



# 2022 ANNUAL MEETING PACKAGE

*This package will also be available at the Annual Meeting  
Please share it with your members*

Dear Delegates:

One of the benefits of belonging to OFHSA is the advocacy work done by the Federation on behalf of the membership. Our strength as an advocate for the needs of children, youth and families lies in our unique ability to present the opinions of our members. Those opinions are reflected in our Policy Document. OFHSA policies are derived from resolutions presented and adopted by association members at the Annual Meeting.

As an incorporated Federation, OFHSA is also bound by its Constitution and Bylaws. The OFHSA Annual Meeting is the only time that proposals may be brought forth to the membership to approve any changes to policy or bylaws. Proposals may include: new policy resolutions, amendments to existing policy statements, the rescission of existing policy statements; or new bylaws, amendments to existing bylaws, and the rescission of existing bylaws.

The attached package is divided into three sections for ease of use:

- A Bylaws**
- B Expiring Action Recommendations – 2019**
- C Policy Resolutions and Action Recommendations**

Before the Annual Meeting: As voting delegates you are representing your Association. Please take time to carefully review the issues with the members of your Association. If you have any questions or concerns about the Bylaws or Policy sections, please contact the appropriate submitting unit. Their contact information is provided in the appropriate section.

Amendments Prior to the Annual Meeting: Submitting units may amend their Bylaw or Policy motions before they come to the floor at the Annual Meeting, but once a motion has been moved and seconded at the Annual Meeting, it can only be amended by a motion of the voting delegates. Only amendments that do not change the intent of the main motion will be allowed.

At the Annual Meeting: During discussions of motions on the floor, the President or Policy Workgroup Leader will recognize speakers “for” and “against” in alternating order. The business procedures for the Annual Meeting outline these and other pertinent points of order. Please refer to them for further clarification.

Emergency Policy Resolutions: These are defined as ones that, because of circumstances and/or content of the resolution, were not available for submission by the deadline date. Emergency Resolutions must be approved by the members of the submitting unit. The submitting unit must notify the Policy Workgroup no less than 48 hours before the portion of the Annual Meeting dealing with policy resolutions and provide copies of the proposed Emergency Resolution.

# A

## BYLAWS

New bylaws, amendments or rescissions of existing bylaws of the Federation may be proposed for consideration at the Annual Meeting by any member, upon approval by an Association, Home and School Council, the Federation Executive Committee or the Federation Board of Directors, and by the Policy Workgroup of the Ontario Federation.

### AMENDMENTS TO BYLAWS (*Federation Bylaws, Article XVI, Annual Meeting, 4*)

1. Bylaws of the Federation shall be amended only at the Annual Meeting of the Federation by a two-thirds (2/3) vote of the members present and entitled to vote, a quorum being present.
2. Amendments to the bylaws of the Federation may be proposed by any member, upon approval by an Association, Home and School Council, Federation Executive Committee, or the Federation Board of Directors, and by the Policy Workgroup of the Ontario Federation.
3. The notice of motion to amend the bylaws shall be received by the federation office no later than February 1<sup>st</sup> of each year and shall be sent out not later than 45 days prior to the Annual Meeting.

Any motions regarding the bylaws will be moved and seconded by accredited voting delegates at the Annual Meeting.

Each motion is open for discussion and amendment by delegates.

Each motion is usually dealt with separately.

***\*\* Any questions you have regarding the Bylaws should be posed to the submitting unit BEFORE coming to the Annual Meeting. The names and contact information for the submitting unit are given in the appropriate sections. Your questions will help the presenters prepare their comments for both the Resolutions Workshop (which includes Bylaws as well) and the Annual Meeting. It should also ensure that the time given at the Annual Meeting for debating the merits of a bylaw motion is not spent clearing up questions or misunderstandings.***

## **BYLAWS**

### **Submitting Unit for all:**

OFHSA Policy Workgroup  
Contact:  
info@ofhsa.on.ca

### **BYLAW ADOPTION #1**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., adopt the Association Bylaws***

#### **Rationale:**

To continue to update the terms and procedures used by the Ontario Federation of Home and School Associations Inc. to current standards and practices.

### **BYLAW ADOPTION #2**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., adopt Council Bylaws***

#### **Rationale:**

To continue to update the terms and procedures used by the Ontario Federation of Home and School Associations Inc. to current standards and practices.

