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# Workshop Organizing

Based on the Boston Region Draft Version 2005  
Updated by RCCR May 2023

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# INTRODUCTION TO THE 2023 VERSION

This booklet was originally created for the Boston Re-evaluation Counseling Region (Jennifer Wexler's Region) in December of 1995 as a handout at a daylong workshop held to help build organizing skills in the Region. The workshop was held in the hope that by developing a new crop of workshop organizers, we could encourage the proliferation of Area workshops. Changes in the Guidelines for the RC Communities necessitated revision of many of the materials in 2002 and additional revisions have been made by RCCR in 2005, 2009 2013, 2014, 2018, and now 2023.

While leaders and organizers need to think freshly about each workshop, there is nonetheless a body of experience and policy from which organizers can benefit. We have attempted to collect some of this information in the following pages.

## Information on the Internet

You can download articles and current Guidelines <[rc.org/guidelines](http://rc.org/guidelines)>, workshop expense forms <[rc.org/forms](http://rc.org/forms)>, and find other information in the workshop organizing section <[rc.org/workshoporganizing](http://rc.org/workshoporganizing)> that was not available when this booklet went to print.

## Online Workshop Organizing

Many, many resources for organizing online and hybrid workshops can be found at [rc.org/publication/workshops/onlineworkshop](http://rc.org/publication/workshops/onlineworkshop)

## Articles in *Present Time* and Other RC Publications

There are many wonderful articles about organizing and leading workshops in the RC literature, including *Present Time* and *The RC Teacher*. We encourage you to seek out these other resources and use them. This booklet is not intended to be a complete resource for workshop organizers and leaders, but rather an addition to the rich body of information and literature that already exists.

## Tips for First-Time Organizers

It may seem daunting to see a thick manual and imagine that you're supposed to read and do all of it. But that's not our intention at all! Instead, we're trying to collect in one place the resource information an RC workshop organizer may need. Here's a quick list of the articles that are a good starting point for first-time organizers:

- Organizing an RC Workshop (in Part One)
- Creating a Workshop Budget (in Part Four)
- Sample Budget Worksheet (in Part Four)
- Sample Timeline (in Part Five on the last page of this manual)
- Sample Checklist of Things You May Want to Plan for at Your Workshop (in Part Five)

Later you'll need to refer to other sections of the manual too, but for now, if you begin with the articles listed above you'll be off to a good start.

We believe that the information included in this booklet is up-to-date as of this writing, particularly in the area of policy, but ultimately, it is your responsibility to become familiar with the current Guidelines of the RC Communities and adhere to them.

Enjoy yourself and have a wonderful workshop!

*Barbara Boring  
Diane Shisk*

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# **PART ONE: ABOUT ORGANIZING WORKSHOPS**

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# ORGANIZING AN RC WORKSHOP (Summary)

## GETTING STARTED

Once the agreement to organize a workshop has been made with the Area Reference Person(s) and/or Regional Reference Person(s) in your locality, and International Reference Person as appropriate, your job as organizer begins.

Remember to enlist Co-Counselors to support you throughout the project—to help you discharge so you can think well and make the best decisions.

As organizer, your job is to think about the tasks and activities that need to be performed and coordinated with others to complete those jobs. You do not need to blaze a new trail; there is information and resource available—the latest version of the Guidelines for the Re-evaluation Counseling Communities; the Guidelines for Organizing Area, Regional and International Workshops from the RC website ([www.rc.org](http://www.rc.org)); organizers of previous workshops; and the RC leaders in your Community. You are also expected to involve the leader of the workshop in any decisions that must be made.

The topic of the workshop will influence your organizing task. Whether the workshop will be open to all RCers or more focused for a specific topic, gender, or other constituency, may impact the expected attendance. Also, the workshop leader may request large or small attendance depending upon the topic. Once the topic is determined, gather input from as many Community leaders as possible, especially leaders from the under-represented constituencies in your Area (including, but not limited to, Native and Indigenous, Global Majority, young people, raised poor, working-class, and disabled people.) Listening to the leaders will give you good ideas and build a solid base of support. Decisions will be made by you, the workshop leader, and Reference Persons as applicable.

## SELECTING THE SITE

Select the site for the workshop well in advance of when the workshop will take place—up to ten months if the planning allows. You will need to determine which time of year would be best for the workshop, the expected attendance, the services to be provided by the facility, and the desired geographic location of the facility. You should try to find sites in which sleeping, meeting, and dining facilities are wheelchair accessible, comfortable, suitable for Co-Counseling, affordable, and if possible accessible by public transportation. Find out if you have exclusive use of the site and if the site can adapt to an increase or decrease in numbers of participants. If relevant, find out if participants who are coming from a distance can sleep at the site the night before the workshop begins.

Try to visit several sites to find out how well they will meet the needs of your workshop. It will be helpful if you can meet the site managers during such visits (you will be working closely with a site manager over the coming months). Whenever possible, pre-qualify several alternative sites for your workshop date to allow flexibility—coordinating the workshop date with the leader and the available sites can be challenging, especially if the leader’s availability is limited and the sites are heavily used.

## EXPENSES AND BUDGETING

You will need to estimate both workshop expenses and numbers of participants. Workshop fees must be sufficient to cover expenses. Expenses will include: ten or thirty percent of gross revenues for the RC Community Fund; the leader’s fee; the leader’s transportation expenses; your fee as organizer; lodging, food, and other on-site expenses; insurance fees; and expenses for printing/copying, postage, hearing helpers, and all supplies. The estimates should be reasonable but conservative. Also, when estimating the number of participants expected, be both realistic and conservative since this will determine your “break-even” on the fixed expenses. If you are hoping for sixty RCers but base your costs on having fifty to fifty-five, you will not be as stressed when several RCers cancel just before the workshop begins. A spreadsheet of the budgeted expenses will be helpful not only in establishing the workshop fees, but also in monitoring your actual expenses compared to your budget.

## PAYMENT TO THE COMMUNITY SERVICE FUND

The Community Service Fund is owed 10% for in person workshops, and 30% for online workshops, of the total income collected before any expenses are deducted. It is paid directly to the Community Service Fund. The amount for the Community Service Fund must be estimated and added to the budget once you have forecast the number of participants expected and the total of all other expenses.

## LEADER’S FEE, TRANSPORTATION COSTS, AND ORGANIZER’S FEE

The RC Guidelines specify the maximum fee for the leader. The organizer’s fee is a maximum of 30% of one leader’s fee. The tech leader’s fee (if applicable) is a maximum of 20% of one workshop leader’s fee. All other expenses will vary depending upon the numbers attending the workshop, the site, the leader’s travel costs, the leader’s overnight expenses before and/or after the workshop (if applicable), and other

factors. The workshop leader should not have to pay for travel, parking, or other expenses related to leading the workshop. Be sure to ask the leader if they want you, as organizer, to purchase airline tickets or arrange any other transportation and/or lodging.

## **LODGING AND FOOD**

Lodging and food are the biggest workshop expenses and can vary widely from site to site. Different sites charge differently depending on the size of the site, minimum number requirements, and the type of facilities available and/or required. Sites with group sleeping accommodations are generally less expensive than those with motel-type rooms. You need to arrange separate sleeping spaces for women and men, and possibly for any young people attending the workshop. If possible, separate the participants who want it quiet in the evening from those who stay up late to talk.

Consult with the workshop leader about their requirements—for example, whether they want privacy or want to sleep in a space with others. Many sites offer separate and private accommodations for a leader that may also include a small meeting space.

Most sites offer lodging and meal packages that depend on the number of nights lodging and the number of meals. A typical weekend workshop beginning Friday night and ending Sunday afternoon will include two nights lodging and five meals, starting with Saturday breakfast. (Tell people to eat before arriving at the workshop on the first night unless directed otherwise by the leader.)

For small workshops at which it's important to keep costs to a minimum, consider having the workshop attendees prepare the meals. Often a group is assigned to organize the food and each meal is prepared by one or two support group(s). Check with the sites you are considering to ensure they offer lodging only and have appropriate kitchen facilities.

It is generally less expensive if the workshop provides snacks and drinks between meals rather than having the site provide them; you do need to check with the site about this. Meals should include vegetarian options and possibly some meat options for non-vegetarians; you will need to coordinate with the site about such requests. Special diet needs should be considered, but participants with very restrictive diets will generally need to bring their own supplemental food if needed. (Find out if—and how much—refrigerator space is available for this. Also find out if the site allows you to bring food from the outside. For example, some sites that are kosher will not allow outside food on the premises.)

Remember to include in your budget all the expected expenses for lodging, meals, snacks, and any pre- or post-workshop meals for the leader.

## **PRINTING EXPENSES**

Much of the cost of printing has been eliminated through use of email. However, you may want to print a small stack of flyers for distribution at select Area and/or Regional meetings or workshops that are scheduled to take place before the workshop.

## **SUPPLIES**

Supplies needed include a large poster paper pad for workshop scribes to write lists on, black water-based marker pens for scribes, a roll of masking tape, name tags and markers to write on them, flowers for the workshop meeting room and leader's cabin or room.

To avoid buying everything, have someone bring a stapler, scissors, and small tools (such as pliers, screwdrivers, and a hammer). Also, each Area should consider collecting re-usable workshop supplies that can be shared among Area organizers.

## **JOBS**

Participants need to be assigned jobs before the workshop begins. Some jobs may need only one person. Other jobs need many people. If more than one person is assigned to a job, assign a job leader for that group. Also, make sure the participants know which job they will have and its responsibilities at the time of registration. A few jobs may require work before the workshop begins—for example, transportation coordinator, preparing workshop packets, workshop flyers, and signs.

## **FINAL PAYMENT**

Participants pay their workshop fees before or at the beginning of the workshop. The site typically requests the final count sometime during the workshop and prepares the bill minus any deposits already made. Be prepared to write a check; the bill may be due at the close of the workshop.

All other workshop expenses should be finalized as soon after the workshop as possible. If you organize your budget and keep all receipts, this should be a relatively simple task. Use the appropriate RC form for workshops (Area or Regional/International)(at [rc.org/forms](http://rc.org/forms)) and send the completed form and any payments to RCCR.

If you struggle with completing the final accounting, seek assistance (mini-sessions, reminders, information) from your Reference Person or someone who assisted you with the workshop, until the work is done and the funds and paperwork are sent to RCCR.

Thanks for playing this important role.

(updated 2023)

# WORKSHOP ORGANIZING OVERVIEW

## THE ROLE OF AN ORGANIZER

The job includes both handling logistics and being a good counselor.

The leader's job is to provide the up-front information and counseling, and to promote discharge at the workshop itself, to think about the re-emergence of the group. The organizer's job is to set up the conditions of the workshop to allow this to happen.

Following are some of the ways the job of organizer can be a wonderful and re-emergent experience:

- This is an opportunity to model cooperative relationships in the oppressive society: your goal is to develop a team of people trained to function intelligently together.
- You get to think about how to make the situation one that minimizes distraction from the goals of discharge and re-emergence.
- You get to take a long-range perspective of moving a whole Community's distress patterns—and this includes your own, too.
- You may need to function as a kind of "RC Ambassador" to the outside world—it is critically important to establish and maintain a good relationship with the workshop site provider, and you may have an opportunity to describe RC in the process.
- You will need to think freshly about each workshop you organize.
- You will need to take yourself completely seriously. You matter, and your role is deeply significant.

## ORGANIZING FOR ACCESSIBILITY

Your job is to make your workshop accessible to as many people as possible. This means thinking well about people who are not well represented in RC— Native and Indigenous, Global Majority, poor and working-class, disabled, and young people, to name a few. Issues may include:

- site selection to accommodate participants' physical needs
- allowing adequate lead time and counseling resources so that people can think and make necessary arrangements to attend
- who to target with special outreach efforts
- keeping costs as low as possible
- meeting dietary needs (as opposed to preferences)
- accommodating religious observance

## THINKING ABOUT MONEY

Handling workshop finances and record-keeping are part of the job of organizer. This includes budgeting for the workshop, collecting fees, paying site and other costs, reimbursing people who incur workshop-related expenses you have authorized, paying the leader, and sending the designated portion of the proceeds to RCCR.

You will have to deal with distresses about money—yours and others'—due to oppression in our society. Being a workshop organizer may give you a special chance to discharge and think well about money. If this is an issue, identify someone who has attention for the money aspects of organizing a workshop and have one or two sessions on any restimulations you have in this area.

It is helpful to think about and have clear policies about finances:

- Do you plan to have a late fee for last-minute registrations?
- How will you handle refunds for no-shows and cancellations?
- How much will you charge for partial attendance?
- What makes sense for this workshop around arriving late and leaving early?



Count on people other than you struggling to think clearly in areas such as money, arriving late and leaving early. Clear policies as outlined above will be very useful to you. Many (but not all) of the people who contact you about these issues are showing you their distresses, and permissiveness is not always the best policy.

It may be useful to give yourself a two-week deadline for “closing the books” after the workshop.

Other topics you may need to consider:

- How to finance a site deposit if you need to pay one before you have begun collecting workshop fees. The Re-evaluation Foundation is sometimes able to arrange a site-deposit loan for an International workshop.

- Bank account issues—whose account to use, yours or a new one?

- Budgeting generously enough to avoid last-minute financial nightmares.

- Do you offer payment through an online app, and if not, how will people who cannot send checks pay?

- Are you thinking well about any possible tax consequences of organizing workshops and are you following good practices?

## **GETTING PEOPLE TO THE WORKSHOP**

Recruiting is an opportunity to move things forward particularly around the topic of the workshop without putting expectations or pressure on people to attend.

Some constituencies may need time and special thought and effort to go to workshops. Think about them early; don't wait until two weeks before the workshop to contact them:

- Native and Indigenous people

- Global Majority people

- Parents

- Young people

- Raised-poor people

- People with disabilities

The tone you set in every aspect of your role as organizer is important. What tone do you want to set for the workshop you are organizing? In what ways can you communicate that tone?

You will want to stay counselor through your interaction with workshop participants unless you have decided that it makes sense to be an agreed-upon client.

## **THE FLYER**

Designing the flyer can be fun. Here are some things to think about for your flyer:

- How to make it clean and attractive?

- Is the information well-organized and easy to read?

- Did you remember to include accessibility information?

- What class, Area, or Region is the workshop for? This information should appear on the flyer.

- Are there applicable policies that should be reflected on the flyer? (e.g., a registration deadline, late fee, sliding scale, payment method, pre-requisites, ARP signature required, pseudonym for leader and/or organizer, and so on.)

You should discuss flyer distribution with the appropriate Reference Person(s): RRP for Regional workshops or ARP for Area workshops. Should flyers be distributed outside your class/Area/ Region? If so, to whom?

Consider sending flyers to Area or Regional workshops, gather-ins, classes, and so on. Be sure you understand the guidelines that pertain to activities involving multiple Areas or Regions, however. In general, you should not invite people from outside your Area to an Area workshop, for example, unless this has been approved by your RRP.

Flyers for international workshops can be posted to relevant email discussion lists, but please do not flood the lists with the announcements.

## **YOUR RELATIONSHIP TO THE WORKSHOP LEADER**

You're peers, each with a different job. The leader is in charge overall.

Each workshop leader will have different requirements and different distresses that need to be thought about individually.

Find out how much contact the leader wants: don't overburden them with minutiae, but don't leave them out of your communications if they should know.

Make sure the leader's meals, transportation, bedding and towel are thought about, particularly if they are coming from out of town.

Send a copy of the flyer to the leader for approval before distributing it, send them a copy of the acceptance letter, and remember to include them on the roster.

## **PRACTICAL TIPS**

The goal is to have things go as well as possible, not to do everything yourself. You can either delegate to others the things you don't have slack to do, or else notice and discharge your way through areas that are hard for you.

- Count on something unexpected happening.
- You will make mistakes. Everyone who has ever organized a workshop has made mistakes.
- You will have more to do at the last minute than you thought. Don't leave anything for the last day that you can do ahead of time.
- As you assign workshop jobs, you need to think carefully about whom you put in what job. What is re-emergent for that person, within their capabilities (but not necessarily comfortable)?

## **COMMON DISTRESSES**

Notice some of the chronic distresses that may show up while you are organizing.... But don't believe the content!

"I don't want to be a burden to the leader"

"I can't think so I'd better ask for advice about every tiny detail"

"I'm unworthy of asking for help" "I'm supposed to do it on my own"

"I resent getting instructions from the leader so I won't ask anything"

"The leader doesn't need/want/love me"

"I'm just the hired help"

"Organizing RC workshops is just the same as organizing outside of RC"

"I'm powerless to think about money" "I resent having to think about money"

"I'm not going to think about money... hope everything turns out OK"

"I need to lose sleep over every detail"

"Details don't matter"

"No one wants to help me"

"I'm not as important as the leader"

# **THOUGHTS FOR WORKSHOP ORGANIZERS ABOUT PEOPLE OF THE GLOBAL MAJORITY AND INDIGENOUS PEOPLE (updated 2023)**

1. Offer Native and Indigenous (NI) and Global Majority (GM) people the option of rooming with other NI or GM people (when possible, with people of their own constituency.)
2. Be aware that racism can lead organizers to unwittingly assign the least desirable sleeping spaces and service jobs to NI and GM people. Don't assign NI or GM people a disproportionate number of service jobs such as clean up, beauty and order, snacks, accessibility, kitchen liaison, problem solver, jobs coordinator. If there are only one or two NI or GM people at the workshop, then the numbers are disproportionate. Do assign them to jobs such as scribe, songs, support group leader, promptness, Shabbat, sports and games, culture sharing, literature, literature skit, photographer, announcements.
3. Suggest to the leader that they schedule a time early in the workshop for white people to work on racism and genocide so that NI and GM people don't have to fight so hard to stay present and connected to the workshop.
4. If there are participants for whom English is not their first language at the workshop, encourage the workshop leader to speak slowly. Encourage the workshop leader to plan to have a minute of silence every twenty minutes. Organize this by having someone assigned to the job of language liberation. (See "Guidelines for Interpreting at Workshops" on the RC website for specifics.) Remind people to pay attention to idioms and stay aware of cultural specificities. Remind people to explain jokes, and to hold laughter until after a joke has been explained.
5. In the acceptance letter, ask people to have a session on racism and genocide before coming to the workshop.
6. If the leader is a NI or GM person, consider how racism or genocidal distresses might have entered your interactions with that leader. Have you offered them the same courtesies you offer to white leaders? Have you expected them to take a lower fee? Have you left them more on their own? Have you offered them session time, set up their room, arranged snacks, arranged a support team for that leader? Have a session about the impact of racism and genocide on your relationship with the leader.

# YOUNG PEOPLE AT GENERAL RC WORKSHOPS

## WORKSHOPS AND THE JOB OF ALLIES

It's great to be an ally to young people, both at workshops and in our RC Communities. It's a fun way to spend time that will move us adults forward. Being an ally means we step out of any places where we feel victimized or mistreated. Our role is to be thoughtful and powerful.

## BEFORE A WORKSHOP SCREENING

Before a workshop the same kind of thoughtful screening process should be used for young people as is used for adults. We don't send adults to workshops if they're not ready to be there. This, of course, does not give us an excuse to exclude people from workshops. Thoughtful screening is not oppressive. We need to be welcoming while also making sure that things will work. We don't want to send people to something for which they're not yet ready.

We need to make sure that the workshop is set up well for young people. This requires a lot of thought and work on the part of leaders, organizers, and allies.

Young people attending a workshop should know Co-Counseling well enough to be able to use it. Preferably, they should have taken a sixteen-week fundamentals class. We also need to talk to them about what the workshop will be like and make sure that they want to participate. They themselves need to have made the choice to go—it doesn't work if they haven't. Young people who have been raised in Co-Counseling should understand that a typical workshop is not a family workshop.

The young people need to be ready to use Co-Counseling in two-way sessions and to participate in support groups and classes. Unless there's a thoughtful reason to make an exception (not just that we like the young person and want them to come), a young person should be having regular sessions and be in a class or support group. (They will probably need some help from allies in thinking about getting sessions.) Teaching young people Co-Counseling should mostly be done before the workshop. Sometimes adults have a hard time teaching young people Co-Counseling and hope that a workshop will do it. This is not the purpose of a workshop. We need to do that teaching at home.

### Parental permission and involving parents

Young people under the legal age of adulthood sometimes choose to attend a workshop without a parent or guardian. In this case, they need the written, informed consent of a parent or guardian in support of their decision. (The consent form can be found here: [rc.org/consentform](http://rc.org/consentform).)

It doesn't make sense for an ally to bring a young person to a workshop if the ally doesn't have a strong relationship with the young person's parent(s) [or guardian(s)], especially if the parents aren't in RC. Allies need to take time to pay attention to the parents, as parents. We need to speak to them about what will be happening at the workshop, explain to them why Co-Counseling is useful, and tell them what we appreciate about their child. (We should also give them the emergency phone numbers for the workshop site.) Ultimately, the lives of the young people are going to go much better if their parents learn RC, too.

### Workshop fees

Can the young person or their parents pay the workshop fee? Area Reference Persons have access to Area Outreach Funds that may be available for scholarships. The Guidelines allow for one free place for a young person for every twenty fee-paying adults, which can be shared among several young people.

### Transportation

Most young people don't have access to transportation, especially to remote workshop locations. Part of our job as allies is to help young people think about how they're going to get to the workshop. We may need to arrange for them to be picked up at home, get to a central meeting point, or take public transportation if that is safe for them. Parents need to feel comfortable with the transportation arrangements.

### Buddies

Until we've discharged our oppressive attitudes toward young people, or until there is a large percentage of young people at every workshop, we can't just send a young person off to a general workshop by themselves. They should come with a parent or a committed adult with whom they already have a relationship. (There should also be people in the young person's Area who are already acting as allies so that relationships are being built as well.) If a young person wants to go to a particular workshop and doesn't already have a committed adult ally, a buddy should be found who will think well about the young person. The buddy's job is to stay close to the young person, make sure that they have sessions set up, and ensure that things go well.

## **Discharging on young people's oppression**

All members of the Co-Counseling Community need to discharge on young people's oppression. Each fundamentals class should spend some time on the participants' childhoods and teen years.

## **THE JOB OF ALLIES AT A WORKSHOP / COMMITTEE OF ALLIES**

Being an ally to young people should be a formal job at every workshop young people attend (and allies should not have another job). It works best when allies are paired one-to-one with the young people. The allies should be adults who know the young people or who are able to think well about them. They should be part of a committee of allies and should be called ahead of time about being on this committee because it will change their workshop experience.

The allies' committee should have a leader who checks in with the allies and calls for discharge time each day. They should meet with the allies on the first night and go over the job of an ally. They should also make sure that the allies are doing their jobs. Often allies start out excited about the job on the first night, but by the second afternoon they've lost track of the young people. It can be hard to stay thinking, especially because we all got hit by young people's oppression.

When we're around young people who still hold on to some of their playful, hopeful qualities, it's tempting to fall into the role that many adults played in our own lives—of disciplining young people, "calming them down," or holding them back. We need to keep discharging on these feelings whenever we're spending time with young people.

It can be useful at a workshop for allies to have mini-sessions with the young people. The purpose of this is not to show the young people how hard it is to be an ally, but to show them how much we want them and that we're discharging whatever gets in our way of being close to them.

## **Sessions, support groups, and topic groups**

Two of the hardest things for many young people at workshops are deciding which support group to be in and setting up sessions. Young people can feel shy about standing up to say that they don't have a session set up. They often feel like adults wouldn't want to counsel with them, so they don't ask. They will usually need some help to set up discharge time. When people are setting up sessions in the big group, it makes sense for the young people to choose their partners before the adults do. If a young person chooses an adult who already has a session set up, the adult should do a three-way that includes the young person or Co-Counsel with the young person and do a session with the adult later. Topic groups are another time when young people get lost in the shuffle.<sup>1</sup> Allies need to be aware, make sure that the young people know they're welcome, and see that they've chosen somewhere to go.

## **An essential policy for allies**

Allies should not go off to sessions, support groups, topic groups, or mini-sessions, without first making sure that the young people with whom they're paired have somewhere to go or are going with them.

## **Attending classes**

Young people may need help waking up in the morning and getting to classes and sessions. We shouldn't be hard on them if they want to sleep through a class or can't figure out how to participate in something. The expectation should be high ("of course you should come"), and we can challenge and encourage them to attend everything, but we shouldn't be at all punitive if they don't. We can encourage them to sleep in the meeting room during classes rather than by themselves. It helps to be clear with them from the outset about what the expectations are and to go over the schedule and explain everything.

## **Homework**

If young people come to a workshop with homework assignments for school, we need to help them find time in the schedule to do this work. Buddies can work with them and help them put attention on their feelings about homework.

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<sup>1</sup> Lost in the shuffle means ignored or overlooked by others.

### **“Hang-out” time**

Allies should be designated to “hang out”<sup>2</sup> with the young people until late at night. This is often the time when feelings come up and sessions happen. Many young people have distresses about bedtime. Some also have distresses that keep them from thinking well about getting enough sleep. Allies should be there to help put some attention on these late-night feelings and to build relationships and have fun with the young people.

### **Sleeping arrangements**

Ask young people at the beginning of a workshop what kind of sleeping arrangements they want and help them to set them up. They may want to room together with a few close allies. This doesn’t mean they should be isolated in a separate area of the workshop site.

## **MAKING THE WORKSHOP WORK FOR YOUNG PEOPLE**

### **A time for young people to meet**

Young people need some time to “hang out” with each other. A young people’s support group often makes sense. It’s fine for young people to be in other support groups instead, but in that case there should be another time for them to meet. If no young person is ready to lead a young people’s support group, an adult ally can lead it. Adults sometimes feel desperate for young people to lead before they are ready or, on the other hand, are reluctant to let young people lead who may be ready. If a young person is leading, an ally should check in about how the group is going and offer the young person some counseling time.

### **Young people’s visibility**

In order for young people to feel like they belong at the center of a workshop, times are needed when the young people are visible (for example, up front for demonstrations or in a panel).

A young person, with the support of an ally or two, could lead a topic group for adult allies. This could be a great opportunity for the young person to talk about what they want from allies, and for allies, especially new ones, to discharge, learn, and figure out how to get close to young people.

### **“Special time”**

It’s useful to have a time, in the middle of a workshop, when each young person gets to choose an adult to “hang out” and have “special time” with. This can help the adult get closer to the young person without having to work their way through the young person’s sometimes “cool” behaviors that can make them appear to not want adults around. An adult spending time with a young person and being willing to follow their lead is a great contradiction to young people’s oppression. The young person tries to figure out what they want to do, using the adult’s attention. They should be free to try anything, though the ally should continue to use good judgment. Sometimes the young person will use the opportunity to work on distresses. Generally, it’s useful for the ally to think about creating a contradiction. Young people have had adults give them back massages, ask another adult out on a date, or sing each other love songs. Young people can use “special time” to try new things (or new ways of doing something they’ve done before). What’s important is having another person with them, paying attention, while they try. Young people have tried climbing a rope higher than they ever have before or working on math homework. Sometimes they will show an ally something about themselves. For example, they might ask an ally to listen to their favorite music with them.

### **The role of the workshop leader**

The overall leader of the workshop should watch to see that the young people are well thought about at the workshop and that the allies group is functioning well. It is also useful to the young people if the leader can pay some direct attention to them, for example meeting with them at a meal time.

Almost anything we do in the direction of young people will make a big difference to them, as well as to us. We can decide to spend twenty minutes of a workshop with a young person or decide to begin a life-long relationship with her or him.

*Jenny Sazama*

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Person for Allies to Young People  
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(Reprinted from Present Time No. 121, October 2000)

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<sup>2</sup> Hang out means spend relaxed, unstructured time with.

