

# HWDSB

## Policy Committee

Wednesday, November 1, 2017

Room 340-D

Hamilton-Wentworth District School Board

20 Education Court, P.O. Box 2558

Hamilton, ON L8N 3L1

### AGENDA: 5:00 p.m.

1. Call to Order
2. Delegation: Jeff Sorenson, HWETL re: Fundraising Policy (10 mins)
3. Approval of the Agenda
4. Consent Items: Student Learning & Achievement – update on any changes to procedures within this pillar

#### Discussion:

5. Referral from Board – Correspondence re: Fundraising

#### Draft Policy – for consultation:

##### **Student Learning & Achievement:**

6. Fraud Management – draft for policy consultation

#### Policy Review:

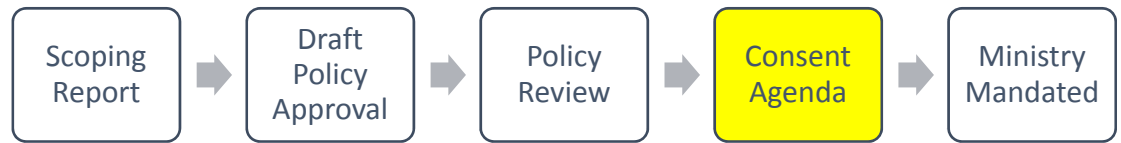
##### **Finance:**

7. Transportation – policy review

8. Adjournment – next policy meeting: December 6, 2017

Subject: Student Achievement Procedures

Executive Council Member Responsible: Peter Sovran  
Associate Director, Learning Services



The following chart updates Trustees on the changes made to the procedures attached to the policies, under the Student Achievement Pillar policy.

The policies and procedures under this pillar include:

**6.1 21<sup>st</sup> Century Learning and Technology**

- Identity Credibility and Positive Participation Procedure
- Privacy Procedure
- Ownership and Authorship Procedure
- Selection of Learning Resources Procedure

**6.2 Assessment, Evaluation and Reporting**

- Evidence of Learning Procedure
- Assessment for Learning and as Learning Procedure
- Learning Skills and Work Habits Procedure
- Learning For All Supporting Students with Specific Learning Needs Procedure
- Supporting English Language Learners ELLs Procedure
- Determining Report Card Grades Procedure
- Missing Evidence of Learning Procedure
- Communicating and Reporting Student Achievement Procedure
- Interim Early Identification and Intervention Procedure

**6.3 Community Involvement Activities**

- Community Involvement Activities Procedure

**6.4 Educational Excursions**

- Educational Excursions Procedure

**6.5 Environment**

**6.6 First Nations, Metis and Inuit Education**

- First Nation, Métis, and Inuit Education Procedure: Voluntary, Confidential First Nation, Métis and Inuit Self-Identification

## **6.7 Political Activity in Schools During Elections**

- Political Activity in Schools During Elections Directive

## **6.8 Program**

- French Immersion Directive

## **6.9 Student Engagement**

**Consent Agenda:** A consent agenda groups the routine, procedural, informational and self-explanatory non-controversial items typically found in an agenda. These items are then presented to the committee allowing anyone to request that a specific item be pulled out for discussion.

Listed below is a summary of the changes to all procedures under the Student Learning and Achievement Pillar.

### **6.1 21<sup>st</sup> Century Learning and Technology (policy review date: Feb. 2018)**

**Last reviewed in 2013**

| Procedure Name                                   | Last Amended | Changes Made | Reason |
|--|--------------|--------------|--------|
| Identity, Credibility and Positive Participation | 2013         | None         | N/A    |
| Privacy  | 2013         | None         | N/A    |
| Ownership and Authorship                         | 2013         | None         | N/A    |
| Selection of Learning Resources                  | 2015         | None         | N/A    |

