



**HAMILTON - WENTWORTH FAMILY ACTION COUNCIL**

P.O. BOX 66714, 38 King Street East, STONEY CREEK, ON L8G 5E6  
Canada Family Action Coalition (C.F.A.C.) - Hamilton Chapter

[www.hamiltonfamilyaction.org](http://www.hamiltonfamilyaction.org)

[info@hamiltonfamilyaction.org](mailto:info@hamiltonfamilyaction.org)

Dear School Authority:

Please find enclosed a completed copy of the '**Declaration of Spiritual Values**'. Thank you for taking the time to review this letter and enclosure. This letter and Declaration are being presented to you as a means of clarifying principles, beliefs and ideals that are vital components of Judaeo-Christian principled families, which includes the family submitting this Declaration.

We expect that parents using, and educators receiving, this Declaration, will set aside sufficient time to discuss it rationally. The prime intention of this Declaration is to be a discussion tool that enables parents to work in partnership with you in the education of their son or daughter, as '*Partners in Education*'. This Declaration is not intended to complicate issues for the school, but rather to clearly identify and promote understanding with regard to some curriculum and supporting materials which may conflict with the values and beliefs being imparted in the home. We can appreciate the difficulty that may arise when attempting to incorporate and address all cultural, traditional, religious and moral beliefs within a public system. We trust this Declaration will assist in setting boundaries for curriculum, supporting materials and issues to be discussed in the classroom that maintain respect for the values, beliefs and principles being instilled in their home.

It is anticipated that from your discussion with this family, you can develop some creative ways to work through these issues for the benefit of their child/children and to the mutual agreement of all involved. We also request that yourself and the parents sign and date this Declaration acknowledging that you have received, read, discussed and understood the concerns indicated by the parents within this Declaration. We further request that this Declaration and cover letter be placed in the OSR and reviewed annually, as the child's teacher changes year by school year.

Again, thank you for your time and attention to this matter.

In Family service,

Jim Enos,  
President, HWFAC

**PORTION TO BE FILLED IN BY PARENT(S)**

I/we the parent(s) of \_\_\_\_\_ do request to be notified prior to introduction of topics (as outlined on the attached Declaration) to my child.

At such times I/we welcome suggestions to modify/substitute with other topics or assignments of equal educational value.

Thank you for your consideration.

Signed \_\_\_\_\_ Date \_\_\_\_\_



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[To teacher]

**PROVINCE OF ONTARIO DECLARATION OF SPIRITUAL VALUES**

Related to Curriculum Topics and Teaching Strategies

TO THE ADMINISTRATION AND STAFF OF: \_\_\_\_\_ - \_\_\_\_\_  
School School Board

I/We, the parent(s)/guardian(s) of the following child, \_\_\_\_\_,

wish to convey to you our family's spiritual values and, in so doing, do declare these values and belief system as set out in this declaration.

**RECOGNIZING THE FOLLOWING:**

- A. It is widely accepted that a person is made up of three domains, body, mind and spirit, and these domains are not mutually exclusive (ie. you cannot train one domain without affecting the other two);
- B. Decisions in the public school system are often based upon **secular humanistic** ideology, as opposed to **secular pluralistic** ideology. This may lead to the use of curriculum materials, program delivery methods and positions on issues which are in opposition to the values of my/our home, and may lead to confusion in the mind(s) of my/our child;
- C. It has been recognized, in the courts, that secular humanism (the placing of rational human thought above the teaching/principles of any god or deity) is a religion with doctrines communicated through the Humanist Manifesto (I & II) and the Declaration of Secular Humanism (1980);<sup>1</sup>
- D. We are a traditional, conservative family of faith, adhering to traditional Judaeo-Christian spiritual values and are working to instil these values within our children;
- E. Respecting spiritual differences and the importance of positively connecting learning to the child's life experiences and spiritual understandings, (**secular pluralism**), is supported by the Ontario College of Teachers' *The Ethical Standards for the Teaching Profession*<sup>2</sup> document, which states:
  - **Care:** The ethical standard of Care includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.
  - **Respect:** Intrinsic to the ethical standard of Respect is trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

**The Standards of Practice<sup>3</sup> further state:**

- **Commitment to Students and Student Learning:** Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning.
- F. Pursuant to The UN Convention on the Rights of the Child, every child has the right to preserve his/her identity as a member of his/her family, and the right to be free from interference with his/her privacy, family, honour and reputation<sup>4</sup>; and
  - G. Parents are universally recognized as having primacy in the education of their child, and all participants in the process of education fulfill their duties with the parents' consent and authorization;
  - H. I/we appreciate the professionalism of the staff at our school and believe my/our child will find respect and accommodation for his/her beliefs, based upon a **secular pluralistic** approach.