# NOTES FOR ORGANIZERS OF RC WORKSHOPS FOR LGBTQ+

## CO-COUNSELORS

Over the years, I have organized and led a number of Re-evaluation Counseling (RC) workshops designed to promote the re-emergence of numbers of constituencies. While Lesbian, Gay, Bisexual, Transgender and Queer + (LGBTQ+) workshops are like other kinds of workshops in most regards, there are a few issues for this constituency that need some special thought by organizers.

## CONFIDENTIALITY

Re-evaluation Counseling, as an organization, has taken an extremely principled stand against all forms of oppression, including the oppression of people who identify as Lesbian, Gay, Bisexual, Transgender, or Queer. RC leadership takes quite seriously the harshness of this oppression and its potential for future escalation, and has taken a stand against allowing oppressive forces to gather the names of LGBTQ+ Co-Counselors through any RC source.

This means that no printed material should identify any Co-Counselor as a member of the LGBTQ+ constituency without their explicit permission. Workshop flyers, acceptance letters, and the like should use pseudonyms for LGBTQ+ leaders and organizers, unless they have explicitly stated otherwise and have made that decision in conformance with Guideline J.8., Use of Pseudonyms/Anonymity by Authors, which encourages consultation with a Reference Person. Rosters should have a generic title, such as “Liberation Workshop” and the date; they should not identify anyone as having participated in a “LGBTQ+ Liberation Workshop” as this could inadvertently “out” that individual.

Similarly, unless you know the specific situation of any individual Co-Counselor, you should be careful about leaving messages on telephone answering machines, which tend to identify that Co-Counselor as LGBTQ+. Our basic policy is to allow each individual to make their own decisions about when, how, and to whom they choose to “come out” as LGBTQ+. Our goal is to assist people in discharging so that they can think flexibly about whether and when to “come out” and, when they do choose to “come out,” to do so as a counselor rather than as a client.

## WORKSHOP SITES

The pseudonym or confidentiality policy may or may not pose challenges with specific workshop sites. Organizers need to think about this policy with respect to each site. Organizers can handle this in a variety of ways. It is possible to hold workshops that are not identified as LGBTQ+ to on-site staff. At a site I have used often, the conference center manager is a superb ally who works closely with us to ensure confidentiality of each individual involved. She writes the site contract such that it does not specify that it is a LGBTQ+ workshop. She does this to protect the confidentiality of the organizer and leader; her center is part of a larger operation, and she is not confident of the viewpoint of every individual who has access to the contracts in the corporate management office.

In another instance, I was considering a particular site for a LGBTQ+ workshop I was organizing. One Co-Counselor in the Region, who is a teacher in the wide world, was concerned about this site as it was commonly used not only for RC events, but also for activities involving her school. She did not want to “come out” as a Lesbian in that setting as it would have a negative impact on her work. Since we could not guarantee her confidentiality, we selected a different site.

Special arrangements may also be needed if another RC workshop is taking place in the same venue at the same time.

## ROOMING ASSIGNMENTS

Rooming assignments need to be thought about with particular care for LGBTQ+ workshops. Avoid pairing individuals who are especially vulnerable to feeling or acting on sexual distresses with each other. (Workshops go much better when sexual restimulations between participants are reduced or eliminated.) LGBTQ+ workshop organizers should consult with the workshop leader about rooming assignments prior to the start of the workshop.

*“Miss Jane Marple”*  
Formerly of Natick, Massachusetts, USA

# **WORKSHOP PARTICIPATION FOR PARENTS WITH NURSING INFANTS**

The birth of a child is a time in the life of a parent when everything in the parent's relationship to the rest of the world changes. The parent has a large amount of intense work to do to build the nurturing relationship the infant needs, and in the process they rethink, reprioritize, and rebuild their whole life. Now the parent is responsible for someone whose needs and vulnerability are great.

In addition, an infant in the family restimulates feelings from the parent's infancy. New parents find themselves with a newly intense emotional life, a newly intense need for the discharge process.

We, as a Community, want to have our workshops and classes be as accessible as possible to parents at this formative and important time in their lives. We also need to include the parents (and their infants) thoughtfully, so that the safety to discharge and the haven from day-to-day restimulation in a class or a workshop are maintained for all.

## **CAREGIVERS FOR INFANTS**

In order to preserve the effectiveness of our Co-Counseling relationships, a parent may not hire another RCer to take care of their infant during a workshop or a class unless that parent knew that person before RC. The beauty of the RC "no socializing" policy is that it keeps us headed in the direction of building our outside-RC support networks, even when we feel too afraid or too tired to do so. Discharge and good counseling will help a parent think of, and develop relationships with, people whom they already know who could be called upon to help with an infant and for whom exposure to an RC workshop could be interesting and perhaps beneficial. We need to reach into our lives to build the infant care we need.

It's understandable that we parents long for RC-based attention for our infants. We have a passionate love for our children, and we want every moment in their lives to be the best possible moment. But our love also gets mixed with restimulation from the hard parts of our own lives as infants. We can easily feel like our baby is on the edge of danger. This can make it hard for us to trust people outside of our immediate family, or even to trust our own partner, with the care of an infant. Infants do need thoughtful care, to be sure, but we are able to be more relaxed and have better judgment about others who might care for our babies when we work hard and deeply on our fears about "what could happen to them" in the care of someone else. Good, confident counseling in the direction of there possibly being someone trustworthy out there is helpful to a new parent who is at a loss for choosing someone outside RC to help with infant care during a workshop or a class.

For a baby's first two years it's important, whenever possible, for them to have close access to their parents. Interrupting the frequent parent-child closeness that comes with nursing and daily care can lay in hurt. Thus it may make sense to make accommodations at weekend workshops for parents with nursing infants.

I think our goal, overall, in RC is to bring to people of every kind, in every situation, the perspective and discharge RC offers. This is "inclusion." But it does not mean that everyone is ready right now for a weekend workshop experience.

Infants are not able to make use of most of what happens at a weekend workshop. The group meetings are not designed for their needs, nor are the support groups or Co-Counseling sessions. Loud, uninhibited discharge on the part of adults can frighten an infant and create new distress. Excluding infants from sessions and most classes at workshops is an acknowledgment that their needs for attention and safety must be met differently from the needs of the adults.

In order for the infant's and the parent's needs to be met, and for both to do well in a workshop environment, the parent needs to bring along an adult ally for the infant. This person may be the child's other parent, a friend, or a care person hired by the parent. They do not need to know RC, but unless the parent explains RC to them ahead of time, and gives them an idea of what the workshop will be like and what people will be doing, the person will not understand what they see and hear at the edges of the workshop. The parent must also pay for the ally's food and lodging.

## **CAREGIVERS FOR CHILDREN OVER TWO YEARS OF AGE**

I don't usually give permission for parents to attend my workshops with children over the age of two years. Children two and over are generally able to stay overnight with a trusted caregiver, away from the parent, without setting in big distress recordings, as long as they have chances ahead of time to discharge their feelings of separation and to build a secure relationship with the caregiver. (Exceptions might be appropriate for children who have had early traumatic experiences.)

By the time children are two, parents have been working hard for a long time and can use a break from parenting. However, they often feel so sympathetic toward their children's feelings about separation that they find it impossible to leave their children with someone, even for an evening. Setting two years as the age limit for bringing young children to workshops can encourage parents to help their children tackle the



distresses surrounding separation—at home, bit by bit—until they have secure relationships with other caregivers and the parents can indeed leave for an overnight or two.

## **A DRAFT POLICY**

The following is a draft policy on infant care at workshops. It is meant to be a guide for workshop organizers, parents of infants, and Community members who are working hard to be thoughtful of parents in this “intensive care” period of parenting, when leaving an infant with others is confusing and possibly hurtful to the child. I hope it is helpful.

### **DRAFT POLICY ON BRINGING NURSING INFANTS TO RC WORKSHOPS**

- 1) If a parent is considering bringing an infant to an RC workshop, the first step is to talk with the organizer and the leader. Not every leader is in a position to welcome parents with infants, and not every workshop site will have the separate space that the parent, infant, and possibly the caregiver will need. The success of including a parent and infant depends on the leader’s agreement and on the care with which arrangements are made.
- 2) The parent should get the workshop schedule in advance so that they can think about who will be with the child during each part of the workshop. What is workable will depend on the child’s age and needs and the stamina of the caregiver.
- 3) The parent needs to carve out some time in the schedule, each workshop day, to give their infant their undivided attention. The child will be confused and hurt if the parent is nearby but does not spend time with them. I recommend some special time<sup>3</sup> in the morning and again at another time later in the day.
- 4) The parent needs to plan for the caregiver to take breaks during each workshop day. I suggest that, at a minimum, the caregiver have breaks during mealtimes plus have another block of time off, such as an hour or two in the afternoon. If the caregiver is a friend or a co-parent who also knows RC, then arranging session time for them will make a big difference in how well the weekend goes.
- 5) The workshop organizer needs to know if the child is likely to wake up crying in the night. If so, sleeping accommodations need to be such that other workshop participants will not be awakened. In every case, the parent needs to create a plan for preserving the sleep of others in the event that their child wakes up unexpectedly.
- 6) The parent should not expect the workshop participants to meet their needs for infant care. Being at a workshop can bring up feelings of need and desperation and a sense of the injustice of parents’ oppression. These need to be discharged. People may offer to help, and the parent may certainly agree to accept their help, but it is the parent’s job to see that they have the help that is essential for the weekend to go well. It’s often a good idea for the parent to have a Co-Counseling session or two before the workshop in which to discharge any feelings of need so that they don’t get pinned on particular Co-Counselors or the workshop leader.
- 7) The parent needs to anticipate that their attention will be split between the workshop and their family and that the experience won’t be like attending a workshop without a child. It would be good for the parent to discharge on this ahead of time so that they can enjoy being with their child during the times arranged for that and enjoy being in the workshop when the caregiver is with the child. The parent can arrange to get reports from others about the parts of the workshop that they aren’t able to attend.
- 8) It’s not reasonable to expect that because it’s an RC workshop it will be a weekend free of restimulation. It works better if the parent considers the workshop a learning experience. If they attend as a learner, they will see what improvements need to be made the next time, discharge their disappointments, and communicate to other parents of infants how to approach being at a workshop with an infant.

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<sup>3</sup> Special time is an activity, developed in RC family work, during which an adult puts a young person in full charge of their mutual relationship, as far as the young person can think. For a specific period of time, the adult lets the young person know that they are willing to do anything the young person wants to do. The adult focuses their entire attention on the young person and follows their lead, whether the young person tells, or simply shows, the adult what she or he wants to do.

- 9) It can be permissible for a nursing or a sleeping infant to attend group meetings, as long as no one is discharging heavily and the participants and workshop leader aren't distracted by the presence of the child or the activities surrounding them. An adult yelling, screaming, or making distressed noises in order to get discharge can be confusing and possibly hurtful to an infant. The infant has no idea where the distress comes from and doesn't know that it's being handled well. During demonstrations infants should be elsewhere, where the environment is designed for their needs. The workshop leader needs to be asked specifically whether they can lead a meeting well with a nursing or sleeping infant in attendance. Infants should not be present in Co-Counseling sessions or support-group meetings, as these activities are designed for discharge only.

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# ORGANIZING RC WORKSHOPS WITH COE TIPS

In thinking about how the RC Communities can inspire others and model caring for the environment and reducing the carbon footprint of RC workshops (Guideline G.12), it would be helpful if practicalities of care for the environment were more visible at our workshops. It might encourage everyone to discharge more, and more frequently, about the restimulations and recordings we carry that keep us from caring more fully about ourselves and our so-dear planet, with all its beauty and everything alive on it.

Following are suggestions that can help us think in this area, compiled by the editor from the experience of many RC COE leaders. The suggestions are from people living in the Global North. We are aware of things being different in other parts of the world.

## **A Program to Include Care of the Environment in Organizing a Workshop and Being at a Workshop Site**

### **GENERAL AWARENESS**

**Having as a job at each workshop thinking overall about care of the environment at the site.** This will help put attention on it.

**Having a committee to prepare and present skits** during the workshop to educate with humour about some of these aspects on thinking about the environment at the workshop might help participants become more aware of caring for their environment.

A general reminder: It doesn't make sense to criticize or client at organizers, leaders, or anyone else who does not achieve rational solutions on matters where better care makes sense. Rather, give appreciation for what successes there are, and consider offering attention and assistance for ways to improve next time.

### **RECYCLING AND COMPOSTING**

**Assigning as a job “recycling and composting.”** This allows at least one person to think about, organize, separate, and remove waste and recyclables such as paper, glass, metal, plastics, and compostable organic material. It may be possible to find out from staff at the site what arrangements they have in place and what recycling and composting capabilities are available in that region. Discharge might be needed on how to help the workshop site staff include more recycling and composting. Encouraging the leader of the final clean-up to announce about recycling and composting will help people remember in the final rush. Questions to help with thinking about and discharging on recycling: Where does the plastic (glass, metal, paper, food) come from? How many people, how much and what forms of energy and transportation are involved in getting it to us? Where does energy come from? How is it being used? What happens after we use it? Where does it end up?

### **TRANSPORTATION**

**Considering the Carbon Footprint of RC Workshops.** We are currently in a climate emergency. The RC Community is international in scope, and its carbon footprint is largely due to people traveling to and from workshops. If a significant number of participants would be driving long distances or flying to a workshop, the leaders should consider holding that workshop online (and/or having Hybrid or Satellite options) instead of in-person. Workshops to which few people are driving long distances or flying could be held in person. Guideline G.12.)

**Assigning a job of “carpool organizer.”** This makes it possible for at least one person to think about how to lessen energy consumption in getting to the site. They can facilitate the sharing of rides and help people discharge and think about how to make carpooling work (even when it feels “inconvenient”). In part, this will mean holding out that workshop participants are required to arrive on time and stay for the duration of the workshop.

**Thinking about travel as it relates to the site.** Time and energy getting everyone to the workshop can be saved by finding a site near a railway or bus station, or a site that's centrally located.

**Sending information before the workshop about bicycle, bus, and train routes.** This can encourage less-energy-consuming transportation and carpooling. Encouraging sessions on questions such as the following may help people think better: How much energy goes into making, using, and maintaining each of the different modes of transportation? Where does it go after we can no longer use it? By attending this workshop, what may I gain that can have an impact elsewhere in caring for the environment? What transportation makes the most sense for me?

## ALLERGIES

**Thinking about allergy triggers ahead of time.** If you ask about repairs or maintenance—such as new mattresses, new carpets or other flooring, use of paint or glue—and then mention them in your invitation, you supply important information to the fast-growing number of people with asthma or other allergies. In thinking about people with allergies, consider buying unscented, toxin-free soap and shampoo for participant washrooms. Possible questions for thinking and discharge: What is in the products and what is potentially toxic? What feelings come up about thinking in this way and changing how we do things? (Again, all the questions posed above about the source and destination of materials are also relevant.)

## HEAT AND LIGHT

**Finding a site that is used frequently.** This can save heating costs (and often has a healthier atmosphere).

**When possible, having group meetings in rooms with natural light** (such as windows and skylights). This will lessen energy use for lighting.

**Minimizing the use of air conditioning in summer and heating in winter.** This is another opportunity to lessen energy needs. Instead of turning up the heat or air conditioning, encourage participants to dress for the temperature (for example, by wearing layers that can be added or removed as temperatures change).

## FOOD AND DRINK

**The snack-food buyer and others having sessions on the relevant impact of food production and transportation** (local, organic, in-season foods with less packaging being those with the least impact). A question for discharge: How much do I know about how food is grown and processed? Interested participants could discharge on and think about the best ways to move the site's kitchen staff toward environmental thoughtfulness around food.

**Encouraging participants to bring their own water bottles instead of using bottled water and to notice their use of water** (turning taps off when brushing teeth, shorter showers). This will reduce water use. People can discharge on what they know about where the water at the workshop comes from and where it goes.

**Encouraging participants to bring their own labelled mug** (and bringing extras for those who forget). This helps lessen paper cup consumption.

## TISSUES

**Encouraging participants to bring their own cloth handkerchiefs.** This helps lessen consumption of tissues.

## THE LAND

**Acknowledging and providing information about First Nation or Native history and land of the workshop site** in an appropriate way. This encourages awareness of Native liberation and the historical use of the land. Short sessions on “free land” and “How have I personally benefitted from the genocide of First Nations?” are also possible entrees to working on Native liberation.

**Giving information about physiological, biological, and other aspects,** as well as the beauty of the surrounding nature, such as vegetation, animals, and climate. This helps participants develop a relationship with nature at the workshop site.

*Beth Cruise*  
Victoria, British Columbia, Canada

# HELP US REDUCE SPREADING COLDS AND FLU AT WORKSHOPS

If cold and flu germs had feelings, they'd love RC workshops. We have lots of physical contact, hugging, kissing, holding hands, sleeping near each other. We're discharging, so mucus is flowing, spread by hands, surfaces, other people's tissues we might pick up, coughs and sneezes.

Global travel spreads new strains of viruses all around the world to populations that haven't had time to develop resistance. Common illnesses tend to increase in winter because we're more often inside and closer to each other. Central heating may spread certain bugs. Also, overuse of antibiotics has increased resistant strains of strep throat, pneumonia and bronchitis bacteria.

Contagion of disease is restimulating to everyone. We can benefit from discharging and thinking about this issue. In my generation, polio spread around the U.S. and still exists in many parts of the world. Friends of mine who had polio in the 1940s and '50s have told me stories of children running from them in the streets. My uncle was one of two children in Berkeley, California to survive the Flu epidemic of 1918. My mother told me about North Brother Island in New York, where "Typhoid Mary," a carrier of the dreaded disease, had voluntarily isolated herself until she died. We all have internalized fears and grief about contagion which makes it harder to think flexibly, accurately and lovingly about handling contagion from ordinary illnesses. Now living on our planet with Ebola, the Zika virus, AIDS, hepatitis and many other epidemic diseases we face real crises of contagion. Social rules and cultural taboos about our bodies make communicating about illness and contagion seem rude. The idea of ostracizing people who happen to be sick is especially restimulating of our recordings of rejection and blame.

In times past in the RC community, we've encouraged people with illnesses to come to events anyway, to get close and discharge. A rash of severe flu virus running rampant through workshops in the last few years suggests that we rethink this practice. Given this, I think people who are sick with a contagious illness should stay home from workshops, sad that this is to miss the workshop. If people find themselves becoming ill on the day of a workshop and unclear of what to do, it's important to call the workshop organizer to discharge and think about whether it makes sense to come.

Fortunately, there are some simple things we can do at the workshop to help protect ourselves and minimize spreading cold and flu germs. My suggestions here, from public health studies, are offered in the spirit of courtesy, not proposed as policy. We all need to discharge, think and decide what really makes sense for ourselves and each other, thus some new practices may become RC policy around contagion.

- Hand contact has been determined to be the main source of contagion. Hands which came in contact with contaminated mucus then touch chairs, doors, and other people. Surfaces where people gather and touch often, such as snack tables, backs of chairs, doors, and sinks can be washed down often through the workshop.
- Wash hands with hot water and soap frequently through the day, especially after right after sessions and close physical contact with others, and/or carry a small bottle of rubbing alcohol and rub a little on hands often. Hand sanitizer gel (which is ethyl alcohol suspended in gel) is only effective for some types of virus and bacteria, and only if used as directed, which means use at least a quarter-sized squirt and rub hands and fingers for 30 seconds, using more if it dries up.
- Avoid touching your face; try to break the habit of rubbing your eyes or scratching your nose unless you have freshly clean hands. Same with not touching others' faces, or just wash before and after.
- We love each other and are eager to show affection. But cheek-to-cheek hugs or kisses spread germs! Try the shoulder-bonk, elbow high-five, blown kisses, back-to-back half Nelson. Laugh.
- Dispose of your own tissues. Remind people to pick up theirs. If you clean up others' tissues or empty waste baskets, wash hands right away.
- Cloth hankies may help the environment but present a trade-off when people repeatedly touch their own mucous on the hanky in search of a dry spot, then touch others. Toss hankies into the laundry bag (not left in pockets all day) after each session, then wash hands. So bring a lot of hankies!
- Avoid sharing cups, water bottles, utensils or bites of food. If you write your name on a paper cup to conserve paper goods, set the cup away from other cups to avoid saliva contact.
- Try to cough or sneeze into a hanky, your inner elbow or your shirt tail, preferable not your hand, unless you wash right away.
- Bring your own pillowcase and fold your pillow up into your blankets or sleeping bag in the daytime so others won't have contact with them at session and support group time. Please be courteous about not discharging on other people's linens.

Children are sometimes considered more contagious, but it's only because they tend to touch their own faces and other people more readily. At family workshops thoughtfully help young people wash hands and runny noses. Make a game of it; try to remember the intrusive face-washing we all experienced when we were little. Invite the child to wash your face. Vitamin C, D and zinc have been medically validated to reduce the severity of colds; the debate continues on how much is useful.

If you find yourself getting sick at the workshop, please contact the organizer to think about what makes sense. Also, tell people around you that you are sick so they may decide whether to have physical contact with you. If this feels awkward, ask someone you trust to help you discharge and think about how to mention this to others. Ask someone to serve up your plate at meals so you're not touching or breathing on the workshop food. (The glass in buffets over food is called a "sneeze shield" for a good reason!) Get some discharge about how you were treated if you got sick when you were little. Perhaps this topic of contagion will become the target of joking and skits at workshops. Hopefully we'll get lots of discharge about these issues to increase our clarity and ideas. Sorry to disappoint those flu bugs, but they are one constituency not welcome at RC workshops.

*Marsha Saxton*

# **PART TWO: ORGANIZING FOR ACCESSIBILITY**

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# DISABILITY ASSISTANCE AT WORKSHOPS

Many people with the need for disability and health-related assistance attend RC weekend workshops. This may include people who use wheelchairs or other mobility devices, such as crutches or walkers; people who have visual or hearing impairments; or people with recent or chronic illnesses or injuries. The RC Community has responded with different approaches, including “accessibility committees” made up of several people who either provide or support the assistance on-site at the workshop. This article will explore some of these approaches and offer ideas for how to make assistance work well for all involved. It is directed at both people offering help and people receiving help—which, of course, is all of us. Several beloveds contributed to this article. Many thanks to them for their experience, great ideas, and helpful editing.

Needs for assistance vary greatly among individual people. The population of “people with disabilities” is diverse. Disabled people can have a variety of different ways of moving, communicating, learning, and handling basic needs. A wide range of health-related issues may result in fatigue, chemical sensitivities, allergies, or the need for respirators or other devices, treatments, or interventions. Having my own disabilities and being familiar with the disabled population because of my work, I find disabled people to be wonderfully creative about living fully, with unique ideas to offer about being human. We want to know and include these people, and, of course, they may include you—now or at some point.

Here are some common examples of assistance needed at workshops:

- bringing people’s belongings into the site and setting up sleeping areas
- getting people’s meals
- helping people move around the workshop
- marking paths of travel in the main room with masking tape or signs
- setting up and monitoring assistive listening devices
- typing into a laptop computer to enable people to read in text on a big screen what is being said in the group
- reserving chairs for visually- or hearing- impaired people or those who need particular kinds of seating
- helping people identify Co-Counselors when session choices are made in the group.

More extensive and intimate assistance may include helping an individual get out of bed, take a shower, or get dressed. Two people with similar looking or similarly labeled disabilities may require different approaches—because everyone is different, plus we are thinking about people’s choices and re-emergence as well as their access and assistance needs. The experience of disability is different in different cultures. My comments here apply mostly to people in the Global North. I would be delighted to hear ideas from people in countries around the world about including people with disabilities in RC workshops. A common confusion resulting from disability oppression is that people must learn a lot of technical or factual information in order to help or accommodate people with disabilities. Having “lots of technical information” is viewed as “the answer,” as well as something overwhelmingly complex and daunting. (Many people react to extensive guide books and checklists about access by being overwhelmed and not reading or following them.) Articles about disability awareness and lists showing the range of needs can get us started. However, “how to accommodate these categories of disability” guides aren’t sufficient to keep us thinking and acting flexibly and accurately about the individuals involved, the particular workshop sites, and the resources of the particular leaders, workshops, and associated Communities. As mentioned, people with disabilities have unique, individual needs and abilities and won’t ever fit into a “type.” Part of meeting disability needs is technical, but mostly we need to be able to think flexibly, pay attention to the specific needs, and communicate well with everyone involved. We need to draw on our inherent human ability to thoughtfully and enjoyably help each other. I believe that the key components of effective helping are good communication, encouraging people with disabilities to be proactive about their help, and persistent discharge about confusions. Here are several things to hold in mind in order to make this go well:

## 1. The Goal of Accommodation at Workshops

The goal of providing disability assistance at workshops is to help people with needs for assistance to participate as fully as possible, so that they will benefit from the workshop and everyone else will benefit from their participation. Providing accommodation is not doing a favor for the disabled people. It is allowing everyone to benefit from everyone’s full participation. Also, accommodating disabled people is a contradiction to distress for everyone, because anyone could become disabled at any point. Including everyone contradicts all of our distresses about being left out.



## 2. The “Problem” of Disability

Through the distorting lens of disability oppression, the needs of disabled people are viewed as a “problem” that must be solved with effort, increased costs, restructured buildings, and time taken away from the people who are required to provide help. Sometimes the disabled people themselves are regarded as “the problem.” This is the oppression! The “problem” is actually the confusion that stems from centuries-old wrong assumptions about disability and needs. Clearer models of disability point out that an environment full of architectural barriers and oppressive attitudes is what limits the participation of disabled people.

## 3. Feelings About Disability

Disabled people, and disability, can be restimulating to people unfamiliar with them. Disability oppression is widespread; we’ve all gotten thoroughly confused by it. It is built on all of our early experiences of having small young bodies and being forced to conform to an irrational adult world. We were also given wrong information about who disabled people are and the “burden” or trouble they cause. Stereotypes of disabled people being heroic or courageous are equally alienating.

Feelings about disability may make some people uncomfortable about helping a disabled person. Disabled people have been nervously told by someone assigned to help them, “I’ve never met a disabled person before!” That’s a funny<sup>4</sup> way to say, “Nice to meet you,” but it is quite common.

## 4. Workshop Feelings

In RC we like to think that we are kind, loving, thoughtful, generous, and flexible, but sometimes being at a workshop restimulates old feelings. Each of us is being challenged to interact with many, many people, as both counselor and client, and to have many “jobs.” We want to be helpful and to do our jobs well, and this is what usually happens with disability assistance. However, people assigned to disability assistance jobs can also get distracted, be in a hurry, or feel resentful, confused, or embarrassed about the helping role and forget to do it well. This is a big concern of many disabled people I’ve spoken with.

## 5. Help

Helping others or directing others to help us, in the way that they or we want to be helped, can be a challenge. Everyone needs help, and we’ve all been hurt in the area. Few of us are able to freely ask for the help that we need and deserve.

Our main model of helping others is mothers helping children. Other models include nurse and patient, social worker and client, teacher and student. All of these involve a power dynamic between the helper and the person being helped. (Newer models of disability assistance give control to the person with the disability.)

Sometimes “over-helpfulness” can become annoying, or oppressive, or even comically interfering. Some helpers try to rush to meet every need and to protect the person needing assistance from ever feeling bad—a kind of “caregiving” that isn’t empowering. In RC we want the person needing assistance to be in charge of their help.

## 6. Needs

Everyone has needs. Our ordinary needs are typically accommodated in ways we don’t recognize anymore, because we’ve gotten so used to them, they are just “there.” Examples include the facilities themselves, the chairs provided by the facilities so that we don’t have to bring our own, the lights in the buildings, the food served, the beds, the plumbing—all the myriad resources we’ve come to expect will be available.

