

Introduction to

CP / FED Home Review Criteria



Dear Family,

We love and admire you!

In this GN we present the CP and FED criteria that show you what is expected of Family discipleship Homes in these two pillars of Family life. The CP criteria lays out the expected standard in the multifaceted care, training, and character building of the children, and outline our parental and Home responsibilities toward the children. The FED criteria clearly state the expected standard of our children's and teens' education.

The CP and FED international and (most) regional board chairs met to seek the Lord's guidance to prepare this material for you. We pray that these criteria will be useful as the tool they are intended to be in assessing the CP and FED pillars. These criteria are founded on the wealth of Word that we've been given regarding our children and the many aspects of their care. You will undoubtedly find some things you are already doing and other things you can work together to strive for. It will no doubt take time to rebuild on this foundation. However, we pray this challenge is seen as the vehicle needed to help us reach the goal of upping the standard of our children's care and education. We're all in this together, and as we unite in vision and goals we will become the winning teams the Lord needs us to be for our future as the FD Family!

It will be helpful to have this GN on hand to review during your childcare and/or teamwork meetings. Please contact your local boards if you have any questions. We love you!

Here is a special message from Mama given to all parents, teachers and helpers, which we're sure you'll appreciate. Much love and key-powered prayers for you all!

Your International CP and FED boards

MESSAGE FROM MAMA

My dear sweet mates and friends,

Dad always said that our mothers and fathers were the greatest heroes of all and tops in his books, and Peter and I agree. This goes for you teachers too! You are some of the Lord's heroes, and we're sure you will be in His Hall of Fame!

Dad said children are some of the biggest assets we've got, because they're our future citizens, and therefore the most important job in the Family. So you're doing two of the most important jobs in the Family at the same time: being missionaries and raising His children.

The Lord even called our children our national treasure, and said they are not to be looked on as a burden or liability, but as a prize. Here is what He said:

(Jesus:) I do all things well, and I have given you the hope of the future, your national treasure, these precious children to care for. I have filled many quivers to the full. You are mightily blessed, for they are of great value.

The children are not to be looked on as a burden or liability, but as something that should be treasured, and that, when wisely invested in, will reap great dividends. These little ones that I have given should be enjoyed, appreciated, cherished, respected, valued, and highly esteemed, for they are a great prize and fortune—wealth and riches in your hands! They are your great nation’s national treasure and should be treated as such.

I have given you the CP and FED boards to help you guard this treasure, to ensure they are well taken care of and invested in so that more fruit may come from them. Your children will be a testimony and witness to many. And you parents will be a testimony of My truth and of being yielded and willing to receive these precious gifts from My hand.

These children are not only the parents’ but the Family’s greatest treasure, and when invested in, will bring forth much fruit. So continue to look on them as such, and focus on how best to tend to them and what would help them to become My disciples.

If you are faithful to put the needs of these little ones above your own, and even above other projects and desires, then they will bring forth much fruit for the Kingdom.

I have never failed to care for My Own in the past, and I will not fail you in the future. I will show you the best road and what is My highest will in the care of My most valued treasure. *(End of message.)*

Peter and I admire each of you for your love and faith in the Lord. You make Jesus and us so happy by loving Him and by faithfully tending to everything He has entrusted to your care—including caring so diligently for our dear children. Silver and gold will be nothing when this life is done and over, but children are an investment that will last for eternity.

Having the CP and FED board pillars devoted to the care of the children, parents, teachers and education needs is a dream come true, and something Dad tried many times to establish through different methods. It took those pioneering efforts on his part to get us to where we are today, and I know he is well pleased, as are we and the Lord. Thank you again for all your hard work, prayer, love and devotion that you put into guarding our national treasures.

Love, Mama

CP Home Review Criteria



FOR FAMILY DISCIPLESHIP HOMES

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(Jesus) You have been faithful with what I have entrusted to your care, and now I will bless you by giving you this gift of expanded faith. This special reward or bonus will enhance the progress that your children will make as you teach, train, and pour into them. This gift of greater faith is a special gift, which I give to you, My parents—an extra allowance of faith. You are rich in faith! Rejoice!

In this new era of faith and miracles, I will multiply your efforts many times over. So expect to see the effects of this increase of your faith. It is My gift to you, My faithful parents. Call on the power of the keys to help activate your new gift. It's all yours for the asking! Come to Me and ask Me of things to come concerning your sons and your daughters. I will answer. I will show you great and mighty things, which you know not. As you look to Me, I will teach you My ways and give you My wisdom.

I will give you more wisdom to not only teach and train your children, but to truly win them for Me as you activate the keys of parenting. The keys of parenting are yours now through this gift of greater faith. These keys will enhance your methods in the teaching of your children. These keys will help you to find the key to each child's heart. These keys will open the treasures of darkness for you as you use them and avail yourself of their power. ("God's Greats," ML #3478:39–41; GN 1065)

1. WORD

- **The Home gives the children a solid foundation in the Word. The goal is that the children develop a personal relationship with Jesus.**

(Dad:) The Word has always been the basic building block of our whole educational system!—The good, wholesome, nourishing, upbuilding, uplifting, encouraging, inspiring, feeding truth of the Word of God! And the more you read those verses over and over to children the more they begin to really absorb them. Their minds are just like a little sponge, a little tape recorder, a little computer, they just sop it all up. (“Train Up a Child,” ML #1142:42; Vol.11)



(Jesus:) The main goal is to train your children to develop a personal relationship with Me—a relationship that doesn’t depend on anyone else to be kept alive. This is going to be their greatest strength in the years to come—their love for and closeness to Me—because that is the standard by which they will measure everything. Their link with Me is what will keep them, protect them, instruct them, and give them power and anointing in time of need.

Strengthen this link through your sample, and through establishing a firm foundation in the Word—not only in the allotted hour or two of Word time daily, but in your schooling, in your play, in your daily interaction with them. Glorify Me. Bring Me into your conversations. Let them hear you asking Me everything. If you knew how important it is for them to establish a solid connection with Me, you would make much more of an effort to give them the sample that they need of someone who loves and respects Me and comes to Me first. (“Solutions for Parents, Shepherds and Everyone,” ML #3389:188, 189; GN 985)

The “Word Curriculum 2004” is the most recent Word course available for the children’s spiritual training and is meant to help you give your children a solid foundation in the Word. Following this course by reading and studying the Bible and Letters in their age-appropriate presentation will give children a solid Word foundation.

The “Word Curriculum 2004” is broken down into several age group sections with a separate curriculum for ages 0–4, 5–6, 7–8 and 9–11 years old.

The “Word Curriculum 2004” also contains a Memory Plan booklet for children ages 1–11, which is divided into age-appropriate sections.

You will find valuable information about using this course in the introductory flier entitled: *Introducing the Word Curriculum 2004*.

The “Word Curriculum 2004” is posted on the MO site and has been made available by some CP boards in hard copy for their area/region. The “Word Curriculum 2004” will be periodically updated so that the most recent Word for the children is included. Please do your part to ensure that your children make steady spiritual progress by following this course.

If your Home has children who are dependent on a language other than English to be fed spiritually, and thus can’t get their spiritual feeding from the English-language pubs, the Home will need to seek the Lord as to how to ensure the children receive a solid Word foundation. If there are children’s publications listed in the “Word

Curriculum 2004” which have not yet been translated into the local language, other appropriate available children’s pubs could be substituted in their place. The Bible reading and study programs can be easily adapted using a local language Bible. Please encourage the children to learn English as a second language, so they can benefit from all of the many English-language children’s pubs and materials.

It is imperative that the Home’s children have access to a well organized and nicely kept children’s pubs library, which is kept separately from the regular Home library. Since the children’s pubs are made available by families, the families might each have their own children’s pubs library.

- **Children have the required daily quality Word time. Their Word plan is varied, with the purpose of making it alive, exciting, and as applicable as possible. (For example: studying the Bible and age-appropriate new Word; encouraging active participation through songs, skits, flannelgraphs, chalk talks, quizzes, games, animated presentations, research, note-taking, audio-visual material relating to their Word studies, etc.)**

(Jesus:) It is to your advantage to seriously seek for ways to make the children’s Word time high quality. As the Word becomes more alive and exciting in your children’s lives during their devotional times, it will also become more natural to incorporate the Word and the things of the spirit in every area of their lives—into their school time, their extra project time, their get-out, their communications with others, their playtime, and their times of relaxation and recreation. This is the goal: To teach the children to take the Word and My Spirit with them wherever they go, to teach them to apply the Word in every area of their lives. And it all starts with quality, fun, exciting and alive Word and devotions times. (“Renewal: A Gift of Love for the Children,” ML #3491:184; GN 1076)



And these Words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up. (Deut.6:6–7)

The Love Charter’s minimum schedule requirement for school-age children’s Word time is two hours daily, which can be united, private, or a combination of both. (See “Scholastic and Schedule Rules,” C.3) Although this is not required for family days, please note that family days can offer wonderful opportunities to have fun and feeding Word times in the family circle.