(rev. January 2010)

**SPIRITUAL VALUES ISSUES IN EDUCATION & SOCIETY**

Considering the **secular humanistic** approach often applied to subjects and issues within public education, I/we request that our child not be exposed to and/or involved in any activity or program containing the following Spiritual Values/Issues:

**a. Religious Instruction**

1. \_\_\_ Values neutral education - indoctrination of students in "moral relativism" and principles of situational ethics. This "ism" is a central tenet of the religion of "Secular Humanism";
2. \_\_\_ Occultic principles and practices - witchcraft, black magic, spirit guides, satanism, wizardry, new age, channelling, astrology, horoscopes, psychic powers and other such practices contradictory to Judeo-Christian principles;
3. \_\_\_ Environmental Worship - placing environmental issues/concerns above the value of Judeo-Christian principles and human life

**b. Family Life & Sex Education**

1. \_\_\_ Discusses or portrays homosexual/bisexual conduct and relationships and/or transgenderism as natural, healthy or acceptable;
2. \_\_\_ Discusses or portrays unnatural/unhealthy sexual conduct (sadism, masochism, bestiality, fetish, bondage, sodomy, oral sex, etc.) as natural, healthy or acceptable;
3. \_\_\_ Teaches about or provides birth control drugs and devices, without parental consent;
4. \_\_\_ Teaches that abortion is an acceptable method of birth control and that life does not begin at conception;
5. \_\_\_ Encourages the acceptance of infanticide or euthanasia;
6. \_\_\_ Provides a false sense of security with regard to the effectiveness of condoms in preventing the spread of sexually transmitted diseases;

**7. Medical Treatment**

\_\_\_ As long as I remain liable under the Family Law Act of Ontario to provide support to my child, I hereby request that all employees and agents of the school board refrain from counselling, treating, or referring my child for non-emergency treatment, admission to a care facility, or personal assistance services within the meaning of the Health Care Consent Act of Ontario, without my full knowledge and prior consent; subject only to a written waiver of this instruction for particular forms of treatment in specified circumstances, and circumstances qualifying as "emergencies" under that statute.

**I/We further request that:**

1. You accept this document in whole, which will serve the purpose of communicating our family's spiritual values set out herein;
2. My/our child not be approached for his/her consent to participate in any of the above activities, with the intent to nullify this declaration; and
3. As the Ontario College of Teachers' 'Standards of Practice in the Teaching Profession' requires teachers to connect learning to the child's life experiences and cultural and spiritual understanding, this document should form an important part of the child's OSR (Ontario Student Record Guideline 2000, Section 3..."an OSR will contain *additional information identified as being conducive to the improvement of the instruction of the child.*" It is my/our request that this declaration form a permanent part of my child's student files, and that any school personnel who has authority and proximity to my/our child be aware of the requests contained herein.

**SIGNED** at the City of \_\_\_\_\_, Province of Ontario, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Parent/Guardian

<sup>1</sup> *Torches vs Watkins* - Supreme Court of the United States, 1961

<sup>2</sup> Ethical Standards of Practice [http://www.oct.ca/standards/ethical\\_standards.aspx?lang=en-CA](http://www.oct.ca/standards/ethical_standards.aspx?lang=en-CA)

<sup>3</sup> Standards of Practice [http://www.oct.ca/standards/standards\\_of\\_practice.aspx?lang=en-CA](http://www.oct.ca/standards/standards_of_practice.aspx?lang=en-CA)

<sup>4</sup> Article 17, United Nations Covenant on Civil and Political Rights (1976) [Canada is signatory]: "No one shall be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, Nor to unlawful attacks on his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks."

