

Southeastern Yearly Meeting

of the Religious Society of Friends

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Fall 2024 Executive Committee Meeting

Friday, 4 Tenth Month, 6:30 p.m.

and

Fall 2024 Interim Business Meeting

Saturday, 14 Tenth Month, 8:30 a.m.

We will be gathering via Zoom and in person at
Saint Petersburg Quakers Meetinghouse,
130 19th Avenue SE, Saint Petersburg, Florida 33705

Agenda and Documents In Advance

Fall EC and FIBM use the same zoom login information:

<https://us02web.zoom.us/j/86434782554?pwd=CdM8UHEGEoRCxTJHzOBvsoKr4lJWXv.1>

Meeting ID: 864 3478 2554

Passcode: 695994

One tap mobile

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- +1 253 215 8782 US (Tacoma)
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- +1 408 638 0968 US (San Jose)
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Passcode: 695994

Find your local number: <https://us02web.zoom.us/j/kYaP4loK>

Fall 2024 Executive Committee Meeting

All are welcome to attend the Executive Committee Meeting

Friday, 4 Tenth Month 2024

Agenda

6:30 p.m.

Fellowship

7:00 p.m.

Opening Worship

Announcements

Review of Agenda

Nominating Committee Report

Youth Committee Report

YYAC Report

Finance Committee Report

Treasurer's Report

YM Secretary's Report

Gathering Committee Report

Field Secretary for Earthcare Report

Trustees Report

Half Yearly Meeting Committee Report

Peace & Social Concerns Committee Report

Worship & Ministry Committee Report

Committee for Ministry on Racism Report

Earthcare Committee Report

Ad-Hoc Organizational Documents Committee Report

Ad-Hoc Quaker Call Committee Report

Representatives to Organizations

Reading back minutes

Closing Worship

Fall 2024 Interim Business Meeting

Saturday, 5 Tenth Month 2024

Agenda

8:30 a.m.	Fellowship
9:00 – 9:30 a.m.	Opening Worship Announcements
9:30 -11:00 a.m.	Committee Meetings
11:00 – 12 noon	Monthly Meeting forum
12 noon – 1:00 p.m.	Lunch
1:00 p.m.	Meeting for Business Opening Worship Agenda Review and Correction Roll call of Meetings and Worship Groups Welcome of Visitors Announcements Executive Committee Report Nominating Committee Report Finance Committee Report Treasurer’s Report Trustees Report Worship & Ministry Committee Gathering Committee Report Field Secretary for Earthcare Report YYAC Report Peace & Social Concerns Committee Committee for Ministry on Racism Report Half Yearly Meeting Report Youth Committee Report Earthcare Committee Report Ad-Hoc Organizational Documents Committee Report Ad-Hoc Quaker Call Committee Report Representatives to Other Organizations Reading back minutes
4:30 p.m.	Closing Worship
5:00 p.m.	Fellowship, then Dinner at a local restaurant

Worship and Ministry Committee Report

SEYM Fall Interim Business Meeting

5 Tenth Month 2024

Dear Friends,

As we approach autumn and winter, we tend to feel nudges toward reflection of the passing year. As Quakers, a considered view of time, events, or matters of spirit is not unusual, and the committee encourages all to take some moments of peace and grounded-ness to not only hold where we have been, or where we are going, but, in particular, where we are, affirming with each breath the gift of being present, sharing space with the Divine. The Worship and Ministry committee is grateful for having spent this year in service to the Yearly Meeting and providing more opportunities for Friends to be nourished in spirit.

We are in the process of contacting someone to share their ministry for the Michener Lecture. We had another extended Meeting for Worship early in Eighth Month. Having those quarterly has been received positively, with new Friends attending each time.

Weekly Queries for the Journey continue to be a steady source of opportunity for Friends to reflect personally and with Monthly Meetings that also use them regularly. We created a water-themed set of quotes and queries for Bev Ward, SEYM Field Secretary for Earthcare, for her time as Friend of the Week at Quaker House, Chautauqua, New York.

