended that the Consortium modify its route allocation methodology to ensure that route allocations are made based primarily on operator performance (including price and service levels as factors).



## **6.3 Contract Negotiations**

Contract negotiations are intended to provide an avenue by which the Consortium, as a purchaser of services, can ultimately obtain the best value for money. The goal of the Consortium is to obtain high quality service at fair market prices.

### **6.3.1 Observations**

#### **Bus operator contract negotiation process**

##### *Negotiated contract*

The Consortium undertakes to renew the negotiated contract on an annual basis. Operators are represented by an operator's association that includes all operators that provide services to the Consortium. The operator's association is currently not a separate legal entity.

Consortium management indicated that there is currently no negotiations calendar that sets deadlines by which the Consortium must have its bus operator contracts signed. They further added that it had been regular practice to initiate negotiations in April and to have negotiations completed prior to the start of the school year.

Negotiations were completed in August for the 2008-09 school year and the contract has been extended by mutual agreement into the 2009-10 school year.

##### *RFP contract*

The Consortium was part of the Ministry's competitive procurement pilot program and, as such, the Consortium has used a competitive process to procure 25% of its 72-passenger bus routes. Consortium management indicated that the Consortium will likely continue to use competitive procurement pending Ministry approval.

The Consortium advertised the RFP on its website and distributed copies to the Ontario school bus association and the Ontario independent school bus operators association. The Consortium received multiple bids and these bids were evaluated against criteria that include, among other things: fees; financial standing; provision of student safety programs; and driver education, training and retention strategies.

#### **Special needs transportation**

Consortium management indicated that special needs transportation is procured through the same process used for the negotiated contract.

### **6.3.2 Best Practices**

#### **Competitive procurement**

The Consortium has initiated competitive procurement for its bus operator services; resulting in competitive rates. Competitive procurement processes are recognized as the best means to ensure market rate pricing as they allow the purchaser to obtain the best value for money given a defined set of service expectations. The use of a competitive procurement process introduces the business opportunity to a competitive market. Based on the operator's submission, the Consortium is able to identify the most qualified transportation service operators that offer the best prices for the level of services provided. This is a notable achievement as it is a fundamental step in ensuring that bus operator services are contracted at competitive market rates.

### **6.3.3 Recommendations**

#### **Develop and communicate a procurement calendar**

It is recognized that the Consortium does currently have an annual planning calendar in place; however, this calendar does not set a timeline over which the Consortium must procure bus operator services. It is recommended that the Consortium modify its planning calendar to include key dates, milestones and responsibilities related to the procurement of bus operator services. The Consortium should also communicate this procurement calendar to its operators so as to facilitate the operator's annual planning process.

## **6.4 Contract Management**

Contracting practices do not end after a contract is signed. Ongoing monitoring of compliance and performance of contracted service is an important and valuable practice to enhance service levels and ensure that contractors are providing the level of service that was previously agreed upon. Monitoring should be performed proactively and on a regular and ongoing basis in order to be effective.

### **6.4.1 Observations**

#### **Monitoring**

A documented, random route audit process is currently in place at the Consortium. These audits are conducted in line with an administrative procedure on operator audits. This policy mandates that Consortium staff are to conduct route audits on 10% of each bus operator's routes on an annual basis; however, discussions with Consortium Management indicated that the Consortium has not been able to meet this target due to

staffing constraints. Route audits are usually conducted by Transportation Officers who either follow or get on the bus. Criteria against which routes are audited include, among other things:

- Driver compliance and driving skills;
- Student control;
- Loading and unloading; and
- En route safety and compliance.

Route audit information is compiled, presented to the General Manager, and then followed up by the Consortium. An annual operator performance report card is also prepared by the Consortium and provided to operators

#### **6.4.2 Recommendations**

##### **Increase resource capacity to ensure that a sufficient number of route audits are conducted**

It is recognized that the Consortium performs some route audits of operators and drivers to ensure they are providing adequate service levels to the schools in terms of on-time service, compliance with routes and driver compliance with traffic regulations. However, discussions with Consortium management indicated that the Consortium has not been able to meet its target annual number of route audits due to staffing constraints. As such, it is recommended that the Consortium review staffing levels in order to make sure that it is able to meet its target number of route audits per year. This would allow the Consortium to collect additional data on operator performance and would help to ensure the relevance of the Consortium's operator performance monitoring efforts. Audits are a key component of contract management as they ensure that operators and drivers are complying with stated contract clauses and are ultimately providing safe and reliable service.