- **The Home ensures that the children are following and making progress through the memorization plan in “Word Curriculum 2004,” and that they are learning to use the new spiritual weapons of prophecy, praise, prayer, the keys, etc.**

(Dad:) One purpose of memorizing the Bible is so that you have a rock-solid foundation of Word in your heart. The purpose of memorizing the key promises is so that you learn to wield this new power that has been granted to you. (“The Mysterious Keys, Part 2,” ML #3473:20–21; GN 1061)



(Jesus:) Knowing the Bible and having memorized key verses helps you to discern and confirm and interpret what I give you in prophecy. It gives you more faith in what you receive from Me if it is confirmed with the written Word. Thus, memorizing enhances your gift of prophecy. (“Issues, Part 7,” ML #3350:39; GN 945)



(Jesus:) This area of teaching them to hear My voice is one especially dear to Me, for I desire to be so very near to them, only a whisper away. The more they realize how close I am to them, the more it will alleviate their fears and give them greater confidence in all that happens to them, for they’ll know that I am in control and I can and will direct their lives. (“Teaching Children to Hear from the Lord,” ML #3360:26; GN 954)



(Jesus:) Praise is a weapon that defeats the Enemy in any battle. That’s right—any battle! And what’s more, praise is linked very closely with your use of the keys. . . . If you hope to become proficient in the use of the keys, you’re going to have to pick up the weapon of praise now and learn how to use it, or else your best efforts will be found lacking. (“Practicing Praise,” ML #3471:15–16; GN 1059)



(Jesus:) Time and time again I ask you to pray, My children. I ask you to pray upon waking, to pray at noontime, to pray in the evening, to pray before you rest your head upon the bed, and to pray at all times in-between.

I have placed in your hands the golden key ring of prayer. On the ring are many keys. There is a key for every problem, a key that will unlock for you every solution that you will ever need in life. These are the keys of power prayers. To be the keepers of these keys is not to be taken lightly. Truly it is a high honor, a priceless privilege, to be the holders of these prayer keys. (“Action Through Prayer—The Underused Spiritual Weapon, Part 5,” ML #3414:28–29; GN 1000)



(Mama:) We all need to avail ourselves of the tremendous power the Lord has made available to us through our many spirit helpers, and learn to work with them more closely. (“What Is Jesus Worth to You?” ML #3433:294; GN 1016).

Please see The Memory Plan for Ages 1–11 (“Word Curriculum 2004,” posted on the MO site in the pubs section or made available in hard copy by your CP board) for a listing of the children’s basic, required memory work. The goal in helping the children to work through this progressive memory plan is to make sure they grasp, understand, and hide the Word in their hearts so they can be strengthened by it and learn to apply the Word in their lives.

The children’s pubs are created to keep the children abreast of the Word the Lord is pouring forth and about the new spiritual weapons He has revealed to us. As the children are taught using these pubs, their “lessons” will be greatly enhanced by the Home’s sample of using the spiritual weapons. This will help the Word come alive to them.

2. WITNESSING

- **By their sample, the Home motivates the children to have a heart for the lost and be instant, faithful witnesses. This includes training the children to be courteous and hospitable to visitors coming to the Home as well as those they meet outside.**

(Jesus:) It's also important to pray for and work toward instilling in them the heart of a missionary, the heart of David and his love for the lost. This takes extra effort, but there are plenty of examples in My Word and in the words of your Father David to teach the children what being a missionary is all about. Pray for the missionaries. Encourage them to write to or send gifts to those on the frontline fields when they can. Help them to be more aware of the goals of the Family, the history of the Family, and your whole purpose for living, which is to lead others to Me.

Do your children know what they've been put on Earth for? Do they have a vision for the job they will soon be called to? Do their hearts break for the lost and those who are dying without having known My love? Do they understand what they see in the *Vine* videos, and do they receive enough explanation about what's going on? Do they know the stories of the heroes of faith and the missionaries who gave their lives to searching out and saving lost souls? Do they have the conviction in their heart that they have a purpose for living and the driving motivation to do what they can, which is learning how to witness and preparing for the time when I will call them into a more open ministry? Are they stirred up and on fire? If not, then ask yourself what kind of sample you're being, because most likely they're emulating you. ("Solutions for Parents, Shepherds and Everyone," ML #3389:191, 192; GN 985)

- **The Home provides the children with witnessing training and a variety of inspiring witnessing opportunities on a regular basis in a manner appropriate to both the children's age and the local field conditions.**

(Jesus:) This is their time to be educated, to be trained, to be taught in My Word, but the teaching doth include the witnessing. They must be taken out, they must be allowed to pour out.—Not as one that vainly scatters the seed without rhyme or reason on the ground, but as one that is guided and taught how to sow.

(Mama:) As you witness, you must teach your children how to use the Word and how to understand people with the Word, and how to look at events from the perspective of the Word. It says you must take every opportunity to explain things to them that they don't understand or are unfamiliar with. We must be instant in season and out of season, ready to give an answer to every man and woman that not only asks us, but that comes across our path. We must give them the Answer—Jesus—and not let one opportunity slip by for witnessing Jesus' love. ("How to Have a Happy Home," ML #2956:126, 135; Vol.21)



(Jesus:) Get your children or teens involved with your witnessing ministries. Whether it's tool distribution, singing and performing, follow-up, mail ministry, or whatever type of witnessing you specialize in, help them become a part of it. Singing and performing are not embraced by all children, but some can really get into it and just love it, and will be happy to devote their evening hours to learning new choreography or practicing playing

an instrument. Or the computer-inclined might completely enjoy learning graphic design and layout, and can use those skills for your mail ministry, for advertising and promoting your show group, your distribution tools, etc. Whatever you have the opportunity to teach or let your child learn on their own, with approval and assistance, that could somehow help your witnessing ministry should be what you encourage them in most. (“Solutions for Parents, Shepherds and Everyone,” ML #3389:147; GN 985)

In the “Word Curriculum 2004,” you can find age-appropriate reading courses on witnessing to help give the children the vision, understanding and training for this important aspect of our Christian lives.

- **The Home organizes and ensures responsible oversight for their children while witnessing. Tracts and tools distributed by children are age-appropriate.**

(Dad:) When you go out with the kids, you’ve gotta watch’m! Three children are too many for any one person to really keep an eye on. (“Grandpa’s Jewels on Childcare,” ML #1709:45; GN Book 18)



(Jesus:) The keys are prayerfulness and seeking Me to know what witnessing missions are safe to take your children on or not, as well as doing all you can to keep the common-sense health and safety guidelines that you’ve been taught in the Word, while trusting Me to keep you from what you cannot avoid.

Also, watch your speech when going out on these missions and how you speak about the people that you are going to minister to. Although some of those whom you encounter, intentionally or unintentionally, might be sick and diseased and even have evil spirits, do you speak of them with faith, love and compassion, teaching your children that with God nothing is impossible? If so, whether they are going out or they’re staying home, they will have a positive, full-of-faith attitude about these witnessing missions, and they won’t be fearful. Thus you are planting the seeds of a missionary’s heart to grow and be nourished. (“Mama’s Memos No.12,” ML #3287:16, 17; GN 885)

Due to the worsening world situation, it is imperative that children’s safety is paramount to their overseers while out witnessing and otherwise. There is a good class for children in the KIDZ Book (see “Children, Obey Your Parents,” pg.329) that helps raise the children’s and their overseer’s awareness of circumstances that could occur.

Good prayer and discussion before and after a witnessing adventure will help in the children’s training to teach them wisdom and prayerfulness.

3. PARENTING/HOME RESPONSIBILITIES

- **Parents use homeschooling to educate their child/children. In the case of an exception to home education, the parents keep regular and thorough**

records of the shepherding and training given to each child enrolled in outside school.

(Jesus:) I have admonished you to rear your children in “the nurture and admonition of the Lord” and to pass on to them the light of the great truths that you’ve been given through My prophet David. However, when you turn your children over to the educational systems of the world, you are entrusting their moldable minds and hearts to Mammon, to Moloch, to him who rules over the governments of the world and seeks to devour all who are easy prey—and easy prey your young ones are. I speak here of both your youngest little ones and your teenagers and college-age children—your youth of all ages.

Those who are very young seem in some ways less vulnerable to serious negative influences that undermine their faith, because the things they’re being taught are basic, their minds are still fresh with simple faith, they’re less questioning, and seem to pick up less carnal or worldly mindsets or doubts. However, because they are simple and fresh, they are in some ways more susceptible to the subtler influences of evil. Because they have not yet developed discernment or been rooted in the faith, their faith and spiritual strength can be undermined very easily—even if not by outright doubt and false teaching, by the mere absence of spirituality and faith in the atmosphere where they study and learn. (“Are You a Disciple?” ML #3365:139, 140; GN 963)



(Mama:) Raising our children in the nurture and admonition of the Lord is a foundation principle of the Family. It is our firm belief that homeschooling our children in a loving, united communal Home is the best way to educate the children of Family members.

There may be rare cases where a child would have special educational needs that the Home could not supply through homeschooling. In this case the parents, together with the Home, should decide how to ensure that their child receives an adequate education—either at home with private tutors or trained personnel, or in outside educational facilities. (“Tighten Up,” ML #3519:69, 70; GN 1110)



(Mama:) In the rare case that a child in an FD Home enrolls in outside school, it is the responsibility of the child’s parents to keep regular and thorough records of the spiritual shepherding/training of the child, as well as records of the academic progress he/she is making. [Please see the suggested report forms at the end of this GN (1110).] The Home must ensure that such records are maintained on a regular basis (monthly or twice a month) so that it can be determined if the reasons for enrolling a child in an outside school are being reached, and to make sure the required shepherding is being given the child. These records should be made available to the CP/FED boards upon request. These records will be considered when your Home is reviewed. (“Tighten Up,” ML #3519:75, GN 1110)

- **Children who attend outside extracurricular activities receive proper supervision and shepherding. The Home periodically reevaluates and prays about the overall fruit of these activities to confirm the Lord’s will.**

(Mama:) Parents may want to or find it necessary to supplement their children’s education, missionary or ministry training with extracurricular outside courses, such as art, music, elementary ballet and dance, first aid, swimming, physical education, com-

puter/layout, cultural culinary courses, certain sports, etc. The main criteria in seeking the Lord about enrolling your child in such a course are such things as: Will it develop talents and skills that will help them be well adjusted in life? Will it help them be better missionaries and disciples, and will learning this skill enable them to do more for the Lord? Will it fill their needs, which the Home would not otherwise be able to meet? Will it interfere with their missionary training? Will the parents/Home be sure to give their children the shepherding required? (Courses such as karate, tae kwon do, kickboxing, other martial arts, etc., would not be considered courses that enhance our children's educational and missionary or ministry training.)