### **6.2 Assessment, Evaluation and Reporting (policy review date: 2019)**

**Last reviewed in 2015**

| Procedure Name                          | Last Amended | Changes Made | Reason |
|---|--------------|--------------|--------|
| Evidence of Learning                    | 2015         | None         | N/A    |
| Assessment for Learning and as Learning | 2015         | None         | N/A    |
| Learning Skills and Work Habits         | 2015         | None         | N/A    |

| Procedure Name   | Last Amended | Changes Made   | Reason   |
|--|--------------|--|--|
| Learning for All: Supporting Students with Specific Learning Needs | 2015         | None   | N/A  |
| Supporting English Language Learners (ELL)                         | 2015         | None   | N/A  |
| Determining Report Card Grades                                     | 2015         | None   | N/A  |
| Missing Evidence of Learning Directive                             | 2015         | None   | N/A  |
| Communicating and Reporting Student Achievement                    | 2015         | None   | N/A  |
| Interim Early Identification and Intervention                      | 2017         | Moved from under the Pillar policy to Assessment, Evaluation and Reporting | To ensure no procedures are linked to the Pillar Policy. |

### 6.3 Community Involvement Activities (policy review date: 2020)

Last reviewed in 2016

| Procedure Name                   | Last Amended | Changes Made | Reason |
|----------------------------------|--------------|--------------|--------|
| Community Involvement Activities | 2016         | None         | N/A    |

**6.4 Educational Excursions (policy review date: 2019)**

Last reviewed in 2015

| Procedure Name         | Last Amended | Changes Made                                  | Reason                   |
|------------------------|--------------|---|--------------------------|
| Educational Excursions | 2017         | Removed reference to Category 1,2 and 3 trips | To align with the policy |

**6.5 Environment (policy review date: 2019)**

| Procedure Name                       | Changes Made | Reason |
|--------------------------------------|--------------|--------|
| *No procedure exists for this policy | N/A          | N/A    |

**6.6 First Nation, Métis and Inuit Education (policy review date: 2020)**

Last reviewed in 2016

| Procedure Name   | Last Amended | Changes Made | Reason |
|--|--------------|--------------|--------|
| First Nation, Métis, and Inuit Education<br>Procedure: Voluntary, Confidential First Nation, Métis and Inuit Self-Identification | 2016         | None         | N/A    |

**6.7 Political Activity in Schools During Elections (policy review date: 2020)**

Last reviewed in 2016

| Procedure Name                                 | Last Amended | Changes Made | Reason |
|--|--------------|--------------|--------|
| Political Activity in Schools During Elections | 2016         | None         | N/A    |

**6.8 Program (policy review date: 2018)**

Last reviewed in 2014

| Procedure Name   | Last Amended | Changes Made | Reason  |
|------------------|--------------|--------------|---|
| French Immersion | 2014         | Under review | This document is in the process of being updated to reflect the application process approved at Program Committee |

**6.9 Student Engagement (policy review date: 2019)**

Last reviewed in 2015

| Procedure Name                       | Changes Made | Reason |
|--------------------------------------|--------------|--------|
| *No procedure exists for this policy | N/A          | N/A    |

30 Jun 2017

Joshua Weresch  
36 East 7<sup>th</sup> Street  
Haudenosaunee land  
L9A 3G8

Trustees of the Hamilton-Wentworth District School Board  
c/o Heather Miller  
Hamilton-Wentworth District School Board  
20 Education Court  
Haudenosaunee land  
L9A 0B9

To the trustees of the Hamilton-Wentworth District School Board:

Good evening. My name is Joshua Weresch. I am a parent of a Grade 1 student at Queensdale Elementary School and I write to the trustees in that capacity and role, regarding fund-raising throughout public schools in Hamilton.

On June 5, 2017, Hamilton Mountain News re-printed an article from the Hamilton Spectator, written by Andrea Gordon, entitled, New report highlights gaps between province's poorest and most affluent schools. The article states that the latest annual report from People for Education indicates that the gap between the kids from the most affluent neighbourhoods and those from high-needs neighbourhoods continues to widen. Fund-raising is, among other areas, 'one of the biggest barriers to equity'. Given this information, I have several questions to ask of trustees and of the public-school Board. First, can fund-raising be used for educational purposes, as the article states, 'fund-raising should not be used for education'? Second, what percentage of fund-raised money is used in both elementary and secondary schools for learning resources? Third and finally, what percentage of money within all elementary and secondary schools' budgets is raised by fund-raising?