With many meetings offering online options for worship, intervisitation is widely available and simple—Jan and Lisa worshipped with Tallahassee Friends in Seventh Month and appreciated the warm welcome and deep sense of spirit shared by all.

Lively discussion and tender reflections happen with each session of the Seeker's Book Club. In the current book, *Abuelita Faith* by Kat Armas, women in the margins of Scripture are lifted up next to women of the author's family who taught faith and strength as part of their Cuban culture. People easy to overlook with a modern eye, yet foundational and faithful.

Joel Cook will provide a second presentation of his Yearly Meeting workshop: *The Friends We Are Becoming: Stories of Transformation* on 19 Tenth Month.

Anne Pomeroy gave the last two sessions of their three-part retreat: *Opening Our Hearts to Continuing Revelation* (15 Sixth Month) and *Walking Forward in Faith* (20 Seventh Month). No technical or climate issues impacted these workshops and more Friends were able to participate and share in the strong ministry.

The Worship and Ministry Committee welcomes Friends to visit the SEYM website for information on all spiritual programs and opportunities and to encourage Monthly Meetings and Worship Groups to sign up and participate in any and all online programs that are available.

Blessings,

Jan Dahm, Lisa Erasmus, and Richelle Ogle, co-clerks of the SEYM Worship & Ministry Committee

Committee on Earthcare Report
SEYM Fall Interim Business Meeting
5 Tenth Month 2024

Provisional Report 2024 August 30, 2024

Information and news about Earthcare and climate-related issues have been occasionally shared via e-mail but the committee has not recently met.

In the past several weeks, Brian H's laptop has had a series of issues, including dropped Zoom meetings and word-processing crashes. Online repairs have not resolved them entirely. In-person repairs were completed on August 30, and some critical lists of e-mail addresses were restored. However, Brian has been advised to replace the laptop.

He is now contacting Earthcare committee members to establish regular online meeting times via Zoom.

Brian Humphrey, clerk
SEYM Committee on Earthcare

Ad hoc Quaker Call Committee Report

SEYM Fall Interim Business Meeting

5 Tenth Month 2024

Since our last report, the SEYM *ad hoc* Quaker Call Committee has been meeting every two weeks. There are 30 people on our email list. From that group six to twelve people attend each meeting.

We have heard from heads of Quaker schools, from the Executive Director of the Friends Council on Education, from representatives from Monthly Meetings, and from our own members and guests, on topics related to an appropriate response to flagrant legislative assaults on our historic testimonies and values. We believe those assaults present a clear and present danger, not only to our testimonies and values, but also to our constitutional form of government.

Yet we hold to our testimonies of peaceful, non-violent change. We believe those legislative assaults must be actively, but non-violently, resisted. We rely upon the Truth expressed by Dr. Martin Luther King, Jr., that while the moral arc of the universe may be long, it bends toward justice.

Arising from our regular meetings we have discerned a leading to start a private Quaker school for elementary education. We are considering the new concept of “Micro Schools,” along with other more traditional educational models.

One new Quaker school is actually starting to take shape. A potential model for similar schools elsewhere in Southeastern Yearly Meeting, it is tentatively being called “The Watershed Friends School”. It has progressed to the point of business plan implementation.

The Watershed Friends School will be an independent entity with its own board of directors. It will be responsible for its own function, fundraising, and management.

Sponsored jointly under a Memorandum of Understanding between Fort Myers Monthly Meeting, the Unitarian Universalist Congregation of Fort Myers (the current pastor of which is a former Head of School for the Monteverde, Costa Rica, K-12 Friends School), and - if approved - Southeastern Yearly Meeting. It will receive funds from the Florida Department of Education K-12 Scholarship Programs, from student tuition, and from other public and private sources. A copy of the proposed Memorandum of Understanding is attached. It has been signed by the President of the Unitarian Universalist Congregation of Fort Myers, and by the clerk of Fort Myers Monthly Meeting.