As much as possible, extracurricular activities our children are involved in should be opportunities to be a witness, or to be a good sample of Christian training and home-schooling. While we want to limit the compromise that seeps in through our children's unsupervised and unshepherded exposure to worldliness, it's important that we don't isolate them or deny them sufficient opportunity to socialize. If their interaction with other children is shepherded and overseen, then extracurricular activities can be positive experiences that facilitate learning the local language, encourage self-esteem, uplift and highlight their good Christian training, teach them to stand by their convictions, build their confidence in the Word, and teach them to witness through their sample. The goal is to teach them that though they may be in the world, they are not of the world. ("Tighten Up," ML #3519:76, 77; GN 1110)

- **Children, ages 9–11, have at least one hour of personal talk time every two weeks with a parent, teacher, or assigned competent adult. The more one-on-one, quality time, the better!**

(*Mama:*) Besides the common problems that all children experience, most children are bound to have special problems, individual fears and individual worries at some time.—And taking personal time with them is the only way that I know of to let the kids really unburden their hearts, and for you to see where they're at so you can effectively address their problems. How else can you do that, but by spending time with them? If you're going to get good results with your children and really help them get over their problems, you're simply going to have to make such time with them.... All children need somebody special to be close to and occasions upon which they can pour out their hearts to someone who will patiently hear them out. ("Applying the Tech Series," ML #2631:10, 26; Vol.19)



(*Jesus:*) These keys [of parenting] will help you to find the key to each child's heart. These keys will open the treasures of darkness for you as you use them and avail yourself of their power. ("God's Greats," ML #3478:41; GN 1065)



(*Espitia:*) My name is Espitia and my mission is manifold. I am the keeper of the keys for your children. I am an intercessory prayer warrior who pleads the cause of the children before the throne of God. I have a personal connection with each of your children from birth until puberty. I know what goes on in their hearts, in their minds, and with their spirits. I know what turns their key, what they need, what gets through to them, how they can best learn, what they fear, and how to best care for them. I carry the prayers from

their hearts to Heaven. I wield the keys on their behalf. I carry within me every true word of counsel or instruction on the care of children that has been uttered since the beginning of time. (“God’s Greats,” ML #3478:120; GN 1065)

- **Children (ages 13 years and younger) have a minimum of one hour quality parent time at least five times per week with their parents (or guardians in the absence of the parents), although more time is recommended.**

(*Jesus:*) Something that [children and teens] all long for, though, and need, is quality time with quality people. They also need action, motion! There are many ways you can provide that. There are as many ways as there are parents, for each of you has your strong points, the areas you naturally excel in or that I have gifted you in, and within these gifts are things you can impart to your children and fun times you can share with them.

The key is to be looking out for things that are fun that are also uplifting, and it can be work to find them. It’s worth it, though. The other key is doing things together, taking more time with your kids to have fun together. Doing things together, even if they aren’t their favorite activity, is something that they’ll look back on with affection in their later years. (“Solutions for Parents, Shepherds and Everyone,” ML #3389:139, 140, 150–151; GN 985)

- **All parents and their children (or guardians in the absence of the parents) have quality family days at least twice a month, although weekly family days are recommended.**

(*Dad:*) Whether you’re with your kids full-time or they get much of their education and daily life instruction from teachers or others, you’re still responsible for their training and grounding in the Word. What are the activities you do together with your children based around? Is your activity of choice for Family time or free day watching a movie or playing a computer game? Or is it doing something fun and inspirational together based around the spirit?—Such as reading through a *Heaven’s Library* book together, playing a Word-based game, going witnessing or on follow-up, provisioning a meal out and witnessing to the manager, learning graphic design and using computer time to work on the mail ministry or a local publication for your sheep, or having an evening with one of your contacts and their children, where your children can witness and pour out to the children of your friend and give some of what they have received! (“Are You a Delinquent Parent?” ML #3388:79; GN 984)



(*Jesus:*) Take your kids places! Every city has some interesting spots or activities that can be enjoyed by families and people of all ages—whether it’s the beach, the mountains, a zoo, or amusement parks. Kids love doing and moving. Though you can’t do these kinds of major events every day, you can do them as regularly as you can, and you can offer them as rewards or incentives for the kids behaving themselves, or for giving up a certain bad activity that they’ve gotten used to having. (“Solutions for Parents, Shepherds and Everyone,” ML #3389:146; GN 985)

- **Homes (with children) have a minimum of one childcare/parenting meeting per month.**

The care of our children is of the utmost importance. Thus each Home with children is required to have a minimum of one childcare/parenting meeting per month, although we recommend two. A small Home, one that only has seven children, for example, probably doesn't need to have two childcare/parenting meetings per month; whereas a Home with more children might find it necessary. It will depend on the Home and the amount of children in it, but the minimum is one per month. (*Love Charter*, "Required Meetings and Activities," F.)

The Love Charter states that "a minimum of 50% of the Home's voting members must be present" for the childcare/parenting meeting. Unity in the care of the children is crucial; it can make or break a Home! We would like to therefore suggest that the majority of the Home's voting members and preferably all parents and teachers are present in the required childcare meeting.

Devotions geared to the topic of childcare are informative, faith building and unifying, but they would not count as a "childcare meeting." Such a meeting would need to be in addition to any childcare-related devotions.

- **Expectant parents are aware of their legal/citizenship responsibilities with regard to their new baby and are taking care of any necessary legal matters and paperwork. Each family and all Home members have their documents in order and up to date.**

Let all things be done decently and in order. (1Cor.14:40)

4. TRAINING AND DISCIPLINE

- **Parents and teachers shepherd the children in their training, character building, and spiritual needs by implementing the counsel in the Word, obtaining guidance through prophecy, and working in prayer and counsel with others.**

(*Jesus:*) If you are full of Me and full of My Word and if you are studying the materials that I have given you to help you understand your children, I will give you a much broader understanding of how to relate to your children.... Discipline that is administered through correction, leading, and guidance on a daily basis is something that can be built upon and well received by the child. If this is done faithfully and thoroughly and well, built on faithful study and prayerfulness by you, My parent, you will not be faced with problems that seem so difficult to overcome with your children. ("How-to's of Home Education," ML #3189:208–209; GN 794)

- **The Home abides by the guidelines for age-appropriate movie watching and does not allow the use of unedifying media in the children’s lives. The Home is united in minimizing and resisting worldly and ungodly influences, such as excessive and inappropriate TV/video/movie viewing, System music, playing of unedifying computer and electronic games, excessive and unsupervised use of the Internet, etc.**

(Peter:) Your children are your sheep. It’s up to you to protect them as much as you can from input that is not proper for them, that’s not right for them, that’s not age-appropriate for them. They’re not spiritually mature enough to discern what’s right and wrong. You have to protect them. They’re your sheep. You’ve gotta protect them from the Devil’s wolves and the System’s wolves. You can’t just let them out there and say, “Oh well, you might get nipped and bit and killed and slaughtered, but hey, I just don’t have time to shepherd you.” Please, folks, your children are precious! (“Putting Skin on Sin,” ML #3453, page 17, “Addressing the Parents”; GN 1038)

- **There is good communication and unity between parents, teachers and other Home members regarding the care, behavior and shepherding needs of the children. Any conflicts are lovingly resolved through counsel, prayer, prophecy, and childcare meetings.**

(Jesus:) When it comes to raising your children, My plan is that you will work together in love, harmony, and unity of spirit. My plan is that you will join in ideas, vision and goals regarding your child-rearing. I call you to be unified in every way, including in the raising of your children.... You have caregivers, friends, aunts, uncles, many shoulders on which to lean, for all must take a part in, and, in fact, do have a part in the children’s instruction and care. It must be a two-way street, one of open and honest communication, of yieldedness, of willingness to listen and learn from one another, of giving and taking, of safeguarding one another. (“Are You a Delinquent Parent?” ML #3388:165–166; GN 984)



(Jesus:) Thinking that one or two parents have to have all the answers for their kids is simply not true. In fact, it couldn’t be further from the truth! Why do you think I have given you the blessing of communal living? So you can share all things—and that includes sharing the responsibility of training your children. No one parent or set of parents has all the answers; everyone needs help from someone else.

I certainly have given parents great insight into their children and the way that they think and why they act the way they do. This is part of parenthood and something that I give to each parent to some degree or another. Yet the help of others is something that I have blessed you in My Family with. Others in the Home may not see as much as the parents or have as great an insight into the children as their parents do, yet they can also see things that the parents can’t see because of that “blind love” that I have given the parents for their children. An open exchange of thoughts regarding the children and their training is vital. (“Are You a Delinquent Parent?” ML #3388:144, 145; GN 984)

- **In accordance with the “Family Discipline Guidelines” and other pertinent Word, the Home has a united behavior and discipline standard.**

This standard has been prayed about and agreed upon by the voting members of the Home, is easily accessible when needed to be referred to, and regularly reevaluated.

(*Mama:*) So get together, decide what behavior and house rules need to be made, agree upon them and then enforce them. The main key is to get everyone in the Home together on it, make the rules together and agree together, because it's very hard to live together and have your children grow up in harmony if everyone doesn't train and discipline the children in the same way. You should be able to get together, agree to some guidelines according to the Letters, and be consistent! ("Rules Are to Be Obeyed," ML #1707:21; GN Book 18).