“Special needs” are usually regarded as such because of the widespread exclusion of people with disabilities. The expense of including disabled people is distorted: if we hadn’t excluded them from buildings and programs from the beginning, the “extra costs” wouldn’t exist. Correcting the exclusion only appears “expensive” because of past mistakes. Keeping disabled people out (of the Community, employment, schools, and so on) is what is truly expensive.

Our isolation recordings usually make all of us ask for too little. Or sometimes we have “frozen needs”—old recordings of needs (for attention, closeness, safety, food) that were unmet earlier in our lives and that we want others to now meet. As we know from basic RC theory, frozen needs cannot be met; they must be discharged. Although it is rare in my experience, sometimes people ask for assistance as a way to avoid feeling alone, or helpless, or upset. Sometimes requests for assistance are requests for a session.

In providing assistance, how do we know the difference between real and frozen needs? Since most people with disabilities typically ask for too little help, I usually assume they are asking for help for good reasons. We have to think clearly about the person asking. It may sometimes make sense to say no and encourage discharge and re-evaluation of the request. This may seem scary or mean. We have to keep thinking and be willing to boldly be counselor.

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<sup>4</sup> Funny means strange.

Some people may be new to physical limitations and unsure of their needs at a workshop. It takes a while for newly disabled people to learn how to identify and describe their needs, travel with a disability, and direct people to help them.

In RC we are confronted with meeting real and sometimes intimate needs in a relationship that usually doesn't include this because of the nature of Co-Counseling and the no-socializing policy.<sup>5</sup> We are crossing a boundary in the Co-Counseling relationship, and it's not surprising we get confused.

## **7. The Site and Pace**

Workshop sites are often very different environments from home. Because in RC we are trying to keep costs down, the sites may be old summer camps or retreat centers designed for "roughing it."<sup>6</sup>

They may not be consistent with the architectural building codes for wheelchair users or may be too dusty, moldy, or smelly for people with allergies or chemical sensitivities. There may be inadequate lighting for people with visual impairments or noise levels inappropriate for people with hearing impairments. People needing assistance may not have seen the site before and thus may be unable to determine their needs until they get there. The organizer may be unfamiliar with disability access and unable to describe the site well. Disabled people who manage independently or with minimal assistance at home may need more help than usual at the site because it's not set up for their needs.

If sites are not wheelchair accessible—with level entrances, bathrooms with wide-enough stall doors, and other important features—that should be stated on the flyer. Disabled people shouldn't have to call to inquire. Putting access information on the flyer is required in the RC Guidelines.<sup>7</sup>

People should not be carried upstairs; this is unsafe for both the disabled people and the people lifting. Rented portable ramps may work for events in people's homes. Some RCers have built ramps into their homes to enable people with disabilities to attend RC classes. We need to work toward finding wheelchair accessible workshop sites.

Some sites are dusty, moldy, or newly painted, or have new rugs, and thus contain allergens that can trigger reactions. Sometimes it's hard to tell<sup>8</sup> whether a site will cause such reactions, and people with allergies may or may not require on-site assistance. Good communication with people requesting allergen-free sites will help clarify their needs and whether they are workable. (This issue is discussed in-depth in the article "Environmental Illness" in the RC journal Well-Being No. 6.)

The workshop format and pace may affect disability assistance. Classes, meetings, playtimes, and meals may take place in different locations, every hour or two throughout the day until late at night.

This may leave limited and unpredictable time to focus on physical needs. Planning well helps, but sometimes decisions must be made on the spot.<sup>9</sup>

## **8. Language**

The words we use to describe helping and needs are fraught with disability oppression, and the language of disability has changed over time. Preferred terms also vary among cultures, countries, and languages.

Now, in English, in the United States, the word "handicapped" is outdated and "cripple" is considered insulting and oppressive. And the phrase "special needs" is not typically favored by experienced U.S. Co-Counselors with disabilities. The word "special" implies that the needs are unusual or burdensome enough to require employing a charming euphemism, and calling some needs "special" confuses people into thinking that disabled people's needs are excessive.

Using the word "carer" to describe the person helping is disfavored by people in Britain; it implies that disabled people are "cared for," as if in hospital.

I am choosing to use the phrase "disability assistance." I hope that will work for most people, but it's likely that someone won't like it. Workshop organizers should check with the disabled people in their Community about the terms to use on flyers that will make them welcoming and inclusive as well as informative. This may seem like a minor detail, but I have found that language does affect whether people are enthusiastic or reluctant to connect.

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<sup>5</sup> The no-socializing policy of the RC Communities states that Co-Counselors should not set up any relationships, other than Co-Counseling, with other Co-Counselors or with people whom they first meet in a Co-Counseling context.

<sup>6</sup> "Roughing it" means living without many comforts.

<sup>7</sup> The Guidelines for the Re-evaluation Counseling Communities, which are the policies for the Communities

<sup>8</sup> In this context, tell means know.

<sup>9</sup> On the spot means at the moment.

## 9. Cost

The need for assistance may affect workshop or Community finances. For example, who will pay if a person with a disability wants to bring their own personal assistant to a workshop? Developing a uniform policy for the RC Communities hasn't been possible yet, because needs and finances vary so much across the Communities. In London, England, for example, workshop budgets sometimes assume the cost of paid assistance. This may or may not work for other Communities.

## 10. models of RC Workshop Assistance

There are many different ways to go about<sup>10</sup> disability assistance. I'd like to offer a few models developed by various individuals and Communities. Keep in mind that things can change over time; that disabled individuals may want to change the way they receive assistance. We get to keep thinking flexibly.

A common approach is for the workshop organizer to set up a team of people to be on an accessibility committee. This will be their workshop job. Hopefully people requesting assistance will have communicated with the organizer and identified their needs. The organizer and their team assess the needs and estimate the number of people required to provide the assistance. This usually works pretty<sup>11</sup> well, but there are also often problems. These include too few people helping, and poor communication between the disabled people and the people helping such that the needs are not well met and people in the helping role get overwhelmed.

Here are some additional models of helping:

At one workshop, a quadriplegic man who was experienced in training his own personal assistants requested that nearly everyone at the thirty-person workshop join his team and provide him with the assistance he needed from morning until night. Someone else at the workshop was willing to help him train people, so he wasn't the only one teaching. At the beginning of the workshop it was announced that people would have the option of signing up, and they were encouraged, though not required, to do so. It ended up being a positive experience for the whole workshop. Everyone got to know the man and learned a little bit about disability and personal assistance. The workshop allowed for discharge time about the arrangement, and it was also relevant to the topic of the workshop. When I mentioned this to some disabled people, some thought it was wonderful and others thought it was a horrible idea. This model won't work at very many workshops, but it was a lovely and useful learning experience for me, for him, and for many others. And it illustrated how we can "think outside the box" of usual ways of including disabled people and move everyone forward.

Another approach is for the disabled person to bring an assistant of their own choosing who may or may not be an RCer and thus may or may not participate in the workshop. Some disabled people bring their regular paid personal assistant, who occupies himself or herself during the workshop proceedings and is then available to provide assistance. How to pay for the assistant's lodging and food needs to be decided in consultation with RC Community leaders. Again, there is as yet no Community financial policy about this, because the disability needs, as well as what is considered right and fair, vary so much across the RC Communities. Each Community must develop its own flexible thinking about its specific situation.

Should people announce their disability-related needs during the opening circle? Some announcements are essential, others are more about urgency for attention and could wait. It gets restimulating for everyone to hear a scattered list of needs in the opening circle. The group won't really hear or remember the requests. It may be better to use paper signs or have advocates remind others individually of a particular ongoing need, such as to keep aisles clear, reserve seats, or speak loudly and clearly. (One can employ fun and inviting ways, that bring laughter, to do this.) The leader can invite those with requests to write them down in advance for the announcer, and the access team leader can help the workshop leader decide which requests are important to announce the first night. Yes, this is tricky. Decisions are being made for disabled people, and this may seem, and be, patronizing. We have to learn to think, all of us together, about what is going to actually work, as well as what seems fair and respectful.

How do we think about all these factors and models? The job of an access committee is not an ordinary workshop job. It's more interesting and requires more thoughtfulness. As mentioned, many RC articles and pamphlets offer ideas. I caution against using solely a "cook book" approach, with lists of how things should work for categories of disability.

## THE KEYS TO EFFECTIVE ASSISTANCE

The keys to making disability assistance go well are (a) clear, relaxed, timely communication and planning about needs—between the person needing assistance, the organizer, and the assistants, (b) good thinking about who does the assistance, with encouragement for disabled people to be in charge of it, and (c) discharge!

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<sup>10</sup> Go about means proceed with, carry out.

<sup>11</sup> Pretty means quite.

## **Communicate and Plan in Advance**

Organizers or their delegates (such as accessibility committee members who have been asked to contact people about assistance) should get in communication well before the workshop to plan appropriately. (This may mean chasing after some people—sorry!) Sufficient advance planning can be crucial for some people and situations. For example, many people need assistance upon arriving at the workshop (for unloading, getting oriented to the site, finding and settling in rooms, and so on) or even before the first evening, and the access committee may not get together until Saturday morning or later. It can make the workshop unwelcoming, or even unworkable, at the outset if a disabled person must scramble to pull together assistance on their own when everyone is arriving in the hubbub.

The transportation coordinator must be made aware of any assistance needed by travelers with mobility or visual impairments. This means that the organizer, the transportation coordinator, and the access team should be in communication well before the workshop.

Organizers need to assess the time involved in accessibility jobs. The job of “announcements” or “leading singing” may take about three minutes per class or a total of fifteen minutes over the weekend. Being in a helping role may take some hours.

Organizers also need to be familiar with the site, so that they can describe it fully to people with assistance needs.

Flyers and Community announcements can emphasize the importance of communicating early, and teachers can remind their classes.

## **Consider Who Should Do This Job**

Deciding who will be on or in charge of the access team raises crucial questions. Should it be someone who has done it before and gotten to be “expert”? Should it be rotated to give more people experience? Should we be concerned about taking advantage of some people’s well-developed but patterned care-giving skills? Could it be someone with a disability? We get to think strategically and thoughtfully about people’s re-emergence, along with seeing the job as crucial to the individuals involved and the smooth running of the workshop.

One experienced access team leader told me she was given the job at the last minute, as she arrived, along with another big job at the workshop, making it impossible to do the access team job remotely well.

Don’t assume that because someone has a disability, they shouldn’t be the accessibility leader or a team member. They may have valuable experience to offer. Various helping tasks can be shared among the team members, based on individual resources.

We can consider assigning or requesting that each disabled person choose an ally to regularly check in with them throughout the workshop to assess how the helping and access are going. This encourages the disabled person to reflect on the process and maybe enlist the ally to advocate if need be.

## **Discharge About This**

Given the goals of RC, and the fact that we do have limited financial resource, we must rigorously apply our theory to the challenge of disability assistance. We need to keep discharging, and thinking flexibly! I keep being surprised that RCers are forgetting to discharge, and to check their thinking with others, as the first steps in problem solving.

Everyone involved, but especially the assistants and the disabled person, need to discharge about the process. Feelings like “this is too much trouble” are red flags for the need to discharge. If people stay stuck in such feelings, they can forget (a) that appropriately including people with disabilities is the right thing to do and (b) that it could be them, or their favorite counselor, or the workshop leader who needs assistance. That’s the beauty of this constituency: it’s not “them,” it’s all of us.

People who are new to providing assistance need to discharge on their confusions about and awkwardness with disability. Accessibility committees should build in some time for group discharge as well as encouraging the members to use some session time on discharging about assisting. They can also suggest meal-time topic tables to get ideas and input. Helping is everybody’s re-emergence issue!

People have complained to access committee members that someone is not getting enough help or that the committee should be doing a better job, without having checked first with the disabled person. I recommend that such complaints be interrupted with a firm, loving “Wait a minute! Let’s discharge.” Let’s encourage disabled people to speak up on their own behalf. Stop and think who the correct person to intervene might be. Think “empower,” not just “fix.”

## **SUGGESTIONS FOR PEOPLE NEEDING ASSISTANCE**

### **Plan in Advance**

To people who are needing assistance: Your needs are important, and we want you to have a good workshop and be fully included, respected, and thought about. If you have substantial needs for assistance, please register early and plan on communicating clearly with the organizer. Sometimes people with disabilities forget to do this. The assumption that “I should be able to sign up at the last minute, just like anyone else”

is just not workable for our resources in RC right now. Please don't turn up<sup>12</sup> at the workshop expecting the assistance to be organized on-site. If you're unclear about what you need, start working on it early enough to get help with your thinking. People who are experienced with disability know this, but sometimes newly disabled people, or those with temporary health or disability-related conditions, may not realize the importance of early and clear communication about their needs. If you need personal assistance and have someone you prefer to help you, recruit that person to the workshop. Get help planning how your needs will be met, and discharge about it.

### **Be Pushy and Patient Both**

The efficacy of "accessibility committees" varies greatly. One man laughingly told me that he experienced the committee as a great flock of birds swooping in upon him that he had to fight off. Others have said that the committee members couldn't be found the entire weekend or that they lost the list of needs and had to start from scratch.<sup>13</sup> We're working on these extremes. Mostly people find the help useful.

Some workshops will be set up to include enough time and enough people who can offer relaxed assistance. Other workshops, for various reasons, will not. Some leaders keep a fast pace and a tight agenda. This may not seem fair to you, and it may not be. Pitfalls for people with disabilities include feeling victimized, feeling so discouraged they give up,<sup>14</sup> or making too many requests for the level of free attention in the Community. Of course, you are aware that RC isn't the only organization or institution in the world that is not fully accessible. And remember that people with disabilities are not the only constituency that isn't yet fully included in RC. Don't give up on expecting people to move forward on accessibility. We can be both patient and lovingly insistent!

If you have asked the workshop organizer for reasonable assistance and feel that your needs have been misunderstood or your accommodation denied, you are encouraged to contact your Area Reference Person and then, if need be, your Regional Reference Person or, finally, Tim Jackins, the International Reference Person.

Admittedly, there are some disabling conditions that RC workshops cannot accommodate yet, given the current structure and finances of RC and the timing of weekend workshops. We are not satisfied with this situation and are not settling for it long-range.

### **Tips for People with New or Temporary Disabilities**

You who have new or temporary disabilities, try to take a perspective that an RC event is an opportunity to get help and to discharge about getting help. Don't be "tough"; it is a waste of your time and effort to hide your needs and struggle alone.

If you have a temporary mobility limitation, such as a broken leg, borrow or rent a wheelchair, or suggest that the workshop obtain one for you to use at least part of the time, maybe alternating with crutches or a cane. Wheelchairs enable people to move more easily and quickly, not straining their arms. Wheels are a great invention. Young people are delighted to play in an empty wheelchair, which is a great contradiction to adults' "seriousness" about wheelchairs. Any negative association with wheelchairs is pure oppression. Don't miss the opportunity to raise your own awareness and push through feelings about associating yourself with people with disabilities. Join us! If there are stairs at the site and you can climb stairs a short distance, get help carrying the chair up and down. As mentioned above, I do not recommend asking, or allowing yourself, to be lifted upstairs while seated in a wheelchair, because of safety issues for you and the lifters. Of course, there is a meaningful debate, inside and outside RC, about holding to such standards in countries around the world.

If you need to lie down often, ask to have a place in the meeting room for mats or cushions. If you need to rest often or can't keep up with the pace, first take feelings about this to several sessions. Maybe you can rest or do self-care activities at meal times and someone can bring you your meal. Or maybe there's enough flexibility in the afternoon schedule for you to rest. If this isn't enough, talk to the organizer to see if it really makes sense for you to come to the workshop. Asking the workshop to slow down for you isn't workable, given our Community's goals and limited opportunities to be together.

### **Discharge!**

If you have a disability, your workshop may be about assistance as well as the designated topic. This may, understandably, feel frustrating or infuriating because you signed up for a workshop on the topic, not on "help related to disability." The key is to keep discharging about it and keep asking for what you need. Eventually you and the people in your Community will be able to accommodate you better and better. On the other hand, you may feel wonderfully included in ways that you are not used to at home or in the wide world. Great! But discharge about this, too!

Some disabled people experienced with assistance may feel that they don't need to discharge any more about this. I don't believe it. I have never met an experienced disabled person (and I have met hundreds) who couldn't still use tons of discharge on what it is like to be

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<sup>12</sup> Turn up means appear. Turn up means appear.

<sup>13</sup> From scratch means from the very beginning, with nothing.

<sup>14</sup> Give up means quit trying.

helped. Having a few mini-sessions before and at the workshop on what it is like to once again be assisted, and what it reminds you of, is a good idea.

What if your Community doesn't seem to recognize your needs for assistance as you understand them, or they tell you, "We don't have the resources," when you think they do? Yes, this is difficult. It may feel like oppression, and it may be oppression. I remind disabled Co-Counselors that here in RC we can discharge about it, and tackle the barriers with support. Taking on the RC Community about access may feel as infuriating as it does in the wide world. But rather than feeling victimized by it, you can reach for and discharge about becoming a resource person for your and other people's needs for assistance. You are a leader here, in a powerful worldwide movement of inclusion of people with disabilities, and are offering a model of clarity about people's needs and getting help.

## FINDING WHEELCHAIR ACCESSIBLE MEETING SITES

People often call to ask me, “Do you know of any wheelchair accessible sites I can use for X event?” I tell them, “Thanks for asking, but that’s not quite the right question.”

Your own Area needs to make connections with good, workable sites based on your Community’s own local contacts. There are lots of places that are accessible to state and city code because they are required to comply with architectural access laws. These include community recreation centers, such as YMCAs, day care centers, rehab and sports centers, retreat centers, schools and universities, state and city government buildings and healthcare agencies. Many churches are also accessible. Some hotels rent out function rooms cheaply or for free on weeknights, if juice and snacks are ordered. The local phone book is a good place to start. But also ask around to people you know who might organize events for their job, or who go to lots of meetings.

Make it a project of your leaders’ or fundamentals classes to make the contacts and begin to develop a good list of possible sites. Be sure to include a contact person on your list, with whom a personal connection can be made so you can avoid a run-around when you need the site.

Circulate the list but keep working on building and revising it since new sites can turn up.

This process can take time, so put it into your Area’s long-range planning to find several good accessible sites. It’s better to start now to plan for next year, than to keep saying, “We don’t have time to look for another site.” Your efforts will definitely pay off and everyone will enjoy the inclusion of a wider, more interesting Community. Thanks for taking this on!

Marsha Saxton  
*International Liberation Reference  
Person for Disabled Persons*

See also the Accommodating Disability pamphlet available from Rational Island, and “Reaching Out to People with Disabilities,” *Present Time* No. 60.

# CHOOSING AN ACCESSIBLE MEETING SITE

## (DIMENSIONAL INFORMATION) (U.S. Standards)

An accessible meeting site is located in a building that can be entered and used by all people, including those who have visual or hearing impairments and people who use wheelchairs. To make sure your meeting site is accessible, arrange to tour the building, ask questions about it, and take some measurements before finalizing your plans to use it. You can prepare to evaluate the accessibility of an existing building by reviewing the information presented in this guide. If you are constructing or renovating a meeting site, you will need to consult your state building code for more detailed specifications.

### WHEELCHAIR DIMENSIONS

Wheelchairs vary somewhat in size. However, an average wheelchair is about 27 to 29 inches wide, 42 inches long, and 34 inches high. A person who uses a wheelchair needs a space that measures at least 60 inches by 60 inches in order to turn around, and two people using wheelchairs need a space that is 60 inches wide in order to pass one another. In order for people who use wheelchairs to reach wall-mounted fixtures like telephones and light switches, the operating parts of the fixtures must be no more than 48 inches above the floor.

### ENTERING THE FACILITY

**Parking:** Before you enter the building, look for clearly marked parking spaces for people who have disabilities. The spaces should be near a main entrance to the building, and there should be an unobstructed, accessible route from the parking spaces to the building. Because wheelchairs cannot fit between cars or vans in regular parking spaces, spaces reserved for people who have disabilities should be at least 15 feet wide.

**Curb Cuts:** If there are curbs in front of the building, look for at least one cut in the curb. The curb cut should be at least four feet wide, have a non-slip surface, and be convenient to the building's entrance.

**Ramps:** Unless a main entrance to the building is level with the sidewalk, there should be a ramp. The slope of the ramp should be no greater than one inch rise in twelve inches of length, and unless the ramp has a very slight slope, a 32-inch-high handrail should be installed along at least one side of the ramp. A flat, five-foot-level landing is needed after every 30 feet of ramp and at every turn of the ramp.

**Doors and Doorways:** An accessible entrance has an opening that measures at least 32 inches wide, a door that can be opened with a single effort, and a threshold rising no more than 1/2 inch above the floor. Look for a five-foot-level surface on either side of the door to prevent people who use wheelchairs from sliding downwards while reaching for the door handle.

### PUBLIC AREAS INSIDE THE BUILDING

Meeting rooms, restaurants, restrooms, and other facilities to be used by people attending your event should be on one floor or accessible by ramp or elevator. Entrances to all rooms should be at least 32 inches wide, and lettering on signs labeling doorways to rooms should be raised or recessed. Smoke detectors or other alarms should have visual signals like flashing lights to get the attention of people who cannot hear auditory alarms.

**Elevators:** An accessible elevator measures at least five feet, eight inches wide and four feet, three inches deep and has a clear opening of 36 inches. Emergency controls should be grouped together approximately 35 inches above the floor, and the highest floor buttons should not be higher than 54 inches above the floor. Raised tactile numbers or signs should be adjacent to all control buttons and switches.

**Telephones:** If there is a bank of pay phones mounted on a wall, the coin slots and dial on at least one of them should be no more than 48 inches above the floor. Look also for pay phones equipped with devices to assist people with hearing disabilities. People with hearing and speech impairments appreciate small shelves where they can place portable communications devices.

**Drinking Fountains:** In buildings with drinking fountains, one should have a basin no more than 30 inches off the floor and a spout and hand control near the front.

**Rest Rooms:** The floor of a rest room should be on the same level as the floor outside, and there should be a clear floor area measuring at least 60 inches by 60 inches where a person using a wheelchair can turn around. When you are looking at rest rooms make sure any privacy screens are placed so a person using a wheelchair can maneuver around them.

**Sinks:** An accessible sink has its rim no more than 32 inches above the floor and a clear opening at least 27 inches high and eight inches deep underneath the sink.

**Toilets:** Toilets should be wall-mounted or have deeply recessed bases and should be 16 or 17 inches high. Stalls: If the toilet is in a stall, the stall should measure at least 42 inches wide by 72 inches deep and should have a 32-inch-wide doorway with a door that swings outward.



**Handrails:** In stalls between 42 and 48 inches wide, look for handrails on either side of the toilet. The handrails should be at least 42 inches long, should begin 24 inches in front of the toilet, and should be mounted 33 inches above the floor. In stalls that are wider than 48 inches or where there are no stalls, one handrail should be mounted on the wall next to the toilet, and another handrail, at least 36 inches long, should be mounted on the wall behind the toilet.

**Accessories:** Bathroom accessories, including paper towel dispensers, soap dispensers, and towel racks should be no higher than 38 inches above the floor. The bottom of at least one mirror should be no more than 36 inches above the floor.

## **OVERNIGHT ACCOMMODATIONS**

If people will be staying overnight at the facility where you hold your meeting, find out how many wheelchair accessible guest rooms there are and how many beds are in each. When you look at the guest rooms, look for doorways measuring at least 32 inches wide, adequate space for a wheelchair to be moved about within the room, and fixtures such as light switches, heating controls, and clothing racks mounted no higher than 48 inches above the floor. The bathrooms should meet the specifications described above and should have bathtubs with rims no more than 20 inches above the floor. A 48-inch-long handrail should be centered about five inches above the tub on the long wall of the tub enclosure.

# **PART THREE: RULES AND GUIDELINES**

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# **RULES FOR SCHEDULING, LEADING, AND ACCOUNTING FOR RC WORKSHOPS**

## **(Summary of the relevant Guideline sections)**

**ALL WORKSHOPS NEED TO BE APPROVED IN ADVANCE BY THE RESPONSIBLE REFERENCE PERSON.**

An RC teacher may schedule a workshop for the members of their class only without anyone else's approval. (Guidelines section: G.3. Class Workshops)

Workshops that include Co-Counselors within one organized Area but for more than one teacher's students, must have the approval of the Area Reference Person. If there is no Area Reference Person, the workshop must have the approval of the Regional Reference Person. If there is neither an Area Reference Person nor a Regional Reference Person, permission should be secured from the International Reference Person. (Guideline G.4. Area Workshops)

Workshops that are open to and limited to Co-Counselors within a particular Region must have the approval of that Regional Reference Person. If led by anyone other than the Regional Reference Person, the workshop must also be approved by the International Reference Person. (Guideline G.5. Regional Workshops)

A workshop that invites Co-Counselors from a particular constituency (women, men, young adults, working-class people, etc.) should be approved in advance by the International Liberation Reference Person of that constituency (or in the case of an Area workshop, by the Local or Regional Coordinators who are deputies of that International Liberation Reference Person). This is in addition to approval by the geographical leadership. (Guideline G.8. Multi-Regional and International Liberation and Commonality Workshops)

If workshops for a previously unorganized category or constituency of Co-Counselors are being initiated, the International Reference Person's approval must first be secured.

**EXCEPT FOR WORKSHOPS FOR ONE TEACHER'S STUDENTS, THE LEADERS OF WORKSHOPS IN ALL LEVELS AND CATEGORIES MUST BE APPROVED BY THE RESPONSIBLE REFERENCE PERSONS UNDER WHOSE SUPERVISION THEY LEAD.**

The leadership of workshops on an Area or neighborhood level must be approved by the Area Reference Person (Guideline G.4. Area Workshops). The leadership of workshops reaching to people within one Region must be approved by the Regional Reference Person and the International Reference Person, unless the leader is the Regional Reference Person (Guideline G.5. Regional Workshops). The leadership of workshops inviting people outside organized Areas or more widely than one Region must be approved by the International Reference Person (Guideline G.6. International Workshops). Individuals who wish to lead workshops outside their own Area but within their own Region must have the approval of the Regional Reference Person to do so where a Regional Reference Person exists, or of the International Reference Person. Persons who wish to lead workshops outside their own Region must have the prior approval of the International Reference Person for each such workshop.

