

How-to Aids

FOR THE CP, FED AND PR BOARDS



MARCH 2005
FD/MM/FM

CP Practical How-to Aid

FOR THE CP BOARD CRITERIA MONITOR
BY THE INTERNATIONAL CP BOARD

This list summarizes for the Home and for the Home's CP criteria monitor the most important things that need to be tuned into to fulfill the CP board criteria. This list does not necessarily cover all that you should do; however, you do have the CP criteria and the checklist as a guiding light.

It is the responsibility of the CP criteria monitor, in counsel with the Home's managers, to ensure that the Home is aware of the criteria and checklist and their contents, and thus to know what is required of the Home.

This person is to be the "voice" of the CP board in the Home, helping to ensure that the Home is covering the requirements in your childcare and parenting standards.

The role of the CP and FED monitors within the Home is described in the following excerpts from "Getting Stronger, Part 2":

In order to make sure each board's criteria is given proper attention and is not overlooked by the Steering Council, we have set up board criteria monitors in each Home. The monitor of each board is responsible to monitor the Home's fulfillment of their board's criteria and to make sure the Home shepherds and Home managers are aware of any needs, lacks, etc.

It has been determined that giving each criteria monitor authority to force the Home to comply with their board's criteria could blur the lines of authority within the Home, resulting in disunity, competition, or a lack of balance, and therefore the monitors' authority, in relation to the Home's compliance, is limited to bringing awareness to the needs of their board's criteria, unless they are specifically given more responsibility or authority by the Steering Council, with the Home Council's approval.

Criteria monitors are not in themselves responsible to make the Home do whatever is listed in the criteria of their boards. They do not have any more authority regarding their board than the other members of their Home unless they are specifically given such authority by the Steering Council and Home Council. Overall, they are simply a "voice" in the Home, someone responsible to be thinking about that particular board, bringing up the needs of that board, reading the

material supplied by the national, regional or international board, and doing their best to represent it in the Home, etc.

Now, having said that, there might be people in your Home who are elected as criteria monitors who, in counsel with the Home shepherds and Home managers, can help to carry the load of fulfilling that board's set of criteria. That's perfectly acceptable. In fact, that's to be encouraged, to spread the load on more shoulders, but under no circumstances should monitors "railroad" what they think needs to be done. (ML #3518:118.13–14, 162–163, GN 1109).

God bless you and help you to reach your goals in portraying a sample of the Kingdom to others. We love you!

Your international CP board

GENERAL

- Keep abreast of childcare-related counsel from the GNs and other new pubs. Help see that these are easily available to all.
- Be aware of CP board initiatives and bring the Home's possible participation in board activities to the attention of the Home managers.
- Encourage communications between the Home and the CP board, such as contributions to area newsletters, Family pubs, etc.
- Have available the name, address, contact number, e-mail address of national CP board members.

WORD

■ Children's Word library

- Ensure that the children's Word is easily available and accessible for them.
- Ensure the children's library is as complete and well organized as possible, both that of individual families and/or the Home's.
- Sufficient copies should be available for Word classes, quiet-time reading, or other study times.
- Providing more copies if necessary, either by photocopying or ordering from your FED Resource Center.
- Encourage and teach the children to be good stewards of their Word pubs.
- Ensure the children's pubs are properly distributed upon arrival.
- Encourage all Home members to see the children's pubs to be aware of the Word that the children are receiving and being fed.

(There is a listing of a basic children's Word library in the CP Handbook.)

■ Teaching the Word to the children

- Copies of "Word Curriculum 2004" are made available for the different age groups/levels to ensure easy following of this Word foundation program. (To download this from the Family site, please see the following link: <http://www.familymembers.com/pubspages/search.php3?searchpub=64>)

- Younger children should have access to a good picture Bible.
- Children (of approx. age 6 or 7) have a personal Bible (preferably KJV large print).
- Encourage the children of appropriate age to keep nice Word notebooks for notes from Word classes.
- Encourage the children to keep personal prophecy notebooks.
- Encourage Home members with the gift to play guitar or another instrument to have inspiration and singing with the children.
- Ensure that the Home has a good quality setup for the children to be able to listen to Word tapes, Family music, etc.
- Encourage different Home members to take part in teaching the Word to the children. This should be done in a way that also provides continuity.