(*Mama:*) When praying about how to lovingly and wisely discipline your children, please review and follow the instruction given in the Charter, which says, "Child discipline in the Family is governed by the rules published in the 'Family Discipline Guidelines,' ML #2919, GN 591." (*Love Charter*, Fundamental Family Rules, 5A.) That GN is the cornerstone regarding child discipline, so please study it and abide by the rules and guidelines therein. Like we've said before, and Dad has often said in the past, the answers are in the Letters. But you need to study them, which means rereading them in many cases, to find what you need and become "a workman that doesn't need to be ashamed," one who "rightly divides the Word of Truth" (2Tim.2:15) ("Help from Heaven," ML #3056:35; Lifelines 23)

- **The Home's behavior and discipline standard is supported and followed through on by the Home's voting members.**

(*Jesus:*) My plan for you is to live in unity, in harmony, speaking the same thing, joined in unity for the care of your children. Anything short of this is not in complete obedience to My will. I give you parents many others—shepherds, caregivers, helpers—who all have a part in helping you raise your children. All must be united in visions and goals. This includes supporting and backing up one another when it comes to the children's care....

Remember, I have set you in tribes. I have called you to unite together, to fight together, to do all things together, including your child-rearing.

This unity of spirit must be manifest in genuine action. If you are truly seeking to be united and acting upon it, it will show in your fruits. You will be united in your actions, in your handling of the children, in backing up one another in love and prayer, in forming a united front in your discipline standard, and in demonstrating to the children your oneness and unity.

As you strive to be united in spirit around My standard, all else will then fall into place. Then, together and united, as you seek Me for your children's care, I will lead and guide with more specifics, geared to each situation as it arises, and your children will benefit, grow, learn and prosper. Then and only then will they be truly happy and secure in My love and care. ("Are You a Delinquent Parent?" ML #3388:170, 176–178, GN 984)

- **Parents and other Home members give the children consistent training in practical-life skills suitable to their age and ability.**

(Dad:) He gives you children, but you have to work hard at taking care of them and bringing them up the way they should be reared.—Teaching them, training them and taking care of them until they can take care of themselves. (“God’s Gift is God’s Work, Part 3,” ML #746:48; Vol.6)



(Dad:) So don’t ever despise it or minimize it. Taking care of children is probably the most important job there is, molding a little life and teaching it every day. A child learns 80% of what he’s going to learn in his whole life before he’s five years old, so think what you’re teaching them!—It’s going to be 80% of everything they’re ever going to learn! Pretty important to teach them well and teach them right. No wonder if you train a child in the way he should go, when he is old he shall not depart therefrom! (Pro.22:6) How could he? That’s 80% of all he knows.... So those first years are extremely important and therefore you can’t wait till he’s five years old—every single passing day is important and what he’s learning every day. And you are responsible to see to it not only that he’s fed and clothed and protected and sleeps and is physically well and healthy, but also that he is mentally trained and taught and spiritually inspired.... (Maria: Some people have the doctrine of just letting them go—if they learn they learn and if they don’t they don’t. Well, I don’t believe in forcing them to learn something they don’t want to learn, but most children want to learn, and they can learn a lot more than they do if you just leave them. The time is so short for the world and for our children that we’ve got to give them the opportunity to learn as much as they can.) Amen! You’re responsible! (“Train Up a Child,” ML #1142:19–21; Vol.11)

Teaching our children “Practical life skills” or “Practical knowledge” is considered one of the four major areas of learning within our Family’s education program and has been emphasized from the onset of Family education. The Childcare Handbook (CCHB2) lists a detailed practical skills curriculum for younger and older children. The Teaching and Activity Guide (TAG) incorporates a monthly life skills curriculum for preschoolers. If you look in the Raise ’em Right book index under “skills” you find entries on “basic skills for life” and “kids can learn practical skills.”

5. CHILDREN’S WELFARE

- **The Home provides sufficient personnel and resources to properly care for the children.**

Our children are a precious gift from the Lord and we must do all we can to ensure that they are well cared for in every possible way. While it is ultimately the parents’ responsibility to make sure their children develop properly, the Home’s population is collectively responsible for the same. It is the Home’s responsibility to schedule the time, and provide the resources and personnel to provide the means for its children’s spiritual, intellectual, emotional and physical development.

Obviously, a Home can only provide personnel as available within the Home. If they don’t have enough Home members to help properly care for and teach their children, they should try to get extra personnel, or hire a tutor. If their schedule doesn’t allow for enough Word or school time, then they should revamp their schedule. If they don’t have enough

resources and material for their education, then they should likewise pray, discuss and attempt to find ways to get whatever is needed. (*Love Charter*, “Responsibilities of the Charter Home: Regarding Children and Parents,” A.)

- **The children have their physical needs met, such as regular exercise, sufficient rest, and proper hygiene. They have adequate rooming with good lighting and ventilation in a clean, safe, child-friendly, orderly environment.**

Avoiding health or accident hazards, adjusting the children’s rooming to their needs as they grow and mature, and adding the special touches to create cheerful children’s rooms are all part of meeting the children’s physical needs.

Regarding the children’s sleep requirements, the Charter states “nine hours sleep nightly for children ages 6 through 13.” This is a minimum schedule requirement. Parents and the Home will have to take the child’s needs into account, as the amount of sleep needed will vary from child to child.

- **Children must have regular and sufficient exercise, as well as fresh air, weather permitting.**

(*Dad*:) You have got to set aside a certain time every day to get out, an hour or two every day with fresh air and vigorous exercise, and sunshine if possible. I just insist that our whole local Family stop and go somewhere, at least once a day, for an hour or two, vigorous walks, swim, play ball with the kids, whatever, to get some good, healthful fresh air and sunshine and exercise.... You’re made to move! ... Your body was built for activity. (“Get Out,” ML #805:10, 16, 17; Vol.7)



For the sake of both mental and physical health, children need to run, jump, climb, skip etc. Arranging a suitable environment for muscular activities is a prime—but frequently overlooked—condition for good discipline in children and for an easier life as parents! (Raise ’em Right, pg.523)

The Charter states that “Members under the age of 18 must have regular and sufficient exercise, as well as fresh air, weather permitting, of at least one hour (preferably 90 minutes), not less than five times per week, unless too ill to do so” (“Get-Out Rules,” B.)

- **The Home ensures that the children’s personal needs, such as clothing, shoes, etc., are supplied. There are various means to this goal; for example, through budgeting, provisioning, designated gifts, etc.**

(*Jesus*) I have promised to supply every need through My riches and the keys of My Kingdom. There’s nothing you need that I won’t happily give you. Put Me on the spot, prove My promises, and expect abundant supply, regardless of how big or small the need may seem. (Key Promises: Supply)

- **The Home ensures that all the children are free from all forms of abuse.**

Each parent or guardian of children in the Family is responsible to “Protect their children from all forms of abuse—physical, sexual, spiritual, mental, emotional or psychological.” (*Love Charter*, “Responsibilities of Parents,” C.)

- **The children with special needs* are provided with the proper physical, spiritual and emotional care particular to their needs.**

(Dad:) God has His purposes in these things... To make us more loving and keep a child loving and having a loving influence upon the whole family, an influence of the Lord that gives us more love for each other.

All things truly work together for good to them that love the Lord.—No matter what it is. It may not always seem like it, but God often gets His greatest victories out of seeming defeat, the advantage of a handicap! (“Handicapped?” ML #830:27–29; Vol.7)



Call on the power of the keys for your children’s needs, and your prayers will be powerful. Angelic helpers will be sent, and you will see change, improvement, and even miracles. (Key Promises: Children/Parents)

*(*Special needs: requirements made necessary by challenges: the particular requirements, especially in education, that some people have because of physical disabilities or learning difficulties)*

6. SAMPLE

- **The children are neatly dressed, well-groomed, courteous, respectful, and a good Christian testimony that reflects positively on the Family.**

(Dad:) It can be done, folks! Having well-mannered, well-behaved, sweet, respectful, dedicated kids can be achieved. If you’re staying close to the Lord and hearing from Him each step of the way and for each of your children, if you’re following the Word closely, if you’re keeping a uniform standard, if you’re showing your kids lots of love and care, then you’re bound to succeed. It all boils down to taking your responsibility as a parent seriously. (“Hold on to the Reins,” ML #3239:38; GN 841)

- **The children are well-mannered and are taught proper etiquette. (Since children learn so much more by what they see than what they hear, it’s expected that the Home members are courteous and well-mannered.)**

(Mama:) Good manners, courtesy, kind words, loving and considerate language are all part of showing love, and part of our sample of the Lord’s love.... (“Getting Back on Track for Jesus, Part 2,” ML #2891A:83; Vol.21)



(Mama:) As Dad taught us, we can't change the world if we don't reach the rich. That's the whole point. We want to succeed in our mission, we want to make disciples of all nations, we want to change the world! We want to win national disciples who can reach their own country with the Words of David. In order to do this, the truth is that we must be the kind of Christians and live the kinds of lives that will appeal to the people we must win! That includes the sample of our children!

Our physical sample, our manners, our outward appearance, our children's behavior and education are all part of our reflection of Jesus! ("Reach the Rich," ML #3400:98, 99; GN 992)

- **The children are taught to respect the traditions and culture of the community/country in which they live.**

Wherever we live, we must take into account the traditions and culture of the community or country and try not to do things that would offend individuals of that culture. This is part of trying to comply with the Biblical counsel to "become all things to all men." (1Corinthians 9:22) (*Love Charter*, "Responsibilities of Individual Members," T.)



