



Volunteering

- We want you
- Why volunteer
- Volunteers involved
- Elections
- Recruitment
- Support
- Insurance
- Legalities
- Vol.—President
- Vol. V.P
- Vol. Past President
- Vol. Treasurer
- Vol. Secretary
- Vol. By law committee
- Vol. Member at large
- Vol. Board member
- Vol. Newsletter editor
- Vol. Nominating com
- Vol. Chapter rep.
- Vol. Executive Com.
- Vol. Branch Liaison
- Vol. membership

Forms

CPF PEI Volunteer Handbook

What is CPF

- About CPF
- CPF Structure
- Charitable registration
- Guiding Principals
- Communications
- Mission, vision, values
- Strategic targets
- Funding
- Programs/ Projects

Governance

- Governance basics
- By laws
- Committees
- Responsibilities

Chapters

- What is a Chapter
- Chapter checkup
- Vol. positions \short

Meetings

- Kinds of
- How to
- Agendas
- Robert’s Rules

Appendices

- Acronyms
- Contacts

FSL Programs

- Descriptions
- Issues
- Support diagram
- Funding
- OLEP
- Position statements

Calendar

- CPF Calendar

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What is Canadian Parents for French (CPF)?

Canadian Parents for French (CPF) was founded 1977. It has been a driving force behind the popularity and growth of French second language programs throughout Canada. CPF began with 35 parents looking for better opportunities for their children to learn French and has grown to over 12, 000 members across the country.

Provincial/territorial branches are active across Canada with the assistance of the national board of directors. CPF has a small staff and many volunteers participating in and spearheading activities in over 175 communities.

CPF has been instrumental in establishing French immersion programs and supporting improvements to, and the expansion of, core French programs throughout Canada. In addition, CPF has advocated for:

- Long-term federal and provincial funding support for French second language programs;
- Supportive policies on second language education at provincial and school board levels;
- Improved resources for core and immersion programs, and support services such as enrichment and learning assistance in French for immersion students;
- Improved teacher training in second language methodology; and increased course offerings in French post-secondary institutions for students wishing to continue their studies in French beyond high school.

Imagine a generation of Canadians comfortable living and working anywhere in Canada and in many parts of the world, whose ability to transcend differences brings people together, and whose education has prepared them to meet the challenges and enjoy the riches of an increasingly global society.

This vision inspires Canadian Parents for French (CPF). Founded by English-speaking parents in 1977, CPF is dedicated to promoting and creating French second language learning opportunities for young Canadians. CPF believes that learning a second language not only increases communication, but also enhances thinking skills, widens horizons and develops appreciation of and respect for other people and cultures.

Our organization sees Canada's two official languages as an opportunity for children and believes that learning both English and French in publicly-funded schools is the right of children growing up in an officially bilingual country. Learning both English and French is an essential ingredient of a quality Canadian education, and a sound investment in youth and the future of Canada.

Through CPF's nationwide network of committed volunteers, we work to ensure that young Canadians in all parts of the country have opportunities to learn and use French as a second language. Canadian Parents for French volunteers endeavour to pursue CPF's mission with diligence and excellence because Canadian children deserve our best efforts.

CPF — is the only nation-wide organization dedicated to the promotion and creation of French as a second language learning opportunities for young Canadians.

CPF's members — are predominantly English-speaking parents motivated by the desire to have their children learn French.

CPF operates — through chapters in local communities, provincial branches, and a national association all governed by an elected volunteer board of directors.

CPF's Registered Charity Status and what it means

CPF National is a registered Canadian charity, number 118835131 RR 0001. All donations to CPF are eligible for a receipt for income tax purposes. Since services are received in return for the membership fee, the fee itself is not tax deductible but anything above this amount is eligible for a tax receipt. CPF-PEI is also a registered charity; # 106865215 RR 0001. Definition of a Charity in Canadian law falls under four general headings:

- Relief of poverty
- Advancement of education
- Advancement of religion
- Other purposes, (beneficial to the community but not falling under any of the previous headings), which are recognized by the law as charitable.

CPF falls under the category of advancement of education.

The Income Tax Act requires that a registered charity be an independent organization, created or established in Canada that has applied for registration and has been registered as a charitable organization or a public or private foundation. In addition, it must keep adequate books and records at a Canadian address that is recorded with Revenue Canada. Typically, it is responsible for administering a charitable program or series of programs. Registered charities devote their resources to the charitable activities carried on by the charity itself and ensure that no part of its income is payable to, or available for the personal benefit of its members. This means that if your board wants to go on a ski trip, you will have a hard time justifying reimbursement. Registered charities must also have an independent board of directors or trustees.

Under the Income Tax Act registered charities have two significant tax advantages crucial to their funding and functioning:

1. Charities are exempted from paying tax on any income it earns;
2. Donations to registered charities are tax-deductible or tax-creditable to the donor.

CPF Branches and the CPF National Association are all registered charities. Being a registered charity carries with it the responsibility of using this status wisely and in accordance with Canada Customs and Revenue regulations.

CPF-PEI - The Public Face - who speaks for CPF?

The Branch President (or designate) is the chief spokesperson for the Branch Association.

The Branch President (or designate) handles everything to do with issues, opinions, and policies of the Organization.

The Executive Director, as designated, handles media queries relating to the substance of French second language education in Canada, and factual matters relating to CPF. National and Chapter responsibilities follow suit.

Newsletters

CPF-PEI newsletters are produced and distributed each month and contain information and updates on projects, research, announcements, and more. CPF National also produces a newsletter that is sent to all members two to three times a year. We will also receive, at the office, copies of the other Branch newsletters.

Inter Board communications

Day to day communications between the office and the Branch board members, or from board member to board member, or from the National Office to Branch Board members is usually done by email or telephone. Communications between the National Board Members and the Branch Board Members are usually in the form of a Communiqué.

Minutes

The minutes are drafted by the Executive Director after each Branch Board Meeting and are usually available within the next day or two. They will be sent by email in PDF format. Board members are asked to read the minutes when they arrive and respond to any errors or omissions to the Executive Director ASAP. Hard copies will not be distributed (unless requested) at Board Meetings, except the copy to be signed and put into record.

The Board Minutes of the National Association are sent to Branch Presidents. The Branch Presidents relay the minutes to ED and the VP; additionally they could go to the full Branch Board if requested.

Please remember: It is of the utmost importance that each Director (Branch Board Members) responds to communication in a timely manner.

CPF structure

National Organization

Canadian Parents for French is governed by an elected volunteer Board of Directors. Each director serves for a one or two year term with half of the board being elected in a single year. This board is comprised of a President, Vice-President and five members. The National office, located in Ottawa, is staffed by an Executive Director and seven other staff personnel.

Composition of the National board

Seven directors from across Canada; no more than two per Branch

Provincial\Branch

There is a Branch in every Province and territory except Nunavut. NOTE: QC Branch closed in 2011 Each Branch is governed by an elected volunteer board of directors. This Board is elected at the Annual General Meeting of the provincial branch. Each province has a provincial office which is staffed by an Executive Director and other staff personnel. There needs to be at least fifty members and two Chapters to form a Branch.

Chapters

Within each Branch, there are Chapters. Chapters are made of up volunteer members. The Chapters are set up for local community involvement and are governed by elected board members. The number of Chapters differs within each Branch and at present there are approximately 175 chapters in communities coast to coast. Ten members are needed to form a Chapter. We have 24, 802 member Canada wide as of August 2012.

Chapters Need Members!

Our members give us a voice— without members we lose some of our credibility. The opinions of many thousands of people count for more than the opinions of several hundred. More is better! Our members are also our volunteers— without them we are at a loss to create and promote the opportunities for young Canadians to learn and use French as a second language. This applies to everything from school board presentations, to a local French day camp to raising funds for resources in local libraries.

More than their time and talents as volunteers, members bring new energy, new perspectives and new enthusiasm. We need new members to keep CPF alive and vital, as well as relevant to the needs of today's parents.

National level

Purpose

- To ensure fulfillment of mandate
- To maintain the integrity of the organization (Bylaws)
- To ensure continuity of the organization

Roles

- National/International Communications
- Strategic Planning
- Securing funding and fundraising at the National level
- Development of national standards and policies
- Development of skilled leaders

Major Stakeholders

- Branches
- Government of Canada (i.e. CH, OCOL, CIO, HRDC)
- Partnering Organizations (i.e. FCDA, FJCF, CNPF, CASLT)
- Funders, donors
- National Media
- Strategic Planning
- Securing funding and fundraising at the National level
- Development of Branch standards and policies
- Development of skilled leaders

Branch level

Purpose

- To carry out the CPF mandate in the province
- To ensure continuity of the Branch

Roles

- Chapter communication and communication to Branch
- Recruit members and volunteers
- Promote French second language learning opportunities
- Dissemination of information
- Member training, resource, support
- Strategic Planning
- Securing funding and fundraising
- Development of Branch standards and policies
- Development of skilled leaders

Branch Level (continued)

Major Stakeholders

- Members
- Provincial governing bodies
- Provincial media
- Provincial partners

Chapter level

Purpose

- Carry out the CPF mandate in the community
- Ensure continuity of the Chapter

Roles

- Chapter communication and communication to Branch
- Recruit members and volunteers and skilled leaders
- Promote French second language learning opportunities
- Dissemination of information
- Fundraising and programs
- Member training, resource, support

Major Stakeholders

- Members, Bodies governing local education, local partnering
- Organizations, Local media

Principles to Guide the Network

Leadership	Having a vision which others can believe in; being fair and respectful; mentoring and guiding others
Integrity	Being viewed as ethical and honest; a person who tells the truth and honors their commitment
Humor/Fun	Enjoying laughter and seeking to integrate activities that are playful and fun in your life
Change/Variety	An appreciation for different approaches and diversity; a desire for things to move forward
Initiative	The inner drive or motivation to begin a new project, develop a new process or program; take action
Achievement	Placing importance on a sense of accomplishment; applying your skills and knowledge in the service of others
Respect	Valuing the contributions of others and for a job well done; honoring diverse viewpoints and beliefs
Cooperation	Opportunities to work with others, valuing teamwork and reaching common goals \collaboration

Responsibilities of the Board in a nutshell!

Mission and Strategic Planning	Stewardship
Resource development	Human resources
Community relations	Accountability
Environmental; scanning and outreach	Self-assessment and board evaluation
Ambassadorial and legitimating	



Working Together with respect

Some tips for enhancing communication and working relationships between staff, volunteers and different levels of the organization

What we need in order to be able to work together effectively:

- Be able to critically assess our work, improve and move on
- Be able to trust and be trusted
- Be open, honest communications
- To keep everyone equally informed
- To know that the same information is being shared with everyone
- To have mutual respect
- To speak with one voice

What we agree to do:

- To share the same information with everyone, in writing whenever possible
- To keep emotions and personalities out of the discussion; to stick to issues and facts through the following decision making process
- Establish criteria for a good decision
- List all possible options/ideas/opinions; choose the best solution; confirm and document it
- Discuss the merits of each and assess established criteria
- To clearly articulate our expectations
- To help improve the work by making suggestions that add value and support efforts
- To communicate the rationale for a decision when sharing it
- To deal with executive matters with the executive first and not discuss them outside the executive until we reach a decision
- To speak with one voice

Potential criteria for good decisions:

- Compatibility with mission, values, and mandate
- Take the interest of the collective CPF as priority

How CPF is funded

Membership Rebates

All membership fees are processed through the national office. Of the membership fee, the CPF national office retains 10% to partially cover the cost of processing, the Branch retains 25% of the fee for their activities and the local CPF Chapter receives 65% of the fee. At this time, the membership fee is \$25 for a family for one year or \$60 for three years and \$60 for an association membership. The fee is paid directly to CPF National (unless otherwise stated on the membership form) and the funds are then sent to the Branch office who then forwards the rebates to the Chapters. The funds are received quarterly and paid out to Chapters with a few weeks of receiving them at the Branch Office.