The SEYM *ad hoc* Quaker Call Committee is working directly with Friends Council on Education (FCOE), the national member organization for Quaker schools. Friends Council has an onboarding process for new Quaker schools. A copy of their Member Renewal process is attached. Most recently, the FCOE helped start the Lancaster Friends School in Lancaster, Pennsylvania. That school is now in its third year.

Drew Smith, Executive Director of FCOE, has advised us that the oldest Friends School, William Penn Charter School (1689), has never been affiliated with a monthly meeting. Rather it has operated independently with a requirement that a certain portion of the board be members of the Religious Society of Friends.

The next step in the formation of the Watershed Friends School is raising its startup funds. An attorney must be engaged to guide it through the legal requirements. Other professionals will be required to conduct physical assessments and surveys. A Head of School must be engaged to develop its curriculum, hire its teachers, and coordinate its administration. Implementing this next step requires seed money from Southeastern Yearly Meeting.

Our committee accordingly recommends the approval of an amendment to the SEYM Annual Budget in the total amount of Fifteen Thousand Dollars (\$15,000) roughly apportioned into three general categories: estimated legal and governmental fees, professional studies and surveys, and employment compensation.

We recommend that those funds be allocated to a new expense line item in the SEYM Annual Budget to which monthly meetings, other public and private entities, and individuals, will be encouraged to donate.

These funds will be received and disbursed upon the approval, and at the direction, of the SEYM Executive Committee, or its designees. They will be reported in transaction detail to SEYM's Winter Interim Business Meeting.

The SEYM *ad hoc* Quaker Call Committee accordingly recommends approval of the following two Minutes:

First:

The proffered Covenant between Fort Myers Monthly Meeting, the Unitarian Universalist Congregation of Fort Myers, and Southeastern Yearly Meeting, is accepted and approved.

Second:

The Southeastern Yearly Meeting Annual Budget for Fiscal Year 2024-2025 is amended by the addition of a new Line 9000 Expense, "Out To Other Classes", in the amount of Fifteen Thousand Dollars (\$15,000), for the purpose of starting an independent Quaker School in Fort Myers, Florida. That amount shall be initially funded by the Trustees. It shall be disbursed or increased by donations from monthly meetings, other public and private entities, and individuals, upon the approval, and at the direction, of the Executive Committee or its designees.

Respectfully Submitted,
Daniel R. Vaughn, clerk

Covenant between and among
Fort Myers Monthly Meeting of the Religious Society of Friends (Friends), the
Unitarian Universalist Congregation of Fort Myers (UU), and the Southeastern Yearly Meeting of the
Religious Society of Friends (SEYM)

Our Shared Beliefs

UU, Friends, and SEYM (the participating organizations) share many of the same basic beliefs and values. Our purpose for existing as organizations is to nurture the spiritual needs of our members. We also believe in serving our community, especially those who have been forgotten and disadvantaged. We seek peace in the world and a world where we are in harmony with nature. We worship in a different manner and we each have our own cherished traditions and practices, but what unites us is much greater than what separates us. We are stronger when we each succeed.

We recognize the need to work together as the spirit guides us to create a community where we can grow spiritually and where our organizations thrive because of our combined strengths and beliefs. We recognize the spiritual gifts and traditions we bring to this Covenant are our greatest gifts. We believe should any one of our organizations ever cease to exist, a spiritual light would be diminished.

We each have physical gifts we bring to this Covenant. UU owns a beautiful campus they wish to continue to own and develop according to their needs and beliefs. Friends have been gifted the resources to build a unique meeting house, whose design and construction is currently in process, and will reside on the UU campus. This structure will become a valued addition to both faith communities.