### **BYLAW ADOPTION #3**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., adopt Federation Bylaws***

#### **Rationale:**

To continue to update the terms and procedures used by the Ontario Federation of Home and School Associations Inc. to current standards and practices.

# B

## **EXPIRING ACTION RECOMMENDATIONS**

Action Recommendations related to policy resolutions are acted upon by the Federation for a period of three years. At the end of that period, the action recommendations must be resubmitted to the voting delegates at the OFHSA Annual Meeting. If they are again passed by the members, the action recommendations remain in effect for one additional year.

The Expiring Action Recommendations will be moved and seconded at the OFHSA Annual Meeting by the OFHSA Policy Workgroup.

There is usually no discussion of the recommendations as they were previously approved by the members.

Category B is voted on as a total unit.

## **NO EXPIRING ACTION RECOMMENDATIONS – 2019**

# C

## POLICY RESOLUTIONS

New policy resolutions, amendments or rescissions of existing policy statements may be submitted for consideration at the Annual Meeting by Associations, Home and School Councils or Federation Workgroups.

Each policy motion is dealt with separately. The Policy Workgroup Leader will call the submitting unit to the microphone. The submitting unit will then identify themselves, stating their names and associations. They will then move and second each policy statement and each action recommendation individually. The same process applies for any policy amendments or rescissions (action recommendations are usually not required in these cases).

For each motion presented, the mover from the submitting unit may speak for five minutes. The seconder may speak for two minutes. The motion is then open for discussion from the floor, at which time there is 30 minutes maximum to discuss and complete the voting process. If the time expires, so does the motion.

Each motion is open for discussion and amendment by delegates. Upon ratification by the membership, the policies become the mandate of the Federation. Policy statements are added or amended in the OFHSA Policy Document. Likewise, a rescinded policy statement will be removed from the OFHSA Policy Document. These are not common. Action recommendations will be actively pursued for three years and then resubmitted for action for one additional year.

***\*\*Any questions you have regarding the policy resolutions, amendments or rescissions should be posed to the submitting unit BEFORE coming to the Annual Meeting. The names and contact information for the submitting unit are given in the appropriate sections. Your questions will help the presenters prepare their comments for both the Resolutions Workshop (which includes any Bylaws as well) and the Annual Meeting. It should also ensure that the time given at the Annual Meeting for debating the merits of a policy resolution, amendment or rescission is not spent clearing up questions or misunderstandings.***

# **NEW POLICY STATEMENT**

## **13.1 POLICY STATEMENT** (Resolution for Outdoor Supervision)

***Therefore, let it be resolved that the Ontario Federation of Home and School Associations Inc., adopt the policy that the Ministry of Education provides standardized regulations for staff to student ratios within outdoor environments.***

### **ACTION RECOMMENDATION #1**

***Therefore be it resolved that Ontario Federation of Home and School Associations Inc., petition the Ministry of Education to establish guidelines and standardize staff to student ratios for outdoor environments.***

### **Rationale:**

Outdoor environments promote gross motor play and socializing for students. Proper supervision should be required during these times to ensure the health and well-being of staff and students.

Licensed before and after school childcare providers within Ontario have strict staff to child ratios of 1 to 13 for Kindergarten, 1 to 15 for Primary and Junior grades and 1 to 20 for junior school age groups. These program staff also have set supervision roles within their outdoor environments. Elementary schools do not currently have set ratios or set supervision roles in these same outdoor environments.

This could include board/ Ontario wide set ratios or ratios based on playground/ outdoor environment needs per school environment.

### **Submitting Unit:**

Laura Matesic-Murray  
Wilton Grove H&SA  
[info@ofhsa.on.ca](mailto:info@ofhsa.on.ca)

### **Cited References:**

“Child care rules in Ontario” Government of Ontario, March 2021,  
<https://www.ontario.ca/page/child-care-rules-ontario>

## **13.2 POLICY STATEMENT** (New Health and Safety Policy)

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., adopt the policy that the Minister and Ministry of Education take all precautions necessary for protecting the health and safety of students and staff in Ontario schools during a provincial state of emergency.***

### **ACTION RECOMMENDATION #1**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., petition the Minister and Ministry of Education to establish guidelines that ensure the protection of the health and safety of students and staff in Ontario schools during a provincial state of emergency.***

### **Rationale:**

The events of the COVID-19 pandemic have shown the increased importance of maintaining high standards of health and safety throughout a state of emergency. Between September 5th, 2020 and July 13th, 2021 there were 15,292 cases of COVID-19 that affected Ontario schools. Some precautions were taken, such as mandating the use of face masks on school property; however, as more information about the nature of viral threats becomes known, it is imperative that the Ministry of Education maintain the highest standard of health and safety guidelines possible to ensure the wellbeing of students and staff. This could include mandating the vaccination of students and staff prior to school entry.