CPF also receives financial support from:

- Corporate and Foundation donors
- Individual donors

CPF also receives funding for special projects from organizations such as:

1. Corporate and Foundation donors
2. Department of Canadian Heritage
3. Human Resources Development (Services Canada)
4. The Department of Education, French Programs
5. The Department of Canadian Heritage, through the Official Languages Support Programs Branch is a major funder of CPF.
6. Projects, such as camp registrations

Canadian Parents for French - PEI gratefully acknowledges the support of the Department of Canadian Heritage.



Local businesses and organizations also support us in the form of “In kind” donations of goods or time. This would include, but not be limited to: rental of office equipment or space, coupons from McDonald’s, Burger King and Dairy Queen for prizes and awards. These donations are [very important](#) to CPF PEI.

Mission, Vision and Values Statements

Mission Statement:

Canadian Parents for French (CPF) is the national network of volunteers which values French as an integral part of Canada and which is dedicated to the promotion and creation of French second language learning opportunities for young Canadians.

Values Statement:

In Canadian Parents for French we value commitment to our mandate, the acquisition and dissemination of knowledge, and the taking of initiative and responsibility so that we achieve credibility and effectiveness.

Vision Statement:

A Canada where French and English speakers live together in mutual respect with understanding and appreciation of each other's language and culture and where linguistic duality forms an integral part of society.

CPF has five targets or goals

High Level Goals, Strategic Plan 2009-2014

Goal #1: All students have access to a broad range of FSL programs

Linkage to Mission: *Canadian Parents for French (CPF) is the national network of volunteers which values French as an integral part of Canada and which is dedicated to the **promotion and creation of French second language learning opportunities for young Canadians.***

Description: CPF believes that access to FSL programming has to be a right of all students regardless of the school, region or province/territory in which they reside. Choice in programs must be available where feasible. CPF is dedicated to guaranteeing all students are offered the opportunity to participate in the FSL program of their choice.

Operating Goals

1. Ensure 100% access to FSL programs for all students in Canada.
2. Increase availability of a broad range of FSL programs of choice.
3. Provide a range of entry points to FSL programs.

Goal #2: All students receive quality FSL programs

Linkage to Mission: *Canadian Parents for French (CPF) is the national network of volunteers which values French as an integral part of Canada and which is dedicated to the promotion and **creation of French second language learning opportunities for young Canadians.***

Description: Quality programs decrease attrition and ensure the attainment of curriculum outcomes to produce the best possible proficiency for those programs.

Operating Goals

1. Ensure that all FSL programs are delivered by qualified FSL Teachers.
2. Ensure that FSL programs are appropriately resourced.
3. Ensure the adoption of French proficiency outcomes for FSL students in all programs.

Goal #3: Research-Based Advocacy is used to Inform and Influence

Linkage to Mission: *Canadian Parents for French (CPF) is the national network of volunteers which values French as an integral part of Canada and which is dedicated to the promotion and **creation of French second language learning opportunities for young Canadians.***

Description: CPF will provide ongoing, timely, relevant research to influence decision-makers into supporting quality FSL programs to produce bilingual secondary school graduates.

Operating Goals

1. Lead and influence the research agenda to address outstanding questions and identify new areas of inquiry.
2. Protocols are used for situations that are or may become national in scope.
3. CPF is recognized valued and included as a critical and informed voice on FSL issues at all decision making levels.

4. CPF delivers consistent messages at all levels.

Goal #4: Engage youth, parents, teachers and the public

Linkage to Mission: *Canadian Parents for French (CPF) is the **national network of volunteers** which values French as an integral part of Canada and which is dedicated to the **promotion and creation of French second language learning opportunities for young Canadians.***

Description: CPF is dedicated to building support among youth, parents, teachers and the public for high quality FSL learning opportunities, and supporting parents and teachers in providing youth with these opportunities. CPF is also dedicated to increasing the participation of people of diverse ethnicity in Canada in FSL learning opportunities.

Operating Goals

1. Promote and create FSL learning opportunities for youth.
2. Support parents in their choice of language learning opportunities for their children.
3. Support FSL teachers.
4. Promote greater awareness and support for the value of Canada's official languages.
5. Increase participation of people of diverse ethnicity in Canada in FSL learning opportunities.

Goal #5: CPF is an effective and efficient organization

Linkage to Mission: *Canadian Parents for French (CPF) is the **national network of volunteers** which values French as an integral part of Canada and which **is dedicated** to the **promotion and creation of French second language learning opportunities for young Canadians.***

Description: CPF's operations and programs will be improved and strengthened by developing, improving and building on the organization's strengths and skills across all levels. CPF's financial credibility will be secured by maintaining the organization's fiscal responsibility.

Operating Goals

1. Ensure adequate funding to achieve organizational goals.
2. Ensure effective decision making by strengthening CPF's governance and operations.
3. Attract and maintain active members.
4. Develop collaborative partnerships to achieve CPF's goals

CPF Programs

FI Information Sessions

Each year the Eastern and Western school boards along with the Department of Education and Early Childhood Development French Programs host French Immersion Information Sessions in schools across PEI for parents considering enrolling their child(ren) in a French Immersion Program. The school Principals, Grade 1 or Late Immersion Grade 7 teachers and sometimes a French Immersion student(s) are present and have the opportunity to speak to parents on the benefits of learning French. The Canadian Parents for French PEI Chapter volunteers have the opportunity to set up a display and distribute information to parents as they arrive. A CPF PEI representative also has the opportunity to speak about our programs and the benefits of enrolling their child in an Immersion program and how CPF can assist them.

CPF PEI Educator of the Year

CPF-PEI is pleased to offer the opportunity for family, friends, and co-workers to nominate a recipient for the Educator of the Year Award. Canadian Parents for French PEI presents the award annually to a person who has shown exceptional support and dedication to the equality and availability of French second-language education in Island schools, and whose endeavours have a positive influence on the education of our students.

French Drama Festival

French Immersion and Core French students, along with Francophones from Grades 1 through 12, gather to show-case their production based on a known script, a novel adaptation or a collective writing creation. Support only from CPF-PEI.

French for the Future

French for the Future is a national organization that celebrates Canada's bilingualism and biculturalism as a smart career move and an even smarter social and cultural one. Held in 15 of Canada's greatest cities, this organization has changed the lives of many young Canadians who use it to validate and reinforce their commitment to living part of their life in French. CPF-PEI sits on the local Steering Committee. For info: <http://cpfpei.pe.ca/french-for-the-future/>

Concours d'art oratoire

The concours is a French public speaking competition designed to stimulate the interest of students in speaking French and allowing them to use the language in a meaningful way outside the classroom structure. The entire effort can be integrated into the school curriculum and made into a fun, educational and entertaining event. The student's preparation of a speech encourages critical thinking and allows students to take different approaches to the same project and encourages independence in learning. In PEI, the event is open to all grades 10-12.

Core, Immersion, Late Immersion and Francophone students across the Island. This event is organized and funded by CPF. Prizes include scholarships at the senior level, cash, medals and certificates.

National Concours

The National Concours d'Art oratoire brings together up to 5 senior secondary students province from across Canada who have competed and won at school, regional, and provincial levels. These finalists present a speech they have written in French to a panel of national judges. In addition to being a great cultural and educational experience for these youth, the National Concours event will provide them with an opportunity to meet, compete, and socialize with French-speaking young people from other areas of the country. CPF-PEI sends winners of five categories (if there are participants.) Prizes include \$2,000, \$5,000 and \$20,000 scholarships.* some restrictions apply

French Student Excellence Awards (Encounters with Canada) Jan—May

The Canadian Unity Council, a non-profit organization, developed Encounters with Canada to bring the youth of our country together. Each year, over 3,000 young Canadians participate, and since its inception in 1982 over 60,000 students have gone through the doors of the Terry Fox Canadian Youth Centre. Five (5) students (Francophone, French Immersion, Core French) have the opportunity to win places at the Terry Fox Centre in Ottawa for one week. To select the participants, we use an application process, complete with letters of support and recommendation from former teachers etc. CPF PEI feels that the experience is well worth the time and expense of this program. We want to reward students for continuing with their French education when it is not always easy to do so.

Displays\networking\advertising

CPF-PEI participates in many events annually by displaying at community and association events. Some of these events include French for the Future, PEI Home & School Conference, Concours d'Art Oratoire, Chamber of Commerce Mixer, Welcome Wagon Baby Shower events, PEI Teachers Federation Conference, French Immersion information sessions and French Week celebrations. We also attend as many social functions as possible, such as the opening of French Celebration Week and the launch of Canada Day celebrations.

We also place ads in year books, in newspapers for Literacy Week, for Career Week, etc.

Achievement certificates

Certificates are given out to recognize the first year in Immersion, Grade 4 Mid Immersion, Grade 7 Late Immersion, Grade 4 Core and Grade 6 Intensive French. About 800 certificates are awarded annually.

Cash and prize donations

We support the Drama Festival, Literacy Week and French Celebration Week. We also sponsor prizes in the Science Fair and the Heritage Fair.

La Voix Acadienne newspapers

We have three programs with La Voix. We deliver the non distributed newspapers to schools. We buy subscriptions for the Ambassador Schools. We supply 25-50 newspapers to all schools one time a year. Note: In 2011 we put the redistribute project on hold.

Bilingual Signs

Each year schools have the option of ordering two signs for their classroom. This project is co-sponsored by the Chapters and the Branch. To date, we have 1250 signs in 58 schools.

Performers

We provide hire performers like Chuck and Albert and Michael Pendergast to visit schools.

Lieutenant Governor of PEI Leading the Community Award \Prix de chef de file communautaire du lieutenant-gouverneur de l'Î.-P.-É.

This award has been awarded to La Société éducative, the University of Prince Edward Island and l'Université de Moncton's Bachelor of Education, Specialization in French Immersion/ Baccalauréat en Education, Spécialisation en Immersion française, La Voix, and Chuck and Albert. The award is given to an organization or person that has exceeded expectations in support of French language learning. The award is not always given out annually, it is given out to merit when recognized.

Develop materials

In partnership with the Department of French Programs, we have developed two videos promoting and explaining Late and Early Immersion.

École Ambassadrice du français program

In the first year members of the Core French Teachers Association on PEI and CPF made available an award to recognize those schools that support and acknowledge French second-language Education as a basic necessity for a well-rounded education. We hope that by noticing and tracking these "behaviors", it will serve as a powerful motivator for continued high levels of support for learning French as a second language.

Once a school is recognized it will become a “Member of the Association of French Ambassador Schools.” This is a great achievement and means that the school is working hard to support French education. As part of the recognition program for this award, schools will receive French books for their libraries, French magazines, congratulatory letters from the Minister of Education and a banner to hang proudly in their school. This program partners include the Embassy of France and the Core French Teachers association. In the first year (2006-07), we recognized 28 schools. Currently we have five schools that are not ambassador schools. We are working on completing the project as well as acknowledging these schools with further gifts and programs.