**ONTARIO DECLARATION OF SPIRITUAL VALUES - GENERAL NOTES**

1. The teachings noted above and any other activity within the public education process that interferes with a parents' religious upbringing of his/her child, is subject to s. 2 Charter of Rights & Freedoms scrutiny.<sup>1</sup>

2. It is difficult for a public school system to be all things to all people. For this reason I/we, the parents/guardians, wish to inform you that the named child is instructed in traditional Judaeo-Christian principles. It is important that information about these sensitive issues be taught in a way that positively connects the learning to the child's Judaeo-Christian understanding. To prevent conflict and confusion and to promote success, I/we request that topics, such as those listed, not be introduced to my/our child without my/our written consent.

**EXPLANATORY NOTES**

The following explanatory notes have been included to provide further understanding.

**Religious Instruction**

Moral Relativism and Situational Ethics: Secular Humanism, the value system often assumed by public institutions as acceptable to everyone, has been identified as a religion in the courts. It has a set of doctrine outlined in the Humanist Manifestos (I & II) and the Declaration of Secular Humanism (1980). Teachings from the position of moral relativism and situational ethics, basic tenets of secular humanism, are directly opposed to our family's values and my/our child's spiritual understandings of absolute rights and wrongs.

Environmentalism: Naturalism, which denies the existence of a Creator, is another foundational principle of the value system/religion of humanism. Humanist Manifesto II identifies the goal that the doctrines of humanism, including naturalism, must be taught through the public arena, including education. This family's faith-based spiritual understanding requires that we be responsible stewards of all that our Creator (God) has entrusted to us. As such, we do agree with many of the goals of conservation, however, these principles are often presented from a humanistic (for the benefit of man to live as long as possible) or naturalistic (deifying the Earth) worldview which is in conflict with our teachings. Our faith requires that we place nothing above our God. Meeting expectations of conservation would be more successful, for our children, if connected to their spiritual understanding of being 'responsible to their Creator.

**Family Life and Sex Education**

Gay, Lesbian, Bisexual & Trans-Gendered Issues: People do have the liberty to choose the lifestyle, and value system, they wish to lead. Alternative lifestyles based upon sexual orientation is oppositional to families adhering to Judeo-Christian spiritual values. To reduce spiritual conflict within the child, the learning must positively connect to the child's life experiences and spiritual understandings, and take place only when the child has developed beyond a certain level of spiritual maturity and confidence.

Sex Education: The instruction of conception and contraception, as per Ministry of Education expectations, may be acceptable. At the appropriate grade level (as suggested within Ministry documents) our child could be instructed in these topics, provided the learning positively connects the child's life experiences and spiritual understandings of the value of abstinence from sexual activity until marriage. An example of an activity that positively connects the child's spirituality to the curriculum expectations would be: the examination, within supportive peer groups, of the practical, medical, social, emotional and spiritual reasons their value system teaches that abstaining from sexual activity until marriage is the only safe and healthy choice.

Sexually Transmitted Diseases & Condoms: The teaching of this topic cannot effectively be achieved for our child without interfering with his/her spiritual understandings of the value of abstinence until marriage. The issue of STD's and condoms deal with values and principles that are most often delivered from a humanist perspective. This perspective is in opposition to our family's spirituality and could negatively affect the teachings at home and our child's spiritual development. I/we are requesting advance notice of any curriculum materials involving these topics so we can ascertain whether our child should remain in class during this section of the curriculum.

\* I/we choose to inculcate in my/our child by precept and example the virtues of purity, chastity, and prudence in keeping with s.264 (1)(c) of the Education Act of Ontario<sup>2</sup>.

<sup>1</sup> Section 2 of the Canadian Charter of Rights and Freedoms (Part 1 of the Constitution Act, 1982) states that "everyone has the: (a) freedom of conscience and religion; (b) freedom of thought, belief, opinion and expression; (c) freedom of peaceful assembly; and (d) freedom of association."

<sup>2</sup> S. 264(1)(c) of the Education Act of Ontario. "[Teachers have a duty]...to inculcate by precept and example respect for religion and the principles of Judaeo-Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues."