Our Current Opportunity

UU, currently in discernment about how to leverage its assets to bless the community and generate sustainable income, has been working with Friends on founding a Quaker school in service to the Southwest Florida (SWFL) community, the first of its kind in all of Florida. By working collaboratively under the advisement and wisdom of SEYM, we can accomplish the following:

- Develop the creativity and discover the inspiration needed to meet this new project.
- We can connect to the wider Quaker community to share resources, deepen our faiths, and, by doing so, we are stronger to advocate for peace, social justice, and sustainability.
- Boldly raise the visibility and brand of open-minded Quaker education, expanding a community of seekers in SWFL;
- Identify a successful Friends school implementation model which other Meetings in Florida (and elsewhere) may choose to follow;
- Leverage the existing classroom resources available on the UU campus to start with a smaller school (e.g. K-4) and a smaller front-end investment, while accumulating reserves over time to expand the number of students that will have access to the new school (K-8); (The UU campus has room for expansion when the time is appropriate.)
- Create a viable learning environment at the UU campus within which students and staff alike can continue to mature as companions in a wide range of experiences, rooted as much in the unseen as the seen, as much in the spiritual as in the physical;
- Offer a Beloved Community within a community that cares deeply about what kind of persons its members, young and old, are becoming, what goals and values are effective in their lives, and what their response is to the high calling of being human;
- Develop SWFL citizens, graduates of our school, who will have a strong sense of social understanding, skills to deal with adversity, tolerance and respect for others, and a strong sense of self-worth so that they have the power needed to succeed.

Our Concerns

Friends and, to a lesser extent, UU have a aging memberships such that the operational energy and administrative oversight needed to complete and operate the new Friends school is likely to come in large part from dedicated supporters from outside the UU and Friends membership communities. Access to such outside, professional support may require additional developmental costs.

Our Intentions

For all the factors stated above, we intend to work diligently together to fashion a relationship and arrangement that can allow us to benefit from our opportunities, meet our concerns, and leverage our strengths for the betterment of our overall mission: to found a long-term viable Quaker school at the UU campus in Fort Myers, FL. We set out to accomplish our intentions in three parts: firstly, with this covenant between and among us, and secondly, with a feasible Friends school development plan, and thirdly, through the robust implementation of the legal, financial, and organizational structures such a plan requires.

Our Covenant is based on our shared spiritual beliefs and trust. As such, we will respect each other and resolve to handle any disputes through the dutiful application of Quaker decision-making principles and the adherence to UU values.

This Covenant shall exist as long as its participating organizations exist and will survive beyond the original signatories. It will end if any participating organization decides it should end.

For Unitarian Universalist Congregation
of Fort Myers

Jennifer Grant 8/26/24
Signature Date

Name & Title Jennifer Grant, President

For Fort Myers Monthly Meeting of the
Religious Society of Friends

R. Franchette 8/11/2024
Signature Date

Name & Title RICHARD J. FRANCHETTE
PRESIDENT

For Southeastern Yearly Meeting of the Religious Society of Friends

Signature Date

Name & Title _____



Friends Council on Education

The QUAKER SELF-STUDY and MEMBERSHIP RENEWAL PROCESS for FRIENDS SCHOOLS

Revised Fall 2021

The Quaker Self-Study and Membership Renewal Process (MRP) is the means by which Friends schools periodically affirm their intention to be guided by the basic tenets of the Religious Society of Friends and demonstrate evidence of putting these Quaker beliefs and principles into practice. Through this process schools maintain their membership in Friends Council on Education. Equally important, however, is the opportunity the MRP provides for schools to pause every so often, reflect meaningfully upon their Quaker underpinnings, celebrate the areas in which they are true to their mission, and discern appropriate next steps in the ongoing effort to live more fully into their identity as Friends schools.

The fundamental and abiding strength of Friends schools is our rootedness in Quaker faith and practice. There is a profound and hopeful ambition in the Quaker vision of schools as spiritual communities. When we approach this potential, our schools are places rich in love, challenge, collaboration, fruitful conflict, and a generative sense of what is possible in ourselves, in the classroom, and in the broader community. Through our work in Friends schools we support both children and adults in bringing the light of the spirit to one another and out into the world.