Brochures\information

CPF PEI produces its own informational brochures when none is available elsewhere. We use CPF national, CASLT and other organizations information if they have pertinent information for our members and the public

Graduation Prizes

Core French—we give each Grade 4 classroom a prize in Core French for most improved, these items change as necessary from posters to books etc. Grade 12—we give a \$50 prize to a Core and an Immersion student each year; we also give \$50 gifts to UPEI students graduating from the FI teaching program.

Les jeux de la francophonie canadienne

This is a project managed by La Jeunesse Acadienne. CPF helps recruit French Immersion students, chaperones and coaches.

Advocacy

Each year since we visit the Principals, teachers, Ministers, consultants and anyone who might have influence in the French second language education programs. We also call and arrange meeting with stakeholders for sharing information.

Summer Works and Student Exchanges

Each year, as requested, we are a local host organization for student exchanges that are managed by the Federal Government.

French Summer Camps

Each summer, CPF-PEI promotes and organizes French Camps. We sponsor camps in Îles-de-la-Madeleine. These camps are subsidized by CPF and, therefore, are for CPF members only.

Chapter Projects

The Chapters organize local projects as well as support Branch initiatives.

Governance Basics - Basic Role of the Board

Good governance in the non-profit sector means effective board governance. The board of directors is charged with achieving desired results following set procedures and guidelines.

All boards share a fundamental stewardship role which includes the inescapable basic responsibility to promote the health and well-being of their organizations.

What follows is a basic job description of the board, though this may vary from one type of board to another in practice. The responsibilities necessary to fulfill the governance role fall under three broad categories:

Representation

- Represent the stakeholders
- Carry the public trust
- Facilitate board rejuvenation
- Organize the selection of new directors

Decision-making and leadership

- Establish or affirm mission
- Strategic Direction: Provide vision for the future; Develop and implement the long-term plan; Set or approve the general direction and financing of the organization
- Ensure that the organizational mission remains responsive to changes in the environmental context and organizational realities; provide an accountability structure to management; direct and advise management; select, support, evaluate and, if necessary, terminate the senior manager
- Financial Stewardship/Trusteeship of financial resources to ensure that funds are expended for the purposes intended
- Human Resources Stewardship: Framework of HR policies
- Risk management
- Managing transitional phases and critical events: act as organizational safety net
- Represent organization to the community

Accountability

- Ensure transparency of the process
- Monitor and evaluate performance
- Responsibility and reporting to stakeholders
- Act as the ultimate source of accountability under the law for the performance and actions of the organization

Bylaws and Policies

Our Bylaws and our Policies have different legal status and serve different purposes in the operation of the organization.

Bylaws

- Fall under federal Canadian Business Corporation Act
- Are broad rules governing the Association
- Can be changed only by 2/3 majority vote of the members at Annual Meeting (Bylaw 40)

Policies

- Contain specific details under which the Association operates
- Can be changed by Directors
- Can be changed by members if a vote is requested at the Annual Meeting with 60 days' notice (Bylaw 43)

1. It is necessary for Directors to be familiar with CPF's Bylaws and Policies.
2. Directors should bring Bylaws and Policies to all Board meetings.
3. CPF's authority for matters not covered in the organization's Bylaws and Policies is Robert's Rules of Order (revised edition).
4. National Association Bylaws and Policies take precedence over branch and chapter bylaws and rules & regulations (R & R B & C)

THE BRANCH BOARD OF DIRECTORS AND SENIOR STAFF
- A WINNING TEAM

Board	Senior Staff
<p>Is accountable and legally responsible for the organization</p> <p>Sets policies</p> <p>Establishes and updates the objectives of the organization as it develops</p> <p>Ensures procedures are established to implement policy</p> <p>Interprets the public's needs to the organization</p> <p>Sets personnel policy</p> <p>Sets the budget and ensures sufficient funds to meet it</p> <p>Hires, councils and evaluates senior staff personnel</p> <p>Prepares long and short term plans</p> <p>Serves as a review panel, providing expertise, wisdom and an objective viewpoint</p> <p>Monitors the organization's operations</p> <p>Evaluates the organization's operation</p> <p>Promotes the organization to the public</p> <p>Establishes a structure to carry out the organization's work</p>	<p>Manages the day-to-day operations of the organization</p> <p>Carries out the work of the organization</p> <p>Drafts policies</p> <p>Identifies policy gaps and implementation pitfalls</p> <p>Makes decisions within the policy guidelines and established procedures</p> <p>Understands the public with which the organization is in contact</p> <p>Identifies resource needs and accounts for expenditures</p> <p>Hires, supervises and evaluates junior staff</p> <p>Works as members of a professional team</p> <p>Authorizes long and short-term plans</p> <p>Provides professional expertise and objective reactions in decision-making</p> <p>Contributes concise and accurate information to the planning process</p> <p>Maintains the required records and reports on program implementation</p> <p>Evaluates program achievement</p> <p>Assists Board and Committee with their work</p>

The Official Languages Act

The first Official Languages Act was adopted in 1969. It established the principle of duality of the two official languages subsequently reflected in the Charter. The Act was substantially revised in 1988 although the basic principles remained the same. As provided for in the Charter the first three parts of the Act cover the languages of The Proceedings of Parliament, the languages of Legislative and other instruments, and the Administration of Justice. Part IV sets out the details of the Federal Government's obligations with regard to Communications with and Services to the Public, Part V details public servants' rights with respect to the language of work, and Part VI expresses the government's commitment to equality of opportunity for employment and advancement of French and English-speaking Canadians in federal institutions. In every case these parts of the Act codify the principles of equality of status of the two official languages.

Part VII of the Official Languages Act picks up on the Charter's reference to "advancing the equality of status and use" of the official languages. Specifically, section 41 states:

Section 42 gives the Secretary of State, now the Minister of Canadian Heritage), the role of encouraging and promoting a coordinated approach, with other Ministers, to the implementation of section 41 while section 43 sets out in detail measures that the Minister may take to enhance the equality of status and use of English and French in Canadian society. These include measures to:

1. Enhance the vitality of the English and French linguistic minority communities in Canada and support and assist their development;
2. Encourage and support the learning of English and French in Canada;
3. Foster an acceptance and appreciation of both English and French by members of the public;
4. Encourage and assist provincial governments to support the development of English and French linguistic minority communities generally and, in particular, to offer provincial and municipal services in both English and French and to provide opportunities for members of English or French minority communities to be educated in their own language;
5. Encourage and assist provincial governments to provide opportunities for everyone in Canada to learn both English and French.

Additional clauses call on the Minister to encourage private and voluntary sector organizations to provide their services in both English and French, to foster the recognition and use of these languages and to project the bilingual character of Canada in their activities in Canada and elsewhere.

There are two important additional provisions that should be noted. Section 27 of the Charter specifies:

Section 82 of the Official Languages Act states that in the event of any inconsistency between parts I to V of the Act and any other Act of Parliament or regulation, these parts of the Official Languages Act shall prevail. The only legislation exempted from this provision is the Canadian Human Rights Act.

These sections re-emphasize the fundamental importance placed upon linguistic rights in Canada. Section 27 of the Charter recognizes the value Canadians place on our multicultural pluralism but the reference to it is as a guide to the interpretation of the rights and freedoms accorded by the Charter, not as an additional right. However, the status of the Official Languages Act and the rights accorded by Parts I to V of the Act take precedence over all other Acts of Parliament save only the Canadian Human Rights Act.

It will be apparent that CPF's mission and objectives are closely in tune with the provisions of the Charter and the Official Languages Act. Furthermore, the provisions of section 43 of the Act detail precisely the ways in which the advancement of English and French are to be brought about and if CPF had not been founded in 1977, it would have had to be invented in 1988 in order that the Secretary of State (Minister of Canadian Heritage) might fulfill her mandate.

Section 23, Charter of rights and Freedoms

http://www.canadianheritage.gc.ca/progs/pdp-hrp/canada/guide/minority_e.cfm

Description of French programs available in Island schools

French second-language (FSL)

A general term for programs in French for non-native speakers

French Immersion (FI)

A FSL program in which French is the language of instruction, and most of the day is spent with both teacher and students speaking French.

Varieties in the program refer to entry points:

Early (EFI) begins in kindergarten or grade 1; **Middle** (MFI) begins in grades 4 or 6; **Late** (LFI) begins in grade 6 or later and **Continuing** immersion is at the secondary level.

Intensity of program also varies:

In French Immersion, the first few years use French 70-100% of class time. There is also partial Immersion and begins with 50-75% class time in French. (Not available in PEI)

Two school settings exist for immersion:

Dual-track schools have both immersion and English programs side-by-side.

Immersion centres or one track schools accommodate only immersion programs. (**None in PEI**)

Core French

An FSL program in which French is taught as a subject in short periods, sometimes referred to as Basic. The most common form of FSL education for many students across the country. In PEI Core French begins in Grade 4.

French first-language (FFL) or French language

Refers to official minority-language schools in provinces other than Quebec.

Concerns across the country merge around the following five issues:

1. **Enrolment:** recruitment, retention, and attrition of students from optional programs
2. **Funding:** for both human and material resources – this included the issue of accountability for funding received at all levels of the school system
3. **Program quality:** in all aspects of the design and delivery of FSL options and curriculum
4. **Teacher supply:** generalist teachers, specialist teachers for secondary school, substitute teachers, resource teachers with training in special needs, informed administrators, and professional development for them all
5. **Support:** both for and from FSL parents and FSL students and the wider community

Please refer to the CPF annual reports on The State of French-Second-Language Education in Canada (2001+) for a thorough discussion of these issues. Copies of the reports are available free of charge to CPF Chapters for official CPF business, and personal copies for individual CPF members are only \$5. (\$25 for non-members)

I VOLUNTEER

The value of one... the power of many!
Je suis là - la valeur de chacun... la force du nombre!

Do you want to get more involved with your child's French Education? We invite you to join us as a CPF volunteer. We guarantee you an opportunity to better your community, your child and yourself!

Invest some Time—Help
shape the Future!

We love our volunteers!

1 hour a day, 1 hour a week or 10 hours a month, we have the time for you. Please make the time for us.

Reasons to volunteer with CPF

- Birthday and other special event recognition
- A free CPF membership for active volunteers
- McDonalds volunteer of the Month program
- Reimbursement policy for expenses
- Free personal development workshops
- An opportunity to grow in the organization
- Discounts on CPF and other goods
- An opportunity to participate
- Family volunteering opportunities
- You become part of a strong voice! We have over 25,000 members
- You can help make resources available to help your children learn French.
- Be part of the CPF activities, like summer camps and youth conferences that help your children use their French outside the classroom, building pride and confidence.
- You Are Needed Now: Without our members help, we could not continue to provide our important and acclaimed services.
- Volunteer Satisfaction: A chance to stretch yourself.
- Your Child: Do it because you care about your children's education. Help us provide activities that are important supports for their FSL education path. Help us keep French-second-language programs strong!

A Ten-Step Checklist for Board Recruitment

By Cynthia Armour Canadian Fund Raiser: March 15, 2000

1. Your mission is your lighthouse (a beacon in the fog)

Clearly express your organization's reason for being and make it pervasive in your organization before you look for people who can help achieve long-term goals. (Placing your mission on all board agendas reminds members where to focus their efforts and votes.)

2. Anticipate board turn over well before the AGM

Define your organization's succession strategy, including identification of suitable candidates, script for inviting potential nominees, interview process, selection criteria and who is responsible for ensuring the plan is accomplished.

