



Ministry of Education  
Effectiveness & Efficiency  
Follow-up Review

Student Transportation Services  
of Brant Haldimand Norfolk

E&E Follow-up Review

June 2013

Final Report

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The English version is the official version of this report. In the situation where there are differences between the English and French versions of this report, the English version prevails.

À noter que la version anglaise est la version officielle du présent rapport. En cas de divergences entre les versions anglaise et française du rapport, la version anglaise l'emporte.

# Executive Summary

This report details the findings and recommendations of an Effectiveness and Efficiency Follow-up Review (“E&E Review”) of the Student Transportation Services of Brant Haldimand Norfolk (hereafter “STSBHN” or “the Consortium”) conducted by a review team selected by the Ministry of Education (hereafter the “Ministry”).

The first E&E Review report was issued in October 2009 (the original report) and this follow-up report is intended to document changes made by the Consortium to date. This report is designed to provide an overall assessment of the Consortium and outline the incremental findings and recommendations that were particularly noteworthy.

The E&E Review evaluates four areas of performance – Consortium Management, Policies and Practices, Routing and Technology use and Contracting practices – to identify whether the Consortium has implemented any best practices and recommendations from the original report; and to provide incremental recommendations on opportunities for improvement. The evaluation of each area is then used to determine an overall rating for the Consortium that will be used by the Ministry to determine any in-year funding adjustments that are to be provided.

## Original review summary

The original review of Consortium Management found that the Consortium was in transition. In terms of Consortium Management, governance and organizational frameworks existed but the policies were yet to be adopted by the Governance Committee. There were well documented cost sharing mechanisms and insurance coverage in place. The major areas of improvement in Consortium Management included the formation of a separate legal entity, the development of key performance indicators (KPIs) in addition to the development of strategic and operating plans.

The review of Policies and Practices noted that STSBHN had drafted a comprehensive policies and procedure manual to be presented to the Governance Committee in October 2009 and efforts to establish common eligibility criteria among all Boards had been made. Areas of improvement in Policies and Practices included the need to complete a full implementation of the policies and procedure manual, particularly in the areas of hazard and courtesy management.

The review of the Consortium’s Routing and Technology found that the Consortium had made significant efforts to implement a new routing and technology management product. However, additional attempts at integration of routing and technology initiatives were still required. Areas of improvement included, among others, evaluation of the student and run coding structure, and the potential influence of bell time changes on resources required.

STSBHN had confirmed its desire to move toward the use of the contract template on Operators’ contracts and had developed a draft contract according to the Ministry of Education guideline. Contracts were only signed and executed with taxi Operators and parent drivers. It was recommended that the Consortium execute Operator contracts as soon as possible, to assist the Consortium in ensuring safe and efficient transportation services for its students. It was also recommended that a formal monitoring process be established.

As a result of the initial review, the Consortium was rated **Moderate-Low**.

## E&E Follow-up Review summary

This follow-up review has found that the Consortium has undergone some significant changes since the original E&E Review including but not limited to:

- STSBHN became a separate legal entity in 2010;
- The Consortium has developed a succession plan which identifies the distribution of responsibilities and actions in the event of a short or long term vacancy to key staff members;
- STSBHN now formally monitors a relevant portfolio of KPIs, which allows the Consortium to quantify its performance and generate evidence based business improvement plans;
- The Consortium has purchase of services agreements in place between the Consortium and all of its service providers that outline the scope of the services to be provided and the manner in which the suppliers are to be compensated for these services;
- The Consortium has made enhancements to its route coding structure and reporting capabilities;
- The Consortium has implemented competitive procurement for acquiring bus transportation services, and a successful RFP process was conducted for bus transportation in 2012; and
- The Consortium has introduced a formal Contract Performance Management Program to monitor its Operators.

The Consortium has implemented all of the recommendations made in the original report. The follow-up review has found the Consortium to have made a number of improvements since the original E&E Review and is poised to achieve success with continued efforts.

## Funding Adjustment

As a result of this review of current performance, the Consortium has been rated **High**. Based on this evaluation, the Ministry will provide additional transportation funding to narrow the 2012-13 transportation funding gap for the School Boards as determined by the formula in Table 1. The detailed estimated calculations of disbursements are outlined in section six of this report and summarized below.

Grand Erie District School Board	\$1,630,307
Brant Haldimand Norfolk Catholic District School Board	\$249,915
Conseil scolaire de district catholique centre-sud	N/A

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

# 1 Introduction

## 1.1 Background

### 1.1.1 Transportation Reform

The Ontario Ministry of Education has introduced significant education reforms over the past six years. One of the focuses of their reforms is in support of school board management processes and a systematic review of school board business operations. Student transportation was the first “line of business” to undergo such a reform since 2006-07.

### 1.1.2 Follow-up Review

The Ministry has established a multi-phase approach to review the performance of consortia (collectively the “E&E Reviews”) across the Province. STSBHN was reviewed originally in Phase 3 of the E&E Reviews completed in October 2009.

To encourage continuous improvement, the Ministry has decided to provide follow-up reviews. The follow-up review was triggered at the request of the Consortium as they communicated they had made significant progress since the original review. The purpose of the follow-up E&E Review is to assess the extent of the Consortium’s progress and review evidentiary working papers to support that progress. The report therefore focuses on the incremental changes from the original E&E Review conducted in 2010.

From 2006-07 to the end of 2011-12 school year, the Ministry has provided a total of \$32M in additional funding to the reviewed boards.

## 1.2 Scope of Deloitte Engagement

Deloitte was engaged to lead the E&E Review Team and serve as the management consultants on the E&E Review Team. Deloitte’s overall role is as follows:

- Lead the planning and execution of E&E follow-up reviews for each of the transportation consortia to be reviewed in Phases five, six and seven (currently in phase five);
- At the beginning of each review, convene and moderate E&E Review Team planning meetings to determine data required and availability prior to the review;
- Review Consortium arrangement, governance structures and contracting procedures;
- Incorporate the results of the routing and technology and policies and practices reviews completed by MPS into the final report; and
- Prepare report for each consortium that has been subject to an E&E Follow-up Review in Phases five, six and seven. The target audience for the report will be the Ministry, the Consortium, and its Member Boards. Once finalized, each report will be released to the Consortium and its Member Boards.

## 1.3 Methodology and team used to complete E&E Reviews

### 1.3.1 Team & Methodology

The composition of the team and the methodology used for this follow-up review are the same as in the initial 2010 E&E Review. Please refer to the first report for a detailed description of the team and methodology. The same Evaluation Framework and Assessment Guide were also applied in the follow-up review to ensure consistency in evaluation. For each of the four sections examined in terms of Effectiveness and Efficiency, the existing operations have been analysed based on observations from fact (including interviews) in order to document progress incremental to the 2010 E&E Review. Observations which have been assessed as best practice are documented as accomplishments of the Consortium. Areas for additional improvement have also been noted. In situations where there has been no incremental progress related to the recommendations from the 2010 E&E Review, those topics remain unaddressed in this report i.e., we have not reported on items that have remained at the same level of effectiveness and efficiency as the original report. The related recommendations from the 2010 report continue to be valid. Incremental accomplishments or areas for improvement are used to revise, as

appropriate, the E&E assessment for each of the four sections. The criteria of an effective and efficient Consortium are summarized in the following figure:

**Figure 1: Criteria for an Effective and efficient consortium**

Consortium management	Policies and Practices	Routing and Technology	Contracts
<ul style="list-style-type: none"> <li>• Distinct entity focused on providing student transportation services for member boards</li> <li>• Well defined governance and organizational structure with clear roles and responsibilities</li> <li>• Oversight body exists with the mandate to provide strategic directions to Consortium management on the provision of safe, effective and efficient transportation service to support student learning</li> <li>• Management has communicated clear goals and objectives of the Consortium and these are reflected in the operational plan</li> <li>• The Consortium takes a comprehensive approach to managing human resources</li> <li>• Well established accountability framework reflected in the set up and operation of the Consortium including documentation of terms in a Consortium Agreement</li> <li>• Operations are regularly monitored and performance continually improved</li> <li>• Financial processes ensure accountability and transparency to member boards</li> <li>• A budgeting process is in place ensuring timely preparation and monitoring of expenses</li> <li>• All of the Consortium's key business relationships are defined and documented in contracts</li> <li>• Governance committee focuses only on high level decisions</li> <li>• Organizational structure is efficient and utilizes staff appropriately</li> <li>• Streamlined financial and business processes</li> <li>• Cost sharing mechanism is well defined and implemented</li> <li>• The Consortium has appropriate, documented procedures and confidentiality agreements in place governing the use of student data and ensuring compliance with <i>Freedom of Information and Privacy</i> legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Safety programs are established for all students using age appropriate training tools</li> <li>• Development of policies is based on well defined parameters dictated by the strategic goals of the governance structure and Consortium Management operating plans</li> <li>• A mechanism is defined to allow for regular review and consideration of policy and practice changes to address environmental changes</li> <li>• Established procedures allow for regular feedback on the impact that current and proposed policy and procedural changes would have on costs, safety and service levels</li> <li>• Regular monitoring and evaluation of policy expectations is conducted to ensure their continued relevancy and service impacts</li> <li>• Enforcement procedures are well defined and regularly executed with timely follow-up</li> <li>• Harmonized transportation policies in corporate safety, operational and cost considerations</li> <li>• Position-appropriate delegation of decisions to ensure the efficiency of decision making</li> <li>• Operational alternatives to traditional practices are considered and implemented where reasonable and appropriate</li> <li>• Service levels are well defined, considerate of local conditions, and understood by all participating stakeholders</li> <li>• Policy and practice modifications for students with special needs are considered in terms of both the exceptionality and its service and cost impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation management software has been implemented and integrated into the operational environment</li> <li>• Key underlying data sets (e.g., student and map data) are regularly updated</li> <li>• Responsibility and accountability for the updates is clearly defined and performance is regularly reviewed</li> <li>• Coding structures are established to facilitate scenario modeling and operational analysis of designated subgroups of students, runs, schools, etc.</li> <li>• Procedures are in place to use software functionality to regularly evaluate operational performance and model alternatives to traditional practices</li> <li>• Disaster recovery plans and back up procedures are established, performed regularly, and tested</li> <li>• Operational performance is regularly monitored through KPI and reporting tools are used to distribute results to appropriate parties</li> <li>• Technology tools are used to reduce or eliminate manual production and distribution activities where possible in order to increase productivity</li> <li>• Training programs are established in order to increase proficiency with existing tools</li> <li>• Route planning activities utilize system functionality within the defined plan established by Consortium management</li> </ul>	<ul style="list-style-type: none"> <li>• Contracts exist for all service providers, including taxi, boat and/or municipal transit services and parent drivers</li> <li>• Contracts are structured to ensure accountability and transparency between contracted parties</li> <li>• All operator contracts are complete with respect to recommended clauses</li> <li>• Compensation formulae are clear</li> <li>• Operator contracts are in place prior to the start of the school year</li> <li>• Procurement processes are conducted in line with the Consortium's procurement policies and procurement calendar</li> <li>• The Consortium has laid the groundwork for, or is actively using, competitive procurement processes</li> <li>• Proactive efforts are made to ensure operator contract compliance and legal compliance</li> <li>• The Consortium collects and verifies information required from operators in contracts</li> <li>• The Consortium actively monitors and follows up on operator on-the-road performance using random, documented route audits or their equivalent</li> <li>• The Consortium avoids using School Board owned vehicles</li> </ul>

### 1.3.2 Funding adjustment

The Ministry will use the results of the E&E Reviews and Follow-up Reviews to inform any future funding adjustments. Only School Boards that have undergone E&E Reviews are eligible for a funding adjustment. Table 1 below illustrates how the Overall Rating will affect a Board's transportation expenditure-allocation gap.

**Table 1: Funding Adjustment Formula**

Overall Rating	Effect on deficit Boards <sup>1</sup>	Effect on surplus Boards
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 0%	Same as above
Low	Reduce the gap by 0%	Same as above

<sup>1</sup> This refers to Boards that have a deficit/surplus on student transportation (see Section 6 – Funding Adjustments)

As indicated in the Ministry's numbered memorandum 2010:SB14, the Ministry will only recommend further funding adjustments if the findings of the return visit show positive movement and support a higher overall rating than the previous review.

### **1.3.3 Purpose of report**

This Report serves as the deliverable for the E&E Review conducted on the Consortium by the E&E Review Team during the week of April 4<sup>th</sup>, 2013.

### **1.3.4 Material relied upon**

Refer to Appendix 3 for a list of documents that the E&E Review Team relied upon for their review. These documents were used in conjunction with interviews with key Consortium staff, outside stakeholders, and key policy makers to arrive at the assessment and rating of the Consortium.

### **1.3.5 Limitations on the use of this report**

The purpose of this Report is to document the results of the E&E Review of the Consortium. The E&E Review is not of the nature or scope so as to constitute an audit made in accordance with generally accepted auditing standards. Therefore, as part of this E&E Review, Deloitte has not expressed an opinion on any financial statements, elements, or accounts to be referred to when reporting any findings to the Ministry. Additionally, procedures used by the E&E Review Team are not intended to disclose defalcations, system deficiencies, or other irregularities.

## 2 Consortium Management

### 2.1 Introduction

Consortium Management encompasses the management of the entire organization providing student transportation services. The analysis stems from a review of the four key components of Consortium Management:

- Governance;
- Organizational Structure;
- Consortium Management; and
- Financial Management.

Each component has been analyzed based on information provided by the Consortium and from information collected during interviews. 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 Consortium Management for the Consortium is as follows:

Consortium Management – Original E&E Rating:	Moderate
Consortium Management – New E&E rating	High

### 2.2 Governance

Governance refers to the way in which an organization is directed and controlled. Establishing administrative structures and processes that facilitate, monitor, measure and improve effective business management are primary responsibilities of an organization's governing body. Three key principles for an effective governance structure are: accountability, transparency, and the recognition of stakeholders. In order to respect these three principles, it is important that the governance body of the organization be independent of the team responsible for the day-to-day operations of the organization.

