

CPF Canadian Parents for French

Newfoundland and Labrador

CHAPTER MANUAL



Our Governing Principles

CPF 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 (FSL) learning opportunities for young Canadians.

CPF Vision Statement

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

CPF Values Statement

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

Our Background and History

Some Background

Imagine a generation of Canadians comfortably 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 FSL learning opportunities for young Canadians. We believe that learning a second language not only increases communication, it enhances thinking skills, widens horizons, and develops appreciation of and respect for other peoples and other cultures. We see Canada's two official languages as an opportunity for our children. We believe that learning both English and French in publicly funded schools is the right of children growing up in an officially bilingual country, is an essential ingredient of a quality Canadian education and a sound investment in our youth and the future of Canada.

Through our 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. We endeavour to pursue our mission with diligence and excellence because Canadian children deserve our best efforts.

CPF History and Accomplishments

Canadian Parents for French (CPF) was founded 1977. It has been a driving force behind the popularity and growth of FSL programs throughout Canada. CPF began with 35 parents looking for better opportunities for their children to learn French and has grown to over 15000 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 170 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 FSL 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.

Since its inception, CPF has served as a support network for parents who want their children to learn French, providing them with information, ideas and inspiration.

Recognizing that children need out-of-school experiences with French to reinforce and enhance their learning, CPF has also:

- Served as a clearinghouse of information on extracurricular opportunities; and
- Worked on its own and in cooperation with other stakeholders to offer such activities.

CPF Structure

Individual	Member	joins (18,000)
	A Chapter	(170), which are part of
	Branches	10 provincial/territorial offices, which are part of
	CPF	as a national association headquartered in Ottawa

Membership Requirements (as laid out in CPF National and Branch By-Laws)

- 10 voting members to form a chapter
- 50 voting members and 2 chapters to form a branch

Roles

National Office: National/international communications
Strategic planning
National Standards and Policy
Development of Skilled Leaders
Programs and services to support CPF Branches

Branch Office: Branch Communications
Strategic Planning
Implementation of National Standards
Development of Branch Policies and Procedures
Programs and services to support CPF Chapters
Outside-the-classroom French Living/Learning Experiences

Chapters Chapter Communications and Dissemination of Information
Program Support for FSL
Recruit members and volunteers
Outside-the-classroom French Living/Learning Experiences

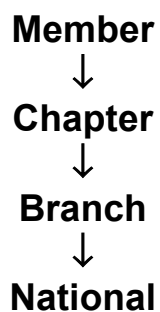
CPF was established as a three-tiered organization because the most fundamental decisions about the provision of FSL learning take place at three levels. They are:

1. Federal Government (which encourages and supports FSL learning)
2. Provincial Government (which have constitutional authority over education) and;
3. School Boards (to which many decisions are delegated by the provincial government).

The three levels are also important because conditions and needs can vary from jurisdiction to jurisdiction. Therefore, initiatives and responses must be tailored to meet the local context. Finally, the three levels form a coherent network that reaches into many communities allowing our members to more effectively work together to promote

and support FSL learning.

CPF Lines of Communication



Individuals interested in FSL programs join CPF for information and to support its goals. They band together to form Chapters, which work within communities to inform parents and provide language and cultural enrichment activities. The Chapter also becomes the official voice of the organization with local educational authorities.

Canadian Parents for French – Newfoundland and Labrador (hereinafter referred to as “CPF-NL” or the “Branch”) coordinates activities within the province, facilitates the sharing of information, and speaks on behalf of members with provincial education authorities.

CPF National facilitates the sharing of information throughout Canada, speaks on behalf of members with the federal government, and provides for promotional and support materials.

Chapter Development and Maintenance

Definition of a Chapter

According to CPF National and Branch By-Laws, a Chapter can be formed when there are 10 current members in a given area. Please contact the Branch Office or our website for guidance on this issue and for support and materials to help you form a CPF Chapter in your area.

How to Develop a Chapter

- Have at least 10 CPF members in good standing
- Hold a meeting of members and agree to start a CPF Chapter
- Appoint a Chapter Contact person to communicate with the Branch and National office
- Establish an executive committee of at least four (President, Vice-President, Treasurer, Secretary)
- Obtain and complete the Chapter Application Form and return it to the Branch Office as soon as possible
- Set up a bank account in the Chapter name (Canadian Parents for French – xyz Chapter) with two signing officers required, one of whom must be the Treasurer.
- Establish immediate priorities

How to Maintain Chapter Status

- Maintain a membership of at least 10 CPF members in good standing
- Have a Chapter Annual General Meeting by May 15 with an election
- Keep the Branch Office informed of any changes to your executive
- Submit a Chapter Application Form (forms provided by Branch office) by April 15. Chapters are required to file the appropriate reports as determined by the Branch.
- Support the objectives and operate within the processes of CPF
- Maintain communication within CPF

Use of Corporate Name

To ensure consistency in the use of the Corporate Name, “*Canadian Parents for French*”:

- (a) The form of the name for the branch will be ‘Canadian Parents for French’ followed by a hyphen and the name of the branch (‘Canadian Parents for French – Newfoundland and Labrador’);
- (b) The form of the name for a chapter will be ‘Canadian Parents for French’ followed by a hyphen and the name of the chapter (e.g. ‘Canadian Parents for French - Gander Chapter’);
- (c) That new Chapters will first seek the permission of the Board to use the corporate name, “Canadian Parents for French”.

Who Does What -- Chapter Board of Directors Summary of Duties

All members of the Chapter Board of Directors and its committees must be members of CPF in good standing.

President

- Responsible for the integrity of the board process, including effectiveness of meetings and the boards adherence to its own rules
- Chairs board meetings, keeps decisions focused, ensures fair deliberations
- Represents the board at community and CPF functions including Branch and National Annual General Meetings and Conferences
- Participates in Chapter activities

Qualifications

- Must have previously been a member of CPF
- Should be reliable, with good communication skills, a working knowledge of CPF and demonstrated leadership abilities
- An interest in broader aspects of French education and Canadian bilingualism

Vice President

- Acts in the absence of the President and works in cooperation with the President to achieve the above
- Stays informed
- Participates in Chapter activities

Qualifications

- Must have previously been a member of CPF
- Should be reliable, with good communication skills, a working knowledge of CPF and demonstrated leadership abilities
- An interest in broader aspects of French education and Canadian bilingualism is important

Secretary

- Responsible for the integrity of the board documents
- Responsible to the board for reporting on any inconsistencies of board actions
- Coordinates and oversees the publication of the annual report
- May be responsible for acting as a Board liaison to one or more committees
- Participates in Chapter activities

Qualifications

- Should have good written communications skills
- Typing skills and access to a computer preferred
- Experience in minute taking an asset

Treasurer

- Performs duties relating to organizational finances as required by the board
- Monitors financial operations
- Assists in preparing Grant applications
- Attends monthly meetings
- Participates in Chapter activities
- Provides financial reports for the Branch
- May be responsible for acting as a Board liaison to one or more committees

Qualifications

- Should be reliable and trustworthy
- Should have a good knowledge of CPF and its funding structure
- Must have knowledge of bookkeeping and budgeting procedures

Other Possible Job Descriptions**Membership Coordinator**

- Maintains an up-to-date computerized membership list
- Assists in the recruitment and maintenance of members
- Supervises the work of membership committee members
- Reports on membership committee activities to the chapter executive and chapter general meetings
- Looks at all chapter plans and activities to encourage membership development
- Reminds all volunteers of how to use their activities to promote membership
- Ensures that all chapter executive members are members of CPF in good standing
- Develops and implements activities to recruit and retain members for the Chapter

Qualifications

- Knowledge of how to work with volunteers
- Knowledge of CPF's policies and procedures

Membership Committee

- Maintains the local membership list and records
- Contacts members before expiry to remind them to renew
- Contacts new members to welcome them
- Contacts members who have renewed to thank them
- Contactst those whose memberships have lapsed to encourage them to renew and/or to conduct an exit interview (to find out why they are no longer interested in belonging to CPF with the objective of learning how your chapter can better serve its members)
- Ensure that CPF pamphlets or other membership promotion materials are

available where potential members will see or receive them (libraries, schools, community centres, medical clinics, day cares, chapter displays)

- Always carry a few membership forms in the purse, pocket, or briefcase;
- Help make new people feel welcome at meetings

Qualifications

- Knowledge of how to work with volunteers
- Knowledge of CPF and its policies and procedures

Newsletter Editor

- Determines timing and Content of Newsletter
- Gathers Material
- Formats Newsletter
- Has Newsletter printed
- Distributes Newsletter
- Submits articles for the National Newsletter

Qualifications

- 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

Publicity Coordinator

- Liaises with Branch publicity coordinator regarding province-wide publicity campaigns
- Issues approved news releases
- Oversees participation in National CPF publicity campaigns
- Maintains a list of media contacts
- Adheres to national policies regarding CPF publicity
- Oversees the acquisition, storage and distribution of CPF pamphlets, videos etc
- Assumes any other tasks that may be assigned from time to time by the Chapter Board of Directors

Qualifications

- Excellent oral and written communication skills
- Organizational skills

Francophone Liaison

- Works towards developing and maintaining a rapport with the local Francophone community
- Keeps the Board of Directors aware of areas of mutual concern to CPF and the Francophone community
- Reviews publications written in French for members of the Board of Directors
- Serves as a French speaking media contact

Qualifications

- Good working knowledge of French
- Good communication skills
- Good knowledge of CPF and its policies and activities
- Sensitivity to the aspirations of the Francophone community and an understanding of French First Language programs

CPF Needs Chapters!

A significant part of our influence nationally and provincially is due to our strength in numbers. Funders, policy-makers and key decision-makers want to know that beyond it's membership numbers, CPF has organized activity in communities across the country.

More than this, CPF needs Chapters to coordinate efforts to obtain, keep and improve quality FSL programs.

CPF Chapters also provide focused activities outside the classroom for children to learn and use their second language.

Chapters Need CPF!

CPF provides its Chapters with information and resources to help achieve its mission in the community.

In addition to links with over 170 CPF Chapters across the country, CPF can provide:

- Informative publications to help parents choose a FSL program for their child
- Promotional materials to identify and promote yourselves as a local group associated with a strong national network
- Resource people at the Branch and National offices to answer your questions
- Access to the latest research in the field of FSL education
- Portion of membership fees (65% of the fee) to fund local activities
- Conferences, seminars, a website forum and other opportunities to connect with a network of people across the country who are facing and solving similar issues in their communities.

Chapters Need Members!

- Our members give us a voice--without them 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.
- CPF is funded in part by its members and the local chapter receives 65% of the membership fee. This amounts to \$16.25 for every member. These resources

allow chapters to fund activities at the local level that would not otherwise be possible.

Chapter Activities

CPF Chapters are involved in varying degrees with the following:

- Monitoring school board meetings
- Writing and presenting briefs as required
- Developing and supporting extra curricular activities of children in French
- Holding information meetings for parents
- Advocating for school boards to institute FSL Programs or expand existing ones
- Keeping up-to-date information on programs offered in your school district and supplying these to National office for use in the immersion and core registries
- Keeping the chapter active by continually recruiting new members, working together to facilitate cooperative advocacy
- Establishing and maintaining a good rapport with media in your area. (A media relations guide is available from the Branch Office)
- Maintaining a good relationship with schools, board administration and French Program Specialists
- Communicating ideas, concerns and any new information regarding FSL programs
- Establishing contact and possible partnerships with francophone groups in your area
- Offering workshops for members on subjects pertinent to personal and group goals (These could include stress management, public relations, and advocacy skills.)

Reporting Requirements

Reporting to Your Members

In Addition to keeping your members apprised of your activities on an ongoing basis, the Branch and National By-Laws require specific reporting to be done at your Annual General Meeting. This will include your financial statements and Annual Report. Please see Appendix A for a sample Chapter Annual General Meeting Agenda.

Reporting to CPF- NL

In addition to keeping the Branch informed of local trends, issue and activities on an ongoing basis, the following specific reports are required by:

- | | |
|----------------|---|
| April – March: | Monthly Chapter Volunteer Hours Form |
| April 15: | Chapter Application Form (All Sections) |
| May 16: | Executive and Banking Change Form must be submitted immediately following your AGM that is to be held by May 15 of each year (Please see Appendix B for a copy of the form) |
| October 1: | Updates for <i>The CPF Guide to Immersion and Extended Core French</i> |

Reporting to Lotteries Licensing Branch (Department of Justice)

A revised lottery licensing program came into effect on January 31, 2002. The main purpose of the new program is to simplify the process for licensees by issuing licenses through the Government Service Centres (GSC) throughout the province.

All forms, including Lottery Financial Report Forms, can now be downloaded from the following website: www.gov.nf.ca/gsl/tpj. Applications can be dropped off at any GSC. Please contact the Branch Office before submitting Lottery License Applications.

Please note the following:

- License fee is 1% of the amount reported as your “Total Prize Payout”
- Attach a list of winners
- Ensure that the financial report is signed by a principal officer of your chapter
- Make cheques payable to “Newfoundland Exchequer”
- Keep a copy of the financial report for your records
- Financial Report, unless otherwise stated on the back of your license, is due 60 days after the expiry date of your license
- Failure to file a financial report may affect your chapter’s ability to obtain further

licenses.

Knowing Where You're Going and Deciding How to Get There

You will need a:

- Plan of Action
- Timetable
- Committee of committed volunteers who know their roles and responsibilities
- Delegated Responsibilities: who, what, when, where, and why important
- Resources: human, materials, funds
- Coordination

Knowing the answers is only the beginning. It is possible for just a few hardworking, dedicated parents to effect important changes within a school system, but they must be organized, thorough, and patient.

Formulate a plan of action, including a timetable. Whether you created an executive or a steering committee, spread the workload and establish specific responsibilities. Each person should know what he is expected to do, why it is important, when it is to be done, and to whom they should report.

Consider the human resources available to you. Are any community leaders willing to lend their support? Can you have experts in the field of language learning come to speak on the subject? Are people, who have had children in a similar program elsewhere, willing to discuss their experiences? Do you have a skilled computer operator in your group? Are there parents able to do some phoning or e-mailing? Who might enjoy writing publicity releases? Is there an artist able to make or design posters?

Will you need funds to cover items such as mailing, photocopying, and public meetings? Find out if financial assistance is available through the Branch Office. Otherwise you may have to consider fundraising and donations.

Be sure at all times that your individual efforts are coordinated. Disorganization and poor timing can defeat you before you have begun.

CPF can provide you with speakers or resource people to attend parent information meetings.

CPF Alberta has developed a 16-page publication that discusses this section in much more depth. Please contact the Branch Office for a copy.

Business Meetings That Work

Meetings are necessary to transact business, solve problems, change policy, review progress, organize thinking, and involve members. They are an active means of communication. A well run, organized meeting will last a short period of time and keep members interested in attending.

Why do people come to meetings?

- Social: to see friends and meet new people
- Information: seeking accurate, timely, and personally interesting information
- Good time: entertaining speakers and interesting programs

Why don't people come back to meetings?

- Social: no one talked to them, they were not invited to participate
- Information: they didn't get their questions answered
- Bad time: they were bored or they feel they wasted their time

Time

In this day and age time is very valuable. Don't call unnecessary meetings.

Social

Allow time before the meeting for the important rituals of meeting and greeting people. Refreshments can make a dry meeting much more palatable. Try to seek out new people and make them feel welcome. Invite people to volunteer for jobs that fit with their field of expertise and or interests when they are ready to become more actively involved.

Information

Circulate or copy the agenda, minutes, reports, correspondence and relevant e-mails so that all attendants feel able to fully participate in the meeting. Ensure that there is an opportunity for an open question and answer period.

Tips for a successful meeting

- Plan and post an agenda of topics to be discussed
- Make sure the meeting room is clean, comfortable and large enough to accommodate everyone
- Start on time
- Ensure only one speaker speaks at a time
- Time topics
- Allow everyone the chance to participate
- Take minutes

Meeting Facilitation (usually the responsibility of the President)

- Creating a framework for discussion and establish clear agenda.
- Working with the group to establish decision-making mechanisms
- Advising participants of expectations
- Advancing the discussion by raising key questions, summarizing, and identifying themes as they emerge
- Ensuring active participation by all: encouraging newcomers and handling strong personalities who may dominate or disrupt the discussion for other participants
- Prompting participants by e-mail to make sure they have an opportunity for input on all discussion topics
- Summarizing and closing the discussion by stating emerging consensus or calling a vote

Additional information on organizing and running productive meetings can be found in Appendix C.

Sample Agenda

Opening statements
Approval of agenda
Review and approval of minutes of last meeting
Follow up of issues from the last meeting
Financial report
Reports from committees
New business
Review of progress
Approval of agenda for next meeting
Adjournment

A message to live by:

A productive meeting starts with the adjournment of the previous meeting!

Working Together

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:

- To be able to critically assess our work, improve and move on
- To be able to trust and be trusted
- To have open, honest communications
- To know everyone is kept 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
 - a) establish criteria for a good decision
 - b) list all possible options/ideas/opinions
 - c) discuss the merits of each and assess against established criteria
 - d) choose the best solution; confirm and document it
- 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 to Avoid Some Chapter Pitfalls

- Support all FSL programs including core French and immersion. This enlarges the potential group of members and volunteers and will avoid any conflict between supporters of various programs.
- Offer incentives to members, students and volunteers to congratulate effort and achievement and to motivate future involvement.
- Communicate with the Branch Office regularly
- Learn how to delegate to avoid burnout
- Find ways to have fun
- Keep meetings short enough to keep attention and long enough to accomplish clearly defined goals
- Find family activities for members and volunteers to keep kids in the picture
- Set up a newsletter to offer members an accessible and easy way to keep in touch
- Keep the media aware of Chapter activities
- Offer resources to parents to keep them active and aware. (Speakers, updates of recent research or information about upcoming policy and funding issues can be invaluable.)