### **Submitting Unit:**

Mariana Higgins  
OFHSA Social Policy Consultant  
[info@ofhsa.on.ca](mailto:info@ofhsa.on.ca)

### **References Cited:**

“COVID-19 Cases in Schools and Child Care Centres.” Government of Ontario, 5 July 2021,  
<https://www.ontario.ca/page/covid-19-cases-schools-and-child-care-centres>.  
“COVID-19: Health and Safety Measures at Schools.” Government of Ontario, 9 July 2021,  
<https://www.ontario.ca/page/covid-19-health-and-safety-measures-schools>.

### **13.3 POLICY STATEMENT** (Textbook Policy)

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., adopt the policy that there will be a standardized e-textbook service provider made available to all district school boards in Ontario.***

### **ACTION RECOMMENDATION #1**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., petition the Minister and Ministry of Education to establish guidelines that ensure that a standardized e-textbook service provider will be made available to all district school boards in Ontario.***

#### **Rationale:**

With the increase in online learning, e-textbooks have become much more relevant in Ontario classrooms than ever before. The Ontario government has no policy surrounding the accessibility of online texts. In order to standardize the quality of education across the province, it is imperative that the Ministry of Education ensure equal access to resources for all of its school boards.

#### **Submitting Unit:**

Mariana Higgins  
OFHSA Social Policy Consultant  
[info@ofhsa.on.ca](mailto:info@ofhsa.on.ca)

#### **References Cited:**

“Guidelines for Approval of Textbooks.” Ministry of Education, 2006,  
<http://www.edu.gov.on.ca/trilliumlist/guide.pdf>.



### **13.4 POLICY STATEMENT** (Mental Health Supports Policy)

Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., adopt the policy that Ontario schools will provide mental health supports to students in crisis in lieu of police officers.

#### **ACTION RECOMMENDATION #1**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc. petition the Minister and Ministry of Education to increase students' access to mental health supports.***

#### **ACTION RECOMMENDATION #2**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc. petition the Minister and Ministry of Education to reduce the use of police officers in schools.***

#### **Rationale:**

Some of the key goals of police and school board protocol include protecting public safety, assisting victims of crime, and conducting criminal investigations. These actions are an important part of keeping our communities safe; however, they may be achieved without an active police presence in Ontario schools. A survey conducted in Toronto in 2017 reveals that 15% of students consulted have been made to feel uncomfortable and/or unsafe due to police presence in their schools. While this is certainly not a majority, it is not an insignificant number. Benefits of having police officers in schools, such as helping students with mental health concerns, may still be achieved by engaging students with mental health supports. By adding these mental health supports and reducing police presence in schools, student well-being may be attended to more effectively without threatening the safety of marginalized students.

#### **Submitting Unit:**

Mariana Higgins  
OFHSA Social Policy Consultant  
[info@ofhsa.on.ca](mailto:info@ofhsa.on.ca)

#### **References Cited:**

"Canada's Largest School Board Votes to End Armed Police Presence in Schools." CBC News, November 22, 2017, <https://www.cbc.ca/news/canada/toronto/school-resource-officers-toronto-board-police-1.4415064>.

"Provincial Model for a Local Police/School Board Protocol." Ontario Ministry of Education, 2015, <http://www.edu.gov.on.ca/eng/document/brochure/protocol/locprote.pdf><http://www.edu.gov.on.ca/eng/document/brochure/protocol/locprote.pdf>.

“Should We Have Cops in Schools? Why Other Districts are now Asking Toronto.” Toronto Star, June 22, 2020, <https://www.thestar.com/news/canada/2020/06/19/amid-our-debate-over-policing-should-we-have-cops-in-schools-why-other-school-districts-are-now-asking-toronto.html>.

### **13.5 POLICY STATEMENT** (Dress Code Policy)

Therefore be it resolved that the Ontario Federation of Home and School Associations Inc. adopt the policy that district school boards will revise their dress codes to ensure gender neutrality.