■ **Childcare and Word teaching materials**

- Ensure that Family books and pubs are available for reference, such as Activity Books, Teaching and Activity Guide (TAG), Kiddy Cat Book, Childcare Handbooks, Flannelgraphs, Childcare FSMs. *(For a complete list, please see the CP Handbook)*
- Ensure that Word teaching materials are easily accessible for the Word teachers or those caring for the children.
- Encourage the Home to discuss and decide about investing in needed childcare or Word teaching materials; i.e., audio-visual aids, flannelgraphs, teaching tools, etc.
- Keep a good file of Word or other teaching tools obtained, or made available by the CP board; if necessary, originals are kept to duplicate or a basic computer file is kept to print from.
- Maintain a list of resources and audio-visual materials available from your local CP or FED board.

■ **Children's memory work**

- Ensure that copies of the memory plan in "Word Curriculum 2004" are made available for easy use.
- Help and encourage the Home to have the Memory Book song tapes and other Word songs available for the children.
- Ensure that the children have a good memory/review system that helps them make progress in retaining their memory work.

WITNESSING

- Ensure that appropriate outreach tools for children are on hand for the children's witnessing; i.e., tracts made for children, witnessing Bibles, etc.
- Ensure that the children are familiar with the message of the tracts they take out.
- Encourage the Home to pray to be instant witnesses and share witnessing testimonies which aid in training the children in wanting to share His love with others.

- Ensure the children are taught about how to greet or interact with people when witnessing or with visitors coming to the Home.
- Encourage the children and teach them to help in witnessing activities with visitors; i.e., performing songs, giving flannelgraphs, sharing a simple class on a spiritual subject, explaining their homeschooling and showing artwork or other school projects, etc.
- The Home should discuss the frequency of the children's witnessing opportunities and plan accordingly.
- Ensure that there is a good ratio of caregivers to children when on witnessing outings.
- Remember that a variety of witnessing ventures can be achieved by combining witnessing with excursions or special events in the vicinity of the Home or surrounding area.

PARENTING / HOME RESPONSIBILITIES

■ Childcare schedule

- A consistent teacher or caregiver for younger ages is preferable as long as the teacher/caregiver is not overloaded and has sufficient breaks, planning time, etc.
- Encourage other members of the Home to take time with the children, teaching them what they have talents and interests in. As much as possible, everyone should try to take some time with the children weekly, in some form.
- Keep a calendar of upcoming events, road trips, witnessing plans on hand.

■ Childcare meetings

- Keep the minutes of the monthly Home childcare meetings on hand, including "to-dos" for easy reference.
- Share the input from CP seminars and/or advisories, newsletters, etc.

■ Shepherding needs

- Ensure that the parents keep shepherding records for children enrolled in outside school.

■ Parent times and parent days

- Ensure discussion at regular childcare meetings to evaluate parent times and days.
- Keep a list on hand of parent day activities.
- Prepare by looking for special outings or events for the children.
- Look into cheap public transport fares (Family cards, year cards, etc.)
- Encourage formation of possible parenting teamworks to help large families.

■ Legal work

- Mark the calendar in advance to work toward legal/citizenship papers for a new baby.

TRAINING AND DISCIPLINE

■ Training the children

- Ensure regular personal time with children (Minimum for ages 9–11: 1 hour every two weeks, but more is preferred.)
- Keep prayer lists for children (*please keep confidential*).
- Encourage the parents to take the time to pray and assess the spiritual, emotional and mental growth of their children, and help plan needed measures and support them in prayer.
- Encourage prayer, discussion and planning for involving the children in the Home's ministries.
- Encourage developing and furthering the children's talents.
- Encourage consistent practical skills training (*Please see the CP Handbook for a list of age-appropriate practical skills for children to be trained in*).
- Plan childcare-related devotions on a regular basis (preferably at least monthly).
- Encourage awareness for the Home of what children experience at different stages of their growth (see Raise 'em Right index; could be for a childcare devotions, combined with prayer).
- Ensure guidelines are in place and agreed upon regarding movie watching and other media-related activities for the children in the Home.
- Encourage teaching the children practical life skills, good cleanliness and stewardship and participation in JJT.