#### **6.5 Results of E&E Review**

The process by which the Consortium negotiates, structures, and manages its contracts for transportation services has been assessed as **Moderate-High**. Particularly positive elements include the inclusion of generally thorough, standardized contracts for bus operators; the use of competitive procurement processes; and effective contract management practices.

The primary areas for improvement include the re-evaluation of the bus operator compensation formula, the inclusion of key clauses in the taxi operator contract; the development and communication of a formal contract negotiations calendar; and increased efforts to meet the Consortium's targeted number of route audits per year.

## 7 Funding Adjustment

The Ministry has asked the E&E Review Team to apply their Funding Adjustment Formula to each Board that was subject to an E&E Review in Phase 3B. Note that where Boards are incurring transportation expenses in multiple Consortium sites, the Board's adjustment will be prorated for the portion attributed to the Consortium under review. For example, if 90% of Board A's expenditures are attributed to Consortium A, and 10% of expenditures are attributed to Consortium B, the funding adjustment resulting from Consortium A's review will be applied to 90% of Board A's deficit or surplus position.

The Ministry's funding formula is as follows:

**Table 7: Funding Adjustment Formula**

<b>Overall Rating</b>	<b>Effect on deficit Boards<sup>8</sup></b>	<b>Effect on surplus Boards<sup>8</sup></b>
High	Reduce the gap by 100% (i.e. eliminate the gap)	No in-year funding impact; out-year changes are to be determined
Moderate-High	Reduce the gap by 90%	Same as above
Moderate	Reduce the gap by 60%	Same as above
Moderate-Low	Reduce the gap by 30%	Same as above
Low	Reduce the gap by 0%	Same as above

Based on the Ministry's funding formula, in conjunction with our E&E assessment of the Consortium, it is anticipated that the following funding adjustments will be made for each Board:

---

<sup>8</sup> This refers to Boards that have a deficit/surplus on student transportation

## Halton District School Board

Item	Value
2008-09 Transportation Surplus (Deficit)	\$(375,661)
% of Surplus (Deficit) attributed to the Consortium (rounded)	100.00%
Revised amount to be assessed under the Consortium	\$(375,661)
E&E Rating	Moderate
Funding Adjustment based on Ministry's Funding Adjustment Formula	60%
Total Funding adjustment	\$225,397

## Halton Catholic District School Board

Item	Value
2008-09 Transportation Surplus (Deficit)	(\$188,064)
% of Surplus (Deficit) attributed to the Consortium (rounded)	100.00%
Revised amount to be assessed under the Consortium	(\$188,064)
E&E Rating	Moderate
Funding Adjustment based on Ministry's Funding Adjustment Formula	60%
Total Funding adjustment	\$112,839

## Conseil scolaire de district du Centre Sud Ouest

Item	Value
2008-09 Transportation Surplus (Deficit)	\$329,427
% of Surplus (Deficit) attributed to the Consortium (rounded)	2.73%
Revised amount to be assessed under the Consortium	\$8,993
E&E Rating	Moderate
Funding Adjustment based on Ministry's Funding Adjustment Formula	No Adjustment
Total Funding adjustment	Nil

## Conseil scolaire de district Catholique du Centre-Sud

Item	Value
2008-09 Transportation Surplus (Deficit)	\$426,053
% of Surplus (Deficit) attributed to the Consortium (rounded)	3.29%
Revised amount to be assessed under the Consortium	\$13,998
E&E Rating	Moderate
Funding Adjustment based on Ministry's Funding Adjustment Formula	No Adjustment
Total Funding adjustment	Nil

(Numbers will be finalized when regulatory approval has been obtained.)