**WORKSHOPS (OTHER THAN FAMILY WORKSHOPS) ARE LED BY ONE LEADER AND ORGANIZED BY ONE ORGANIZER EXCEPT BY SPECIAL PERMISSION OF THE INTERNATIONAL REFERENCE PERSON.** (Guidelines G.1. Workshops—Overview, One Leader, One Organizer)

**LEADERSHIP FEES ARE PAID TO ONLY ONE LEADER (EXCEPTION: FAMILY WORKSHOPS WHERE LEADERSHIP FEES ARE PAID TO TWO LEADERS).** (Guidelines G.1. Workshops—Overview, One Leader, One Organizer)

**ORGANIZERS' FEES ARE PAID TO ONLY ONE ORGANIZER. IF THE LEADER USES ASSISTANTS OR THE ORGANIZER USES ASSISTANTS, THEY ARE EITHER VOLUNTEERS AND UNPAID, OR PAID BY THE INDIVIDUAL LEADER OR ORGANIZER OUT OF THEIR FEE AT THEIR CHOICE.** (Guidelines G.1. Workshops—Overview, One Leader, One Organizer)

**IN-PERSON WORKSHOPS (AT EVERY LEVEL) SHALL CONTRIBUTE 10% OF THE TOTAL INCOME OF THE WORKSHOP, AND ONLINE WORKSHOPS (AT EVERY LEVEL) SHALL CONTRIBUTE 30% OF THE TOTAL INCOME OF THE WORKSHOP ("OFF THE TOP") TO THE COMMUNITY SERVICE FUND OF RCCR FOR COMMUNITY SERVICING AND INTERNATIONAL OUTREACH. THERE ARE NO EXCEPTIONS TO THIS REQUIREMENT, AND THE PLANNING AND ACCOUNTING FOR THE WORKSHOP MUST INCLUDE THIS.** (Guidelines H.4. Class and Area Workshops and Daylong Playdays, H.4.A. Online Area and Class Workshops and Daylong Playdays, H.5. Regional and International Workshops and Gather-ins, H.5.A. Online Regional and International Workshops, Webinars, and Gather-ins)

Outreach to the workshops for workshop fees, or for transportation expenses, may be furnished only from the official Outreach Funds (Area or International) of the Community and not from the workshop funds themselves. (Guideline H.14. Outreach to All Groups Targeted by Oppression)

## MAXIMUM DAILY FEES

The maximum daily fee for leading a workshop has been set as follows (Guideline H.11. Leader's and Organizer's Fees, and Expenses):

- For *International Reference Person and Alternate (AIRP)* – \$850 a day
- For *Regional Reference Persons, International Liberation Reference Persons, International Commonality Reference Persons, and Family Workshop Leaders* - \$450 a day
- For *Area Reference Persons* – \$350 a day
- For *RC teachers* - \$250 a day.
- For *Former IRP and AIRP, \$650 USD/day, with the approval of the IRP*
- For former *International Liberation Reference Persons and Regional Reference Persons* - \$350 a day, with the approval of the *International Reference Person*.

These are maximum fees, and a lower fee may be negotiated with the leader. (The fees are frequently lowered or waived by leaders developing new Communities.) A Friday evening to Sunday afternoon workshop counts as two days. The leader's transportation to the workshop shall be paid.

Workshops organized on an Area or class level shall divide the income left after expenses (the term "expenses" to include the basic fees agreed upon for the leader and for the organizer of the workshop) between the leader and the Community Service Fund of RCCR. For in person workshops: 25% to the leader, 22.5% to the Community Service Fund of RCCR, and 52.5% to the local or Area Outreach deposited with RCCR. For online workshops: 20% to the leader, 6% to the organizer, 4% to the tech leader, and 70% to the local or Area Outreach deposited with RCCR.

In the case of Regional and International level workshops, the leader shall receive, in addition to their regular fee, 25% of the net income for an in-person workshop, and 20% for an online workshop. The organizer's basic fee shall be negotiated between the organizer and the leader but shall not exceed 25% of the leader's basic fee (if there are two leaders, 25% of one leader's basic fee). For in-person workshops, the organizer shall receive 8.34% of the net income. RCCR Community Service Fund (International Outreach) shall receive 33.33% of the net profit, as shall the Publications Fund of Rational Island Publishers, Inc. For online workshops, the organizer shall receive 6%, the tech leader 4% of the net profit. 35% shall be paid to the RCCR Community Service Fund, and 35% shall be paid to the Publications Fund of Rational Island Publishers.

Any exceptions to the above rules must be approved in advance by the International Reference Person. This includes such special cases as workshops where special expenses for physical assistance, translation, etc. are necessary.

## APPROVAL OF THE INTERNATIONAL REFERENCE PERSON MUST BE SECURED IN ADVANCE FOR ANY DEVIATION FROM THESE RULES.

**Note: Guidelines for scheduling national or International workshops, teacher's and leaders' workshops, or workshops that draw from more than one Region:**

Area Reference People, Regional Reference People, and International Liberation Reference People receive an updated "comprehensive workshop list" via email around the first of every month. Be in touch with your Reference Person about proposing your workshop on this email list. Before finalizing the date for your workshop, check both the confirmed and the proposed sections on this list for conflicts.

The email will have a section called "Proposed Workshops" that will list any proposed national, International, Teachers and Leaders', or other workshop that will draw from more than one Region. (Workshops that seem to be limited to one Region are not listed except for Teachers and Leaders Regional Workshops.)

A proposed workshop would need to be listed on this comprehensive workshop schedule for one month without objection before it can be moved from the "Proposed" to the "Confirmed" part of the schedule. If, after a month, it no longer appears under the "Proposed" workshop listing, it has been moved to the "Confirmed" list or deleted.

Please note that this "Proposed Workshop" section is not intended to substitute for planning and consulting with leaders of the constituencies and Regions involved.

If an RRP or ILRP objects to a workshop date because of a conflict with a previously scheduled workshop, they will have to notify Diane Shisk and Tim Jackins at [irc@rc.org](mailto:irc@rc.org) and then work out the conflict with the leader or organizer of the workshop. The workshop will remain in the “Proposed” section until the conflict is worked out. At that point the workshop will be moved to the “Confirmed” list.

Please send Tim and Diane any newly proposed workshops as well as any additions or corrections to the comprehensive workshop list before the 25th of the month. They’ll email out the new schedule each month on the 1st (or as close to it as they can).

Since this workshop listing is meant for multi-Regional workshops, please make it very clear which Regions your workshop is for.

For RCCR to be able to list a workshop in *Present Time*, you MUST include information on who is organizing the workshop (all the information: name, telephone, and email for the organizer) so that they don’t have to research each entry. This will save them a lot of time and is much appreciated.

# Organizing Class and Area Workshops

[Downloadable PDF](#)

## AUTHORIZATION

Any RC teacher in good standing may authorize a workshop, for their own students only, without other authorization. RC teachers in organized Areas who lead workshops for their own classes are to discuss their plans with the Area Reference Person (ARP). If they wish to include Co-Counselors not in their class, they need to request approval from the ARP. Teachers in Developing Communities must consult with the Regional Reference Person.

Area Workshops are to be planned in cooperation and consultation with the Area Reference Person and are primarily for Co-Counselors from that Area.

## ORGANIZER

The responsibility for being in charge of organizing the workshop will be given to one person who will be designated as the organizer.

The organizer is encouraged to enlist Co-Counselors to provide support -- for discharge and help with the work of organizing the workshop. All Co-Counselors in the Area are welcome to assist in the success of the workshop in every way possible. Establishing an [Organizing Team](#) is an effective way to engage additional people in the organizing, to establish and deepen connections among Community members, and to complete the work.

Organizers may invite volunteers, or recruit representatives from various constituencies to serve on the Organizing Committee. For an online or hybrid workshop, the Tech Lead or their designee serves on the Organizing Team.

The organizer may delegate specific tasks to members of the Organizing Team, such as collecting workshop fees, coordinating transportation to workshop sites, assigning workshop jobs, and serving as problem solvers during the workshop. Delegation is most effective when team members are encouraged to select tasks that they are ready and able to do or learn and choose a buddy to work with.

## APPLICANTS

An RC teacher's approval is required for attending a Class or Area workshop. Approval to attend is granted to Co-Counselors who meet the eligibility criteria for attending the workshop set by the RC Teacher (for Class Workshops) and Area Reference Person (for Area workshops). Attendance at an RC workshop is voluntary.

## OUTREACH FUNDS

Outreach funds should not be mentioned in any advance publicity. In general, we should seek out outreach recipients rather than have them seek us out.

Outreach funds to RC workshops are not given on the basis of worthiness or need, but only to train leaders and reach new populations.

Outreach funds from Area Outreach may only be approved by the signer of the Outreach account (usually the Area Reference Person). Outreach funds may not be furnished from the workshop income itself or from any Area Maintenance Funds. Organizers may recommend Co-Counselors for outreach funds.

## PUBLICITY AND ACCESSIBILITY

Advance publicity should include full information about the workshop and the requirements for attending. Advance publicity should plainly state any cancellation and refund policy.

The acceptance letter should include clear information about online and in person options. If in-person, include the site's phone number and address, information about transportation to the site, and wheelchair-accessibility, with "wheelchair-accessible" or "not wheelchair-accessible" as the minimum information given. If the site is only partially accessible, the conditions should be described or a contact person's name, email address, and phone number given for seeking further information on the workshop flyer. If online, workshop link should be sent to those registered.

Workshops permit no use of alcohol, tobacco, or non-prescription drugs by participants, and this information should be included in the acceptance letter. A Co-Counselor who is taking psychiatric drugs and wishes to attend an RC workshop needs to inform the workshop leader in advance of the workshop that they are currently taking psychiatric drugs. If the workshop leader is unclear about the individual's ability to participate, they, or the organizer, should talk to the individual. They may follow up with the ARP or RRP for their perspective as well. (See [Guideline N.3](#), Psychiatric Drugs and RC Participation).

## SETTING PARTICIPANT FEE

The fee for a workshop shall be set by the organizer in consultation with the workshop leader and based on best estimates of both workshop expenses and numbers of participants. Workshop fees must be sufficient to cover expenses. The fee should be calculated on a minimum expected attendance. The cost of the workshop to each participant shall be determined to cover all expenses, including a percentage of total income for the RCCR Community Service Fund, (10% of the total income for in-person workshops, or 30% of the total income for online workshops), basic fees for the Leader, Organizer, and Tech lead (if applicable), and all on-site expenses for an in-person workshop.

Sliding scales may be offered (not required) for workshop fees. For an in-person workshop, the scale should range from at least eighty (80) percent of the minimum needed to cover all costs (the "break-even amount") to at least five times the break-even amount. For online workshops, the scale should range from at least eighty (80) percent of the break-even amount to at least ten times the break-even amount. (See [Guideline H.12](#), Sliding Fee Scales)

## YOUNG PEOPLE

[Guidelines A.4](#), The Membership of the Community; [Guideline C.2](#), Goals of RC Classes, and [Guideline G.1](#), Workshops--Overview; all refer to a requirement that young people under the legal age of adulthood sometimes choose to attend a workshop without a parent or guardian. In this case, they need written [informed consent](#) of a parent or guardian in support of their decision.

There will be one free place provided for young people for every twenty fee-paying adults. This space can be shared among two or more young people who are able to pay partial fees.

## PAYMENTS

As a rule, payment of full tuition should be necessary to reserve a place at the workshop. Exceptions can be made from the rule by the organizer, but it's important that the basic rule be established first.

## LEADER'S FEE

The basic fee for the workshop leader may be negotiated to be lower, but shall not exceed the standard fee as set in [Guideline H.11](#), Leaders' and Organizers' Fees and Expenses. Fees for the Area Reference Person are \$350/day, and for an RC Teacher are \$250/day. The leader's transportation to and from the workshop shall be paid. A Friday evening to Sunday afternoon workshop counts as two days.

Workshops (other than family workshops, where there may be two paid leaders, each paid \$450/day) shall be led by one leader and leadership fees shall be paid to one leader. Assistants may be unpaid volunteers or paid out of the fee of the leader at their choice.

## ORGANIZER AND TECH LEADER'S FEE

The organizer will receive a basic fee for organizing each particular workshop as negotiated in advance with the workshop leader. The ceiling on the organizer's basic fee is 30% of the leader's basic fee (if there are two leaders, 30% of one leader's fee). Workshops shall be organized by one organizer and an organizer's fee shall be paid only to one organizer. The tech leader's fee (for an online workshop) is not to exceed 20% of one leader's total workshop fee.

Assistants may be unpaid volunteers or paid out of the fee of the organizer at their choice. The organizer and tech leader do not have to pay to attend the workshop they are organizing. The organizer's travel expenses are not to be considered workshop expenses.

## **WORKSHOP INCOME**

The leader of an Area or Class Workshop shall receive, in addition to their basic fee, 25% of the profit from the workshop. The organizer shall receive 8.34% of the profit. RCCR Community Service Fund shall receive 33.33% of the profit, as shall the Publications Fund of Rational Island Publishers, Inc.

For an online workshop, the leader shall receive 20% of profit from the workshop, not to exceed the amount of their basic fee; the organizer shall receive 6% of the profit, and the tech leader shall receive 4% of the profit, neither to exceed the amount of their basic fees. RCCR Community Service Fund shall receive 35% of the profit as shall the Publications Fund of Rational Island Publishers, Inc.

## **ACCOUNTS**

It is convenient to open a workshop account to deposit the fees into and pay the bills from.

Clear financial accounts should be kept of the workshop (separate from Outreach or any other funds of the Community), and prompt settlement made with all parties, using the appropriate [Financial Accounting Form](#).

## **SCHEDULE AND OTHER INFORMATION**

The organizer and leader should draft a schedule for the workshop. In order to conserve paper and other resources, the organizer should consider what information workshops participants will need in printed form. Some information can be emailed to participants instead of being printed, or posted on a wall, or on a secure workshop website. Also, given privacy concerns, organizers should only distribute personal information (including addresses and telephone numbers) over the internet in a secure, encrypted format. Information that is useful for participants to receive in some way includes: names with email addresses and telephone numbers of participants, schedule, room assignments, support group assignments, job assignments, as well as selected articles, songs, and so on. If a folder is used, the participant's name can be lettered on the cover together with room, job, and support group assignments, and blank note paper can be included.

## **ARTICLES TO BE TRANSLATED**

Workshop leaders who request that an article be translated for use at a workshop should make the request at least three months before the workshop. It is not the responsibility of the Translation Coordinator to find a translator for this purpose.

Unchecked, automated translations made in DeepL are available by contacting Soren Holm, [soren@mastercoach.se](mailto:soren@mastercoach.se).

## **REPRINTING ARTICLES FROM RC LITERATURE**

Copyrighted RC publications are not to be duplicated, photocopied, or distributed electronically without the permission of the holder of the copyright. When such permission is granted by Rational Island Publishers (RIP), a royalty of at least fifty cents (\$0.50 US) per copy of the article must be paid to RIP. (See [Guideline J.2](#). Duplication and Electronically Distributing RC Publications and other Materials). The Workshop Finance Report form conveniently includes a line item for reporting and paying these royalties.

To secure permission to reproduce articles, you may email [ircc@rc.org](mailto:ircc@rc.org). Once you have RIP's permission, you may either photocopy or scan and electronically distribute this material only to workshop participants. Scanned material is subject to the same fifty-cent-per-copy royalty fees as photocopied material.



Please include the following information in whatever article(s) you send to workshop participants. For example, the bottom of the front page should display text similar to the following:

*Originally published in \_\_\_\_\_ (Present Time No. \_\_\_ or other Publication Name), page \_\_\_\_, date \_\_\_\_.* © Rational Island Publishers

If the article is posted on the RC website, you may share the link to the article without charge.

## **SITE**

The site for in-person workshops should be comfortable, private, and accessible to public transportation whenever possible.

A thorough attempt should be made to find a site which is wheelchair-accessible.

## **INSURANCE COVERAGE**

Many workshop sites require that groups using their venue carry insurance coverage. These requirements can vary by site and by general location (nation, state, or province, for example). Because these insurance policies are for one-time events, not long-term coverage, they are sometimes called “special event” insurance policies.

Some workshop organizers and leaders have also decided that when the workshop is likely to involve forceful physical activity, such as family workshops and physical power workshops, they will purchase insurance to cover injuries in addition to other insurance required by the site.

All costs for insurance should be included in the workshop budget and reported on the workshop expense report.

## **CARE OF THE ENVIRONMENT**

Workshops should be organized and run with attention paid to care of the environment. Special attention should be given to environmentally sustainable practices. People attending workshops are asked to consider taking bus, train, or other public transportation, or carpooling instead of flying or driving long distances or alone. (See [Guideline G.12](#). Considering the Carbon Footprint of RC Workshops)

## **FOOD**

For short workshops, half-day, day-long, etc., bringing one’s own meal or meals or arranging a potluck dinner can work well. Simple foods can be provided for those who forgot to bring their lunch.

For longer workshops, food and menus should be written out in advance with the site organization, or, if the organizer is arranging to provide the food, with the committee which will be doing the cooking and serving. Meals should be nutritious and not highly spiced. There should be salads at every meal if possible. There should be fresh fruits for snacks, if possible, rather than sweets.

## **SITE STAFF**

The personnel on the site should be informed of what will be going on during the workshop and told that occasionally Co-Counseling becomes noisy and that the sounds of crying and of fear or even anger are to be expected. They should be given literature and made welcome to the class sessions, and in general the warmest relationship possible should be maintained with them. (Many site staff members have joined RC.)

## **HOUSING**

Housing may be dormitory type (smaller rooms are helpful for Co-Counseling space). The rooms should be clean and comfortable, and there should be hot and cold water, showers, and adequate toilet facilities available. The sleeping rooms should be screened if insects are a problem. If possible, make available information about WiFi, passwords, and cell service.

## **MEETING ROOMS**

There should be one pleasant lounge with comfortable seating and floor mats for the full workshop meetings. This large meeting room should have good acoustics and lighting, and walls suitable for posting posters, large notes, and lists; there should be electrical outlets for audio and video recorders, extension cords, and a sizable table for literature displays.

In addition, there should be meeting space available for as many groups of four to eight people as the workshop attendance will divide into. This space may be dormitory rooms. Similarly, there should be some kind of semi-privacy available for each Co-Counseling pair.

## **SUPPLIES**

Some tissues should be purchased in advance, and people should be encouraged to bring handkerchiefs and a water bottle for personal use.

Bed linen, towels, wash cloths, and soap should be provided either by the site staff, the workshop organizer through other sources, or by informing workshop attendees in advance to bring their own. The organizer may wish to bring extra cushions for sitting on the floor and a couple of extra sleeping bags.

There should be some facilities or space for outdoor exercise (a basketball or volleyball court, places for walks, a foursquare pavement, ping pong tables, swimming pool, and so on).

First aid equipment and phone numbers of physicians and hospitals should be provided.

## **MATERIALS**

Arrangements for an ample supply of RC literature for sale should be made in advance.

There should be registration personnel and tables ready to register people when they arrive. A welcoming committee of experienced Co-Counselors should be provided in order to greet the newcomers as they come in and show them around. There should be a supply of paper, pencils, and materials for posting signs.

## **SUPPORT GROUPS**

Most workshops will be organized in support groups as a kind of smaller “workshops within the workshop.” Leaders of the support groups will be chosen by the workshop leader from those presently, or expected to become in the near future, RC leaders. The support groups will meet as the workshop begins and daily during the workshop.

## **SUPPORT GROUP LEADERS’ MEETINGS**

Support group leaders will meet with the workshop leader and organizer daily during any workshop that is longer than one day. (Breakfast is a favorite time.)

## **WORKSHOP JOBS**

Participants may volunteer or be asked to do particular organizational jobs at the workshop. In general, the more participation in this, the more enjoyable the workshop. Some common organizational tasks at workshops are: collecting workshop fees, problem solvers, announcements, accessibility, land acknowledgement, Shabbat, language liberation, oral interpretation, timing, collecting reports for

*Present Time*, audio recording, video recording, committees to think about underrepresented groups who lack experienced leadership within the workshop, and support team for the workshop leader.

Additional tasks at in-person workshops may include: registration and welcoming, transportation coordinators, literature table, meal counts/liaison with the kitchen staff, setting up meal-time appointments with the leader (if applicable), scribes, snack set-up and clean-up, wake-up, songs, literature commercials, exercise breaks, greeting evening guests and latecomers, beauty and order, care of the environment.

Additional tasks at online workshops include: Tech leads, Zoom hosts, closed caption typing, tech support, encouraging connection through play/games, hangouts, music/dance party.

### [Job Descriptions Examples](#)

## **CANCELLING WORKSHOPS**

If registration is too low to justify holding a workshop (and registrations do not occur without organizing work), it should be cancelled in agreement with the leader, and written notices or telephone calls made promptly to all registrants.

## **AFTER THE WORKSHOP**

Important tasks to be completed after the workshop include completing financial accounting and payments within thirty (30) days, and deleting personal and sensitive information within six (6) months of the event (See [Guideline K.5](#). Handling of Personal and Sensitive Data by Organizers and Co-Counselors).

It is often useful to meet with the Organizing Team to debrief the workshop organizing, to make note of what went well, and lessons learned that could make the organizing go more smoothly next time.

Financial accounting is expected to be completed within thirty (30) days of the workshop using the appropriate [financial accounting form](#).

*Revised 5/23*

# Organizing Regional and International RC Workshops

[Downloadable PDF](#)

## AUTHORIZATION

International and Regional RC workshops, other than those led by the Regional Reference Person (RRP) for their own Region, must be authorized by the International Reference Person (IRP). Set the date in consultation with the leader of the workshop and the RRP(s) (for Regional and Multi-Regional workshops). Consult the comprehensive workshop listing, emailed monthly to all Reference Persons and Teachers, for conflicts. For multi-regional workshops send the proposed workshop to be included on the comprehensive calendar to [irec@rc.org](mailto:irec@rc.org). Include in the email: 1. dates of the workshop, 2. where it will take place, 3. the title of the workshop, 4. the leader, 5. the organizer or registration link, 6. who/where the workshop is for.

## RESPONSIBILITY

Excerpted from [Guideline G.1](#). Workshops-Overview: workshops are to be organized by one organizer, except by special permission from the IRP or the RRP. Only one organizer's fee is to be paid. If the organizer uses assistants, these assistants are to be either unpaid or paid by the organizer out of that person's fee, by choice.

## SUPPORT

All the Co-Counselors and Communities in the Region(s) where the workshop is held are welcome to assist in the success of the workshop in every way possible.

## ORGANIZING TEAM

Establishing an [Organizing Team](#) is an effective way to engage additional people in the organizing, to establish and deepen connections among people in the workshop constituencies, and to complete the work.

## APPLICANTS

Applicants must be approved by their Area Reference Person (ARP) or, if they live outside of an organized Area, by the Regional Reference Person (RRP) or International Reference Person (IRP). Approval to attend a workshop is granted to Co-Counselors who meet the eligibility criteria for a specific workshop and are in good standing in their local community. If approval is not granted, the Co-Counselor should be informed of the reason and may ask the RRP to review the decision in consultation with the ARP and appropriate International Liberation Reference Person (ILRP) or International Commonality Reference Person (ICRP).

Workshops organized on the International or Regional level are encouraged to develop new teachers and leaders from every section of the population. Co-Counselors not ready to function on this level should be attending class and Area workshops rather than International or Regional workshops.

Organizers are encouraged to use the RC Community Website to securely collect applicant information in accordance with [Guideline K.5](#). Handling of Personal and Sensitive Data by Organizers and Co-Counselors.

Use the [registration site request form](#) if you need a workshop site created.

## OUTREACH FUNDS

Outreach funds should not be mentioned in any advance publicity. In general we should seek out outreach recipients rather than have them seek us out. Outreach funds to RC workshops are not given on the basis of worthiness or need, but only to train leaders and reach new populations.

Outreach funds from Area Outreach may only be approved by the signer of the Outreach account (usually the Area Reference Person). Outreach funds from International Outreach may only be approved by the International Reference Person. Outreach funds may not be furnished from the workshop income itself or from any Area Maintenance Funds. Organizers may recommend Co-Counselors for outreach funds.

## **PUBLICITY**

Advance publicity should include full information about the workshop and the requirements for attending. That the approval of a Reference Person is required to attend should be made completely clear on the workshop flyer. Advance publicity should plainly state any cancellation and refund policy.

The acceptance letter should include clear information about online and in-person options. For in-person workshops, include the site's phone number and address, information about arriving at the site or how to rendezvous for transportation to the site, the cost of any transportation, what clothing will be needed, what kind of weather is expected, and whether swimming is possible. Information on wheelchair-accessibility should also be included, with "wheelchair-accessible" or "not wheelchair-accessible" as the minimum information given. If the site is only partially accessible, the conditions should be described or a contact person's name, email address, and phone number given for seeking further information on the workshop flyer. For online workshop, the link should be sent to people who are registered.

Workshops permit no use of alcohol, tobacco, or non-prescription drugs by participants, and this information should be included in the acceptance letter. A Co-Counselor who is taking psychiatric drugs and wishes to attend an RC workshop needs to inform the workshop leader in advance of the workshop that they are currently taking psychiatric drugs. If the workshop leader is unclear about the individual's ability to participate, they, or the organizer, should talk to the individual. They may follow up with the individual's ARP or RRP for their perspective as well. (See [Guideline N.3](#). Psychiatric Drugs and RC Participation)

## **SETTING PARTICIPANT FEE**

The fee for a workshop shall be set by the organizer in consultation with the workshop leader. The fee should be calculated on a minimum expected attendance. The cost of the workshop to each participant shall be determined to cover all expenses, including a percentage of total income for the RCCR Community Service Fund, (10% of the total income for in-person workshops and 30% for online workshops), basic fees for the Leader, Organizer, and Tech lead (if applicable), and should allow for approximately \$5.00 (U.S.) per day for each participant to ensure sufficient income to be able to contribute to the Publications Fund. (Workshop funds are the only source of income for the Publications Fund.)

Sliding scales may be offered (not required) for workshop fees. For an in-person workshop, the scale should range from at least eighty (80) percent of the minimum needed to cover all costs (the "break-even amount") to at least five times the break-even amount. The Regional Reference Person must approve any sliding scale for workshops held in their Region. (See [Guideline H.12](#). Sliding Fee Scales)

## **YOUNG PEOPLE**

[Guidelines A.4](#). The Membership of the Community; [Guideline C.2](#). Goals of RC Classes, and [Guideline G.1](#). Workshops--Overview; all refer to a requirement that young people under the legal age of adulthood sometimes choose to attend a workshop without a parent or guardian. In this case, they need written [informed consent](#) of a parent or guardian in support of their decision.

There will be one free place provided for young people for every twenty fee-paying adults. This space can be shared among two or more young people who are able to pay partial fees.

## **PAYMENTS**

As a rule, payment of tuition in full should be necessary to reserve a place at the workshop. Exceptions can be made from the rule by the organizer, but it's important that the basic rule be established first.

## **LEADER'S FEE**

The basic fee for the workshop leader may be negotiated to be lower, but shall not exceed the standard fee as set in [Guideline H.11](#). Leaders' and Organizers' Fees and Expenses: International Reference Person and Alternate International Reference Person, \$850/day;

Regional Reference Person, International Liberation Reference Person, International Commonality Reference Person, and Family Workshop leaders, \$450/day; Area Reference Person, \$350/day; RC Teacher, \$250/day; former International Reference Person and Alternate International Reference Person, \$650/day (with approval of the International Reference Person); former International Liberation Reference Person or Regional Reference Person, \$350/day (with approval of the International Reference Person). The leader's transportation to and from the workshop shall be paid. A Friday evening to Sunday afternoon workshop counts as two days.

Workshops (other than family workshops, where there may be two paid leaders, each paid \$450/day) shall be led by one leader and leadership fees shall be paid to one leader. Assistants may be unpaid volunteers or paid out of the fee of the leader at his or her choice.

## **ORGANIZER AND TECH LEADER'S FEE**

The organizer will receive a basic fee for organizing each particular workshop as negotiated in advance with the workshop leader. The ceiling on the organizer's basic fee is 30% of the leader's basic fee (if there are two leaders, 30% of one leader's fee). Workshops shall be organized by one organizer and an organizer's fee shall be paid only to one organizer. The tech leader's fee (for an online workshop) is not to exceed 20% of one leader's total workshop fee.

Assistants may be unpaid volunteers or paid out of the fee of the organizer at his or her choice. The organizer does not have to pay to attend the workshop they are organizing. The organizer's travel expenses are not to be considered workshop expenses.

## **WORKSHOP INCOME**

If the workshop is large or successful financially, the leader shall receive, in addition, to their basic fee 25% of the profit from the workshop. The organizer shall receive 8.34% of the profit. RCCR Community Service Fund shall receive 33.33% of the profit, as shall the Publications Fund of Rational Island Publishers, Inc.