■ Discipline

- Has a good working knowledge of "Family Discipline Guidelines" (ML #2919, Vol.21).
- Decide where to keep a copy of the Home's current discipline guidelines.
- Ensure that the Home has a disciplinary standard and guide, and that it's reviewed whenever necessary, so it's kept current and applicable.

CHILDREN'S WELFARE

■ Children's needs

- List of the childcare needs to submit to the Home budget planner.
- List of places to shop and provisioning contacts for certain needs.
- Record of children's current clothing and shoe sizes and needs.
- Help see that all the children's physical and material needs are being met.

■ Exercise

- Budgeting, provisioning, etc., is being done for necessary get-out equipment.
- Adapting outdoor play and exercises according to weather.
- Possibly searching out available exercise opportunities within the community.

■ Children with special needs

- Communicate with other Family members who have children with similar special needs and form a support group.
- If you have children with special needs, reach out to the families in your community who also have children with special needs and offer spiritual support.

SAMPLE

■ Local customs

- Researching local customs.
- Attending appropriate local activities to learn about the customs of the country of your residence.
- Provision local costumes for special occasions.
- Invite community members to teach the children about local customs and/or the local language.
- Incorporate local (healthy) foods into your meal plan.

■ Etiquette

- Discuss and agree on appropriate manners and how to go about teaching them to the children within and without the Home.
- Pleasant serving of food and dining atmosphere will inspire the children to have pleasant manners.

COMMUNAL LIVING

- Helping parents with arrangements for parenting teamworks if necessary.
- Continuation of renewal-type activities to involve all Home members in the care and training of the children.
- Home policy as far as children coming into others' rooms (for example, to knock or not to knock) and respecting others' belongings.
- Home policy for how to address older members of the Home (to be or not to be an auntie or uncle).
- Stewardship of Home belongings (for example, cars, children's outdoor equipment): involve the children in their care.

HEALTH CARE

- The Home is a safe environment for its members and children (i.e., no dangerous liquids within reach of children, stable electrical systems, no potential hazards, safety guidelines for the kitchen, etc.). Appoint (or have your Home elect) someone in your Home to be responsible for this.
- Name, address, phone numbers of doctor, dentist, optician, local emergency care hospital.
- Information on any children who need special care, medical or developmental attention.
- Information about any special dietary needs or health concerns, important medical information, such as allergic reaction to bee stings, other allergies, etc.
- Maintain a good first aid kit.
- A good medical encyclopedia and information, CP and *Kidland* information, etc., are kept on hand.
- Help ensure that the medical records of all children are being kept consistently.
- Help ensure that any children whose parents are away are well cared for and are receiving proper care, attention, and love.

SUGGESTED CP CRITERIA BINDER CONTENTS

Items to keep on file could include the following:

■ **Addresses**

- Name, address, contact number, e-mail address of national CP board members.
- Places to shop and provisioning contacts for certain needs.
- Name, address, phone numbers of doctor, dentist, optician, local emergency care hospital.
- Suggestions and information about excursions; any special events and free events happening in the surrounding area.

■ **Children**

- Prayer list for children and teachers, and answered prayer.
- Information on any children who need special care, medical or developmental attention.
- Who the parenting teamworks are.
- Copy of "Family Discipline Guidelines" and a record of the Home's current discipline standard
- Record of children's witnessing stats, souls saved, follow-up of people they meet, events attended, etc.

■ **Health**

- Information about any special dietary needs or health concerns, important medical information, such as allergic reaction to bee stings, other allergies, etc.

■ **Meeting records**

- The minutes of Home childcare meetings, including "to-dos."
- Notes from any CP seminars attended.
- Copy of the current Home discipline standard.

■ **Publications**

- CP board communications, including newsletters, bulletins, advisories, etc.
- Listing of resources and audio-visual materials available from your local CP or FED board.