### **ACTION RECOMMENDATION #1**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc. advocate for increased levels of gender neutrality in dress codes at the provincial and district school board levels.***

#### **Rationale:**

Several school boards adhere to dress code policies that may be perceived as focusing more on the dress of female students as opposed to male students. Some examples of this include noting an appropriate skirt length, deeming specific kinds of shirts as inappropriate, and specific mention of showing one’s midriff. Ensuring appropriate dress at school is an important part of maintaining a safe work environment; however, the disproportionate effects of dress codes on female students can have a negative impact on student wellbeing. Ensuring gender neutrality in dress codes can help ensure that students of all gender identities feel comfortable at school while maintaining appropriate dress.

#### **Submitting Unit:**

Mariana Higgins  
OFHSA Social Policy Consultant  
[info@ofhsa.on.ca](mailto:info@ofhsa.on.ca)

#### **References Cited:**

“Appropriate Dress: Information for Parents and Students.” *Hamilton-Wentworth District School Board*, <https://www.hwdsb.on.ca/wp-content/uploads/2012/10/safe-caring-appropriate-dress.pdf>.

“Student Handbook 2016-2017.” *Greater Essex County District School Board*, <https://www.publicboard.ca/school/Massey/About%20Us/Documents/Student%20Handbook%20%202016-2017.pdf>.

“Thames Valley District School Board Code of Conduct.” <http://central.tvdsb.ca/en/students/resources/Resources/Code-of-Conduct-and-Dress-Code.pdf>.

### **13.6 POLICY STATEMENT** (Gender Identity Policy)

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc. adopt the policy that the Minister and Ministry of Education will develop policies and protocols to support LGBTQ+ youth in Ontario schools.***

### **ACTION RECOMMENDATION #1**

Therefore be it resolved that the Ontario Federation of Home and School Associations Inc. petition the Minister and Ministry of Education to develop policies and protocols that support the safety and wellbeing of LGBTQ+ youth in Ontario schools.

### **Rationale:**

Approximately ¼ of today's LGBTQ+ youth identify as non-binary. To address this shift in youth demographics, Ontario's Ministry of Education should be working towards creating a more inclusive environment in schools. Students who feel as though their gender identity is respected are two and a half times less likely to attempt suicide than those who do not. Actions such as including gender neutral restrooms in school buildings and normalizing discussions about preferred pronouns can have an overwhelmingly positive impact on students.

### **Submitting Unit:**

Mariana Higgins  
OFHSA Social Policy Consultant  
[info@ofhsa.on.ca](mailto:info@ofhsa.on.ca)

### **References Cited:**

"LGBTQ Families Speak Out: Four Ways Schools Can Create Safer, More Welcoming Learning Environments for Our Children." University of Toronto: Ontario Institute for Studies in Education, June 17, 2019,

[https://www.oise.utoronto.ca/oise/News/2019/Four\\_ways\\_schools\\_can\\_create\\_safer\\_and\\_more\\_welcoming\\_environments\\_for\\_LGBTQ\\_families\\_and\\_students.html](https://www.oise.utoronto.ca/oise/News/2019/Four_ways_schools_can_create_safer_and_more_welcoming_environments_for_LGBTQ_families_and_students.html).

"New Research Reveals Insights Into America's Nonbinary Youth." Forbes, July 13, 2021,

<https://www.forbes.com/sites/dawnstaceyennis/2021/07/13/new-research-reveals-insights-into-americas-nonbinary-youth/?sh=4dd9f26118eb>.

"New Washroom Policy for Transgender Students at Region's Public Schools." CBC New

Kitchener-Waterloo, March 7, 2017, <https://www.cbc.ca/news/canada/kitchener-waterloo/waterloo-district-school-board-transgender-policy-1.4013469>.

## **13.7 POLICY STATEMENT** (Standardized Media Literacy Training)

### **Policy Statement**

Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., adopt the policy that media literacy training be a standardized, compulsory and repeated component of health and safety training and continuous education of all educators.

### **Action Recommendations**

The Ministry of Education in collaboration with school boards, educators, teacher training programs and experts in the field of information should develop and implement a mandatory media literacy competence course that is regularly updated in keeping with changes in technology to be routinely completed by all teachers and educators. This should include information on cyber security, misinformation, bias, digital citizenship, research methods, and corporate interests of various platforms with cross-curricular applications as well as implications for individual student health and safety.