To engage in the MRP, each school is expected to form a self-study committee that includes representation from all constituent groups – faculty, administration and staff, trustees, parents, alumni/ae, and (as appropriate) students and Friends Meeting members. Over the course of a full year, the committee facilitates study across the school community, examining the school’s policies, practices, protocols, and culture through the lens of Friends Council’s *Principles of Good Practice for Friends Schools: Affirming the Quaker Identity*. These principles fall under seven dimensions of institutional life, the first six of which are: Mission, Worship, Equity & Justice, Governance, Administrative Leadership, and Program, Curriculum, and Community Life. The aim of the self-study phase of the MRP is for members of the school community to engage in meaningful and generative conversation, to gather or draft documentation that is called for in the MRP guide, and to prepare a report confirming the school’s adherence to Friends Council’s principles of good practice.

The final section of the self-study report - and arguably the most important - is entitled Continuing Revelation. It is here that the school is asked to reflect upon the self-study process itself and describe whatever has been learned through the year’s focused reflection and analysis. In this final section of its report, the school is asked to list a set of next steps that have emerged through the self-study process. In this way the Membership Renewal Process provides a roadmap for a school’s ongoing institutional renewal and growth.

Once this report has been received by Friends Council on Education, the school will be visited by a team of seasoned educators drawn largely from Friends Council member schools who will, in turn, report their observations to Friends Council's Membership Committee. This committee will offer commendations and recommendations back to the school, and to the Friends Council Board, which is ultimately responsible for approving the school's membership renewal.

Our ability to sustain a clear focus on the Quaker identity of our schools comes and goes amidst the many challenges of contemporary institutional life. Indeed, healthy spiritual life in schools seems to unfold in cycles: periods of active focus and attention to this dimension of the community, sharpening our vision, developing key skills, consolidating our efforts of faith and practice, and strengthening the commitment of the community to our most fundamental values. This vital work is often followed by a quieter period of living out the fruits of this labor, using the community's renewed strengths to turn to other important strategic initiatives. In time, the need for a new cycle of community reflection and inquiry into Quaker faith and practice comes around again. Gathering all members of a Friends school community in this reflective work, engaging the full range of voices in this dialogue, and making new the meaning of Friends faith and practice in the life of the school is a process that is forever renewing as new insights and understandings come to light and the community lives into its sharpened identity. Herein lies the essence of the Quaker understanding of "continuing revelation" as applied to our work in Friends schools.

The *Principles of Good Practice for Friends Schools*, as time-honored and firmly established as they may appear to be, must *themselves* be subject to continuing revelation, undergoing revision from time to time as new understandings regarding our work in the world emerge. Following events during and after the spring of 2020 in our nation's history, Friends Council was compelled to revise the *Principles of Good Practice* to articulate more explicitly a commitment to matters of racial, economic, social, and political equity and justice, using the Membership Renewal Process as a vehicle to call Friends schools to a higher standard with regard to these matters than had previously been done. And, while Friends schools have long honored diversity across many dimensions of personal identity - including gender, sexual orientation, family structure, religion, national and ethnic origin, physical and intellectual ability, and more - we recognize that our nation's history with regard to Black and indigenous peoples warrants especially focused attention in the self-study process. In order to redress historical wrongs that span centuries, including within our Friends schools, going forward we are called to redefine our schools as explicitly *anti-racist* in their policies and practices. The current version of the *Principles of Good Practice* embodies this deepened commitment to live our Quaker testimonies of integrity, equality, and community to their fullest.

In the process of revisiting these *Principles of Good Practice*, Friends Council has addressed another pressing issue that must be embraced by our schools in order to prepare our students for responsible and engaged citizenship in the decades ahead: the increasing reality of climate change and the related environmental, political, economic, and social ramifications of this crisis, all of which are deeply intertwined with matters of equity and justice. Over the past decade and more, Friends schools have exercised environmental stewardship in countless ways - whether participating in the work of the Friends Environmental Education Network, incorporating "green" technologies into capital improvement plans, taking steps to reduce their carbon

footprint, or establishing policies and practices that model concern for the earth, and more. This updated version of the *Principles of Good Practice* asks schools to explicitly address this critical aspect of our Quaker testimony of stewardship and environmental justice, describing the steps they have already taken and outlining future initiatives that are being planned.