For an online workshop, the leader shall receive 20% of profit from the workshop, not to exceed the amount of their basic fee; the organizer shall receive 6% of the profit, and the tech leader shall receive 4% of the profit, neither to exceed the amount of their basic fees. RCCR Community Service Fund shall receive 35% of the profit as shall the Publications Fund of Rational Island Publishers, Inc.

The organizer is expected to keep track of the workshop finances before, during, and after the workshop. If it appears that the workshop will not generate enough income to cover all expenses, the organizer should announce this to the workshop and ask the participants who are able to contribute to make up the shortfall. If there is still a shortfall, the organizer should consult with the International Reference Person (IRP).

## **ACCOUNTS**

It is convenient to open a workshop account to deposit the fees into and pay the bills from.

Clear financial accounts should be kept of the workshop (separate from Outreach or any other funds of the Community), and prompt settlement made with all parties, using [Form 400](#).

## **SCHEDULE AND OTHER INFORMATION**

The organizer and leader should draft a schedule for the workshop. In order to conserve paper and other resources, the organizer should consider what information workshops participants will need in printed form. Some information can be emailed to participants instead of being printed, or posted on a wall, or on a secure workshop website. Also, given privacy concerns, organizers should only distribute personal information (including addresses and telephone numbers) over the internet in a secure, encrypted format. Information that is useful for participants to receive in some way includes: names with email addresses and telephone numbers of participants, schedule, room assignments, support group assignments, job assignments, as well as selected articles, songs, etc. If a folder is used, the participant's name can be lettered on the cover together with room, job, and support group assignments, and blank note paper can be included.

## **LANGUAGE LIBERATION**

The RC Communities have made a mutual commitment and organized effort to create spaces and modes of communication free from language oppression.

International workshops may bring together people from many cultures and languages. Our goal is to be fully inclusive and make it possible for all participants to take in the same information, think and discharge together, and contribute to the experience. Interpretation of oral communications, translations of written communications, and regular minutes of silence are several of the ways workshops can become more inclusive. (see [Guideline G.2](#), Interpreting at Workshops)

Workshop organizers may also provide written materials translated to a variety of languages. We now have the capability to quickly translate articles for distribution to people attending a workshop, or for other purposes where a carefully checked translation is not necessary. These will be drafts, generated using a “pro” version of DeepL. They should be marked as “Draft translation created using DeepL.” They won’t be checked by the translations coordinator (if they are, they should not be marked as drafts).

To request such translations, please email [Søren Holm](#). Send him the original version of the article you want to have translated, in Word, text, or PDF format. Tell him the language(s) you want it translated into. If you send a PDF, the formatting may change a bit. We cannot control that. The length of the article doesn’t matter for the pro version of DeepL.

## **REPRINTING ARTICLES FROM RC LITERATURE**

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To secure permission to reproduce articles, you may email [ircc@rc.org](mailto:ircc@rc.org). Once you have RIP’s permission, you may either photocopy or scan and electronically distribute this material only to workshop participants. Scanned material is subject to the same fifty-cent-per-copy royalty fees as photocopied material.

Please include the following information in whatever article(s) you send to workshop participants. For example, the bottom of the front page should display text similar to the following:

*Originally published in \_\_\_\_\_ (Present Time No. \_\_ or other Publication Name), page \_\_\_\_, date \_\_\_\_ . © Rational Island Publishers*

## **SITE**

The site for in-person workshops should be comfortable, isolated if possible, yet accessible to public transportation.

A thorough attempt should be made to find a site which is wheelchair-accessible.

## **INSURANCE COVERAGE**

Many workshop sites require that groups using their venue carry insurance coverage. These requirements can vary by site and by general location (nation, state, or province, for example). Because these insurance policies are for one-time events, not long-term coverage, they are sometimes called “special event” insurance policies.

Some workshop organizers and leaders have also decided that when the workshop is likely to involve forceful physical activity, such as family workshops and physical power workshops, they will purchase insurance to cover injuries in addition to other insurance required by the site.

All costs for insurance should be included in the workshop budget and reported on the workshop expense report.

## **CARE OF THE ENVIRONMENT**

Workshops should be organized and run with attention paid to care of the environment. Special attention should be given to environmentally sustainable practices. People attending workshops are asked to consider taking bus, train, or other public transportation,

or carpooling instead of flying or driving long distances or alone. (See [Guideline G.12](#), Considering the Carbon Footprint of RC Workshops)

## **FOOD**

Food and menus should be written out in advance with the site organization, or, if the organizer is arranging to provide the food, with the committee which will be doing the cooking and serving. Meals should be nutritious and not highly spiced. There should be salads at every meal if possible. There should be fresh fruits for snacks, if possible, rather than sweets.

## **SITE STAFF**

The personnel on the site should be informed of what will be going on during the workshop, and told that occasionally Co-Counseling becomes noisy and that the sounds of crying and of fear or even anger are to be expected. They should be given literature and made welcome to the class sessions, and in general the warmest relationship possible should be maintained with them. (Many site staff members have joined RC.)

## **HOUSING**

Housing may be dormitory type (smaller rooms are helpful for Co-Counseling space). The rooms should be clean and comfortable, and there should be hot and cold water, showers, and adequate toilet facilities available. The sleeping rooms should be screened if insects are a problem. If possible, make available information about WiFi, passwords, and cell service.

The workshop leader should have a private room with a table or desk and reading lamp, remote from the general housing if possible.

## **MEETING ROOMS**

There should be one pleasant lounge with comfortable seating and floor mats for the full workshop meetings. This large meeting room should have good acoustics and lighting, and walls suitable for posting posters, large notes, and lists; there should be electrical outlets for audio and video recorders, extension cords, and a sizable table for literature displays.

In addition, there should be meeting space available for as many groups of four to eight people as the workshop attendance will divide into. This space may be dormitory rooms. Similarly, there should be some kind of semi-privacy available for each Co-Counseling pair.

## **SUPPLIES**

Some tissues should be purchased in advance, and people should be encouraged to bring handkerchiefs and a water bottle for personal use.

Bed linen, towels, wash cloths, and soap should be provided either by the site staff, the workshop organizer through other sources, or by warning workshop attendees in advance to bring their own. The organizer may wish to bring extra cushions for sitting on the floor and a couple of extra sleeping bags.

There should be some facilities or space for outdoor exercise (a basketball or volleyball court, places for walks, a foursquare pavement, ping pong tables, swimming pool, and so on.)

First aid equipment and phone numbers of physicians and hospitals should be provided.

## **MATERIALS**

Arrangements for an ample supply of RC literature for sale should be made in advance.

There should be registration personnel and tables ready to register people when they arrive. A welcoming committee of experienced Co-Counselors should be provided in order to greet the newcomers as they come in and show them around. There should be a supply of notebook paper, pencils, and materials for posting signs.



## **SUPPORT GROUPS**

Large workshops will be organized in support groups as a kind of smaller “workshops within the workshop.” Leaders of the support groups will be chosen by the workshop leader from those presently, or expected to become in the near future, RC leaders. The support groups will meet as the workshop begins and daily during the workshop.

## **SUPPORT GROUP LEADERS’ MEETINGS**

Most workshop leaders meet with support group leaders and the organizer daily during the workshop. (Breakfast is a favorite time.) It is a convenient way to keep track of the workshop as a whole, and to provide resource to people doing this important leadership job.

## **WORKSHOP JOBS**

Participants may volunteer or be asked to do particular organizational jobs at the workshop. In general, the more participation in this, the more enjoyable the workshop. Some common organizational tasks at workshops are: transportation coordinators, welcoming and registering participants by collecting workshop fees, meal counts/liaison with the kitchen staff, scribes, setting up literature table and encouraging purchases/literature commercials, exercise and play, beauty & order, songs, problem solvers, announcements, accessibility, land acknowledgement, Shabbat, language liberation, oral interpretation, timing, snack table, collecting reports for *Present Time*, audio recording, video recording, evening activities including dance party, committees to think about underrepresented groups who lack experienced leadership within the workshop, setting up meal-time appointments with the leader (if applicable), and support team for the workshop leader.

### [Job Description Examples](#)

## **CANCELLING WORKSHOPS**

If registration is too low to justify holding a workshop (and registrations do not occur without organizing work), it should be cancelled in agreement with the leader, and written notices or telephone calls made promptly to all registrants.

## **AFTER THE WORKSHOP**

Important tasks to be completed after the workshop include completing financial accounting and payments within thirty (30) days, and deleting personal and sensitive information within six (6) months of the event (See [Guideline K.5](#). Handling of Personal and Sensitive Data by Organizers and Co-Counselors).

It is often useful to meet with the Organization Team to debrief the workshop organizing, to make note of what went well, and lessons learned that could make the organizing go more smoothly next time.

Financial accounting is expected to be completed within thirty (30) days of the International or Regional workshop using [Form 400](#).

*REVISED 5/23*

# GUIDELINES FOR INTERPRETING AT RC WORKSHOPS

Interpreting (the activity of orally translating one person's talk into a second language) is an indispensable part of workshops. It is part of the overall effort to ensure the full inclusion and the complete comprehension of all participants. It can also be a powerful and effective contradiction to language oppression, which affects all of us whether we are the targets or the agents of the oppression—as does every other form of oppression.

What follows are some guidelines for organizing interpreting. They are based on prior experience at workshops where significant numbers of different native languages were present, but can be applied to all workshops. They are to be applied flexibly, taking into account each workshop's resources. They are not meant to rigidly replace our thinking.

## ORGANIZATIONAL STRUCTURE

The main leader for interpreting at a workshop is selected by the workshop leader and organizer, in consultation with the International Commonality Reference Person (ICRP) for Languages and Interpreting. Their job is to coordinate all aspects of interpreting, which is a crucial part of the success of the workshop. (By their oversight, the main interpreting leader sees to it that everything related to interpreting goes well including the actual interpreting, communication with the leader about the interpreting, the process of support to the interpreters, organizing the order of interpreters and languages, timing the interpreting sessions, and so forth.) They should be in ongoing direct contact with the organizer and the leader about how the interpreting is going for them.

This interpreting leader must be someone with a large amount of interpreting experience and who has discharged and thought well about the job of interpreting. People playing this role are expected to be in ongoing contact with the ICRP for Languages and Interpreting. Where there are interpreters who are Native and Indigenous or of the Global Majority, the leader needs to be someone who thinks well about racism, genocide, and the interpreters who are Native and Indigenous or Global Majority people.

At the beginning of the workshop the main interpreting leader informs participants of the policy and process of interpreting and its role in eliminating language oppression. This information is also sent to the participants prior to the workshop so that they can begin thinking and discharging about this important issue.

The main leader for interpreting needs a support team consisting of a leader and one or two other people who have experience in language liberation. Their job is to support the main interpreting leader throughout the workshop and assist them with the various tasks involved in organizing interpreting. If possible, they should meet some weeks before the workshop (via Zoom, for instance) as well as some hours before the workshop. The interpreting leader's support team can be chosen by them.

There should also be a support team for the interpreters. The interpreters' support team is chosen by the main leader for interpreting and confirmed by the workshop leader and organizer. This support team thinks about the interpreters (both those interpreting in front of the workshop and those doing whisper interpreting), organizes support for the interpreters, and thinks and discharges with them. It handles any interpreting problems that may arise. The leader of this team works hand in hand with the main leader for interpreting before and during the workshop. The support team members must be people with good knowledge of language liberation and broad experience in interpreting.

If possible, members of the interpreters' support team also communicate with each other prior to the workshop and meet as a group early in the workshop. The team also meets with the interpreters, explains how the system works, and asks for information about any special needs that the interpreters and/or language groups might have.

The interpreters' support team arranges discharge tables for interpreters (especially whisper interpreters) that meet each day at mealtimes. Interpreting is a challenging job. All interpreters should take part in a discharge table at least once during the workshop (preferably once a day) to discharge among peers who are not dependent on their interpreting. The support team members can lead more than one table at the same meal, in consultation with the main leader for interpreting. In addition, volunteers (preferably those who speak the leader's language) are invited to give one-way time to interpreters whenever needed.

The interpreters' support team also arranges discharge tables for workshop participants who depend on interpreting in order to participate in the workshop. The team stays in good contact with the people from different language groups who need interpreting. Attention from outside the language group breaks the isolation and facilitates the work. The team also arranges support persons or buddies (preferably people who speak only one language) for these participants, who otherwise might have contact only with their particular interpreters. Both interpreters and those they interpret for need time away from each other and contact with other people.

The interpreters' support team, in consultation with the main leader for interpreting, arranges meal tables to share information and provide discharge time about language oppression and language liberation. These tables are open to everyone at the workshop. The table is led by the main leader for interpreting or by someone else with interpreting experience that they name.

If possible, the leaders of both support teams have previously been part of a support team on language oppression and language liberation. When possible, leaders have an assistant whose native language has played an oppressive role, perhaps someone from a country with a history of imperialism. It is important that the assistant and leader be able to work together well.

Whenever possible, members of both support teams are people who do not need interpretation of the language the workshop is being conducted in.

## **HOW TO ARRANGE INTERPRETING JOBS**

During workshop classes one interpreter for each language does up-front interpreting for periods of no more than twenty minutes each. The most competent interpreters available should be chosen for this job. Others who want to interpret, but are not yet ready to do up-front interpreting, can interpret for the leader during mealtimes, breaks, support groups, and so on.

The order of the interpreters and the languages to be interpreted is determined. Oppressed and/or minority group languages go first. The order is put up on the wall, easily visible to everyone.

Each interpreter has a support person who stands beside, or sits in front of, them, and, if necessary, helps the interpreter find a word or any piece of the speech that the interpreter has missed. (No one else calls out words to the interpreter.)

At the end of the twenty minutes, the interpreter gets one minute of group attention for discharge with the support person as the main counselor (not the leader of the workshop). During this minute, whispering interpreters will also discharge among those for whom they are interpreting with the support person as the main counselor.

What follows is a minute of silence. Among other things, this silence allows the interpreters to give their minds a rest. Everyone benefits from the silence and the opportunity to think about what has been said and the interpreting of it.

Native speakers of the language being spoken by the leader are organized to support the whispered interpreting. They stay near the interpreter and repeat words that the interpreter has not been able to hear or rephrase something that was not understood into a simpler expression.

When it is time for a mini-session, wait until all interpreting has stopped, and make sure that all the interpreters, especially those doing whispered interpreting, have chosen their counselors, too.

If input to the workshop leader about the interpreting is needed (for example: "speak slowly, please," "speak louder and clearer, please," "interpreting in process, wait," "change of interpreter," and so on), it will be made by the main interpreting leader, who will find the best moment to communicate this to the workshop leader without interfering too much with their thinking. The main interpreting leader may also use some signal cards. This job can be delegated to someone who knows the workshop leader and their speaking pace well.

Each interpreter is expected to be an "oral clone" of the workshop leader. Everything the workshop leader says in front of the group should arrive interpreted to all the participants; all oral parts that the workshop leader produces for the group are important because these are part of how the leader shows themselves. So if the leader talks about things apart from theory, those things too should be interpreted—for instance, a greeting, a good and new, a joke. It is the main interpreting leader's job to help people be aware that in these cases we want to control our laughing or admiring voices and expressions to make sure that the interpreter's voice arrives to everyone, communicating these spontaneous moments too.

Workshop demonstrations may or may not be interpreted fully. The importance of the session for the client may outweigh the value of simultaneous interpreting or the strict application of the interpreting guidelines.

# APPLICABLE GUIDELINES

## (From Guidelines for the Re-evaluation Counseling Communities, 2022 Edition)

### G. RE-EVALUATION COUNSELING WORKSHOPS

#### G.1. WORKSHOPS—OVERVIEW

##### *Workshops at Each Level*

Re-evaluation Counseling (RC) workshops are organized on class, Area, Regional, multi-Regional, and International levels. Leaders should encourage Co-Counselors to attend workshops at the level for which they are ready<sup>15</sup> and eligible.

##### *Goal of Diversity*

Our goal is to bring together diverse groups of people (unless the topic of a workshop pertains to certain groups) as a practical step toward the unity of all humans. We do not want to only bring together people who are easily comfortable and familiar with each other. These *Guidelines* can be applied flexibly to encourage and support the development of diverse RC Communities.<sup>16</sup>

##### *Young People*

Workshop organizers will offer one free place for a young person (age twenty-one and under) for every twenty (20) fee-paying adults. (This does not apply to young people coming to a young people's workshop or with their family to a family workshop.) However, young people are encouraged to pay what they can, which will allow more young people to attend.

Young people under the legal age of adulthood sometimes choose to attend a workshop without a parent or guardian. In this case, they need the written, informed consent of a parent or guardian in support of their decision. (The consent form can be found here: [rc.org/consentform](http://rc.org/consentform).)

##### *Approval to Attend*

An RC teacher's approval is required for attending a class or Area workshop. (The workshop leader also gives their approval.) An Area Reference Person's (ARP's) (or a Regional Reference Person's [RRP's] if there is no ARP) approval is needed to attend a Regional or International workshop, or other workshop outside of one's Area. Approval to attend workshops is granted to Co-Counselors who meet the eligibility criteria for a specific workshop and are in good standing in their local Community.<sup>17</sup>

If the ARP does not approve a Co-Counselor's attending a workshop, the Co-Counselor should be informed of the reason and may ask the RRP to review the decision. The RRP will make a decision in consultation with the ARP and any appropriate International Liberation Reference Person (ILRP) or International Commonality Reference Person (ICRP).

Attendance at an RC workshop is voluntary.

##### *One Leader, One Organizer*

Workshops are to be led by one leader (an RC teacher) and organized by one organizer, except by special permission from the International Reference Person (IRP). A leadership fee is to be paid to only one leader and an organizer's fee to only one organizer.

If the leader or the organizer uses assistants, these assistants are to be either unpaid or paid by the individual leader or organizer out of that person's fee, by choice. (Family workshops are an exception. They are to be led by two (2), but no more than two (2), leaders who may each be paid a leadership fee.) (See Guideline H.11, Leaders' and Organizers' Fees and Expenses.)

##### *Accessibility*

A core aspect of disability oppression is exclusion. Workshops are to be accessible, both physically and in other ways. Accessibility also means effective communication and consideration of different ways to have workshops. It means conveying information in ways that maximize inclusion, including online. We try to use sites that are wheelchair accessible for people with mobility disabilities, have microphone

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<sup>15</sup> In general, a Co-Counselor wishing to attend a workshop is expected to have a solid understanding of RC theory and the ability to put it into practice as a counselor and client. A Co-Counselor is also expected to have Co-Counseling relationships with people who can support them in their workshop experience.

<sup>16</sup> Some Guidelines have the force of a requirement for being part of the RC Community and are to be followed as written.

<sup>17</sup> A Co-Counselor in good standing is a Co-Counselor who actively participates in RC and supports its development. If Community membership expectations have been established by the Area, Co-Counselors also can be expected to meet these expectations in order to be approved to attend a workshop, unless special permission is granted by the person's ARP and the workshop leader.

loop systems, have transcribing or closed captioning by participants for people with hearing impairments, ensure reasonable toilet breaks and rest times, and so on. We also try to provide sign language interpreters for people who are deaf or have hearing impairments and support for people with vision impairments, and to create accessibility in many other ways.<sup>18</sup> (See: [rc.org/workshoporganizing](http://rc.org/workshoporganizing) for more details on organizing for accessibility.)

People with disabilities should have input into decisions about workshop accessibility. It makes sense to have these general guidelines. At the same time, Communities must take into consideration that everyone is different and may have differing needs.

Full accessibility is our goal. When accessible locations are not available, Communities can confer with the people in charge of the available locations to discuss possible adaptations to the sites. Communities may also contribute the money and/or physical labor needed to make the sites accessible. We also strive to help people gain access to the technology and knowledge necessary to attend online events.

### *Care of the Environment*

Workshops should be organized and run with attention paid to care of the environment. Special attention should be given to environmentally sustainable practice.<sup>19</sup> (People attending workshops are asked to consider taking bus, train, or other public transportation, or carpooling instead of flying or driving long distances or alone. (See Guideline [G.12](#). Considering the Carbon Footprint of RC Workshops and *Workshop Organizer's Manual* for specifics at: [rc.org/workshoporganizing](http://rc.org/workshoporganizing).)

### REASON

The workshop format has proven effective. It promotes both individual and Community growth.

Our workshops benefit from having a variety of participants. They need to offer a broad vision for human living.

This Guideline requires workshops to provide the above-mentioned level of financial support to young people. (Workshops do not otherwise provide financial support to participants, except via Outreach Funds. See Guideline [H.7](#). Outreach Finances: Communities Outside the United States.) It doesn't dictate how this financial support is to be divided among the young participants.

Our fundamental principle is that leadership is individual. This makes accountability clear. One person must be designated as the leader of each activity or organizational structure. Having one leader and one organizer is consistent with this principle.

The designated leader and organizer are each responsible for the overall good functioning of the workshop. However, having assistants develops new leadership and promotes a rational sharing of responsibilities.

It is important that people with disabilities have access to our workshops. Technology can increase accessibility, for example by enabling people to attend the workshop virtually.

It is rational to put attention to care of the environment at workshops. Doing so helps us implement the related RC Community goals.

## G.2. INTERPRETING AT WORKSHOPS

Interpreting<sup>20</sup> of oral communications is often needed at workshops. Co-Counselors who want to interpret can consult with the leadership of their Community and with the workshop organizer about playing this role. Interpreters are not paid for interpreting at RC workshops. (See Guideline [G.1](#). Workshops—Overview, about sign language interpreting. See also the *Guidelines for Interpreting at RC Workshops*: [rc.org/language liberation](http://rc.org/language liberation).)

There should be interpreting at RC workshops whenever the workshop leader does not speak the primary language of the people who live where the workshop is happening. When possible, there should be interpreting into all native and/or first languages spoken by the participants.

Interpretation for at least part of a workshop should be offered whenever possible.

### REASON

RC Communities are international and multilingual. Interpretation is needed so that all the RC Communities can be included in our workshops.

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<sup>18</sup> We have been able to make funding available for accessibility through the Re-evaluation Foundation.

<sup>19</sup> This includes providing information about sustainable transportation.

<sup>20</sup> In RC interpreting means orally translating.

Interpreting is an important part of language liberation<sup>21</sup>. It is a powerful tool for facing and contradicting language oppression—which affects all of us, whether we are the targets or the agents of the oppression. It is also necessary for full inclusion and complete understanding. Interpreting when possible helps us move language liberation forward.

We do not have sufficient funds to pay for interpreting services. Interpreting is one of many volunteer ways people can help make workshops go well. By interpreting, interpreters contribute to their own re-emergence as well as to the growth and development of the Community.

### G.3. CLASS WORKSHOPS

RC teachers within Organized Areas who lead workshops for members of their own classes are to discuss their plans with the ARP. (Teachers in Developing Communities must consult with the RRP.) The ARP needs to approve their plans. If they wish to include students from other teachers' classes, or other Co-Counselors not in their class, they need to request approval from the ARP.

#### REASON

Consulting helps teachers avoid unnecessary mistakes in their workshops and respects their responsibility for their own class members.

### G.4. AREA WORKSHOPS

Workshops on an Area level are to be planned in cooperation and consultation with the ARP. Area workshops are primarily for Co-Counselors from that Area. Attendance by Co-Counselors from other Areas should be the exception. Teachers leading workshops outside their Areas should consult with, and receive approval from, the IRP before leading the workshops. The IRP may delegate this task to the RRP when the workshops are within a particular Region.

#### REASON

Area leaders are primarily responsible for working with the Co-Counselors in their own Areas. They should build their own Communities rather than inviting Co-Counselors from other Areas to their workshops, or conducting workshops in other Areas.

### G.5. REGIONAL WORKSHOPS

Regional workshops include Co-Counselors from two or more Areas within a Region. When they are not led by the RRP, they must first be approved by the IRP. Leaders should be chosen in consultation with the IRP. The IRP may delegate the approval and consultation function to the RRP.

#### REASON

Consultation with the IRP on the organization and leadership of Regional workshops will lead to better use of these workshops and of the existing leadership.

### G.6. INTERNATIONAL WORKSHOPS

Workshops organized on the International level help develop new teachers and leaders from every section of the population. International workshops should be encouraged for (1) specific groups of people (who have a commonality of oppression, occupation, or interest) as soon as their numbers can justify the investment of resource, and (2) for general re-emergence, liberation, and leadership.

International workshops are to be organized only with the IRP's approval. Interpreting should be provided, when possible, into all the languages spoken by the participants.

#### REASON

To develop well, the RC Community must involve people who will think about the whole Community, not just think about the individuals who participate in their local Community. International workshops are organized to help people advance in their leadership.

International workshops expose participants to people from geographically distant places. Participants gain a richer, fuller, more accurate picture of reality by developing relationships with Co-Counselors they might otherwise not be able to meet.

### G.7. TEACHERS' AND LEADERS' WORKSHOPS

At least one teachers' and leaders' workshop is to be held each year in each geographical region having enough teachers and leaders. Teachers' and leaders' workshops are an opportunity to encourage people to think of themselves as leaders.

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<sup>21</sup> Language liberation is the mutual commitment and organized effort shared by members of the RC Communities for creating spaces and modes of communication free from language oppression. We aim to do this in all our interactions with people.

## REASON

RC teachers and leaders benefit from sharing their experiences and knowledge. At teachers' and leaders' workshops we get a chance to learn and grow together. We are exposed to new information, observe skilled counseling that demonstrates advances in theory, and counsel and client with each other on these advances. We gain a common understanding for future cooperative efforts. Teachers' and leaders' workshops are also opportunities to correct any confusions about who is or can be a leader. This applies especially to confusions about people from oppressed groups that are under-represented in the local Community and people who, because of oppression, may not see themselves as leaders.

## G.8. MULTI-REGIONAL AND INTERNATIONAL LIBERATION AND COMMONALITY WORKSHOPS

The RC Community will attempt to have occasional multi-Regional workshops for leaders of each liberation and commonality constituency that has a sufficient number of such leaders. We will attempt to have at least one International workshop every four years for leaders of each constituency that has a sufficient number of such leaders.

Workshop leaders for these workshops should be chosen in consultation with the ILRP or ICRP for that constituency. The RRP needs to give approval for any workshop located in their Region.

## REASON

Workshops are no substitute for local liberation activity. However, they are excellent opportunities for liberation and commonality leaders to exchange information and coordinate their efforts.

A workshop has an impact on a Region and therefore needs the approval of the RRP to be located in that Region.

## G.9. CONFERENCES

### *Pre-World and World Conferences*

Every four years at least one Pre-World Conference is to be held on each continent. It is to be attended by representatives of the Regions and liberation and commonality constituencies of that continent, the IRP, the Alternate International Reference Person (AIRP), and invited representatives of special groups of Co-Counselors.

After all the Pre-World Conferences, a World Conference is to be held in the same or the following year. It is to be attended by some of the leaders who were at the Pre-World Conferences, the IRP, and the AIRP.

The World Conference sets long-range goals, revises the *Guidelines* (as needed), discusses International RC policy, and allows for exchange of information. These activities are not limited to this meeting. The IRP and AIRP undertake self-estimation (see Note II, Self-Estimation) in the presence of the World Conference, and the World Conference participants either confirm or replace them in their roles.

### *Regional Reference Persons', International Liberation Reference Persons', and International Commonality Reference Persons' Meetings*

The RRPs are expected to meet at least once between World Conferences to discuss policies and organization for their Regions. The ILRPs and ICRPs are also expected to meet together at least once between World Conferences, for the same purpose.