3. Articulate the organization's culture

Determine and explain the culture of your organization. What stage is the organization at in its life span? What's the 'tone at the top'? Communicate your philosophy on governance, board code of conduct and how it's monitored, orientation for new members, availability of training, conflict of interest policy, board/staff relationship, how the board will be evaluated, and how stewardship of donors and funds will be fulfilled.

4. Know your priorities

Conduct a needs assessment to identify what your organization's priorities are for the next one to three years. What type of leaders will you need to achieve your goals?

5. Identify gaps

Assess the skills and experience of your existing board - do you have a lot of dedicated 'service-providing' individuals who may be weak in leadership and management? Target individuals who have the ability to fill the gaps e.g. in fundraising, marketing. Make sure there is a broad representation of abilities, ages, gender, cultural diversity, connections and talents on your board.

6. Go beyond 'The pulse'

Good prospective board members have more than a heart beat! Use the same tools for board identification you would for identifying possible donors:

- Linkage (there is a personal contact)
- Ability (the individual has the time and financial means if you expect board donations)
- Interest (you know enough about the prospect to know what's needed to attract them to your cause)

7. Define tasks

Have written job descriptions for all board positions and use them with prospective board members (include fundraising if it's a requirement.) By defining your expectations (responsibilities, terms of office, time commitment, benefits, and evaluation measures) prior to recruitment, the individual can accept (or refuse) with full knowledge of those expectations. Success cannot be measured until benchmarks for achievement have been communicated!

8. Know where to find suitable candidates

Solicit nominations and applications from your community. Consider individuals for future recruitment who have served on hospital, university or United Way boards. They may need a rest between board positions but they will be well oriented in roles and responsibilities (particularly fundraising). Alternatively, gather well-connected people (who, you suspect, wouldn't join your board) for a 'one-meeting nominating committee'. Inform them of your mission and invite them to suggest friends or colleagues who could be suitable members. Your fundraising or resource development committee is a wonderful place to 'audition' future board members. Finally, donors may be a useful source (provided their skills match your needs) - and you won't have to convince them to contribute.

9. Be selective

Interview prospective individuals before inviting them to join. Here are some questions to consider: What do you see as the board's role in this organization? What do you feel is the board's role in fundraising? What leadership role might you assume over the next three year period? What motivates you? What would you like out of membership on this board?

10. Learn from your experience and strive to improve the process

Evaluate the strengths and weaknesses of your recruitment strategy. Ask for feedback from new members and recruiters to determine if the message received matched the one that was sent. Revisit job descriptions to be sure that the information they contain is accurate.

Selection of Officers

Generally, each level of the organization designates a nominating committee. The nominating committee seeks out interested people to serve on the Board. The by-law states the number of members on the board, how they are elected, and the procedure for nominations and how the elections are handled.

Except for the National Board, all nominations are presented to the voting members for election. At the National level, the nominating committee decides on who is presented for election. If the nominating committee's recommendations are not elected, the Board has the power to appoint them.

There are also some restrictions, for example if you are elected to the National Board you may not sit on a Chapter or Branch Board during your time on the National Board.

The nominating committee serves an important role. It is the number one priority of all Board members to see that they have a replacement upon retiring from the Board. The nominating committee assists with this responsibility

CPF PEI is always interested in attracting people interested in furthering the goals of the organization and would welcome interest at any time of the year.

Liabilities of Directors

Criminal Liability The most common examples of criminal responsibility from a director's perspective would be conspiracy and fraud as a director may be liable where the organization commits fraud where it was authorized and allowed by that director.

Civil Liability An offence may lead to personal liability where the director has had some personal participation in the offence. Even in more ordinary business, a director should ensure that it is clear that it is the corporation and not the individual director that is entering into a contract or trans- action.

Statutory Liabilities While a detailed review of every potential area of liability is well beyond the scope of these notes, directors should be aware of the liability that exists under various statutes. Such potential liabilities are imposed at the outset with responsibilities under the incorporating statutes themselves and then range to such things as employee and workplace liability, to income tax liability as well as to even possible environmental liability.

Protection of Directors

Indemnification Indemnification means that the corporation will compensate the director for any loss incurred for the liabilities arising from the performance of the director's duties. Value of indemnification is, of course, dependent upon the financial stability of the corporation.

Insurance It is becoming more and more common for organization to have some form of director's liability insurance. It is important to review these policies from time to time in order to assess what is actually being protected. Not all types of liability will be covered.

Independent Advice Directors sometimes will be required to seek independent advice in order to act in the best interest of the corporation. Independent advice must only be obtained from properly qualified individuals.

Disclosure of Competing Interests

As noted above, the easiest way to avoid personal liability is for a director to disclose to the board, at the earliest time possible, all situations in which a conflict of interest may arise.

Ratification

Directors can be protected from personal liability where members of the corporation ratify their actions.

Due Diligence

Different situations and different organizations will call for different levels of diligence. Still, acting in a cautious forward-looking manner may reduce the risk of liability before problems actually occur.

CONCLUSION

These notes should not be taken as legal advice. Proper legal advice is the application of legal principles to a very specific set of facts. The best recommendation at this stage is that if a director senses that the issue involved is important then that director should indeed seek out independent legal advice.

Support for volunteers

Committee Expenses

There is no set budget for committees. Each committee must request a budget to be ratified by the Board. The committee chair disburses these funds on committee business and committee operating expenses i.e. phone, mileage, etc. A financial statement is requested for income and expenditures. Receipts are to be kept and submitted.

Meetings, Workshops and AGMs

At the Branch level, generally volunteers are reimbursed for expenses to attend meetings, workshops and the AGM, which are called by the Branch. There is clarification sent with the notices of the meetings as to the level of financial support that will be offered. Chapters set their own policies in this regard.

Expenses/Reimbursements

CPF-PEI has a reimbursement policy that covers transportation, meals, accommodations, etc. Directors must follow the policy and request reimbursements in a timely manner. **There may be different expense policies for the Branches, National and Chapters.** Each level sets its own policies.

General Information on Expenses

As the budget is limited, please observe policies and guidelines. As a general rule, if you, as a director, incur expenses while doing business for the organization, you will be reimbursed. If you are unsure if an expense will be reimbursed, or if the expenses are large, please verify it with the Executive Director prior to incurring the expense.

1. All expenses require original receipts
2. Generally, directors pay their own expenses and are reimbursed by CPF-PEI after receipt of the expense form with attached receipts. Other arrangements can be made with the Executive Director, if necessary.

Our CPF volunteers, for the most part, DO NOT speak French.

Plan and organize meetings, workshops and conferences: Develop promotional materials, recruit speakers, plan and book facilities. A great way to get to know your community, learn transferable skills and meet people!

Program Delivery: Get involved with the Concours d'art oratoire, the Educator of the Year, and the Ambassador School Program. All these programs and others have wonderful opportunities to learn more about the school system and to help acknowledge great work in French second-language education. You could be a judge or run the whole program. You choose!

Policy Revenue and development: Major responsibilities include researching the need for policies, and developing policies appropriate to the well-being of the organization.

Policy & Government Affairs: Develop and promote positions for the board on issues concerning French education issues. Prepare submissions executive presentations to governments, etc.

Promotion: CPF volunteers speak at various information sessions and publish and distribute brochures about the opportunities of French-second-language programs. This increases enrolment and strengthens programs.

Membership & Marketing: Ensure CPF-PEI membership is kept informed of issues and activities. Promotes membership growth, service and retention.

Revenue Development & Fundraising: Major responsibilities include finding and developing successful fund-raising events suitable for CPF-PEI Branch and Chapters.

Branch (Provincial) and Chapter Boards: Major responsibilities include positions as Treasurer, Secretary, members at large, President and Vice President, as well as Chapter representatives.

Local Chapter initiatives: Major responsibilities include assessing the needs of the French second language students and responding to those needs.

And more.....

What your volunteer efforts mean to us

Becoming a volunteer with Canadian Parents for French PEI demonstrates your support for French second-language education. Your commitment gives CPF a stronger voice to effect change. Without volunteers, we would not be able to provide the much-needed extracurricular activities needed for our children studying French. Time + intensity + **practice** = SUCCESS!

Everything you do counts!

Not only does your commitment mean success for CPF and for our students, it also is a sign of support to our funders and to those with whom we meet to advocate for change.

With this in mind, CPF tracks our volunteer's contribution of time and services. This helps everyone understand the "cost" of what we do.

Examples of volunteer contributions

- Time spent on committees, planning etc
- Time spent on the phone talking to volunteers, setting up programs etc
- Time contacting volunteers for meetings or activities on the computer
- Time reading CPF material
- Time attending meetings (other than Board meetings)
- Time spent assisting with activities
- Time attending workshops or other training opportunities
- Time spent stuffing envelopes or dropping off notices to schools
- Time spent by family members

PLUS...

Any use of materials that will not be reimbursed, for example, meeting space, long-distance calls, mileage for CPF functions, babysitting time/cost while attending function in which sitters did not receive payment, photocopies, postage and office supplies.

CPF PEI "tracks" these volunteer donations.

Please see the "[Record of Volunteer contributions.](#)"

Executive Committee

The Executive committee is made up of:

- President
- Past President
- Vice President
- Secretary Treasurer

- The Executive meetings are chaired by the President.
- The Executive is able to make immediate decisions which are necessary in order for CPF PEI to make progress on specific plans, commitments and directives of the Board
- The Executive exercises powers of the Board between meetings, but may not modify any action previously taken by the Board of Directors
- The Executive is responsible for the physical arrangements of the provincial office
- The Executive responds to application for Chapter status with one month of receiving written application.
- The Executive must submit all its actions and decisions to the Board of Directors for ratification at the next Board meeting

-

Member of the Board of Directors

The Board of Directors is made up of the Executive Committee (President, Vice President, Secretary, Treasurer and Immediate Past President) plus members at large who may represent Chapters or who may not.

It is the responsibility of the CPF PEI Board to:

- uphold the constitution and by laws
- plan programs to further the goals of the organization
- ensure that resolutions passed by the membership are carried out
- set policies which reflect the goals of the organization
- seek the funds to carry out the organization's activities
- supervise the expenditure of funds
- evaluate and appraise the operation of the Provincial Branch
- ensure organizational continuity

While the specific tasks involved in carrying out both the programs and administration of the organization may be delegated, it is the responsibility of the Board to choose carefully those to whom they delegate, provide clear direction, monitor activities, appraise performance and evaluate results.

Specifically with regard to finances, while the personal liability of each Board member is protected by incorporation, there are penalties in law for negligence of duty, for not taking reasonable care in overseeing the activities of the organization. In addition, there is an ethical and moral responsibility to ensure that resources are used in the most efficient manner possible.

Members of the Board are accountable primarily to the membership at large, but also to any external funding agencies.

Job Descriptions

Activity Coordinator

- Activities contact person
- Oversees the planning of activities
- Works in conjunction with volunteers to develop and implement activities for students
- Ensuring activity reports are sent in a timely manner

Time commitment 3- 5 hrs monthly

Activity volunteers

- Works in conjunction with activity coordinator & other volunteers to develop and implement activities for students

Time commitment 3-5 hrs monthly

Communications Officer

- Works in conjunction with the Activities Coordinator to promote meetings, activities and various events
- Develops and implements Chapter communication procedure, i.e. Chapter newsletter
- Promotes CPF at all possible opportunities

Time commitment 2-3 hrs monthly

Chapter Representative

- Is the primary communication link between the Board and the Chapter
- Attends all provincial Board meetings
- Ensures information is exchanged between Branch and Chapter

Time commitment 2-3 hrs every 5 /6 weeks

School Board Meetings

- Attends the School Board meeting to gather information and show a CPF presence, does not necessarily speak.
- Needs to be aware of school issues, protocols, etc.