#### 2.2.1 Original recommendations

##### 2.2.1.1 Sign meeting minutes

*Decisions made by the Governance Committee and Administrative Team should be officially documented and communicated to Consortium management. This is generally accomplished through the documentation of minutes from the meetings. It is understood that such documentation takes place, however there is no official signed copy of the minutes. It is recommended that, in addition to ratification of the minutes at subsequent meetings, a signature is obtained from the Committee chairperson and a record of the official minutes of the meeting be retained by the person acting in the role of secretary for the meetings.*

#### 2.2.2 Incremental progress

##### 2.2.2.1 Meeting Minutes

The decisions made by the Board of Directors and the Operations Committee are officially documented in meeting minutes. These minutes are officially signed by the Committee chairperson and the Manager, who acts as the secretary for these meetings, retains them.

#### 2.2.3 Accomplishments

It is recognized that the Consortium now demonstrates the following best practices in addition to the best practices outlined in the original report:

##### Meeting minutes

The Board of Directors continue to meet a minimum number of times per year, and meeting minutes are taken, ratified and signed.

## 2.3 Organizational structure

An optimized organizational structure can promote effective communication and coordination which will enable operations to run more efficiently. The roles and responsibilities within the organization should be well defined. This will lead to operational efficiencies by ensuring tasks are not being duplicated and issues raised can be addressed effectively by Consortium management. Ideally, the organization is divided functionally (by department and/or area); all core business functions are identified; and there is an appropriate allocation of general management and operational responsibility.

### 2.3.1 Original recommendations

#### 2.3.1.1 Establish the Consortium as a separate legal entity

*As currently structured, all Member Boards that constitute the Consortium are jointly liable for all debts and liabilities of that partnership. As such, any one Member can bind all other Members to matters involving the Consortium. As a result, partnerships have several inherent risks which make them less than optimal entity structures for coordinating student transportation:*

- *The risk that the actions of one Member Board may be leaving the other Member Boards open to liability;*
- *The risk that Member Boards can be involved in litigation for issues involving students that are not part of their School Board; and*
- *The risk that liability, brought about through the partnership, may exceed the existing insurable limits.*

*The Consortium should investigate with the assistance of their insurance carrier their coverage related to, but not limited to, punitive damages, human rights complaints, and wrongful dismissal lawsuits. It is recommended that the Consortium investigate, with its insurance carrier, the applicability of errors and omissions insurance.*

*Based on these risks the Member Boards should explore incorporating the Consortium as a Separate Legal Entity. The creation of a Separate Legal Entity effectively limits risk to the Member Boards for activities related to the provision of student transportation. Thus, when an incorporated entity takes responsibility for student transportation services, this incorporated entity status is an effective safeguard against any third party establishing liability on the part of member School Boards. Over the long term, changing political environments and potential disputes amongst the Member Boards could cause the current structure to destabilize. The formalization of the Consortium as a corporation would provide benefits from an organizational perspective in terms of corporate continuity, staff planning, liability, contracting and management.*

#### 2.3.1.2 Develop expanded job descriptions

*Job descriptions are defined for the Manager of Transportation, Transportation Officers and the Reception and Administrative Assistant of Transportation; however, increased detail is required so that daily, weekly and monthly duties and responsibilities are clearly articulated. Detailed and updated job descriptions help to ensure that staff can efficiently execute their daily duties and that a smooth transition exists in the event of staff turnover. Job descriptions should make reference to actual operational responsibilities and support appropriate segregation of duties.*

#### 2.3.1.3 Enhance staff members' skills

*The Consortium strives to ensure that all staff members are adequately trained, as evidenced by the provision of supplementary funding amounts for increased training. These initiatives attempt to prepare employees so that they may execute job responsibilities and duties. While these efforts are recognized, it is additionally recommended that staff be cross-functionally trained to provide for redundancies in the event of employee absenteeism.*

#### 2.3.1.4 Develop succession planning document

*It is recommended that the Consortium develop a formal succession plan to ensure the continued smooth operation of the Consortium and effectively manage staff transition should any member depart or be absent from the organization.*

## 2.3.2 Incremental progress

### 2.3.2.1 Separate Legal Entity

The Consortium was incorporated as a separate legal entity in October 2010, with the primary objective of providing cost effective student transportation to its Member Boards. A copy of the certificate of incorporation was provided for review as well as the Consortium Agreement.

### 2.3.2.2 Job descriptions

Detailed roles and responsibilities for each job title were provided through job descriptions. The job descriptions are clear, detailed and up-to-date.

### 2.3.2.3 Staff members' skills

The Consortium has a document which outlines the minimum training requirements for every position at STSBHN, including the company that provides the training. The Manager ensures that staff attain the training requirements.

### 2.3.2.4 Succession planning document

STSBHN has a Board of Directors approved succession planning policy called the Business Continuity Plan, which is a detailed plan of action in the event, for example, of a sudden staff vacancy. The plan covers the procedures to be followed in the case of an unexpected employee vacancy and a workplace interruption e.g. the declaration of a disaster.

In relation to the sudden staff vacancy, the policy outlines procedures to be followed for each of the Consortium staff positions. For the secretary, for example, a detailed binder, titled "Receptionist Information", is continually updated in case a temporary worker is called in to fill the position.

The disaster plan implementation has previously been successfully simulated by the Consortium.

### 2.3.2.5 Secondment agreement

Consortium staff are currently employed by the Grand Erie District School Board (GEDSB), and have been seconded to the Consortium. There is currently a secondment agreement in place that documents this relationship.

## 2.3.3 Accomplishments

It is recognized that the Consortium now demonstrates the following best practices in addition to the best practices outlined in the original report:

### Separate Legal Entity

The Consortium became a separate legal entity in 2010. This structure provides the Consortium with independence in terms of managing its daily operations; ensures that the structure and mandate of the Consortium remain consistent despite potential changes at member school board level (i.e. changes in trustees, Board members, etc.); and also provides contractual benefits to the Consortium. As a separate legal entity, the Consortium can enter into binding legal contracts, including bus Operators, for all services purchased, and as such is limiting liability to the Consortium and in turn limiting liability to Member School Boards.

### Job descriptions

Clear, detailed and updated job descriptions are defined for all positions within the Consortium. The availability of job descriptions helps to ensure that staff can efficiently execute on their daily duties and helps to ensure a smooth transition in the event of staff turnover.

### Succession planning

Since the original E&E review, the Consortium has developed a formal succession planning document, which is reviewed annually. The staff have enough experience and training to keep the Consortium running should staff members be absent.

## **Secondment agreement**

STSBHN currently has a secondment agreement in order to document the staffing relationship between the Consortium and GEDSB, and to provide additional clarity with respect to the terms on which Consortium staff are being seconded to the Consortium.

## **2.4 Consortium Management**

Consortium Management focuses on the operational aspects of the organization. This includes ensuring accountability of staff, focusing on continual improvement through operational planning, and risk management by having appropriate contracts and agreements in place to clearly define business relationships.

### **2.4.1 Original recommendations**

#### **2.4.1.1 Formalize Key Performance Indicators (KPIs)**

*Although it is recognized that the Consortium is already completing various exercises to ensure operational efficiency is optimized, it is recommended that these exercises should be tracked and documented in a formal manner. An official document tracking metrics will demonstrate the use of performance data and assist the Consortium in measuring performance and operational goals and targets.*

*As the Consortium moves forward it is suggested that KPIs be analyzed to determine the frequency of monitoring and the quantitative thresholds for changes in KPIs above which further action will be taken. This process should be formalized through the creation of a KPI monitoring plan. Further consideration of what requires formal monitoring as KPIs could include:*

- *Eligible Unassigned Student Lists;*
- *Student Map Match Rates;*
- *Total Students Transported;*
- *Average Vehicle Statistics and other route statistics;*
- *Total Vehicles on Operation; and*
- *Student Ride Times.*

*It is acknowledged that some of these indicators are monitored by staff and that these statistics are available from the routing software. The recommendations relate to the formalization of a monitoring, documentation, and response protocol.*

#### **2.4.1.2 Implement staff performance evaluation, training and management**

*The staff performance evaluation framework is awaiting approval from the Governance Committee and is well designed for Consortium operations. Performance evaluations are powerful tools to guide and encourage employees to keep the goals and objectives of the overall Consortium in mind during day to day operations. It reflects the adage that what is monitored gets managed. At the time of the review, a performance review had not yet been completed for the Manager of Transportation. The staff evaluation policy states that a performance appraisal for all probationary employees will be completed within four months of their start date. As such, the Manager of Transportation's review should be completed, in accordance with the draft policies awaiting approval from the Governance Committee.*

#### **2.4.1.3 Develop strategic plan including long and short term plans**

*It is recommended that the Consortium, with oversight from the Administrative Team and the Governance Committee, develop a strategic plan in order to articulate medium to long-term goals and objectives and an operational plan that clearly identifies procedures and steps the Consortium will follow to achieve these goals and objectives on an annual basis. A sound operational plan will not only identify goals and objectives for the Consortium, it will also describe how these goals and objectives will be achieved. If a detailed plan is in place, the Consortium can measure its performance against tangible steps and stages of progress and reallocate resources to address areas of need and unanticipated events.*

#### 2.4.1.4 Document strategies for declining enrolment

*School enrolment across rural Ontario has been in steady decline over the last decade. The Consortium currently serves some rural areas, and in light of the Ministry's recent notice that transportation funding is to be reduced in line with declining enrolment, it is recommended that the Consortium develop a strategy for the management of transportation costs, as it relates to declining enrolment, into its long term planning process. Developing such a plan will provide the Consortium with a framework that will help it address not only the issue of funding, it will also signal a proactive approach to dealing with issues before they arise – a key element of effective long-term Consortium management. Acknowledging that declining enrolment is an issue for this Consortium, it is recommended that the Consortium formalize strategies that will be of assistance in understanding the effects of this demographic trend for each member Board's transportation funding.*

#### 2.4.1.5 Formalize purchase of service agreements

*There are no contracts with third party service providers (i.e. Information Technology providers) or member school Boards for the provision of services to the Consortium. Therefore, services are obtained for the Consortium and paid without terms, conditions, and service levels normally associated with such arrangements. The Consortium should establish the levels of service to be provided by each of the Boards to the Consortium; just as it should establish these contract terms with external third party service providers (such as phone companies etc). It is recommended that all of the services and associated service standards procured for the Consortium are established via agreement or contract where the mutual interests of the member school boards and service providers, are documented and agreed upon. For services provided to the Consortium by its Member Boards, the Administrative Service Agreement can be enhanced to reflect service level expectations instead of drafting entirely new agreements. Purchase of service agreements become increasingly important between the member school boards and the Consortium when the Consortium establishes itself as a separate legal entity, however, it is a best practice to ensure clarification of expectations, roles and responsibilities between any two parties providing or receiving goods or services to ensure accountability as well as minimize the potential for misunderstandings, frustration and conflict in the future.*

### 2.4.2 Incremental progress

#### 2.4.2.1 Key Performance Indicators

STSBHN has a well-defined method of tracking the Key Performance Indicators (KPIs). Refer to the table below for a list of the KPIs generated by the Consortium.

STSBHN tracks the following five Pillars for their KPIs:

1. **Cost:** Average annual route cost by vehicle type, number of kilometers travelled by vehicle type, average cost per kilometer by vehicle type and the number of routes currently being operated by vehicle type.
2. **Service Performance:** Average walk distance (to school and bus stop) by Board, ratio of number of transported students to STSBHN staff, ride time calculations (AM, PM and Average) by Board, ride time by intervals by component (both regular and Special Education) and on time performance.
3. **Safety:** Number of "preventable" accidents/ 100,000 KM, Number of total accidents/100,000 KM, Number of students injuries as a result of accidents/100,000KM, number of student injuries as a result of incidents/100,000 KM, number of students involved in bus evacuation initiatives and number of students involved in Patroller initiatives.
4. **General:** Student breakdown by eligibility, transported students by program, transported students by Board (as a percentage of total students) and number of courtesy riders by board by panel.
5. **Communication:** Number of unique views to STSBHN website, number of total visits to website, number of changes made to route planning software and the percentage of face-to-face school visits which have been completed. STSBHN is looking, once technology allows with their VoIP phones, to also track the number of incoming and outgoing calls.

All KPIs are tracked on a monthly basis. KPIs are reviewed by the Manager and staff on a monthly basis. KPIs are a standing item on both the Operations Committee and the Board of Directors agendas.

#### **2.4.2.2 Staff performance evaluation, monitoring and training process**

The Consortium has created a formal staff performance evaluation process. The Consortium plans to engage in the performance appraisals on an annual basis beginning this year.

The Consortium Manager is evaluated annually by the Board of Directors using the GEDSB evaluation document for Managers.

The Consortium also organizes training sessions for staff based on staff needs and appraisals and tracks training completed by staff.

The GEDSB Human Resource expectation is that staff are formally reviewed at least once every three years and within 6 months of the date of hire; there are documented reviews for all 6 staff members which meet this threshold. The Consortium, as of this October, will be pursuing an annual staff review process. The reasoning behind the idea is to provide more regular feedback to staff to: promote and share positive behaviours or correct negative ones, provide a regular time when staff know and can expect to be reviewed as well as allow for regular reviews of staff training wants/ needs and apply budget amounts accordingly.

#### **2.4.2.3 Strategic Plan**

The Consortium develops short, medium and long term strategic goals. The Board of Directors develop the long term strategic goals on an annual basis.

Each goal is broken down into a set of objectives/activities for the year. The strategic goals/ objectives is a standing item on the Operations Committee and the Board of Directors agenda.