(Dad:) You can't very well tell people that you love them if you don't make the slightest attempt to learn their language, their customs, culture, history, religion, characteristics, nationality traits, etc., which are all a part of them. We can hardly hope to understand them fully or reach them effectively without showing a genuine loving interest in who they really are and what they're really like, in so far as we possibly can in the time that we have.... So I heartily agree that we need to learn all we can about a people as well as become one of them—in fact, in order to become one of them—so we can truly communicate with them in a language they understand so that they get the message loud and clear. ("Become One," ML #208:2, 14; Vol.2)

7. COMMUNAL LIVING

- **The Home strives to live the loving, giving principles of "One Wife," with extra help and care given to large or single-parent families and pregnant and nursing mothers.**

(Jesus:) There are certain characteristics that separate My Family from the rest of the Christian world.... A very integral part of living the Law of Love is operating as One Wife. All these things separate you from the rest of the world.

The One Wife vision is at the very core of the unique doctrine that I have given you. As you are married to Me, you are married to one another. The children in the Family belong to all of you, and anyone who does not consider the children in the Family your responsibility, whether they are your own flesh-and-blood children or not, does not have My mind on the matter.

The smaller family unit is necessary and a part of the overall plan, as long as it is kept in its proper place, and as long as it doesn't interfere with your greater marriage to Me and to each other. Group marriage is what I'm for—and by this I mean putting the

larger Family, the whole Family, first. This means that every child of David's attitude toward children in the Family should be, "They are all our children." ("Shooting Straight, Part 2," ML #3500:40–42; GN 1087)



(*Mama:*) When it comes to our children, whether they have one parent or two, if they have a need, it's the job of all of us to be burdened and desperate about that need. These are our children, and we need to pray fervently for God's supernatural love that will help us to love them as we do our own natural children. We need to pray for them as we pray for our own, and be as desperate for solutions to their problems as we are for our own.

How much do we truly live the "One Wife" principle? How much do we truly live up to our name, the Family of Love? How much do we individually pray that the Lord will give us a burden for our children who need extra help, extra mothering, extra fathering? Open your eyes and look upon the fields, for they are white already to harvest. ("Single Moms—Love Is the Answer," ML #2953:4, 5; Vol.21)

- **The Home is a sample of and teaches the children the principle of Acts 2:44 and 45.**

(*Dad:*) Jesus has also told our Family to live communally and to share our possessions with one another. Jesus' love helps our Family to live and work together in love and harmony. By living together and sharing our possessions we show the world that living like Jesus taught His disciples to live works today. It's Jesus' love that helps you learn to prefer others' needs above your own, which is a necessary ingredient for successful communal living. ("Why Family Disciples ... Live Communally," MLK #196)



(*Jesus:*) In order for My blessings of support and supply to be poured out on My children, there must be total unity and complete open communication between everyone involved. It is truly the day of Acts 2:44–45—the day for each member to be fitly joined in one body, with one Head—Me. ("Lifesavers for Missionaries to Africa," ML #3232:212; GN 834).

- **Although the Home collectively shares in the care and training of the children and ensures they are well cared for, the parents are the primary caregivers, and therefore ultimately responsible for the care and welfare of their children.**

(*Jesus:*) Now, after the implementation of the Charter, you parents should see your roles in the lives of your children much more clearly, as they look to you to meet their emotional, spiritual and educational needs. I do not expect you alone to supply all these needs, for your children have the wonderful advantage of living communally, and through the One Wife vision others also feel responsible to pour into the children and care for them, which is a great help. Together, you should all help to shoulder the load, and the children will be blessed as a result. But even under this communal system of caring for and raising the children, the ultimate responsibility to make sure the children have what they need belongs to the parents. ("Where to Now?" ML #3398:33; GN 991)

- **Teachers and childcare helpers are provided with sufficient time for Word, prayer, exercise, rest, planning and witnessing.**

(Dad:) Your body and spirit need regular times of rest, sleep, get-out, meals, and Word time. That's one of the big keys to keeping the stress and strain out of your ministry. ("Cast Your Cares on Him," ML #3242:43; GN 844)



(Jesus:) A good balance always has been—and always will be—My delight. But it's not just good to have a balance; it's essential to have a healthy balance in every area of your life. ("Shooting Straight, Part 4," ML #3502:26; GN 1090)

8. HEALTH CARE

- **The Home provides all members with a nutritious, well-balanced diet, and avoids food/drink with high sugar content, as well as highly processed foods, except when unavoidable or on appropriate occasions.**

Family members are to "Avoid eating foods and drinks with high sugar content, white sugar, bleached flour or rice and products made with such, and 'junk food,' except when unavoidable or on appropriate occasions." (*Love Charter*, "Food and Drink Rules," B.)



(Jesus:) Think natural. This is My law and it especially applies to health and nutrition. My guidelines are in My book, the Bible. Read it, study it, live it. Fresh and natural is always best when available. When you have a choice, choose the best, and you often do have the choice—not only with what foods you eat, but how you cook them and eat them. Even some of the good, healthy foods you use are often rendered nutritionally spoiled by the way they're cooked or what you put on them. ("Shooting Straight, Part 1," ML #3499:120; GN 1086)

- **Pregnant moms are provided with adequate care and support, special dietary needs, a nutritious diet, and prenatal checkups, as well as postnatal care after the delivery.**

(Dad:) Pregnancy is very important! ... She (your pregnant mother) should be able to do most of her normal housework and chores, except she might have to take a little bit better care of herself, get a little more rest, eat a little more carefully and watch that she doesn't overdo. We're one family and we should all be concerned about our girls who are pregnant. ("God's Gift is God's Work," ML #744:6, 12; DB 1)



(Mama:) I started thinking of all our poor little mothers in the Family that had no help, or at least no full-time help. Maybe no one had understood their need for lots of rest and someone to care full-time for the baby, their husband, their children, their Home and everything for at least the first few days, if not a week or two....

It certainly gave me a very deep concern and compassion for our mothers worldwide

and a desire to try to explain to some of you who don't understand, that a new mother is much more in need of understanding and help even after the baby is born than before. Having a baby should certainly be a family affair, and each one in the Home should be prepared along with the mother to make certain sacrifices after the baby is born, especially in the first few weeks sacrifices of their time and sleep to care for mother, baby and the rest of the household, and take over almost completely the chores that mother used to do. ("Techi's Story, Chapter 11: Convalescence," ML #864:7-8; Vol.7)

- **The Home ensures that the expense of any upcoming deliveries (including the cost of legal paperwork for the new baby) is provided through budgeting, provisioning, designated gifts, etc.**

The financial management of the Home is a major factor in its management. Each Home should decide upon a monthly budget and work to operate within that budget. This should include upcoming expenses such as medical costs for the birth of a baby, travel, visa, and legal expenses.... (*Love Charter*, "Responsibilities of the Charter Home: Regarding Financial Matters," A.)

- **All members who are physically sick or have a medical condition or other need that requires attention receive the necessary prayer, care, and support, as well as any special dietary or medical attention needed.**

(*Jesus*:) [The variety of reasons the Lord allows afflictions:] It brings out the best in others and teaches them about loving and caring for those who are weak. It's humbling for you to be waited on or cared for, and that's also a good experience. It makes you appreciative of your loving Family and those around you who care for you.

It stirs everyone up to pray and generates more prayer, which is always a good thing. It reminds you to pray for others who are struggling or suffering, and each time you pray for yourself, you're convicted to pray more for others. You realize how important prayer is. ("Comfort in Affliction, Part 3," ML #3417:41, 42; GN 1004)

Homes should have a well-stocked first aid kit, with a good medical encyclopedia on hand for reference. Medical and first aid supplies should be kept out of reach of the children.

- **Members, 4 years and older, are provided with dental and eye checkups, preferably annually, or more often if needed.**

Parents are also responsible to "Ensure that needed medical care is supplied. This would include eye and dental checkups for children four years of age and older, preferably on an annual basis." (*Love Charter*, "Responsibilities of Parents," G.)

CP Home Review Questionnaire

For Family Discipleship Homes, January 2005

(Note: This is a sample of the checklist you will fill out at Home review, but you do not need to fill out the copy in this GN. You will receive a separate report form for that purpose. When filling out this checklist at Home review time you will have the option of marking as “not applicable” any questions related to an age group which your Home does not have.)

WORD

1. Is the Home giving the children a solid foundation in the Word, and is it helping them develop a personal relationship with Jesus?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

2. Are the children having the required daily quality Word time, and does it include variety, with the purpose of making it as alive, exciting, and as applicable as possible?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

3. Are the children following and progressing with the memorization plan in “Word Curriculum 2004”?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

4. Are the children learning to use the new spiritual weapons of prophecy, praise, prayer, the keys, etc.?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

WITNESSING

5. By their sample, are Home members motivating the children to have a heart for the lost and be instant, faithful witnesses? Are the children being trained to be courteous and hospitable to visitors coming to the Home as well as those they meet outside?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

6. Is the Home providing the children with witnessing training and a variety of inspiring witnessing opportunities on a regular basis in a manner appropriate to their age and the local field conditions?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

7. Does the Home organize and ensure responsible oversight of the children while witnessing? Are the tracts and tools distributed by the children age-appropriate?

- Yes No

If no, please explain:

PARENTING/HOME RESPONSIBILITIES

8. Do parents use homeschooling to educate their child/children?

- All or almost all of their education is homeschooling
- Most of their education is homeschooling
- Some of their education is homeschooling
- None or almost none of their education is homeschooling

Optional explanation:

9. In the case of an exception to home education, do the parents keep regular and thorough records of the shepherding and training given to each child enrolled in outside school?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

10. If any of the children attend outside extracurricular activities, are they receiving proper supervision and shepherding, and does the Home periodically reevaluate and pray about the overall fruit of these activities to confirm the Lord's will.

- All or nearly all of the time
- Most of the time
- Some of the time

Hardly ever

Optional explanation:

11. Have the children, ages 9–11, had a minimum of one hour of personal talk time every two weeks with a parent, teacher, or assigned competent adult? (This is the minimum; the more one-on-one, quality time, the better!)