## REASON

Those who are taking the most responsibility should meet to examine the Community's functioning and to make long-range plans. They will communicate about their decisions and take the planned actions in their constituencies.

Self-estimation helps leaders be accountable to the Community. It is a self-correcting way for leadership to move forward. It encourages leaders to be responsible to the intelligence of the entire Community. It encourages everyone to take a responsible attitude toward leaders.

## G.10. COOPERATIVE WORKSHOPS

Cooperative workshops can be organized with one teacher in charge of the whole workshop and other Co-Counselors leading parts of the workshop or assisting (as a team).

All cooperative workshops should be planned and coordinated with a Reference Person (the ARP, or if there is no ARP the RRP [or the IRP if there is no RRP]). Each workshop should be coordinated with the Community's other activities.

## REASON

Many kinds of workshops are workable. The more experienced the leader is, the more is likely to be accomplished. However, lack of experienced workshop leaders in a new place should not prevent workshops from being organized. Short cooperative workshops have proven helpful when there is a designated overall leader. One-day, two-day (2-day), and weekend workshops have been successful. Cooperative

workshops have also proven useful for developing new leadership and training new leaders to lead workshops.

## G.11. ONLINE, HYBRID<sup>22</sup>, AND SATELLITE<sup>23</sup> WORKSHOPS

### *Online Workshops*

Online workshops are an option when conditions make in-person workshops unsafe or unwise, or an online workshop would otherwise be useful. (See Guideline [G.12](#), Considering the Carbon Footprint of RC Workshops.) Their specific requirements include the following:

- a. A technology (tech) leader who, together with the organizer and the leader(s), is responsible for the technology and schedule
- b. A tech team to carry out the tech plan and manage all technical aspects of the event
- c. A software platform (secure where possible) with sufficient capacity for the number of participants, including for online spaces (“breakout rooms”) for mini-sessions, support groups, and other meetings
- d. Assistance for participants who need help to fully participate due to disability; lack of technical experience; language differences; time zones differences; religious considerations; local conditions; lack of equipment, software, or network access
- e. Assistance for the leader(s) in thinking about and leading the workshop online. This includes help with scheduling, designing activities adaptable to an online medium, presentation styles, breaks, and duration of activities
- f. Security measures to prevent uninvited participation
- g. Data privacy, See Guidelines K.5. Handling of Personal and Sensitive Data by Organizers and Co-Counselors

Much has been learned about making online workshops go well. Leaders, organizers, and participants should consult and be guided by documents such as the Guide for Online RC Workshops and Webinars.<sup>24</sup>

Leaders are encouraged to make closed captioning by workshop participants (not automated) available to increase accessibility.

Online workshop participants should be reminded that confidentiality cannot be assured in online communications. They need to consider the implications of sharing personal information, images, and statements online. They should be given information about the most secure options. They should be told how to minimize exposing their voice, image, and personal information during the workshop.

If the workshop will be recorded, the workshop leader decides, and the participants are informed, where the recording will be stored, and how the recording will be used. Participants who agree to be a client in a demonstration should be asked whether they would like the demonstration recorded and asked for permission to share that recording beyond the workshop leader. The leader also decides who can have access to a transcript of the closed caption typing.

We strongly encourage use of the secure RC website [rc.org](http://rc.org) to store workshop documents, transcripts, videos, schedules, and lists for participants. (Participants must set up an RC website account to access the website.)

The accounting formula for in-person workshops is different for online workshops; see Guideline H. Re-evaluation Counseling Community Finances.

### *Hybrid Workshops*

A Hybrid workshop has both in-person and online participants. This structure makes it possible for people who, because of disability, cost of travel, or other life circumstances, might be unable to attend.

The leader of the workshop (in consultation with the IRP if the workshop is International or multi-Regional) decides if a workshop will be a Hybrid workshop.

Hybrid workshops need to have two fee structures: one for the in-person participants and one for the online participants. See Guideline H. Re-evaluation Counseling Community Finances for accounting and reporting requirements.

The Guidelines in *Online Workshops* (above) apply to the online part of the workshop.

### *Satellite Workshops*

A Satellite workshop is held simultaneously with a main workshop.

Satellite workshops usually have fewer than twenty (20) people and are at someone’s house or other free location in order to reduce expenses (most people will be commuting).

No funds (outreach or grant) can be used for lodging or transportation to the Satellite workshop.

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<sup>22</sup> A hybrid workshop is one where the leader and some participants are meeting in-person, at the same location, while other participants are attending online.

<sup>23</sup> A satellite workshop is a local workshop held during the same weekend as a major RC workshop (the main workshop). In a satellite workshop, the classes from the main workshop are video streamed and used as content for the bulk of the classes of the satellite workshop. (They could also be recorded and downloaded at a different time during that same weekend or within a few weeks, to allow for time zone changes.)

<sup>24</sup> Guide for Online RC Workshops and Webinars: [tinyurl.com/44burtx7](http://tinyurl.com/44burtx7)



Satellite workshops require the approval of the main workshop leader and International Reference Person. Leaders of Satellite workshops are approved by the RRP of the Region where the Satellite workshop is held.

The finances for the Satellite workshop are calculated separately from the finances for the main workshop. For more information, see [Guidance for Satellite Workshops: rc.org/satellite\\_guidance](https://rc.org/satellite_guidance).

#### REASON

Online, Hybrid, and Satellite workshops are important alternatives to in-person workshops. They make RC more accessible for diverse participation. They are more environmentally sustainable. They require different logistics and additional safeguards to be successful. Leaders will need to adapt to an online format. They need to make sure that all participants can access the workshop.

Workshop leaders and organizers are responsible for ensuring privacy. Participants need reassurance that their data and the record (video or transcript) of their participation in the workshop and related activities are safe and secure.

### G.12. CONSIDERING THE CARBON FOOTPRINT OF RC WORKSHOPS

If a significant number of participants would be driving long distances or flying to a workshop, the leaders should consider holding that workshop online (and/or having Hybrid or Satellite options) instead of in-person. Workshops to which few people are driving long distances or flying could be held in person.

Pre-World and World Conferences will be in person whenever possible. Constituency workshops should also consider meeting in-person occasionally.

#### REASON

We are in a climate emergency. “We in the RC Community commit ourselves to encouraging and supporting every one of us to act against and discharge any distress that might keep us from playing an active role, as large and radical as necessary, to resolve the climate emergency.” Unified Goal on the Climate 2022. Most solutions will involve transformative changes in our society (for example, ending the use of fossil fuel for energy). Individual and organizational action is also necessary.

The RC Community is international in scope. Its carbon footprint is largely due to people traveling to and from workshops. Aviation and car emissions contribute significantly to climate change. Online, Hybrid, and Satellite workshops greatly reduce our carbon footprint.

Online workshops lack an optimum level of personal contact and connection but can work well in many ways. They can substitute for workshops that would require too many participants to drive long distances or fly. In-person workshops with their personal contact and informal information exchange should be organized when they would have a small carbon footprint. Major conferences at which personal contact is particularly important and where there are many discussion groups, should be in-person if possible. Examples are the Pre-World and World Conferences. Online, Hybrid, and Satellite workshops greatly increase global access to our workshops and cost much less than in-person workshops.

# **PART FOUR: FINANCES**

## **SECTION CONTENTS**

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# CREATING A WORKSHOP BUDGET

One of the most critical tasks in workshop organizing is creating a workshop budget. Many people—especially first-time organizers— have told me this task feels intimidating. And to be honest, I was quite nervous about budgeting for the first several workshops I organized. Over time, though, I’ve learned that (1) it’s not as hard or scary as it first felt, and (2) there is no requirement that anyone do it alone!

If it feels difficult or tedious to create a workshop budget, it’s probably a good idea both to ask someone to help you and to have sessions about what feels hard. But don’t skip over the work of making a good budget: Every workshop is a little different, so it’s really not a good idea just to copy a previous organizer’s budget numbers and hope for the best! I’ve seen workshops get into real financial trouble when the workshop organizer tried to take shortcuts in developing a budget. Every budget should be based on fresh data and thinking.

What’s an important implication of this principle? Don’t set the workshop fee and distribute a flyer until you’ve made your workshop budget! If you’re running short of time, you can send one or more “Save the Date” announcements and encourage people to pre-register by letting you know if they are planning to attend. But don’t commit to a workshop fee scale until you’ve done your budget calculations.

## WHY WORKSHOP BUDGETS ARE IMPORTANT

Why do we go to all this trouble with budgets? In short, it’s because RC workshops need fully to cover all of their expenses and generate a little bit of extra money too. A significant amount of the money used to support the activities of the RC Communities (including Outreach) comes from the portion of workshop income that is sent to the Community Service Fund of RCCR in Shoreline, Washington, USA. Your efforts can make a real difference to the International RC Communities.

On the other hand, there is no magic pool of money that you can easily draw from to cover unexpected financial shortages if you accidentally under-budget your workshop! You’re going to need to make sure the workshop you are organizing can support itself, and this means careful attention to the budget. It takes a little work to do this well, but it’s not all that difficult. Best of all, it can be quite interesting to take charge in this way.

## A SIMPLE OVERVIEW OF BUDGETING

How can you help ensure that your workshop will support itself? Stated simply, you begin with four steps:

(1) Add up the cost of everything you need to spend money on and (2) estimate how many people are going to come to the workshop. Based on these two factors, you can then (3) calculate how much on average each person will need to pay to come to the workshop and (4) set your fee scale accordingly.

In some cases, after averaging how much each person needs to pay in order to break even, you may want to adjust the fee structure by setting a sliding scale that allows people to pay different amounts based on their income and other financial resources. This topic is discussed in more depth in the next section.

## SLIDING SCALE FEES

Sliding scales may be used (but are not required to be used) to determine fees for workshops. According to the Guidelines, the scale should range roughly from not less than eighty percent of the amount needed to cover all costs to at least five times this break-even amount. For online workshops, the scale should range from at least eighty (80) percent of the break-even amount to at least ten times the break-even amount.

If you plan to use a sliding scale for your workshop, you will need to put careful thought into ensuring that the workshop income covers all of the workshop costs. The break-even amount must be stated on the workshop flyer or any other announcement in which the sliding scale is stated.

As organizer, you’ll need to keep in mind that every workshop fee that comes in BELOW the break-even amount will need to be offset by a workshop fee at least that much ABOVE the break-even amount. To work as intended, sliding scales usually require that people discharge on an ongoing basis about money, integrity, and economic inequality.

The RRP is to approve any sliding scale used for RC workshops in their Region; this is because RRP’s generally have an awareness of demographics and distresses in their Regions as well as experience with how sliding scales have affected previous workshop finances. If you don’t yet have experience with this issue and are organizing a Regional workshop, you will want to plan having a conversation about it with your RRP.

## HOW TO ESTIMATE ATTENDANCE

In my opinion, estimating attendance is the most challenging and possibly the single most important aspect of creating a workshop budget. Here are my two basic principles for accomplishing this task:

### Principle Number One

*It's a good idea to make an educated guess about how many people will come to your workshop.* This means you will want to consider as much relevant data as possible about factors that may affect attendance.

Here are some examples of the kinds of information I use to help me make “educated” guesses about how many people will come:

- How many people came to the last workshop that was somehow similar to this one?
- Which elements of the two workshops are similar and which are different, and how might this affect attendance at each? For example, might seasonal differences, proximity to holidays, level of interest in the topic, schedule of “competing” workshops, and so on, affect the number of people who might choose to come to this workshop as compared to the previous one?
- How many people from each Community or constituency are likely to come? I make a list of people to talk to and then poll as many of them as possible. For a Regional workshop, for example, I try to speak to the Reference Person or a Community/constituency contact person in each Community in the Region to see how many people from their Community they think are likely to attend.

### Principle Number Two

*Make all of your mistakes on the side of underestimating attendance unless there are compelling and logical reasons to do otherwise.* If you overestimate, you may not have enough income to pay expenses. This won't be a problem if you happen to under-estimate attendance.

I'm not sure I have ever estimated workshop attendance with complete accuracy. Using the approach described above, however, I have never overestimated attendance. On one occasion I had to set up a wait list because of a limited number of beds available at the workshop site, but in most cases, workshop sites have been able to accommodate growth in registration numbers. Most important, by carefully estimating attendance and then making great efforts to ensure at least that many people register for the workshop, I have always been able to cover all expenses out of workshop income.

## HOW TO ESTIMATE EXPENSES

Estimating expenses turns out to be fairly easy: It's simply a question of listing all the things you're going to spend money on and then determining how much those things will cost.

I use spreadsheet software like Microsoft Excel to help me with this task because it's ideal for exploring different “what if” scenarios and makes it easy to update the budget periodically, but using a spreadsheet isn't at all essential. There may be someone in your RC Community or your non-RC life who would be delighted to help you with this project if you aren't comfortable with math or computers.

Here's one method for estimating your workshop expenses:

### 1. Print out the Workshop Finance Report

I always start by printing out the relevant Workshop Finance Report form on the RC website ([rc.org/forms](http://rc.org/forms)). Remember that there are different forms depending on whether your workshop will take place inside or outside the United States and whether it is an Area/ class or Regional/International workshop, so be sure to select and download the right form. If you aren't sure which one to use, you can call the RCCR office to ask (1-206-284-0311.) It's good to know in advance what you're going to need to keep track of.

### 2. Use the Workshop Finance Report to make a Starting List of Budget Items

The summary form shows the major expense categories you'll need to budget and keep track of as you organize your workshop. Start by putting these items on your master budget list.

### 3. Make a Detailed Budget List

Under the categories you listed in Step 2 above, make a detailed list of every item you're going to need to spend money on. Two documents in the Organizer's Manual—the Sample Budget Worksheet and Sample Checklist of Things You May Want to Plan For at Your Workshop—contain most of the things you'll likely need to include in your budget.

#### 4. Estimate the Cost of Each Item on your List

Now you can start plugging in numbers for each item on your detailed list. Some of the major expense items—lodging, meals, leader’s fee and transportation costs, and organizer’s fee—should be fairly clear. Some items on your list may depend partly or completely upon attendance. Often workshop sites have a combination fee scale: You must commit to a fixed cost based on a minimum number of attendees, but the site will accept more people at a specific cost per person.

#### PER PERSON ALLOWANCES CAN BE HELPFUL

When I’m not sure how much to allow for a budget item—for example, for snacks—I think to myself, “How much is a reasonable amount to spend per person per day for snacks?” Then I multiply that amount times the number of workshop days times the number of people I expect to attend:

$$[Item\ Cost] = [Cost\ per\ person] \times [Number\ of\ Days] \times [Number\ of\ Attendees]$$

#### DON’T FORGET ABOUT DONATIONS AND LEFT-OVER SUPPLIES

You may not need to purchase everything on your list: Some items may be donated to the workshop by Community members or workshop attendees. And you can check to see if your Community has some items left over from previous workshops, such as markers, name tags, and so on.

#### CALCULATING THE CSF CONTRIBUTION

A very important expense item—one that supports the International Communities—is the Community Service Fund (CSF) Contribution, which you will pay to RCCR. This expense is to be 10% of the total workshop income (30% for online workshops), making it a very significant expense item—but how can you know what your workshop income is going to be when you haven’t yet set the fee scale?

Here’s how you can calculate an estimated cost for this item if the expense is 10% (for online workshops, perform this calculation and multiply it by 3):

1. Make sure you have solid estimates for all the other expenses.
2. Add up all of the estimated expenses excluding the CSF Contribution.
3. Divide this subtotal by 0.9. The result of this calculation will be Total Estimated Expenses including the CSF Contribution.
4. To create a separate line item for the CSF Contribution, multiply the result in (3) above (Total Estimated Expenses including the CSF contribution) times 10%.

#### UPDATING YOUR BUDGET

You’ll want to update your budget at least once prior to the start of your workshop. It is important to test the financial health of your workshop while there is still time to do something about it if something is incorrect. For example, if your original assumptions about income and expenses weren’t valid, you’ll have time to think about how you want to handle the situation to get the workshop on solid financial footing.

A few years ago I organized a workshop in which income was much higher than projected because (1) attendance was much higher than expected due to the efforts of a superb recruitment team, and (2) several people paid substantially higher fees than we expected. This allowed us both to make a healthy contribution to the Community Service Fund and lower the bottom end of the fee scale to make the workshop more affordable for people with lower incomes. And I have attended workshops in which the organizer announced in advance that workshop income would not be sufficient to cover expenses and asked everyone to pay a bit more. The more time there is to plan financially, the easier it is for everyone.

Barbara Boring  
Updated by Sara Schwabacher 2023

# SAMPLE BUDGET WORKSHEET FOR IN-PERSON WORKSHOP

<b>1 WHAT IS THE MINIMUM NUMBER OF PEOPLE YOU EXPECT?</b>		
<b>2 CALCULATE WORKSHOP EXPENSES:</b>	Cost/day	# of Days
<b>Workshop Site (Cost/day x # of days x headcount)*</b>		
<b>Meals (if not included in site fee)</b>		
<b>Leader's Fee</b>		
<b>Leader's Transportation</b>		
<b>Organizer's Fee (Maximum 30% Leader's fee)</b>		
<b>Tech Leader's Fee (Maximum 20% Leader's fee)</b>		
<b>Insurance</b>		
<b>Printing</b>		
Flyers		
Workshop booklet		
<b>Hearing Helpers</b>		
<b>Snacks</b>		
<b>Supplies</b>		
Folders (see COE Tips, page 16)		
Paper		
Newsprint pad(s)		
Markers		
Tissues		
Masking Tape		
Paper Cups (see COE Tips, page 16)		
Labels		
Envelopes		
<b>Shabbat Supplies (Challah, Juice, Candles)</b>		
<b>Miscellaneous</b>		
<b>Copyright to Rational Island Publishers (\$0.50/copy)</b>		
<b>Outreach and Publications Funds to Seattle</b>		
Allow \$5/person/day		
<b>3 ADD ALL EXPENSE ITEMS ABOVE</b>		
<b>4 DIVIDE TOTAL BY 0.9</b> This is your <b>total estimated cost</b>		
<b>5 CALCULATE THE BOTTOM OF YOUR FEE SCALE (minimum)</b> Divide total estimated cost (4 above) by estimated number of participants (1 above) and multiply by 0.8 to calculate minimum bottom of scale.*		
<b>6 CALCULATE THE TOP OF YOUR FEE SCALE (maximum)</b> Multiply the break-even point of the scale by a minimum of 5; this is the maximum top of the fee scale.		
<b>7 CONSULT WITH YOUR RRP about the sliding scale and what range should be used in this circumstance. Do not automatically set the sliding scale at 80%-500%. Always consider the history of the sliding scale in your Region and any other special circumstances. See Guideline H.12</b>		

\* Workshops are to offer one free place to a young person for every 20 fee-paying adults (Guideline G.1). Calculate the number of young people expected to attend and subtract that number before dividing the total estimated cost by estimated number of participants.

# APPLICABLE GUIDELINES

## H. RE-EVALUATION COUNSELING COMMUNITY FINANCES

### H.1. OUTREACH FUNDS OF THE RC COMMUNITY

The Re-evaluation Counseling (RC) Community raises and spends funds primarily to offer RC to new groups of people who are interested but not yet involved in RC. These funds may also be used to help ensure that people who need assistance can fully participate in RC activities. Specifically, Outreach Funds are to be used to

- a. develop leaders,
- b. introduce interested people to RC, and
- c. sustain the ongoing participation of Community members from oppressed and under-represented liberation groups who would not be able to participate without such assistance.

All RC Communities are expected to contribute to their Area Outreach Funds.<sup>25</sup> (Throughout Guideline H, “Area” refers to both an organized Area and a Developing Community.) A designated portion of these funds goes (as described in the Guidelines below) to the Community Service Fund and Rational Island Publishers to help us develop new RC Areas.

#### REASON

We are committed to offering the theory and practice of Re-evaluation Counseling to all interested people. (See Guidelines A.3, The One-Point Program of the RC Community; C.2, Goals of RC Classes; and H.2, Class Fees and Outreach Funds.) Outreach Funds make it possible for us to offer RC to many groups of people in many places. Their participation makes the Communities stronger in many ways, including by increasing the diversity of perspectives and experiences.

To maintain the integrity of RC, it is important that we raise our own funds for this purpose, instead of being limited by conditions set by outside funding sources. (See H.13, Assisting the Re-evaluation Foundation’s Outreach Efforts.) To the extent people are able, being a Community member includes contributing resources (through fees paid for classes, support groups, workshops, and so on) to support the development of RC Communities in new places.

It is also important that the RC Communities account for our expenses clearly and legally.

### H.2. CLASS FEES AND OUTREACH FUNDS

#### *Class Fees*

RC teachers are encouraged to charge fees for all their classes, including online classes. They should consider the need for Outreach Funds when setting their fees. (A large portion of our Outreach Funds comes from class fees.) Teachers can set their own fees, based on conditions in their Community.

Teachers in an Area are permitted, but not required, to agree on minimum and maximum fees. They are encouraged to set fees that all members of their Community can afford.

Teachers may, but are not required to, use a sliding fee scale<sup>26</sup> to allow for the different financial situations of the people who take their classes. If a sliding scale is used, teachers should communicate a “suggested minimum fee” for those who are not low income, or tie the fees to explicit amounts of income and wealth. This will help generate sufficient funds for Outreach from people who can afford to pay higher fees. Co-Counselors are encouraged to discharge on money in order to make rational decisions about how much they can actually pay.

#### *Outreach Funds*

Outreach Funds may not be used to pay for classes. Teachers are encouraged to offer free or reduced class fees to as many as three (3) young people per class. They are also encouraged to offer free or reduced class fees to as many as two (2) Indigenous and Global Majority people or people with disabilities or people who are currently poor or working class who would otherwise find it difficult to pay for the class.

In Areas or Regions with economic differences among RC classes, Communities are encouraged to develop policies so that all teachers are paid more equally, for example pooling class fees collected and dividing them equitably.

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<sup>25</sup> For some Communities, this will be a goal to achieve over time.

<sup>26</sup> A sliding scale offers a range of fees so participants can select the amount to pay, usually based on income. The sliding scale for a class is set by the teacher of the class. The sliding scale for a workshop is set by the workshop organizer, in consultation with the appropriate Regional Reference Person (RRP).

## REASON

People who put time, labor, and skill into teaching Co-Counseling should be paid for their work, and class fees from participants make this possible. Needs, motivations, and economics vary widely among the RC Communities. Also, a portion of the class fees is allocated to the Community Service Funds (Outreach Funds) of the International Community. The teacher of the class is in the best position to set the class fees.

We want the widest possible diversity of people to have easy access to RC. The fees we set should reflect this goal, as well as our desire to offer RC to all interested people. Reduced class fees for some will increase the participation of people from groups targeted by oppression. This will greatly improve the quality of our classes and our Community.

Economic circumstances require us to think rationally about money and RC activities. Each of us needs to pay the amount (large or small) that is reasonable given our circumstances and discharge on any distresses that make this difficult.

### H.3. REGIONAL AND AREA CLASSES, SUPPORT GROUPS, AND PLAYDAYS,<sup>27</sup> AND AREA GATHER-INS<sup>28</sup>

(SEE H.3.A. FOR ONLINE CLASSES)

#### *Payment to Area Outreach and Community Service Funds*

Teachers of Regional and Area RC classes, and leaders of Regional and Area support groups, and playdays of four hours or less, and Area gather-ins, will include a payment of 25% of the total income from these activities to the Area Outreach and Community Service Funds (CSF), held at Re-evaluation Counseling Community Resources, Inc. (RCCR),<sup>29</sup> in their calculation of the fees charged.<sup>30</sup> This 25% of total income should be considered part of the basic expense of the activity. It should be calculated before deducting any expenses for the site, travel, food, and so on.

#### *Division of Payment*

Of this 25% percent of total income before expenses, 70% will be kept in the Area Outreach Account and may be withdrawn for outreach purposes<sup>31</sup> by the Area Reference Person (ARP), or the designated account signer in a Developing Community. The remaining 30% goes to the Community Service Fund, which supports International Outreach Funds as well as communications, operations, administration, and the organizing of conferences supporting the RC Community as a whole.

#### *Sending Funds (for Communities in the United States)<sup>32</sup>*

Area Outreach Account contributions from Communities in the United States, payable to “Re-evaluation Counseling Community Resources,” should be sent promptly to RCCR. The “RC Area Outreach Funds Contribution” Form 300 should be included with all payments: [rc.org/forms](http://rc.org/forms). ARPs or account signers are to provide the Outreach account number to teachers in their Areas.

#### *Area and Regional Support Groups and Playdays, and Area Gather-ins*

If fees are collected for Area or Regional support groups or playdays (half day, four hours or less) or Area gather-ins, the fees should be accounted for in the same way as class fees, as described in this Guideline. The person submitting the fees must state which Area(s) should receive the funds.

## REASON

This is a convenient collection point for the Community’s necessary Outreach Funds. The procedures described lessen restimulations about accounting for our funds.

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<sup>27</sup> A playday or family class is an RC family-work event at which skilled adults and cooperating parents play with young people in the ways that the young people choose, and under the young people’s direction, all under the leadership of a skilled family worker. The playday or family class should include mini-sessions and/or support groups for the adults and may include introductions, a theory presentation, special time, and a closing circle. The play often creates opportunities for the young people to discharge, and these “sessions” are supported by the adults.

<sup>28</sup> This Guideline has the force of a requirement for being part of the RC Community.

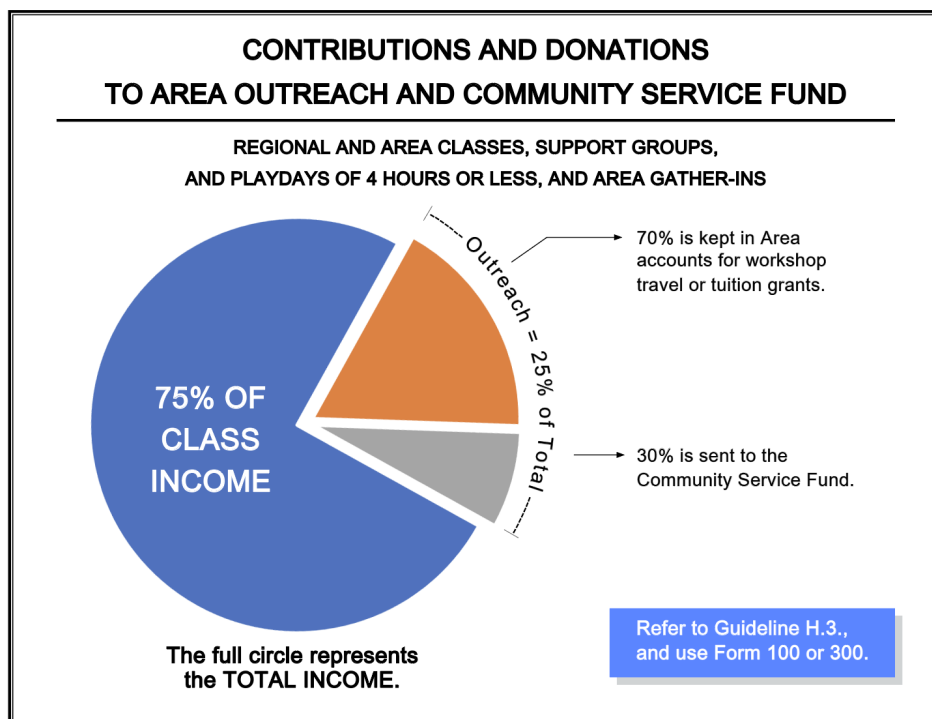
<sup>29</sup> Re-evaluation Counseling Community Resources, Inc. (RCCR) is the international office for Re-evaluation Counseling and is located in Shoreline, Washington, USA.