As this revised version of the *Principles of Good Practice* is published, Friends Council urges each school, regardless of its place in the cycle of the Membership Renewal Process, to engage with the document - and in particular with the new section on Equity and Justice - during the coming year. While the MRP requires a formal and comprehensive self-study once every ten years, the work of revisiting our Quaker underpinnings, affirming our adherence to core principles and practices, and identifying next steps in living more truly into the mission of Friends education must be an ongoing process, carried out annually in all corners of each Friends school community.

PRINCIPLES of GOOD PRACTICE for FRIENDS SCHOOLS: AFFIRMING the QUAKER IDENTITY

Revised Fall 2021

I. MISSION

Principles

- The school's mission embraces the core tenets of the Religious Society of Friends, including its principles, testimonies, and practices.
- The school's mission supports both the spiritual and the academic formation of its students.
- In keeping with Friends testimonies, the school's mission articulates a commitment to educate its students toward advocacy and agency for greater social, political, economic, and environmental justice in the world at large.
- The school values its interconnectedness with the Religious Society of Friends.

Confirmation

1. Share the school's mission statement, and describe the process by which it was last reviewed and revised.
2. Attach the organizational by-laws or charter that clearly describes the school's affiliation with the Religious Society of Friends.
3. Provide a few examples (brochures, promotional materials, publications, web materials) through which the school's Quaker philosophy and mission are described.
4. Describe how the school maintains a living relationship with the Religious Society of Friends, Quaker meeting communities, Friends organizations, and other Friends schools.
5. Provide a few examples of the school's published documents that illustrate its commitment to the values of diversity, equity, justice, environmental stewardship and sustainability. Further, describe the adoption and implementation of strategic initiatives that address the school's commitment to these principles.

II. Worship

Principles

- Meeting for worship in the manner of Friends is fundamental to the Quaker essence and character of the school, and is fully articulated, understood, and embraced as central to the school's mission and philosophy.
- The school holds meeting for worship in the manner of Friends in a developmentally appropriate way at least weekly, as well as on special occasions.
- The school's meeting for worship honors the diversity of religious identities within its community and in the world at large while at the same time embodying Quaker faith and practice.

Confirmation

1. Describe the yearly calendar for weekly meetings for worship, and those held on special occasions (e.g. opening day, baccalaureate, commencement, etc.).
2. Briefly describe how each constituency group in the school is oriented to and educated about the spiritual underpinnings, purpose, and practice of meeting for worship.
3. Relate one (or two) stories that illustrate how meeting for worship has recognized and honored religious diversity within and beyond the school community.
4. If the school uses a different term for its meeting for worship, briefly describe the reasons for the community's particular language.

III. Equity and Justice

Principles

- The school's mission encompasses a vision of community that embraces diversity, equity, justice, inclusion, and promotes a sense of belonging for all.
- The school commits resources to sustaining a diverse and inclusive community.
- The school engages in an ongoing analysis of both its history and its current operations and is committed to uncovering and redressing the ways in which it has explicitly or inadvertently reinforced racist or similarly biased structures and practices.
- At all levels of its operations - from its governance, administrative structures, admissions, financial aid, hiring, and personnel policies, including faculty/staff evaluation practices, to its finances, business practices, and constituent relations - the school exercises its commitment to furthering diversity and upholding equity, justice, and inclusion.
- The school's program and curriculum is explicitly anti-bias and anti-racist, addressing - in age-appropriate ways - the history and contemporary ramifications of systemic oppression, bias and prejudice, and political, social, and economic power dynamics.
- The school provides regular opportunities for trustees, faculty, staff, students, parents, and alumni to engage in meaningful education, reflection, communication, and action with regard to matters of diversity, equity, justice, and inclusion.

- The school is committed to holding itself and its community members accountable in regard to matters of diversity, equity, justice, and inclusion.