■ **Schedules and planning**

- Copies of children's Word and memory plan in progress.
- A copy of "Word Curriculum 2004."
- Home childcare devotions plan.
- Childcare needs list for budget planner.
- Childcare schedules.
- Calendar of upcoming events, road trips, witnessing plans, etc.

FED Practical How-to Aid

FOR THE FED BOARD CRITERIA MONITOR
BY THE INTERNATIONAL FED BOARD

This list summarizes for the Home and for the Home's FED criteria monitor the most important things that need to be tuned into to fulfill the FED board criteria. This list does not necessarily cover all you should do; however, you do have the FED criteria and the checklist as a guiding light.

It is the responsibility of the FED criteria monitor, in counsel with the Home's managers, to ensure that the Home is aware of the criteria and checklist and their contents, and thus to know what is required of the Home.

This person is to be the "voice" of the FED board in the Home, helping to ensure that the Home is covering the requirements in the education of our children, JETTS and teens.

The role of the CP and FED monitors within the Home is described in the following excerpts from "Getting Stronger, Part 2":

In order to make sure each board's criteria is given proper attention and is not overlooked by the Steering Council, we have set up board criteria monitors in each Home. The monitor of each board is responsible to monitor the Home's fulfillment of their board's criteria and to make sure the Home shepherds and Home managers are aware of any needs, lacks, etc.

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Criteria monitors are not in themselves responsible to make the Home do whatever is listed in the criteria of their boards. They do not have any more authority regarding their board than the other members of their Home unless they are specifically given such authority by the Steering Council and Home Council. Overall, they are simply a "voice" in the Home, someone responsible to be thinking about that particular board, bringing up the needs of that board, reading the material supplied by the national, regional or international board, and doing their best to represent it in the Home, etc.

Now, having said that, there might be people in your Home who are elected as criteria monitors who, in counsel with the Home shepherds and Home managers, can help to carry the load of fulfilling that board's set of criteria. That's perfectly acceptable. In fact, that's to be encouraged, to spread the load on more shoulders, but under no circumstances should monitors "railroad" what they think needs to be done. (ML #3518:118.13-14, 162-163, GN 1109).

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Your international FED board

GENERAL

- Keep abreast of education-related counsel that comes out in the GNs and other new pubs. Help see that these are easily available to all.
- Be aware of FED board initiatives and bring the Home's possible participation in board activities to the attention of the Home managers.
- Encourage communications with the board on FED-related topics, such as contributions to newsletters, Family pubs, etc.
- Keep on file (paper and/or computer): Home Ed Flyers, FED board messages, CVC messages, educational/FED-related order lists, local laws, address and contact numbers of national FED board members; area CVC instruction; Coordinator's e-mail, postal address and PGP key.

EDUCATION OF OUR CHILDREN 0 THROUGH 5 YEARS OLD

- Be aware of suggestions, ideas and information about educational excursions.
- Be sure that each child has an appropriate, ongoing plan they are working through.
- Ensure that young children have a variety of manipulatives and stimulation opportunities available.

EDUCATION OF OUR CHILDREN 6 THROUGH 13 YEARS OLD

- Encourage the Home to follow a good schooling schedule that would also include educational input and activities such as visits to museums, planetariums, and other educational sites, field trips, documentaries, experiments, and hands-on learning.
- Ensure that each child has an ongoing, planned curriculum.

EDUCATION OF OUR TEENAGERS 14 THROUGH 17 YEARS OLD

- Encourage the Home to follow a good schooling schedule that would also include educational input and activities such as visits to museums, planetariums, and other educational sites, field trips, documentaries, experiments, and hands-on learning.
- Ensure that each teen has an ongoing, planned curriculum.
- Regarding vocational training: which adult is overseeing/teaching what; what vocational training is sought by the teen, and help to schedule to enable this training to be accomplished.

(Please see the points below about arranging for students to enroll in the CVC and sign up for CVC courses.)

EDUCATION OF YOUNG PEOPLE 18 YEARS AND OVER

- ❑ Encourage the Home to allot study time:
 - ❑ for a young person (18 years and over) who has not received a high school diploma (or the equivalent) by the age of 18 if they choose to work toward getting a diploma.
(The amount of study time given is to be agreed upon by the Home.)
- ❑ Ensure that provision is made for those 18 and over to obtain official certification for their education if they desire or feel it is necessary.
(Please see the points below about arranging for students to enroll in the CVC and sign up for CVC courses.)