Insurance

Directors' and Officers' Liability

CPF's Liability Insurance policy protects all National and Branch members, employees, committee members and "any other person acting on behalf of the association or at the direction of an office or board of directors of the association" against personal suits for reasons such as negligence in fulfilling proper administrative functions, conflict of interest, acquiescence in improper or wrongful acts of fellow officers or directors, failure to honour employee contracts, mismanagement of funds, failure to deliver services, false or misleading reports, etc...

Exclusions: Libel or slander, gaining of any personal profit or advantage to which directors or officers were not legally entitled, fraudulent acts, property damage and bodily injury (covered under the general liability policy), suits against the organization's name only.

Comprehensive General Liability

All of the branches as well as the National level participate in CPF's Comprehensive General Liability policy. It protects CPF-NL as well as any executive officer, directors, member, employee or volunteer while acting within the scope of their duties (claims for alleged wrongful acts are covered by the Directors' and Officers' Insurance). It claims against bodily injury, property damage to a third party, libel and slander, injury to an employee and some other items. It covers any of our "ordinary" activities such as meetings, conferences, displays, fundraising events, public speaking events, workshops, information booths etc... There are a number of exclusions including items normally covered by the Office Contents Insurance, an individual's automobile insurance and the Workers' Compensation Board.

Summer Camps and Other CPF-sponsored events

CPF, through Marsh Canada, provides insurance for the summer camps and other activities put on by Branches and or Chapters by an addition of a special endorsement on our comprehensive liability policy. Premiums are based on the number of children campers, or the required amount of coverage.

The insured is the CPF organizer of the camp/event who is protected against lawsuits from third parties claiming bodily injury or property damage. This policy would only respond if CPF or one of its camper employees/volunteers were found to be negligent. Please contact the National Office for information on how to access this policy and obtain a certificate of insurance.

Special Events

CPF's insurance also covers special events in malls, schools etc., for general liability coverage. These locations may ask for certificates of insurance to prove coverage. These certificates are available through the National Office.

The Fine Print

Chapter Application Guide and Form

In this time of increased governmental due diligence, governmental departments require CPF-NL to provide enhanced accountability for all funding that it transfers to its chapters and for all activities conducted at the chapter level. Consequently, CPF-NL has prepared a Chapter Application Form to assist chapters prepare their annual returns and re-apply for CPF-NL official chapter status. This form will also be used for new chapters wanting to apply for CPF-NL chapter status for the first time. A Guide accompanies the Application Form and provides a detailed outline of the type and content of information required for the application to be considered complete for assessment and evaluation purposes. Please see Appendix D for a copy of the Chapter Application Guide and Form.

CPF's Registered Charity Status and What it Means

CPF is a registered Canadian charity, number 11883 5131 RR0001. 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.

Likewise, CPF – NL is, in its own right, a registered Canadian charity, number 10076 9835 RR 0001. The Branch is also entitled to issue receipts for donations.

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 foundation or a 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 getting 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.
 - There are 78,000 charities registered in Canada
 - They hold \$11 billion in property
 - This means \$220 million in foregone revenue to the treasury
- 2: Donations to registered charities are tax-deductible or tax-creditable to the donor.
 - The amount of charitable donations claimed for tax purposes each year exceeds \$3billion, which equals \$600 million of foregone revenue to the government

Due to the very stringent regulatory requirements, CPF Chapters are not encouraged to become registered charities but to work under the auspices of the Branch.

Being a registered charity carries with it the responsibility of using this status wisely and in accordance with Canada Customs and Revenue regulations. Please contact the Branch Office or CPF National if you have any questions regarding how and when tax receipts can be issued or any other matters related to our charitable status.

Charitable Donation Receipts

1. Any Chapter of CPF-NL which has registered with Revenue Canada as a registered charity may issue a charitable donation receipt for a donation made to it in its own name and retain all of the donation, and will be responsible for filing appropriate financial reports with Revenue Canada.
2. Any Chapter of CPF-NL which has **not** registered with Revenue Canada as a registered charity and which receives a donation, will:
 - (a) Have the cheque made out to CPF-NL
 - (b) Send the cheque to the Branch Office.
3. The Branch office will immediately send a cheque to the Chapter and write a receipt to the donor.

Incorporation

Incorporation and Registered Charity Status are two different things. Incorporation allows an organization to operate within the Province of Newfoundland and Labrador as prescribed by legislation passed by the Government of Newfoundland and Labrador. Please visit www.gov.nf.ca/gsl/cca/cr for additional information on incorporation of non-profit organizations.

CPF – NL does not recommend that chapters become incorporated. For additional information on incorporating your chapter and regarding requirements for the use of the name “Canadian Parents for French”, please contact the Branch Office.

A Checklist for Chapter Board of Directors

Branch staff members as well as the Branch Board of Directors are as close as a phone call to help you. Please don't hesitate to phone if you have a question, problem, or suggestion.

To ensure that you have everything you need to effectively run your chapter and keep the Branch informed, the following is a checklist of items you should have on hand.

- ✓ Chapter Manual
- ✓ Branch By-Laws
- ✓ CPF-NL Policies and Procedures Manual
- ✓ Chapter Application Guide and Form
- ✓ Volunteer Hours Form
- ✓ Chapter stamp (for provincial brochure)
- ✓ CPF - Chapter letterhead, incorporating the CPF logo
- ✓ List of current Chapter Board of Directors
- ✓ List of current CPF-NL Chapter Presidents and CPF-NL Board of Directors
- ✓ Current Chapter budget and the latest financial statement
- ✓ Job descriptions for all your Chapter positions
- ✓ Book containing executive and general meeting minutes of your chapter
- ✓ The latest Chapter membership list
- ✓ Copy of the latest membership form – (the only version of the membership form that can be legally used)
- ✓ List of schools within your chapter
- ✓ Name of French Program Specialist
- ✓ CPF logo
- ✓ Promotional items and order form
- ✓ CPF brochures, both provincial and national

Members: Our Most Important Asset

The Membership Process

(As Extracted, in part, from the CPF-NL Policies and Procedures Manual)

A. MEMBERSHIP

Membership is open to any adult person who is interested in furthering the object of CPF and whose application for admission as a member has been processed in accordance with procedures established by the National Board of Directors. There are two forms of membership:

1. Voting members
2. Associate Member Organizations

The right to membership shall become active upon processing of the membership fee. If any member is in arrears for fees or assessments, such membership shall be automatically terminated upon expiration of the membership period and such member shall thereafter be entitled to no membership privileges or powers in Canadian Parents for French until the membership fee has been received and processed.

1. Voting Members

- a. A voting member is an adult person who has paid the appropriate membership fee and whose application has been accepted under the voting member designation. A maximum of two adult persons of a member household shall be deemed voting members where both names are provided to CPF.
- b. A voting member shall have the right to vote at the Chapter Annual General Meeting. Only Voting Members may be, or be nominated to be, Directors or Delegates.

2. Associate Member Organization

A national, provincial or local body may become an Associate Member Organization (AMO) in order for such organization to endorse the goals and activities of Canadian Parents for French. The AMO is entitled to newsletters and other designated reports or mailings sent to the organization headquarters. The AMO is entitled to send representatives to CPF Annual General Meetings as non-sponsored, non-voting delegates. Each AMO is counted as having 15 members in determining the size of CPF's membership, but its status confers no right to vote.

B. MEMBERSHIP FEES

The membership fee for a one-year voting membership shall be \$25.00 per household. For a three-year voting membership, it shall be \$60.00 per household. The annual membership fee for an Associate Member Organization shall be \$60.00.

C. MEMBERSHIP LIST

The only official membership list shall be that as compiled by CPF National and the Branches will provide information to CPF National to maintain an updated list on a regular basis.

Occasionally the membership list will be made available by CPF National to other groups or agencies to offer our members benefits or education-related information. Use of the list will be carefully regulated and only permitted under a contract between CPF National and the other group or agency specifying confidentiality and one-time authorization. Every member will be provided the opportunity to have his or her name removed from such mailing.

D. MEMBERSHIP CARDS

One membership card per Voting Member or AMO shall be issued in each membership period. A valid membership card shall be proof of CPF membership.

1. The membership card shall outline CPF communications, selected information and indicate the member's first level of communications if the membership was received directly by the National Office or by the Branch.
2. Branches and Chapters are still encouraged to send a formal welcome, along with committee or Board recruitment letters. Please see Appendix E for a sample welcome letter from the Chapter.

E. PROCESSING OF MEMBERSHIPS

1. Membership forms (obtained from National and Branch newsletters, pamphlets and other documents) shall be forwarded to CPF National within one (1) week of receipt by the Chapter or Branch. Individuals purchasing a membership shall be issued a purchase receipt by individual(s) authorized to do so by each chapter upon receipt of membership fees. **Please note that under no circumstance should cash be sent through the mail. Memberships paid for by cash should be deposited into the Chapter Bank Account and a cheque written from the Chapter to CPF National to cover the membership fees.**
2. The turn-around time for processing of memberships at the National Office shall be five (5) working days. Branches will forward the relevant information to the Chapter membership volunteer or appropriate Chapter contact within five (5) days of receipt of updated membership information.
3. Membership information will be available to Branches for downloading on a continuous, ongoing basis. Branches will provide Chapters with access to a complete Chapter membership list on a regular basis, but no less than four (4) times per year. Each membership is assigned to one chapter (or in some cases to the Branch Office). The applicant is asked to state their chapter affiliation on

the membership form. This is used to prepare chapter membership lists and membership rebates.

4. At a minimum, new members will receive from the National Office, in consultation with the Branch:
 - (a) Welcome letter (noting confirmation of membership)
 - (b) Membership card
 - (c) Membership number and expiry date
 - (d) List of services available to members only
 - (e) Contact information sheet

5. At a minimum, new members will receive a newsletter from the Branch office containing the following information:
 - (a) Branch contact information
 - (b) Chapter contact information
 - (c) List of Branch services available to members

6. The renewal process will be started through the National Office at least two (2) months prior to expiry.

F. MEMBERSHIP FEE DISTRIBUTION

The membership fee will be divided on the following basis:

- (a) 65% of the fee to the Chapter;
- (b) 25% of the fee to the Branch;
- (c) 10% of the fee to the National Office.

Memberships remitted during each two-month period are calculated and the rebates (with a list of the relevant new/renewing members) sent to the Branch. CPF-NL then forwards to each chapter its share of membership fees. Chapters that are in arrears with reporting requirements in good standing will have their membership rebates withheld by CPF-NL. Each chapter shall report to CPF-NL no later than April 15th in each year on its use of these membership fees.

G. MEMBERSHIP DEVELOPMENT

Financial and human resources will be made available for membership development and training at the National, the Branch and the Chapter levels.

H. TERMINATION OF MEMBERSHIP

See Section 3.6 of the CPF National By-Laws.

I. RESIGNATION OF MEMBERSHIP

See Section 3.7 of the CPF National By-Laws.

Membership Matters

Why Be a CPF Member?

In addition to regular newsletters from both CPF National and the Branch Office, members get all the benefits of belonging to Canada's only national volunteer organization dedicated to helping Canadian children learn French as a second language.

CPF offers camps, cultural activities, essay contests, Concours d'Art Oratoire, *Les Jeux* and other programs for kids to enjoy while they enhance their French language skills. Parents are offered support, information and resources to help them help their children become bilingual citizens.

In addition to the benefits to members, membership supports the work of advocating for FSL in Canada. The more people who support your cause, and the fewer who are actively opposed, the better your chances of having an impact on government policy. If the goal is an optional French Program, you must convince the school board not only that many parents are interested now, but that enough will be willing to enroll their children in the future for the program to continue. If you want compulsory French instruction, you will need to show that a great number of parents in the district want it and that the program would be beneficial for all students. Membership numbers will offer support to your goals.

Why Join CPF?

- For information on research results
- To learn where to get resources for children (camps, performers, books, pen pals, etc)
- To learn how to help your child learn French
- To support the chapter/branch financially
- To get news about FSL programs in my community and elsewhere (school board policies, Immersion Registry information, new teachers, etc)
- To socialize and share experiences with parents with similar interests
- To work on a specific CPF project
- To make the chapter/branch more credible
- To have a say in running the chapter/branch (have a vote; run for office)

Attracting New Members

Selling a CPF membership is not really all that different from selling anything else. Like any salesperson, we have to know our product and approach the job in an organized way. Try these four steps to success:

Know what you're trying to sell

There are a lot of reasons to join CPF. Be ready to tell someone how they, not you, will benefit from a membership. Make sure you know your message, and put it across in a way that will get people's attention. Avoid educational jargon. Instead, use ordinary language that everyone can understand. For instance, don't talk about French language learning opportunities; talk about giving children a chance to learn French.

Gear your sales pitch according to your audience, the buyer

There are a lot of reasons to join CPF, but not every reason will appeal to every person. What works in one community may fail miserably in another. What convinces one person may turn another off. Think about *who* you are talking to, what you know about them, and what you think may attract them. Then gear your approach accordingly.

There are three main sales approaches:

The practical: "What's in it for me?"

The idealistic: "How can I help?"

The political: "How can I make changes?"

Usually the three are mixed up in any sales appeal, but sometimes particular circumstances will dictate a certain approach. For instance, chapters still working to convince the school board of the need for French programs will probably have the best luck with the political approach; ie, calling on people to band together and to stand up for their rights.

A chapter in an area where French programs are well established and accepted as normal may have little luck with an idealistic approach, but tremendous success with the "What's in it for me?" appeal. Obviously, underlining the monetary or cultural benefits of CPF membership works only when the chapter offers the necessary events: concerts, summer camps, after-school programs, etc.

Generally, like attracts like. Knowing what current members like and what appeals to them helps in developing a sales approach. It is important that everyone involved in selling memberships (and that should be every member!) understands and agrees with the basic message to be used. There's nothing worse than a salesperson who isn't entirely convinced about the product being sold. Whatever the approach may be, it can still be tailored to suit each individual.

For one type of person, the "needed" approach will work. Tell that person you are in trouble, and without their membership support you will never be able to accomplish the

things you both agree should be done. Many people like to give of themselves. The “what does it mean to me?” or “what will it do for me?” type is the most common, and the easiest to convince. The benefits of membership are clear and evident. Simply pointing them out will usually do the trick.

Plan your sales strategy

Sit down, on your own or with a committee, and plan what you are going to do. It may seem obvious, or even unnecessary, but you’ll be surprised at how much time it will save in the long run. A plan—listing what needs to be done, who will do it, and when—guarantees that everything has been thought through, that all the jobs that need to be done have been assigned, and that the most important ones will be given priority. Be sure to set a target. How many new members do you want to gain? How many current members will renew? Be realistic in your aims, but set your sights high enough to demand real effort.

The recruitment campaign

Before you begin....

1. Choose your campaign chairperson. **Membership should be a position on your chapter executive.** One person with responsibility for membership will give it the priority it deserves. This person should have no other job on the executive and should be fairly knowledgeable about CPF. However, long experience with CPF is not nearly as important as enthusiasm, imagination and perseverance. The eager, effective organizer with limited knowledge of CPF will probably do a better job than the veteran with indifferent organizing abilities or low spirits.
2. Set your target and your campaign dates. Make your goal something you think you can achieve, if everyone works hard. Your target should be determined by the chapter executive at the final meeting of the year prior to the close of school. That way, planning and preparation can take place over the summer and you will be ready to go first thing in September when people’s enthusiasm is high. Autumn isn’t the only time for effective campaigns, however. Your campaign can run equally well any time of the year if it is tied in to a special event, such as Kindergarten registration. Whatever the timing, set a definite time limit for the campaign -- a month, a week or a day. A campaign needs a beginning and an ending.
3. Organize your campaign. If your chapter covers an area with several schools offering French programs, try to find a CPF member as liaison within each school. This not only provides the membership chairperson with a ready-made committee, but also personalizes the recruiting efforts at each school. If there is only one school, try to recruit a representative from each grade or class.

Schools are certainly one of the best places to go for members, but they aren’t the only places. Think where else in your community potential members can be

found. Are there preschool programs? What about the hockey arena? The community center? The mall? Are there service clubs in the community that need speakers? Do they know about CPF? Can you display CPF materials at one of their meetings?

Will the local newspapers print an article about the chapter and its activities? If the children are benefiting and if a good photograph can be taken, almost certainly they will. Don't wait to be called on. Take the lead yourself. You may be surprised at how many new members an article or a letter to the editor will produce. Don't forget free advertising opportunities such as community bulletin boards and public service announcements in newspapers, on radio station stations and on local community channels.

4. Choose your campaign approach and set your message. Whether it is the idealistic, political, practical approach or a combination of the three, decide on an approach that everyone is comfortable with. Make sure you are well organized and that everyone knows their job.
5. Don't neglect the obvious. Remember that the cheapest, most effective way of recruiting a new member for CPF is for a current member to ask a friend to join. One on one, friendly persuasion always works best. Use all your members as membership recruiters.