Confirmation

1. Share the school’s published statements, policies, or procedures that demonstrate the school’s commitment to diversity, equity, and justice.
2. Describe three to five institutional structures or practices that illustrate the school’s existing commitment to diversity, equity, and a sense of belonging for all members of the community.
3. Describe recent institutional initiatives, across the full range of school operations - from administrative policies and practices to program and curricular reform - that illustrate the school’s continuing effort to become a more diverse, equitable, inclusive, and just community.
4. Describe the channels through which people of color and other affinity groups within the community - including current students, faculty, staff, and parents, as well as alumni and former employees - have opportunities to connect with one another, affirm their identity, share experiences, voice concerns, and bring matters forward for consideration by the school’s administration.
5. Describe efforts by the school to expand faculty, staff, and student racial diversity. Include data to demonstrate the results of those efforts.
6. Describe a recent challenge that has called the school to redress a matter of injustice from the past or the present.

IV. Governance

Principles

- The school is in a vibrant care relationship with a monthly meeting, or its board membership includes sufficient representation of Quakers to model, support, articulate and advocate for the school’s continuing Quaker identity.
- All board members, regardless of religious affiliation, embrace their responsibility to be ambassadors of and advocates for the school’s Quaker mission.
- The board emphasizes the centrality of the school’s Quaker mission and identity, as well as its commitment to diversity and inclusion, as it seeks new members and appoints its leaders.
- The board provides robust trustee orientation around Quakerism in general, Friends decision-making, and other practices followed within a Quaker meeting for business.
- The board’s governance structure includes a subcommittee that is charged with overseeing, evaluating, and providing ongoing trustee education regarding the school’s Quaker identity.
- The board’s governance structure is charged with overseeing, evaluating, and providing ongoing trustee education regarding the school’s commitment to matters of diversity, equity, and social justice.
- As it exercises its responsibility for fiduciary and strategic planning, the board holds both the school’s Quaker identity and its commitment to matters of diversity, equity, and environmental justice as essential elements in both the content and the implementation of new initiatives.

Confirmation

1. Describe the process by which the board recruits members of the Religious Society of Friends as trustees.
2. Describe the process by which the board recruits trustees who will bring a range of diverse backgrounds, perspectives, and lived experience to the stewardship of the school.
3. Provide a list of the school's current trustees, indicating any Quaker affiliation as well as any other relevant information to demonstrate the range of perspectives represented on the board of trustees.
4. Describe the board's orientation protocols to introduce new trustees to Quakerism, Quaker-based decision-making, and other practices peculiar to the Society of Friends.
5. List the Quaker-related board development and other networking opportunities attended by board members during the past three years, e.g. Friends Council workshops and peer networks meetings, etc.
6. Name the board subcommittee charged with overseeing the school's adherence to its Quaker identity. Describe recent work that has been carried out by this committee.
7. *Describe the school's governance and administrative structure that is charged with overseeing the school's commitment to diversity, equity, and justice and name the committee or work group charged with accomplishing this task.*
8. List the Diversity, Equity, Inclusion, and Belonging-related board development and other networking opportunities attended by board members during the past three years.
9. Describe a recent challenge faced by the board of trustees that was resolved through a Quaker-based process of discernment and decision-making.
10. Describe recent trustee development work, a policy decision, or a strategic initiative undertaken by the full board of trustees that moved the school forward in its commitment to equity and justice.

V. Administrative Leadership

Principles

- The head of school models the use of sound Quaker practices, and is a primary ambassador of and advocate for the school's Quaker identity.
- Other key leaders in the school are also responsible for understanding, communicating, and supporting the school's Quaker identity in developing and implementing programs.
- The head of school is responsible for the orientation of faculty, staff, and other key administrators in Quaker tenets and practices. Further, the head of school leads the school community through processes that ensure both personal and institutional continuing revelation.
- For schools that are in a care relationship with a Friends meeting, the head of school, together with the board clerk and the clerk of meeting, actively participates in relationship-building with the Meeting.
- The school's administrative leadership participates in and facilitates ongoing professional development work for all school personnel in the areas of equity, justice, and environmental literacy.
- The school's business policies and practices reflect an understanding of the complexities of economic and social justice.