CVC STUDIES

- ❑ Encourage and help arrange for students to enroll in the CVC and sign up for CVC courses.
- ❑ Help to arrange for a CVC Course Supervisor (in the Home, or someone who regularly comes to the Home or who the student works with:):
 - ❑ to assist the CVC students. Each Home should also have Vocational Training Overseers who help teach and train students in different ministries.
(Note: If a qualified Course Supervisor is not available in the Home, a competent CVC Supervisor on a city or area level could temporarily fill that role as they train and offer counsel to those in the Home.)
 - ❑ **CVC Course Supervisors** (CS) must have a working knowledge of the CVC. They are responsible to see that students progress in their studies and receive the help and training needed. They will need to be a witness to the students' progress and sign their forms, as well as help test them, or in other ways help them meet diploma and certificate requirements. Through communication with the local FED board, the CS should find out dates and locations of CVC High School exam sittings, and help make arrangements for students to sit for exams as needed, as well as other necessary testing.
 - ❑ **Vocational Training Overseers** (VTO) help train and oversee students' practical experience in different ministries, and sign or initial some of their CVC forms to confirm their training and experience. For example, the Home's teacher may be a VTO in the area of childcare; the provisioner or a secretary may be a VTO in the areas of business and secretarial training; the handyman may be a VTO in the area of industrial arts, etc.

LANGUAGE STUDY

- ❑ Researching local language study materials; for example, CDs, books, visual materials.
- ❑ Discussing ways for the Home and children to use the local language in their witnessing ministry (i.e., "Open the Door for the Children" ministries) to interact with local children and in turn learn to communicate.
- ❑ Hiring tutors to teach certain subjects in the local language if or when needed.

RECORD-KEEPING

- Organizing teacher's meetings and FED workshops (for example, record-keeping workshops on a monthly basis to update the school records).
- Teach and train the students to help in keeping their records to make the job easier for the parents and teachers. A master copy of important forms should be kept on hand: attendance records, school planner and/or log, CVC forms, copies of diagnostic tests available, etc.
- Help to record teens' progress toward their high school diplomas.
- Plan and organize résumé workshops for teachers and/or students.
- Plan a time at the beginning of the year for the teachers and parents to get together to plan the year ahead, and then again at the end to "close" the year and take care of anything still pending.

PARENTS AND TEACHERS

- Have a regular schedule for your students' homeschooling.
- Search out and encourage those in the Home who have a talent and burden to teach a certain subject, and help to make it possible for them to teach.
- Help schedule specialized teachers and encourage them to choose their hours to teach their subject; for example, hold special music classes in the evenings, etc.
- Schedule classes, teachers, etc.—who teaches what and when.
- Ensure that teachers and parents have needed Family books and pubs available for reference, class planning, etc. (CCHBs, RER, TAG, Dito Book, Tech Book, Activity books, etc.)

■ Checking the work

- Ensure regular grading and checking of students' work, even by organizing workshops if necessary to check each student's work and grade it.
- Teachers/parents should fill in the teacher's logs and/or planning sheets, attendance and cumulative records as per the Charter requirements.

■ Parent/Teacher communication

- Encourage and ensure regular communication to touch base together on students' needs.
- Home should be in agreement on a plan for disciplinary matters for students.

■ Teacher training

- Setting goals and encouraging people involved in teaching to earn CVC teaching-oriented certificates to further their teaching skills and/or document their proficiency.
- Encourage those involved in teaching to have someone they can go to (whether in or out of the Home) for help, ideas and counsel on needs that come up in their teaching.