Regarding the state of fund-raising itself within the Board, I would like to propose that trustees direct the Board to collect all fund-raised money into a single account and then disburse it according to the principle: from each, according to their ability; to each, according to their need. Through discussion with my trustee, Dawn Danko, she has informed me that school councils can fundraise for things that benefit all students in their schools; also, if staff at schools choose, they could do a fund-raiser for another



school or one that would go to support other students or charities. Also, she stated that schools could fundraise for the Board's Foundation as all fund-raising dollars flow through the Foundation. A possible way forward for this single account to be created is simply for all fund-raising to be collected and disbursed through the Foundation. Trustee Danko also informed me that fund-raising requires a specific initiative prior to fund-raising: a central document could be created that lists the needs of the poorest schools in the city and the amounts required to meet those needs. Before schools in wealthier neighbourhoods are allowed to meet their own schools' needs, a policy amendment or directive could ensure that the needs of students in the poorest schools are met, first of all, as an issue of equity and of justice. I cannot imagine that a principal in a school would refuse requests for fund-raising that are of this nature and it seems clear that all students would certainly benefit.

I realize that this issue of wealth in certain neighbourhoods instead of others raises the issue of classism and socio-economic inequality, but this is an issue, too, of equity and of justice, one that must be frankly discussed in order to be addressed. Gordon's article states that the absence of specialized teachers, especially in rural schools, including psychologists, librarians, music and arts teachers, and physical-education teachers means that fund-raising creates a two-tier system for schools to raise money from their wealthy neighbours so students can access field trips, arts, and recreation. Though her article speaks of these larger issues, movement toward equity can continue in the Hamilton-Wentworth District School Board.

I look forward to your reply, consideration of my proposal, and action in this matter. Thank you very much for your time and attention in these regards.

Regards,

Joshua Weresch

**Subject:** Fraud Management

**Executive Council Member Responsible:** Stacey Zucker,  
Associate Director, Support Services



## ISSUE

Fraud and corruption pose serious risks to the public sector, and these risks cannot be ignored. The potential damage extends well beyond any financial losses, and the threats to organizational integrity are a potential challenge for HWDSB.

## BACKGROUND

The Scoping Report was presented to Trustees at the September 2017 Policy Committee meeting, where staff asked to develop a Fraud Management Policy.

The Committee, and subsequently the Board of Trustees approved the development of policy.

Before Trustees today is the draft Fraud Management for review.

## RECOMMENDATION(S)

A policy about Employee Fraud will help to further the priority of Positive Culture and Well-Being by creating positive relationships between all levels of staff through a shared understanding of employee conduct that is acceptable and furthers the goals of HWDSB.

Therefore, staff are recommending to the Trustees on the policy committee, that the Draft Fraud Management Policy be approved for consultation.



# Fraud Management

Date Approved: XXXXX

Projected Review Date: XXXXX

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## **PURPOSE:**

Hamilton-Wentworth District School Board (HWDSB) is committed to protecting its assets and maintaining public trust through a system of internal controls designed to prevent, detect, investigate, and report instances of fraud.

## **GUIDING PRINCIPLES:**

- This policy applies to trustees, employees, volunteers, and third-party contractors/consultants.
- The Board is committed to protecting its revenue, property, proprietary information and other assets.
- In the event that fraud is found to have occurred, the Board shall make every reasonable effort to seek restitution and obtain recovery of any and all losses from the offender(s), or other appropriate sources, including the Board's insurers.
- In the event of criminal misconduct, the police shall be notified, as determined by the Director and/or the Chair of the Board.
- This policy prohibits reprisals against individuals, acting in good faith, who report incidents of suspected fraud, or who act as witnesses in any subsequent investigation.

## **INTENDED OUTCOMES:**

- Increase awareness of key fraud indicators, the diverse types of fraud and fraud schemes that may exist and the roles/responsibilities of all staff in fraud prevention, deterrence and detection.
- Establish and maintain a system of internal control to ensure, to the fullest extent possible, the prevention and detection of fraud.