<sup>30</sup> This is a fee for the use of the terms “Re-evaluation Counseling” and “RC,” which are trademarks owned by RCCR.

<sup>31</sup> See “Application for Area Outreach Funds” (see [Note VII](#), Forms).

<sup>32</sup> See Guideline [H.Z](#), Outreach Finances: Communities Outside of the United States.





### H.3.A. ONLINE REGIONAL AND AREA CLASSES, SUPPORT GROUPS AND PLAYDAYS, AND AREA GATHER-INS<sup>33</sup>

#### *Payment to Area Outreach and Community Service Funds*

Teachers of online Regional and Area RC classes, and leaders of online Regional and Area support groups<sup>34</sup>, of playdays of four hours or less, and of online Area gather-ins, will include a payment of 25% of the total income from these activities to the Area Outreach and Community Service Funds (CSF), held at Re-evaluation Counseling Community Resources, Inc. (RCCR), in their calculation of the fees charged.<sup>35</sup> This 25% of total income should be considered part of the basic expense of the activity. It should be calculated before deducting any expenses. Teachers and leaders should consider the needs of the Outreach and Community Service Funds when setting the fees charged for online events.

#### *Division of Payment*

Of this 25% percent of total income before expenses, 50% will be kept in the Area Outreach Account and may be withdrawn for outreach purposes by the Area Reference Person (ARP), or the designated account signer in a Developing Community. The remaining 50% goes to the Community Service Fund, which supports International Outreach Funds as well as communications, operations, administration, and the organizing of conferences supporting the RC Community as a whole.

#### *Sending Funds (for Communities in the United States)*

Area Outreach Account contributions for Communities in the United States, payable to “Re-evaluation Counseling Community Resources,” should be sent promptly to RCCR. The “RC Area Outreach Funds Contribution” Form 300A should be included with all payments: [rc.org/forms](http://rc.org/forms). ARPs or account signers are to provide the Outreach account number to teachers in their Areas.

#### *Online Area and Regional Support Groups and Playdays, and Area Gather-ins*

If fees are collected for online Area or Regional support groups or playdays (half day, four hours or less) or online Area gather-ins, the fees should be accounted for in the same way as online class fees, as described in this Guideline.<sup>36</sup> The person submitting the fees must state which Area(s) should receive the funds.

<sup>33</sup> This Guideline has the force of a requirement for being part of the RC Community.

<sup>34</sup> If a fee is charged for the support group.

<sup>35</sup> This is a fee for the use of the terms “Re-evaluation Counseling” and “RC,” which are trademarks owned by RCCR.

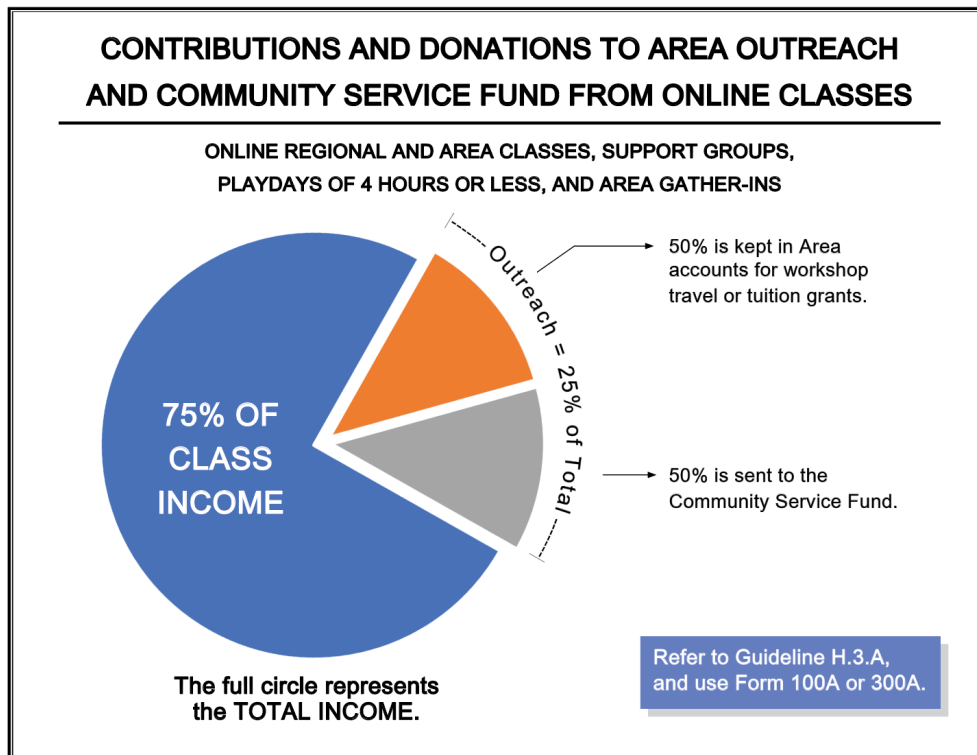
<sup>36</sup> If people from more than one Area attend the class, support group, playday, or Area gather-in, the funds should be deposited in the Area Outreach account of the leader of the event.

### Organizer Fee

Organizing some online events may require significantly more work than for in-person events, and in those cases the organizer should receive a fee for organizing. The fee can be negotiated with the leader, but 10% of the leader's fee is suggested.

### REASON

This is a convenient collection point for the Community's necessary Outreach Funds from online activities, and the procedures described lessen restimulations about accounting for our funds. They help to offset the loss of income to RCCR caused by the lower fees charged for online workshops and for compensating tech leaders.



## H.4. CLASS AND AREA WORKSHOPS AND DAYLONG PLAYDAYS<sup>37</sup>

(SEE H.4.A. FOR ONLINE WORKSHOPS.)

### *Budgeting for the Community Service Fund*

The budget for every class or Area workshop, or daylong (more than four-hour) playday, must include a payment of 10% of the total income, before deducting any other expenses, to the Community Service Fund.<sup>38</sup> (Organizers can estimate the total number of people who will attend the event to figure out the 10% payment and add it to the event's budget. This payment may be increased in the final accounting, if needed.)

### Completing Workshop Finances

After paying all expenses, including the 10% fee to the Community Service Fund described above, and within 30 days of the workshop or playday, the organizer must

- process all workshop or playday payments;
- pay 25% of any extra income (net income) to the leader of the workshop or playday;
- pay 75% of any extra income (net income) to the Area Outreach and Community Service Funds, the same way as with a contribution from a class (see Guideline [H.3](#), Regional and Area Classes, Support Groups, and Playdays, and Area Gather-ins, *Division of Payment*);
- send the completed Form 110 (used outside the United States) or Form 310 (used in the United States) and payment to RCCR; and

<sup>37</sup> This Guideline has the force of a requirement for being part of the RC Community.

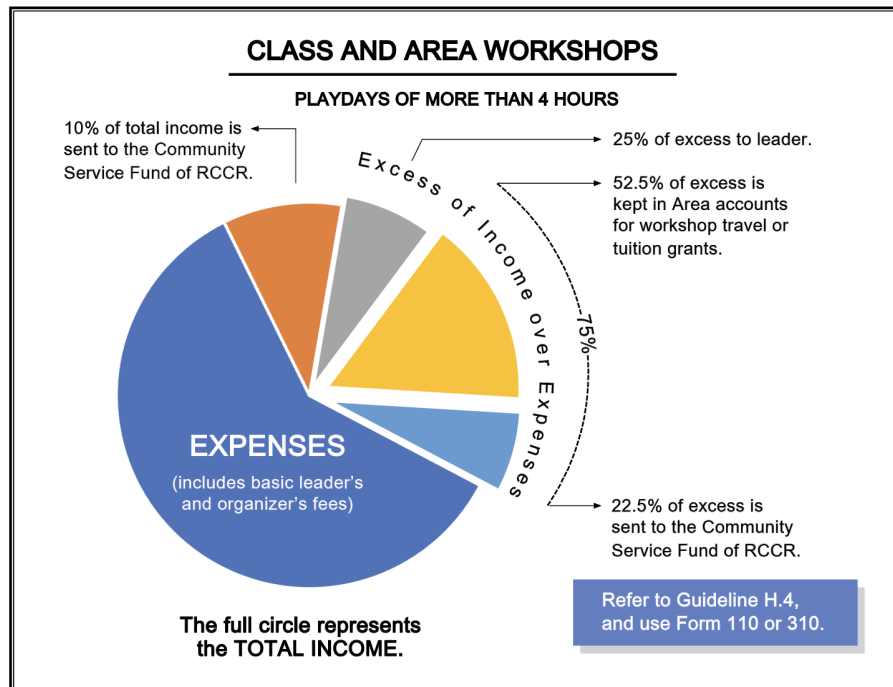
<sup>38</sup> This is a fee for the use of the terms "Re-evaluation Counseling" and "RC," which are trademarks owned by RCCR.

e. send a copy of the completed form to the workshop or playday leader.

(See Appendix: Forms, pages \_\_ and \_\_, for examples of completed workshop finance report forms.)

#### REASON

This is a convenient collection point for the Community's Outreach Funds. The procedures described lessen restimulations about accounting for the funds, help compensate the leaders for handling larger workshops or playdays, and increase our Outreach Funds.



#### H.4.A. ONLINE AREA AND CLASS WORKSHOPS AND DAYLONG PLAYDAYS<sup>39</sup>

##### *Budgeting for the Community Service Fund*

The budget for every online Area or class workshop, or daylong (more than four-hour) playday, must include a payment of 30% of the total income, before deducting any other expenses, to the Community Service Fund.<sup>40</sup> (Organizers can estimate the total number of people who will attend the event to figure out the 30% payment and add it to the event's budget. This payment may be increased in the final accounting, if needed.) Teachers and leaders should consider the needs of the Outreach and Community Service Funds when setting the fees charged for online events.

##### *Completing Workshop Finances*

After paying all expenses, including the 30% fee to the Community Service Fund described above, within 30 days of the online workshop, the organizer must

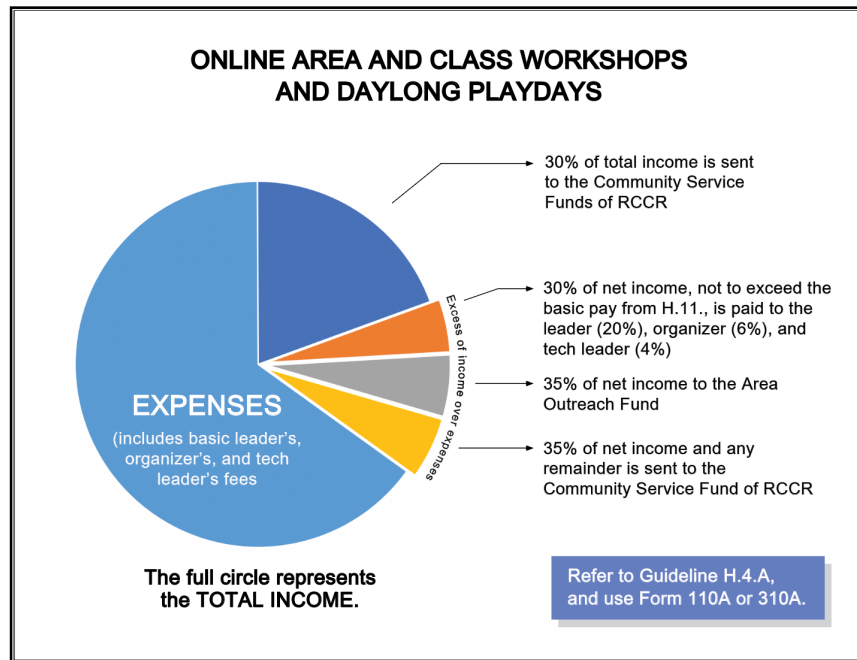
- a. process all workshop payments;
- b. pay 30% of any extra income (net income) but not to exceed the amount of the basic pay specified in Guideline H.11. Leaders' and Organizers' Fees and Expenses, to the leader, organizer, and tech leader of the workshop (20% to the leader, 6% to the organizer, and 4% to the tech leader);
- c. pay 70% of any extra income (net income) to the Area Outreach and Community Service Funds, the same way as with a contribution from an online class (see Guideline H.3.A. Online Regional and Area Classes, Support Groups, and Area Gather-ins, *Division of Payment*);
- d. send the completed Form 110A (used outside the United States) or Form 310A (used in the United States) and payment to RCCR; and
- e. send a copy of the completed form to the workshop leader.

<sup>39</sup> This Guideline has the force of a requirement for being part of the RC Community.

<sup>40</sup> This is a fee for the use of the terms "Re-evaluation Counseling" and "RC," which are trademarks owned by RCCR.

## REASON

This is a convenient collection point for the Community's Outreach Funds. The procedures described lessen restimulations about accounting for the funds. They help to offset the loss of income to the Community Service Fund caused by the lower fees charged for online workshops and for compensating tech leaders.



## H.5. REGIONAL AND INTERNATIONAL WORKSHOPS AND GATHER-INS<sup>41</sup>

(SEE H.5.A. FOR ONLINE WORKSHOPS)

### *Payment to the Community Service Fund*

For a Regional or International workshop or gather-in, the organizer's budget must include a payment to the Community Service Fund of 10% of the income, before deducting any expenses, from the fees charged for the workshop or gather-in.<sup>42</sup>

### *Completing Workshop Finances*

After paying all expenses, including the 10% fee described above, and within 30 days of the workshop or gather-in, the organizer must

- a. process all workshop or gather-in payments;
- b. divide any extra income (net income) as follows:
  - i. pay 33.33% (1/3) to the Community Service Fund,
  - ii. pay 33.33% (1/3) to the Publications Fund<sup>43</sup> of Rational Island Publishers (RIP),
  - iii. pay 25% (1/4) to the leader, and
  - iv. pay 8.34% (1/12) to the organizer;
- c. send the completed Form 400 and payment to RCCR within thirty (30) days of the workshop or gather-in; and
- d. send a copy of the completed Form 400 to the workshop leader.

(See Appendix: Forms, page \_\_\_, for an example of this completed workshop finance report form.)

<sup>41</sup> This Guideline has the force of a requirement for being part of the RC Community.

<sup>42</sup> This is a fee for the use of the terms "Re-evaluation Counseling" and "RC," which are trademarks owned by RCCR.

<sup>43</sup> The Publications Fund of Rational Island Publishers (RIP) provides resource for RIP to produce the publications of the Re-evaluation Counseling Community.

### *Unexpected Shortfalls at Workshops*

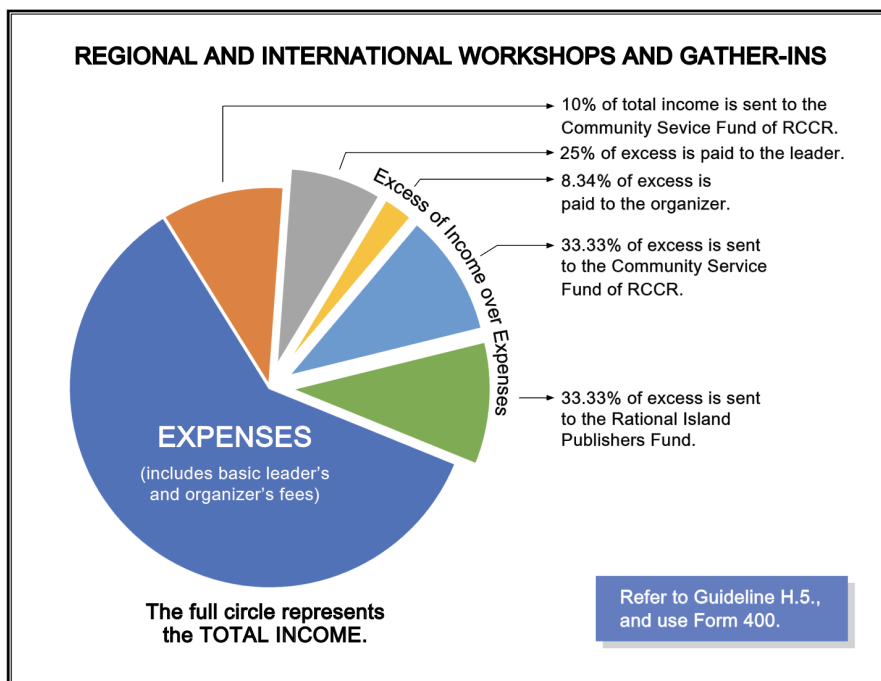
The organizer is expected to keep track of the workshop finances before, during, and after the workshop. If it appears that the workshop will not generate enough income to cover all expenses, the organizer should announce this to the workshop and ask the participants who are able to contribute funds to make up the shortfall. If there is still a shortfall, the organizer should consult with the International Reference Person (IRP).

### *Purpose of Funds*

Funds sent to the Community Service Fund are used to support International Outreach and the communications, operations, administration, and organizing of conferences that support the RC Community as a whole.

### REASON

This is a convenient collection point for the Community's Outreach Funds. The procedures described lessen restimulations about accounting for the funds, help compensate leaders and organizers for handling larger workshops and gather-ins, and support the International Outreach and Publications Funds.



### H.5.A. ONLINE REGIONAL AND INTERNATIONAL WORKSHOPS, WEBINARS, AND GATHER-INS<sup>44</sup>

#### *Payment to the Community Service Fund*

For an online Regional or International workshop, webinar, or gather-in, the organizer's budget must include a payment to the Community Service Fund of 30% of the income, before deducting any expenses, from the fees charged for the online workshop or gather-in.<sup>45</sup> (Leaders and organizers should consider the need of the Community Service Funds when setting the fees charged for online workshops.)

#### *Completing Workshop Finances*

After paying all expenses, including the 30% fee described above, within 30 days of the online workshop or gather-in, the organizer must do the following:

- a. Process all workshop or gather-in payments.
- b. Divide any extra income (net income) as described. below:
  - i. Pay 35%, plus any remainder after the calculations below (iii. – v.), to the Community Service Fund.
  - ii. Pay 35% to the Publications Fund of Rational Island Publishers (RIP).

<sup>44</sup> This Guideline has the force of a requirement for being part of the RC Community.

<sup>45</sup> This is a fee for the use of the terms "Re-evaluation Counseling" and "RC," which are trademarks owned by RCCR.

iii. Pay 20% to the leader, but this amount may not exceed the amount of the basic pay specified in Guideline H.11. Leader's and Organizer's Fees and Expenses.

iv. Pay 6% to the organizer, but this amount may not exceed the amount of the basic pay specified in Guideline H.11. Leader's and Organizer's Fees and Expenses.

v. Pay 4% to the tech leader, but this amount may not exceed the amount of the basic pay specified in Guideline H.11. Leader's and Organizer's Fees and Expenses.

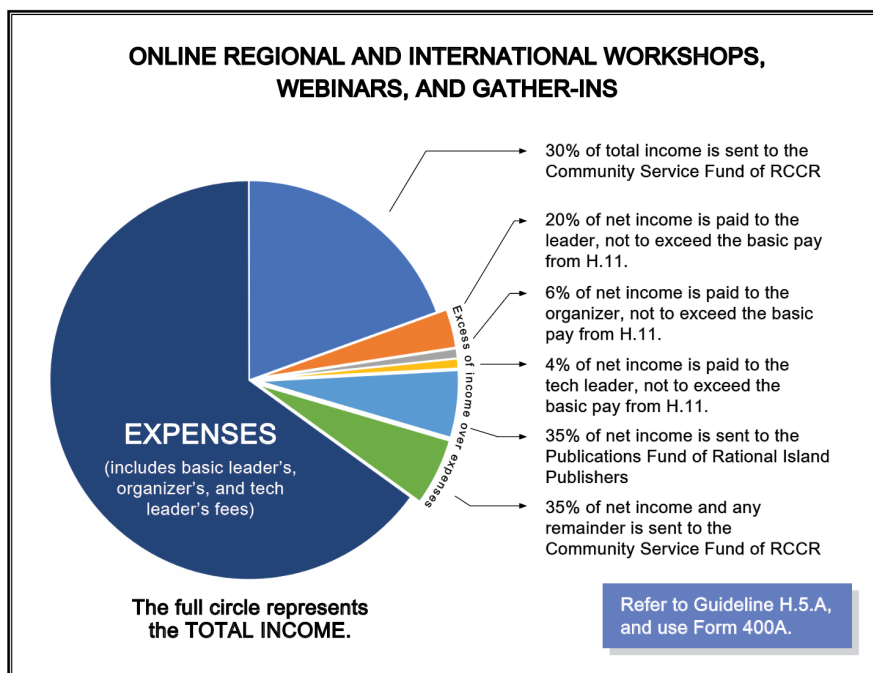
c. Send the completed Form 400A and payment to RCCR within thirty (30) days of the workshop or gather-in.

d. Send a copy of the completed Form 400A to the online workshop leader.

These two subsections from H.5. Regional and International Workshops and Gather-ins (*Unexpected Shortfalls at Workshops and Purpose of Funds*) also apply to this Guideline.

#### REASON

This is a convenient collection point for the Community's Outreach Funds. The procedures described lessen restimulations about accounting for the funds, help compensate leaders, organizers, and tech leaders for handling larger workshops, webinars, and gather-ins, and support the International Outreach and Publications Funds.



#### H.6. RC CLASSES, PROGRAMS, AND WORKSHOPS CONDUCTED OUTSIDE OF THE RC COMMUNITY

The requirement to pay 10% of total income before any expenses to the Community Service Fund also applies to classes, programs, and workshops whose basic content is RC and that are led by members of the RC Community, but that are conducted outside of the RC Community. (See Guidelines H.4. Class and Area Workshops and Daylong Playdays, and I.2. Activities Outside the RC Community.)

#### REASON

All events at which we use or share RC concepts benefit from the work of the RC Community and should support the Community. This includes, but is not limited to, events in which we use the terms "Re-evaluation Counseling," "RC," "United to End Racism," "No Limits for Women," "Sustaining All Life," and "Jews and Allies United to End Antisemitism."

#### H.7. OUTREACH FINANCES: COMMUNITIES OUTSIDE THE UNITED STATES<sup>46</sup>

Communities outside the United States shall contribute to the Community Service Fund and the Rational Island Publishers Publications Fund as described in the Guidelines above as they are able to, in consultation with the IRP. Their Area Outreach Funds can be maintained

<sup>46</sup> This Guideline has the force of a requirement for being part of the RC Community.

by RCCR or by the Area itself. The Reference Person must inform the IRP where the Outreach Funds are kept and who is responsible for them.

These Communities shall use Form 120A to account for the funds payable to the local Community, and Form 120B to submit yearly written reports to the IRP. Amounts payable to the Community Service Fund shall be sent annually to RCCR.<sup>47</sup>

#### REASON

Outreach Funds are a major resource for developing the RC Community. We can be flexible in handling the different legal and financial situations in various countries.

### H.8. MAINTAINING OUTREACH FUNDS

#### *Area Outreach Fund and Class, Support Group, Half-day Playday, and Area Gather-in Payments*

The Area Outreach Fund, held at RCCR, holds 70% of payments sent from classes, half-day playdays, support groups, and Area gather-ins (see Guideline [H.3](#), Regional and Area Classes, Support Groups, and Playdays, and Area Gather-ins) for that local Community's outreach purposes. If the local Community is outside of the United States, it may keep its Outreach Funds locally, with the agreement of the IRP. (See Guideline [H.7](#), Outreach Finances: Communities Outside the United States.)

#### *Area Outreach Fund and Area Workshop and Daylong Playday Payments*

The Area Outreach Fund, held at RCCR, also keeps 52.5%<sup>48</sup> of the extra income over expenses from Area and class workshops and daylong playdays for that local Community's outreach (see Guideline [H.4](#), Class and Area Workshops and Daylong Playdays). If the local Community is outside of the United States, it may keep its Outreach Funds locally, with the agreement of the IRP. (See Guideline [H.7](#), Outreach Finances: Communities Outside the United States.)

#### *Community Service Fund and Area Workshop Payments*

The Community Service Fund receives 22.5%<sup>49</sup> of the excess income (after all expenses are deducted) from Area and class workshops (see Guideline [H.4](#), Class and Area Workshops and Daylong Playdays).

#### *Sharing of Area Outreach Funds*

If an Area generates significantly more Outreach Funds than it uses, the ARP may decide to donate some of the funds to the Community Service Fund or to another Area's Outreach Fund.

#### *Donations to Outreach Funds*

Co-Counselors are welcome to voluntarily donate to the Outreach Funds (Area Outreach Funds or Community Service Fund) of the RC Community.<sup>50</sup> Co-Counselors who would like to financially assist other Community members to attend workshops should first consult with their Regional Reference Person (RRP). Such donations must be made anonymously, through the RRP.<sup>51</sup>

#### *Taxes to Be Paid*

For legal reasons, RCCR must handle Outreach Funds as income and expenses of RCCR. RCCR must and does pay U.S. federal income tax on any income in Outreach accounts that exceeds the expenses, for any year. RCCR is authorized to deduct these tax payments from the Area Outreach Fund accounts.

#### REASON

Without Outreach Funds, there are many groups of people to whom we would not be able to teach RC. To maintain the integrity of RC, it is important that we raise our own funds for Outreach, rather than depend on conditions set by outside funding sources. (See Guideline [H.13](#), Assisting the Re-evaluation Foundation's Outreach Efforts.)

Some Areas have accumulated large amounts of Outreach Funds that they don't regularly use. These Areas are encouraged to use some of their funds to support other Areas or International Outreach.

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<sup>47</sup> If the amount payable is less than the equivalent of \$100 USD, it can be held until the amount totals the equivalent of \$100 USD or more.

<sup>48</sup> This 52.5% represents 70% of the 75% of income after expenses.

<sup>49</sup> This 22.5% represents 30% of the 75% of income after expenses.

<sup>50</sup> There is no personal tax benefit, except for donations by U.S. taxpayers to the Re-evaluation Foundation (see Guideline [H.13](#), Assisting the Re-evaluation Foundation's Outreach Efforts). The entire amount of a donation is deposited in the Outreach Fund.

<sup>51</sup> The RRP will then provide the donated funds to the workshop organizer. The organizer and workshop attendees will not know who donated the funds.

## H.8.A. MAINTAINING OUTREACH FUNDS FROM ONLINE ACTIVITIES

### *Area Outreach Fund and Online Class, Support Group, Half-day Playday, and Area Gather-in Payments*

The Area Outreach Fund holds 50% of payments sent from online classes, half-day playdays, support groups, and Area gather-ins (see Guideline H.3.A. Online Regional and Area Classes, Support Groups, and Playdays, and Area Gather-ins) for that local Community's outreach purposes.

### *Area Outreach Fund and Online Area Workshop and Daylong Playday Payments*

The Area Outreach Fund of RCCR also keeps 35%<sup>52</sup> of the extra income over expenses from Online Area and class workshops and daylong playdays for that local Community's outreach (see Guideline H.4.A. Online Class and Area Workshops and Daylong Playdays).

### *Community Service Fund and Online Area Workshop Payments*

The Community Service Fund receives 35%<sup>53</sup> of the excess income (after all expenses are deducted) from Online Area and class workshops (see Guideline H.4.A. Online Class and Area Workshops and Daylong Playdays).

The following sections of H.8. Maintaining Outreach Funds, also apply to this Guideline: *Sharing of Area Outreach Funds*, *Donations to Outreach Funds*, and *Taxes to Be Paid*.

### REASON

Without Outreach Funds, there are many groups of people to whom we would not be able to teach RC. To maintain the integrity of RC, it is important that we raise our own funds for Outreach, rather than depend on conditions set by outside funding sources. (See Guideline H.13. Assisting the Re-evaluation Foundation's Outreach Efforts.)