EDUCATIONAL RESOURCES AND PRESENTATION

■ **Resources**

- Keep updated addresses or catalogs on hand for ordering homeschooling materials, including curriculums being used, teaching aids, etc.
- List school supplies and educational needs to submit to the Home budget planner.
- Keep updated information on where to shop for school needs, such as buying at wholesale or discounted prices, etc.
- Mark on the calendar when to place orders (to be early in placing curriculum orders so they are available by the beginning of the school year).
- Keep updated information on educational materials available from other areas.
- Have on hand a recent copy of the FED Resource Center list and ordering instructions, including e-mail communications and record of payment.
- Be aware of local book fairs or sales to stay abreast of new products available on the market or to look for, buy and/or provision educational needs.
- Find ideas and ways as a Home to help prepare materials needed, such as workshops for cutting and preparing math aids, etc.

■ **Legal Home education and presentation**

- Be aware of and keep the Home informed of homeschooling laws for your area, as well as visits to or by education officials, when, purpose, contact name, address and phone number; any to-dos or follow-up needed.
- Keep a homeschooling scrapbook (or dossier) (of such things as newspaper clippings and web articles, Raise 'em Right articles).
- The Home should have a home education dossier or portfolio with materials such as brochures, photo albums, etc. (the children's school portfolios could be used) to present the children's/Home's schooling.
- Have a workshop from time to time to talk about things such as local regulations or changes; your homeschooling presentation both as a Home and individually as a family; possibly having each family put on paper their personal philosophy.

EDUCATION OF CHILDREN WITH SPECIAL NEEDS

- Have contact information on hand to keep in touch with the national/regional FED and CP boards for information as needed about children with special educational needs.
- Be aware of other parents of special needs children to possibly form a support group and share experiences and findings.
- Counsel with the parents and the Steering Council about the possibility of placing Family want ads for help from someone with a special burden for special needs children.
- Prayerfully research good, godly counsel and advice needed, whether online or otherwise.
- Train those working in this ministry to become professional caretakers by ensuring a good schedule so they don't get overburdened, and enable them to seek out godly education to further their training.

SUGGESTED FED CRITERIA BINDER CONTENTS

Items to keep on file could include the following:

■ **Addresses**

- Name, address, and contact numbers of national FED board members.
- Area CVC Instruction Coordinator's e-mail, postal address and PGP key.
- Addresses for ordering homeschooling material, including curriculums being used.
- Contacts and info regarding shopping for school needs.

■ **Children**

- Prayer list for children, teens and teachers, and answered prayer. (Please keep confidential.)

■ **Legal**

- Info regarding visits to or by education officials, when, purpose, contact name, address and phone number; any to-dos or follow-up needed.
- Homeschooling dossier (for example, newspaper and web articles, Raise 'em Right articles.)
- Homeschooling laws for your country or area.

■ **Meeting records**

- Notes from parent/teacher meetings, including "to-dos" and a record of decisions made for easy reference
- Notes and audio-visuals from any FED seminars.

■ **Planning**

- Home school schedule.
- List of educational needs for the budget planner.
- Calendar of events, including when to place orders.
- Suggestions and information about educational excursions.

■ **Publications**

- Home Ed Flyer.
- FED board communications, e-mail, phone, etc.; order forms.
- Local FED newsletters, advisories and messages, and any other education-related announcements.
- Listing of resources and audio-visual materials available from your local FED or CP board.

■ **Resources**

- Information concerning educational materials available from other areas.
- Copy of FED Resource Center list and ordering instructions
- FED Resource Center orders, including e-mail communications and record of payment.

■ Teaching

- Information about children with special educational needs, including progress and updates.
- Schedule of the teachers—who teaches what and when.
- Vocational training: which adult is teaching what; what vocational training the teens are working on.

■ Testing and record-keeping

- Sample forms: CVC forms, attendance records, other record-keeping materials, etc.
- Copies of diagnostic tests available.
- Record of teens' progress toward their high school diplomas.

PR Practical How-to Aid

FOR THE PR BOARD CRITERIA MONITOR
BY THE INTERNATIONAL PR BOARD

This list summarizes for the Home and for the Home's PR criteria monitor the most important things that need to be tuned into to fulfill the PR board criteria. However, this list does not necessarily cover all you should do. The Lord may give you other ideas or ways for your Home to meet the PR board criteria.

It is the responsibility of the PR criteria monitor, in counsel with the Home's managers, to ensure that the Home is aware of the criteria and the contents of advisories and messages from the PR board, and thus to know what is required of the Home.