Tools for a campaign

Some or all of the following are needed for a successful campaign:

- Current pamphlets
- Flyers (targeted to a particular audience)
- An event, cause or celebration which individuals interested in FSL will be attending
- A display-eye catching, colourful and up-to-date (e.g. camp pictures at a Camp registration table)
- Resources-the video "A Wider Vision", books, reports, etc.
- Volunteers-ready, willing and able.

More Helpful Hints about Membership Recruitment

- Never make members feel guilty about not doing more
- Always think beyond "parents" and especially beyond "immersion parents"
- Collect memberships on the spot. Forms that go home are often lost. Offer to save potential members the cost of an envelope and postage (then be sure to forward the applications to the National office immediately)
- Let potential members know that joining CPF is easy
 - Credit card
 - Online at www.cpf.nfld.net
 - Three-year membership saves \$15
- Always encourage new members to give two adult names on the form if possible.

Keeping Your Members

Convincing a friend or neighbour to become a member of CPF is only the first step in the membership process. A new member needs to be warmly welcomed and made to feel an immediate part of an organization that is glad he or she in particular joined. A membership is good for one or three years only. Right from the first day of a new membership you need to plan for membership renewal. The new member needs to be nurtured and cared for if you want a membership renewal.

It is important to understand the mechanics of the membership process. Let's consider the family who joins CPF at the parent-teacher night in September. When they enter the school gym they immediately see a large, colourful sign: **Canadian Parents for French—Join Us!** While waiting for the program to start they read the pamphlet "CPF and You" that is on their chair. At the coffee break they decide to join and write a cheque for a one or three year family membership. The next morning the membership chair sends their cheque, along with all the other new memberships and membership renewals, to the CPF National Office in Ottawa. Of course, the membership chair keeps the names of new members and the renewal information, to keep the local membership records current.

When the membership forms and cheques arrive in the National Office, the information is entered into the computer and the cheque deposited. At this moment the family officially becomes a member of Canadian Parents for French. A "New Member Welcome Kit" is sent to each new member which outlines the benefits of joining CPF and what members can expect from the association.

The name of the new and renewing member then appears on the next membership list. This membership list is sent to the chapter and the Branch Office every four months. The family begins to receive regular mailings of national and branch newsletters. If this is all that happens chances are not good that the family will renew, or become active, long-term members.

What is needed is what only you or someone on your chapter membership committee can provide: the personal touch. A short telephone call gives you a chance to welcome the new member and to discover a variety of information: What are the family's interests? What grades are the children in? How involved does the family want to be in chapter activities? What special talents can the family contribute? A telephone call also gives you a chance to introduce yourself and to tell the new member about an

upcoming chapter event or meeting. The same call gives the new member a chance to ask you any questions they may have.

The first telephone call coming as soon as possible after the family has joined is only the first of a regular series of personal contacts. The purpose is to get the family actively involved in chapter activities, to ensure that they develop a personal stake in the success of the chapter and the association. When they do, they become much more likely to renew their membership, or even to become membership advocates.

Not all members have the time or interest to become directly involved in volunteer activities. These members need to know what you have done for them, what you are doing, and what you plan to do. They will be relying on you for news about FSL learning within your community. Nothing will discourage a member faster than being kept in the dark or learning something too late of from someone else. Don't be afraid to blow your own horn: no one else can do it as loudly or as well. Who knows? One of those regular phone calls may even result in a new volunteer for some special project.

Renewal Reminders

Ever feel like you're fighting a paper blizzard? Well, so are your members. It's very easy for that renewal reminder notice to be misplaced.

An important function of your membership committee is the friendly phone call to remind someone that their CPF membership is about to lapse. Use the opportunity to get feedback on how well your chapter is doing. If the individual does not want to renew, find out the reason! If they do want to renew, ask what other service that would like to see the chapter offer! And, of course, be sure to remind them of your goals and upcoming activities.

Make it easy to renew. Many pay all their bills through the telephone, internet or ATM's. That means that there is a good chance that they do not even have envelopes and stamps on hand. Tell them that they can apply online at www.cpf.nfld.net or hand in their form at your next meeting.

Encourage members to renew before the expiry date so that there is no gap in their membership. It happens all too often that newsletter-mailing labels are printed during such a gap resulting in editions being missed. A renewal received early will be extended to the anniversary of the previous membership – that is, there will be no overlap or time lost.

A Member Has Needs Too

Keep in mind that people who join CPF have basic needs. If you want your members' to maintain their interest, efforts, and financial support, you must recognize these needs and respond to them.

A member needs:

1. To have a sense of belonging
2. To share in the planning of group goals. That their ideas have been heard.
3. To feel that the goals are within reach and that they make sense.
4. To feel that what he/she is doing contributes to the associations' welfare and that its value extends beyond the group itself.
5. To share in making the rules of the group—the rules by which the group lives and works toward its goals.
6. To know just what is expected of him/her so that he/she can work confidently.
7. To have responsibilities that challenge, that are within their abilities, and that contribute towards the goals.
8. To see that progress is being made.
9. To be kept informed.
10. To have confidence in the chairperson—confidence based upon consistently fair treatment, recognition when it is due, and trust.
11. To be able to make sense of their situation, regardless of how much sense it makes to others.

Recognizing these basic needs and running your chapter accordingly can lead to a healthy organization with a strong membership.

Special offers for Members and/or Chapters

Periodically CPF joins in partnership with Canadian companies and/or organizations that have something of value to offer to CPF members. We do this to ensure that our members can receive tangible benefits by being a CPF member. Below are some examples of recent offers for CPF members. Please check the national website at www.cpf.ca for an update on current offers to members. (Please note that to take advantage of these offers you must be a current member.)

In the fall of 1999, CPF joined with McClelland & Stewart to offer CPF members a discounted price on the bilingual version of the Canadian encyclopedia. This promotion is now ended, but CPF is continuing to look for great deals for its members on French language resources. Finding French language resources suitable for children is a major concern for CPF members outside of major urban areas with French bookstores. Livres, Disques, Etc. is a consortium of Canadian French publishers who offer everything from books to music to CD-Rom games for children in French. CPF members can find great resources by checking out the Livres, Disques, Etc. website at <http://livres-disques.franco.ca>.

Below is a list of current programs available to CPF members:

Grand & Toy Discount Card - CPF members can receive a 20% discount on office & school supplies and 10% off all furniture purchases at Grand & Toy until April 2003.

[National Car Rental](#) - CPF members save up to 10% on published daily car rental rates with National Car Rental for business and personal rentals. Please quote Contract ID #3710544. Go to the National Card website to download your coupon.

Liberty Mutual - "Group Savings Plus," a comprehensive program enables CPF Members to purchase auto, home and other high-quality personal insurance products, at low group rates. You can receive a 10% group discount on auto, homeowner and renters insurance. Please contact Liberty Mutual at 1-888-415-8500.

Liberty Health - CPF members are eligible for individual health coverage at association discounts. Contact Marc Monforton at 1-888-443-3221 for more information.

The CPF Affinity Master Card - CPF members and friends are invited to help the work of CPF with a CPF Affinity Master Card. Carry this specially designed Bank of Montreal MasterCard to show and provide your support to CPF - at no additional cost to you.

The CPF National Office is currently researching additional membership benefit possibilities. Check out the CPF web site –all new offers will be announced there first.

The Branch Office also has special offers for members from time to time. These include things like the first opportunity to register for summer camps, family activities and conferences, often at reduced prices.

Collecting Membership Data

Below are two methods to collect membership data for use at the chapter level. This are merely samples and are not to be construed in such a way as to denote the only possible ways of collecting membership data.

Sample 1

CPF Chapter (Name)

Name _____

Address _____

Postal Code _____

Phone (h) _____ Phone (w) _____

Fax _____ e-mail _____

Children's Names	School	Grade
_____	_____	_____
_____	_____	_____

I am a member of CPF Yes _____ No _____

I plan to become a member Yes _____ No _____

I want to be actively involved in the activities
of the xyz Chapter (i.e. clubs, camps,
executive, committees) Yes _____ No _____

We are looking for a network of resource people in our area do perform duties such as phoning members, typing, photocopying, contacting the media, publicity, etc...to filling Executive positions.

Please list your areas of interest:

Sample 2

(from Pam Lewis, CPF - British Columbia)

- Recipe card box for holding membership cards
- One recipe type card for each of the members
- Alphabet dividers
- On card include name, address, phone number, date joined, expiry date, membership number, child's school, skills etc...
- Place different colored dots on cards signifying three year and one year memberships (Pam finds this helpful when deciding who to call as her experience is that 3 year memberships are easier to renew)
- Once a month or when you get time, call the people who have recently joined (names from National or Branch office). Pam finds this a very positive way to retain members.
- The kit is compact and light so that you can carry all of the information with you to school meetings, etc...
- Update the membership list each time one is received from the Branch. Pam puts the people who are no longer members at the front of the box and tries sometime during the month to phone those who did not rejoin. She writes on the card that they were phoned and put that card in a second box.
- Pam also has another box of the people who have joined the chapter at one time or another and are no longer members for one reason or another. She keeps this box and from time to time phones to see how the people are doing and if they are interested in rejoining CPF.

When Pam first started this project, she obtained print out labels of the members from CPF National. These can be obtained through the Branch office as well.

Getting and Keeping Volunteers

A volunteer is anyone who, without compensation or expectation of compensation beyond reimbursement, performs a task at the direction of and on behalf of the organization. A volunteer is accepted and directed by the organization in the performance of tasks.

Volunteers are valuable resources to the organization, staff and the future of FSL in Canada. Volunteers have the right to be given meaningful assignments, to be treated as equal co-workers, to effective supervision, full involvement and participation and the right to recognition for work done.

Volunteer hours represent approximately \$3 million in community service across Canada!

Recruiting More CPF Volunteers

Before going out into the community to recruit volunteers, ensure you understand CPF's history of volunteer involvement.

Develop a volunteer recruitment policy based on the overall need for volunteerism, target groups for recruitment and the motivational factors for volunteering. From this information it will be possible to identify an overall concept for what the volunteers will be doing, a strategy for covering the needs of volunteers, and plans for their recruitment and training.

Volunteer staff, just as paid staff, require a clear, complete, and current description of the duties and responsibilities of the position they are expected to fill. Prior to any volunteer assignment or recruitment effort, a position description must be developed for each volunteer position. Position descriptions should be reviewed and updated regularly to ensure that the position keeps pace with changes in the Chapter's needs.

Once you have clearly identified your Chapter's volunteer needs and have created position descriptions you are ready to develop a recruitment plan. The process of developing a recruitment plan begins with close examination of the volunteer assignments to be filled.

For each assignment, ask yourself:

- *Who will be qualified for and interested in the position?
- *Who will be able to meet the time requirements of the position?
- *Where will you find these people?
- *What is their motivation?
- *What is the best way to approach them?

Concerned parents are a wonderful place to start but are by no means the only avenue

of pursuit. Teachers, university students, grandparents, individuals seeking a career change or requiring work experience and individuals concerned with second language education are other possible sources of volunteers.

Once volunteers are found, effective management can make the difference between a long and fruitful relationship and an unsatisfactory affiliation.

Some tips for working with volunteers come from *101 Ways to Raise Resources* by Sue Vineyard and Steve McCurley:

- Learn their names—and use them. Name tags are always helpful
- Treat them as equal, vital members of your team
- Try to place them in a job which best suits their talents or experience
- Give them specific job descriptions
- Tell them where they fit in the overall project
- Be open with them about problems and challenges. Don't try to spare them details—they'll hear them anyway
- Don't make unrealistic demands on their time; if they said they can give you four hours, don't assume they can really give you eight.
- Listen for lame excuses of why work isn't done. It may be a way of saying "get me out of this job." If that is the case, try assigning that person to a different task
- Give positive feedback when it is deserved
- Encourage humour
- Accept their different reasons for participating

Conflict Management

As with any other type of activity, volunteering can spawn conflicts. Remember not everyone is cut out for every volunteer activity. Sometimes people volunteer with the best of intentions, only to find that their needs or talents are not well-suited to a certain task or project. Also, some people might develop a negative attitude. One negative volunteer can have a huge impact on the rest of your team. So, if you sense a problem, talk to that person before the situation worsens.

- Clarify what the problem is
- Determine common goals and areas of agreement
- Keep conversations focused on issues, not personalities
- Use simple wording to explain your position
- Keep a positive attitude. Do your best to recall positive results
- Don't discuss the situation with others
- Set a limit on what you will put up with, and stick with it.
- Keep in mind that the best-case scenario may be arranging a tolerable working relationship
- Volunteers are like anyone else—they want to be listened to and

they want to know their ideas count.

Communication

Talking and communicating are not the same! There are three basic skills:

Listening does not have to be passive.

It can be as active as talking, if you do it right.

Pay attention-complete attention.

Don't think ahead to what you are going to say. Don't rehearse your own comments while the other is speaking.

Don't interrupt. Remain silent when the other person speaks.

Listen for feelings underneath words.

Keep an open mind-don't judge immediately.

Encourage the speaker to continue, clarifying what is being said, if necessary.

Looking.

People communicate with verbal and body language. Pay attention to the whole person. Take note of mannerisms, facial expression and gestures, as well as body movement. There are cues that will help you more fully understand what the person is saying.

Maintain eye contact.

Show that you are listening by leaning forward in your chair and responding verbally.

Check out that you are understanding-repeat back in similar words what you have heard.

Ask the volunteer if this is what you actually said. "What I think I heard you say was...".

Being on the Level

Be honest about what you are feeling and thinking.

Be honest in what you say.

Speak for yourself. Use "I" statements instead of "you" statements.

Deal with the other person's feelings. Don't give unwanted advice or try to change someone's feelings.

Reflect feelings. "It sounds as if you're feeling..." or "you sound...".

Other Tips for Keeping Volunteers

Career Enhancement

Helping volunteers acquire new skills and relating these skills to the marketplace
Providing opportunities for advancement by building in “career” ladders
Resume writing and job interview assistance
Letters of reference

Recognition

Showing your appreciation often, in many ways, and in ways that are individual-specific

Meaningful Work

Periodic orientations that link volunteer assignments to the broader mission of the organization
Making the work meaningful and never wasting their time
Making good matches from the start
Creating positions which are diverse in tasks

Personal Growth

Letting volunteers and their families, if appropriate, grow with the organization
Giving them opportunities that they wouldn't get outside of a volunteer position

Respect

Respect and encouragement are essential ingredients to developing and maintaining good relationships with volunteers. Accepting their recommendations and taking their advice are two ways of fostering this respect.

Volunteer Hours and Donations

In order to strengthen our arguments that CPF itself makes a substantial contribution to activities funded by grants to the branch and national associations, we need to carefully record the value of donated goods and services. The information can also be used to prove to granting agencies the size and value of the contribution provided by our volunteers. This is extremely important in allowing us to “match” the amounts of the various grants our organization receives.

Please see Appendix F for copies of the Individual and Chapter Log Forms and information on how to fill them out.

Handling Chapter Finances

Treasurer's Responsibilities

You must:

- Keep full and accurate records of all receipts and disbursements in proper books of account
- Pay bills and expense claims when due and as directed by the executive and/or the group's financial policies,
- Deposit all monies to the chapter's account as prescribed by Policy No. Gov 20 of the CPF-NL Policies and Procedures Manual or as quickly as possible,
- Ensure that any funds owing to the chapter are collected,
- Provide the executive with financial statements on a regular basis,
- Ensure that an internal audit is done,
- Present the year-end financial statement to the membership at the Annual General Meeting (providing a copy to the Secretary for the records),
- Prepare, or chair the committee which prepares, the draft annual budget,
- Ensure that the financial report for the previous year and the budget for the coming year are received by the CPF provincial office by the deadlines set,
- Recommend financial policies for executive approval, and
- Take part in a fundraising committee (as an advisor re needs, cash flow, etc)

Your Bank Account

CPF regulations require that your CPF Chapter bank account:

- 1) Must be in the name of your group-that is, *Canadian Parents for French-Anytown Chapter* (but not just *Canadian Parents for French*, which name can only be used by the national association);
- 2) Must require all cheques to be signed by two executive members; and
- 3) Should have at least three signing authorities comprised of executive members, one of whom must be the Treasurer, (so that if one is away, cheques can still be signed).

Signing Officers

- Should be approved at the first executive meeting following your elections unless otherwise indicated in your bylaws. It is then the responsibility of the Treasurer to make the necessary changes to the bank records as quickly as possible.
- All signing officers must be members of CPF in good standing
- All other legal documents (e.g. contracts) must also be signed by these signing officers
- Must be reported to CPF Branch Office on an “Executive and Banking Change Form” as quickly as possible following your elections. (this form is sent to your official “chapter contact person” prior to the usual date of your AGM)

Type of Account

It is strongly recommended that you set up a current account that returns your cancelled cheques, so that you have a complete record of those transactions on file.

Should you have larger sums of money that you will not be using immediately, you should consider investing them in term deposits or a savings account.

General Guidelines

- Deposit all cash and cheques promptly into the current account
- All expenses should be paid by cheque with the exception of petty cash payments
- Never use funds taken directly from a savings account or term deposit to pay bills-transfer the necessary amount into the chequing account first.
- For his/her own protection and in order to properly manage the members’ funds, a signing officer should NOT pre-sign cheques. A signing officer who pre-signs a cheque is responsible for whatever is eventually placed on that cheque.