Time commitment 2 hrs every 2nd month

Speakers Bureau

- Speaks about CPF at various functions (Home & School, FI nights, etc)
- Must be knowledgeable about CPF and FSL.

Time commitment 1 hour every 2nd month or so

Display Coordinator

- Sets up the Chapter display at community events to promote CPF & activities, etc: set up at school open house (Meet the Teacher Night)

Time commitment 2 hrs every 2nd month or so

School Contact

- Ensures information about CPF programs is distributed to the schools in a timely manner (Chapter & Provincial) Time commitment 2 hrs monthly

NOTE: Not all of these are used at this time

Branch President

1. Is a member of the executive Branch Board of Directors
2. Is expected to coordinate and attend provincial Board of Directors meetings.
3. The president shall supervise the administration of the property, activities, concerns and general business and affairs of the Branch. He/she shall be a member ex officio of all committees except the Nominating Committee. He\she shall assume the primary function of representing the provincial Branch to the public
4. Responsible for the management of the provincial Office
5. Presides at all meetings of the provincial organization
6. Appoints, after consultation with the Executive Committee, chair persons to the standing and ad hoc committees
7. Maintains an ongoing relationship with the Office of the Commissioner of Official
8. Languages , Canadian Heritage , the Ministry of Education , & other organizations involved provincially with French language education
9. Responsible for coordinating the orientation of newly elected Board of Directors
10. Presents an Annual Report, on behalf of the Board of Directors, concerning the affairs of the organization, at the AGM

Qualifications

CPF member

Must have been active at the Chapter level for at least one year.

Should be reliable, with good communications skills, a working knowledge of CPF and demonstrated leadership abilities.

Must be able to travel

An interest in broader aspects of French education and Canadian bilingualism is important.

Branch Vice President

1. Is a member of the provincial Executive Committee
2. Assists the President with execution of duties
3. Is the liaison with the Branch President and the National President, if requested.
4. Chairs meetings and takes on other presidential duties when the President is absent.
5. Acts as chair of one or more committees as required for the efficient operation of the Branch Board.
6. May be assigned specific duties from time to time at the direction of the President. Acts as the Newsletter Editor's liaison

Qualifications

CPF member

Have commitment to and understanding of the purpose, policies and programs of CPF PEI

Willingness to serve in a volunteer capacity without remuneration or profit

Willing and able to work and participate within a group

Willing and able to undertake the specific duties of the position.

Willing and able to progress to President.

Immediate Past President

1. Is a member of the Provincial Executive Committee
2. Introduces the newly elected Provincial President to government officials and organizations dealing with French language education
3. Attends with the newly elected President initial meetings with the Dept. of Education, Office of the Commissioner of Official Languages,
4. Canadian Heritage and any other interested groups that CPF has developed a relationship with Chairs the nominations committee
5. Assumes any other tasks that may be assigned from, time to time by the Board of Directors
6. Assists with the management of the Provincial Branch Office
7. Acts as the nominations chair

Qualifications

CPF member

Have commitment to and understanding of the purpose, policies and programs of CPF PEI

Willingness to serve in a volunteer capacity without remuneration or profit

Willing and able to work and participate within a group

Willing and able to undertake the specific duties of the position.

Willing and able to progress to President.

Branch Treasurer

1. Is an executive member of the Branch Board of Directors.
2. Is expected to attend Branch Board of Directors meetings.
3. Works with the Executive Director regarding the financial matters of the organization and may be one of the designated signing authorities on the bank accounts.
4. Monitors the financial operations of the Provincial office.
5. Assists in preparing the Grant applications
6. May be assigned specific duties from time to time at the discretion of the President.

Qualifications

CPF member

Should be reliable and trustworthy

Should have a good knowledge of CPF and its funding structure

Must have knowledge of bookkeeping and budgeting procedures

Branch Secretary

1. Is a member of the executive Branch Board of Directors
2. Is expected to attend Branch Board of Directors meetings.
3. The secretary shall have charge of the use of the seal of the PEI Branch. The seal whenever used shall be authenticated by the signature of any two signing officers of the PEI Branch.
4. Takes minutes in the absence of the Executive Director at Branch Board meetings.
5. May be assigned specific duties from time to time at the discretion of the President.
6. Coordinates and oversees the publication of the Annual Report.
7. Is the authority on the Branch By-law and National By-law. Reviews and suggests changes to the provincial By-law.
8. Assists with the management of the provincial Branch Office.

Qualifications

CPF member

Should have good written communication skills

Typing skills and access to a computer preferred

Experience in minute taking an asset

By-law, policies and constitution Committee

- Drafts revisions of or additions to the Bylaws and Policies at the request of the Branch Board
- Reviews National Board decisions to ensure that policy changes conform to Bylaws and Policies
- Recommends revisions and additions to the National or Branch Board as the need arises
- Presents proposed changes in Bylaws to the membership at the Annual Meeting

Qualifications:

Excellent oral and written communication skills

Organizational skills

Knowledge of policies and procedures

CPF member

Must have been a member of the CPF PEI Board of Directors

Should be reliable with good communication skills; a working knowledge of CPF and demonstrated leadership ability.

Must be able to travel

An interest in the broader aspects of French educations and Canadian bilingualism is important.

Branch Membership Chair

1. Forms a committee made up of a contact from each Chapter and a person from the office (If needed)
2. Receives (from the office) and maintains an up-to-date computerized membership list and filing system
3. Reports to the Provincial Board on membership matters
4. Calls and chairs Membership committee meetings 3 to 4 times per year, or as needed
5. Maintains communications between Chapter Membership Chairs
6. Keeps current on National and Provincial Membership Strategies
7. May be assigned specific duties from time to time at the discretion of the President

Chapter Representative on the Branch Board

1. Is a member of the Provincial Board of Directors
2. Is expected to attend Provincial Board of Directors meetings.
3. Is the official representative for your Chapter on the Provincial Board
4. Presents a written report of Chapter activities at each Provincial Board Meeting
5. Presents a report of Provincial activities at each Chapter Board meeting
6. May be assigned duties from time to time at the discretion of the Provincial President.

Qualifications

CPF member

Knowledge of how the Chapter runs

Knowledge of CPF, its policies and procedures

Firm commitment to French Second Language Programs

Knowledge of how to work with volunteers

Knowledge of CPF its policies and procedures

Knowledge of volunteer or membership recruiting

By-law, policies and constitution Committee

1. Drafts revisions of or additions to the Bylaws and Policies at the request of the Branch Board
2. Reviews National Board decisions to ensure that policy changes conform to Bylaws and Policies
3. Recommends revisions and additions to the National or Branch Board as the need arises
4. Presents proposed changes in Bylaws to the membership at the Annual Meeting

Qualifications:

CPF member

Excellent oral and written communication skills

Organizational skills

Knowledge of policies and procedures

Member at Large

1. Participates as an active member of the Board of Directors
2. Contributes to the agenda
3. Attends board meetings
4. Contributes to the content of the meeting
5. Volunteers for the completion of board related tasks and the activities
6. Assists other directors with their assigned task, whenever possible

Qualifications:

CPF member

Excellent oral and written communication skills

Organizational skills

Knowledge of policies and procedures

Education and Francophone Liaison

1. Works with the President to develop a rapport between CPF PEI, the Francophone community, Schools Boards, The Department of Education and Early Childhood Development etc
2. Represents CPF PEI at meetings and special events where FSL programs and issues are being discussed
3. Keeps the Board of Directors aware of areas of concern in French second language education
4. Reviews publications written in French for the President and/or the Board of Directors.
5. Under the direction of the President serves as a French speaking media contact when requested
6. Assumes any other tasks that may be assigned from, time to time by the President or Executive Director
7. Develops and maintains a liaison with Francophone Associations; promotes working partnership with Francophobe Associations

Qualifications

A good working knowledge of French

Good communications skills

A good knowledge of CPF, its policies and activities

Sensitivity to the aspirations of the Francophone community and an understanding of French First Language education programs.

Branch Newsletter Editor

The following are the duties of the Provincial newsletter editor in the preparation, publication and distribution of the newsletter. Three newsletters are published annually Spring, Summer, and Fall.

1. Determine the timing and contents of the newsletter
2. Maintain an ongoing file for articles, photos, letter etc. that may be used in newsletters
3. Determine date of publication according to timed information (i.e. camps, Conference, etc.)
4. Determine routine contents (i.e. Directors reports, chapter reports)
5. Gather material/requests from contributors
6. Acquire up to date labels
7. Determine photographs to go into the newsletter
8. Determine number of newsletters in consultation with Board
9. Have newsletter typed and formatted
10. Determine number of pages, length of articles and where they best fit
11. Send to printer
12. Proof
13. Have newsletter mailed, distributed

Qualifications

CPF member

Must have good writing and editing skills

Typing skills would be an asset

Access to a word processor or computer would be an asset

Previous newsletter experience would be an asset

Nominating Committee

The nominating committee is chaired by the Immediate Past President, who holds that position until the change is made in the Presidency. In the event there is no immediate past president, or s/he declines to hold the position, the chairman shall appointed by resolution of the Board of Directors. There shall be two additional members. At least one member of the committee must be a member of the Board of Directors. The three should represent as much as possible the regions of PEI.

The committee shall present one nominee for each position on the Board of Directors. Nominees must be members of CPF. The committee should be guided in its selection by the job descriptions and suggested qualifications. Each nominee should have read and confirmed the s/he understands the job description for the Board member and for the particular position for which s/he has agreed to be a candidate, and shall have consented in writing to the nomination.

The findings of the Nominating Committee shall be made know to the Board of Directors at before the AGM meeting.

Elections are held as per the by-law.

The Nominating Committee Chair shall conduct the nomination process at the AGM.