All or nearly all of the time

Most of the time

Some of the time

Hardly ever

Optional explanation:

12. Have the children (ages 13 years and younger) had a minimum of one hour quality parent time at least five times per week with their parents (or guardians in the absence of the parents)? (This is the minimum; more time is recommended.)

All or nearly all of the time

Most of the time

Some of the time

Hardly ever

Optional explanation:

13. Have the parents and their children (or guardians in the absence of the parents) had quality family days at least twice a month? (This is the minimum; weekly family days are recommended.)

All or nearly all of the time

Most of the time

Some of the time

Hardly ever

Optional explanation:

14. If your Home has children, did you have a minimum of one childcare/parenting meeting per month (with a majority of the Home members and preferably all parents and teachers present)?

All or nearly all of the time

Most of the time

Some of the time

Hardly ever

Optional explanation:

15. Are expectant parents aware of their legal/citizenship responsibilities with regard to their new baby and are they taking care of any necessary legal matters and paperwork? Are each family's documents in order and up to date?

Yes No

Optional explanation:

TRAINING AND DISCIPLINE

16. Are parents and teachers shepherding the children in their training, character building, and spiritual needs by implementing the counsel in the Word, obtaining guidance through prophecy, and working in prayer and counsel with others?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

17. Does the Home abide by the guidelines for age-appropriate movie watching, and disallow the use of unedifying media in the children's lives? Is the Home united in minimizing and resisting worldly and ungodly influences, such as excessive and inappropriate TV/video/movie viewing, System music, playing of unedifying computer and electronic games, excessive and unsupervised use of the Internet, etc.?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

18. Is there good communication and unity between parents, teachers, and other Home members regarding the care, behavior, and shepherding needs of the children, and are any conflicts lovingly resolved through counsel, prayer, prophecy, and childcare meetings?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

19. Does the Home have a united behavior and discipline standard that has been prayed about and agreed upon by the voting members of the Home, in accordance with the "Family Discipline Guidelines" and other pertinent Word? (This standard should be regularly reevaluated and easily accessible when it's necessary to refer to it.)

- Yes No

Optional explanation:

20. Is this behavior and discipline standard supported and followed through on by the Home's voting members?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

21. Are the parents and other Home members giving the children consistent training in practical-life skills suitable to their age and ability?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

CHILDREN'S WELFARE

22. Is the Home providing sufficient personnel and resources to properly care for the children?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

23. Are the children's physical needs met, such as regular and sufficient exercise, sufficient rest, and proper hygiene? Do they have adequate rooming with good lighting and ventilation in a clean, safe, child-friendly, orderly environment?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

24. Is the Home ensuring that the children's personal needs, such as clothing, shoes, etc., are supplied?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

25. Are all the children in the Home free from all forms of abuse?

- Yes No

If no, please explain:

26. Are the children with special needs* provided with proper physical, spiritual, and emotional care particular to their needs?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

(*Special needs: requirements made necessary by challenges: the particular requirements, especially in education, that some people have because of physical disabilities or learning difficulties)

SAMPLE

27. Are the children neatly dressed, well-groomed, courteous, respectful, and a good Christian testimony that reflects positively on the Family?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

28. Are the children well mannered, and are they being taught proper etiquette? (Since children learn so much more by what they see than what they hear, are the Home members courteous and well-mannered?)

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

29. Are the children taught to respect the traditions and culture of the community/country in which they live?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

COMMUNAL LIVING

30. Is the Home striving to live the loving, giving principles of "One Wife," with extra help and care given to large or single-parent families and pregnant and nursing mothers?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

31. Is the Home a sample of and teaching the children the principles of Acts 2:44 and 45?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

32. Does the Home collectively share in the children's care and training, and help ensure they are well cared for? Are the parents, who are the children's primary caregivers and therefore ultimately responsible, taking an active role in their children's care and welfare?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

33. Are the teachers and childcare helpers provided with sufficient time for Word, prayer, exercise, rest, planning and witnessing?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

HEALTH CARE

34. Does the Home provide all members with a nutritious, well-balanced diet, and avoid food/drink with high sugar content, as well as highly processed foods, except when unavoidable or on appropriate occasions?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

35. Are pregnant moms provided with adequate care, support, a nutritious diet, and prenatal checkups, as well as postnatal care after the delivery?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

36. Does the Home ensure that the expense of any upcoming deliveries (including the cost of legal paperwork for the new baby) is provided through budgeting, provisioning, designated gifts, etc.?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

37. Are all members who are physically sick, or have a medical condition or other need that requires attention, receiving the necessary prayer, care and support, as well as any special dietary or medical attention needed?

- All or nearly all of the time
- Most of the time

- Some of the time
- Hardly ever

Optional explanation:

38. Are all members, four years and older, provided with dental and eye checkups, preferably annually, or more often if needed?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

FED Home Review Criteria



FOR FAMILY DISCIPLESHIP HOMES

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We've got what amounts to an education program with four major areas of learning:

- 1) Word studies
- 2) Witnessing
- 3) Scholastics
- 4) Practical-Life Skills or Vocational Training

Our goal has been to see that all these are covered properly. (ML #2956:2, Lifelines 21)

1. EDUCATION OF OUR CHILDREN 0 THROUGH 5 YEARS OLD

Babies and young children are provided with a variety of age-appropriate early learning activities, such as picture facts, sight-reading, phonics, pre-writing exercises and early math preparation, as well as practical-life activities to develop motor and social skills.

Small children have incredible abilities of observation, absorption and learning which far exceed that of older children and adults.... Many people do not realize the capacity that a small infant has to enjoy and study and learn from the things around him ... the more stimulation and the earlier the child receives it, the brighter he will become within the bounds of his natural God-given potential. (CCHB 2, pg. 41)



(Mama:) People who are not used to taking care of children a great deal of the time can waste a lot of time when they're caring for the children. Everyone should try to participate in teaching our Family children! The children are certainly capable of learning

everything we pour into them! Their minds are ready for it! And they can easily learn a great deal of things if we would just pour into them! (“Teaching Tips from Maria,” GN Book 19, “The Story of Our Children,” chapter 105:6)

We have excellent reference materials on hand that can guide the Home in providing the young children with early learning opportunities, such as “The Teaching and Activity Guide” (TAG), “The Childcare Handbook, Volume 2,” the Kidland magazines, and the Raise ’em Right book, etc.

2. EDUCATION OF OUR CHILDREN 6 THROUGH 13 YEARS OLD

A quality homeschooling environment is provided for all children, with a minimum 14 hours weekly of supervised scholastic studies. Appropriate books and materials are provided, along with a variety of other educational resources.

Children are given a solid foundation in the core subjects of reading, writing, mathematics, social studies and sciences. Parents and teachers provide other educational opportunities for their children such as practical-life skills, art, music, current events, excursions, Christian outreach and social activities, as well as physical education. All this is with the goal of giving our children a high-quality, well-rounded education, with a good balance between academic studies and practical-knowledge training.

If a child is not working at his/her appropriate age/grade level, parents and teachers work together to provide extra tutoring and time to help the child progress. The reasons for the child not being up to par should be determined. If the child is a slow learner or has a learning disability, it is important that this is recognized as early as possible so that correct teaching methods can be employed.

(Jesus:) So be wise investors, pouring into them all that they need, even though it is a sacrifice of time and of energy, of scheduling. It is the laying down of your life for the lives of others, for the lives of these, your children. Greater love has no man than this, that a man lay down his life for others.

You must teach and train these, your young ones. You must teach and train them in My Word, in the truth. You must impart unto them the Word of God, the love of God, the understanding of God. You must raise and nurture them in great love, so that they will know My love. But you must also give them wisdom and knowledge, so that they will have the tools to do the job.

Though it is a sacrifice to take the time to give them that which they need—the education in the Spirit and the education of the mind—these things must be done. For if they are not done, you do not fulfill the commission that I have given you. (“Our Children’s Education,” ML #3066:33–35; Lifelines 23)



Schooling hours during the school year for children (ages 6 through 11):

Enough time each week for them to become competent in a manner appropriate to their age, ability, and aptitude in reading, language arts, mathematics, social studies, sci-

ence and practical-life skills, as well as other curricular subjects. Children should receive a minimum of 14 hours scholastic studies a week, although more time may be needed depending on the child's age, ability, study habits, or the requirements of local schooling laws. ("Charter Amendments," GN 1033:14.A1, "Scholastics and Schedule Rules")



For JETTs (ages 12 and 13): A minimum of 14 hours of scholastic studies per week. ("Charter Amendments," GN 1033:14.A2, "Scholastics and Schedule Rules")

It is recommended that a young person's study time be monitored or supervised to ensure it is well spent and profitable. ("Charter Amendments," GN 1033:14.A6, "Scholastics and Schedule Rules")



Every Home must set aside the above listed minimum hours for the education of their resident children, JETTs and teens; however, if the amount of schooling given during this time is not enough to give the child or children the education guaranteed them in the Charter, then it must be increased. It is not enough for a Home to supply the minimum school time if it does not result in an adequate education for the children. ("Charter Amendments," GN 1033:14.A6, "Scholastic and Schedule Rules")



All our children have the right to an adequate education that allows them to be on par with their peers outside the Family in the core curriculum subjects of math, science, social studies, language arts, and other subjects required for that age of child by educational authorities. The definition of "adequate" is *sufficient to satisfy a requirement or meet a need*. Thus a normal six-year-old should be educated at least to a standard of achievement equivalent to that of an average six-year-old, taking into consideration the child's ability and aptitude. (The minimum amount of school hours is listed in the "Scholastic and Schedule Rules.") If a child or teen wishes to receive more education in a certain field of study, they may do so in counsel with their parents/guardian(s). ("Charter Amendments," GN 1033:14.F1, "Rights of Children")



Please bear in mind that besides desk work in the four traditional academic subjects—language arts, social studies, math and science—effective homeschooling includes educational input and activities such as visits to museums, planetariums, and other educational sites, field trips, documentaries, experiments and hands-on learning. It includes subjects such as foreign language study, health, drama, art and music, personal study time, classes from the pubs and/or reference material, and seminars to motivate the students to learn. ("Charter Amendments," GN 1033:14.A6, "Scholastics and Schedule Rules")

3. EDUCATION OF OUR TEENAGERS 14 THROUGH 17 YEARS OLD

Students receive an education that enables them to have documented proof of a high school diploma or the equivalent.