### **Rationale**

Technology and the dissemination of information continues to evolve at an increasingly rapid pace with far reaching implications across society. The increase in hate crimes, radicalization, vaccine hesitancy, disinformation, and polarization of Canadians can be directly linked to a lack of media literacy. Understanding how information is used, disseminated and manipulated must become a central part of education across disciplines and in the culture of our schools rather than relegated to a few learning strands in certain classes. To do this it must be treated more as a health and safety issue rather than a curriculum expectation. Educators should have to repeat an updated training, the frequency of which would be determined by experts in the field depending on the rate of technological development. Because of the complexity and constantly changing nature of digital technology and platforms, it is inadequate to think that individual professionals can navigate and interpret these new emerging realities in an appropriate and coherent way that will uniformly benefit the public or that they would have received comprehensive media literacy in their initial teacher training.

### **Submitted By:**

Shannon Duncan  
OFHSA Policy Workgroup Leader  
[info@ofhsa.on.ca](mailto:info@ofhsa.on.ca)

### **Resources Cited**

Association for Media Literacy. What are our Essential Frameworks? Retrieved Feb 28 2022., from <https://aml.ca/resources/essential-framework/>

Ontario Teachers Federation. Media Literacy. Retrieved Feb 28 2022., from <https://www.otffeo.on.ca/en/learning/media-literacy/>

## **13.8 POLICY STATEMENT** (Community Resource Spending)

### **Policy Statement**

**Therefore be it resolved that funding for education, mental health supports, social services, and other community building infrastructure should supersede that of funding for police units.**

### **Action Recommendation**

Therefore be it resolved that the Ontario Federation of Home and School Associations Inc should monitor increases in police budgets and compare these to education and community resource budgets. In addition, the OFHSA should petition the Ministry of Education, the Ministry of the Solicitor General, and municipalities to reject increased police budgets, support demilitarization, and campaign to redirect policing budgets into mental health supports and community programming.

### **Rationale**

In many regions across Canada, funding for police outweighs that of the combined spending for public transportation, libraries, public health, and parks. Police are inappropriately deployed to address issues such as homelessness and public health. The past decade has seen the increased militarization of police forces in Canada; this militarization is disproportionately directed at the poor and people of colour. This misallocation of resources has a broadly regressive impact. The OFHSA believes that education, community resources, and social services should always be a priority in addressing societal challenges before policing.

### **Submitted By:**

Shannon Duncan  
OFHSA Policy Workgroup Leader  
[info@ofhsa.on.ca](mailto:info@ofhsa.on.ca)

### **References Cited**

Black Lives Matter Canada. (2021, May 29). A movement to fight for freedom, liberation justice. Defund The Police. Retrieved March 1, 2022, from <https://defundthepolice.org/canada/>

Government of Canada. (2021, Sep 13). Militarization of Police. Public Safety Canada. Retrieved Feb 28 2022, from <https://www.publicsafety.gc.ca/cnt/trnsprnc/brfng-mtrls/prlmntrybndrs/20200623/010/index-en.aspx>

## **13.9 POLICY STATEMENT** (Outdoor Education in Pandemic Response)

### **Policy Statement**

**Therefore be it resolved that the Ontario Federation of Home and School Associations Inc. adopt the policy that closing classrooms in the event of a public health emergency should demand a pivot to outdoor in-person learning in lieu of or in addition to a pivot to online learning.**

### **Action Recommendation**

Therefore be it resolved that the Ontario Federation of Home and School Associations petition the Minister and Ministry of Education to provide funding for the creation of outdoor learning spaces and training for educators on moving schools to an outdoor learning setting that matches the resources spent on the development of online learning. School boards and teachers must be prepared to conduct in-person outdoor education in the event of school building closures and as part of their daily routine in non-emergency times as well.

### **Rationale**

The physical mental health impacts caused by the isolation of students during the COVID-19 pandemic have been widely reported. Schools and educators must be equipped to avoid a repeat of this situation which puts children at risk by defaulting to stay at home orders. Instead schools must adopt what became the revised slogan of public health experts: “Stay safe and get outside” instead of “stay home.” We know that the benefits of outdoor learning, socializing, and physical activity are multiple. In the event that school buildings need to be closed for health and safety reasons, children and teachers should be equipped to move their learning to outdoor environments, (on a modified schedule if necessary to accommodate online learning and/or social distancing). Even in the cold weather, children can still meet in person for a short amount of time with their classes to learn, exercise and do a wellness check. This is an essential part of the school's function and should be preserved during a health crisis by extending the idea of the classroom to systemically include the outdoors via training, infrastructure, legislation.