It is important to understand that the criteria monitor may not be the one to personally attend to or fulfill each of these points; some are the responsibility of the Home's managers or the Home's appointed spokesperson(s). The criteria monitor needs to be aware of the PR criteria and be praying about ways to suggest that the Home managers meet them if that is not happening already. This person is to be the "voice" of the PR board in the Home, helping to ensure that the Home is prepared for any PR-type situations.

God bless you and help you in your efforts to present your Home and sample of the Kingdom to others.

General

- The regional PR board has been informed of who are the Home's spokesperson(s) and criteria monitor.
- The Home spokesperson(s) and the Steering Council have a phone number or other means of contacting your regional PR board chairperson quickly.

Sample and Witness

- The Home and its members are open about their membership in the Family.
- The Home's appeals for funds or goods accurately represent how the Home intends to use them.
- Donated goods and/or monies are being used for the purposes for which they were requested.
- The Home keeps records of income, expenses, and liabilities.
- The Home fulfills the necessary legal obligations and accounting requirements relating to any legal entity it operates, such as a not-for-profit or for-profit, NGO, or co-work with other organizations.
- Members of the Home receiving government benefits are satisfying all of the legal requirements.
- When witnessing and/or fundraising with minors, Home members are mindful of appropriate hours to do so, local field conditions, local laws, safety concerns, and that the children are properly chaperoned and cared for.
- The Home's witnessing and/or fundraising with minors reflects positively on the Family and is in keeping with area goals.
- The house and yard are well maintained, generally tidy, and free from junk; a good sample and standard of cleanliness to neighbors and visitors.
- Members of the Home dress in a way that would generally be considered appropriate and a good sample when interacting with the public, including visitors.
- The Home's vehicles are kept clean, well maintained, and a good sample, and the Home's vehicles and drivers have their required paperwork in order.

Home Preparedness

- The Home takes active measures in the area of persecution preparedness in accordance with current GNs, other Family publications, and area PR goals, and assesses regularly whether the Home is up to par should they come under official scrutiny.
- The Home spokesperson(s) is familiar with relevant Word and the Family statements in order to be prepared to explain the Family's doctrines to those who ask.
- The Home spokesperson(s), in counsel with the Home managers, is preparing to speak with officials and explain the Home's work and situation if the need arises.
- The Home has a training program to help the spokesperson(s) to give a good presentation of the work and the Home to the media or officials.
- The Home has a dossier of PR material such as brochures, photo albums, letters of recommendation, etc., which has been checked for accuracy, to present the Home's current work and the Family International (subject to regional PR board guidelines).
- The Home spokesperson(s) is knowledgeable about any local laws that have a bearing on the Home and its work.
- The Home, the Home Steering Council, and the PR criteria monitor are aware of the contents of regional PR advisories or notices, and are deciding together on how to implement the counsel in those advisories.
- The Home is abiding by the security guidelines outlined in the Charter's "Home Life Rules," as well as those established through area goals.

- All pubs in the Home have been purged in accordance with the Pubs Purge requirements.
- The Home knows a lawyer, a local official, or a person of influence in the community whom they could go to for counsel and assistance concerning its activities and affiliation with the Family International.

Personal Preparedness

- Members of the Home have their necessary legal documentation in order and up to date, or if not, are working on it.
- The Home's members in general and the spokesperson(s) in particular are preparing to handle general inquiries about the Home's activities and affiliation with the Family.

Media Activity

- The regional PR board has been notified if any of the Home's members have been involved in any Family-related media activity.
- A report and a copy of the article or transcript of the interview have been sent to the regional PR board concerning any interaction with local media regarding the local work.
- Homes in the area/city have been counseled with concerning any plans for local media coverage which could affect other Homes in that area.
- Any serious PR or legal problems, encounters with authorities, or media situations have been reported to the regional PR board.
- The regional PR board has been informed before any members of the Home have participated in national, international, or other major media interviews, documentaries, movies, books, written rebuttals, press releases, or articles in the name of the Family International.



(Note: The Practical How-to Aid for the CS Board Criteria Monitor can be found in GN 1108.)