## 8 Appendix 1: Glossary of Terms

<b>Terms</b>	<b>Definitions</b>
Act	Education Act
Assessment Guide	The guide prepared by the E&E Review Team and the Ministry of Education which will be used as the basis for determining the overall effectiveness and efficiency of each Consortium
Common Practice	Refers to a set of planning parameters that have been reported by Ontario school boards as the most commonly adopted planning policies and practices. These are used as references in the assessment of the relative level of service and efficiency.
Consortium, the; or HSTS	The Halton Student Transportation Services Consortium
CSDCCS	Conseil scolaire de district Catholique du Centre-Sud
CSDCSO	Conseil scolaire de district du Centre Sud Ouest
Deloitte	Deloitte & Touche LLP (Canada)
Driver	Refers to bus Drivers, see also operators
E&E	Effectiveness and Efficiency
E&E Review Team	As defined in Section 1.1.5
E&E Reviews	As defined in Section 1.1.4
Effective	Having an intended or expected effect; the ability to deliver intended service
Efficient	Performing or functioning in the best possible manner with the least waste of time and effort; the ability to achieve cost savings without compromising safety
Evaluation Framework	The document, titled “Evaluation Framework for the Halton Student Transportation Service Consortium” which supports the E&E Review Team’s Assessment; this document is not a public document
Funding Adjustment Formula	As described in Section 1.3.5





## 9 Appendix 2: Financial Review – by School Board

### Halton District School Board

Item	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Allocation <sup>9</sup>	\$9,919,875	\$10,240,671	\$10,715,052	\$11,365,201	\$11,761,929
Expenditure <sup>10</sup>	\$9,398,365	\$9,687,288	\$10,143,095	\$11,740,862	\$12,164,653
Transportation Surplus (Deficit)	\$521,510	\$553,383	\$571,957	(\$375,661)	(\$402,724)
Total Expenditures paid to the Consortium	\$9,398,365	\$9,687,288	\$10,143,095	\$11,740,862	\$12,164,653
As % of total Expenditures of Board	100%	100%	100%	100%	100%

### Halton Catholic District School Board

Item	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Allocation	\$5,159,268	\$5,296,426	\$5,507,851	\$5,744,536	\$5,832,366
Expenditure	\$4,743,861	\$5,037,730	\$5,256,315	\$5,932,600	\$5,883,098
Transportation Surplus (Deficit)	\$415,407	\$258,696	\$251,536	(\$188,064)	(\$50,732)
Total Expenditures paid to the Consortium	\$4,743,861	\$5,037,730	\$5,256,315	\$5,932,600	\$5,883,098
As % of total Expenditures of Board	100%	100%	100%	100%	100%

<sup>9</sup> Allocation based on Ministry data – includes all grant allocations for transportation (Section 9 00008C, Section 13 00006C, Section 13 00012C)

<sup>10</sup> Expenditure based on Ministry data – taken from Data Form D: 730C (Adjusted expenditures for compliance) – 212C (Other Revenues) + 798C (Capital expenditures funded from operating)







36. Financial Information: Conseil scolaire de district Catholique du Centre-Sud
37. Edulog Maintenance Utility
38. Edulog Service, License and Maintenance Agreement (1992)
39. Edulog Service, License and Maintenance Agreement (August 1993)
40. Email Guidelines
41. Facility Audit Tracking Log (8 operators)
42. Halton Catholic District School Board Employee Working Conditions for Administrations / Managers / Supervisors and Support Staff Administrative Personnel
43. Halton Student Transportation Services 2007-2008 Financial Statements as of August 31, 2008
44. Halton Student Transportation Services 2008-08 & 2009-10 Budget Comparison
45. Halton Student Transportation Services – Goals and Objectives
46. HSTS Management Committee Meeting Minutes – April 17, 2009
47. HSTS Management Committee Meeting Minutes – December 17, 2008
48. HSTS Management Committee Meeting Minutes – February 20, 2009
49. HSTS Management Committee Meeting Minutes – January 16, 2009
50. HSTS Management Committee Meeting Minutes – November 14, 2008
51. HSTS Management Committee Meeting Minutes – October 10, 2008
52. HSTS Management Committee Meeting Minutes – September 5, 2008
53. IT procedures (2)
54. Job Description – General Manager
55. Job Description – Transportation Manager
56. Job Description – Transportation Officer

57. Job Description – Financial / Administrative Assistant
58. Key Service Indicators – 08-09 stats
59. Letter from Auditor (Deloitte) dated July 8, 2009
60. Letters Patent – February 10<sup>th</sup> 2009
61. List of Bus and Taxi Operators
62. List of Schools
63. List of Specialized Programs offer by All Member Boards
64. List of Refusals
65. Memorandum: Harmonized Transportation Policies
66. Memorandum: Harmonized Transportation Policy Recommendations Update
67. Memorandum : Municipal Transit Initiatives
68. Monthly Schedule – January to December
69. News Article (7 May 2009): “Arnott criticizes education minister for ‘indifference’ on busing issue.”
70. News Article (20 February 2009): “Board votes to eliminate busing for Geo. South high schoolers.”
71. News Article (7 Sep 2007): “Bottle toss from bus lands student in hot water.”
72. News Article (27 March 2009): “Bus cancellation upsets students, parents.”
73. News Article (4 April 2008): “Bus company expands biodiesel program.”
74. News Article (15 May 2009): “Bus driver contracts in limbo”
75. News Article (15 May 2009): “Strike looms for First Student school bus drivers”
76. New Article (15 September 2007): “Catholic schools”