Publicity Coordinator

1. Initiates and coordinates approved province-wide publicity campaigns with local chapters
2. Issues approved news releases and organizes press conferences on behalf of the PEI Board of Directors
3. Oversees provincial participation in National CPF publicity campaigns
4. Provides advice to local chapters vis a vis publicity and media campaigns
5. Maintains a list of provincial media contacts, including names, addresses, fax numbers, E mail addresses and deadlines
6. Maintains liaison with education editors of major media
7. Must be aware and adhere to National policies regarding CPF publicity.
8. Develops and maintains a provincial display and coordinates its appearance at CPF provincial conferences and events organized by other organizations
9. Maintains a record of upcoming external conferences at which a PEI Branch display and/or workshop might be appropriate
10. Oversees the acquisition, storage and distribution of CPF pamphlets, videos etc.
11. Advises Chapters and Membership Coordinator of changes to the VIP mailing list
12. Assumes any other tasks that may be assigned from time to time by the Board of Directors

Qualifications

CPF member

Excellent oral and written communication skills

Organizational skills

Chapter Volunteer positions

Chapter Chair

- Calls and chairs meetings
- Contact person for the Chapter
- Oversee the Chapter functions
- Disseminates information (from Branch, etc)
- Ensures reports are completed and sent in a timely manner
- Participates in / planning of Chapter activities (optional)

Time commitment: 4 / 6 hrs monthly

Vice Chair

- Shares the duties with the Chair /acts in the absence of the Chair
- Keeps abreast of Chapter activities /issues
- Participates in Chapter activities (optional)

Time commitment 4 - 6 hrs monthly

Secretary or Secretary Treasurer

- Responsible for the integrity of the Board's documents
- Taking and distributing minutes
- Reporting to the Board when requested
- Participates in Chapter activities (optional)

Time commitment 1- 2 hrs monthly

Treasurer or Secretary Treasurer

- performs the duties in connection with finances of the organization
- monitors the financial operations and provides financial reports as requested by the Board
- participates in Chapter activities (optional)

Time commitment 1- 2 hrs monthly

Membership Chair

- receives the monthly membership list from Branch
- ensure member's info is accurate
- contact to verify and inform members of any upcoming activities/meetings
- ensures the membership package is sent to all new members
- reports to the board / Branch on any membership issues
- works with Board to develop and implement activities to recruit new members

Time commitment 2-3 hrs monthly

A CONCEPTUAL DIAGRAM OF INSTRUCTIONAL SUPPORT FOR FRENCH SECOND LANGUAGE PROGRAMS



See links to the Department of Education and Early Childhood Development and School Boards under www.cpfpei.pe.ca/resources and links

How FSL is Funded in Canada

Languages Act Part VII: Advancement of English and French Section 43:

“The Secretary of State of Canada shall take measures as he considers appropriate to advance the equality of status and the use of English and French in Canadian society, and without restricting the generality of the foregoing, may take measures to. (a) encourage and support the learning of English and French in Canada (b) encourage and assist provincial governments to provide opportunities for everyone in Canada to learn both English and French.

In addition, the Official Languages Act authorizes the Treasury Board to release funds for these purposes (among others). The funds are administered by the Department of Canadian Heritage, provided as grants through the Official Languages Support Programs.

Provincially, a bilateral agreement with Canada is made on Official Languages in Education. The Canada-Ontario Agreements on Official Languages in Education include the statement, “Since 1970, the federal government has helped to defray the additional costs incurred each year by the provincial and territorial governments for minority official languages and second official language instruction.

In 2003, the federal government released a revised action plan for official languages (The Federal Action Plan for Official Languages). The plan provides funding of \$751 million for implementation over five years. In the education sector, the goals are to increase both the proportion of eligible students enrolled in French schools outside Quebec, as well as doubling the proportion of young Canadians who know the other official language. With these objectives in mind, the government will invest \$381.5 million in additional funding over five years, \$137 million of which will go toward second-language instruction.

The argument that French immersion costs more money continues to arise. In fact, a Halifax school board discovered that French immersion actually brought more money into the board. Children are in the school system anyway, teachers and classroom costs don’t vary much (if any) across the two programs (English and French) and the federal government allocates money to the province specifically for French second-language education. While it is a “politically saleable” idea, it is false.

See Appendix A for The Charter, the Official Languages Act and CPF

The Official Languages in Education Program (OLEP)

This is a protocol, renegotiated every five years, that establishes a program through which the federal government provides funds to the provinces/territories to support and assist with costs of official languages in education.

The OLEP provides funds for:

1. Minority first-language education
2. Second-language education
3. Monitor Program (Explore, Accent and Odyssey)
4. Summer Language Bursary Program
5. Special projects

A new agreement is signed every five years. Funds for minority-language education and second language education are transferred to the provinces/territories under individual bilateral agreements.

Monitor Program and Summer Language Bursary Program funds are transferred to the Council of Ministers of Education, Canada (CMEC) for administration.

CPF receives no funding directly from the OLEP. Some Branches and Chapters, upon application to their provincial/territorial Ministry (Department) of Education, do receive funds for specific projects (i.e. summer camps, youth conferences, Concours d'Arts Oratoire).

SHARED RESPONSIBILITY FOR FRENCH-SECOND-LANGUAGE EDUCATION

The members of Canadian Parents for French believe that ensuring effective French-second-language programming is the shared responsibility of governments, school districts, teachers, school administrators and support staff and parents. Shared responsibility for French-second-language programming is achieved when:

- Provincial policies and guidelines for French-second-language programs exist and are communicated directly to parents, teachers and administrators;
- Student French-proficiency achievement in French-second-language programs and current research findings are reviewed regularly, and policies and curricula are adjusted accordingly;
- A variety of accessible extra-curricular activities are offered so that all students have opportunities to practice and develop their French-language skills beyond the classroom and the curriculum;
- Adequate, sustainable program funding has been secured when funds designated for various French-second-language programs reflect the amount of time allotted to instruction in French and are used specifically for those programs; and the amount and flow of funds is transparent;
- Information about French-second-language learning is readily available to parents as their children move through the grades so they can support and encourage their children at all levels;
- Parents and other community stakeholder organizations are informed of French-second-language issues to be considered and are actively involved in decision-making at the school, school district, Ministry and government levels.

EQUITABLE ACCESS TO FRENCH-SECOND-LANGUAGE PROGRAMS

The members of Canadian Parents for French believe that every child should have equitable access to the French-second-language program of their choice. French-second-language programs are accessible to all students when:

- There is open enrolment with no admission criteria or enrolment caps so that no child is turned away;
- Transportation is provided at no cost for both urban and rural students;
- Distance learning is available to provide French-second-language learning for students in small and remote communities;
- No additional fees are charged for French-second-language programs;
- Programming and specialist services are provided for gifted, special need and Allophone students;
- Every parent is regularly informed about French-second-language options and entry points, as well as the French-language proficiency levels which can be expected from each option;
- All students receive the information they need to make decisions about continuing to learn French at the secondary and post-secondary levels as well as outside of the education system.

FULL RANGE OF FRENCH-SECOND-LANGUAGE ENTRY POINTS AND PROGRAM CHOICES

The members of Canadian Parents for French believe that students should be offered a variety of secondary and post-secondary French-second-language program options designed to meet different aspirations. Students have access to a sufficient variety of French-second-language programs when:

- There are multiple entry points to French-second-language programs at the elementary and secondary levels;
- A variety of immersion and core French programs are offered to elementary and secondary students;
- There are sufficient post-secondary opportunities for students to continue French-second-language studies.

QUALITY FRENCH-SECOND-LANGUAGE PROGRAMS

The members of Canadian Parents for French believe that Canadian students deserve high quality, effective French-second-language programs. Excellent French-second-language programming is ensured when:

- Ministries of education and school districts have written French-second-language policies and guidelines which provide written goals for student French proficiency for all programs and specify sufficient hours of French-second-language instruction to achieve those goals;
- Graduates receive official recognition of their French proficiency achievements;
- New technologies are used to enhance French-second-language learning in the classroom;
- Research into French-second-language education is supported and used to inform policies, program design and student proficiency expectations;
- There is an adequate supply of quality teaching/learning resources;
- French-second-language teacher qualifications for all programs specify French-language proficiency, second-language teaching methods and subject competence;
- Mechanisms are in place to ensure a sufficient supply of qualified French-second-language teachers;
- There are adequate professional activities for French-second-language teachers to keep up with current pedagogical practices;
- School administrators receive the resources they need in order to effectively plan for and supervise the French-second-language programs in their schools.

Board Meetings

The Provincial or Branch Board of Directors meets every 6 to 8 weeks. Usually held in September, Nov/Dec, Jan/Feb, Mar/Apr and May (prior to and at AGM) A Christmas social is held in December. Dates are set at the planning session or the September board meeting.

1. If a member of the Board is unable to attend, they need to inform the President or the Executive Director.
2. In between board meetings, directors may make decisions through conference calls or by email.
3. When and where the meetings are held is decided at the beginning of the year. The meetings are set so as to be able to accommodate as many of the directors as possible.
4. The meetings are usually 2 to 3 hours long
5. The meetings are usually held in Charlottetown (or a central location to most attendees).
6. Written directors' reports (a summary of activities you've been involved in, questions, motions, agenda items, etc.) need to be submitted to CPF-PEI office one week prior to board meetings
7. At least three days prior to meeting date, the office will send you the agenda, directors' reports and information required for the meeting. Directors are expected to read the information in order to be prepared for the board meeting.

Annual Planning Session

This is usually held in early June (could be in the fall if a meeting is not held in June) as an opportunity for board and staff to set goals and clarify the responsibilities of directors and committees. The planning session includes an orientation to CPF, setting the meeting schedule, and more.

Conferences

CPF-PEI Branch Directors, once assigned to attend a regional, branch or national conference, will be supported financially for the attendance. The policy is President and Past President for the first meeting of the new President followed by the President and VP for attendance at National Meetings

Expenses/Reimbursements

CPF-PEI has a reimbursement policy that covers transportation, meals, accommodations, etc. Directors must follow the policy and request reimbursements in a timely manner. Reimbursements might change periodically depending on the budget assigned to any particular project.

Robert's Rules Simplified: A Primer on Parliamentary Procedure

** The following was taken from the Internet. http://www.soemadison.wisc.edu/occupational_science/downloads/ROBERT'S_RULES_-_A_PRIMER.pdf

This is a simple introduction to something called "Parliamentary Procedure", based on Robert's Rules of Order, Revised. Robert's Rules are simply organized procedures that make every meeting run smoothly. The idea is that everyone who is entitled to participate gets their say, and having an organized process keeps things from either coming apart or becoming a mass of confusion. These procedures are widely used to conduct business in all faces of society, from the local community association to sessions of the US Congress.

There are many elements and corresponding rationales for the full set of Robert's Rules Newly Revised. But the basic presented below will help to you get your point across and help keep a meeting running smoothly. You can always read the full book if you want a more in-depth introduction.

Having the Floor

When a member (a person entitled to be at the meeting) wishes to speak, it is referred to as "having the floor". This rule insures that only one person is speaking at a particular moment. Getting this privilege requires being "recognized by the Chair" (the Chair being the one running the meeting). A member asks for recognition by either raising his or her hand, or saying simply "Mr./Ms. Chairman" and in essence calling for attention. Once a member has been recognized, she or he may now speak on a subject unless he/she temporarily "yields the Chair". The role of the chair is to run the meeting. Some chairs forget this.

When Another Has the Floor

After a member has been assigned the floor, he or she cannot be interrupted by a member or the chairman, except by (a) a motion to reconsider; (b) a point of order; (c) an objection to the consideration of the question; (d) a call for the orders (rules) of the day when they are not begin conformed to; (e) a question of privilege; (f) a request or demand that the question be divided when it consists of more than one independent resolution on different subjects; or (g) a parliamentary inquiry or a request for information that requires immediate answer; and these cannot interrupt him or her after s/he commenced speaking unless the urgency is so great as to justify it.

Keeping the Discussion on Subject and Asking for Information

Two methods are available to keep the discussion focussed and to clarify points of confusion or uncertainty. These involved using the privilege of calling a Point of Information and Point of Order. Saying "Point of Information" means a member wishes to ask a question to the person "having the floor" (speaking) without having them "yield" or give up floor to someone else. If the discussion starts to wander away from the subject at hand, or aide discussions begin a member may say "Point of Order". That member then may say what they believe is happening (e.g. going off subject, distractions in the room, etc.) at which point The Chair "rules" (makes a decision) and asks either the speaker to go back on subject, the meeting to "Come to Order" or decided that the speaker IS on subject and essentially overrules the point of order.