#### **2.4.2.4 Financial forecasting**

STSBHN currently undertakes medium and long term financial forecasting.

#### **2.4.2.5 Purchase of service agreement**

There is a Memorandum of Understanding between the Consortium and their Information Technology service provider (Georef Systems Ltd.). In addition, there is a service level agreement between STSBHN and the Grand Erie District School Board for the purchase of services including human resources, payroll services, financial services, purchasing services, information technology services, planning services and facility services.

The rate of compensation for the purchase of services is an annual rate agreed upon yearly by the STSBHN Operations Committee during the budgeting process.

#### **2.4.2.6 Information management**

STSBHN has developed a Board of Directors approved policy for records retention and management, which is related to the use, storage and destruction of confidential information. The Consortium has confidentiality agreements in place with all staff and Operators, which help ensure the confidentiality of information.

### **2.4.3 Accomplishments**

It is recognized that the Consortium now demonstrates the following best practices in addition to the best practices outlined in the original report:

#### **Key Performance Indicators**

The Consortium makes extensive use of available data in both the course of the annual transportation planning process and as a tool for operational efficiency assessments. Formally monitoring a relevant portfolio of KPIs allows the Consortium to quantify its performance and generate realistic business improvement plans.

#### **Staff performance evaluation, monitoring and training process**

Staff performance evaluations are to be conducted on a regular basis with a clear, easily understood framework that is specific to the Consortium and its needs. The metrics which are used are supportive of the goals and objectives of the Consortium. Likewise staff training is provided on a regular basis and is

tracked internally; training goals are aligned with the overall Consortium strategy and objectives which is important to ensure alignment between efforts and goals.

### **Strategic Plan**

The strategic planning process outlines the strategic initiatives of the Consortium for the upcoming year. This drives continuous improvement within Consortium operations and gives the staff a broader view of the organization's contributions to stakeholders. It also contributes to a corporate culture of continuous self-assessment and improvement. The Consortium's planning process allows it to remain focused on goal-oriented initiatives aimed at improving service levels, operational procedures and accountability frameworks.

### **Financial forecasting**

The Consortium has demonstrated long term financial planning capabilities, and has revised their internal policies to include annual requests to the Member Boards for long term enrollment forecasts. This process allows the Consortium to project the effect declining enrollment and other demographic or programming changes may have on Board funding, providing them a better opportunity to adapt their operations.

### **Purchase of service agreement**

There are purchase of services agreements in place between the Consortium and all of its service providers that outline the scope of the services to be provided and the manner in which the suppliers are to be compensated for these services. Clear contracts ensure required services are satisfactorily provided to the Consortium and decrease the chances of misunderstanding.

### **Information management**

The Consortium has developed governance approved policies related to the use of confidential information and has confidentiality agreements in place that help to ensure the confidentiality of all information. In addition, these policies also require the Manager to review and reflect on freedom of information and privacy legislation requirements, in relation to the retention and destruction of records, on a regular basis.

## **2.4.4 Opportunities for improvement**

### **2.4.4.1 Staff performance evaluation, monitoring and training process**

The GEDSB evaluation document for Managers, used to evaluate the Consortium Manager is not specifically related to Transportation Managers. As the role of the Consortium Manager is different from other Member Board Managers, it is recommended that a new evaluation document be developed specifically for the Consortium Manager. This will help to ensure the alignment of the Consortium Manager's performance objectives with the strategic objectives of the Consortium.

### **2.4.4.2 Strategic Plan**

The strategic plan for the Consortium is presently prepared by the Board of Directors. The Consortium should consider undertaking the development of the plan and seeking input and review from the Board of Directors. The Consortium Manager is more directly involved in the running of the Consortium and in understanding best practices in the sector as whole and thus, better able to make suggestions on the strategic direction of the Consortium.

## 2.5 Financial Management

Sound financial management ensures the optimal use of public funds and also ensures the integrity and accuracy of financial information. This includes appropriate internal controls and a robust budgeting process that has a clearly defined planning and review calendar that promotes accountability and sound decision making.

Financial management policies capture roles and responsibilities, authorization levels, and reporting requirements to ensure that a proper internal financial control system is in place for the Consortium. These policies should also clearly define the financial processes of the Consortium in a way that ensures appropriate oversight without impinging on efficiency.

### 2.5.1 Original recommendations

#### 2.5.1.1 Obtain approval of financial policies

*Financial practices are in place to guide financial control, review and approval and communications with School Boards and Operators as STSBHN has informally adopted the GEDSB's financial policies. The next step will be to have the draft financial policies that formalize these practices approved by the Governance Committee. Financial policies are important to ensure assets are safeguarded and only valid expenses are paid.*

#### 2.5.1.2 Implement budgeting monitoring system

*It is recognized that, at this time, budget monitoring is being performed by the Member Boards and the Consortium. However, the process currently followed is not documented. It is understood that the Consortium is newly established and that the budgeting process will be presented to the Governance Committee in October, 2009 for approval. It will be essential that Consortium Management understand the new budgeting process and its effects. The roles of the Administrative and the Governance Committees are outlined in the proposed budget procedures manual. However, the roles and responsibilities of each member Board, Manager of Transportation and SBOs with respect to budget preparation and monitoring procedures should also be clearly stated. Once detailed budgets are prepared and approved by all Member Boards, the Manager of Transportation should present the results of variance analyses that would have been conducted if there were differences between budgeted to actual figures, to the Governance Committee on a regular basis. It is also recommended that the STSBHN develop a service agreement for the provision of budgetary services with its Member Boards as they are currently providing this service.*

### 2.5.2 Incremental progress

#### 2.5.2.1 Approval of financial policies

STSBHN has a Board of Directors approved purchasing policy which outlines the Consortium's financial practices in relation to purchasing methods (which include approval authority levels and emergency purchases), public tenders, Requests for Proposal and so on.

In addition, the Consortium has a Board of Directors approved policy on the processing of payables, which outlines the procedure followed to ensure timely and accurate payment of vendors that perform services for the Consortium.

Cost splitting is identified and addressed in the Membership Agreement dated October 14, 2010. Section 4.0 speaks specifically to Administration of Finances while 5.0 speaks to route costs.

#### 2.5.2.2 Budget monitoring

The financial position of the Consortium is tracked by the Manager and the Supervisor of Business services of GEDSB, by creating bi-monthly financial reports. These reports contain a year-to-date summary of expenses and revenue accrued in each of the Consortium's general ledger accounts.

Budget-to-actual variations are reported by the Manager. There is no stated threshold for further investigating budget variances. The financial position of STSBHN is a standing item on both the Operations Committee and Board of Directors meeting's agenda.

#### 2.5.2.3 Audit

STSBHN does not have year-end financial statements. The Consortium is not audited separately, as the Member Boards are individually audited. Controls and samples are tested during the Member Board

financial audits in which the Consortium fully participates. The Manager works with the auditors to demonstrate the processes in place and the tracking of all costs.

### 2.5.3 Accomplishments

It is recognized that the Consortium now demonstrates the following best practices in addition to the best practices outlined in the original report:

#### Financial policies

Financial policies are currently in place to guide financial control, review and approval, in relation to financial practices. These policies are important to ensure assets are safeguarded and only valid expenses are paid.

#### Accountability

The Manager conducts routine reviews and approves reconciliations to ensure proper control and prevent accounting errors. Budget-to-actual variations are also documented on a regular basis.

### 2.5.4 Opportunities for improvement

#### 2.5.4.1 Budget monitoring documentation

It is recommended that the accounting policies and budget monitoring procedures currently being used by the Consortium be formalized and documented. The documentation of these procedures is critical as it will help to ensure that appropriate checks are in place and that the financial stability of the Consortium will not be impacted due to employee turnover.

#### 2.5.4.2 Financial statements

It is recommended that STSBHN confirm with its accountants, lawyers and the Canada Revenue Agency that separate financial statements for reporting or tax purposes are not required.

## 2.6 Results of E&E Review

This Consortium has been assessed as **High**. The Consortium has exceptionally strong governance, risk management, planning, and financial management practices. The Consortium exhibits continuous improvement and continues to set an example against which Consortium Management across the sector can be compared.

## 3 Policies and Practices

### 3.1 Introduction

The policies and practices section of the E&E Review examines and evaluates the established policies, operational procedures, and documented daily practices that in combination establish the standards for student transportation services. The analysis for this area focused on the following three key areas:

- General Transportation Policies & Practices;
- Special Needs Policy Development; and
- Safety and Training Programs.

A review of provided documents, onsite interviews with Consortium staff, and the analysis of extracted data provided the basis for the observations, findings, and recommendations documented in this section of the report. Best practices, as established by the E&E process and the original recommendations provided the source of comparison for each of these key areas. The results were used to develop an E&E assessment for each of the key components and to determine the overall effectiveness of the Consortium's Policies and Practices as shown below:

Policies & Practices – Original E&E Rating	Moderate
Policies & Practices – New E&E Rating	High

### 3.2 Transportation Policies & Practices

Documented policies, practices, and daily procedures are essential to any transportation system supporting effective and efficient operations. Policies establish and define the overall level of service that will be provided while procedures and practices determine how service will be delivered within the guidelines of each of the policies. The harmonization of policies and consistent application of all policies, procedures, and practices ensures that service will be delivered safely and equitably to each of the Member Boards. This section evaluated the established policies and practices and their impact on the effective and efficient operation of the Consortium.

#### 3.2.1 Original recommendations

##### 3.2.1.1 Review “Hazard Area” management processes

*A process should be established to document the rationale for each hazard area that is established. This statement of rationale should be used to ensure that the decision making process on hazard determination is equitable across the service area. Additionally, this process can support the policy requirement that hazard areas be reviewed annually by providing for the opportunity to document the dates of the review and any changes to conditions.*

##### 3.2.1.2 Conduct courtesy transportation analysis

*Current travel coding indicates that a substantial portion of otherwise ineligible students are being provided transportation through the courtesy procedure. While the process for determining eligibility is well defined, an analysis of the available capacity that allows for this high proportion of courtesy riders should be conducted.*

#### 3.2.2 Incremental progress

##### 3.2.2.1 Hazard area management

Each of the Transportation Officers are responsible for the review of designated hazard areas within their geographic area of responsibility. To ensure consistency in how hazard areas are evaluated, criteria for evaluation have been developed including the assessment of:

- The volume of traffic based on Provincial standards;
- The number of traveled lanes and the time necessary to cross;
- Posted speed limits with consideration given to roads with speed limits above 70 kph;

- The availability of signalized intersections or crossings;
- Physical barriers;
- Changes in road grade reducing line of sight distances;
- The lack of sidewalks in combination with the above factors; and
- Historical designations.

Currently, continuance of hazard based transportation in any area requires an annual review. Based on the results, a formal request is made to the Operations Committee in the event that a recommendation for the removal of a hazard exception is warranted. This is an excellent practice that ensures that the rationale for providing service is current and that legacy exceptions are removed when the need is no longer prevalent. To ensure staff retain an understanding of why an area received a hazard exception designation and to facilitate the analysis of data, hazard boundaries are posted in BusPlanner including an explanation for the exception within a comment field. Interviews with staff clearly indicate compliance with the policy, review process, and data capture procedure. These enhancements to hazard management meet the expectation of the original recommendation and the E&E process.

An analysis of data provided for the current review finds that out of 17,605 transported students, 1,277 students (approximately 7% of all students) are being transported based on a hazard exception. While the rationale for providing hazard based transportation may be valid, diligence during the review process will be necessary (given the relatively high percentage of hazard based eligibility) to ensure that this additional service does not place undue cost or service impacts on the system.

### 3.2.2.2 Conduct courtesy transportation analysis

Courtesy, temporary, or any exception based transportation for otherwise ineligible students must be tracked and managed properly to avoid a negative impact on the planning process and the resulting level of service for eligible students. Well defined and enforced policies must be adopted and implemented in support of this objective. Policies should also include a well-defined methodology for the tracking of any fiscal impact to ensure that the cost of any additional service is equitably allocated to the Member Boards.

STSBHN has developed a rather unique two stage process for the consideration and approval of courtesy transportation. *Stage One* applications are received between June 1<sup>st</sup> and August 31<sup>st</sup> while *Stage Two* applications may be received starting September 1<sup>st</sup>. Approval is for one year only and is granted based on the priorities as established by policy including the age of student, distance from school, program, family circumstances, and “other” defined school priorities. The rationale for the two stage process is to be able to provide students with transportation at the start of school on runs where space availability was able to be determined before October 1<sup>st</sup> limiting the disruption to parents at the start of the school year.

The policy further defines the reasons that service may be discontinued including that the seat is required for an eligible student, the alternating of the route path is required, or inappropriate behavior of the student. To ensure that space is available due to the late registration of eligible students, buses are planned to a maximum of 64 students including eligible and courtesy students.

Interviews with staff indicate that the annual planning process is completed prior to the consideration of either *Stage One or Two* requests and that courtesy applications are only considered after the routes and runs are established for eligible students.

Based on the analysis of data, approximately 1,765 students (about 10% of all students) are transported based on a courtesy exception. This compares to the approximately 1,523 students that were being provided courtesy during the original E&E. While interviews indicate that the two stage approval process is independent of the planning process and it is designed to provide a high level of service, it appears that the process has added a complexity to the original “clearly defined” process and has not resulted in a reduction in the number of courtesy students. The concern remains that any type of “temporary” eligibility can and often becomes a “legacy” right to transportation placing both cost and service burdens on a system. Additional discussions and recommendations on exception based transportation will be presented in *Section 4.5.1.2, Review Out of Boundary Student Eligibility*.

## 3.3 Special Needs Transportation

The needs of all students including those attending special programs and especially students with special needs must be considered for any transportation operation to be fully effective. Special needs

transportation in particular must consider a student's individual needs including the provision of assistance to increase mobility and safety including lifts and restraints, medical and emotional condition awareness, medication administration, behavioral issues, and student management. Given the complexity of providing both safe and effective special needs transportation, it is imperative that clear and concise policies and documented practices are established and followed to ensure that the unique needs of the students are met.