77. News Article (15 September 2007): "Bishop may convene rare ecclesiastical court Any refusal by Anglican priest under investigation to accept bishop's findings or punishment would trigger judicial Procedure"
78. News Article (15 September 2007): "HEALTH: PROTECTING AGAINST THE HUMAN PAPILLOMA VIRUS"
79. News Article (15 September 2007): "WHAT WAS SAID THIS WEEK, IN PUBLIC AND IN PRINT: BY MICHAEL KESTERTON"
80. News Article (15 September 2007): "Don't miss; Saturday, September 15"
81. News Article (15 September 2007): "After gym class, God 101; The furor over funding religious schools obscures a third way: Giving the study of faith a full place in secular curricula"
82. News Article (15 September 2007): "TV election ads feature all Dalton, all the time; In the campaign, there are three men leading the main parties. But in the partisan ad world, so far, there is only one face front and centre McGuinty"
83. News Article (15 September 2007): "Another child abandoned by driver of school bus; 'Good Samaritan' alerts school after boy, 3, gets on wrong bus and is dropped off on strange street"
84. News Article (15 September 2007): "All-day JK pilot project gets high marks"
85. News Article (15 September 2007): "Tory runs on faith; Poll shows 50% oppose Conservative plan to fund all religion-based schools"
86. News Article (15 September 2007): "McGuinty didn't do education homework"
87. News Article (15 September 2007): "The faith debate; Poll shows it's a hot potato"
88. News Article (15 September 2007): "Ask the Religion Experts; Question: Ontario Premier Dalton McGuinty has indicated that he will fight the upcoming election largely on the issue of funding for faith-based schools. What is your view on the issue of funding for faith-based schools?"
89. News Article (15 September 2007): "Tory tries to take back Toronto; Conservative leader promises billions to city that shut party out"



90. News Article (15 September 2007): "Many reasons"
91. News Article (15 September 2007): "For gifted students, reunion is class act; Hopewell Public School graduates of a 1956 program reflect on the legacy of their 'new way of learning,' writes Ciara Byrne"
92. News Article (15 September 2007): "Ask the Religion Experts; Question: Ontario Premier Dalton McGuinty has indicated that he will fight the upcoming election largely on the issue of funding for faith-based schools. What is your view on the issue of funding for faith-based schools?"
93. News Article (15 September 2007): "Minister snubs money woes, focuses on faith-based schools; Public board would pay price for Tory plan, Smitherman says"
94. News Article (15 September 2007): "Ask the Religion Experts; Question: Ontario Premier Dalton McGuinty has indicated that he will fight the upcoming election largely on the issue of funding for faith-based schools. What is your view on the issue of funding for faith-based schools?"
95. News Article (15 September 2007): "Pilot project spread through province"
96. News Article (15 September 2007): "One system teaches kids to learn, live together"
97. News Article (15 September 2007): "Parents keep track"
98. News Article (15 September 2007): "Bus System Irks Student"
99. News Article (15 September 2007): "Full day costly plan"
100. News Article (15 September 2007): "Bus driver criticized for leaving sick girl with strangers"
101. News Article (15 September 2007): "Taunts fueled attack: police"
102. News Article (15 September 2007): "Missing sidewalk poses danger to students"
103. News Article (15 September 2007): "Vaccine causing big controversy; Concern expressed about message being sent to girls"
104. News Article (15 September 2007): "Schaffer heads student services department"