Financial Policies

Established financial policies are important to volunteers, who should know in advance what out-of-pocket expenses will and will not be reimbursed, and to the Treasurer, who should have clear guidelines for handling the chapter’s funds. These need not be complex.

Examples of Financial Policies

Cash Income: your chapter should have a procedure in place for dealing with cash income (e.g.: receipts from a hotdog day, bingo, or entertainment).

Deadline: have a time limit for submitting expense claims, perhaps “within one month or when they total \$100, whichever comes first.” The objective is to manage your cash flow. If you are not aware of expenses for several months, it will appear that the chapter has more money for other projects than is in fact the case.

You should also insist that all outstanding expenses at the end of the fiscal year be submitted within a reasonable period of time so that they can be included in your financial reports for that year. For example the CPF Alberta policy states that “all outstanding expenses for the previous fiscal year (which ends March 31) must be submitted by April 30 and may not be carried forward into the following year.”

Regular expenses

Decide whether you will reimburse volunteers for mileage and meals. If so, at what rates and under what circumstances? For example:

CPF Alberta pays 20 cents per km, and the exact mileage and reason for the trip must be indicated on the claim form. You might want to specify that you mileage rate is applicable only on trips of at least a certain distance each way.

CPF National and the Branch Office reimburses expenses according to the federal governments' Treasury Board guidelines. A copy of the Branch expense claim is available in Appendix G.

Receipts: All expense claims must be accompanied by the original receipts, with the following exceptions: mileage, photocopies of telephone bills and any other bills which may include expenses to be claimed from other agencies (this should be clearly indicated on the copy), and perhaps meals, if allowed. Encourage your members to get separate receipts for chapter expenses and their personal expenses whenever possible. Note: credit card receipts are not acceptable-you need the cash register receipt, an annotated invoice, stubs from a restaurant bill etc.

Appeal: Indicate the mechanism for dealing with a dispute. For example, the volunteer may appeal a decision of the Treasurer to the full executive, then, if he/she does not accept the decision, may make an appeal to the membership at large at the next AGM.

Miscellaneous

- What will you charge individuals who give you a NSF cheque in order to cover the bank charge for handling it?
- Is the Treasurer allowed a petty cash account? If so, what is the maximum amount?

Keeping Your Books of Account

Why Use Journals

It can be tempting, especially if your chapter does not have many financial transactions, to simply keep track of income and expenses in the cheque record that comes with you cheques. However, come year-end when you must provide financial reports to your members and to the Branch Office, and when you must prepare a budget for the coming year, or if an emergency arises and you need to know right away how your actual finances compare to your budget -- not to mention each time throughout the year you must give your executive an up-to-date financial report -- you will save yourself a great deal of time and frustration if you use the following procedures for keeping these records.

Your journals will be set up so that each transaction is recorded according to: its overall impact on your bank account (the total amount in or out), the date, to whom it was paid or from whom received, and the project/activity to which it belongs.

Purchase two columnar books at a stationary store. Do not use loose sheets (unless they are meant to be inserted in some sort of binder) -- your journals must be bound to keep the pages neat and secure. For your expenses journal, purchase one with enough columns for all of the project/activity categories in your budget + one column for the bank total + one for petty cash, if in use + a couple of "spare" columns. For your income journal, purchase one with enough columns for all types of income listed in your budget + one column for the bank total + one or two extras.

If you chose to use computer software bookkeeping packages, ensure that all information is saved in two places and that another member has access to this information. Periodically print hard copies of your up-to-date information to ensure that you have the information readily available should your computer malfunction or any other problem occur.

Income Journal

Please refer to the sample journal 1 located in Appendix H. Enter the types of anticipated income across the top, marking the first "money" column BANK and the final one OTHER.

Now, simply enter each transaction from left to right as follows: date, from whom, total (in the BANK column). Then enter the amount again under the type or types of income that it represents.

At the end of the month, after you've transferred the interest shown of your bank statement into the journal, draw a line beneath all the columns. Add each column, then crosscheck by ensuring that the totals of all your "type" columns = the total of the BANK column. This is know as "closing/reconciling the books" for the month.

Date and mark this final row “totals” and draw a double or heavier line beneath your totals to clearly indicate where one month ends and another begins.

Expenses Journal

Please refer to the sample journal 2 located in Appendix I. This journal is handled exactly the same as the income one, except that the cheque number must also be recorded (cheques should be entered in numerical order).

Running Totals

Beginning with the second month in your fiscal year, you should also enter your “running totals” for the year to date. Beneath the row that gives your totals for the month, enter the total of all the monthly totals as shown on the two sample journals.

Membership Rebates

All membership fees should be sent to CPF National as soon as they are collected. Of the membership fee, the CPF national office receives 10% to partially cover the cost of processing, the Branch gets 25% of the fee for their activities and your local CPF Chapter will receive 65% of the fee from each member.

Memberships remitted during a two-month period are calculated and the rebates are sent to the Branch Office that will then distribute rebates to all CPF Chapters in good standing.

All Chapters must have a treasurer on their local Board of Directors.

Please contact the Branch Office to enquire about start-up grants or special project funds, as well as what reports are required in order to access CPF funds.

Preparing Your Budget

Your budget is your best estimate of the coming year's income and expenditures. Obviously, not everything will work out exactly as planned. Some projects might cost more than anticipated, some bring in less revenue than expected (thus the importance of frequent financial statements), and new problems or opportunities to which you must react can have a significant impact on your plans.

But these are reasons for preparing a budget -- not reasons for failing to do so. Your budget should tell you what each project is expected to cost, so that when an unanticipated expense comes along you can ascertain which activity(ies) will need to be curtailed or cut altogether. Remember, if you're having trouble coming to a decision, it's often because you're lacking the necessary information.

The treasurer typically has the primary responsibility for preparation of the budget -- either estimating the income and expenses or ensuring that the other executive members and committee chairs provide these details. However, the first step is to determine what projects (activities, including administration) your chapter will undertake during the coming fiscal year. This should be done by your executive or by the membership as a whole. Do ensure that this process is begun soon enough to avoid causing you and other executive members undue stress. Once you have good financial records from previous years, preparing your budget will be much simpler, as you can refer to the costs and revenues from past projects.

Step By Step

- 1) If you have a computer spreadsheet program such as Excel, you can use these to prepare your budget. If not, use the sample budget that follows as an example to work from.
- 2) Across the top of the grid, write in the name of the coming fiscal year's projects--not forgetting to include "administration" for operating expenses. Make sure that every single activity that will cost anything is included somewhere.
- 3) Along the left-hand side write in the types of expenses anticipated: salaries, honoraria, travel, publicity, operational costs, other, etc... Please see definition of each expense category on Page 9 of the Chapter Application Guide and Form.
- 4) Now, in pencil, begin to fill in the grid, square by square. Estimate costs slightly high, to be on the safe side. Once you have filled in all your anticipated expenses for the year, add up the total of each column and the total of each row. Then add down one set and across the other set of totals, which, if your math is correct, will give you identical grand totals.
- 5) Now estimate, conservatively, your anticipated income, including the amount you expect to have left over from the current fiscal year. See page 10 of the Chapter Application Guide and Form for definitions of the most common types of revenues garnered by CPF.

6) If the grand total of your expenses is greater than your total estimated income, your plans will have to change somewhere. In fact, it's a good idea to plan for a small surplus as there is often a period of time in the new fiscal year when expenses mount up waiting for the "new" income to materialize. Go back to your executive and discuss which project (s) will need to be curtailed or eliminated-or whether additional sources of income can reasonably be expected.

7) Once you've developed a balanced budget (i.e. one without an anticipated loss), it should be presented at an executive or membership meeting for formal approval. Once approved, a copy should be provided to the Secretary for the minutes.

8) You must also transfer your budget figures into the *Chapter Application Form's* Appendix A: TABLE 2 required by the Branch Office.

Remember, that your budget and activities for the upcoming fiscal year (April 1 – March 31) are to be forwarded to the Branch Office by April 15th as part of the Chapter Application Form.

Sample Budget Preparation Form

BUDGET FOR THE PERIOD _____ TO _____.

EXPENSES	Admin	Newsletter	Membership	Concours	Camps	Skating	Bowling	Concerts	TOTAL
Salaries									
Honoraria									
Travel									
Publicity									
Operational									
Other									
TOTAL									

For purposes of inclusion in the budget contained in Appendix A, Table 2 of the Chapter Application Guide, please include only the Total Amounts (on the right hand side) for each expense item listed on the sample budget above. Descriptions of expense categories can be found on page 9 of the Chapter Application Guide.

Following Your Budget

You and other volunteers may now spend the chapter's funds in accordance with the approved budget -- exceptions to those amounts would have to be submitted to a meeting for formal consent of the group. Obviously, there will be minor differences between actual expenditures and the budget, and often overages in one place cancel under expenditures elsewhere. It is significant changes that cannot be made without prior approval.

The important point is that an approved budget allows volunteers to get on with their activities. Frequently prepared financial statements will allow you to monitor your cash flow in comparison to your budget and make changes to your plans as necessary.

Financial Statements

Your Board of Directors must be provided with financial statements on a regular basis. There should be nothing mysterious about your financial statements. It should be clear to everyone exactly where the chapter stands and what has transpired to date. It simply provides a snapshot of the group's financial status at a particular time.

Fundraising at the Chapter Level

Fundraising events are great ways to earn the funds needed to carry on projects that are important to the work of CPF. It is imperative that there is a need for the funds raised and that you are not putting effort into fundraising to have the funds sit in the bank.

It is also imperative that you advertise what the money will be used for so that the community can support CPF and also learn about our activities at the same time. Fundraisers are often a great source for potential new members as the community learns of the work that CPF is doing.

Here are some fundraising ideas other CPF Chapters have tried:

Idea	Description	Potential Costs	Potential Income	Overall
Cheese Sale	Cheese is purchased from Tavistock Cheese and sold to members in the community	Expense of purchasing the cheese in the first place. Storage and delivery of cheese are some other costs to consider	Income will depend upon the amount of cheese sold	Can be extremely successful. Great way to promote CPF
Auction	Donation of articles and services are sought in the community for the auction	License, hall, refreshments, auctioneer, printing of tickets, flyers, advertising, give a-ways, cost will depend upon what will be donated	Depends upon donations and expenses	Can be very successful and is a great way to get the community out and possibly interested in CPF. Can easily become a yearly event
Bake Sale	Baked goods are sought from members and other interested people	Table at mall or other venue, flyers, advertising	Not high but helps keep members interested	Nice way to get to know other members in the community
Flea Market	Get donations from members, community	Table at local flea market, flyers	Not high but helps keep members involved and	Nice way to get to know other members in the community and

			raises awareness in the community	raises awareness
Skate-a-thon	Hold a skate in your community	Ice time, flyers, tickets, refreshments	Not high but a great way to have fun and get the community out and involved	Nice way to get to know other members in the community and raises awareness
Raffle	Get 3-5 prizes donated and sell tickets for them	Prizes, tickets, flyers, advertising	Good depending on costs, number sold	Takes a little bit of work but could develop into a yearly event
Bottle drive	Door to door bottle blitz	Flyers, advertising	Good depending on planning	Must be advertised to let the community know who and for what reason the drive is being done.
Book/video sales	Sell books, usually through a publisher	Flyers, advertising	Depending on what deal is made with publisher but has potential	A good fund raiser to do through schools
Bazaar/craft sale	Like a flea market but usually with new material, crafts	Tables at mall or flea market, flyers,	Depending on what is donated but good potential	Community oriented and good way to let the community learn what the funds are for
Bingo	Hold a bingo at a local community center or established bingo hall	Prizes, either money or goods, flyers, cards, staff	Good, depending on what is donated in prizes and time	Can become a yearly event. Check your provincial gaming regulations.
Carnival, penny carnival	Put on a carnival with game booths, games	Permit, prizes, games, flyers, advertising	Great depending on the costs	A lot of organization but can be a yearly

	of chance etc			event and very good for developing a relationship with the community
Booths at fair	Be a part of a bigger event	Prizes, display	Good and can cost little	Great for community knowledge and potential new members
Concert	Hire or seek donations of performances from professional entertainers	License, fees, hall	Depending on costs and paid customers	A good cultural project especially if you can find francophone entertainers
Concession stand	At a local hockey game, bingos, fairs etc	Almost none	Depends on the deal worked out	Can take a lot of time,
Family social	Get together with parents and children with entertainment and refreshments	Refreshments, flyers, hall	Good but also excellent community event	Great way to get into the community
French film festival	Show French films at local theatre	Rental of films, theatre, flyers	Good but expenses could be high	Good community project
Car wash	Washing cars for local residents	flyers	good	May be overdone in some communities
50/50 draw	Half of proceeds goes to winner half to organizer	Flyers, tickets,	good	Not a lot of work but would need to pick places to sell tickets

17 Common Fundraising Mistakes

- 1 Insufficient planning
- 2 Lack of clarity about what the money is for
- 3 Unrealistic view of time
- 4 The wrong volunteer leadership
- 5 The wrong fundraising method
- 6 Unrealistic expectations
- 7 Seeing corporations as saviours
- 8 Poor negotiating skills when dealing with corporations
- 9 Thinking too small
- 10 Not understanding donors
- 11 Treating all donors the same
- 12 Not knowing who your donors are
- 13 Not investing in new donors and donor research
- 14 Taking the “he dumped me” approached to lapsed donors
- 15 Not stewarding current donors
- 16 Insufficient or no attention to marketing
- 17 Expecting the fundraising consultants to do it all

How to ...

Organize a Late French Immersion Information Meeting

(As extracted from CPF-Nova Scotia Chapter Manual)

Why hold French Immersion Information Sessions?

One of the objectives of CPF is to ensure that EVERY Canadian child has the opportunity to learn French to the extent that he or she is willing and able. One of the ways to achieve this is through the late French Immersion program. **It is our belief that the survival of French Immersion depends on sustaining enrollment in the program.** We also believe that it is important for an organization such as CPF to ensure that potential French Immersion students and their parents are provided with factual information that will help them make an informed decision about the program.

The following program was tested in the Sydney area in response to a request from a French teacher to organize an information session with the grade 6 students about the late FI program. The deadline for the “expression of interest to enter the program” forms was passed and enrollment figures were down. We contacted the French Consultant and received permission to go to the Principal about giving a presentation during class time. **It is important to first of all contact the French Consultant for the purpose of a) discussing what system is in place to provide information to the students and their parents and b) inquiring whether CPF can be of help or get involved in some way.** In this particular situation, the Consultant also agreed to accept late forms if any resulted from the presentation. We felt our attempts were successful as the enrollment numbers did increase.

Many schools already hold information sessions for the students through the principal or French teacher during class time. Later on, the French Consultants hold information sessions for the parents during the evening. It is advantageous for everyone to have CPF involved in the process. There is no one as fired up and believes in the program more than a CPF volunteer! We would like to see each of the chapters who have a late French Immersion program to be a part of or to be the organizers for French Immersion information sessions for both students and their parents. **The key to the success of such an endeavour is to invite Junior High School students to be a part of the presentation.** Two grade 8 students accompanied the CPF representative on each visit to the schools. They were former students of that particular school.

Target Audience

- French Consultant
- French teacher(s)
- School Principal (to buy into the process)
- Grade 6 students
- Parents of potential immersion students

Process

- ✓ If your chapter has not been doing this, meet with the French Consultant for the purpose of finding out if French Immersion information sessions are being held.
- ✓ Seek permission from the French Consultant to become involved or to begin an information program.
- ✓ Set timelines with the Consultant; FI registration varies across the province.
- ✓ Discuss the possibilities of how CPF can be most helpful and gain permission from the Consultant to have a CPF representative go to the schools, along with two students formerly from the school you're visiting who are now in the FI program.
- ✓ Identify the feeder schools for the FI program (information from French Consultant)
- ✓ Contact the Principal of the school in which French Immersion is held and request the names and permission to have two students attend the presentations with you.
- ✓ Contact the Principal and French teacher of the elementary schools affected (our experience has been that both were very supportive once they knew that permission had been obtained by the School Board) for permission to go to the school as well as set a date and time.

The meeting time with the students (30 min.)

- ◆ Begin with a very brief introduction of who you are and CPF
- ◆ Play the "Proud of Two Languages" video
- ◆ Have the French Immersion students talk about their experience with the program
- ◆ Question and answer period

- ◆ Distribute to the grade 6 students information on French Immersion **Information Night for Parents**

Once the students interested in entering the immersion program have signed the “expression of interest” form, most districts offer an information night for parents. Arrange either to organize the meeting with the French Consultant or to be on the agenda. Offer to show the “Proud of Two Languages” video. Also, suggest having two students there to speak about their experiences in the FI program, just as was done with the grade six students. Talk briefly about CPF, but hit the key points. Make sure everyone has the information on French Immersion – sometimes the students are not great in showing mom and dad what’s in their school bag! Have a display table set up with all of the current information.

But our chapter volunteers don’t have time to do all that!

If this is not a realistic exercise, there are a couple of other possibilities:

- ◆ Request a general evening meeting to be held in the school which offers the French Immersion program for both the grade 6 students interested in entering the program and their parents.
- ◆ Arrange a similar format – begin with a brief outline of CPF that will lead into the “Proud of Two Languages” video, have French Immersion students speak on their experiences with the program, the Consultant to speak about the particulars of the program and the Principal to talk about the school.

OR

Phone the Branch Office for help!