**Abortion:** The acceptance of abortion by society is a value consistent with secular humanism, which accepts that our present physical life is the only life that we have any knowledge of (ie. there is no life after death). As a result, we need to make the most of it while we are alive. Thus the rationalization that "*I should have control over my body and be able to make decisions about it,*" takes priority within public education and other public arenas where humanism is the dominant value system. This information and approach fails, however, to connect the learning of this form of birth control to our child's life experiences and spiritual understandings of: life after death; the importance of the teachings of their Lord and making decisions that are consistent with their value system; the decisions made in this life affect their relationship with their Lord and could have consequences for their eternal life; human life as a gift of the Creator; and the value of human life.

**Medical Consent:** The reason for this request is to be sure that such treatment, counselling, etc. is consistent with our spiritual value system. Two examples of possible situations that would be counter to our spiritual understanding are: counselling a child to have an abortion without parental knowledge or consent; providing birth control devices without parental knowledge or consent.

**IN THE EVENT A CONFLICT ARISES:** In the event that the teacher identifies that some materials or curriculum may be in conflict with the requests outlined, I/we (parents/guardians) would appreciate that the teacher contact me/us for clarification. In the event that I/we (parents/guardians) identify a conflict has arisen, I/ we assure the school that the following steps will be taken to work with the school to dialogue and address the issue:

1. Parents will communicate directly with the teacher to reach an understanding and resolution.
2. In the event that the issue cannot be resolved at the parent/teacher level an interview will be requested with the principal.
3. If the issue is still not resolvable a meeting will be requested with school board officials (Superintendent & trustee), and other staff in an attempt to resolve the issue,
4. In the event that the issue cannot be resolved, a grievance may be filed with the Ontario College of Teachers, in an effort to resolve the situation.

Please be assured that the parents will try to resolve any conflict by first following steps 1 to 3. Only in extreme situations, where the issue cannot be resolved at the school or board level, will the counsel of the Ontario College of Teachers be sought.

**Notes to Parents and Administrators:** This declaration has been prepared for parents who wish to be an active partner with the school in the education of their children. The Declaration is intended to provide an open, honest and legitimate means of communicating with the school administration and teaching staff. The goal is to develop understanding of the cultural and spiritual values held by the family and child. It is hoped that through such communication the school will be able to address the expectations dealing with cultural and spiritual values found within the Standards and Practice in the Teaching Profession Document."

Through such understanding it should be possible to prevent conflicts that could arise within the classroom curriculum where alternative values may be presented in a way that gives primacy to a different value system and thus create conflict in the mind of the child.

The document is not intended to be an obstacle in the way classes are conducted in the regular academic curriculum.

**Parents:** Parents who use this declaration are to use it without any alteration. The specific wording is to cover those situations for which parents are entitled to exercise their rights under law and tradition. Parents are urged to register their declaration(s) with Hamilton-Wentworth Family Action Council, so that a record is kept and the numbers of parents using this form can be known. Although this form may be photocopied for use by others, it must be unaltered in this content and format.

**School Administration:** Considering that 'The Standards of Practice for the Teaching Profession (1999, Ontario College of Teachers) states, "*Our members of the Ontario College of Teachers:*

- **Respect:** Intrinsic to the ethical standard of Respect is trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment, and further state:
- **Commitment to Students and Student Learning:** Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning,

this information will be of significant value in the programming for the child. The parents are requesting that this Declaration be placed in the file of the student named. Since topics referred to may arise in any subject area, all teachers who have authority and proximity to the student named should be made aware of this Declaration.

Revised: January 2010



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**Province of Ontario Declaration of Spiritual Values  
Related to Curriculum Topics and Teaching Strategies**

**REGISTRATION**

Dear Parent/Guardian: Beyond the central purpose of informing educators about your child's spiritual needs, HWFAC maintains a confidential registry for the purpose of informing the Boards of Education and Government of the needs of families in the Public School System. Please mail this portion to the Hamilton-Wentworth Family Action Council for registration. If possible, please send a photocopy of the completed document. No fee is required, although a \$5 per family contribution to assist with the costs of administering this declaration would be very much appreciated.

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Prov., PC \_\_\_\_\_

A Declaration of Spiritual Values has been filed with:

Name of School: \_\_\_\_\_ Board of Education: \_\_\_\_\_

City/Prov. \_\_\_\_\_ Date \_\_\_\_\_

for (child) \_\_\_\_\_ for (child) \_\_\_\_\_

for (child) \_\_\_\_\_ for (child) \_\_\_\_\_

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Signature*