105. News Article (15 September 2007): "Reviews could lead to closures, new schools"
106. News Article (15 September 2007): "Pepsi contract renewal fails school trustees' taste test; Deal slammed for ignoring children's health, nutrition"
107. News Article (15 September 2007): "Remember education at this election time"
108. News Article (15 September 2007): "Trustees OK English's five-month teaching sojourn"
109. News Article (15 September 2007): "'Affording' religious schools"
110. News Article (23 April 2009): "Bus fight continues"
111. News Article (26 May 2009): "Bus line continues local commitments"
112. News Article (19 May 2009): "Bus safety poster winners named"
113. News Article (6 February 2009): "Buses may be coming to Catholic F.I. students"
114. News Article (9 November 2007): "Busing a safety issue"
115. News Article (6 May 2007): "Bylaw, a very frustrating issue"
116. News Article (7 July 2008): "Change to start, end time impacts 30 public schools"
117. News Article (9 May 2008): "Friends of NDSS create campus plan for DSBN"
118. News Article (6 September 2007): "Halton cops teen in school bus scuffle"
119. News Article (23 June 2008): "Halton's Catholic school board passes \$248M budget"
120. News Article (11 October 2009): "Helping kids and parents with the walk to school"
121. News Article (9 June 2009): "Liberals turning deaf ear to local issues"
122. News Article (19 July 2008): "New start, end times impact 30 public schools"
123. News Article (19 May 2009): "No word on deal for school bus drivers"

124. News Article (3 October 2007): "EDUCATION: WHY GRADE-SCHOOLERS ARE PACKING THEIR PASSPORTS Quebec pupils head to U.S. for English studies"
125. News Article (3 October 2007): "Conservatives should support our public schools"
126. News Article (3 October 2007): "Education finances in Ontario: A pre-election fact guide"
127. News Article (3 October 2007): "Fairness and faith-based funding"
128. News Article (3 October 2007): "McGuinty best to lead Ontario"
129. News Article (3 October 2007): "PC leader's riding shows split; Divisive issue of funding for faith-based schools is hurting uphill fight against education minister"
130. News Article (3 October 2007): "Schools unable to do it all"
131. News Article (3 October 2007): "A one-issue campaign; Faith-based school funding overshadows all"
132. News Article (3 October 2007): "Alma slated for demolition; Critics are fuming that St. Thomas council struck a deal with the historic school's owner"
133. News Article (3 October 2007): "Study says EAs' jobs severely cut"
134. News Article (3 October 2007): "Unfairness in education funding rolls on"
135. News Article (3 October 2007): "Catholic board ponders closing 1 or 2 schools"
136. News Article (3 October 2007): "Kids choose top book for Blue Spruce Award"
137. News Article (3 October 2007): "'Hypocrite' needs to review school funding"
138. News Article (3 October 2007): "Websites offer resources"
139. News Article (3 October 2007): "Priests asked to give their side of GCC story; Bishop seeks response to abuse complaints"
140. News Article (3 October 2007): "Multicultural meltdown"

141. News Article (3 October 2007): “Boundaries set for SE school; A 'natural walking distance”
142. News Article (3 October 2007): “Democracy is about diversity, not conformity”
143. News Article (3 October 2007): “Walk to school event kicks off”
144. News Article (3 October 2007): “Interfaith forum tackles faith-based school funding issue”
145. News Article (3 October 2007): “Parents to fight for busing; Parents upset at kids' 40-minute walk to school”
146. News Article (3 October 2007): “Use it or lose it”
147. News Article (2 May 2008): “Option C: close NDSS not one for Niagara-on-the-Lake”
148. News Article (15 May 2009): “Public transit is no solution to bus issue”
149. News Article (22 May 2008): “School Board applauded”
150. News Article (13 September 2008): “School board sticks to southeast school closures”
151. News Article (16 June 2008): “School board enter ‘terrible’ busing consortium”
152. News Article (29 May 2009): “School bus drivers accept contract offer”
153. News Article (27 May 2009): “School bus drivers voting on latest offer tonight
154. News Article (20 May 2009): “School bus strike could impact 4,000 Halton students
155. News Article (09 June 2009): “School issues are a no – Wynne situation for mayor”
156. News Article (10 September 2008): “Shuttered schools raise Oakville’s ire”
157. News Article (17 April 2009): “Significant decision”
158. News Article (10 July 2009): “Start times are changing for many public schools”