Organize An Early French Immersion Information Meeting

(As extracted from CPF-Nova Scotia Chapter Manual)

Contrary to the Late Immersion program, parents make the decision to have their child enter the early French Immersion program. Many times they have questions and concerns and are not sure where to go for accurate information. An information night allows for an opportunity for parents to obtain information that will help them to make an informed decision.

Target audience

- ◆ Parents of potential students
- ◆ French Immersion parents
- ◆ French Consultant
- ◆ Students from an early French Immersion program (Junior or Senior High level)

Many schools open registration as early as November for the following fall. It is advised that meetings be held in mid-January. This gives potential registrants ample time to consider the program while occurring close enough to registration to be fresh in their minds.

Process

November or early December

- ◆ Contact the French Consultant to discuss the issue of holding an information night.
- ◆ Set a tentative date for FI night
- ◆ Determine best location and book meeting
- ◆ Attempt to complete the bulk of preparations before the December school break:
 - Prepare advertising
 - Book speakers
 - Ensure FI information material is available or is ordered

January:

- ◆ Contact the French Consultant to confirm plans
- ◆ Distribute flyers to the Daycare and Preschool Centres within the catchment area
- ◆ Confirm with the school or other locations the date and time of meeting
- ◆ Contact the Junior / Senior High School Principal to obtain the name of one or two students who would be comfortable speaking to a group of adults about their immersion experience. (You may already know the students you want)
- ◆ Contact community bulletin on radio and cable, community newspaper

Meeting Agenda

The meeting agenda should include the Proud of Two Languages Video, and short presentations from the French Consultant, an Immersion teacher, a CPF member, and the FI student(s). Parents WANT to meet people who will be teaching rather than simply hearing about the program.

Have a display table set up which includes current, relevant information.

Organize Camps

Please refer to the Camp Manual included at the end of the Chapter Manual.

Organize Concours d'Art Oratoire

Please refer to the Concours d'Art Oratoire Manual.

Organize a Youth Mentor Program

Please refer to our website at www.cpf.nfld.net.

Organize a Parent Instructional Program

Please refer to our website at www.cpf.nfld.net.

Newsletters Needn't Be Boring!

Why are you doing a newsletter?

Who is your newsletter for? If there is more than one audience, what is their order of priority? What kinds of information do you believe they want or need? What do you want to tell or sell them? What are you trying to accomplish by producing a newsletter that couldn't be accomplished more effectively through other communications tools, such as posters, pamphlets, or even meetings? Setting clear objectives for your newsletter will not only help you choose among possible articles, but will also help to identify items that you might otherwise neglect to include. They also help to guide you through decisions about design and distribution.

Must it be Expensive to be Effective?

No! But, it does need to be appealing to the eye, easy to read, interesting and useful. You can produce a very effective newsletter on a home computer with basic software.

Find the Image that Works for your Chapter

The first thing anyone notices about a printed document isn't the content, but what it looks like. Does it catch your eye? Does it look heavy, dense, overwhelming? Is it easily identifiable? Does the recipient immediately know it's from you? What sort of image does it portray?

The "Banner"

The "banner" or "nameplate" is the large header across the top of the front page. CPF has graphics that can be made available to chapters through the Branch Office (*check on the web page for stuff that can be downloaded*)

Make your newsletter look like part of the CPF "family". A consistent image at all levels of the organization is important for instant recognition. It makes us look "together". A large banner immediately identifies where the document is from. Please see Appendix J for a copy of one of our newsletters.

The "Look"

The typeface and layout you choose are an essential part of the image you project. Print that goes across the page instead of in columns, little white space, small headings, and no graphics all result in a dense, boring, and even intimidating document. If you only have a typewriter, prepare your text in columns and then paste them onto a master page.

There's no one best layout. Don't make the type size too small. Look for clean, clear lines and avoid fonts that are difficult to read.

Headlines

The headlines initially draw attention to articles, alerting the reader to the content and piquing his/her interest. Later they help the reader find information s/he wants to review. So, make them eye-catching.

Graphics and Pictures

Draw attention to your key articles and help break up text. Use graphs and/or charts to present statistics. Remember to include a map showing the location of your next meeting (and the best parking), especially if people need to find an address on a dark night during our long winters.

Look for photographs that have good contrast and simple subjects. If you're photographing an event for the newsletter use black and white film if possible. Don't use photos of children without obtaining their parent's permission first. Lines or rules between columns, across the top and/or bottom of each page, around each page or around some key articles are another way to spice up your layout or draw attention to certain items. Check out newsletters from other organizations as well as the CPF national and provincial newsletters and analyze their "looks"-what matches your newsletter's objectives? How is it achieved? Establish a look and then be consistent so that your members a) instantly recognize your newsletter instead of losing it in the mass of paper that seems to come everyone's way these days, and b) are encouraged to read it. You can introduce refinements as you go along. If you have established a look for your newsletter note the reasons. It will be easier for future editors to understand and abide by your decisions.

Style and Substance

Writing for a newsletter is quite different from preparing an essay or a brief to your school board:

- Use the inverted triangle construction. Start with the most important/ interesting aspects of the story, working down to the least. Readers can get the critical points quickly, then decide whether they wish to read to the end. And you can shorten the story with ease if space is tight. The exception is an editorial or column aimed at persuading, when the "tell'em what you're going to say, say it, tell'em what you said" outline may be more effective.
- Use subheads to break up long stories.
- Write correctly but informally
- When asking someone else to write an article, it's important to make several things clear:
 - The reason for the article: the point to be made or illustrated, the information to be given, the message to be imported

- The target audience
 - The length
 - Your deadline
- If you want to use an abbreviation, first give the full term with the abbreviation in brackets after it. If you must use a term that is unique to Canadian Parents for French (CPF) or to French second language education (FSL), define it either at the beginning of the article or in a footnote.
 - Keep sentences short, language compact. Go back over your article and replace phrases with single words that will do. Then break up any remaining long sentences into two or three short ones.
 - Keep paragraphs short.
 - Use the active rather than the passive voice: “we presented a brief”, not “a brief was presented”.
 - Use strong and clear language: “change” rather than “modify”, “I” rather than “your editor”, “you” rather than “members”.
 - Write headlines in the present tense, using the active voice “CPF Anytown Challenges Fee”, not “Brief on Fee Presented to School Board”. Even if it’s a President’s report, use a headline that relates to the content, not the author.
 - Put your thesaurus to work to avoid repetition, stereotypical terms, and generic titles and descriptions.
 - Be careful what you copy! Get permission before using someone else’s article or illustration.

Style Sheet

A style sheet is simply a cheat sheet to help you be consistent. It should include:

- Capitalization-whether or not to capitalize various works, such as “northeast” and “social studies”
 - CPF national standard is to use lower case for “core French”, “early immersion” etc. except when the words are a direct quotation of text used in another publication
 - CPF national standard it to use upper case for “Grade”, “Anglophone”, “Francophone”, “National Office”, “National President”
- Numerals-usually words are used for zero to ten except as part of a series (“grades 3,5, and 7), numerals from 11 on except at the beginning of a sentence
- Spelling-“catalog” or “catalogue”, “colour” or “color”
- Abbreviations-see list of abbreviations in section II
- Referencing style-be consistent, always site your source

Putting it all Together

Some of your members will never have time to look at anything but the front page, so decide what you want to be sure they see-put that on the front page. Place the next most important articles on the back outside cover. Insert your standard items (events, calendar, etc...).

If you have too much material, ask yourself which items best meet the objectives of your newsletter. Are there any that can wait for a later edition? Can any be shortened or tightened?

Proofing vs Goofing

Leave enough time in your schedule for careful proofing. Try to find one person who pays attention to content: inconsistencies, unclear sentences, and so on. Usually someone else will be better at reviewing your newsletter for details of grammar, spelling, punctuation, and so on.

If you use French words, phrases, or names, have someone fluent in that language check out those sections. A missed accent is a spelling error, and a poor translation can completely change meaning. (“camp de jour” is “day camp” while “camp du jour” means “camp of the day”). Double check that names are spelled correctly and titles are accurate.

Finally, no newsletter should be published until your chapter President has reviewed the content. This is both to check for accuracy and to ensure that s/he is aware of what your members are being told.

*Note: Much of this section has been drawn from Judy Gibson's **Newsletters Needn't Be Boring***

Visibility

Among the CPF resources available to Chapters is the *Media Relations Guide* -- Contact the Branch Office to obtain a copy.

Who speaks for CPF?

- The National President (or his/her designate) is the chief spokesperson for the CPF National.
- The National President (or his/her designate) handles everything to do with issues, opinions, and policies of CPF National.
- The Executive Director, as designated, handles media queries relating to the substance of FSL education in Canada, and factual matters relating to CPF
- Branch and Chapter responsibilities follow suit.

National Concerns

- All activities taken at the national level must concern topics that are national in scope (of interest or concern to more than one province or territory or relating to another national organization or a national medium).
- The President and Executive Director must be aware at all times of any Media Relations activities undertaken at the national level.

Response to Media

- Items in national publications call for a national response. The following types of publications are considered national: Globe and Mail, National Post, Chatelaine, L'Actualite, La Presse, Canadian Living, Saturday Night, etc.
- Items in provincial publications require a provincial response with national consultation if necessary.
- Items in local publications require local response with provincial input and reference to national information where appropriate. However, some exceptions may be made for Ottawa, depending on the situation.
- If an article refers to a local situation, it is considered local, but if a general point is being made the matter could, in certain circumstances, be considered national

Alerting the Network

- While limiting itself to items that fall within its jurisdiction, the Branch Office may advise local Chapters of and involve them in any publicity or public relations activities that may affect them.
- A record of all newspaper clippings, interviews, workshops, displays and other PR activities should be kept by each chapter.
- The local Chapter should provide the Branch Office with copies of all press clippings, press releases, pamphlets, brochures, newsletters, news sheets, etc.
- The National Office will provide current national information and suitable resources for media relations to CPF Branches (and Chapters where appropriate).

Media Relations

Mention of Canadian Parents for French in the media means reaching a much wider audience with information about our goals and our activities. The following guidelines will assist you when conducting media relations. Please remember to forward a copy of all newspaper clippings from your area that references CPF.

Be prepared.

- *Gather and list information about local newspapers (including weeklies), editors' and reporters' names, addresses, phone numbers, fax numbers, deadlines
- *follow the same procedures for radio and television stations (don't forget those free community newspapers, radio bulletin boards, cablevision information boards)
- *don't forget the French language media

The news release or announcement

- *try to give about ten days' (smaller papers)/three days' (large dailies) advance notice for special events or news conferences, then follow up with a phone call

Send information to all media

- *prepare your information regarding the event or issue in a succinct, straightforward, complete fashion; put the most important facts first
- *your release should be typed, double spaced, on one side of the paper; put the name and phone number of your contact person at the end after "for further information:" (if possible, include both day and evening numbers; if necessary indicate specific times when s/he is available)
- *all persons appearing in the releases should be identified by full first name or two initials and a surname, and title where applicable
- *if your event involves children, and action, call the photo editor; photographers are always looking for pictures, particularly on the weekends; especially if there are children in the picture, be sure to obtain written approval from the parent(s) for publication
- *(mainly for smaller papers) if you are providing information after the fact (eg: the winners of your Concours d'Art Oratoire), include a couple of good, clear photos (black and white glossy pictures are best; no long shots, no big group shots, no busy backgrounds); be sure to give the full name of each person in each picture; especially if there are children in the picture, be sure to obtain written approval from the parent(s) for publication

Your Spokesperson

- *make sure that there is at least one person who is prepared to talk to the media on behalf of your organization and who has most of the facts (not

just about this particular event or issue, but about CPF and the FSL programs in your community) (it is extremely helpful, especially at the provincial level and in the larger cities, to also identify someone who can do this in French)

*if that spokesperson is not available, then always have backups

*if more than one person speaks on behalf of your organization, make sure that everyone is saying the same thing

Tips on preparing a News Release

- 1 Use letterhead paper to identify who is sending the release
- 2 Date the release and list a release date or time. "for immediate release" is the simplest.
- 3 Use a headline to summarize the main point of the release.
- 4 In the first paragraph, try to answer the 5 W's: Who, What, When, Where and Why. Try to be factual without being dull.
- 5 Make the release as short and snappy as possible, while including a fair resume of the replies received.
- 6 Use one side of paper only. Indicate at end of first page if there is a second page.
- 7 Aim at including a quotation in at least one subsequent paragraph. Make sure it sounds like a real quote.
- 8 Indicate the end of the release, with "-30-" in the middle and at the end of the page.
- 9 Double space the release, to leave plenty of room for editor's notations.
- 10 Identify a local contact who will be available to handle any questions.
- 11 Include copies of the questionnaire and the replies with the release.

Helpful hints

*in your file of information on the various media in your area include details of contacts made: date, topic, person contacted, coverage, etc...

*nothing is "off the record"-if you don't want the reporter to print what you say, don't say it.

*historical and background material should be available for reporters-don't assume they have it on file! (have it on hand for the reporters who call or show up; prepare the information in point form with titles)

*approach media in a positive, upbeat fashion, be prepared to explain why you think your story is of interest to their audience

We all have to understand that we are competing, on any given day, with a number of events, each of which is vying for media time and attention. We serve our cause better when we understand media problems and constraints.

Under NO circumstances question an editorial decision not to cover an event and NEVER badger an editor. Remember: we want to establish good links with the media over the long as well as the short term. The best way to do that is to assist them to do

their job efficiently through your proficiency.

Advertisements

Sometimes an advertisement, even in your own newsletter, is more appropriate method of promoting a CPF service or activity than an article.

Whether the advertisement is placed in a public newspaper, your CPF newsletter, or a school newssheet, you can make it more effective by following these guidelines:

Keep it short: Keep headlines to six words or less; lists to ten items or less. If you must provide a lot of detail, include it in small type-those who want more information will go on to read it, but first you must catch their attention.

Make it interesting: Involve the reader. Use the active rather than the passive tense: “Camp Schedule Announced” is much more interesting than “Summer Camp Means Fun in French!”

Include a picture or graphic. If using a photograph, be sure it is clear and simple (no more than one or two people). Ask your provincial Membership Chair, Director, or Branch office for the latest information on illustrations or symbols representing CPF. There is also a great deal of “public domain” clip-art available.

Focus attention: Make one key word in your headline larger, or place your graphic to bring the eye to the main message. And remember: all emphasis is no emphasis –use bold lettering for headlines, prices, and phone numbers only.

Be careful with typefaces. Never use a fancy typeface as body text. Don’t use more than three or four typefaces in a single ad. Don’t use all capitals for anything but a short headline. Make sure your ad is easy to read.

Don’t be afraid of white space: An uncrowded ad is easier to read. Be careful with borders. Consider putting a simple box around the ad to set it off from the surrounding text.

Consider testimonials. Particularly for activities like summer camps, it is often helpful to quote reactions from parents or students who participated previously – but use ones that are short and snappy.

Check your spelling- and your grammar, and phone numbers. Then have a second person proofread your ad. Errors give an impression of sloppiness.

Don’t forget CPF. Be sure to maintain CPF’s involvement, or include the CPF wordmark (the letters “CPF” followed by the name between two lines).

Using Promotional Materials in displays and Community Events

Putting on a Display

What are you trying to say?

Who is your target audience? Preschool parents? Parents of new kindergarten immersion (or late immersion) students? Parents of current elementary (or secondary) immersion students? Teachers? Parents interested in elementary or secondary core French? Trustees? The community at large?

What message do you want to get across? To illustrate a specific activity of your chapter? To illustrate the benefits of membership? To explain the structure of CPF and how it works? To give the historical highlights of the organization?

Without deciding exactly what message you're trying to give, you can't determine how to give it.

A Picture is Worth...

How can you best illustrate your message? Make the main lettering easy to read from a distance or at least a meter. If you want to use a newspaper article, get it enlarged by at least 100%. Try making a collage of photographs from a particular event on a colourful bristleboard background. If you want to show off some CPF newsletters, instead of just showing front covers, choose pages from various editions that include articles of particular interest to your target audience. Use stencils or computer graphics to produce neat lettering.

Perhaps you should show students' accomplishments: art work, science projects, stories, etc. or illustrate Le Concours, the French section of the science fair, a summer French camp, your local Carnaval. The message: "To support these programs and activities we need your membership!"

Or perhaps you want to illustrate the support provided by CPF to local members: newsletter articles, the CPF handbooks, French classes for adults, information meetings, a resource list of bilingual adults and high school students available to tutor children experiencing minor problems, where to obtain French books locally, etc...

Choose and/or design your handouts carefully, as well. Always have follow-up information for people to take home. Neatly mark "for display only" on items you don't want people to take. Indicate those that you do want picked up; for example, use a folded sign that says, "Please take one."

Consider placing a television and VCR beside your display for nonstop showing of a

video about CPF or about French immersion, such as the *Proud of Two Languages* video.

Whatever you do, be sure your display is neat and uncluttered! The overall effect gives a message too.

Getting ‘em to Come Over

The most visually appealing and informative display is wasted if few people stroll over to look -- you might want to use some sort of “hook” to attract an audience, especially if there’s a lot happening where your display is set up.

For example, hold a free draw, asking participants to write their names and addresses on the entry forms. Later, check the forms against your membership list and then send the non-members some information on CPF, including a description of the activities of your local group, with an invitation to join. Suggested prizes: a CPF T-shirt, French audio tape, French cartoon book, a CPF handbook, a one year membership in CPF.

Draw attention to your display by floating balloons above it. Or give something away, like balloons for younger children or posters from the Office of the Commissioner of Official Languages, for example (the Branch office has the address).