### **Submitted By:**

Shannon Duncan  
OFHSA Policy Workgroup Leader  
[info@ofhsa.on.ca](mailto:info@ofhsa.on.ca)

### **Resources Cited**

Becker, C., Lauterbach, G., Spengler, S., Dettweiler, U., & Mess, F. (2017). Effects of Regular Classes in Outdoor Education Settings: A Systematic Review on Students' Learning, Social and Health Dimensions. *International journal of environmental research and public health*, 14(5), 485. Retrieved March 1 2022, from <https://doi.org/10.3390/ijerph14050485>.

Dettweiler, U., Becker, C., Auestad, B.H., Simon, P., Kirsch, P., (2017). Stress in school. Some empirical hints on the circadian cortisol rhythm of children in outdoor and indoor classes. *International Journal of Environmental Research and Public Health*, 14(5). Retrieved March 1 2022, from <https://research.childrenandnature.org/research/participating-in-outdoor-educationclasses-on-a-regular-basis-has-a-positive-effect-on-childrens-stress-responses/>

Gallagher-Mackay K, Srivastava P, Underwood K, et al. COVID-19 and education disruption in Ontario: emerging evidence on impacts. *Science Briefs of the Ontario COVID-19 Science Advisory Table*. 2021;2(34). Retrieved March 1 2022, from <https://doi.org/10.47326/ocsat.2021.02.34.1.0>

## **POLICY STATEMENT RECISSION**

### **Submitting Unit for all:**

Mariana Higgins  
OFHSA Social Policy Consultant  
[info@ofhsa.on.ca](mailto:info@ofhsa.on.ca)

### **13.10 POLICY STATEMENT RECISSION**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., rescind Policy II.B.2.2.1: that Canadian history be a compulsory course at the grade 12 level in both four- and five-year courses.***

### **Rationale:**

Five-year secondary school courses no longer exist, and Canadian history is currently a compulsory course at the grade 10 level.

### **13.11 POLICY STATEMENT RECISSION**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., rescind Policy II.F.1.5: that there be an AIDS advisory committee, which includes representation from provincially recognized parent, teacher, trustee, and student organizations, to establish guidelines for determining a policy on any occurrence of AIDS in Ontario schools.***

### **Rationale:**

AIDS as a public health concern is considered much differently now than when this policy was written. Due to the current public health guidelines surrounding this issue, this policy is now outdated.

### **13.12 POLICY STATEMENT RECISSION**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., rescind Policy II.F.1.6: that district school boards establish AIDS advisory committees with parent, teacher, trustee, and student representation to deal with issues and concerns arising from any incidence of AIDS within their schools.***

**Rationale:**

AIDS as a public health concern is considered much differently now than when this policy was written. Due to the current public health guidelines surrounding this issue, this policy is now outdated.

**13.13 POLICY STATEMENT RECISSION**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., rescind Policy II.G.1.1.1: that the Ministry of Colleges and Universities and the Ministry of Education permit prospective students to write entrance tests in their local schools.***

**Rationale:**

Ontario colleges and universities generally do not require entrance tests for program admissions

**13.14 POLICY STATEMENT RECISSION**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., rescind Policy II.G.1.1.2: that several locations be established throughout Ontario whereby all necessary interviews and tests can be conducted by college staff.***

**Rationale:**

Ontario colleges and universities generally do not require entrance tests for program admissions

**13.15 POLICY STATEMENT RECISSION**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., rescind Policy III.B.1.4: that the sale of beer and wine in grocery and convenience stores be prohibited.***

**Rationale:**

The sale of beer and wine in grocery stores is currently permitted, and strict ID requirements are in place at grocery stores to prevent minors from attempting to purchase alcohol. Due to this change in provincial policy, this policy is now outdated.



### **13.16 POLICY STATEMENT RECISSION**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., rescind Policy III.G.5.1: that municipalities be allowed to regulate pin ball establishments as to hours of operation, distance from schools, number of persons allowed on the premises at one time and the age of participants.***

#### **Rationale:**

Pin ball establishments no longer exist. This policy is outdated.