Proposing and Voting on Motions

When it comes time to take action on a subject under discussion, this is called "making a motion". A member must first be "recognized" by the Chair, and then the following sequence takes place: 1) A motion is made (Never say "I make a motion" instead say "I move that" and then succinctly state what action you propose the body to take. Often, motions are requested in written form, so they can be repeated for the membership 2) A motion must be "seconded" by someone OTHER than the person making the motion, or it "dies (is not considered further) for lack of a second". 3) If a motion is seconded, it is then "under consideration, or on the floor". There is then (and only then) a discussion of the motion, and finally 4) the group votes (through a verbal assent (those in favour saying YES or AYE, and those opposed voicing NAY or NO. The chair determines whether the motion has passed (been supported) or defeated if only ayes and nays are verbalized. Members can request a written ballot or even an individual voice vote where every member's vote is recorded. This is seldom done in large groups (except by the Congress and other assemblies or government, which often have the means for automated voting).

Amending Motions

If someone wishes to add on to a motion that has been seconded, they may offer an "amendment" that ALSO requires a second and must be accepted by the original maker of the motion. This amendment is then discussed and voted on. If approved, it alters the wording of the main motion, for which another vote is then taken. At any point during the discussion part of the motion, if a member feels the discussion has gone on too long, they may Call for the Question. This is a short way to ask the Chair to stop the discussion and to call for an immediate vote. Once the vote of a motion occurs, no further discussion of that motion is permitted. The majority has decided and the business moves on.

Rules Are Designed to Make Meetings Work for the Membership

Parliamentary procedure can get very complex, but that is a problem for the Parliamentarian, who is occasionally called on to determine appropriate rules of procedure. For most situations, if you stick to these simple rules, the meeting will go more quickly and everyone will get his or her chance to be heard. Some critical motions to have in your pocket:

This document was drafted by Charles Christiansen, Chair Legal Committee, SSO, compiled from several documents 9/9/2003

To do this:	You say this:	May you interrupt the speaker?	Must the motion be seconded	Is motion	Can you amend the motion?	What vote is required?
Adjourn meeting before	I move to adjourn	NO	YES	NO	YES	Majority
Recess the meeting	I move that we recess until	NO	YES	NO	YES	Majority
Suspend further consideration	I move we table it	NO	YES	NO	NO	Majority
End Debate	I move the previous question	NO	YES	YES	YES	Two-Thirds 2/3
Have something studied	I move we refer this	NO	YES	YES	YES	Majority
Object to procedure or	Point of order	YES	NO	NO	NO	No Vote Chair De
Consider something out of schedule	I move we suspend the rules and consider	NO	YES	NO	NO	Two-Thirds 2/3
Appeal	I move to appeal the	YES	YES	NO	NO	Majority
Parliamentary Inquiry	I move for a parliamentary inquiry	NO	NO	NO	NO	No Vote The Chair
Limit or Extend Debate	I move to limit or extend debate	NO	YES	NO	YES	Two-Thirds 2/3

Appendix G: Robert's Rules of Order - Demystified

Parliamentary Procedure is the combination of rules and customs that govern the conduct of business meetings. Robert's Rules of Order - Newly Revised (RONR, 1990 Edition) is the Parliamentary manual used by over 75% of societies, boards, and organizations.

The purpose of the rules is to help facilitate efficient meetings while protecting the rights of members (present or absent).

In order to have a meeting, officers and members are required:

a) Officers:

The minimum number of officers in a meeting is two: a presiding officer is needed to facilitate the proceedings and a secretary is needed to record them. Note that in a committee, the presiding officer also serves as secretary.

a) Members:

A QUORUM is the number of members who must be present to conduct business. A quorum must be present throughout the meeting. Decisions made in the absence of a quorum are null and void. The requirement of a quorum cannot be suspended, even by a unanimous vote.

General/Unanimous Consent

General Consent is a method of taking a vote without the formality of a motion. It can be used to facilitate routine decisions that are not likely to occasion debate.

Examples:

“Are there any corrections to the minutes” (Pause). Hearing none, the minutes are approved as read”.

“Is there any objections to the NO SMOKING rule? (Pause). Hearing none, there shall be no smoking during this meeting”.

“If there is no further business to come before this assembly, the meeting will be adjourned (Pause). The meeting is adjourned.

“Is there any objection to adding the words “Including Tax”? (Pause). Hearing none, the words are added and the motion now reads:...”

Rules of an Assembly

a) Laws of the Land

The laws have the highest precedence and include: Federal, Provincial and Municipal laws, Applicable Act, Articles of Incorporation or similar legal instrument.

Constitution and Bylaws:

The basic rules of the organization, covering provisions like: Name, Object, Members, Officers, Meetings, Executive Board, Committees, Parliamentary Authority, and Method of Amending the Constitution/Bylaws.

Rules of Order:

Parliamentary Authority + Special rules of order.

Parliamentary Authority should be specified in the Bylaws.

Special rules of order (e.g. permanent rule covering the length and number of speeches) are adopted or changed with notice and 2/3 vote

Standing rules:

Administrative rules which are adopted as ordinary main motions, e.g. No smoking rule; or: Time of the meeting

Rules of Debate

1. No one speaks without first being recognized by the chair. Recognition is on a first-come-first serve basis, except:
 - The maker of a motion is given preference for the first speech.
 - A member wishing to speak the first time on a motion is given preference over a member who has already spoken on it.
 - If possible, the chair alternates between proponents and opponents of the motions.
2. A motion is not on the floor until it is stated by the chair.
3. Upon interruption by the chair, the member stops speaking.
4. All remarks are addressed "through the chair".
5. Debate is confined to the immediately pending motion.
6. Speakers must remain courteous and refrain from personal attacks.
7. No member may speak more than two times on any debatable motion nor may any member speak for longer than two minutes each time.
8. Debate is closed by order of the assembly (2/3 vote) or by general consent.

Handling a Main Motion

A main motion is a proposal that the assembly take certain action or express a view. The six steps of handling a main motion are:

1. A member obtains the floor and introduces the motion:
Member: "Mr. President"
Chair: "The chair recognizes Mr. Smith"
Member: "I move that we purchase a desk for the secretary"
2. Another member seconds the motion (no recognition is necessary)
3. The chair states the motion (if it is clear and in order):
"It is moved and seconded that we purchase a desk for the secretary. The chair recognizes _____"
4. Debate and amendment take place (see rules of debate). Debate is closed when subsides, OR is a motion to close debate is adopted (Previous question, 2/3 vote). OR by general consent.
5. The chair puts the motion to a vote:
"The motion before you is that we purchase a desk for the secretary. All those in favour say AYE. Those opposed say NO".
6. The chair announces the result:
AYEs have it and the motion is adopted" or "The Nos have it and the motion is lost".

Notes:

1. Make sure the motion is in concise, complete, and unambiguous form before placing it on the floor. This will prevent confusion and reduce the need to amend the motion.
2. Declare a motion out of order if it violates the Law, Constitution, & Bylaws or the other rules of the organization.
3. Examples of other motions that are out of order:
 - Motions that are outside the jurisdiction of the meeting
 - Frivolous/absurd motions
 - Motions that were already decided during the same meeting
 - Motions that are in the hands of a committee

Amendment, Point of Order, Appeal

An amendment is a motion to change the wording of another motion before voting on it. If an amendment is proposed, the main motion is set aside and is brought back after the amendment is decided.

Most common methods of amending:

1. By inserting or adding words/paragraphs
2. By striking out words/paragraphs
3. By striking out and inserting

Number of amendments:

Only one Primary Amendment and one Secondary Amendment may be pending at a time. A third level amendment is not allowed.

A Primary Amendment changes the wording of the main motion.

A Secondary Amendment changes the wording of the Primary Amendment.

Number of Votes:

If two amendments are on the floor, 3 votes are needed:

First, a vote on the Secondary Amendment;

Second, a vote on the Primary Amendment (original or amended);

Third, a vote on the Main Motion (original or amended).

Making it less confusing:

- 1 State the amendment and its impact (clearly)
- 2 Non-controversial amendments may be decided by General Consent:

“Is there any objection to inserting the words...?”

Point of Order:

A Point of Order is a statement by a member that a rule of the assembly is violated. The statement must specify the rule being violated, e.g.. “I make the Point of Order that the member is speaking a third time and we are only allowed to speak twice”. In response, the chair rules whether the Point of Order is well taken or not well taken, or submits it to a decision of the assembly. The first two decisions may be appealed.

Appeal:

An appeal is a motion which allows two members who disagree with a ruling of the chair to submit it to a vote of the assembly.

Secondary Motions

There are three types of secondary motions:

- 7 Subsidiary motions
- 5 Privileged motions
- Numerous Incidental motions, e.g. Point of Order & Appeal

Subsidiary and Privileged motions, together with the Main Motion fall into the order of precedence (“ladder” of 13 motions) shown below. A motion may only be introduced when the immediately pending motion is of a lower rank, e.g.:

- A Main Motion (Rank 1) may only be introduced when no other motions are pending.
- Postpone Indefinitely (Rank 2) cannot be introduced when an amendment (Rank 3) is on the floor.

1 Main Motion Lowest Precedence SDAM

Rank2to8:SubsidiaryMotions

2 Postpone Indefinitely (refrain from taking a position) SDM
3 Amend (change wording before a vote) SDAM
4 Commit (send main motion to a committee) SDAM
5 Postpone Definitely SDAM
6 Limit/Extend Debate S A 2/3
7 Previous Question (close debate) S 2/3
8 Lay on the Table (set aside temporarily) SM

Ranks9to13:PrivilegedMotions

9 Call for the Orders of the Day (enforce agenda) 1/3
10 Question of Privilege
11 Recess SAM
12 Adjourn (unqualified) SM
13 Fix the Time (schedule an adjourned meeting) SAM

S = Needs a second

D = Debatable

A = Amendable

M = Majority vote

2/3 = 2/3 vote needed to adopt

An Enhanced Sample Meeting Agenda

- 1 Call to order: "The meeting will please come to order".
- 2 Credentials report (or announcement if there is a quorum).
- 3 Opening remarks/ceremonies
- 4 If needed: explain the agenda and debate rules. If any rule requires approval, this may be done by general consent.
- 5 Approval of minutes (by General Consent) "The secretary will read the minutes of the previous meeting." OR "The minutes of the previous meeting have been circulated." "Are there any corrections to the minutes?" (Pause). Hearing none, "The minutes are approved as read."
- 6 Reports of Officers, followed by the business which they propose. If officers do not have reports, there is no need to call on them. Business arising out of correspondence is typically handled under new business.
- 7 Committee reports, followed by motions that they propose (if any). Standing committees report first, then special/ad-hoc committees.
- 8 Special orders (Business items that were given high priority)
- 9 Unfinished (not old) business, i.e. A Motion that was interrupted when the last meeting was adjourned or a motion that was postponed from the last meeting.
- 10 New business: "Is there any new business?"
- 11 Announcements
- 12 Program, if any
- 13 Adjourn: "If there is no further business to come before this assembly, the meeting will be adjourned (Pause). The meeting is adjourned."

Note:

There is no need to move to receive a report after it was read. If a report does not propose any action, all that needs to be said is "The report will be placed on file". There is also no need to adopt a report (except the audited financial statements), unless it is to be published as the official statement of the organization.

The presiding officer's duties are:

- 1 Checks the quorum and opens the meeting at the prescribed time
- 2 Announces business in the proper sequence
- 3 Recognizes members entitled to the floor
- 4 States and puts motions to a vote and enforces rules of debate
- 6 Refuses to recognize frivolous motions and protects member rights
- 7 Expedites business
- 8 Decides questions of order and responds to parliamentary inquiries
- 9 Closes debate on order of the assembly
- 10 Declares the meeting adjourned

Planning a Business Meeting

A successful business meeting (a board meeting or a membership meeting) is the result of preparation, attention to the smallest of details, and anticipation of problems and conflicts.