## **RESPONSIBILITY:**

Director of Education  
Members of Executive Council

# Fraud Management

Date Approved: XXXXX

Projected Review Date: XXXXX

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## TERMINOLOGY:

*Fraud:* A deliberate act of deception, manipulation or trickery, with the specific intent of gaining an unfair or dishonest personal gain or advantage. It may be perpetrated by one individual or done in collusion with others. It involves wilful misrepresentation or deliberate concealment of material facts.

Types of fraud could include, but are not limited to, the following:

- a) forgery or alteration of cheques or other banking documents and records;
- b) theft, embezzlement or misappropriation of funds, supplies and services, resources, other assets or time;
- c) any irregularity in the handling or reporting of money transactions, including the falsification, destruction or removal of corporate records;
- d) any computer related activity involving the alteration, destruction, forgery, manipulation of data or unauthorized access for fraudulent purposes;
- e) any claim for reimbursement of business expenses that is either intentionally inflated or not a bonafide business expense of the Board;
- f) any claim for compensation/pay (inflated timesheet);
- g) any claim for reimbursement of benefit expenses under the Board benefit plans provided to employees that is either intentionally inflated or falsified;
- h) the unauthorized use of Board money, property, resources, or authority for personal gain or other non-Board related purposes;
- i) misuse or abuse of authority in the context of purchasing goods or services;
- j) false claims for grants, contributions or any program/service payments, including refunds and rebates;
- k) seeking or accepting anything of material value from vendors of the Board (bribes, commissions) in violation of the conflict of interest;
- l) making personal purchases on Board Purchasing/Credit Cards.

## ACTION REQUIRED:

- Staff will implement and maintain procedures to operationalize this policy to create a system of internal controls designed to prevent, detect, investigate, and report instances of fraud.
- The Director of Education, or representative, will provide an annual report to the Audit Committee on the implementation of this policy and any findings.
- The Board will provide the necessary information and training to ensure that staff is familiar with fraud, its prevention and its detection.



# Fraud Management

Date Approved: XXXXX

Projected Review Date: XXXXX

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## PROGRESS INDICATORS:

| Intended Outcome   | Assessment   |
|--|--|
| Increase awareness of key fraud indicators, the diverse types of fraud and fraud schemes that may exist and the roles/responsibilities of all staff in fraud prevention, deterrence and detection. | <ul style="list-style-type: none"> <li>• Develop and implement an annual internal awareness campaign.</li> <li>• Incorporate fraud prevention into yearly training of staff</li> </ul> |
| Establish and maintain a system of internal control to ensure, to the fullest extent possible, the prevention and detection of fraud.  |  |

## REFERENCES:

### Government Documents

- The Education Act
- Ontario Regulation 361/10: Audit Committees
- The Criminal Code of Canada (RS., 1985, c. C-46)

### HWDSB Policies

- Fundraising
- Procurement
- Staff Progressive Discipline

|   |  |
|---|--|
| Subject:  | Fraud Management                                     |
| Executive Council Member Responsible:                                   | Stacey Zucker, Associate Director – Support Services |
| Does an Act or Regulation require HWDSB to develop the proposed policy? | No   |

## ISSUE

Fraud and corruption pose serious risks to the public sector, and these risks cannot be ignored. The potential damage extends well beyond any financial losses, and the threats to organizational integrity are a potential challenge for HWDSB.

## BACKGROUND

Issues of fraud are common within many organizations across Canada. A few incidents of note have taken place this year within school boards across Canada:

- In July, a Surrey BC school council member was charged with fraud for allegedly taking \$35,000 from the council's bank account.
- Thames Valley implemented a fraud management program which pitted the board against the unions.
- In February, an Ottawa-Carleton school council treasurer was charged with fraud after years of abuse.

Based on the *Association of Certified Fraud Examiners (ACFE) 2016 Report to the Nations on Occupational Fraud and Abuse*, fraudulent use of purchasing or procurement cards and fraudulent claims for travel and entertainment expenses rank among the most commonly occurring types of employee fraud.

HWDSB does not currently have a Fraud Management Policy. Any instance of fraud by a person associated with HWDSB is currently managed under the Staff Progressive Discipline and the Code of Conduct (Standards of Behaviour) policies and procedures. Seven public school boards across Ontario currently have a Fraud Management Policy.

## CONSIDERATIONS

A SWOT analysis of a fraud management policy was conducted and found:

### Strengths

- Strengthens organizational integrity.
- If fraud is top of mind of employees, then potential fraud could be deterred as all employees are looking for red flags.

- Fosters an environment of transparency by encouraging employees to come forward with suspicions

**Weaknesses**

- Fear is arguably the number one deterrent preventing people from coming forward with allegations of fraud and other acts of wrongdoing. Therefore, individuals must feel safe reporting their concerns.
- Staffing and financial support to carry out investigations.

**Opportunities**

- Shows HWDSB's commitment to its fiduciary responsibility.
- Demonstrates that HWDSB conducts its affairs with integrity, honesty and openness and demands the highest standards of conduct from staff, students, suppliers, contractors, consultants, and other service users.

**Threats**

- Potential for increase in complaints to the Ontario Ombudsman
- There may be a fear of reprisal for someone making an allegation of fraudulent activity.

**RECOMMENDATION(S)**

A policy about Employee Fraud will help to further the priority of Positive Culture and Well-Being by creating positive relationships between all levels of staff through a shared understanding of employee conduct that is acceptable and furthers the goals of HWDSB.

Therefore, staff are recommending to the Trustees on the policy committee, that a Fraud Management policy be created and are seeking committee approval, and subsequently Board approval at the September Board meeting, to commence drafting a Fraud Management policy.



## *FRAUD MANAGEMENT*

### *Policy Committee Consultation Plan*

**Prepared By:** Mark Taylor

**Responsibility:** Stacey Zucker, Associate Director, Support Services

**Date Prepared:** November 1, 2017

#### Policy Statement

Hamilton-Wentworth District School Board (HWDSB) is committed to protecting its assets and maintaining public trust through a system of internal controls designed to prevent, detect, investigate, and report instances of fraud.

#### Communications Strategy

To inform various stakeholders that the 30-day consultation period has begun and now is their opportunity to provide comments and feedback on the Use of Board Facilities policy.

#### Target Audience

| Group Classification                        |
|---|
| <b>Internal</b>                             |
| Trustees                                    |
| Executive Council                           |
| All board staff                             |
| Special Education Advisory Committee (SEAC) |
| Parent Involvement Committee (PIC)          |
| School Councils                             |
| Home & School Associations                  |
| <b>External</b>                             |
| Third party contractors                     |
| Thir party consultants                      |
| School communities                          |



**Tactics**

| <b>Group</b> | <b>Activity</b>  |
|--------------|--|
| Internal     | Memo/Letter – where applicable<br>Media Release<br>Social Media – Twitter, Facebook<br>Website                 |
| <b>Group</b> | <b>Activity</b>  |
| External     | Letter<br>Media Release<br>Social Media – Twitter, Facebook<br>Website<br>School Newsletter<br>School Websites |

Subject: Transportation

Executive Council Member Responsible: Stacey Zucker,  
Associate Director, Support Services



## BACKGROUND

This policy is up for its scheduled review.

The only change made to the policy was the addition of a definition for “Community Stop.”

## RECOMMENDATION(S)

Staff are suggesting to the Trustees on the policy committee, that the Transportation Policy be recommended for approval.



# Transportation

Date Approved: XXXXX

Projected Review Date: XXXXX

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## PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes in providing the best possible learning environment for its students. This includes providing safe, secure and on-time transportation to and from school for eligible students, that is cost-effective and efficient.

## GUIDING PRINCIPLES:

HWDSB recognizes:

- The value of providing transportation services to eligible students that is safe, timely, effective and efficient.
- The importance of students arriving at school ready to learn;
- That parents share in the responsibility for the safe arrival of their children to and from school;
- That safety is also a joint responsibility of communities, municipalities and policing authorities; and
- That students' are responsible to their school principal for their conduct on the bus, in accordance with all applicable Board policies and procedures, as school buses are an extension of the school.

## INTENDED OUTCOMES:

When providing transportation, HWDSB will take steps to:

- Ensure the board can provide safe, timely, effective and efficient transportation services.
- Ensure transportation services support the strategic directions of HWDSB.

## RESPONSIBILITY:

Director of Education  
Members of Executive Council

## TERMINOLOGY:

*Community Stop:* A Community Stop is a common area for student pickup and drop offs which may include and are not limited to parks, schools, mail boxes and churches).

*Courtesy Transportation:* Additional riders, who would normally be ineligible, are accommodated on the school bus without any increase in cost or negative impact on current service.

*Executive Council:* Consists of Superintendents and the Director of Education. Executive Council is responsible for the overall operations of HWDSB.



# Transportation

Date Approved: XXXXX

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*Parent:* This includes parents, guardians and caregivers.

*Secondary Specialized Learning Programs:* Are unique, innovative learning programs in focused areas, designed to engage students who have differing educational interests. These programs complement subject/courses consistent with the Ontario Curriculum, however, offer specialized learning opportunities that develop skills with greater depth and intensity. In secondary schools, the courses attached to these programs will be credit granting.

*Tier 3 Alternative System Programming:* Expectations that outline learning related to skill development in areas represented in the Ontario Curriculum or areas not represented in the Ontario Curriculum (ex. social skills).

## **ACTION REQUIRED:**

For all operating procedures regarding transportation, please visit Hamilton-Wentworth Student Transportation Services (HWSTS) Policies and Procedures page at <http://bit.ly/2a9THEG>.

## **Eligibility**

Students residing in all urban and rural areas as defined by the City of Hamilton Official Plan will be eligible for transportation services to their in-catchment school when the walking distance exceeds the following:

|                   |              |        |
|-------------------|--------------|--------|
| Elementary School | Kindergarten | 1.0 km |
| Elementary School | 1-8          | 1.6 km |
| Secondary School  | 9-12         | 3.2 km |

## **Method**

HWSTS will determine the method of transportation in consultation with Executive Council. The methods may include but are not limited to, traditional yellow-and-black school buses, school purpose vans and the Hamilton Street Railway Transit (HSR).

## **Safety**

Extraordinary circumstances related to safety hazards, including lack of a safe walkway to and from school, may warrant an exception to the walking distances for the determination of transportation service eligibility.

The scheduled length of time on a vehicle provided through HWSTS shall not exceed 60 minutes one way.



# Transportation

Date Approved: XXXXX

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Parents of Kindergarten students are required to accompany and remain with the student until picked up by the vehicle. No Kindergarten student will be left unattended at a pickup point. Parents/guardians are also required to be on time and present at the drop off point to receive their Kindergarten students.

## Courtesy Transportation

Courtesy Transportation may be provided to students at no cost to the Board, subject to the Courtesy Rider / Empty Seat Procedure, by the first week of October on an annual basis.

## Special Education

Transportation services will be dependent on an assessment of the individual student's physical and/or mental capabilities. See also Tier 3 Alternative System Programming.

## Barriers to Student Achievement

Executive Council will have the discretion to provide transportation to support student success, based on available funding.

## Program Priority

Notwithstanding statements elsewhere in this policy, transportation services are provided for the following program priorities:

- French Immersion – using Community Stops
- Secondary Specialized Learning Programs
- Tier 3 Alternative System Programming

The method of transportation provided for the above program priorities to a student's in-catchment school will be determined based on available funding and safety.

## PROGRESS INDICATORS:

| Intended Outcome  | Assessment  |
|---|---|
| Ensure the board can provide safe, timely, effective and efficient transportation services. | This will be measured through the HWSTS annual Transportation Consortium Update, given to the Board of Trustees every fall. |
| Ensure transportation services support the strategic directions of HWDSB.                   | This will be measured through the HWSTS annual Transportation Consortium Update, given to the Board of Trustees every fall. |



# Transportation

Date Approved: XXXXX

Projected Review Date: XXXXX

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## REFERENCES:

### Government Documents

Child and Family Services Act

### Other Related Documents

Hamilton-Wentworth District School Board's Program Strategy

Hamilton-Wentworth Student Transportation Services Procedures