Where to Have a Display

The list is endless:

- School events like spring pre-registration meetings, the first day of school, Meet the Teacher Night, report card interviews, Open House;
- CPF events like information meetings, Concours d’art Oratoire, your year-end Wine and Cheese bash;
- Education events like Education Week activities, the teachers’ annual convention
- Community events like trade fairs, Volunteer Week at the shopping mall;
- The public library, community center, health unit, preschools

Problems Getting Volunteers?

Are your members reluctant to work at a display because they’re afraid they won’t be able to answer questions? Prepare a 3-ring binder for them with the most common questions and answers re CPF and French programs in your community. Include items such as a list of your chapter’s activities, membership statistics, your executive’s names and phone numbers, enrolment statistics, and, most importantly, who to contact for further information on particular topics. Organize it into sections with index-tabs for quick reference. Be sure to keep it up-to-date.

Questions that can’t be answered on the spot can be followed up. Have your volunteer take down the person’s name and contact information with the question. Ensure that the enquiry is passed on to a knowledgeable member of your chapter for a speedy

response.

Programs and Contact Information

CPF National Programs

In their most recent fiscal year, a majority of CPF National's resources went directly to support their programs and projects. At the same time many resources were devoted to ensuring a strong organization, revitalizing their structure, governance and management systems. This has prepared them to work effectively and efficiently to pursue their mission for many years to come.

Public Education and Awareness

Ensuring that the benefits of knowing and using FSL are widely recognized by the Canadian public, to help create a supportive climate for the growth and further development of FSL educational opportunities

Projects:

- Annual report on the *State of French Second Language Education in Canada*
- Media briefings and interviews related to FSL education
- In-house resource centre of current research into FSL education issues
- Updating of CPF website
- Monitoring of media coverage of FSL education activities and issues

Parental Information and Support

Providing parents with the information to make informed choices about FSL education for their children, and with the knowledge, skills and tools to advocate and monitor quality FSL programming in all communities.

Projects:

- Updated version of the CPF Guide to Immersion and Extended Core French
- Booklet of tips and resources for "growing a bilingual child"
- New brochures explaining CPF's services for parents
- Information brochures on a variety of specific FSL education topics

Communications and Development

Projects:

- Training related to assisting Branches in carrying out their action plans;
- Research and development of a detailed fundraising strategy for CPF;
- Program to develop grassroots trainers and facilitators for CPF, sponsored by the JW McConnell Foundation via the McGill program;
- Development of an advocacy kit for Chapters and Branches;
- Development and implementation of a proactive media relation's strategy; and
- Development of advertisements and public service announcements that can be used to promote CPF and FSL across the country.

National Contact Directory

All CPF National Office staff can be reached at:

Canadian Parents for French
176 Gloucester Street, Suite #310
Ottawa, On
K2P 0A6
(613) 235-1481 (plus extensions below)
fax: (613) 230-5940

Executive Director

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Email: jshea@cpf.ca

Executive Assistant/Office Manager

Cathy Stone (ext 21)

Email: cstone@cpf.ca

Administrative Officer

Heather McIntosh (ext 22)

Email: hmacintosh@cpf.ca

Research Officer

Joan Hawkins (ext 21)

Email: jhawkins@cpf.ca

Branch Programs and Projects

YOUTH MENTOR PROGRAM: The Branch Office will forward funds to chapters to develop a youth mentor program whereby students in secondary school studying French can assist students in lower grades who are having difficulty with French

PARENT INSTRUCTIONAL PROGRAM: Chapters receive funding from the Branch Office to offer FSL Training to parents who are members of CPF

SUMMER LANGUAGE CAMP: Students in grades 9 – 12 can apply to participate in an annual summer language camp at the Francoforum in St. Pierre (July 2002)

CORE FRENCH AND FRENCH IMMERSION TEACHERS OF THE YEAR: Nomination forms are available at the Branch Office

CORE FRENCH AND FRENCH IMMERSION STUDENTS OF THE YEAR: Nomination forms are available at the Branch Office

CONCOURS D'ART ORATOIRE: Students from around the province participate in an annual public-speaking contest to showcase their French-speaking abilities

LES JEUX DE LA FRANCOPHONIE: A team of Francophile students from around the country represent CPF at these games by participating in sporting, arts and leadership activities

HEATHER HUXTER MEMORIAL STORY WRITING CONTEST: EFI students in grades 4, 5 and 6 in Newfoundland and Labrador write a story in French on one of three predetermined topics

HUMAN RESOURCES: Chapters have direct access to experienced CPF personnel at the provincial and national levels when information and assistance is required

PAMPHLETS and RESOURCE MATERIALS: Chapters may order pamphlets on French Immersion, Core French etc... at no cost to the chapter. Other publications are available for a low fee

Additional programs and services are added on a consistent basis. Please visit our website at www.cpf.nfld.net for updates and information on current and new programs.

Branch Contact Directory

All CPF-NL Office staff can be reached at:

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FSL: Funding, Lingo and Chronology?

Funding

Official Languages Act

Official Languages Act Part VII: Advancement of English and French

Section 43:

“The Secretary of State of Canada shall...take such 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...b) encourage and support the learning of English and French in Canada
c) 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 and provided as grants through the Official Languages Support Programs.

Provincially, a bilateral protocol 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 language and second official language instruction”.

The federal government in 1999 committed an additional \$70 million a year over each of the next five years for official languages programs. This raised the budget for official languages support programs from \$223.5 million to \$293.5 million per year. Thirty million of this total will be devoted each year to second language learning. This raised funding to half of what full funding was in the past. It is expected that federal contributions for official-language education will increase by \$50 million a year over the next five years. The provinces have also cut education funding in recent years.

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.

How is FSL funded?

Second language education receives federal funding through the Official Languages in Education Program (OLEP) of the federal Department of Canadian Heritage.

Why are additional funds needed for FSL?

These funds compensate provincial/territorial education departments for costs associated with these programs, including: program infrastructure, enrichment and expansion, teacher training, and student support.

How are the funds governed?

- ◆ The federal-provincial bilateral agreements were supplemented in 1983 by the first Protocol on teaching official languages.
- ◆ The Protocol governs the bilateral agreements for a period of five years by defining terms, outlining objectives and budgeting.
- ◆ The latest Protocol was signed in February 2000 by the provincial/territorial governments in conjunction with the Council of Ministers in Education, Canada (CMEC), and the Department of Canadian Heritage.

What does the Protocol say about FSL?

- ◆ The Protocol's objectives are to provide Canadian residents the opportunity to learn French or English as a second language.
- ◆ The English language community is to be provided opportunities for cultural enrichment through knowledge of the language and culture of the French language community.
- ◆ The expansions of French immersion programs and of second language core programs are strategic priorities, as is the expansion of teacher education.

How are the funds allotted?

- ◆ Funding is calculated according to enrolment data provided by the provinces, based on the recommendations of Statistics Canada.

Are there other funds for FSL?

The Language Acquisition Development Program, created and administered by Canadian Heritage, assists organizations with research and information projects on education in both official languages.

FSL Lingo

FSL

- ◆ French second language or French as a second language
- ◆ A general term for programs in French for non-native speakers (except in Alberta, see Core French).

Core French

- ◆ An FSL program in which French is taught as a subject in short periods (called FSL in Alberta, and Basic French in Manitoba).
- ◆ The basic form of FSL education for many students across the country.

French Immersion

- ◆ An 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 of the program refer to entry points
 - ☐ Early (FI) begins in kindergarten or grade 1;
 - ☐ Middle (MFI) begins in grades 4 or 5;
 - ☐ Late (LFI) begins in grade 6 or later;
 - ☐ Continuing immersion at the secondary level.
- ◆ Intensity of program also varies:
 - ☐ In total immersion, the first few years use French 75-100% of class time.
 - ☐ Partial immersion begins with 50 – 75% of class time in French
- ◆ Two school settings exist for immersion:
 - ☐ Dual –track schools have both immersion and English programs side by side.
 - ☐ Immersion centres or uni-track schools accommodate only immersion programs.

Extended Core French

- ◆ A program that is more intensive than core and less intensive than immersion.
- ◆ Less than 50% of the day is spent “immersed in French.
- ◆ One or more subjects are taught with French as the language of instruction, as in

immersion.

FFL

- ◆ French first-language programs, schools, or school districts.
- ◆ Refers to official minority language schools in provinces other than Quebec.

They admit Francophone students with the objective of mastering French as a mother tongue.

Chronology of FSL in Canada

1963	Royal Commission on Bilingualism and Biculturalism is established.
1964	French Immersion begins as a pilot program in one school in St. Lambert, Quebec
1970	Federal Department of the Secretary of State (now Canadian Heritage) creates official Languages in Education Program (OLEP); first federal-provincial agreements on minority-language education and second-language instruction are signed.
1977	Anglophone parents who want to increase student success in FSL education found Canadian Parents for French. Less than 40,000 students enrolled in French-immersion programs in Canada.
1983	The first Protocol on teaching official languages is signed with provincial and territorial governments in conjunction with the Council of Ministers of Education, Canada (CMEC) and the Department of Canadian Heritage.
2000	Federal, provincial and territorial governments, including guarantee that provinces and territories will provide Action Plans on the use of funds, sign new Protocol agreement.
2000	<i>The State of French-Second-Language Education in Canada 2000</i> , the first in a series of annual reports by Canadian Parents for French, is published. Nearly 2.5 million Canadian students are studying French as a second language in core or basic programs. More than 317,000 students are enrolled in French immersion programs.

Using Research to Champion FSL

This information is an informal look at what research is about and how to use it to support quality programs. The purpose of this writing is to share with readers some of the ways in which research findings can appropriately be used and some of the ways in which findings should not be used. A broad brush has been used in the writing, so readers will probably want also to read some of the references for finer details and a deeper understanding of how research can be used to champion FSL programs.

Everyone's doing it: Should the use of research be reserved for the experts?

There was a time, and it was not too long ago, that research reports were only used by people who could deal with complicated statistical procedures and had the patience to read documents that had a lot of off-putting ways of describing things. New types of research and the accessibility of research via the Internet have created a change in how research is used and in who's using it.

CPF members know that when new FSL programs are begun or existing programs are disbanded, or when any change is being made, decisions are often justified by referring to research. To decide whether changes are truly based on research or that those using it are interpreting research findings correctly, CPF members need to be familiar with FSL research findings.

All shapes and sizes: When are studies no longer relevant?

Some FSL research questions have been answered. For example, French immersion does work. There is no longer a need to study that issue. The fact that the research was done in the 1970s and 1980s is not a reason to disregard the findings. Core French works too, but not as well as many people believe it can. See the references in the box for a discussion of FSL outcomes. Other research issues are not settled and are still being studied. For example, when to introduce English language arts in French immersion is an example of an unresolved issue. In such situations it's best to recognize that the issue isn't resolved and to ask for continued study before major decisions are made. CPF Alberta did just that in their Spring 1994 newsletter, in an article called "More Study, Research Needed." Finally, some issues, like when it's best to begin learning a second language, will probably never be answered conclusively. (Actually, the answer to that particular question is probably, "It depends.")

One swallow makes no summer: What is a literature review?

One piece of research doesn't resolve most issues. That's why literature reviews (reviews of the literature or lit reviews) are done. To be fair, all the research on a given topic is gathered together and a judgment is made about what conclusions can be drawn from the findings. Some literature reviews on FSL topics have already been written.

Examples of literature reviews

Brehaut, P., and Gibson, J. (1997). *Yes, you can help!* Edmonton: Alberta Education.

Edwards, H. (1989). Review of the literature. In N. Halsall, *Immersion/regular program study*. Nepean, ON: Carleton Board of Education.

Halsall, N. (1994). *French immersion update*. Nepean, ON: Carleton Board of Education.

Halsall, N. (1995). *Introducing English language arts in early French immersion*. Ottawa: Canadian Association of Immersion Teachers.

Halsall, N. (1997). *French immersion: The success story told by research*. Edmonton: Building the Future Conference. [See CPF Web site for the full text of document.]

Parkin, M., Morrison, F., & Watkin, G. (1987). *French immersion research relevant to decisions in Ontario*. Toronto: Ministry of Education.

Literature reviews prevent using research to support a position from becoming like a game of cards. The card game starts when one person tells about *one* piece of research that supports their point of view. The other player does the same thing, using one different piece of research supporting their point of view. The result is that the discussion usually dissolves into each person giving information from their personal experience (called anecdotal evidence). A thorough and fair-minded review of research findings gives the best platform to support decisions and requests.

It's important to know what the research findings actually are so that if someone misuses or misrepresents findings they can be corrected. It's not unusual for people with different points of view to claim that research supports the two opposing positions.

Research is mum: What does research really prove?

Ever heard a piece of research stand up and tell you something it's shown? Ever heard someone say, "Research shows . . ." or "Research has proved . . ."? These statements are frequently made, and the effect is to make it seem as though everyone knows what's being claimed. First, the research process doesn't do anything but gather information. It's people who make sense out of what's found from a research process. It's the researcher who writes the report. The soundness of the report depends on the ability and honesty of the researcher. So it's important to know the reputation or

background of the researcher. It is also important to know who has funded the research.

Who's who and what's what

What else has the researcher written?

Is the researcher published in reputable journals, where peers review the work before it's printed?

Is the researcher affiliated with a reputable institution?

Who's funding the research?

What's the researcher's educational background?

Is the researcher writing in their usual area of expertise?

Gathering dust: How do you find out about research done by school boards?

Lots of good research is done by school boards, but the reports are used only for internal board purposes and the findings sit on a shelf, unknown and unused by others. It's important to share information about what's being produced in school boards so that everyone can benefit. An example is the gathering of reports on how much FSL programs cost from boards across the country by the Carleton Board of Education and published in their 1994 *French Immersion Update*.

Not divine: Can a researcher make mistakes?

Researchers are only human. They can make mistakes. They can set up a study in a way that doesn't serve their purposes very well.

Researchers can fail to take into account some aspect of the situation that can make a difference to the findings. (Anything that gets forgotten, but really accounts for the findings in a study is called an intervening variable.) FSL research is a sitting duck for intervening variables because so many different variables affect learning a second language. Also there are some things that we just don't do to people, like not letting them have reading lessons until high school. Some of the things that can intervene in a piece of FSL research are the experience of the teachers, the intelligence level of the students in different classes, exposure to French outside the classroom, or how involved parents are in their child's education.

Intervening variables need to be thought of before a study is started and then controlled for. Control means that the variable is measured and that its influence is removed from

the study. That's done through statistics. But it's always possible something doesn't get controlled for, and a reputable researcher will tell you what it could be and whether they think it might have had an influence on the study.

A quick think about what can go wrong with a study	
<i>Threats</i>	<i>Examples</i>
Outside factors intervene.	Students are tested during a play they would like to attend.
Something happens during the research.	Three plays are viewed in French between two tests of achievement.
A systematic difference between groups	Streaming by ability causes one group to be more capable.
The instrument collecting the data changes.	An observer becomes tired while collecting data.
Students drop out.	High school achievement in French only reflects the scores of the students who stay in the program.
Students change.	In an oral French test students seem to have more vocabulary, but the finding is really due to increased confidence in using language as a student matures.
One group finds out what is going on in another group.	One group receives manipulative math material and feels special, whereas another group gets discouraged because they know they didn't get the same materials.
The researcher treats students differently.	When presenting sentences to be completed, the researcher is more encouraging to boys than girls.
The wrong statistics are used.	An inappropriate technique is used to analyze test results.
People try to extend research findings to other people, locations, and situations.	Research findings from Jonquière are used to explain events in California.
Based on McMillan & Schumacher, 1989	

The best laid plans: What can go wrong in a research study?

Some things are outside the control of a researcher. There was actually one FSL study where the teacher was using three different kinds of programs with three groups of students. The question was which program was most effective. In the middle of the study, the school rearranged all the students in the study into new class groupings. Each class then had students who had been having three different kinds of programs. It became impossible to find out which program was most effective because no group of students had the same program and the same class situation over the entire period of the study. You'll never see this study published. And rightly so!

Other things can go wrong too, like a lengthy labour dispute that closes schools, an ice storm where some can get to school and others can't get there for a long period of time, an upset in the school, or a class trip to a francophone community.

Sometimes just being in a study makes the students, the teachers, and even the parents feel special, so they try harder than they normally would and that creates better findings (the Hawthorne effect).

Research is research: What is the difference between research findings and opinions?

Everything that's written isn't research. Two types of writing that are easily mistaken for research are reports in which the author simply gives an opinion and writing to create a theory that can be tested. Both types of writing are very important in moving along the understanding of FSL issues, but they are based on the experience and insight of the writer and are not in themselves research.

For a piece of research, the researcher has traditionally set up an experiment to see what the outcome is. For example, researchers are currently comparing students who have core French lessons for half a day for three months with core French students who have the traditional one period a day of second-language instruction. The researchers have set up the conditions (half days vs. one period a day) they want to find out about. The researchers think that half-day students will do better. That's the hypothesis and the research findings will help the researcher support or not support the hypothesis.

There is a kind of genuine research where the researcher doesn't set anything up, but just studies a situation as it is. This kind of study is called a case study and is usually done when the researcher is just at the start of looking at a topic. For instance, before core French was studied by comparing two groups, a case study was done by observing and assessing students in one class who had French all day for ten weeks.

Achievement information about students in and of itself is not research. You'd need to know a lot more about the students and their programs to set up a research study that compared the achievement of students.