A high-quality education in a homeschooling environment is provided for teenagers with a minimum of 12 hours weekly of supervised scholastic studies for those who have not yet received a high school diploma.

This minimum of 12 hours can be applied toward a 10th or 12th grade diploma—as decided upon by the parents and students in counsel together—

as well as vocational studies of the student's choice.

Students are provided with an education and materials that allow them to become competent in all core subject areas and progress confidently through their academic studies. Special attention and tutoring is given to any students who are not working at their appropriate age/grade level.

Along with their academic studies, students are encouraged to enroll in Christian and vocational courses offered by the CVC.

Students ages 14 through 17 who have received a high school diploma should be given eight to twelve hours of study time weekly, in academic or vocational studies, as chosen by the student. Ideally this should be well supervised to ensure quality learning time.

There are several ways to document a high school diploma or the equivalent:

- If students use a homeschooling academic program (such as ACE, CLE, or A Beka, etc.), they can send their test scores to the CVC office, to prove completion of either 10th or 12th level studies. This, together with their 20 Christian and 20 vocational credits, will earn them a CVC general or senior high school diploma.
- Those on a full homeschool program such as ACE, CLE, A Beka or other locally accepted programs, upon meeting the requirements, will receive a high school diploma from that program.
- Documented proof of having passed the SAT, GCSE/IGCSE, or GED tests.
- Students may turn in their above test scores along with the 20 Christian and 20 Vocational CVC credits to their CVC office and will then be issued the corresponding high school diploma.
- If students do their schooling in a language other than English, their studies can be evaluated and recognized according to the comparative level in the CVC.
- Since local requirements and grading vary from country to country, please check with your regional FED to find out if a program, test, or certificate available in your area meets the requirements for CVC diplomas or the equivalent.

(Mama:) Self-discipline and self-motivation is going to benefit our JETTs and junior teens in their life no matter what their future choices are. They need more of the long-term vision, because most of them don't grasp the concept of how the time they invest today in learning and growing and making progress of any kind is going to benefit them somewhere down the line. They need to be helped to realize that the things they learn and do today are going to benefit them in the future—whether they remain in the Family or not. It's about becoming well-rounded individuals, and having as much knowledge and skill and know-how tucked under their belts as possible. All of this will help them as missionaries and Family members, but it will also help them even if they end up leaving the Family one day. ("Renewal: A JETT and Junior Teen Challenge," ML #3492:42, GN 1077)



(Dad:) Let [the teens] focus on the jobs or ministries that they're interested in, that challenge them. If those jobs or ministries aren't available in your Home, then ask the

Lord how you can create them, how you can make them happen. Or combo with another Home in the area and see how you can work it out. (“Jewels on Junior Teens, Part 2,” ML #3440:117, GN 1027)



While not considered “children” under the Charter, senior teens must be given the opportunity to earn their high school diploma. To assure that each young person is given sufficient study time, it is required that they fulfill a minimum number of study hours per week toward obtaining a high school diploma. (The minimum amount of school hours is listed in the “Scholastic and Schedule Rules.”) (“Charter Amendments,” GN 1033:14.F1, “Rights of Children”)

4. EDUCATION OF YOUNG PEOPLE 18 YEARS AND OVER

A young person who has not received a high school diploma (or the equivalent) by the age of 18 is encouraged to do so. If they choose to work toward getting a diploma, they should be given study time. The amount of study time allotted is determined by the Home and is monitored to ensure that the student is making active progress toward their goal.

Young people who have reached the age of 18 and do not have a high school diploma should be encouraged by their Home to obtain their high school diploma, and should be given study time to do so. (“Charter Amendments,” GN 1033:14.E1a,b; “Responsibilities of Parents”)



Those 18 and over may also obtain official certification for their education if they desire or feel it is necessary. (Love Charter 8:G, “Rights of Children”)

5. LANGUAGE STUDY

National children, living in their own country or language area, are given the necessary time to learn to converse in their national language, with the goal of being on par with other national children their age. [Ideally, national children also read and write in their national language.]

Homes provide a minimum of two hours weekly local language* study for all children ages 6 through 15, until they can speak the local language well enough to capably converse and witness. This is in addition to their weekly scholastic study requirements.

If children are schooled in the local language, these two hours should be devoted to studying English so that they can benefit spiritually from the children’s pubs and materials in English.

JETTs’ and teens’ local language study can be incorporated into their witnessing, as long as they advance satisfactorily in their local language skills.

There may be times when an individual family will be in a foreign land and not have the opportunity to use their national language. In such a case

parents should still try to speak to their children in their national language in order to teach their mother tongue.

(*Dad:*) It is certainly good for you to learn the languages of the fields in which you minister as best as you can as long as you are able to remain and as long as God leads you to continue your witness in these fields. You can't very well tell people that you love them if you don't make the slightest attempt to learn their language, customs, culture, history, religion, characteristics, nationality traits, etc., which are all a part of them. We can hardly hope to understand them fully or reach them effectively without showing a genuine loving interest in who they really are and what they're really like, insofar as we possibly can in the time that we have.

This has always been a part of the secret of the success of every truly faithful missionary: A genuine endeavor of identification with the people, a true loving sample of God's love and a clear presentation of His message in some way that they can understand, including learning their language, adopting their customs and dress, eating the food they eat, sometimes assuming their citizenship and above all, not only trying to know and understand them well, but to actually become one of them as Jesus did! He not only ministered to their spiritual needs, but He also spent a great deal of time ministering to their physical and material needs, healed them when they were sick, fed them when they were hungry, and shared His life and His love! ("Become One," ML #208:1,2, DB 5)



Young children readily absorb a new language, but need a little different approach than a usual textbook program would provide. They like more physical activity: acting, seeing and touching. Children learn quickly from each other, and they feel the need to learn.

Even if you are not an experienced teacher, or a fluent speaker of a new language, with the Lord's help the children will certainly learn more if you try and give them experiences in a new language. And our children, especially, will certainly appreciate and need it, now and in the future, as they "go into all the world and preach the Gospel to every creature!" (CCHB 2, pg. 712)



Although it is only required that children (ages 6 through 15) have two hours of local language study per week, it is good for everyone in the Home to learn the local language so they can witness. This is especially true for our JETTs, and our junior and senior teens in countries where learning the local language is important, as otherwise they will have a more difficult time in their witnessing. Of course, the earlier children begin learning other languages, the better.

National children, living in their own country, must be given the necessary time to learn to sufficiently converse in their national language. (Love Charter 45:5a, "Scholastic and Schedule Rules")

*By local language we mean the main language spoken in the country or area in which the children reside.

6. RECORD-KEEPING

Parents are responsible, with the help of the teachers, to keep up-to-date records of the education of their school-aged children. These records must

include student attendance, logs and portfolios. Student logs and portfolios should clearly show the progress of the student in their academic studies, extracurricular activities, Christian and vocational studies, life skills and more. The current and previous school-years' records should be kept on file.

Portfolios and logs can be kept in a variety of ways, including academic tests, school projects, workbook samples, journals, photo/video logs, essays, completed worksheets, excursion brochures and more. Ideas for older students include: résumés, letters of recommendation, homeschool diaries, study transcripts, CVC forms, diplomas, course descriptions, etc.

For teachers and teacher parents, it is important to keep a good record of what the child has done and what they should do next. This will not only help with authorities but will also help you provide suggestions and guidance to those who will be with the child.

Whatever you do, keep good records of the activities your children do, so you and they can see the progress made, and if necessary, you can prove that you have been continuing to educate them. (“Educating Our Children,” FSM 263, section: “Planning and Recording Schooling”)

7. PARENTS AND TEACHERS

Children and teens are taught by competent teachers. Teachers and parents are striving for professionalism in their ministry and calling. If further teacher training is needed, there is opportunity for teachers to receive this training through the CVC and other courses. (Tutors may be needed for high school or other subjects to be taught properly, and should be provided if necessary.)

Teachers are allotted time for school planning and record-keeping as well as time off duty for Word, prayer, rest and exercise.

There is frequent communication between parents and teachers regarding the educational needs and progress of their children. This communication may include informal weekly updates, classroom visitation, and monthly parent/teacher meetings, depending on the number of children in the Home, their ages and their needs.

Parents and teachers are fully aware of local homeschooling/education regulations. (If more information is needed, please contact your local FED or PR board.)

On professional home education:

(Jesus:) If you are schooling your children at home, will you take the time to pray about your methods, to pray and counsel with those in your Home and seek Me diligently as to how to make the most out of every day, so that upon any perusal your Home would stand out as exemplary, above all others around you who send their kids to System school?

Will you commit yourself to give your children your all if you are schooling them at home? There is so much that you can teach them, even if you think yourself incapable and insufficient for the task! You have a wealth of knowledge and experience that you can pass on to them, and a great love for each child that makes you, their parent, an able teacher.

You have only to stir yourself up and teach them with animation and excitement, challenging the children and making their learning fun and inspiring! Do not simply sit them down with workbooks and ask them to educate themselves. There is a time and a place for workbooks, but even then you as their teacher must be involved, checking their work, asking them questions, seeing if they understand, exploring their interests and encouraging them to reach their full potential.