Confirmation

1. Briefly describe how the school attracts Quaker administrators, faculty and staff and orients all to Quakerism, Quaker-based decision-making and meeting for worship.
2. Give a recent example of the head of school, and also at least one key administrator, using Quaker-based decision-making for a major decision.
3. List Quaker-related professional development and networking opportunities attended by the head, faculty and other key leaders during the past three years, e.g. Friends Council workshops and peer network meetings, etc.
4. Describe the school's efforts, including its challenges, to attract and retain faculty and staff of diverse backgrounds.
5. Describe the school's efforts, including its challenges, to attract and retain families from diverse backgrounds and a range of socioeconomic levels.
6. Describe recent professional development initiatives, both mandatory and optional, designed to increase the equity, justice, and environmental literacy of both faculty and staff.
7. Share one or two areas of substantive growth and opportunity for the school as it seeks to become a more inclusive, socially and environmentally responsible community.

VI. Program, Curriculum, and Community Life

Principles

- Friends' tenets, testimonies, and principles are at the core of all aspects of school life and inform the program, the curriculum, and the school's relationship to the wider community.
- Students are introduced through the program and curriculum to the practices, beliefs, and traditions of Quakerism and are guided to understand these principles at the root of the school's community life.
- Visible in the school's ethos is a culture of respect demonstrating the belief that there is that of God in every person.
- The school's program, curriculum, and pedagogy is characterized by a culture of inquiry-based, reflective practice consistent with Friends' ongoing search for truth.
- The school has a fundamental commitment to be an inclusive community grounded in respect for each of its members. The religious, cultural, ethnic, racial pluralism of the school community provides an opportunity to foster the religious and spiritual formation of people from a variety of religious backgrounds.
- Community outreach, service-learning, and other forms of community involvement are tangible expressions of the school's Quaker identity and are essential elements of a student's educational experience at all levels.

Confirmation

1. Share two or three stories that exemplify ways in which the school fosters a sense of community in which all students, faculty/staff, and parents have the opportunity to be authentically seen, heard, and valued, and all experience a sense of true belonging.
2. Describe how the school orients students and parents unfamiliar with Friends faith and practice to Quakerism, Quaker pedagogical approaches, Quaker-based decision-making, and the school’s overall Quaker identity.
3. Describe the ways in which students are grounded in the school’s Quaker identity through the teaching of accountability, responsibility, reflection, respect, and non-violent conflict resolution.
4. Give a few examples of how Quaker history, practice, and testimonies are embedded and taught in the academic program.
5. Briefly describe how Quakers and Quaker organizations are integrated into school life.
6. Identify ways in which the program and curriculum introduce students to world faith traditions, global studies, multicultural experience, ethics and moral reasoning, and the role of religion in historical and contemporary contexts.
7. Identify two or three ways in which issues of equity and justice are woven into the school’s program and curriculum. Further, in what areas do you plan growth?
8. Describe some elements of the program and curriculum that are intended to develop students’ environmental literacy and conscience.
9. Describe or provide documentation of the school’s service learning/community engagement/community outreach program.

VII. Continuing Revelation

It is expected that out of the self-study process will emerge new insights about what a school’s Quaker identity and commitments call us to do. In this section, describe what has been revealed as particular strengths of the school, plus areas that need to be more fully addressed. In short, what has been learned and what are the school’s growing edges? Provide an annotated list of three to five initiatives that will be undertaken in the coming years, weaving into these action steps evidence of continued growth in embracing the school’s Quaker identity, its commitment to diversity, equity, inclusion, and justice, and its work to support a more environmentally sustainable future for our planet.

RESOURCES FOR THE MEMBERSHIP RENEWAL PROCESS SELF-STUDY

- *Advices and Queries for Friends School Community Life*
- *Governance Handbook for Friends Schools, second edition*
- *Leading in the Light: Celebrating 325 Years of Quaker Education in America*
- *Principles of Good Practice for Friends School Boards & Every Friends School Trustee*
- *A Quaker Book of Wisdom: Life Lessons in Simplicity, Service, and Common Sense*
- *Readings on Quaker Pedagogy: Philosophy and Practice in Friends Education*
- *Additional diversity, equity, justice, and inclusion resources will be forthcoming.*