Recently researchers have been using techniques that are like the ones used by anthropologists, producing what is called ethnographic or qualitative research. Numbers and testing give way to observation of what is going on in a situation. For example, in a qualitative research study a researcher might videotape classes and then study how students respond when the teacher asks different kinds of questions.

Will it play in Penetanguishene?: Does research done in one place apply everywhere?

The less controlled a research study is, the more the findings might be due to some idiosyncrasy of the place in which it's conducted. The more controlled the study, the better other variables have been taken into account, the greater the confidence that the findings can be useful in other places. This is the idea of transferability, or generalizability—that is, that what was found in one place probably applies in other places as well. The more transferability a research study is, the better it is. If a study was done in an area very different from yours, you have to decide the extent to which the findings (results) apply in your locale.

What's it all about? What are validity and reliability?

What are Validity and reliability? These terms get bandied about a lot.

Validity of a piece of research is whether or not the study really is about what it says it's about. If the researcher thinks two groups of students have the same background and the same habits and is trying to compare different types of core French, but one group watches French TV regularly at home and the other group doesn't, the study, which is supposed to be about what's learned in school, is not valid. As it turns out, the researcher has not measured the differences between core French programs, but has studied one core French program and another core French program plus TV learning. The research is not valid because the researcher has not measured what one meant to measure.

Reliability means that the same results will happen when the same researcher or another researcher does the same experiment again. Research findings might be unreliable if the researcher played up the importance of the study with the people involved the first time the study was done. Later, when enthusiasm had died down and the study was repeated, the findings might be different. In a qualitative research study, findings could be unreliable if what an observer sees varies from day to day even though what the teachers do is the same.

Help! I need somebody: How can I encourage more FSL research?

Research serves FSL advocates well because it provides strong evidence about FSL programs. However, research also needs advocates to support it. So, do what you can to promote research in your schools and boards, and cooperate with those carrying out studies when they are worthwhile. Share information with other CPF members. Stay in touch with Canadian FSL researchers, encourage them, and let them know what's of interest to you.

Sharon Lapkin wrote an informative article titled "Uses and Misuses of Research in School Board Decision-making: Examples from French Immersion." It was published in the October, 1991, issue of *Contact*. It's worth reading. In it she makes a "plea for a rich, interactive dialogue between decision-makers and researchers." CPF members are decision makers, not only for children, but about the programs they advocate.

That's all, folks: What are the dos and don'ts of using research to champion FSL?

In conclusion, as researchers say when they're about to sum up their major findings and what the findings mean, here's a quick set of do's and don'ts to keep in mind when working with research.

Do locate and read research that is being used to support a decision.

Don't worry if you don't understand the statistical procedures. Concentrate on the way the study was set up and what was found.

Do ask for specific references when someone simply claims that research says something.

Do become familiar with the major names in Canadian FSL research.

Do trust your own sense of what's good and bad about a piece of research.

Do become familiar with the literature reviews regarding FSL.

Don't mistake missionary zeal for solid research evidence.

Do use the Internet to search databases for FSL research.

Do encourage sharing of research findings from your school districts with other districts.

Do challenge people who make claims and decisions based on one piece of research to say whether there are other studies where the researcher came to the same conclusion.

Do run through in your own mind what can go wrong with research and decide whether there is anything that could have affected the outcomes.

Don't let presenters treat researchers as infallible.

It's O.K. to ask a researcher what other factors might account for the findings.

Do get help, if needed, in analyzing research prior to meetings where research is to be used to justify decisions.

Do support worthwhile research and let researchers know you appreciate their efforts.

Not quite finished: What does a reference list show?

At the end of a research paper the authors list other pieces of research on the same topic as their work. The reference for Sharon Lapkin's article mentioned above would look like this:

Lapkin, S. (1991). Uses and misuses of research in school board decision-making: Examples from French immersion. *Contact*, 10(3).

The "10" in the reference refers to the volume number of the journal, and the "3" refers to the issue number.

Reference lists are invaluable in figuring out how much research already exists on a topic and who did it. Reading research from the reference lists helps to round out the picture.

Trends in French Second Language Education

Concerns across the country coalesce around the following five issues:

- **Enrolment:** recruitment, retention, and attrition of students from optional programs
- **Funding:** for both human and material resources -- this includes the issue of accountability for funding received at all levels of the school system
- **Program quality:** in all aspects of the design and delivery of FSL options and curriculum
- **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
- **Support:** both for and from FSL parents and FSL students and the wider community

Please refer to the CPF report, **The State of French-Second-Language Education in Canada** for a thorough discussion of these issues. Copies of the report 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) Please contact your Branch for copies of the Report. If you have Internet access, you can obtain a free copy of the report online at www.cpf.ca.

Enrollment Issues

Why is enrolment an issue in French second language (FSL) education?

- ◆ When programs are optional, enrolment levels affect program quality and sustainability.
- ◆ If programs do not maintain a minimum level of enrolment, they cannot be sustained, often by school district policy.

Why is student recruitment an issue?

- ◆ Retention of students is an issue for programs that are optional or become optional.
- ◆ Most dropouts from core French occur when the program becomes optional.
- ◆ The transition between elementary and secondary school is the site of most dropouts from French immersion.

What causes attrition from FSL programs?

- ◆ Attrition refers to the rate at which students leave programs.
- ◆ Documented causes for attrition in secondary school include
 - trouble with the rate of French or English language learning;
 - emotional or behavioural problems;
 - problems with teachers;
 - inadequate resources for FSL special education.
- ◆ Documented causes for attrition in secondary school include
 - lack of course variety;
 - forced choices between FSL and other programs;
 - perception of a heavy workload;
 - belief that better grades will be had outside of FSL.

How many students are enrolled in FSL programs?

- ◆ Today more than 317,000 students are enrolled in French immersion programs across Canada.
- ◆ This compares to less than 40,000 in 1977, the year CPF was founded.

- ◆ Nearly 2.5 million Canadian students are studying French through Core or basic French.

Student Achievement in FSL Programs

Can they speak French?

- ◆ The order of achievement in French by programs is: early immersion, middle immersion, late immersion, core French
- ◆ The greater the total time spent in French, the higher the achievement in French.
- ◆ Early immersion students lead in speaking, listening, and confidence.
- ◆ Core French programs do not on the whole produce achievement results as high as the immersion programs.
- ◆ The French language skills of immersion students are not as high as those of francophone students.

What about their English skills?

- ◆ In early immersion programs, English skills may lag until about grade 3, but then the students catch up.
- ◆ Core French has not been reported to affect English skills.
- ◆ There is some evidence that immersion enhances English skills over time.

What about students with special needs?

- ◆ Immersion has not been found to create stress in students.
- ◆ Immersion has been found to serve students who experience academic difficulty and learning disabilities.
- ◆ Despite the above, students continue to leave immersion because of academic, language and behavioural problems.
- ◆ Leaving FSL programs does not necessarily lead to increased academic success.

Internet Sources for More Research

CPF's website. Research and resource database for FSL
www.cpf.ca/english/members/resources_database.htm

OISE's websites:

www.oise.utoronto.ca/~aweinrib/sle

second language education information

www.oise.utoronto.ca/~awainrib/sle/fls.html

second language education information specific to FSL; including links

ERIC Databases

www.ericir.syr.edu/Eric/index.html

educational research database

www.ericae.net/scripts/ewi2/

ERIC alternative database

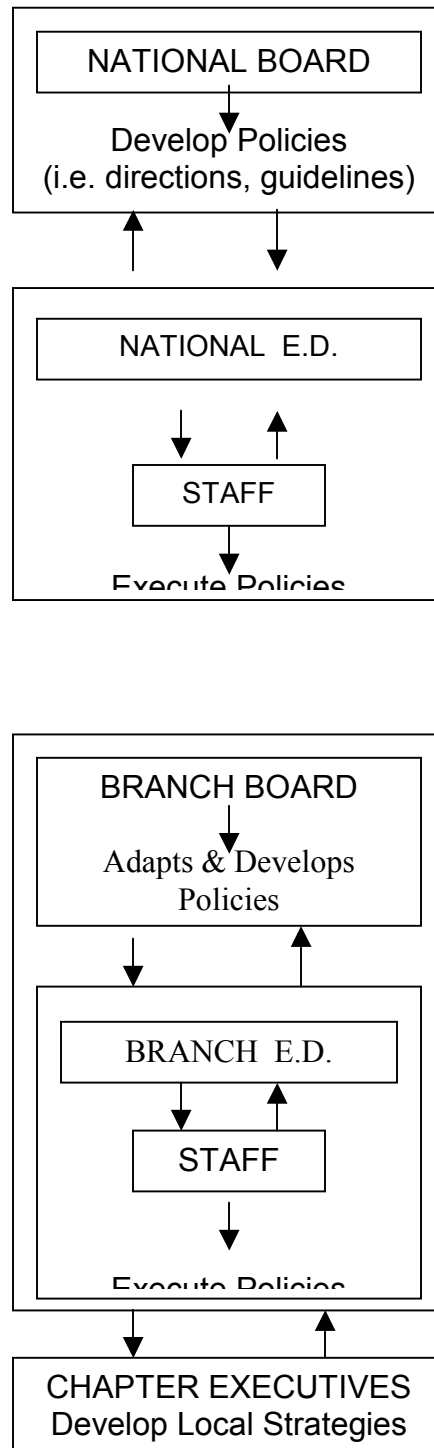
www.unb.ca/slec/newsletter.html

newsletter and articles on second language education

www.phc.gc.ca/offlangoff

Annotated bibliography on French immersion from Canadian Heritage

Our Governance Model



The Board of Directors of Canadian Parents for French is a governance board, not a working board. In recent years, much work has been done to move the board in this direction. We have changed our approach so that we now focus on the big picture and we delegate decision-making authority over the day-to-day operations to our competent staff through clear direction and solid monitoring processes.

There are two documents that specifically describe our governance model. They are

- CPF-NL By-Laws
- CPF-NL Policies and Procedures Manual
(Specifically Policy Numbers GOV 1 – GOV 4)

These documents are available upon request or on-line at www.cpf.nfld.net.

Please note as well that the CPF National By-Laws are available on-line at www.cpf.ca.

Acronyms and Resources

Acronyms

ACELF	Association Canadienne d'Éducation de Langue Française
ALL	Advocates for Language Learning
ACPI/CAIT	Association Canadienne des Professeurs d'Immersion
APEC	Alliance for the Preservation of English in Canada
APEX	Association of Public Executives
CAFCE	Canadian Association for Cooperative Education
CAIT/ACPI	Canadian Association for Immersion Teachers
CAP	Canadian Association of Principals
CAP	Career Assessment Program
CASA	Canadian Association of School Administrators
CASLT	Canadian Association of Second Language Teachers
CAUT	Canadian Association of University Teachers
CCC	Canadian Chamber of Commerce
CCU	Council for Canadian Unity
CEA	Canadian Education Association
CFIB	Canadian Federation of Independent Businesses
CFIS	Canadian Federation of Independent Schools
CH	Canadian Heritage
CIO	Canadian Information
CMLR	Canadian Modern Language Review
CMEC	Council of Ministers of Education, Canada
CNPF	Commission Nationale des Parents Francophone
CSAE	Canadian Society of Association Executives
CSBA	Canadian School Board Association
CTBS	Canadian Test of Basic Skills
CTF	Canadian Teachers Federation
FCFA	Fédération des Communautés Francophone et Acadienne du Canada
FJCF	Fédération de la Jeunesse Canadienne Français
HRDC	Human Resources Development Canada
LIF	Learning Initiatives Fund
NVO	National Voluntary Organizations
OCOL	Office of the Commissioner of Official Languages
OISE	Ontario Institute for Studies in Education
OLEP	Official Languages in Education Programming
PpAaLS	Parents pour la promotion de l'Apprentissage de l'anglais, Langue Seconde
PSA	Public Service Announcement
SEVEC	Society for Educational Visits and Exchanges in Canada
SPEAQ	Société pour la Promotion de l'Enseignement de l'Anglais au Québec

Resource Order Form

Publications/Videos	Members	Non-Members	Qty	Total
The State of FSL Education in Canada 2001 Packed with facts, this report gives you a cross-country tour of French second language programs (immersion and core French), outlines the many success stories and challenges for the years ahead. 2000 62 p.	\$5.00	\$25.00	_____	\$_____
	English	_____		
	French	_____		
Attrition/Retention of Students in French Immersion <i>Nancy Halsall, PhD.</i> This research report includes both a review of the existing literature on the topic and an analysis of questionnaires on attrition/retention completed by school boards across Canada. 1991 46p	\$5.00	\$10.00	_____	_____
Immersion and the New Core French <i>Kathryn Manzer and Jos Craven Scott.</i> Explores the influence of French immersion programs on the delivery of Core French Programs and how Core and Immersion can work together. 1993 4p	Free	Free	_____	_____
Using Research to Champion French-Second-Language Learning <i>Nancy Halsall, PhD.</i> The report outlines the most effective ways to use research in creating and promoting French as a second language programs	Free	Free	_____	_____
Core French in Canada: FAQs <i>Dr. Miles Turnbull.</i> This report answers some of the questions parents ask most frequently about Core French. Also includes a list of references for further reading. 2000 6p	Free	Free	_____	_____
CPF 1999-2000 Annual Report	Free	Free	_____	_____
So You Want Your Child to Learn French <i>Berkeley Fleming and Margaret Whitla (eds.)</i> The revised edition of CPF's best-seller. An invaluable collection of twenty articles by experts that answers the most commonly asked questions about second language education...and more. 1990 146p	\$2.00	\$2.75	_____	_____
More French, s'il vous plait! <i>W. Russ McGillivray (ed.)</i> An excellent resource for parents, teachers, and administrators involved in French second language learning. Includes articles on such topics as student attitudes to French immersion, Core French programs, and drama and FSL. 1985 127p	\$2.00	\$2.75	_____	_____
Proud of Two Languages Video 15 min, English CPF's video showcases graduates of a variety of French immersion programs. Seven young Canadians share	\$6.00	\$10.00	_____	_____

their experiences as students learning a second language and talk about the benefits – professional and personal. 1995

	<u>Members</u>	<u>Non-Members</u>	<u>Qty</u>	<u>Total</u>
<u>Pamphlets/Posters</u>				
One set of 4 CPF Pamphlets*	Free	Free	_____	_____
French Poster	Free	Free	_____	_____
<u>CPF Support Materials</u> (each)				
Magnets (business card size)	\$0.50	\$0.75	_____	_____
Paper Coasters	\$0.45	\$0.60	_____	_____
Maple Leaf Stick Pen	\$0.75	\$1.00	_____	_____
Wood Pencil	\$0.50	\$0.75	_____	_____
Recycled Plastic Travel Mug	\$3.50	\$4.50	_____	_____
Ceramic Coffee Mug	\$3.25	\$4.25	_____	_____
Water Bottles	\$3.25	\$4.25	_____	_____
Plastic Insulated Travel Mug (fits in car cup holders)	\$7.00	\$8.50	_____	_____
<i>Proud Parent of a Bilingual Canadian</i> window decal	\$1.00	\$1.25	_____	_____
CPF Christmas Cards (box of 10)	\$6.50	\$10.00	_____	_____
CPF Antique Brass Key Chains	\$2.75	\$3.50	_____	_____

Support Materials for Branches and Chapters Only

Balloons	10 for \$2.50		_____	_____
CPF Banner	\$105.00		_____	_____
Gold plated POTL Pin	\$2.00		_____	_____
Kit Folders (each)	\$1.00		_____	_____

Premium Support Materials

Tremblant Pen with Black Presentation case	\$14.00	\$18.00	_____	_____
CPF Stuffed Toy	\$8.00	\$10.50	_____	_____

Minimum Order: \$5.00

Shipping/Handling will be charged at cost **TOTAL (GST Exempt):** \$ _____

Please allow 2-3 weeks for shipping

*Please contact your Branch for multiple copies of the following pamphlets: *You and CPF*; *CPF and the Educator*; *French Immersion: An Overview for Parents*; *Core French: An Overview for Parents*

Please go to www.cpf.ca to access the Resource Database in the "Members Corner" for any research requirements.

Please go to www.cpf.ca to access The CPF Guide to Immersion and Extended Core French in the Resources Section

Payment Options:

Please invoice me for the full amount VISA

Mastercard

Credit Card Number: _____

Expiry Date: _____

Name: _____

Signature: _____

Please ship order to:

Name: _____

Address: _____

City: _____ Prov: _____ Postal Code: _____

Phone: _____ Fax: _____ Email: _____

Appendix A

Sample Chapter Annual General Meeting Agenda

CANADIAN PARENTS FOR FRENCH – (Chapter Name)
(please insert address here)

THE 2002 – 2003 ANNUAL GENERAL MEETING
CANADIAN PARENTS FOR FRENCH – (Chapter Name),
(date, location and time)

AGENDA

1. Call to order
2. Approval of the Agenda
3. Adoption of the Minutes of the 2001 - 2002 Annual General Meeting (enclosed)
4. Financial Report for the year 2001 - 2002
5. President's Report
6. Special Reports
7. Resolutions
8. Other
9. Nominations Committee Report and Election of the Chapter Board of Directors
10. (a) Presentations to outgoing Directors (see enclosed)
(b) Installation of 2002 - 2003 Board of Directors (see enclosed)
11. Adjournment

Appendix B

Executive and Banking Change Form

DATE: _____.