159. News Article (21 August 2007): “Don’t use Holy Trinity as bargaining chip”
160. News Article (10 November 2007): “Students OK after bus collides with tractor-trailer en-route to school”
161. News Article (3 October 2008): “There will be change: Roberta Bondar”
162. News Article (April 28 2009): “Town calls for province to intervene in busing issue”
163. News Article (28 May 2009): “Wynne says busing issue up to boards”
164. Oakville Safety Programs Tracking Schedule 2008-2009
165. Organization Charts – Halton Student Transportation Services
166. October 2007 Analysis of Relevant Data – Burlington Branch
167. Operator Audit Report
168. Planning calendar
169. Policy Statement – HS011:Public Transit
170. Policy Statement – HS001
171. Policy Statement – HS002: Section Eligibility
172. Policy Statement – HS003: New Requests for Transportations Services, Change Requests, or Cancellation Requests
173. Policy Statement – HS004: Student Responsibilities
174. Policy Statement – HS005: Disciplinary Action
175. Policy Statement – HS006: Parent / Guardian Responsibilities
176. Policy Statement – HS007: Operator and Driver Responsibilities
177. Policy Statement – HS008: HSTS Responsibilities
178. Policy Statement – HS009: School Principal Responsibilities
179. Policy Statement – HS010: Distances to the Bus Stop
180. Policy Statement – HS011: Public Transit

181. Policy Statement – HS012: Out of Boundary Students
182. Policy Statement – HS013: Duration of Bus Trip
183. Policy Statement – HS014: Second Address
184. Policy Statement – HS015: Loading / Unloading Procedure for the School Bus by Students in Junior and Senior Kindergarten
185. Policy Statement – HS016: Home Bus Stops
186. Policy Statement – HS017: Courtesy Seats
187. Policy Statement – HS018: Joint Custody
188. Policy Statement – HS019: Child Booster Seats / Car Seats
189. Policy Statement – HS020: Type 1 DIABETES Emergency Procedures
190. Policy Statement – HS021: EPIPEN Emergency Procedures
191. Policy Statement – HS022: Emergency Procedures – First Aid – Cardiopulmonary Resuscitation (CPR)
192. Policy Statement – HS023: Accident / Incident Procedures
193. Policy Statement – HS024: Inclement Weather
194. Policy Statement – HS025: School Closure
195. Policy Statement – HS026: Transportation of Co-op Students
196. Policy Statement – HS027: Change in School Hours
197. Policy Statement – HS028: Process for Appealing Decisions
198. Policy Statement – HS029: Temporary Changes
199. Policy Statement – HS030: Lost Child
200. Policy Statement – HS032: Service Parameters
201. Policy Statement – HS033: Specialized Transportation
202. Policy Statement – HS034: Transporting Service Dogs

203. Policy Statement – HS035: Temporary Medical Transportation
204. Policy Statement – HS036: School Bus Operator Audits
205. Procedure when changing transportation boundary
206. Property Insurance Policy – April 29, 2009
207. Purchase of Student Transportation Services Agreement as of 15<sup>th</sup> July 2009 between Halton Student Transportation Services Inc. and Halton District School Board and Halton Catholic District School Board and Le Conseil scolaire de district Catholique du Centre-Sud and Le Conseil scolaire de district du Centre-Sud-Ouest
208. Purchase of Support Services Agreement between Halton Catholic District School Board and Halton Student Transportation Services
209. Reporting of vacant buildings
210. Regular Driver Seniority
211. Run codes and stop ID codes
212. Safety Criteria
213. Request for proposal for regular transportation services: HSTS
214. Route Audit Form (2 forms)
215. Route Audit Follow-up emails (3 emails)
216. Secondary Summer School Schedule 2009
217. Scope of Work (TBM, letter to HSTS)
218. Specialized Transportation Request – Form TF033
219. Staff training list
220. Student file transfer template
221. Terms and Conditions of Employment – Management and Administrative Support Staff (September 1 2008 - ugust 31, 2012)

- 222. Transportation Effectiveness and Efficiency Review – Financial Information 2006-2009 and Budget 2010
- 223. Trillium Template
- 224. Weekly Status Report 09
- 225. Website Template



## Appendix 4: Common Practices

### Home to School Distance

Activity	JK/SK	Gr. 1 - 3	Gr. 4 - 8	GR. 9 - 12
Common Practice	0.8 km	1.2 km	1.6 km	3.2 km
Policy HDSB	1.6 km	1.6 km	1.6 km	4.0 km
Policy HCSDB	1.6 km	1.6 km	1.6 km	4.0 km
Policy CSDCCS	1.6 km	1.6 km	1.6 km	4.0 km
Policy CSDCSO	1.6 km	1.6 km	1.6 km	4.0 km