### **3.3.1 Original recommendations**

#### **3.3.1.1 Enhance driver training**

*Efforts to enhance training opportunities by coordinating STSBHN with Operator efforts should be made. These efforts will encourage continued understanding by drivers of behavioral expectations of special needs students.*

### **3.3.2 Incremental progress**

#### **3.3.2.1 Enhanced driver training for students with special needs**

Driver training is the responsibility of the Operators as established by contract. Schedule A to the contract describes the Operator's responsibility for driver training, including basic First Aid, the use of an EpiPen safety training, sensitivity awareness training for students with special needs, the securement of wheelchairs, and stop procedures. The contractual language referencing training was enhanced including showing preference to vendors with superior training programs during the procurement process. Additional training specific to any individual student's unique needs is provided to the driver by the school based Educational Assistant assigned to the student.

The use of EpiPens is further defined by a STSBHN procedure. The procedure establishes the responsibilities of the parents, students, Operators, and drivers. Parents are required to submit a form which allows the medication to be carried by the student and administered by the driver. The Operator is required to provide appropriate training to the driver. This includes establishing a seating requirement for students in Grade 6 or lower to support monitoring by the driver. Currently there are no Consortium or Board presented professional development programs for drivers. While the enhancements to the procedure in the use of EpiPens and the contractual requirements meet the basic expectations of the recommendation, further enhancements should be considered as recommended below.

### **3.3.3 Opportunities for improvement**

#### **3.3.3.1 Professional development opportunities for drivers**

As discussed in greater detail in *Section 3.4.3.2, Enhance Student Training Opportunities*, the Consortium has recently assigned the responsibility for the oversight of training and safety initiatives to a staff member. This assignment will also support and enable the identification of additional professional development opportunities for all drivers and especially for drivers of special needs students as have been implemented as some of the best practices across the Province. Examples include the discussion of defensive driving techniques, and more detailed autism spectrum and medical condition awareness.

## **3.4 Safety policy**

The safe transportation of students is the paramount goal of every transportation operation. Clear and concise safety policies, practices, procedures, and training are all essential elements in support of providing safe student transportation.

### **3.4.1 Original recommendations**

#### **3.4.1.1 Enhance cancellation procedure**

*While the current cancellation procedure provides appropriate guidance to the decision not to provide service, no guidance is provided relative to service delays or early dismissals. Additional enhancements could include the establishment of temperature thresholds to offer guidance on when services will be cancelled.*

#### **3.4.1.2 Enhance student training opportunities**

*Completion of the establishment of the Consortium should allow STSBHN to refocus its efforts on offering an increased number of age appropriate training opportunities for all students. A number of opportunities to increase familiarity, particularly for younger students and students who may only ride a bus for field and*

extracurricular trips, should be pursued in order to ensure that all current and potential riders are aware of bus safety and behavior expectations.

### 3.4.2 Incremental progress

#### 3.4.2.1 Cancellation procedure

The original policy has been changed to include a process for late starts and early dismissals. The overall process has also been enhanced through new reporting capabilities on the Consortium's website. The website provides ready access to delay and cancellation information specific to each of the transportation zones as early as 6:30 AM. Local media sources are also listed to help parents and students obtain additional weather related information. The Consortium also maintains an answering machine on which it posts pertinent information for families with no access to the internet. The decision was based on a survey of Consortia across Ontario and was discussed in the Operations Committee. These enhancements meet the expectations of the original recommendation.

#### 3.4.2.2 Enhance student training opportunities

As illustrated in Table 2, the Consortium supports or requires student training programs including the First Rider Program, the Safety Village, emergency bus evacuations, and a Bus Tag program for Junior and Senior Kindergarteners.

**Table 2: STSBHN Safety Initiatives**

Program name	Date provided or scheduled	Grade level	Number of students
First Rider/Best Start Fair	Spring 2013	Primary/Elementary	TBD
Safety Village	Fall 2012	Intermediate/Elementary	947
Emergency bus evacuation training	Fall 2012	Elementary	5795
Kindergarten tags	Summer-Fall 2012	Primary/Elementary	2025

Interviews indicate that the Consortium also supports and promotes the Bus and Foot Patroller programs which provide additional training and support for safe transportation with almost 950 students participating in the 2012/13 school year.

Additionally, the identification and implementation of safety opportunities and initiatives has recently been assigned to the Transportation Secretary. The Coordinator of Safety for STSBHN, will begin attending meetings with peers in the region to further develop the Consortium's safety initiatives. Additional costs for identified opportunities and initiatives will be brought to the Operations Committee for review and approval as a component of the annual budget development process.

### 3.4.3 Opportunities for improvement

#### 3.4.3.1 Develop a plan for future safety initiatives

As discussed above, the assignment of safety initiative coordination to a specific staff member will present opportunities for STSBHN to identify and adopt the best practices from across the Province. For this initiative to be successful, a strategic plan should be developed that lists current and planned safety and training initiatives and the corresponding staff and budgetary resources that will be required.

#### 3.4.3.2 Enhance training opportunities for all students

As recommended in the original E&E, transportation safety training should be provided to all students regardless of grade level. This should include not only those students who receive daily home to school transportation but also for all students including those that may only ride occasionally for activity or sports related trips. This enhancement would ensure that all current and potential riders are aware of and understand bus safety and behavior requirements.

## 3.5 Results of the Follow-up E&E Review

Policies and Practices for STSBHN has been rated as **High**. It is evident that STSBHN was determined to meet the expectations of the original recommendations. While the enhancements in this area warrant a

high rating, opportunities for improvement remain primarily in the areas of exception based transportation and training. As also noted and recommended in the *Routing and Technology Section*, a comprehensive analysis of all exception based transportation should be conducted to reaffirm the necessity of the service offering and to clearly understand its impact on overall cost and service quality. The assignment of safety coordination to a current staff position is evidence of the value that the Consortium and its Member Boards place on continuous improvement and safe student transportation. As the position continues to evolve, the emphasis on providing training for all students and a more direct role with the Operators will help to define the Consortium's role as a leader in the provision of safe transportation throughout the communities it serves.

## 4 Routing and Technology

### 4.1 Introduction

Routing and Technology encompasses the management, administration, and use of technology for the purpose of student transportation management. The following analysis stems from a review of the four key components of:

- Software and Technology Setup and Use;
- Digital Map and Student Database Management;
- System Reporting; and
- Regular and Special Needs Transportation Planning and Routing.

Each component has been analysed based on observations from fact, comparison to recommendations in the original E&E, and an assessment of best practices leading to a set of recommendations. These results are then used to develop an E&E assessment for each component, which is then summarized to determine an E&E assessment of Routing and Technical efficiency as shown below:

Routing & Technology – Original E&E Rating	Moderate-Low
Routing & Technology – New E&E Rating:	Moderate-High

### 4.2 Software and technology setup and use

A large and complex transportation organization requires the use of a modern routing and student data management system to support effective and efficient route planning. Effective route planning not only ensures that services are delivered within established parameters; it also helps to predict and control operational costs. Modern software systems have the ability to integrate and synchronize with student accounting, communications, and productivity software. The integration of these software systems allows for more effective use of staff time and supports timely communication, data analysis and reporting. Web-based communication tools in particular can provide stakeholders with real time and current information regarding their student's transportation including service or weather delays, the cancellation of transportation, or school closings. To derive the greatest benefit from these systems, it is imperative that the implementation include an examination of the desired expectations and outputs of the system to support comprehensive analysis and reporting. This section of the evaluation assesses the acquisition, setup, installation, and management of transportation related software.

#### 4.2.1 Original recommendations

##### 4.2.1.1 Establish documentation of data management processes

*STSBHN should document the schedule and specific requirements related to systems management and administration in a manner that is specific to BusPlanner. This is likely to require a limited effort to formally document existing practices, but would allow for consideration of the appropriateness of the scope of responsibilities for system management functions.*

#### 4.2.2 Incremental progress

##### 4.2.2.1 Documented data management processes

Internal Procedure # 1 now documents the processes and procedures for the management of data. This includes the establishment of the back-up schedule as follows:

- *BusPlanner* student and route data – Backed up daily;
- *BusPlanner* program – Updated twice yearly; and
- Student data extracts – Bi-weekly from October thru April.

The procedure also documents the staff member or entity responsible for each of the processes including:

- Grand Erie Information and Technology Services: *BusPlanner* back-up, Netvault Software support, and server support; and
- STSBHN Technical/Transportation Officer: *BusPlanner Web* user support and maintenance.

The overall process for the management of systems and data has been enhanced by the assignment of the responsibility to a single Transportation Officer. Internal procedures have established processes for cross-training and identification of staff that are able to maintain the systems and back-up schedule in the event of an absence of the Transportation Officer. This is an appropriate organizational change from the observations in the original E&E where these responsibilities primarily rested with the General Manager. These changes meet the expectations of the original recommendation and the E&E process.

### 4.3 Digital map and student database management

The policies and procedures that determine the processes for the updating and maintenance of student and map data forms the foundation of any effective and efficient transportation routing system. This aspect of the E&E reviews the original recommendations, and presents the current findings.

#### 4.3.1 Original recommendations

##### 4.3.1.1 Evaluate student data

*STSBHN should evaluate the use of more frequent student downloads in order to reduce or eliminate the use of a manual process to accommodate periods between downloads. Elimination of the manual process should increase the completeness and accuracy of the student data. Full implementation of this recommendation will require continued collaboration with school sites to ensure that data is entered accurately at the source.*

##### 4.3.1.2 Implement revised coding structure

*The current structure results in inconsistent and illogical assignments of eligibility and travel coding pairs. STSBHN should re-evaluate the types of services it provides and to whom they provide them in order to establish a coding structure that is both more logical and simpler to use. A well designed, hierarchical coding structure allows for the easy identification of service types such as, students with special needs and special requirements, hazardous transportation and other specific route, run, and student information. This structure should be designed to provide the information regularly needed by the Consortium for both reporting and analysis and need not be overly complex.*

#### 4.3.2 Incremental progress

##### 4.3.2.1 Student data management processes

The frequency of the student download is based on the current process for the assignment of an eligible student to transportation. At either the school building or using the website, parents are able to request transportation for their student by entering their student and address information using the Transportation Request Form (TF001). The schools are responsible for the receipt of the forms (during the school year). Once the form is received and approved, the schools are responsible for entering the information into their specific Student Information System (SIS) and forwarding a copy to STSBHN for entry into *BusPlanner* by the Transportation Officer responsible for that area. The goal for assignment of the student to a bus run is within 48 hours, but may be as little as 24 hours depending on the time of year. The Operators are responsible for running a report each day to ensure they are aware of newly assigned students. The updating of student data within the *BusPlanner* system at noon and midnight ensures that the Operators have current information.

When weekly downloads were conducted, it was found, by staff, to be counterproductive due to a delay in the processing of the forms at the building level. In the event that the building had not entered the information into the SIS, the download would overwrite the work of the Transportation Officers. To support the accuracy of the data, the Consortium has developed a process for the entering of “effective” and “retirement” dates in the *BusPlanner* data fields to ensure that student data remains current.

While interviews indicate that the current process is effective, it does result in the multiple entry of data. To improve upon the process, STSBHN is working with *BusPlanner* on the development of *BusPlanner Forms* which will “push” the information directly into the planning database reducing or eliminating the need for the multiple entry of data. As this level of sophistication and accuracy is not yet available, STSBHN will continue to monitor the development of the module and will determine its value once the development is complete.

### 4.3.2.2 Revised coding structure

In the development of the current coding structure, emphasis was placed on simplicity to enable the quick understanding of both student and run data. Eligibility codes clearly define the type of transportation being provided while route and run codes provide ready identification of the region of operation, vehicle type, and Operator. This structure also helps to identify areas of low population density that service the same family of schools, thus aiding in the analysis and identification of improved route or run efficiencies. Examples of the coding structure are contained in Table 2. These enhancements meet the expectations of the original recommendations.

**Table 3: Coding Structure**

Code Type	Description	Explanation
Eligibility	Bussed	Automatically set depending on home address, alternate address, and school boundary
	Hazard	
	Out of bounds	
	Out of district	
	Walker	
	Unknown	
Travel	BA (Board Approved)	Home address not eligible and on a bus due to a board approved agreement.
	BC (Bused Courtesy)	Home address not eligible and on a bus either AM or PM. Home address eligible and either AM or PM address not eligible.
	BCS (Bussed to Closest Stop)	Student not eligible and is on a bus as a courtesy rider and the stop is > .8 Km.
	BH (Bussed Hazard)	Home Address within walk distance, but a Hazard Exception has been defined.
	BT (Bussed Temporarily)	Students bussed on a short term basis (20 school days) due to medical or special arrangements. Form 011
Route ID	County of school served	N: All Norfolk, Zone 1 Schools H: All Haldimand, Zone 2 Schools B: All Brant, Zone 3 and Brantford, Zone 4 Schools
Operator	Readily identifies Operator	300 to 399: Lang's Bus Lines 500 to 699: Sharp Bus Lines 700 to 899: First Student
Vehicle Type	Identifies vehicle type	R: Full Size school bus (71-72 capacity) RA: Full Size Adapted school bus (combination of traditional and WC capacities) M: Mini Size school bus (18-24 capacity) W: Mini Size Adapted school bus (combination of traditional and WC capacities) V: Mini Van vehicle (6 capacity) C: Car vehicle (4 capacity)

### 4.3.3 Opportunities for improvement

#### 4.3.3.1 Data management processes

While interviews indicate that the current process is well thought-out and is effective to the point of providing timely service to the students, the process still relies on redundant effort between the schools and Consortium staff. As discussed during the follow-up interviews, while this process currently is serving the needs of the Consortium and the schools, it will become unmanageable in the event of increases in enrollment and the number of requests for transportation services. The reduction of redundant efforts (and the resulting potential for error due to the multiple entries) by the implementation of integrated databases and automated downloads have been fundamental goals since the beginning of the E&E

process. While it is recognized that the Consortium strives to provide a high level of services to its Member Boards and that future initiatives may eliminate the redundant efforts, the concern remains that the processes for data entry and the management of data should be re-evaluated. Specifically, policies and procedures should be developed to eliminate the redundant entering of student data and to support the full integration of the student and *BusPlanner* databases with the ultimate goal of real-time integration of student information.