CHAPTER NAME: _____ Area: _____ /NF

CHAPTER OFFICERS MUST BE CURRENT CPF MEMBERS

OFFICERS:

President

Last Name		First Name		Initial
Street Address	City/Town		Province	Postal Code
E-mail address		Phone Number ()	Fax Number ()	

Vice - President

Last Name		First Name		Initial
Street Address	City/Town		Province	Postal Code
E-mail address		Phone Number ()	Fax Number ()	

Treasurer

Last Name		First Name		Initial
Street Address	City/Town		Province	Postal Code
E-mail address		Phone Number ()	Fax Number ()	

Secretary

Last Name		First Name		Initial
Street Address	City/Town		Province	Postal Code
E-mail address		Phone Number ()	Fax Number ()	

OTHER COMMITTEE MEMBERS

Title of Committee Member			
Last Name	First Name	Initial	
Street Address	City/Town	Province	Postal Code
E-mail address	Phone Number ()	Fax Number ()	

Title of Committee Member			
Last Name	First Name	Initial	
Street Address	City/Town	Province	Postal Code
E-mail address	Phone Number ()	Fax Number ()	

Title of Committee Member			
Last Name	First Name	Initial	
Street Address	City/Town	Province	Postal Code
E-mail address	Phone Number ()	Fax Number ()	

Date of which AGM was held: _____

Bank Name	
Bank Branch Name	
Account Number (Including Transit Number)	
Contact Name at Bank Branch Office	
Telephone at Bank Branch Office	
Facsimile at Bank Branch Office	
E-mail at Bank Branch Office	
Name and Title of Signing Officer	Two signing officers are required.
Name and Title of Signing Officer	

THIS INFORMATION IS COMPULSORY

Please complete this profile in its entirety.

RETURN BY MAY 16, 2002

KEEP A COPY FOR YOUR RECORDS

Appendix C

Organizing and Running Productive Meetings

Parliamentary Definitions

Point of Order	<p>A motion that may be raised without the speaker being recognized by the Chair and that raises a question about whether a motion or debating point are within the by-laws or rules of order of the organization. A point of order does not require a seconder and is not debatable or amendable. The Chair must rule on the validity of the point of order. For example:</p> <p>Member: Madam Chair, I rise to a point of order. Chair: Please state your point of order. Member: The proposed motion is out of order because it is contrary to by-law No. 57. Chair: Your point of order is correct. I declare the motion to be out of order.</p>
Precedence	Priority in which motions are dealt with.
Privilege	<p>A motion of privilege takes precedence over all other motions except adjournment and recess. It does not require a seconder and is not put to a vote.</p> <p>Questions of privilege are related to:</p> <ul style="list-style-type: none"> ➤ The health and safety of members of the organization; ➤ The integrity or respect to which a member, the meeting or the organization is due; ➤ The safety and protection of property. <p>The Chair must rule immediately on question of privilege. For example:</p> <p>Member: Madam Chair, I rise to a point of privilege. Chair: Please state your question of privilege. Member: Madam Chair, I ask that guests be asked to leave the room until discussion of this confidential matter has been completed. Chair: Your question of privilege has been granted. All guests shall leave the room until confidential business is completed.</p>
Question	When a motion has been moved and seconded and the Chair has repeated the motion to those present, it becomes the “Question”. Following debate, the Chair states the question again and puts it to a vote. At this point, if the motion carries, it becomes a resolution.
Quorum	The minimum number of members required to be present before any business can be carried out by the meeting. The organization’s by-laws state what a quorum is.
Ratify	To give approval, to confirm an action and to make it valid and legal. Usually, the final action taken by a meeting to legalize some business performed by its officers or representatives.
Table	Delay discussion of a motion. A motion may be tabled for a fixed period of time or indefinitely.
Withdraw	The mover, with the permission of the seconder, may withdraw a motion on the floor. If a motion is withdrawn, it is not dealt with further.

Parliamentary Procedures

Motion	Interrupt Speaker	Seconder Required	Debatable	Amendable	Vote Req'd to Pass
PRIVILEGED MOTION					
Fix time to which to adjourn	NO	YES	NO	YES	Majority
Adjourn	NO	YES	NO	NO	Majority
Take a recess	NO	YES	NO	YES	Majority
Question of privilege (matter relating to comfort, safety, rights, reputation etc... of assembly as a whole or any individual member.	YES	NO	NO	NO	None*
Call for the orders of the day (get meeting back on track)	YES	NO	NO	NO	None*
SUBSIDIARY MOTIONS					
Lay on the table (temporarily set aside a main motion and any subsidiary motions to allow the meeting to move on to another piece of business even though the current matter is not resolved). A motion can only be lifted from the table by a motion from the membership.	NO	YES	NO	NO	Majority
Previous Question (close debate and bring question to a vote)	NO	YES	NO	NO	Two-thirds
Limit or extend debate	NO	YES	NO	YES	Two-thirds
Postpone definitely	NO	YES	YES	YES	Two-Thirds
Commit or refer (send to a committee)	NO	YES	YES	YES	Majority
Amend	NO	YES	YES	YES	Majority
Postpone indefinitely (Kill a motion without voting on it)	NO	YES	YES	NO	Majority
MAIN MOTIONS					
	NO	YES	YES	YES	Majority
INCIDENTAL MOTIONS					
Point of Order (use when rules of debate and procedure violated)	YES	NO	NO	NO	None*
Appeal the decision of the Chair	YES	YES	NO	NO	Majority or a tie
Suspend the rules (i.e. to allow a speaker to be heard at a particular time or deal with business out of order)	NO	YES	NO	NO	Two-thirds

* Decided by the Chair.

Comparison of Leader and Participant Behaviours

Leader	Participant
Be open and encouraging.	Decide to make the meeting worthwhile.
Serve as a catalyst by posing questions.	Attempt to answer leader's questions, especially if a long silence has ensued.
Maintain harmony; remind participants of shared goals and appropriate meeting behaviours.	Defend your ideas, but exercise appropriate meeting behaviour.
Don't ramble.	Don't ramble.
Gather support for ideas before the meeting.	Review minutes of last meeting; study agenda assemble materials; complete tasks assigned at the last meeting.
Don't control or dominate the discussion.	Practice listening skills; don't engage in side discussions.
Take notes on all that occurs.	Take notes and ask questions. Note errors that occur so they can be corrected.
Use and elicit "we" behaviours.	Demonstrate "we" attitude.
Exercise follow-up options if consensus can't be reached.	Suggest closure for items that aren't resolved within allotted time; volunteer for follow-up tasks that are assigned.

Tips for Participating in Meetings

- Before:** Attend all meetings
- Make a habit of arriving 20 minutes early: the informal discussions are beneficial
 - Do your homework between meetings
- During:** Listen and watch carefully. You'll learn a lot about the group's dynamics.
- Think hard about what the item is; try to get your head where the basic issues are
 - Indicate to the Chair when you would like to speak (eye contact, hand raised, etc...)
 - Jot down notes – quick points to help you organize your thoughts
 - Ask questions that attempt to clarify issues
 - Highlight what others have said and briefly make your point
- During the voting, you may or may not have voting privilege. If you do:
- Don't make your mind up too soon; listen carefully to all sides of the discussion
 - Vote for what you believe is best for the organization
 - Accept what the majority decision is – that's life in the volunteer world
- After:** After the meetings
- Follow through with your commitments
 - Support the decisions; don't get stuck only on your personal points
 - Talk to your Buddy and Mentor – ask them for feedback on your performance

“Re-7” Approach to Meetings (with Checklists)

Measure	Actions to be taken
RE-1: Required?	<ul style="list-style-type: none"> ✓ Decide whether the meeting is necessary ✓ If meeting is not necessary, consider alternative
RE-2: Readiness	<ul style="list-style-type: none"> ✓ Define the purpose ✓ Select participants ✓ Appoint monitors ✓ Choose a time and place ✓ Prepare an agenda ✓ Rehearse ✓ Attend to physical arrangements ✓ Send out notices
RE-3: Restraints	<ul style="list-style-type: none"> ✓ Before the meeting begins, consider and find solutions to restraints that might prevent a successful outcome: <ul style="list-style-type: none"> - Time - Self-restraint - Materials - Money - Room size
RE-4: Record	<ul style="list-style-type: none"> ✓ Appoint a person to take the minutes ✓ Appoint a scribe to record discussion points leading to a course of action
RE 5: Regulate	<ul style="list-style-type: none"> ✓ Control the flow of events so the meeting achieves goals within the allotted time
RE 6: Review	<ul style="list-style-type: none"> ✓ During the meeting, periodically review the main discussion points and the decisions that have been made ✓ At the end of the meeting, summarize again the major points and distribute the Meeting Evaluation Form to collect feedback about the meeting’s effectiveness ✓ After the meeting, stuffy the feedback you obtain
RE 7: Results	<ul style="list-style-type: none"> ✓ Distribute minutes within 24 hours ✓ Ask a meeting participant to share with you his or her opinion of the meeting’s effectiveness and its strong and weak points ✓ Check by phone the progress of individuals who were assigned tasks

Checklists

Checklist 1

General Considerations

- I have determined what value this meeting will have for attendees.
- I have made efforts to reduce the cost of this meeting.
- I have tried to anticipate the usual causes of complaints about meetings.
- If this will be a problem-solving meeting, I have familiarized myself with the steps in the problem-solving process and have selected the problem-solving technique I believe will work best.
 1. Define the problem.
 2. Analyse the problem.
 3. Generate several possible solutions.
 4. Select one solution and plan its implementation.
 5. Implement the solution.
 6. Evaluate the solution.

Checklist 2

Is this Meeting Required?

Ask yourself the following questions to evaluate whether a meeting is really necessary:

- Are we planning a meeting simply because it is always held at this time or is there a valid reason for calling this meeting?
- What were the results of the last meeting we held?
- What is the cost to the organization of having this meeting?
- Will the meeting's output justify this cost?

If a meeting were *not* required, which of the following would be the best alternative to a meeting?

- Telephone;
- One-on-one informal meeting;
- Conference call;
- Making the decision myself;
- Memo.

Checklist 3

Planning the Meeting

As the meeting leader, I have:

- Defined the meeting's purpose;
- Selected participants;
- Chosen a time and place;
- Prepared the agenda;
- Rehearsed my presentation;
- Sent out notices
- Attended to physical arrangements;
 1. Room reservation;
 2. Size of room;
 3. Materials the participants may need (paper, pens, name cards, water, coffee, refreshments)
 4. Audiovisual equipment and its placement;
 5. Extra bulbs for the projector, a full pad of paper on the flip chart, pointers, marking pens, chalk, eraser, etc...;
 6. Information regarding directions, parking, location of phones, restaurants, rest rooms, etc...;
 7. Signs or notices to be posted in the building in which the meeting will be held to help attendees find the meeting room

Checklist 4

Arranging the Meeting Room

I have considered each of the following questions pertaining to the arrangement of the tables and chairs:

- What is the purpose of the meeting?
- What chairs and tables are available?
- How many people will be attending?
- How has the seating arrangement been handled in the past?
- What is the leader's or speaker's preference?
- What physical constraints will limit the arrangement?
- Will the attendees need to work in small groups?
- Will a breakout room be needed?
- Will the leader or speaker move around the room?
- Will attendees need to move around the room?

Checklist 5

Restraints

I have considered and dealt with each of the following possible barriers to a successful meeting:

- Time
- Money
- Materials
- Room size
- Self-restraint
 1. How will I deal with difficult situations?
 2. How will I deal with different types of meeting participants?
 3. How will I ensure leader and participant behaviors that enhance a meeting?

Checklist 6

Recording the Meeting

I have appointed a person to take minutes and have reviewed the questions we should focus on:

- Who attended?
- What decisions were agreed on?
- What assignments were made and to whom?
- What will be the topic for the next meeting?
- When will the next meeting be held?
- Who will be attending?

Checklist 7

Achieving Results

During the week following the meeting, I must:

- Determine the minutes within twenty-four hours;
- Discuss with a trustworthy participant the strong and weak points of the meeting;
- Check the progress being made by individuals who were assigned specific tasks.

Leader Evaluation Form

1. Was an agenda distributed to participants ahead of time? _____
2. Did the meeting start on time? _____
3. Did we keep to the items and times on the agenda? _____
4. Were a time monitor and a topic monitor appointed? _____
5. Was someone appointed to take the minutes? _____
6. Was the purpose of the meeting clear? _____
7. Was there a good balance between social focus and task focus? _____
8. Were participants prepared for the meeting? _____
9. Was anyone allowed to dominate the meeting? _____
10. Was leadership shared? _____
11. Was everyone's opinion heard? _____
12. Was the meeting necessary? _____
13. Was the consensus on the items? _____
14. Did the meeting get bogged down at any point? _____
15. Did the leader summarize what had transpired during the meeting? _____
16. Did the meeting accomplish its purpose? _____
17. Did the participants have the right mix of intelligence, creativity and practicality?

18. Did the meeting end on time? _____
19. Do you have any additional comments? _____

Meeting Observation Form

1. Was the meeting a success? How did the leader impact that success?

2. How well did the leader handle the various character types? What types were evident?

3. When did the group get off task? Why?

4. What was the climate of the meeting?

5. What improvements can you suggest?

Meeting Evaluation Form

1. What type of meeting do you think this was primarily intended to be: Information-giving, information-sharing or information-creating?

2. What do you think the meeting's specific purpose was?

3. What did you gain from this meeting?

4. Why were you invited to this meeting?

5. Do you feel the meeting accomplished its purpose? _____

6. Were the appropriate people invited to this meeting? _____

7. In what ways could this meeting have been improved?

8. Name (optional) _____

Appendix D

Chapter Application Guide and Form

Appendix E

Sample Chapter Welcome Letter

April 26, 2002

Jane Doe
500 Xyz Drive
Anytown, NF Q1Q 1Q1

Dear Jane:

Congratulations on joining Canadian Parents for French (CPF). 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 (FSL) learning opportunities for young Canadians.

In order to meet the challenges within our education system, it is essential that all stakeholders in today's education work cohesively and effectively to assure quality programs for Newfoundland and Labrador's future ~ our youth! Enter CPF ~ a strong, vibrant organization with a vision to *promote opportunities for young Canadians to learn and use French!* Our strength lies in our membership and you will, I am sure, exemplify an excellent model of strength and character for all other members.

All levels of CPF, including the Chapter and Branch levels, look forward to providing support and assistance to you and your children as they pursue their studies in French. Please feel free to contact us at any time....we're always happy to be of assistance!

Sincerely,

John Smith
President
CPF Anytown

Appendix F

Individual and Chapter Volunteer Hours/Donations Log Forms

Volunteer hours/Donations in kind can include hours and items that have been donated to your chapter. Costs of long distance calls which a member placed, but did not claim for reimbursement, gas for a trip conducted on CPF business for which payment was not requested, loan of a computer, or door prize which a business may have donated.

A record of these contributions to the work of CPF is very important. To provide ammunition to our arguments that CPF itself makes a substantial contribution to activities funded by grants to the branch and national associations, we need to carefully record the value of donated goods and services.

In chapters: you can also report hours from everyone working on a hot dog day, Carnaval or other specific activity.

Following are copies of volunteer forms. The information on these forms can be used to prove to granting agencies the size and value of the contribution provided by our volunteers. This is extremely important in allowing us to “match” the amounts of the various grants our organization receives.

Please note the “participants in CPF programs” column in the “Chapter Log Form”. We would like to quote the number of people who are reached by CPF through its services and events, such as summer camps, Le Concours, Youth Mentor Program, etc... Give estimated numbers of students who have participated in CPF events (adults too).

Filling in the forms:

- It is not necessary to account separately for each ¼ hour of work-just report in lump sums
- All volunteers for CPF activities (not just members) can report
- To be included in the national and provincial Annual Reports, we must receive this information by April 15 of each year

Collecting the Forms:

- Many chapters pass around forms at the beginning of each meeting, collecting them at the end once everyone has reported his/her hours since the last meeting.
- Of course, the most active volunteers will probably need to keep their own forms handy with the CPF files, to fill in as they go.
- Project leaders can use the “group” form to have everyone report at the end of an event.
- Once all Individual Log Forms are collected, the chapter is to compile all the data into the Chapter Log Form and submit it to the Branch Office as described in

Individual Log Form

NAME OF CHAPTER: _____

FOR THE MONTH OF: _____

	HOURS	DONATIONS IN KIND	FUNDRAISING (Branch and Chapters)
National Officer/Committee		\$	\$
Branch Board		\$	\$
Chapter Board		\$	\$
Chapter Member (non-board)		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
TOTAL AMOUNT			

**Please complete this report and return to:
CHAPTER PRESIDENT**

Chapter Log Form

NAME OF CHAPTER: _____

FOR THE MONTH OF: _____

	HOURS	DONATIONS IN KIND	FUNDRAISING (Branch and Chapters)	PARTICIPANTS IN CPF PROGRAMS
National Officer/Committee		\$	\$	
Branch Board		\$	\$	
Chapter Board		\$	\$	
Chapter Member (non-board)		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
		\$	\$	
TOTAL AMOUNT				

**Please complete this report and return to:
 CPF-NL, P.O. Box 8601, Stn. A, St. John's, NF A1B 3P2 or by fax (709) 579-0833**

Appendix G

Branch Expense Claim Form

Appendix H

Sample Journal 1

Appendix I

Sample Journal 2

Appendix J

Sample Newsletter