There are times when they can educate themselves, especially as they grow older, but the younger ones need your intimate involvement. They need your love, your guidance, your gentle encouragement, and your firm prodding at times to study even those things that do not interest them but which you know they need. And for those things that they are interested in, you can help them learn more, even if you did not have it in your class plan. There is so much you can do to educate your children! (“How-to’s of Home Education,” ML #3189:116–119, GN 794)



Our children are a precious gift from the Lord and we must do all we can to ensure that they are well cared-for in every possible way. While it is ultimately the parents’ responsibility to make sure their children develop properly, the Home’s population is collectively responsible for the same. It is the Home’s responsibility to schedule the time, and provide the resources and personnel, to provide the means for its children’s spiritual, intellectual, emotional and physical development.

Obviously, a Home can only provide personnel as available within the Home. If they don’t have enough Home members to help properly care for and teach their children, they should try to get extra personnel, or hire a tutor. (Love Charter 11:A, “Responsibilities of the Charter Home: Regarding Children and Parents”)

On planning time for teachers:

Encourage all Family members to continue to work steadily toward improving their Home’s childcare department, providing good training for, and to lighten the load on those who work with and care for the children. All parents, childcare workers and teachers should get proper rest, time for the Word and prayer. They should also have sufficient time away from the children to prepare classes, materials, do reports, attend to personal matters, and simply relax and unwind.

It is the responsibility of all Home teamworkers to see that teachers, parents and childcare personnel have sufficient time off to be renewed, restrengthened and refilled for the very important responsibilities they carry. (“Family Discipline Guidelines,” ML #2919:5,190, Lifelines 21)



(Mama:) It’s so important that all those involved in the training of our children counsel together and agree on policies.—Educational, disciplinary, recreational—every area of childcare should be discussed and decided upon together. (“Caring for Kids Takes Teamwork,” ML #2670:21, Lifelines 19)

On home education awareness:

Parents should inform themselves of the education laws of the country in which they reside, as some countries may require that homeschooled children be tested or meet other requirements. (Love Charter 6.F, “Responsibilities of Parents”)

8. EDUCATIONAL RESOURCES AND PRESENTATION

Homes have a variety of resources available to ensure their children and young people receive a quality education. Examples of educational resources would include reference materials (or access to them through a public library or the Internet), textbooks, workbooks, art supplies, audiovisual aids, etc.

Homes have a classroom or functional learning environment which should be quiet, organized, well lit, and properly ventilated.

Homeschooled students and their parents are confident in explaining and presenting their education.

The Charter Home shall have regard to the welfare of and allocate sufficient time for the spiritual, emotional, intellectual and physical development of its resident children, and provide resources, materials and personnel to fulfill these responsibilities.

If they don't have enough resources and materials for their education, then they should likewise pray, discuss and attempt to find ways to get whatever is needed. (Love Charter 11:A, "Responsibilities of the Charter Home: Regarding Children and Parents")

School is not a place but a learning experience that helps us understand, appreciate and enjoy the life God has created for us and learn to love and become a greater blessing and service to others. Just like "church," the school isn't really a place, a building or a set of rituals. There are certain things that we need to learn, but the "how" and "where" depends on you and the child. Certainly some things are easier to share with a child, and for him to concentrate on, if you have a special, peaceful place set aside for this purpose. (CCHB 2, pg. 45)

9. EDUCATION OF CHILDREN WITH SPECIAL NEEDS*

Children with special needs receive care and education specific to their needs. Parents and Homes research and decide together through prayer and counsel the individual educational programs necessary for the children's training.

There are several reasons why home education is especially advantageous for families teaching children with special needs. More and more families are finding that the unique opportunities they have to give individualized attention to their child make homeschooling a superior educational choice. In addition to optimal academic success, their child benefits by receiving the crucial foundation of spiritual training and a disciplined character. He also develops confidence and poise in the more secure emotional environment with healthier social contact.

There is no shortage of excellent materials and advice to assist you in designing an excellent program for training your child in every area. By consulting private physicians and/or conducting your own research you can learn what to do with your child at home to ensure maximum development of his potential. ("*Education Excerpts*," EDX #7)

** Special needs: requirements made necessary by challenges: the particular requirements, especially in education, that some people have because of physical disabilities or learning difficulties.*

FED Home Review Questionnaire

For Family Discipleship Homes, January 2005

(Note: This is a sample of the checklist you will fill out at Home review, but you do not need to fill out the copy in this GN. You will receive a separate report form for that purpose. When filling out this checklist at Home review time you will have the option of marking as “not applicable” any questions related to an age group which your Home does not have.)

EDUCATION OF OUR CHILDREN 0 THROUGH 5 YEARS OLD

1) Does your Home provide babies and young children with a variety of learning activities, such as picture facts, sight-reading, phonics, pre-writing exercises, early math preparation, and practical-life activities to develop motor and social skills?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

EDUCATION OF OUR CHILDREN 6 THROUGH 13 YEARS OLD

Note: All hours of scholastic study listed refer to the school year.

2) Are your children each receiving a minimum of 14 hours of supervised scholastic studies weekly?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

3) Do your children receive a solid foundation in the core subjects of reading, writing, mathematics, social studies and sciences?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

4) Are you providing your children with a well-rounded education with a good balance between academic studies and practical training, using a variety of educational opportunities such as practical-life skills, art, music, current events, physical education, excursions, Christian outreach and social activities?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

5) If a child is not working at his/her appropriate age/grade level, are you working with them and providing extra tutoring and time to help the child progress? Have you determined the reasons for the child not being up to par? It is important that learning disabilities are recognized as early as possible so that correct teaching methods can be employed.

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

EDUCATION OF OUR TEENAGERS 14 THROUGH 17 YEARS OLD

6) Do your teenagers have a minimum of 12 hours weekly of supervised scholastic studies if they have not yet received a high school diploma? (*This minimum of 12 hours can be applied toward a 10th or 12th grade diploma—as decided upon by the parents and students in counsel together—as well as vocational studies of the student's choice. Students are encouraged to enroll in Christian and vocational courses offered by the CVC.*) (The minimum amount of school hours is listed in the "Scholastic and Schedule Rules.") ("Charter Amendments," GN 1033:14.F1, "Rights of Children")

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

7) If your teenagers are not working at their appropriate age/grade level, are you working with them and providing extra tutoring and time to help them progress?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

8) Are your teenagers provided with an education and materials that allow them to become competent in all core subject areas and progress confidently through their academic studies, enabling them to have documented proof of a high school diploma or the equivalent?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

9) Are students ages 14 through 17 who have received a high school diploma given the required eight hours of study time weekly, in academic or vocational studies, as chosen by the student?

- All or nearly all of the time
- Most of the time

- Some of the time
 - Hardly ever
- Optional explanation:

EDUCATION OF YOUNG PEOPLE 18 YEARS AND OVER

10) Are young people who have not received a high school diploma (or the equivalent) by the age of 18 encouraged to do so by means of the Home allotting and monitoring study time necessary for them to reach their goal*?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

*The amount of study time given is to be agreed upon by the Home.

LANGUAGE STUDY

11) Are national children (ages 6–15), living in their own country or language area, given the necessary time to learn to converse in their national language,* with the goal of being on par with other national children their age.

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

12) If children are schooled in the local language,** are these two hours being devoted to studying English so that they can benefit spiritually from the children's pubs and materials in English?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

13) Does the Home provide a minimum of two hours weekly local language** study for all children ages 6 through 15, until they can speak the local language well enough to capably converse and witness in addition to their weekly scholastic study requirements? (Note: JETTS' and teens' local language study can be incorporated into their witnessing, as long as they advance satisfactorily in their local language skills.)

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

*Ideally, national children should also learn to read and write in their national language.
**By local language we mean the main language spoken in the country in which they reside.

RECORD-KEEPING

14) Are all school-aged children's educational records kept up to date? These records must include student attendance, logs and portfolios which clearly show the progress of the student in their academic studies, extracurricular activities, Christian and vocational studies, life skills etc.

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

PARENTS AND TEACHERS

15) Are your children and teens being taught by competent teachers? Alternatively, if tutors are needed for high school or other subjects, are they provided?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

16) If further teacher training is needed, is there opportunity for teachers to receive this training through the CVC and other courses, and thus strive for professionalism in their ministry and calling?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

17) Are teachers allotted the necessary time for school planning and record-keeping as well as time off duty for Word, prayer, rest and exercise?

- All or nearly all of the time
- Most of the time
- Some of the time
- Hardly ever

Optional explanation:

18) Is there frequent open communication between parents and teachers regarding the educational needs and progress of their children?

- All or nearly all of the time
- Most of the time

- Some of the time
 - Hardly ever
- Optional explanation:

19) Are all parents and teachers fully aware of local homeschooling/education regulations?

- All or nearly all of the time
 - Most of the time
 - Some of the time
 - Hardly ever
- Optional explanation:

EDUCATIONAL RESOURCES AND PRESENTATION

20) Does your Home have access to a variety of resources to ensure your children and young people receive a quality education?

- All or nearly all of the time
 - Most of the time
 - Some of the time
 - Hardly ever
- Optional explanation:

21) Does the Home have a classroom or functional learning environment which is usually quiet and free from distractions?

- All or nearly all of the time
 - Most of the time
 - Some of the time
 - Hardly ever
- Optional explanation:

22) Is your school workplace or learning area organized, presentable, well lit and properly ventilated?

- All or nearly all of the time
 - Most of the time
 - Some of the time
 - Hardly ever
- Optional explanation:

23) Are students and their parents confident in explaining and presenting their homeschool education?

- All or nearly all of the time
 - Most of the time
 - Some of the time
 - Hardly ever
- Optional explanation:

