

HWDSB

Policy Committee

Wednesday, February 14, 2018

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. Approval of the Agenda
3. Consent Items: Human Resources – update on any changes to procedures within this pillar

Draft Policy – post-consultation:

Finance:

4. Fraud Management – seeking recommendation for approval

Policy Review:

Student Learning & Achievement:

5. 21st Century Learning

6. Adjournment – next policy meeting: March 7, 2018

Subject: Human Resources Procedures
Executive Council Member Responsible: Stacey Zucker
Associate Director, Support Services



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

The policies and procedures under this pillar include:

4.1 Accommodation of Staff

- Accommodation of Staff Procedure

4.2 Employee Attendance Support

- Employee Attendance Support Procedure

4.3 Occupational Health and Safety

- Promoting Staff Safety Through Behaviour Support Plans and Safe Intervention Plans Procedure

4.4 Performance Appraisal

4.5 Professional Learning

4.6 Recruitment and Selection

- Recruitment and Selection Procedure

4.7 Staff Engagement

4.8 Staff Progressive Discipline

4.9 Workplace Violence and Harassment Prevention

- Harassment Procedure
- Respectful Working and Learning Environments Procedure

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 Human Resources Pillar.

4.1 Accommodation of Staff (policy review date: 2017)

Last reviewed in 2013

Procedure Name	Last Amended	Changes Made	Reason
Accommodation of Staff Procedure	2013	None	N/A

4.2 Employee Attendance Support (policy review date: 2019)

Last reviewed in 2015

Procedure Name	Last Amended	Changes Made	Reason
Employee Attendance Support Procedure	2015	None	N/A

4.3 Occupational Health and Safety (policy review date: 2018)

Last reviewed in 2017

Procedure Name	Last Amended	Changes Made	Reason
Promoting Staff Safety Through Behaviour Support Plans and Safe Intervention Plans Procedure	2017	None	N/A

4.4 Performance Appraisal (policy review date: 2020)

Last reviewed in 2016

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

4.5 Professional Learning (policy review date: 2020)

Last reviewed in 2016

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

4.6 Recruitment and Selection (policy review date: 2018)

Last reviewed in 2014

Procedure Name	Last Amended	Changes Made	Reason
Recruitment and Selection Procedure	2014	None	N/A

4.7 Staff Engagement (policy review date: 2019)

Last reviewed in 2015

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

4.8 Staff Progressive Discipline (policy review date: 2017)

Last reviewed in 2013

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

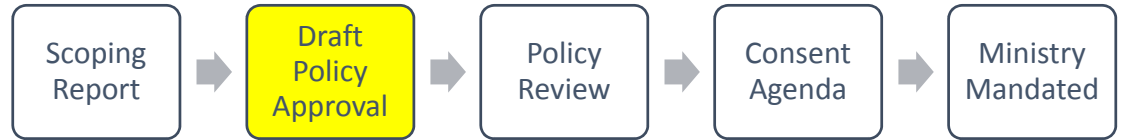
4.9 Workplace Violence and Harassment (policy review date: 2018)

Last reviewed in 2017

Procedure Name	Last Amended	Changes Made	Reason
Harassment Procedure	2017	None	N/A
Respectful Working and Learning Environments Procedure	2017	None	N/A

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.

The draft policy returned to Trustees at the November 2017 Policy Committee meeting, where it was approved for public consultation.

Before Trustees today is the draft Fraud Management for review, following the public consultation.

RECOMMENDATION(S)

Staff are suggesting no changes be made to the draft policy, following the feedback from the public consultation.

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



Fraud Prevention and 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 preventing fraud, 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

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.



Fraud Prevention and Management

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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.

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.	Develop and implement an annual internal awareness campaign. Incorporate fraud prevention into yearly training of staff



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Intended Outcome	Assessment
Establish and maintain a system of internal control to ensure, to the fullest extent possible, the prevention and detection 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.

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



**Draft Fraud Prevention and Management Policy Consultation:
Summary of the Survey Data
December, 2017**

Introduction

Hamilton-Wentworth District School Board (HWDSB) gathered public feedback on the Draft Fraud Prevention and Management Policy in November, 2017. The policy shows HWDSB's commitment to protecting its assets and maintaining public trust through a system of internal controls designed to prevent, detect, investigate, and report instances of fraud.

A survey was created to ask the public to comment on each part of the policy; Purpose, Guiding Principles, Intended Outcomes, Responsibility, Terminology, Action Required and Progress Indicators. This summary offers an explanation of what the data shows.

The Participants

A total of 54 people responded to the survey. The majority of participants were Parents/Guardians (58%) and HWDSB staff (28%). There were also community members (10%) and students (4%). Most of the participants (72%) said they have children in a HWDSB school.

Summary of Participant Responses

The number of respondents per section of the policy varied and not all participants answered all questions. However, two common themes emerged from the data:

1. The need for simplified language in all the policy sections
2. The need for clarification of the fraud detection and action procedures (what happens step by step when fraud is detected, communicated and how it is dealt with)

HWDSB

Draft Fraud Prevention and Management Policy Consultation: Summary of the Survey Data December, 2017

There were also common themes pertaining to particular sections of the policy:

1. Clarification of the policy purpose and aligning each section with this purpose
2. The roles of staff and senior administrators in detecting and preventing fraud
3. How staff will be informed, trained and offered guidance on how to implement the policy
4. How people can report fraud anonymously

Conclusion

For each of the policy sections, the majority of participants said the draft policy should be approved as written. However, a significant number of participants asked for clarification and more detail suggesting all sections within the policy were not clear or simple enough to be well understood. Many participants also asked for clarification on how the policy would be implemented in terms of fraud prevention, detection, reporting and action procedures.

This report was prepared by the Research and Analytics team

Subject: 21st Century Learning

Executive Council Member Responsible: Bill Torrens
Superintendent, Program



BACKGROUND

This policy is up for its scheduled review.

Changes made to the policy include:

- An update to the 21st Century Competencies to align with the Government of Ontario's Winter 2016 Edition of *21st Century Competencies: A Foundation Document for Discussion*.

RECOMMENDATION(S)

Staff are suggesting to the Trustees on the policy committee, that the 21st Century Learning Policy be recommended for approval.



21st Century Learning

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to preparing its students for success through the development of 21st century competencies. HWDSB believes all students and staff should have equitable access to learning opportunities and environments that are engaging, authentic, relevant, and that leverage local and global connections. HWDSB supports this learning through the ethical, competent, and responsible use of technology, tools, and social media.

GUIDING PRINCIPLES:

HWDSB will promote the development of 21st Century Competencies by:

- Creating the conditions necessary for learning environments that are relevant to and meet the needs of all learners.
- Acknowledging that learning can occur in physical and digital spaces and strive to create learning opportunities in both spaces for staff and students.
- Providing opportunities for staff and students to collaborate, think critically, innovate, solve authentic problems, and recognize the impact an individual can have in a connected world.
- Using digital technology to connect classrooms and schools to their local, national, and global communities.
- Using digital technology in innovative ways to express creativity and provide opportunities for greater choice of how students learn, share, and work with others.

INTENDED OUTCOMES:

The implementation of the 21st Century Learning and Technology Policy together with specific related procedures will:

- Foster the development of 21st century competencies.
- Identify and implement the conditions needed to create 21st century learning environments.
- Promote the responsible and effective use of digital technology to enhance student and staff learning.
- Increase understanding and utilization of blended learning (the purposeful combination of face-to-face and online interactions) as an instructional strategy in classrooms and as a professional learning format for staff;
- Provide pathways to understanding the importance of digital literacy, including: authorship and ownership, managing identity in digital spaces, recognizing credible sources of information, positive participation, and respecting the privacy of self and others;
- Develop skills for students to critically evaluate and select digital technology, tools, and resources as learning tools.

21st Century Learning

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RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

21st Century Competencies

- *Creativity, Innovation, and Entrepreneurship* – Students are creative thinkers who construct knowledge and develop innovative products and processes.
- *Communication* - Students communicate, in the physical and virtual worlds, effectively to support their learning and contribute to the learning of others.
- *Collaboration*- Students collaborate positively to learn, to co-construct new knowledge, and to complete relevant tasks
- *Learning to Learn*-Students are aware of who they are as learners and how to learn most effectively in digital and physical spaces.
- *Critical Thinking and Problem Solving* - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- *Global and digital Citizenship* - Students understand human, cultural, and societal issues related to citizenship, appropriate use of technology, as well as practicing legal and ethical behavior.

Adapted from 21st Century Competencies: A Foundation Document for Discussion

Authorship: The process of creating original work. To varying degrees, all creative work builds upon the previous work of others. Authors/creators sample and remix media content to create alternative interpretations of the ideas/themes/aesthetic qualities exemplified in source material. Citing source material is an important part of the creative process.

Blended Learning: Blended learning is a purposeful combination of face-to-face and online interactions using technology tools and resources to teach and support learning.

Credibility: Our credibility both online and offline, is directly tied to our identity. Credibility refers to the trustworthiness of people and of information. Credible people are accurate and authentic in how they present themselves, especially their credentials, skills, and motivations.

Identity: The profiles you create and the contributions you make in online spaces.



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Ownership: Includes works that belong to the public domain and individuals holding the legal rights to creative work. The author/creator is the first owner of copyright in a work. Where permission to use copyrighted material is needed, it is only the author/creator who can allow usage. However, when considering ownership of creative work, the Fair Use Doctrine tries to balance the protection of a copyright owner's ownership and users' rights to access information and creative works.

Fair Use Doctrine: A set of guidelines which will allow limited use of copyrighted materials without having to pay for use or ask permission for use.

Privacy: The protection of personal, private, and confidential information.

ACTION REQUIRED:

- Implement and monitor professional learning opportunities including resources
- Implement and monitor related procedures

PROGRESS INDICATORS:

Intended Outcome	Assessment
Foster the development of 21 st century competencies	Evaluate how professional learning opportunities support implementation of the following: Digital citizenship and digital literacy learning, <ul style="list-style-type: none"> • Problem-based learning, • Inquiry learning • Deep learning tasks • Blended learning • Experiential learning • Community-supported learning



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Intended Outcome	Assessment
Identify and implement the conditions needed to create 21 st century learning environments	Audit select schools to ensure learning environments include: <ul style="list-style-type: none"> • Access to board provisioned digital and information technology • Both physical and virtual spaces • Choice of learning tools • Supports for problem-based learning, inquiry learning, experiential learning, and deep learning • Occur inside and outside of the school (i.e. in community spaces or in on-line environment) • Procedures for the appropriate use of personal and board provisioned electronic devices • Be multi-literate and multi-lingual Develop board wide standards for 21 st century learning environments.
Promote the responsible and effective use of digital and information technology to enhance student and staff learning	Ensure staff and students are aware of: <ul style="list-style-type: none"> • The development and implementation of digital citizenship learning experiences for a variety of audiences • The site specific procedures for the appropriate use of personal and board provisioned electronic devices • The guidelines for staff and school/department use of social media Create assessment measures related to the effective use of digital and information technology.
Increase understanding and utilization of blended learning as an instructional strategy in classrooms and as a professional learning format for staff	Evaluate how professional learning opportunities supports the use of blended learning in the digital and physical classroom. Assess how blended learning is being used as a professional learning strategy. Assess how blended learning is being used as an instructional strategy.
Provide pathways to understanding the importance of digital literacy	Evaluate how professional learning opportunities support embedding age and developmentally appropriate digital literacy learning across all grades and subject areas. Assess implementation of digital literacy learning.



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Intended Outcome	Assessment
Develop skills for students to critically evaluate and select digital and information technology, tools, and resources as learning tools	Evaluate how professional learning opportunities support teaching students to critically evaluate and select digital and information technology, tools, and resources as learning tools. Assess implementation of digital literacy and citizenship learning.

REFERENCES:

Government Documents

21st Century Competencies: A Foundation Document for Discussion, 2016

Ontario Human Rights Code

Canadian Charter of Rights and Freedoms

Education Act

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010

School Effectiveness Framework, 2010

Learning for All, Draft 2009

Municipal Freedom of Information and Protection of Privacy Act

Ontario College of Teachers: Professional Advisory – Use of Electronic Communication and Social Media

International Society for Technology in Education; NETS - the National Education Technology Standards

Ontario Curriculum Policy Documents

E-Learning Ontario: Policy Document, 2006

HWDSB Policies

Accommodation of Staff

Assessment, Evaluation and Reporting

Code of Conduct

Environment

Equity and Inclusive Education

Privacy and Information Management

Professional Learning