## H.9. WORKSHOPS FUNDED BY INTERNATIONAL OUTREACH FUNDS

Sometimes workshops are funded mostly by the Community Service Fund. Organizers and/or leaders have an agreement about this with the IRP. For these workshops, most income does not come from the individuals attending the workshop. Form 400 is to be used to account for the workshop finances. Receipts for expenses and completed accounting forms are to be sent to RCCR within thirty (30) days of the workshop.

Similarly, when a workshop is funded mostly by the Re-evaluation Foundation, receipts for expenses are to be sent to the Re-evaluation Foundation within thirty (30) days of the workshop.

Receipts and accounting forms must be received before additional workshops can be funded for the same RC Community or constituency.

### REASON

The internal accounting procedures of RCCR and the Re-evaluation Foundation require oversight of International Outreach expenses. This ensures the integrity of the Outreach Funds.

## H.10. MAINTENANCE FUNDS

Local leaders may create Maintenance Funds and manage them locally for the ordinary, routine expenses of the local Community.

Possible sources of these funds might be

- a. a fee charged for participation in Community activities,
- b. profit on the sale of RC literature, or
- c. fundraising activities.

Maintenance Funds may not be used to support workshop fees or workshop transportation expenses.

### REASON

These Maintenance Funds can provide money for the local Community to support the use of RC literature or purchase items such as mats and hearing helpers. (See also Guideline H.14. Outreach to All Groups Targeted by Oppression.)

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<sup>52</sup> This 35% represents 50% of the 70% of income after expenses.

<sup>53</sup> This 35% represents 50% of the 70% of income after expenses.



## H.11. LEADERS' AND ORGANIZERS' FEES AND EXPENSES

### *Leader's Fee*

The basic pay for a workshop leader is not to exceed these amounts:

- a. IRP and Alternate International Reference Person (AIRP), \$850 USD/day
- b. RRP, International Liberation Reference Person (ILRP), or International Commonality Reference Person (ICRP), \$450 USD/day
- c. ARP, \$350 USD/day
- d. RC teacher, \$250 USD/day
- e. Each family workshop leader (maximum of two), \$450 USD/day, regardless of position held within the RC Community
- f. Former IRP and AIRP, \$650 USD/day, with the approval of the IRP
- g. Former RRP, ILRP, or ICRP, \$350 USD/day, with the approval of the IRP
- h. Former ARP, \$300 USD/day, with the approval of the RRP

A Friday evening to Sunday afternoon workshop counts as two days. Leading an RC activity for more than four (4) hours is considered a full day. Four hours or less is considered a half day. Leaders may be paid up to one half of the above fees for a gather-in of less than one day (four [4] hours or less). A leader's travel expenses are considered workshop expenses.

Except for family workshops, if a workshop has two (2) leaders, the leaders share one fee unless the IRP grants permission for two (2) leaders' fees.

### *Considering Local Economies in Setting a Leader's Fee*

Lower leaders' fees may be negotiated in consideration of local economies. As much as possible, fees should reflect the economic situation in the Community where the workshop is held. Leaders are encouraged to consider the disparities in the world economy and reduce their fees in Communities with less material resource. Also, leaders who live and lead in countries with a lower cost of living should consider a fee that reflects their local economy.

### *Organizer's and Technology (Tech) Leader's Fee*

The organizer and tech leader for online workshops shall each be paid a fee. The organizer's fee is not to exceed 30% of one leader's total workshop fee. The tech leader's fee is not to exceed 20% of one leader's workshop fee. As additional compensation, the organizer and tech leader also attend the workshop without paying. The organizer's and tech leader's travel expenses are not covered as a workshop expense.<sup>54</sup>

### REASON

Leaders', organizers', and tech leaders' fees are set to reasonably pay leaders, organizers, and tech leaders for their work. They are not a salary. They are paid because of the time, labor, and skill needed to lead and organize a workshop and the responsibility a leader takes for the Community in their role. Also, leaders often lose income from prioritizing the RC Community over other types of work.

Our Communities exist in many parts of the world and have differing economic conditions. We want to make our workshops accessible to people of all incomes, nationalities, and backgrounds.

## H.12. SLIDING FEE SCALES

A sliding scale fee may be used (it is not required) to set the fees for a class or workshop. For an in-person workshop the scale should range from at least eighty (80) percent of the amount needed to cover all costs (the "break-even amount"<sup>55</sup>) to at least five times the break-even amount. (For example, if a fee of \$100 per person is needed to cover all costs, the lower end of the sliding scale must be at least \$80 and may be set higher. The maximum amount must be at least \$500.) Any changes to this formula must be made with the agreement of the IRP.

For online workshops, the scale should range from at least eighty (80) percent of the break-even amount to at least ten times the break-even amount.<sup>56</sup>

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<sup>54</sup> Not covering the organizer's travel expenses encourages leaders to use local organizers and reduces the cost of the workshop.

<sup>55</sup> The break-even fee is the estimated cost of a workshop per person. It can be calculated by dividing the total expected costs of the workshop (including the 10% of total income to be paid to the Community Service Fund) by the number of expected participants.

<sup>56</sup> Since online workshops cost significantly less, the top of the sliding scale is higher. This allows online workshops to contribute income to the Community Service and Publications Funds on the same level as in-person workshops.

The break-even amount and the sliding scale must be stated on any workshop announcements. Outreach Funds for people’s workshop fees should be requested at the break-even level.

Organizers are encouraged to think carefully when creating the scale for each workshop. Sliding scales are based on the number of expected participants and the expected costs of the workshop. The RRP must approve any sliding scale used for an RC workshop in their Region. To work well, sliding scales should be used with ongoing discharge about money, integrity, and economic inequality.

#### REASON

Sliding scales can help reduce the effects of economic disparity among participants. Sliding scales encourage people with more income and wealth to pay above the break-even amount and allow people with less income and wealth to pay below it. Sliding scales make our workshops more accessible. Outreach Funds can be used for workshop fees and transportation expenses.

It is important to think carefully when creating a sliding scale. Workshop income should not only cover workshop costs. It should also raise adequate funds for the Community Service Fund and Publications Funds (see Guidelines H.4, Class and Area Workshops and Daylong Playdays and H.5, Regional and International Workshops and Gather-ins).

### H.13. ASSISTING THE RE-EVALUATION FOUNDATION’S OUTREACH EFFORTS

#### *Familiarity with the Foundation*

We expect Reference Persons to familiarize themselves with the Re-evaluation Foundation and to help the Foundation identify possible projects to support. The Foundation’s tax-exempt purposes and functions can be viewed on the Foundation’s website: [reevaluationfoundation.org](http://reevaluationfoundation.org). Completed grant applications should be submitted to the Re-evaluation Foundation.

#### *The Role of Co-Counselors*

We encourage individual Co-Counselors to solicit contributions to the Foundation from people and institutions outside the RC Community.

#### *Fundraising*

RC fundraising happens primarily on a one-to-one basis with people we already know well. We can share basic information about RC with potential donors. No Co-Counselor should be asked to donate funds for RC Community projects. Local fundraising activities should be planned in cooperation and consultation with the RRP.

We can create materials—such as posters, pictures, and t-shirts—to help us remember and communicate our understanding about world change and about moving against oppressions. These materials can be sold at RC events, with the permission of the IRP. The money raised can support our work to share RC inside and outside the RC Community.

#### *Online Fundraising*

Online fundraising cannot replace direct person-to-person fundraising. However, it can support it and can make donating easier. We can use the RC websites to describe our projects and raise money for them. Both the IRP and the Re-evaluation Foundation must give permission for online fundraising campaigns.

#### *Donations to the Foundation and to Outreach Funds*

We encourage all Co-Counselors and others who want to support our work to voluntarily donate to the Re-evaluation Foundation or to local Outreach (Area Outreach Funds) or International Outreach (Community Service Funds). (See Guideline H.8, Maintaining Outreach Funds.) ILRPs, ICRPs, and RRP’s can recommend to the Re-evaluation Foundation possible recipients of funds, within the educational purposes of the Foundation.

#### REASON

Reference Persons can often easily identify excellent grantees and projects that will help achieve the goals of the Re-evaluation Foundation.

Co-Counselors are welcome to make donations to the RC Community. Any of us can do this directly by contributing to the Re-evaluation Foundation, to Area Outreach Funds, or to the Community Service Fund (used to support RC internationally). However, we need to focus on asking people not yet in RC to donate money to support our work.

One-to-one communication gives people the best understanding of RC and the reasons to financially support our activities. Showing that we care about the person and giving them accurate information about RC should be the only basis on which we ask for donations. Anyone we request funds from should be viewed as a potential member of the RC Community.

The messages on items such as t-shirts and posters have provided many of us with contradictions to our distresses. Income from selling these items helps give more people access to RC theory and practice.

Online fundraising is familiar to many people and is an easy way to contribute. It helps us reach more people with our campaigns. However, it is never a replacement for in-person communication about a project.

Requesting donations from Co-Counselors can disrupt the safe environment of the RC Community. We must not allow any undischarged patterns about needs and money to interfere with the safety and trust we build in Co-Counseling relationships. We also do not want to encourage economic dependency within the RC Community. We need to use the discharge process as we consider these Guidelines and build our lives economically.

We encourage all Co-Counselors to help raise money for the RC Community. It is a re-emergent activity. Effective fundraising requires decision, discharge, thinking, action, and the reclaiming of power. We raise more money when we believe our work is important and warmly invite people we care about to join us in supporting it.

#### H.14. OUTREACH TO ALL GROUPS TARGETED BY OPPRESSION

Each Area is expected to actively work toward the goal of making RC accessible to all underrepresented groups and all groups targeted by oppression. To achieve this, the ARP (or authorized account signer in a Developing Community) can use Area Outreach Funds to help pay for workshop fees, transportation expenses, or both. Area Outreach funds can also be used to purchase RC literature.

Outreach Funds can be used to develop leaders, to assist new people to begin RC, and to sustain the ongoing participation of Community members who are from oppressed and under-represented liberation groups and would be unable to participate without such assistance. Their participation helps build a diverse Community and offers a range of perspectives. (See Guideline H.1, Outreach Funds of the RC Community.)

Financial support for participants' workshop fees or transportation expenses can only come from Area Outreach Funds, the Community Service Fund, or the Re-evaluation Foundation. It cannot come from the workshop income itself or from any Area Maintenance Funds. (See Guideline H.10, Maintenance Funds.)

When we don't have enough Outreach Funds to meet all the needs of the Community, we can distribute the available funds among several people who need and are eligible for Outreach.

##### REASON

We have a commitment to offer RC to all people. (See Guidelines A.3, The One-Point Program of the RC Community, and H.1, Outreach Funds of the RC Community.)

Outreach Funds have been an effective way to pay for workshops. This Guideline ensures that workshop income and Area Maintenance Funds are not misused or depleted.

We do not give Outreach Funds or a free place at a workshop in exchange for participants doing work before or during a workshop. We operate on the basic principle that helping to make things go well is a natural, enjoyable human trait. It is not rational to connect it to any motivations based on greed or feelings of entitlement.

Outreach is intended to develop our Community in addition to benefitting individuals. Because we need more Outreach Funds than we have, we must be thoughtful and deliberate about how we use them.

# **PART FIVE: HELPFUL SAMPLES**

## **SECTION CONTENTS**

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Sample Timeline for Regional Workshop Organizers, 82

# SAMPLE ACCEPTANCE LETTER

Name: Deposit Received: Balance Due at Workshop:

## Dear Beloved Co-Counselor,

Welcome to the Breaking Free of White Racism Workshop led by Jennifer Wexler from Friday, December 12, through Sunday, December 14, 2017. I am very glad that you will be there. The excitement is high about all of us coming together to care openly about each other and about this issue. Following is some information about the workshop; if you have further questions, please call me or the Assistant Organizer, ABC, at xxx-xxx-xxxx.

## INFORMATION ABOUT TIME AND MONEY

Registration for the workshop will begin at 6:15pm on Friday and introductions are planned to begin at about 7:00pm. Please come having eaten dinner as no meal is provided on Friday night. The workshop will end at about 3:00pm on Sunday. You are expected to attend the entire workshop, including cleanup and farewells on Sunday, unless you have made prior arrangements with me.

If you have paid the total fee, thank you. If not please be prepared to pay the balance you owe upon your arrival at the workshop.

## TRANSPORTATION

I'm enclosing a preliminary roster so you can find people with whom to ride to the workshop. Arrange transportation now—don't wait to the last minute! If you can't find a ride or have other transportation questions, please call the Transportation Coordinator, XYZ, at xxx-xxx-xxxx.

## WORKSHOP LOCATION AND TELEPHONE INFORMATION

The workshop will be held at Prindle Pond Conference Center. Directions with map are enclosed. Prindle Pond is a beautiful, wooded workshop site about one and a half hours from Boston. Sleeping is in dorm-style rooms with most rooms accommodating four people. The site has basketball courts, a volleyball court, wooded paths, and grassy fields.

There is one telephone in the dining hall. You will need to borrow a mobile phone or use a credit card or call collect to make outgoing calls. You can be reached there at mealtimes (8:00am-9:00am; 12:30pm-1:30pm; 6:00pm-7:00pm.) The phone number is xxx-xxx-xxxx. For emergencies only messages can be left for you at the Prindle Pond office, tel. xxx-xxx-xxxx.

## WHAT TO BRING

You'll need to bring bedding, pillows, towels, soap, toiletries, and a timepiece. You should also bring warm and comfortable clothing and a flashlight. Please bring sports equipment (including winter sports gear) as well as musical instruments, and songs or something from your heritage to share during creativity. In an effort to use less paper, we will have a few boxes of tissues. Please bring 5-10 of your personal handkerchiefs and a re-usable cup for water.

## WHAT NOT TO BRING

As with all RC workshops, please refrain from bringing or using alcohol, tobacco, caffeine, and other drugs while at the workshop as these interfere with the discharge and re-evaluation process. If you are taking prescription medication, please talk to one of us before the workshop begins.

## FOOD

The Prindle Pond staff will provide home-cooked meals for us beginning with breakfast on Saturday and ending with lunch on Sunday. Vegetarian and non-dairy dishes will be provided for those who checked off the appropriate boxes on your workshop applications.

If you have special dietary needs, please bring things you can eat; refrigerator space is available in the Lodge building for you to store your own food.

Fresh fruit will be provided for those who need a light snack between meals, but I encourage you to keep thinking about eating rationally throughout the workshop: mini-sessions often make more sense than snacks. I'm looking forward to seeing you at the workshop.

Love,

Barbara Workshop Organizer email: \_\_\_ Cell: \_\_\_

# SAMPLE JOB DESCRIPTIONS

*Organizers: Customize these job descriptions for your workshop—some of the described jobs don't need to be done at every site or workshop, and some should be done differently at your workshop than we have described here. You may want to add who is on each committee at the end of every job description and then email your modified version to participants along with the acceptance letter.*

## GENERAL COMMENTS

Committees have different numbers of people assigned to them. Check the label on the back of your booklet to see your job assignment(s), or you may refer to the Workshop Job Assignments sheet. Some people have more than one job! The people whose names are followed by an asterisk (\*) are the committee coordinators.

## ASSISTANT ORGANIZER

At this workshop, A\_\_\_\_\_ is the assistant organizer. Please see her or the organizer if you need something that the Solution Finders cannot help you with.

## ACCESSIBILITY

This job involves making the workshop accessible for all participants. Help ensure that everyone can get around the retreat center, into the meeting hall, dining hall, and cabins, and have access to playtime. Let folks know who you are and encourage them to come to you if they have accessibility issues. Make sure aisles remain clear between chairs and around the back of the room. Mark chairs in the front for people with hearing difficulties. See to it that there is an area at the front of the room for people who need to lie down and for people who need to sit close to the front to hear or see. [If you have a special need that you did not include on your application, please talk to the committee coordinator.] Make announcements as necessary to remind people of accessibility issues.

Keep track of the hearing assistive devices and make sure the workshop leader is using the transmitting device at the start of every class.

This job also includes environmental accessibility issues—making sure people are using the unscented soap, shampoo, and deodorants provided by the workshop—and not using scented products. Write an announcement to be made in classes about this, and let people know that these products are provided.

## ALLIES TO YOUNG PEOPLE AND YOUNG ADULTS

Thinking about and keeping track of the young people and young adults at the Conference to make sure they are staying central and involved. This committee can do this by offering contact, support, and discharge time.

## ANNOUNCEMENTS

Collect announcements in writing; use your judgment in deciding which should be made to the entire group. Make announcements loudly, clearly, and slowly. Remember to eliminate jargon and culturally specific language so that people for whom English is not their first language can understand you.

## BEAUTY AND ORDER

Keep the meeting room in order, tidying it before each class and after evening classes. Throw away trash, straighten chairs, and encourage everyone to keep the room beautiful. Keep other common space tidy as well, including dorm lounges and bathrooms.

## CARE OF THE ENVIRONMENT

Prior to the workshop: We want to model workshops that include sustainability. In choosing a site, consider access to public transportation and whether a venue uses environmentally sustainable practices. Inform participants about transportation alternatives to flying and driving and encourage carpooling where practical. (A carpooling coordinator could be appointed for larger workshops.) Work with snack crew to minimize use of disposable products and purchase locally grown and minimally processed snacks. Investigate what recycling and composting are offered by the site and organize supplemental recycling and composting as needed, including hauling materials away from the site as needed.

Make workshop participants aware of conserving energy—like heating, air conditioning, using lights and water. Give instructions early in the workshop on recycling and composting, and make sure final cleanup includes attention to recycling. See to it that discussion groups, topic tables, and discharge groups on COE happen at the workshop.

## **FINAL CLEAN-UP**

Find out from the organizing team what the specific final cleanup requirements are for this site.

Assign people as needed to carry out any final cleanup tasks, including packing up workshop supplies, mats, etc.. Make an announcement to the entire workshop on the last day about what the final cleanup requirements are, and how this work will be organized.

## **INTERPRETING COORDINATION**

Ensure that the workshop can be understood by everyone for whom English is not a first language. Read the Guidelines for Interpreting at RC Workshops and consult with the workshop leader about how interpretation will be handled. If workshop participants will need “whisper translation” throughout the workshop, be sure they are seated near the front, but not in the front row. They should also be able to see the display screen clearly if one is used. Arrange reserved seating for the interpreting team in classes as needed.

## **JOB COORDINATOR**

Your job is to familiarize yourself with all the job sat the workshop, and to answer questions committee coordinators may have about their specific job. Keep track of whether or not the jobs are actually getting done. Is there anything that isn’t going as it should? What should be done about it? Stay in close communication with the organizer and assistant organizer, but feel free to solve problems as you notice them.

## **KITCHEN LIAISON**

All complaints, questions, and any needs of the kitchen staff should be taken to this committee (except for appreciations—that you can do directly to the staff). An official appreciation of the kitchen staff should be organized at the end of the conference (you can invite the staff out for us to provide a handful of appreciations— don’t overdo it, they are in the middle or end of their workday.)

## **LITERATURE SALES**

Make sure the literature table is set up, with signs clearly indicating how and where to pay. Staff tables daily during peak traffic times to answer questions and help encourage literature sales. Keep literature tables neat. Take inventory, balance the money, and repack the literature at the end of the conference. Make sure money is collected and moved to a safe place at regular intervals.

## **LITERATURE SKIT**

Create a literature skit for Saturday night. The skit should advertise the RC literature and encourage people both to buy literature and to write articles and letters that can be published in RC journals. Skits should be re-emergent in nature and consistent with RC theory and practice.

## **MEALTIME APPOINTMENTS**

Check in with the workshop leader to see if and when they would like to meet with people during meals. Collect names of people who would like to have mealtime appointments with the workshop leader. Check with the workshop leader about who they would like to meet with from the list of requests.

## **PROMPTNESS**

Your job is to see that people gather on time for classes, meals, and groups. You need to be thoughtful and effective at the same time! People usually need reminders enough in advance to stop what they are doing and get to the next thing by the time it is supposed to start. Reminders are typically most effective when you go from table to table in the dining hall and make individual contact with people at each table. Promptness should also be in relationship to the workshop leaders, not to the clock. If the morning support group leaders’ meeting is running late, for example, you should alert people not to interrupt that meeting, but to be prepared to go in and start class immediately when the meeting ends.

## **RECORDING**

Familiarize yourself with the audio or video recorders provided. Be ready before and during each class to record the class, turning off the recorder during mini-sessions. Remove the recorder to a safe place where it can be locked up at night.

## **REGISTRATION**

Set up the registration table. Organize workshop packets in alphabetical order. Greet people warmly at the registration table. Check people into the workshop and collect the balance of their fee. If you collect cash, please note who it is from and the amount. Give each person their workshop packet. Explain the label on the packet, noting each person’s room assignment and workshop job(s). Make note of any money disputes and check later with the organizer.

## **SCRIBES**

Check with the workshop leader and organizer about what information they want posted at the beginning of the workshop. Be ready with newsprint and markers at each class, particularly at the end of each class, to create any signage that is needed. For example, you may need to record support group leaders and locations, 7:00 a.m. topic groups, etc. Make sure all flip charts are neat, easy to read, and decorative.

## **SHABBAT ORGANIZER**

Lead the workshop in a celebration of Shabbat as a reminder of the existence of antisemitism. The key piece of this oppression is the way that Jews can be invisible and that Gentiles can “forget” that this oppression can be the opening wedge for all other oppressions. Shabbat at workshops is also a way to share information about being a Jew and allows people to experience the warmth, beauty, and human connection that characterize this weekly Jewish ritual. Consult with the workshop leader about calling for a mini session, and the length.

## **SHOWING RESPECT FOR THE SITE AND ITS ORIGINAL INHABITANTS**

Research the original (indigenous) inhabitants of the land on which the workshop site is located and be prepared to talk (when asked by the workshop leader) for about one minute about the original people(s) who inhabited the land. If there are survivors of these people(s), where do they currently reside in relationship to the workshop site? Consult with the workshop leader about calling for a mini session, and the length.

## **SNACKS**

Set up the snack room as directed by the organizer or the assistant organizer. Clean up the snack area each night before bed and at other times when it is needed. Sell or give away leftover snack foods at the end of the workshop.

## **SOLUTION FINDER**

You are to be available to listen to people who have a problem and don't know where to go or how to solve it. (It is not your job to counsel everyone who has a problem, nor necessarily to solve every problem yourself.) The person may need information, counseling, and/or action. You should provide any of these that you think appropriate and/or direct them to others. If, in your judgment, something needs to be done, assist that person in the solution of the difficulty, working with the job coordinator, assistant organizer, or organizer as appropriate.

## **SONGS**

Organize or lead inspiring and attention-out songs at the beginning of each class. (The song team's role isn't necessarily to lead all the songs itself, though it may.) Your team has an important leadership role at the workshop. Your role is in part to set the tone for the workshop as a whole through songs. Make sure you and the singers are present and ready to start songs five minutes before class. Have several songs ready as a way to help gather the rest of the workshop and get everyone ready to start class. Encourage people to lead songs that reflect their heritage. Check with the leader about how she or he wants this done.

## **SPORTS/PLAY**

Coordinate activities involving physical movement for break times (basketball, walking, running, yoga, stretching, Frisbee, swimming, etc.). Find volunteers to lead activities for all levels of physical ability. Encourage people to take part in some kind of activity—this can be a powerful contradiction to recordings of fear and passivity, and makes the workshop go much better by heightening the general level of attention on reality. Check in very early in the workshop about whether the pool will be open and, if so, at what times.

## **TRANSPORTATION COORDINATORS**

You should help people during the workshop figure out how to get where they want to go after the workshop is over. Help arrange travel to and from the workshop site for those who have difficult arrival or departure times. Put up a chart of people needing and people offering rides and coordinate the two groups.



**SAMPLE CHECKLIST OF THINGS YOU MAY  
WANT TO PLAN FOR AT YOUR IN-PERSON WORKSHOP  
FOR ONLINE WORKSHOP ORGANIZING, SEE:  
<https://www.rc.org/publication/workshops/onlineworkshop>**

- Blank list of rooms for use in assigning support groups
- Calculator
- Commitments
- Cups
- Ear plugs
- Extra bedding
- Feminine supplies (sanitary napkins, tampons)
- Flowers
- Hearing Assistive Devices (Hearing Helpers)
- Insurance (required by some workshop sites in some countries)
- Literature, DVDs, CDs, posters (COE Goal), United to End Racism (UER), t-shirts (SAL, UER)
- Markers
- Nametags
- Newsprint Pad
- Pens
- Pushpins
- Recycling bins if not provided by the workshop site
- Registration materials for registration team: lists, envelopes, list of who owes what, workbooks or card with agenda, support group, job, and room for each person, etc.
- Scissors
- Shabbat supplies
- Signs: directional, recycling, welcome, etc.
- Snacks
- Songbooks
- Tape (masking tape, scotch tape, blue tape, or museum putty to put posters on walls)
- Recording Device (cellphones with recording apps work well)
- Scent-free toiletries
- Tissues (a few boxes) and handkerchiefs
- Various toys to play with/throw around inside and outside
- TV and DVD player (for viewing DVDs)

- Workbooks
- Wrestling mats

**Possible Jobs to Notify Committee members of in Advance (so they can make arrangements)**

- Accessibility team
- Allies (eg to young people, etc)
- Assistant organizer
- Care of the environment
- Discharging on racism 7am group leaders
- Interpreting
- Registration
- Songs
- Showing respect for the site
- Shabbat
- Snack/supply buyer
- Transportation coordinator

**Other Possible Jobs for Volunteers Ahead of the Workshop**

- Pick up literature
- Pick up mats
- Pick up snacks
- Put registration material together (workbooks, etc)
- Reminder calls
- Site set-up

# SAMPLE TIMELINE FOR REGIONAL WORKSHOP ORGANIZERS

<i>Right Away</i>	<i>Four Months Before</i>	<i>One Month Before</i>	<i>During the last two weeks</i>	<i>During the last week</i>
Contact workshop leader. Confirm with Regional Reference Person(s) that workshop has Regional approval.	Create workshop flyer or send out Save the Date notices.	Begin entering registrations in database or spreadsheet.	Continue entering registrations in database. Keep workshop leader posted about registrations.	Make job assignments and room assignments. You may want to phone job leaders ahead of time.
Secure site if one has not already been secured, arrange insurance as needed.	Distribute flyers. Reserve Hearing Helpers.	Plan literature needs & order. Find transportation coordinator, snack buyer. Shabbat organizer. and researcher of information about original tribal inhabitants. Arrange a team to perform final tasks the night before the workshop starts.	Give final head count and dietary preferences to workshop site. (Be sure to allow for more registrations and a few cancellations at the last minute.)	Photocopy materials for workshop packets, including job descriptions.
Develop workshop budget to determine break-even cost. set fee scale.	Line up organizing team.	Check with workshop leader about anything special that may need to be arranged.	Organize who will transport various items to workshop (e.g., snacks, mats), arrive early to do set-up, etc.	Shop for supplies as needed (see sample check list).
Develop outreach plan.	Pursue outreach, paying special attention to outreach efforts towards populations that need extra time to plan (e.g. parents, people targeted by racism & genocide, poor/working class people).	Continue with outreach. Make reminder calls about registration deadline.	Major last-minute outreach push.	Get together team the night before workshop starts to help with shopping, phone calls, assembly of workshop folders/booklets, etc.
Find assistant organizer.		Make list of all the things you will need to arrange and bring (see Sample Checklist). Begin organizing who will do what.	Send out acceptance letters 10 - 14 days before workshop. (Be sure to send letters to any late registrants too.)	Make sure workshop leader has suitable accommodations, bedding, and transportation to and from the workshop.