### **13.17 POLICY STATEMENT AMENDMENT**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., amend Policy II.A.2.5.2: that children of all faiths be granted the privilege of not attending school on their major religious holidays, and that no exams be scheduled on these days: that each faith be asked to submit yearly a list of these days to the Ministry of Education.***

#### **TO:**

***that community leaders of each religious faith be asked to submit a list of major religious holidays to the Ministry of Education on a yearly basis. Children of all faiths shall be given the choice of not attending school on these days, and no exams may be scheduled on these days.***

### **13.18 POLICY STATEMENT AMENDMENT**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., amend Policy II.A.3.1.1: that no elementary class exceeds 15 students in number at the Jr. Kindergarten level, 18 students in number at the Sr. Kindergarten level, 20 students in number at the Primary level and 25 students in number at the junior and intermediate levels and that consideration be given to a weighting factor to recognize the students with special needs who are being integrated into the regular classes.***

#### **TO:**

***that no class size exceeds 15 students at the Jr. Kindergarten level, 18 students at the Sr. Kindergarten level, 20 students at the Primary level, and 25 students at the Junior and Intermediate levels. Consideration to the weighting factor will be granted in recognition of any and all students with special needs who are being integrated into standard classrooms.:***

### **13.19 POLICY STATEMENT AMENDMENT**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., amend Policy II.B.2.2.4: that in consultation with aboriginal leaders, anthropologists and sociologists, materials be assembled and published designed to provide Ontario teachers with the whole story of the Canadian aboriginal in Ontario including residential schools.***

**TO:**

***that in consultation with Indigenous leaders, anthropologists, and sociologists, materials be assembled and published to provide Ontario teachers with the knowledge and resources necessary to communicate a truthful account of Canada's Indigenous histories, including residential schools.***

### **13.20 POLICY STATEMENT AMENDMENT**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., amend Policy II.B.2.9.4: that family living education should be incorporated into the curricula of Faculties of Education, stressing the need for classroom discussion respecting diversity of opinions, and including discussion of bias to help teachers avoid indoctrinating pupils, based on an individual teacher's personal set of values.***

**TO:**

***that teachers be trained effectively in the respecting of diverse opinions, and the importance of avoiding biases which might indoctrinate students into an individual teacher's belief system.***

### **13.21 POLICY STATEMENT AMENDMENT**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., amend Policy II.B.2.9.10: that the physical education program in elementary schools include a compulsory exercise period daily at each grade level; be used primarily for individual fitness development with emphasis on participation not competition; provide boys and girls with equal opportunity to participate in sports activities.***

**TO:**

***that the physical education program in elementary schools include:***

- ***A compulsory exercise period daily at each grade level***
- ***Opportunities for individual fitness development, with emphasis on non-competitive participation***
- ***Equal opportunity for all students to participate in sports activities***

### **13.22 POLICY STATEMENT AMENDMENT**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., amend Policy II.B.6.1.4: that school-by-school results for large-scale provincially mandated assessments of student learning are not to be used in***

***any ranking activity, i.e. any “naming and shaming” activity, that is easily misinterpreted and can undermine the integrity of the public education system.***

**TO:**

***that school-by-school results for large-scale provincially mandated assessments of student learning are not to be used in ranking activity of any kind.***

### **13.23 POLICY STATEMENT AMENDMENT**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., amend Policy II.B.6.1.6: that if results of any large-scale provincially mandated assessments of student learning are to be used toward a student’s course mark the details of that use (including what part of the assessment and the percentage of course mark determined by those results) be clearly communicated to the student, the parent and the public.***

**TO:**

***that if the results of any large-scale provincially mandated assessment of student learning are to be used toward a student’s course mark, the details of that use shall be communicated clearly to students, parents, and the public.***

### **13.24 POLICY STATEMENT AMENDMENT**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., amend Policy II.B.6.2.1: that student scholastic records (OSR) be made available to parents or guardians on request and at not less than yearly intervals.***

**TO:**

***that Ontario Student Records (OSR) be made available to parents/guardians upon request and in a timely fashion.***

### **13.25 POLICY STATEMENT AMENDMENT**

***Therefore be it resolved that the Ontario Federation of Home and School Associations Inc., amend Policy II.C.1.1: that there should be a more intensive training course in the characteristics and recognition of emotionally disturbed children for teachers-in-training and a refresher course for teachers in the profession.***

**TO:**

***that teachers be trained effectively in the characteristics and recognition of emotionally disturbed children***