## 4.4 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 transportation 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.

### 4.4.1 Original recommendations

#### 4.4.1.1 Establish reporting and data distribution

*Given the routing analysis recommended in Section 5.5.3.1, STSBHN should establish a regular schedule of data extraction and analysis to evaluate both routing efficiency and alternative routing options. This schedule should include a defined set of reports for each position in the organization. Possible report options include: a summary of unmatched addresses, a list of known developments that will require map edits, a variance report between planned and actual run times, and summaries of capacity and asset use relative to available time. This data should then be distributed to the Administrative Team and the Governance Committee as part of a program of KPIs.*

### 4.4.2 Incremental progress

#### 4.4.2.1 Reporting and data distribution

Key Performance Indicators (KPIs) are now used to provide statistics for the Consortium's Annual report and to assist in the organization's management of daily operations. Interviews indicate that KPI reports are provided to each of the Transportation Officers on a monthly basis, provide them with regular feedback on the results of their work and to identify where there may be opportunities for additional efficiencies or service improvements.

To support the creation of a customer service measurement, a survey was recently undertaken to assess the level of satisfaction with STSBHN staff and their responses. Examples of surveyed areas include:

- Ability to reach STSBHN staff;
- Timeliness of responses;
- Completeness and clarity of provided information;
- Number of school visits by STSBHN staff; and
- The ability of STSBHN to meet the transportation needs of the school.

The regular measurement of key performance indicators also helps to ensure the timely identification of negative trends allowing correction before any major disruption in the level of service occurs. These enhancements meet the expectations of the original recommendation.

## 4.5 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.

### 4.5.1 Original recommendations

#### 4.5.1.1 Conduct bell time and routing analysis

*STSBHN should conduct a comprehensive routing analysis to determine if changes to current bell times would result in a reduction in the number of buses required throughout the system. This analysis should be conducted based on the procedure established in the recently adopted School Bell Time Changes*

policy. Concurrent with this analysis should be a consideration of the current strategy of overloading bus runs.

#### 4.5.1.2 Review out of boundary student eligibility

The Consortium should review the impact of providing services to students who are otherwise ineligible. At nearly ten percent of the transported population, the management of these students is critical to overall efficiency. Regular analysis of both the individual and aggregate impact of these students will ensure that both the policy and procedure established to evaluate service provision are operating as intended.

### 4.5.2 Incremental progress

#### 4.5.2.1 Conduct bell time and routing analysis

The policy describes a process for the evaluation of a change of bell times by either the Consortium or a school. The policy includes timelines for submittal and review, the approval process, impact analysis requirements, and the range of adjustments for starting bell times. As opportunities are identified, a formal request is submitted to the Operations Committee for review and approval. As evidence of how the process works for the presentation to the Committee, a recently completed Bell Time, Supervision, and School Boundary Request submittal was presented for review. Each of the requests (by zone) summarizes the rationale for the request and the resulting savings or service impacts. This, including interviews with staff and management, indicate that a culture has been established within STSBHN that promotes the identification of efficiencies. Part of this culture ensures that in the event a request is denied, it will be re-submitted for consideration as circumstances change.

#### 4.5.2.2 Review out of boundary student eligibility

As illustrated in Table 3, out of the 17,605 transported students, a little over 3,900 or over 22 percent are transported as either Board Approved, Courtesy Bused, Hazard, or as a temporary exception. Based on this analysis and net of those students receiving hazard exception based transportation, approximately 2,634 student or almost 15 percent of transported students are receiving some form of *Courtesy* transportation. These results compare to the little over 10 percent or 1,523 students that were found to be provided courtesy based transportation during the original E&E or an increase of approximately 242 students. Although the interviews indicate that the annual planning process does not consider courtesy applications, the concern remains that the policies and procedures established to evaluate this service provision may not be fully implemented or operating as intended. The diligent monitoring of this service must be performed to ensure that all stakeholders fully understand the impact that these categories of service have on both cost and service quality.

**Table 4: Exception Based Transportation**

Travel Code	Explanation	Number of regular education students transported	Percentage of 17,005 students transported
BA (Board Approved)	Home address not eligible and on a bus due to a board approved agreement.	862	4.9%
BC (Bused Courtesy)	Home address not eligible and on a bus either AM or PM. Home address eligible and either AM or PM address not eligible.	1,668	9.5%
BCS (Bussed to Closest Stop)	Student not eligible and is on a bus as a courtesy rider and the stop is > .8 Km.	97	0.6%
BH (Bussed Hazard)	Home Address within walk distance, but a Hazard Exception has been defined.	1,277	7.3%
BT (Bussed Temporarily)	Students bussed on a short term basis (20 school days) due to medical or special arrangements. Form 011	7	0.04%
<b>Totals</b>		<b>3,911</b>	<b>22.2%</b>

### 4.5.3 Analysis of system effectiveness

Consistent with the original E&E processes, a comprehensive analysis of system effectiveness<sup>2</sup> was undertaken to fully understand how well the system was performing and to identify where there may be opportunities for improvement. Key findings from the original analysis included:

- The system is complex and uses a wide variety of routing strategies which are used when feasible across the system; and
- The planning process and the resulting effectiveness and efficiency of the services provided benefits from the use of these approaches and from the long history of shared services between the Member Boards.

This section reviews and updates the original analysis to identify and understand how the implementation of the original recommendations may have impacted the effectiveness of the current operation.

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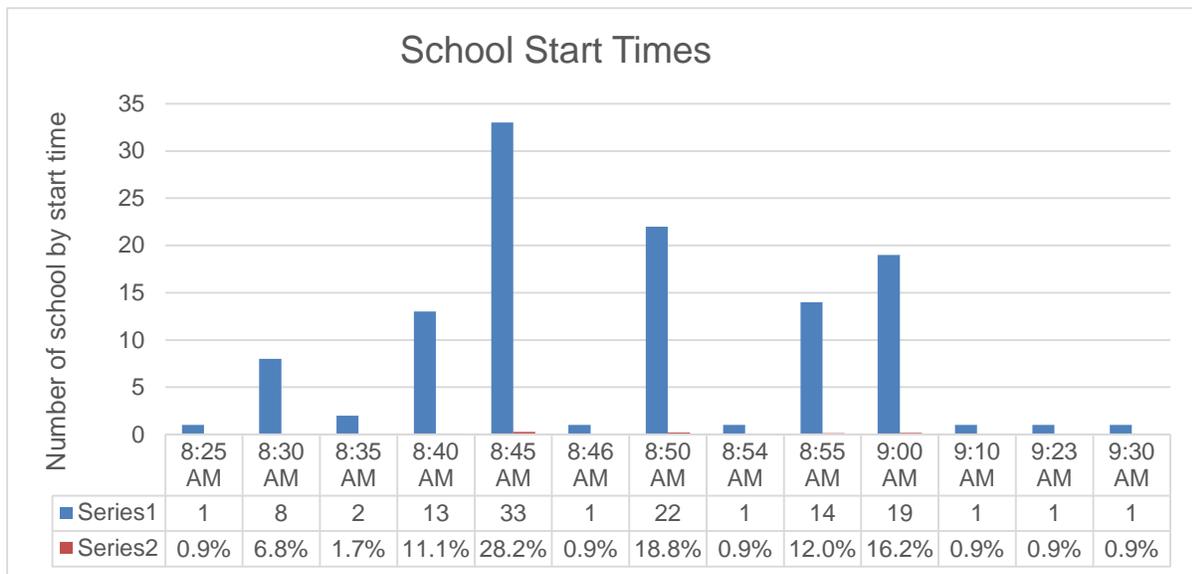
<sup>2</sup> All data reported in this section of the report refers to data collected while the E&E team was on site. There may be inconsistencies with some previously reported Ministry data due to the different timing of the data collection.

#### 4.5.3.1 Run types and school start times

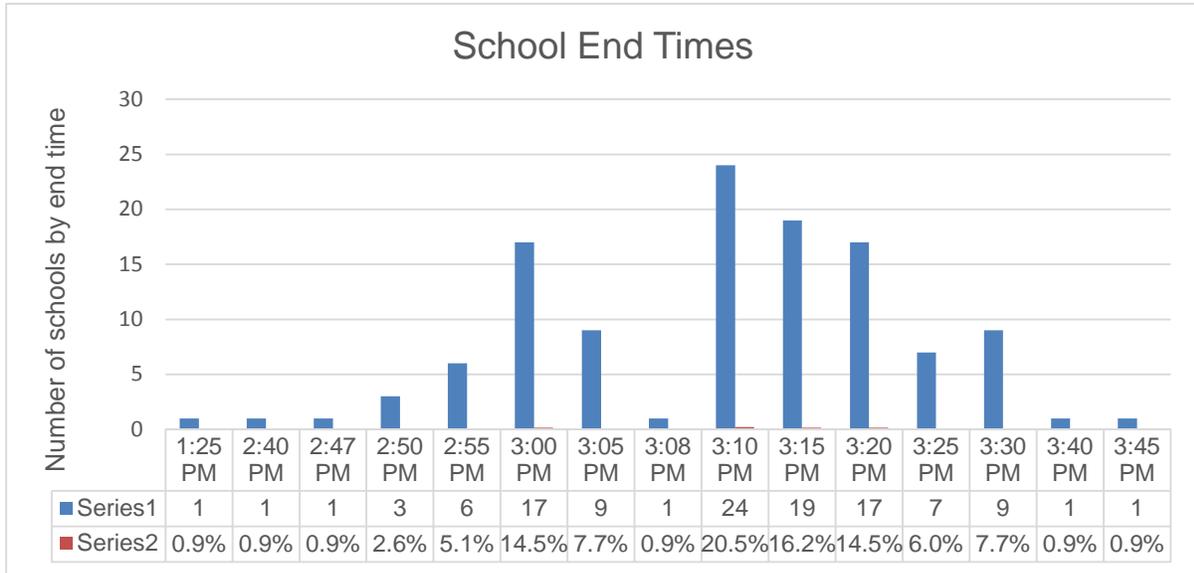
As noted in the original analysis and above, a combination of routing strategies are in use including multiple tiers, combination runs, and transfers. The use of multiple strategies helps to support the most effective use of the fleet assets and to provide service within established parameters. Currently, out of 961 daily runs, the majority of vehicles (approximately 92 percent) are only able to provide service on a single tier, but 535 or almost 56 percent of the total runs are considered combination runs and serve two or more schools. Additionally, approximately 49 percent of all runs are shared between two or more of the Member Boards, and approximately 280 or 29 percent of the runs make use of transfers from one vehicle to another.

In addition to the rural geography, the bell time structure constrained the system with 104 out of 123 schools (85 percent) starting, and 94 out of 123 schools (76 percent) ending within a 20 minute window. This greatly impacts the ability to operate a multiple tiered system. The analysis of current data finds a similar bell time distribution of 88 percent in the morning and 74 percent in the afternoon within the same 20 minute window. Given the size of the service area, it is likely that the same geographic and time constraints continue to impact the ability of STSBHN to take advantage of a multi-tier structure to realize efficiencies. Providing a greater time separation between the primary tiers, at a minimum in the more densely packed urban areas, would likely result in the need for fewer buses throughout the system. An analysis of current student ride times indicates that school bell times would require approximately 40 minutes of separation to service the majority of students on multi-tier runs. Current school start and end times are illustrated in the following charts:

**Figure 2: AM School Start Times**



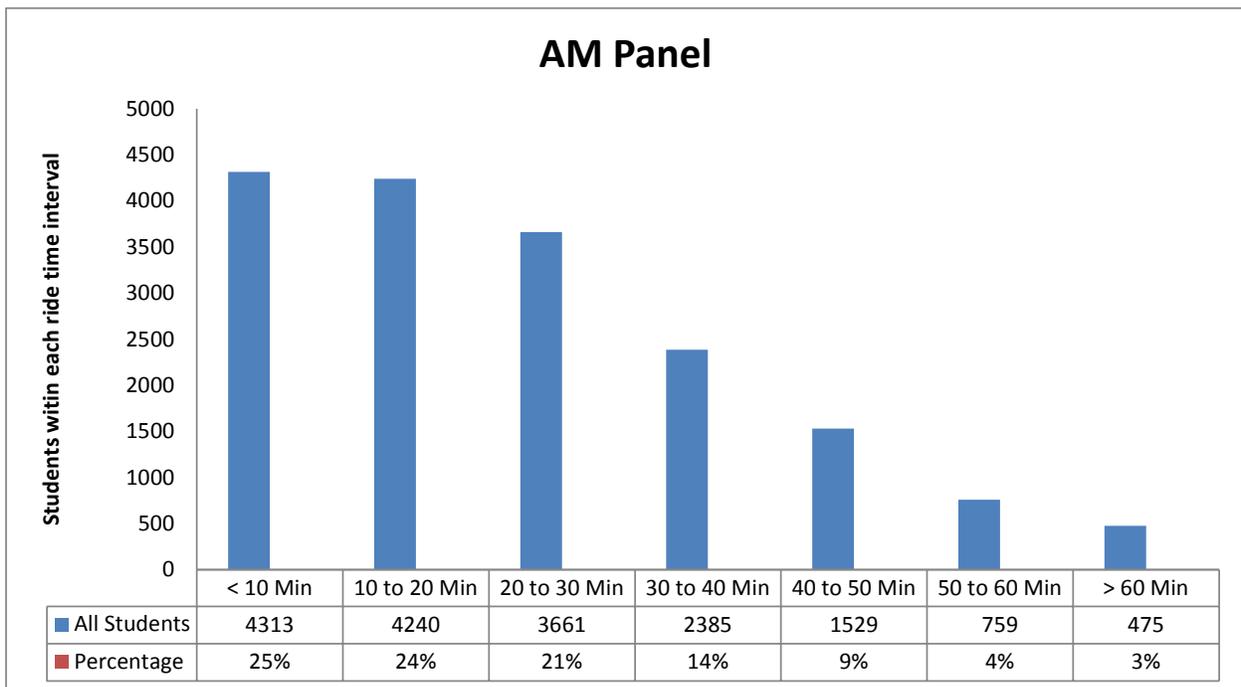
**Figure 3: PM School Start Times**



**4.5.3.2 Student ride times**

A key indicator of the overall level of service provided by any transportation operation is the amount of time that any one student spends on the bus. The analysis of both run times and individual student ride times indicates that service is being provided within the policy of 75 minutes for all students. Across the system, individual student ride times average just 22 minutes for morning and 26 minutes in the afternoon time panel for both regular and special needs students. Morning ride times are illustrated in the following chart. These findings remain consistent with the findings from the original E&E and confirm that a high level of service is being provided and delivered equitably to each of the Member Boards.

**Figure 4: AM Ride Time Distribution**

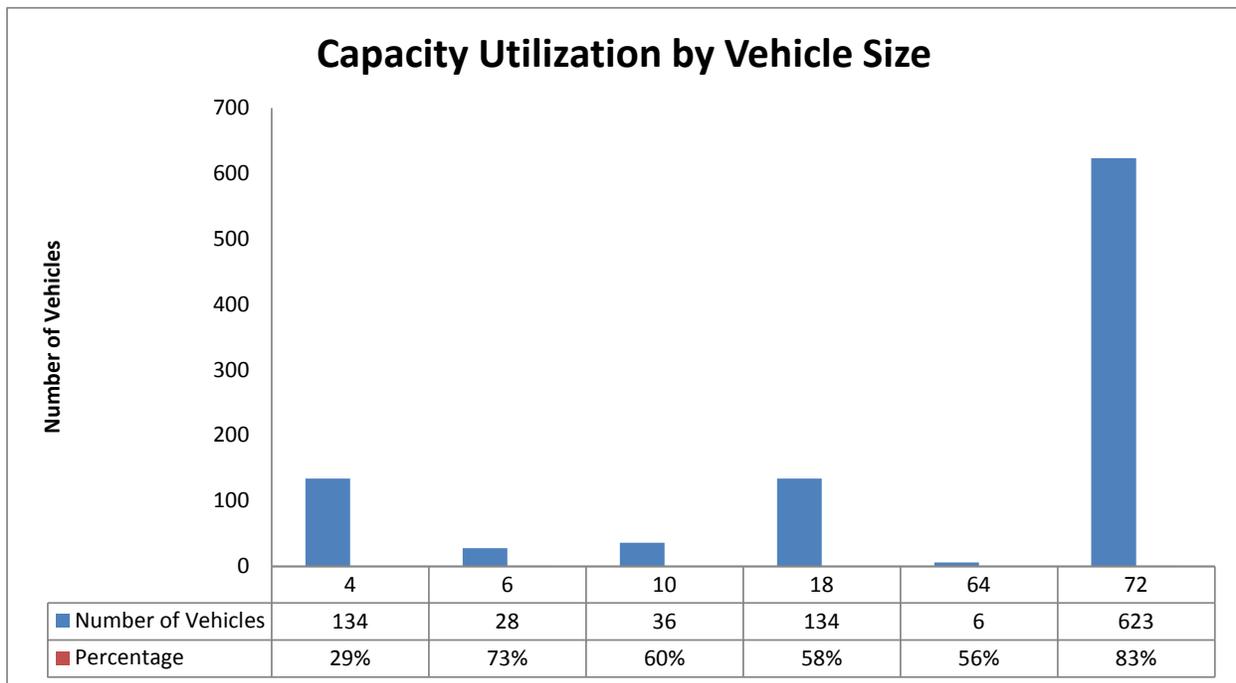


**4.5.3.3 Capacity utilization**

How effectively the system is able to use the available seating capacity on individual bus runs is an additional indicator of the overall efficiency of the system. The analysis of current data finds that simple

capacity utilization (calculated as total riders divided by total available seats based on rated capacity of the bus) is approximately 72 percent across the entire regular and special needs fleet, which is similar to the results of the original E&E and within an acceptable range.

**Figure 5: Capacity Utilization**



#### 4.5.4 Opportunities for improvement

##### 4.5.4.1 Perform a comprehensive impact study of exception based transportation

While the policies exist for the management of exception based transportation, it is recommended that a comprehensive review of the process be conducted to verify the validity and ultimately the cost and service impacts of providing these additional services. This recommendation should be considered in conjunction with the full evaluation of additional tiering opportunities as discussed below.

##### 4.5.4.2 Continue to evaluate additional tiering opportunities across the system

STSBHN has developed an excellent process for the evaluation and presentation of bell time opportunities. Capitalizing on these practices and the supportive relationship with their Member Boards, a comprehensive and systematic approach to the analysis of opportunities should be considered to better understand the true system-wide potential for additional improvements in fleet utilization. This most likely will require a comprehensive bell time study across the system and the development of incremental plan for implementation.

#### 4.6 Results of the follow-up E&E review

Routing and Technology for STSBHN has been rated as **Moderate-High**. The thoughtful enhancements to the coding structure and the reporting capabilities are all indications of the Consortium’s commitment to meeting the expectations of the recommendations presented in the original E&E.

While these enhancements will support the Consortium in its goal of continual improvement the additional recommendations described in this section should be fully considered for the Consortium to achieve a High rating in any subsequent evaluations. Specifically, an evaluation of current bells including the impact of all exception based transportation is necessary to understand the full potential for additional routing efficiencies and fleet reduction opportunities. Aided by the use of new technology or as a change in process and procedures, the full integration of student and *BusPlanner* databases is necessary to support the elimination of redundant effort and the improved frequency of downloaded information.

# 5 Contracts

## 5.1 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 information provided during interviews. 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 – Original E&E Rating:	Low
Contracts – New E&E Rating:	High

## 5.2 Contract Structure

An effective contract<sup>3</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.

### 5.2.1 Original recommendations

#### 5.2.1.1 Execute Operator contracts

*A contract that clearly articulates the expectations and obligations of each party is a fundamental requirement for an effective business relationship. The lack of current and complete contract documentation for bus Operators reduces the extent to which the School Boards and Consortium can ensure and enforce accountability related to the provision of student transportation. The Consortium should make every effort to ensure that contracts with Bus Operators are signed prior to the start of the school year. Signed contracts ensure that Operators are bound to the agreed service levels. It is important, through the use of proper contracts, that accountability related to student transportation is properly shared between the School Boards, Consortium, and Operators.*

*Recognizing that the Consortium has been proactive in drafting Operators' contracts, the E&E Review Team recommends that Operator contracts be signed as soon as possible for this school year. As a best practice, the STSBHN should strive to have all Operator contracts signed prior to the start of each school year. It is however, imperative that the Consortium ensure that contracts are written between each of the*

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<sup>3</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.

*Member Boards and the Operators as the Consortium is not a separate legal entity. Furthermore, it is recommended that clauses should be amended to specifically designate the respective responsibilities of the Operators and the Consortium. For example, while it is encouraging to note that First Aid Training is a requirement, this clause should be amended to specifically determine whose responsibility (i.e. the Operators' or the Consortium's) it is to provide this training. In addition, the Consortium currently does not require drivers to have First Aid training within a specific number of days of the start of employment. It is recommended that this time period be specified to ensure that drivers are qualified to manage emergency situations from the first day they transport students.*

#### **5.2.1.2 Revise inclement weather compensation rates**

*The Operator contracts stated that if an Operator fails to operate a vehicle due to inclement weather conditions, the Operator will receive payment in the amount of seventy percent of the Total Daily Rates. The Total Daily Rate is calculated by adding the Fixed Base and Variable Rate for kilometers, time, fuel and monitors. It is recommended that the Consortium review this clause to ensure Operators are only compensated for the costs incurred on inclement weather days to ensure excess payments are not needlessly made.*

#### **5.2.1.3 Include additional detail in taxi contracts**

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

#### **5.2.1.4 Incorporate dispute resolution clause**

*Although the E&E Review Team acknowledges that the Consortium has an extensive dispute resolution policy in the new contract templates awaiting signature by the Operators, the Consortium and the Operators currently do not have a standing agreement with regards to a dispute policy. In the event that a disagreement should arise between the Operators and the three Member Boards, there should be a formalized process that will determine the steps that must be taken in order to resolve the situation. A dispute resolution policy should be implemented as soon as possible to ensure disputes could be settled without a need for reduction in service levels and/or litigation. This process should be neutral and transparent.*

### **5.2.2 Incremental progress**

#### **5.2.2.1 Operator contracts clauses**

The Consortium has standardized, executed contracts with all of its bus Operators. The current contract was executed in March, 2012 and is valid for five school years with three one year options to renew, at the sole discretion of the Consortium. Noteworthy clauses in the contract include but are not limited to:

- Training requirements for drivers: The Consortium mandates that Operators provide an outline of their training programs. These training programs are required to include a number of topics, including First Aid/CPR and EpiPen training;
- 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 regulations;
- Vehicle age requirements. The contract mandates a maximum and average vehicle age specifications for their three vehicle classes;
- Fee structures and payment schedules, including information on adjustments due to inclement weather, labour disputes and fuel costs; and
- Other terms related to insurance coverage requirements, dispute resolution, termination and confidentiality.

Operator contracts are signed prior to the beginning of a school year. Since STSBHN is a separate legal entity, the contracts are between the Consortium and the Operators. The contracts clearly state the respective responsibilities of the Operators and the Consortium.

#### **5.2.2.2 Inclement weather compensation rates**

During the previous E&E review, it was noted that Operators were paid 70% of the Total Daily Rates, which include both the Fixed and Variable Rate for kilometers, time, fuel and monitors.

Presently, the Operators are paid Base rate only for the first 10 inclement weather days, and this payment diminishes after 10 days.

#### **5.2.2.3 Taxi Operator contract clauses**

The taxi Operator contracts now include a clause related to the mandatory provision of First Aid, Epi-Pen and CPR training for all drivers. This training is provided to drivers to ensure drivers have the appropriate skills and training should an emergency arise.

#### **5.2.2.4 Dispute resolution clause**

The Consortium's standard contracts for both the taxi and bus Operators have a dispute resolution clause that covers both disputes that impact health and safety, and those that do not impact health and safety. The clause covers amicable resolution, mediation, arbitration and enforcement.

### **5.2.3 Accomplishments**

It is recognized that the Consortium now demonstrates the following best practices in addition to the best practices outlined in the original report:

#### **Operator contract clauses**

The Consortium has contracts in place with bus Operators which detail appropriate legal, safety and other non-monetary terms. This ensures the contractual relationship between bus Operators and the Consortium is defined and enforceable.

#### **Inclement weather compensation rates**

Procedures related to the treatment of inclement weather days are standard in the contracts and communicated well in advance of the beginning of the winter season. In addition, for inclement weather days, the Consortium only pays the fixed cost to the Operators to compensate for their effort to ensure the fleet of buses are ready to resume duty when inclement weather passes.

#### **Taxi Operator contract clauses**

The Consortium has detailed contracts in place with taxi Operators that outline all appropriate legal, safety and other non-monetary terms including confidentiality and the obligations of the both the Consortium and the taxi Operator. Taxi Operator contracts meet the same burden in terms of appropriate contract clauses as bus Operators.

#### **Dispute resolution**

The Consortium has added a dispute resolution clause to their standard contracts. This will ensure that there is a formal system, which is neutral and transparent, by which disputes can be settled without the need for a reduction in service levels or litigation.

### **5.2.4 Opportunities for improvement**

#### **5.2.4.1 Taxi Operator contract clauses**

The taxi Operator contracts do not specifically outline when the drivers should undertake the First Aid, EpiPen and CPR training. It is recommended that the contacts specify when exactly this training is required e.g. before driving a taxi.

## **5.3 Goods and Services Procurement**

Procurement processes are intended to provide an avenue through 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.

### 5.3.1 Original recommendations

#### 5.3.1.1 Amend and seek acceptance of procurement policies

*Notwithstanding the policies have yet to be presented to the Governance Committee, the proposed procurement policies are in line with Consortium management initiatives and increase accountability throughout the Consortium. However, it is recommended that the Consortium review its policies for appropriateness in transportation purchasing decisions, internal controls and work processes. Particular attention should be paid to the \$100,000 figure and the RFP framework. Current transportation services are not procured in this manner. This clause should be followed in order to allow for transportation services to be competitively procured. Following the proposed policy would standardize the procurement methods and allow the Consortium to harmonize each Board's purchasing policies while ensuring that they are adapted to the particular needs of the STSBHN.*

#### 5.3.1.2 Implement a competitive procurement process for bus Operators

*Contracts for school bus transportation services are currently not competitively procured. By not engaging in a competitive process, the Consortium will not know whether it is paying best rates for services provided. If a competitive process is used to procure contracted services, the Consortium can clearly state all service requirements in the procurement document. In addition, the Consortium can be sure that it will obtain the best value for its money as Operators will compete to provide the required service levels at prices that ensure they earn an appropriate return on investment. This may not mean that rates will decline; however, the concern for the Consortium should be to obtain best value for money expended.*

*A competitive process can be used with certain safeguards in place to protect the standards of service. The Consortium should continue to enforce limits placed on the amount of business any one Operator can hold to avoid a monopoly situation. Additionally, in evaluating the successful proponents, cost should not be the overriding factor as that will encourage low cost proponents to enter the market while not necessarily ensuring that the same or improved levels of service are being provided. Local market conditions should be considered at all points in the development and evaluation of any service proposal. For example, local Operators can be encouraged to participate in this process by placing a value on having local experience as part of the evaluation criteria; however, this specific criterion for local experience should also not be an overriding factor in the proposal evaluation process.*

*As the Contracting Practices Resource Package has been released and pilot projects completed, the Consortium should start developing an implementation plan for competitive procurement. A plan should include a review of existing procurement policies, an analysis of the local supplier markets, strategies to help determine the RFP scope, processes, criteria and timeline to reasonably phase-in competitive procurement. The plan should also utilize the best practices and lessons learned that are available from the pilot Consortia and those that have already engaged in competitive procurement.*

#### 5.3.1.3 Formalize a contract procurement process

*The current contract negotiation process ensures STSBHN expenditures fall within the provisions of the transportation funding provided by the Ministry of Education for the Boards. The current approach defines the maximum amount that will be available for negotiations with the bus Operators and limits the negotiation process to establishing where the increase will be applied and to the clarifications of STSBHN expenditures. The process works well to ensure that STSBHN has designated funds for capital purchases such as the digital surveillance systems and workstation computer hardware and a balanced budget. However, the approach is not driven by need thereby, making it difficult to assess if value for money has been obtained.*

*Also, the Consortium should develop and document a procurement calendar and communicate key dates, milestones and expectations to Operators and the Governance Committee. A calendar of key dates, milestones and responsibilities will help to ensure that the Consortium and Operators can resolve issues and reach agreement on contracts prior the start of the school year. The Consortium should also communicate this procurement calendar to its Operators so as to facilitate the Operators' annual planning process. With timelines indicated, the Consortium will be aware of the dates to procure bus Operator services.*

## 5.3.2 Incremental progress

### 5.3.2.1 Procurement policies

The Consortium has outlined the operating guidelines in relation to public tenders and Requests for Proposal, within the Board of Directors approved purchasing policy. Purchases over \$100,000 are to be made by advertised Requests for Tender (RFT) or Requests for Proposal (RFP).

The Consortium has a purchasing policy that requires the use of fair bidding procedures to acquire goods and services.

### 5.3.2.2 Competitive procurement

The Consortium has implemented competitive procurement for acquiring bus transportation services. An RFP was issued for bus transportation in 2012. A well detailed RFP was formulated which stipulated terms and conditions for safety, operational performance and clear payment terms. The Consortium stated that the RFP process has led to significant savings over traditional non-competitive procurement.

The taxi operator services are currently tendered as they are smaller services in comparison to the bus Operators services and municipal by-law issues have been encountered which do not allow for the open bidding of services.

### 5.3.2.3 Parent drivers

STSBHN has parent drivers, who are required to have signed one year agreements with the Consortium. Parent drivers are paid a Mileage Reimbursement rate, and mainly transporting students with special needs.

### 5.3.2.4 Transit passes

The Consortium currently provides transit passes to approximately 40 students who are either special needs students or French immersion students. These passes are a last resort option for these few students, in cases where it is not economically feasible to transport them with other vehicles.

## 5.3.3 Accomplishments

It is recognized that the Consortium now demonstrates the following best practices in addition to the best practices outlined in the original report:

### Competitive procurement

The Consortium has introduced a competitive procurement process. The Consortium is introducing business opportunities to a competitive market, thereby ensuring it continues to receive the market rates for the level of service it is provided.

### Parent drivers

Contracts are signed with all parent drivers. The formalization of this type of arrangement through contracts and stipulated compliance requirements helps to limit the liability to the Consortium.

## 5.4 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 ensure that contractors are providing the level of service that was previously agreed upon. Effective contract management practices focus on four key areas:

- Administrative contract compliance to ensure that Operators meet the requirements set out in the contract;
- Operator facility and maintenance audits to ensure that Operators keep their facilities and vehicles in line with the standards outlined in the contract;
- Service and safety monitoring to ensure that the on the road performance of drivers and Operators reflects the expectations set out in the contract; and
- Performance monitoring to track the overall performance of Operators over time.

## 5.4.1 Original recommendations

### 5.4.1.1 Formalize monitoring process

*Although the E&E Review Team acknowledges that the Consortium executes periodic route and performance audits, it is recommended that the Consortium implement a formal monitoring system to monitor Operator performance. Comprehensive route audits involve a trained and experienced individual riding on a selected bus to monitor compliance with contractual requirements such as adherence to the stated bus route, no unauthorized pickup or drop off points, and proper use of the student list.*

*Route audits should be conducted on a regular basis and be supported with appropriate documentation summarizing the results. This type of follow-up reporting can aid in the evaluation of Operators and be used as evidence of proper implementation of the stated monitoring policies. Efforts should be made to obtain a broad and representative sample of audit results which represent all of the Operators that serve the Consortium. Results of the route audit should be documented by the Consortium and later be communicated back to the Operators to assist them in managing their drivers and improving overall service quality. Passive monitoring or a reliance on the bus Operators to self regulate and report instances of non-compliance with contract terms is not an effective method to detect, nor deter, actions which potentially impact the safety of students transported.*

## 5.4.2 Incremental progress

### 5.4.2.1 Operator monitoring process

The Consortium has a formal Contract Performance Management Program to monitor its Operators. The Operator Agreements include an Annual Agreement Calendar, which states the annual service cycle requirement every month of the school year, including the documentation submissions required from the Operators for each month.

STSBHN uses an annual contract compliance checklist to check the Operator compliance with respect to Operator Submission Requirements, Facility Audit Requirements; and Route Audit Requirements. The content of these requirements are listed below:

- **Operator Submission Requirements:** These include: driver and vehicle qualifications, evidence of insurance, workplace safety insurance, driver licensing requirements, and Operator covenants with respect to student transportation.
- **Facility Audit Requirements:** The requirements include, but are not limited to the following: provision of a driver training manual, driver licensing requirements, awareness of and adherence to the Agreement conditions, confidentiality of material, and so on.
- **Route Audit Requirements:** These include: vehicle characteristics, vehicle communications, maintenance of log books, display of route numbers, vehicle cleanliness and driver characteristics.

The contract compliance check list is used to develop an annual contract compliance audit report, which states the description of non-compliance for the three main requirements above, and the Operator response and corrective action.

Route audits are presently on hold until the Consortium determines a more efficient and effective way of performing them.

## Accomplishments

It is recognized that the Consortium now demonstrates the following best practices in addition to the best practices outlined in the original report:

### Operator monitoring process

STSBHN performs periodic audits of Operators and drivers to ensure they are in compliance with safety and legal requirements. Audits are a key component of contract management. They measure whether the Operators and drivers are complying with stated contract clauses and ultimately if they are providing safe and reliable service.

## 5.5 Results of E&E Review

The process by which the Consortium negotiates, structures, and manages its contracts for transportation services has been assessed as **High**. Positive elements include the completion of a competitive procurement process for bus operations, execution of detailed, long-term Operator contracts; and its efforts at making continuous improvements to procuring, structuring and managing its contracts in order to remain consistent with best practices.

## 6 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. 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 5: Funding Adjustment Formula**

Overall Rating	Effect on deficit Board <sup>4</sup>	Effect on surplus Board
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 0%	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:

### Grand Erie District School Board

Item	
2011-2012 Transportation Surplus (Deficit)	(\$1,630,307)
% of Surplus (Deficit) attributed to the Consortium	100%
Revised amount to be assessed under the Consortium	(\$1,630,307)
E&E Rating	High
Funding Adjustment based on Ministry's Funding Adjustment Formula	100%
2012-2013 Total Funding adjustment	\$1,630,307

<sup>4</sup> This refers to Boards that have a deficit/surplus on student transportation

**Brant Haldimand Norfolk Catholic District School Board**

Item	
2011-2012 Transportation Surplus (Deficit)	(\$249,915)
% of Surplus (Deficit) attributed to the Consortium	100%
Revised amount to be assessed under the Consortium	(\$249,915)
E&E Rating	High
Funding Adjustment based on Ministry's Funding Adjustment Formula	100%
2012-2013 Total Funding adjustment	\$249,915

**Conseil Scolaire de District Catholique Centre-Sud**

Item	
2011-2012 Transportation Surplus (Deficit)	\$283,828
% of Surplus (Deficit) attributed to the Consortium	1.77%
Revised amount to be assessed under the Consortium	\$5,013
E&E Rating	High
Funding Adjustment based on Ministry's Funding Adjustment Formula	No Adjustment
2012-2013 Total Funding adjustment	No Adjustment

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

# Appendix 1: Glossary of Terms

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
BHNCDSB	Brant Haldimand Norfolk Catholic District School Board
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 STSBHN	The Student Transportation Services of Brant Haldimand Norfolk Consortium
CSDCCS	Conseil scolaire de district catholique centre-sud
Deloitte	Deloitte LLP (Canada)
Driver	Refers to bus Drivers, see also Operators
E&E	Effectiveness and Efficiency
E&E Review Team	As defined in Section 1.3
E&E Reviews	As defined in Section 1.3
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 Renfrew County Joint Transportation Consortium” which supports the E&E Review Team’s Assessment; this document is not a public document
Funding Adjustment Formula	As described in Section 1.3.2
GEDSB	Grand Erie District School Board
HR	Human Resources
IT	Information Technology
JK/SK	Junior Kindergarten/Senior Kindergarten
KPI	Key Performance Indicators
Management Consultants	As defined in Section 1.3
Member Boards, School Boards or Boards	The School Boards that have participated as full members in the Consortium; the GEDSB, BHNCDSB and CSDCCS
Memo	Memorandum 2006: SB13, dated July 11 issued by the Ministry

Ministry	The Ministry of Education of Ontario
MPS	Management Partnership Services Inc., the routing consultant, as defined in Section 1.2 and 1.3
MTO	The Ministry of Transportation of Ontario
Operators	Refers to companies that operate school buses, boats or taxis and the individuals who run those companies. In some instances, an Operator may also be a Driver.
Overall Rating	As Defined in Section 3.2 of the Evaluation Framework
Rating	The E&E Assessment score on a scale of High to Low, see Section 1.3
RFP	Request for Proposal
RFT	Request for Tender
Report	The report prepared by the E&E Review Team for each Consortium that has undergone an E&E Review (i.e. this document)
Separate Legal Entity	Incorporation
SIS	Student Information System

## Appendix 2: Financial Review – by School Board

### Grand Erie District School Board

Item	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 <sup>5</sup>
Allocation <sup>6</sup>	\$11,699,213	\$12,150,396,	\$12,356,493	\$12,250,221	\$11,770,357
Expenditure <sup>7</sup>	\$12,673,135	\$12,400,423	\$12,150,043	\$13,880,528	\$10,857,231
Transportation Surplus (Deficit)	\$(973,922)	\$(250,027)	\$206,450	\$(1,630,307)	\$913,126
Total Expenditures paid to the Consortium					
As % of total Expenditures of Board					

### Brant Haldimand Norfolk Catholic District School Board

Item	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Allocation	\$5,105,499	\$5,237,914	\$5,274,209	\$5,192,536	\$4,940,142
Expenditure	\$5,394,252	\$5,652,713	\$5,147,678	\$5,442,451	\$4,766,510
Transportation Surplus (Deficit)	\$(288,753)	\$(414,799)	\$126,531	\$(249,915)	\$173,632
Total Expenditures paid to the Consortium					
As % of total Expenditures of Board					

### Conseil Scolaire de District Catholique Centre-Sud

Item	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Allocation	\$17,343,813	\$17,575,626	\$18,808,900	\$19,441,523	\$19,723,844
Expenditure	\$16,917,760	\$18,003,707	\$18,252,288	\$19,157,695	\$20,333,457
Transportation Surplus (Deficit)	\$426,053	\$(428,081)	\$556,612	\$283,828	\$(609,613)
Total Expenditures paid to the Consortium	\$368,904	\$397,882	\$403,376	\$338,343	\$336,819
As % of total Expenditures of Board	2.18%	2.21%	2.21%	1.77%	1.66%

<sup>5</sup> 2012-2013 allocations and expenditures based on Ministry data – Revised Estimates for 2012-2013

<sup>6</sup> Allocation based on Ministry data – includes all grant allocations for transportation (Section 9 00008C, Section 13 00006C, Section 13 00012C)

<sup>7</sup> Expenditure based on Ministry data – taken from Data Form D: 730C (Adjusted expenditures for compliance) – 212C (Other Revenues)

## Appendix 3: Document List

1	AA1 - 75plus mins for 12-13_edited for privacy.xlsx
2	AA2 - Cost Tracking_2012-2013.xlsx
3	AA3 - FSA Survey Results_11-12.pdf
4	AA4 - FSP Survey Results_11-12.pdf
5	AA5 - LBL Survey Results_11-12.pdf
6	AA6 - overload reviews_2012-13.xlsx
7	AA7 - RFP financial ramifications.pdf
8	AA7 - SHARP Survey Results_11-12.pdf
9	AA8 - STS Brant Haldimand Norfolk 2011.pdf
10	AA9 - STSBHN annual report_12-13.docx
11	AA10 - STSBHN Bell Time and Boundary Review for 12-13.docx
12	AA11 - STSBHN Fuel Calcs_2012-13.xlsx
13	AA12 - STSBHN School Survey Results_2011-12.docx
14	AA13 - STSBHN_Hazard Change Request_2012-2013.docx
15	AA14 - STSBHN-Bell_Supervision_Boundary_Hazard Review for 13-14.docx
16	AA15 - TO responsibility breakdown_102912.xlsx
17	AA16 - RFP Presentation Regarding Collaboration with Other Consortia.pdf
18	C1a, C3b - GENERIC Paid Parent Contract_11-12.doc
19	C1a, C3b - GENERIC Parent Extension_12-13.docx
20	C1a, C3b - GENERIC TAXI CONTRACT_11-12.doc
21	C1a, C3b - Taxi Extension_12-13.docx
22	C1a, C3b, C8c - generic bus operators contract.docx
23	C1b, C8c - First Student.pdf
24	C1b, C8c - Langs.pdf
25	C1b, C8c - Sharp.pdf
26	C1c.pdf
27	C2 - special and medical transportation.pdf
28	C2 - Special Education Routing.pdf
29	C2 - transporting students with service dogs.pdf
30	C3a - Service Providers_2012-13.pdf
31	C3c -Brant Taxi_ Extension_12-13.pdf