A meeting should be planned with the best interests of the members and the organization in mind. Thorough planning will earn the respect of members. It will enable the presiding officer to focus the meeting on the issues that the organization needs to decide. Here are a few planning ideas:

1. Review the bylaws, constitution, legal instrument, standing rules, minutes of previous meetings, parliamentary authority, and other relevant documentation.
2. Contact all officers and committees, confirm attendance and check what business (if any) they intend to present. Inform them of any time constraints and request cooperation. It is advisable to review their reports before the meeting.
3. If the business of the meeting is complex, or controversial, it is advisable to engage a parliamentarian to assist with the agenda, president's script, and bylaw amendments and with advice on meeting procedure (before and/or during the meeting).
4. Prepare the agenda and rules for the meeting. It may be wise to specify a realistic time frame (opening and closing times and interim milestones), subject to the approval of the meeting.
5. Send the notice of the meeting as required by statute or by the bylaws. Make sure to comply with all requirements regarding Special Resolutions, Nomination and Election Procedure. Prevention is so much better than fire fighting!!
6. Talk to the facilities coordinator to ensure that the room is set up properly and that all necessary equipment (e.g. microphones, overhead projector) is available. Test audio-visual equipment and microphones (remember Murphy's Law) and have a spare light bulb for the overhead projector), a gavel, a list of members and committees, ballots.

On the Day of the Meeting

- 1 Bring all necessary documentation (see planning a meeting), a gavel (if used), a list of members and committees, ballots.
- 2 Check the room arrangement and ensure that final necessary adjustments are made.
- 3 Before opening the meeting, check if there is a quorum.

Voting Rights

In large assemblies the presiding officer usually refrains from voting. If a voting member, the chair may vote in case of a ballot vote and may (but is not compelled to) vote when his/her vote will affect the results, e.g. to make or break a tie.

Debating Rights

In large meetings the presiding officer stays out of debate. If a crucial point was omitted, he/ she may vacate the chair to speak and must stay out of the chair until the motion is disposed of. This practice should be kept to a minimum, to maintain impartiality.

When the decision of the chair is appealed from, the presiding officer explains the ruling with- out vacating the chair.

Ethics

Consider these affirmations for an effective presiding officer:

“I am here to lead you in democratic, fair and free debate. My job is to safeguard the rights of the Majority, the Minority, the Individual, the absentee and all these together; to up- hold the constitution, bylaws and other rules of the organization.”

“I will ensure that debate is conducted as smoothly and as efficiently as possible, in a civil and orderly manner. I am here as an impartial leader and my mandate is to serve the membership. It is probably best if I can take myself lightly and my work seriously.”

Volunteers with CPF are asked to track donations made to CPF. Donations can include time, long- distance telephone, office supplies, use of rooms in your house for meetings, etc. If a contribution is in doubt, please record it, a determination will be made at the Branch if it is useable. See examples below.

Date	Donation Description	Valued at
May 1	1hour attending a planning meeting	\$15
May 1	Room rental\meeting held at my house	\$10

Submitted by _____ Date: _____

Volunteer position: _____ Chapter: _____

CPF-P.E.I. Report on extracurricular activities/Branch representatives at special events

1. Name of member attending:
2. Event\workshop\meeting title:
3. Host association:
4. Date:
5. Place:
6. Agenda\subject material:
7. What did you learn that could benefit CPF-P.E.I.? What function did you play for CPF-P.E.I.?
8. Financial cost? e.g. will be claiming for mileage, registration fee, etc: per mileage rate

Date of report

Signature

“You do not learn from your experience, you learn from reflecting on your experiences”

An **expense claim form** should have: Date of expense, Date of submission for expense, Date settled, your name and contact information, the amount of the expense, the reason for the expense, the motion that authorized the expense (if there is one), the requestors' signature as well as the treasurer's signature when it is paid.

Who is who in Government

[Our Patron National](#) - His Excellency, the Right Honourable David Johnson, Governor General of Canada

[Our Patron, Branch](#) - His Excellency, the Honourable H. Frank Lewis, Lt. Governor of PEI

[Department of Canadian Heritage](#) - The Honorable James Moore, Minister of Canadian Heritage and Official Languages

[Office of the Commissioner of Official Languages](#) - Graham Fraser, Commissioner of Official Languages and Mylène Thériault, Atlantic Region Commissioner's representative

[Council of Ministers of Education](#) - Jody Carr, Minister of Education New Brunswick

[Prime Minister of Canada](#) - Right Hon. Steven Harper

[Premier of PEI](#) - Hon Robert W.J. Ghiz

[Members of the Legislature](#) <http://www.assembly.pe.ca/members/index.ph/>

[Minister of Education and Early Childhood Development](#) - Alan McIsaac

[Deputy Minister of Education and Early Childhood Development](#) - Sandy MacDonald

[Director of Public Education](#) - Imelda Arsenault

[Superintendent of the Eastern School District](#) - Ricky Hood

[Superintendent of the Western School Board](#) - Jane McMillan

[Superintendent of La Commission scolaire de langue français](#) - Giles Benoit

[Chair of the Western School Board](#) - Gary Doucette

[Chair of La Commission scolaire de langue français](#) - Robert Maddix

Acronyms

Advocated for Language Learning (AL)
Canadian Information Office (CIO)
Canadian Associations for Cooperative Education (CAFCE)
Canadian Association of Immersion Teachers (CAIT/ACPI)
Canadian Association of Second Language Teachers (CASLT)
Canadian Education Association (CEA)
Canadian Federation of Independent Schools (CFIS)
Canadian Modern Language Review (CMLR)
Canadian School Boards Association (CSBA)
Canadian Society of Association Executives (CSAE)
Canadian Teachers' Association (CTF)
Commission Nationale des parents francophone (CNPF)
Council of Ministers of Education, Canada (CMEC)
Council for Canadian Unity (CCU)
Department of Canadian Heritage (CH\PCH)
Early French Immersion (EFI)
Federation des communautés francophone et acadienne du Canada (FCFA)
Federation de la jeunesse canadienne - française (FJFC)
French Immersion (FI)
French Language (FL)
French first Language (FFL)
Intensive Core French (IF or ICF)
Late French Immersion (LFI)
Middle French Immersion (MFI)
National Voluntary Organizations (NVO)
Ontario Institute for Studies in Education (OISE)
Parents pour la promotion de l'apprentissage de l'anglais comme langue seconde (PPAALS)
Society for Educational Visits and Exchanges in Canada (SEVEC)
Society pour la promotion de l'enseignement de l'anglais au Quebec (SPEAQ)

HISTORICAL PROFILE OF CANADIAN PARENTS FOR FRENCH
NATIONAL ASSOCIATION, 1977-1997 Revised July 1997

1977

March- founding "Parents' Conference"

June- first CPF National Newsletter

October- first National CPF Conference

1978

National Office opened in Ottawa (two part-time staff)

National Conference resolution: creation of a national French language resource centre

1979

May- published Annotated Bibliography of Articles and Books on Bilingualism in Education

July- First paid memberships come into effect (\$5.00 fee)

November- Secretary of State-funded pilot project for national study of parents' interest in French for their children

1980

January- first edition of SoYouWantYourChildtoLearnFrench

Spring- first edition of CPFImmersionRegistry published. Meetings begin between CPF — COL, CTF, L'ACELF re Canadian French language information network

Summer- First separate SummerProgramsinFrench book published. "How To Be An Immersion Parent" pamphlet published. National Study- 2nd year

National Mini-Conference project, first year

1981

National Study, final year

Yukon and Northwest Territories became members of the CPF National Board

National Mini-Conference project, second year

1982

Spring- First annual mail-out promoting CPF-published materials to all school boards offering immersion, provincial ministries of education, and faculty of education libraries

"What is French Immersion" and "CPF and You" pamphlets published

1983

"CPF and the Teacher" and "What is Core French" pamphlets published.

September- First CPF Conference on Post-Secondary French held at Glendon College, Toronto

1984

May- CPF British Columbia Conference on Post-secondary French

September- Ottawa Conference on Post-secondary French

October- Policy agreement concluded between La Fédération des francophones hors Quebec (now FCFAC) and CPF supporting the rights of children to learn French as a first or second language

“What is Late French Immersion” and “What is Continuing French Immersion” pamphlets published 1985

May- First Festival National d’art oratoire sponsored by CPF. CPF SK/MB Conference on Post-Secondary French

June- CoreFrenchinCanada, Volume 1 published

September- Second Toronto Conference on Post-Secondary French. Atlantic Conference on Post-Secondary French

1986

January-March- Multi-media “Making Choices” Information campaign. MoreFrench,s’ilvous plait! published

March- Core French in Canada, Volume 1 (updated) and Volume 2 published. National Seminar on Post-Secondary French (Ottawa)

May- “La CPF et Vous” and “CPF and Your Organization” pamphlets published

June- Second Festival national d’art oratoire. Presentation to Joint Standing Committee on Official Languages

November- National Seminar on Summer Programs in French

December- “La CPF et le professeur” pamphlet published. Report of National Seminar on Post-Secondary French distributed

1987

June- New Official Languages Bill tabled in House of Commons. CPF issues new release, approving overall direction of Bill

August- Presentation to Special Joint Committee on the 1987 Constitutional Accord. “French: It Makes a Difference” secondary/post-secondary French information kit published

December- “Why Learn French” pamphlet published

1988

February- “Rendez-Vous Canada” youth conferences in French launched, thanks to a generous grant from The CRB Foundation of Montreal. Presentation to the Senate Committee of the Whole on the 1987 Constitutional Accord

April- Presentation to the Legislative Committee to the House of Commons on Bill C-72 Official Languages Bill

1989

January- “Learning French Matters” public awareness campaign is launched

February- Second year of “Rendez-Vous Canada” program begun

June- Festival national d’art oratoire held in Charlottetown, PEI to commemorate the one hundred and twenty fifth anniversary of Fathers of Confederation Conference

1990

January- Revised edition of So You Want Your Child To Learn French! published

February- “Rendez-Vous Canada” program concluded

October- Special enlarged National Conference to recognize Year of the Chapter. Launching of “A Wider Vision/Elargir les Horizons”. Strategic planning begun

1991

February- New Mission Statement approved

May- Meeting of the National Board of Directors and Festival national d’art oratoire in Quebec City

October- Fifteenth National Conference in Yellowknife, NWT

December- Appearance before Beaudoin-Dobbie Special Joint Committee on a Renewed Canada. Released short video, “CPF and You: Making Bilingualism Happen”

1996

First year of National Youth Program, offered in cooperation with the “Encounters with Canada” program

March- “Proud of Two Languages” video launched. “FAQ” special report published

April- 4th annual “Write it up!” contest held

November- Twentieth National Conference in Charlottetown, P.E.I

1997

January- National Office moved to re-locate with the Canadian Association of Second Language Teachers and the Canadian Association of Immersion Teachers

April- 5th annual “Write it up!” contest held. Launching of CPF website

April/May- Began revision of Mission Statement

May- Second year of partnership with the Council for Canadian Unity and the Terry Fox Centre

1998 – 2004

2005 – 2011 Quebec Branch

2008 – New strategic plan

2009-2012 – to be completed