### Home to Bus Stop Distance

Activity	JK/SK	Gr. 1 - 3	Gr. 4 - 8	GR. 9 - 12
Common Practice	0.5 km	0.8 km	0.8 km	0.8 km
Policy HDSB	0.8 km	0.8 km	0.8 km	1.6 km
Policy HCSDB	0.8 km	0.8 km	0.8 km	1.6 km
Policy CSDCCS	0.8 km	0.8 km	0.8 km	1.6 km
Policy CSDCSO	0.8 km	0.8 km	0.8 km	1.6 km

Note: Rural walk distances may be as great as 1.6 km for all students to ensure that stops are placed areas with safe line of sight and clear visibility

### Arrival Window

Activity	JK/SK	Gr. 1 - 3	Gr. 4 - 8	GR. 9 - 12
Common Practice	18	18	18	25
Policy HDSB	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.
Policy HCSDB	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.
Policy CSDCCS	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.
Policy CSDCSO	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.

## Departure Window

Activity	JK/SK	Gr. 1 - 3	Gr. 4 - 8	GR. 9 - 12
Common Practice	16	16	16	18
Policy HDSB	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.
Policy HCSDB	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.
Policy CSDCCS	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.
Policy CSDCSO	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.	15 to 30 Min.

## Earliest Pick Up Time

Activity	JK/SK	Gr. 1 - 3	Gr. 4 - 8	GR. 9 - 12
Common Practice	6:30	6:30	6:30	6:00
Policy HDSB	6:13 AM	6:13 AM	6:13 AM	6:13 AM
Policy HCSDB	6:13 AM	6:13 AM	6:13 AM	6:13 AM
Policy CSDCCS	6:13 AM	6:13 AM	6:13 AM	6:13 AM
Policy CSDCSO	6:13 AM	6:13 AM	6:13 AM	6:13 AM
Practice	6:13 AM	6:13 AM	6:13 AM	6:13 AM

## Latest Drop Off Time

Activity	JK/SK	Gr. 1 - 3	Gr. 4 - 8	GR. 9 - 12
Common Practice	5:30	5:30	5:30	6:00
Policy HDSB	6:10 PM	6:10 PM	6:10 PM	6:10 PM
Policy HCSDB	6:10 PM	6:10 PM	6:10 PM	6:10 PM
Policy CSDCCS	6:10 PM	6:10 PM	6:10 PM	6:10 PM
Policy CSDCSO	6:10 PM	6:10 PM	6:10 PM	6:10 PM
Practice	6:10 PM	6:10 PM	6:10 PM	6:10 PM

## Maximum Ride Time

Activity	JK/SK	Gr. 1 - 3	Gr. 4 - 8	GR. 9 - 12
Common Practice	75 Min.	75 Min.	75 Min	90 Min
Policy HDSB	60 Min.	60 Min.	60 Min.	60 to 75 Min.
Policy HCSDB	60 Min.	60 Min.	60 Min.	60 to 75 Min.
Policy CSDCCS	60 Min.	60 Min.	60 Min.	60 to 75 Min.
Policy CSDCSO	60 Min.	60 Min.	60 Min.	60 to 75 Min.
Practice	60 Min.	60 Min.	60 Min.	61 to 75 Min.

## Seated Students Per Vehicle

Activity	JK/SK	Gr. 1 - 6	Gr. 7 - 8	GR. 9 - 12
Common Practice	69	69	69	52
Policy HDSB	69	69	46	46
Policy HCSDB	69	69	46	46
Policy CSDCCS	69	69	46	46
Policy CSDCSO	69	69	46	46

1858 150 2008

Deloitte celebrates  
150 years of professional service



**[www.deloitte.ca](http://www.deloitte.ca)**

Deloitte, one of Canada's leading professional services firms, provides audit, tax, consulting, and financial advisory services through more than 7,700 people in 57 offices. Deloitte operates in Québec as Samson Bélair/Deloitte & Touche s.e.n.c.r.l. Deloitte is the Canadian member firm of Deloitte Touche Tohmatsu.

Deloitte refers to one or more of Deloitte Touche Tohmatsu, a Swiss Verein, and its network of member firms, each of which is a legally separate and independent entity. Please see [www.deloitte.com/about](http://www.deloitte.com/about) for a detailed description of the legal structure of Deloitte Touche Tohmatsu and its member firms.

© Deloitte & Touche LLP and affiliated entities.