32 C3c -Taxi 2000 Contract.pdf  
33 C3c -Delhi Cabs\_ Extension\_12-13.pdf  
34 C3c -MrJs\_ Extension\_12-13.pdf  
35 C3c -Bell City Taxi\_ Extension\_12-13.pdf  
36 C3c -City Taxi\_ Extension\_12-13.pdf  
37 C3c - Balak, Courtney - paid parent contract\_signed.pdf  
38 C3c - Bielefield, Jason\_12-13 renewal\_signed.pdf  
39 C3c - Chalmers, Ethan\_12-13 renewal\_signed.pdf  
40 C3c - Decker, Eric - Contract with staff of Carpe Diem\_signed.PDF  
41 C3c - DeOliviera, Marcio\_12-13 renewal\_signed.pdf  
42 C3c - Elliott, Thomas\_12-13 renewal\_signed.pdf  
43 C3c - Gurney, Taya- paid parent contract\_signed.pdf  
44 C3c - Jackson, Braedon - paid parent contract\_signed.pdf  
45 C3c - Stugnell, Dallas- paid parent contract\_signed.pdf  
46 C3c - Wilson, Douglas\_12-13 renewal\_signed.pdf  
47 C4.docx  
48 C5, C7b, C7c - First Ancaster.xls  
49 C5, C7b, C7c - First Paris.xls  
50 C5, C7b, C7c - Langs.xlsx  
51 C5, C7b, C7c - Sharp Brantford.xls  
52 C5, C7b, C7c - Sharp Norfolk.xlsx  
53 C6a - Public Transit Use.pdf  
54 C6a.xlsx  
55 C6b - Special Education Routing.pdf  
56 C6b.xlsx  
57 C7a - CPM in contract.pdf  
58 C7a - STSBHN Annual Contract Compliance Checklist.docx  
59 C7a - STSBHN Annual Contract Compliance Report.doc  
60 C7b - bus operator insurance.PDF  
61 C7b - First Student Insurance.pdf  
62 C7b - First Student WSIB Clearance.pdf  
63 C7b - Langs BHNCDSD insurance.pdf  
64 C7b - Langs CSDCCS insurance.pdf

65 C7b - Langs GEDSB insurance.pdf  
66 C7b - Langs STSBHN insurance.pdf  
67 C7b - Langs WSIB Clearance.pdf  
68 C7b - Sharp Insurace Certificate 2012-2013.pdf  
69 C7b - Sharp WSIB Clearance.pdf  
70 C7b, C7c, C9c, C9d, C9f, C9g - FSA Annual Contract Compliance Report\_11-12\_signed.pdf  
71 C7b, C7c, C9c, C9d, C9f, C9g - FSP Annual Contract Compliance Report\_11-12\_signed.pdf  
72 C7b, C7c, C9c, C9d, C9f, C9g - LBL Annual Contract Compliance Report\_11-12\_signed.pdf  
73 C7b, C7c, C9c, C9d, C9f, C9g - Sharp Annual Compliance Audit Report- 2011-2012\_signed.pdf  
74 C7b, C7c, C9c, C9d, C9f, C9g - STSBHN Annual Contract Compliance Checklist\_11-  
12\_FirstStudentAncaster.pdf  
75 C7b, C7c, C9c, C9d, C9f, C9g - STSBHN Annual Contract Compliance Checklist\_11-  
12\_FirstStudentParis.pdf  
76 C7b, C7c, C9c, C9d, C9f, C9g - STSBHN Annual Contract Compliance Checklist\_11-  
12\_Langs.pdf  
77 C7b, C7c, C9c, C9d, C9f, C9g - STSBHN Annual Contract Compliance Checklist\_11-  
12\_Sharp\_Brantford.pdf  
78 C7b, C7c, C9c, C9d, C9f, C9g - STSBHN Annual Contract Compliance Checklist\_11-  
12\_Sharp\_Simcoe.pdf  
79 C8a - 011312\_BofD\_SpecialMeeting\_Minutes\_signed.pdf  
80 C8a - 122011\_BofD\_SpecialMeeting\_Minutes\_signed.pdf  
81 C8b - addendum3\_p112bhnc.docx  
82 C8b - RFP\_P112BHNC\_STSBHN.doc  
83 C8b -addendum1\_p112bhnc.docx  
84 C8b -addendum2\_p112bhnc.docx  
85 C8b -award\_notice\_p112bhnc.pdf  
86 C9a - Operation and Facility Audits.pdf  
87 C9b - facility audit form.doc  
88 CM1a, CM4, CM13b.pdf  
89 CM1b, CM1c, CM2c\_bylaws.pdf  
90 CM1b\_letterspattent.pdf  
91 CM2a - STSBHN - Board of Directors - Org Structure.pptx  
92 CM2b-OC\_Feb2013DRAFT.docx  
93 CM2b-OC\_June2012.pdf  
94 CM2b-OC\_Oct2012.PDF

95	CM2b, CM13c-OC_Dec2012.pdf
96	CM2b, CM13d-BofD_Feb2013DRAFT.pdf
97	CM2b-BofD_May2012.pdf
98	CM2b-BofD_Oct2012.pdf
99	CM2b-OC_Apr2012.pdf
100	CM2b-OC_Aug2012.pdf
101	CM2b-OC_Feb2012.PDF
102	CM3a.pdf
103	CM3b1.pdf
104	CM3b2.pdf
105	CM3b3.pdf
106	CM3b4.pdf
107	CM6.pdf
108	CM7b.pdf
109	CM8.pdf
110	CM9a, CM9b.pdf
111	CM9b.doc
112	CM9c - Cross Training and Coverage.pdf
113	CM9c - STSBHN Minimum Training Requirements by Position.pdf
114	CM9d.xls
115	CM9e.pdf
116	CM9f-1.xlsx
117	CM9f-2.xlsx
118	CM9f-3.doc
119	CM9f-4.doc
120	CM9f-5.docx
121	CM9f-6.doc
123	CM9f-7.doc
124	CM9f-8.doc
125	CM10.pdf
126	CM10a- see 4.2.5.pdf
127	CM10b, CM10.pdf
128	CM11b.xlsx
129	CM11c-1.pdf

130	CM11c-2.pdf
131	CM12a.pdf
132	CM12c.pdf
133	CM12e-sample.doc
134	CM12f-1.PDF
135	CM12f-2.pdf
136	CM12f-3.PDF
137	CM12f-4r.PDF
138	CM12f-5.PDF
139	CM12f-6.PDF
140	CM13a.pdf
141	CM13- act vs budget analysis.xls
142	CM14b.xls
143	CM14c-1.pdf
144	CM14c-2.pdf
145	CM14d-1.pdf
146	CM14d-2.pdf
147	CM14e.xls
148	CM14f-Bell city.pdf
149	CM14f-Brant taxi.pdf
150	CM14f-City Taxi.pdf
151	CM14f-Delbi Cabs.pdf
152	CM14f-FSA.pdf
153	CM14f-FSP.pdf
154	CM14f-Hald Taxi.pdf
155	CM14f-LBL.pdf
156	CM14f-MrJs.pdf
157	CM14f-Norfolk Taxi.pdf
158	Cm14f-paid parent.pdf
159	CM14f-Sharp.pdf
160	PP1 - Responsibility of Bus Operator and Driver.pdf
161	PP1 - Responsibility of Parents and Guardians.pdf
162	PP1 - Responsibility of Principal.pdf

163 PP1 - Responsibility of STSBHN.pdf  
164 PP1 - Responsibility of Students.pdf  
165 PP1 - service parameters.doc  
166 PP1 - Transportation Eligibility.pdf  
167 PP1- EIPEN emergency procedures.pdf  
168 PP1- hazard transportation eligibility.doc  
169 PP1- Service Parameters.doc  
170 PP1 - accident or incident procedures.pdf  
171 PP1 - bell time changes.doc  
172 PP1 - Courtesy Transportation.pdf  
173 PP1 - inclement weather bus cancellation.pdf  
174 PP1 - lost child.doc  
175 PP1 - New Transportation Requests.pdf  
176 PP1 - process for appealing decisions.doc  
177 PP1 - Public Transit Use.pdf  
178 PP2 - Annual Cycle for Schools.pdf  
179 PP2 - STSBHN Annual Cycle of Events.pdf  
180 PP3 - Routing Approach and Philosophy.pdf  
181 PP3 - service parameters.doc  
182 PP3 - Special Education Routing.pdf  
183 PP4 - annual report\_12-13.docx  
184 PP4 - KPI Tracking Feb 2013.xlsx  
185 PP4 - School Survey Results\_2011-12.docx  
186 PP5.pdf  
187 PP6.pdf  
188 PP8 - Program Offerings\_2012-13.pdf  
189 RT1 - Data Entry in Student Properties Field.pdf  
190 RT1 - bell time changes.doc  
191 RT1 - Map and Boundary Changes.pdf  
192 RT1 - Routing Approach and Philosophy.pdf  
193 RT1 - service parameters.doc  
194 RT1 - System Management.pdf  
195 RT1 - Vehicle ID.pdf

196	RT1- Exceptions.pdf
197	RT2 - Query for Null field.pdf
198	RT2 -Student Correction after Download.pdf
199	RT2.PDF
200	RT3 - GeoRef Contract.pdf
201	RT3 - Lead Board SLA.pdf
202	RT4 - Update Procedure.pdf
203	RT4 - Vehicle ID.pdf
204	RT4 -BP 9.2.0.90.SR1.docx
205	RT4 -BusPlanner92ReleaseNotes.pdf
206	RT4 -BusPlanner 9.2.1 Release Notes.pdf
207	RT4 -BusPlanner 9.3 - Version Changes.pdf
208	RT4 -BusPlanner 9.3.1 Release Notes.pdf
209	RT4 - Annual Cycle of Events.pdf
210	RT4 - BP Helpful Tips.PDF
211	RT4 - BP training subjects.PDF
212	RT4 - BPWeb.pdf
213	RT4 - Bus Aides.pdf
214	RT4 - Charter Trip Expectations.pdf
215	RT4 - Data Entry in Student Properties Field.pdf
216	RT4 - Exceptions.pdf
217	RT4 - Forms.pdf
218	RT4 - How to Add Run.pdf
219	RT4 - How to make a Copy of the Database.pdf
220	RT4 - Inclement Weather.pdf
221	RT4 - JK Registration.pdf
222	RT4 - Joint Custody.pdf
223	RT4 - Maplewood destination school report.pdf
224	RT4 - Medical info.pdf
224	RT4 - Payable Process.pdf
226	RT4 - Petty Cash Management.pdf
227	RT4 - Printing Letters.pdf
228	RT4 - Query for Null field.pdf

229	RT4 - Records Retention.pdf
230	RT4 - Staff Roles_Duties.pdf
231	RT4 - Student Correction after Download.pdf
232	RT4 - Student Data Systems.pdf
233	RT4 - Student Extract-Update Procedure.pdf
234	RT4 - System Management.pdf
235	RT4 - Taxi Process.pdf
236	RT5.pdf

## Appendix 4: Common Practices

	Elementary		Secondary
	JK/SK	Gr. 1 - 8	GR. 9 - 12
<b>Home to School Distance</b>			
Common Practice	0.8 km	1.2 km	3.2 km
Policy - BHCNDSB	1.6 km	1.6 km	3.2 km
Policy - CSDCCS	1.6 km	1.6 km	3.2 km
Policy - GEDSB	1.6 km	1.6 km	3.2 km
<b>Home to Bus Stop Distance</b>			
Common Practice	0.5 km	0.8 km	0.8 km
Policy - BHCNDSB	0.8 km	0.8 km	0.8 km
Policy - CSDCCS	0.8 km	0.8 km	0.8 km
Policy - GEDSB	0.8 km	0.8 km	0.8 km
<b>Arrival Window</b>			
Common Practice	18	18	25
Policy - BHCNDSB	15	15	8
Policy - CSDCCS	15	15	8
Policy - GEDSB	15	15	8
<b>Departure Window</b>			
Common Practice	16	16	18
Policy - BHCNDSB	15	15	8
Policy - CSDCCS	15	15	8
Policy - GEDSB	15	15	8
<b>Earliest Pick Up Time</b>			
Common Practice	6:30	6:30	6:00
Policy - BHCNDSB	<b>6:59 AM is the earliest pick-up time in the database</b>		
Policy - CSDCCS			
Policy - GEDSB			
<b>Latest Drop Off Time</b>			
Common Practice	5:30	5:30	6:00
Policy - BHCNDSB	<b>5:15 PM is the latest drop-off time in the database</b>		
Policy - CSDCCS			
Policy - GEDSB			
<b>Maximum Ride Time</b>			
Common Practice	75	75	90
Policy - BHCNDSB	75	75	75
Policy - CSDCCS	75	75	75
Policy - GEDSB	70	75	75
<b>Note:</b>	<b>Over 99 percent of the students have ride times &lt; 70 minutes</b>		
<b>Seated Students Per Vehicle</b>			
Common Practice	69	69	52
Policy - BHCNDSB	72	72	48
Policy - CSDCCS	72	72	48
Policy - GEDSB	72	72	48



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