

LUMEZ Constitution

Article 1- Organization Name and Purpose

Section 1.1 Name

The organization shall be officially known as LUMEZ Commonwealth. This name may be informally shortened to LUMEZ.

LUMEZ is an acronym for ideals to which we aspire as a community: **L**iber, **U**nity, **M**entorship, **E**xample, and **Z**ion. Additionally, Lumez is a derivative of lumar meaning "to shine, light". This brings to mind scriptural references to light. "Ye are the light of the world...Let your light so shine before men, that they may see your good works and glorify your Father which is in heaven." (Matt 5:14-16). We use leadership education as we aim to become strong servant leaders that have wisdom and confidence to go out into the world and make a difference.

Liber comes from the root Latin and Greek words meaning "book" and "free." Some English words that come from these roots are "library," "liberty" and "liberate". These reveal the relationship between knowledge and freedom.

Unity is the state of being united or joined as a whole. This is the atmosphere we strive to create in our school. We are here to work together for the good of our families.

Mentorship is vitally important to the success of our school. We will all become mentors in some capacity. This emphasizes that the role of mentors is to become servant leaders who provide guidance, advice, feedback and support to those in their stewardship on their educational journey. They utilize the various learning environments to meet their mentees where they are at and encourage growth.

Example: We believe in modeling what we teach and showing through action instead of word alone. We cannot be the light that goes out into the world if we do not exemplify the character traits and principles that are in line with Christ's teachings.

Zion: In the Bible, Zion was the "City of Holiness" or a "City of refuge." This is a community that comes together and supports each individual's strengths and weaknesses. We work together with the single purpose of serving and helping each other on our path towards achieving our God-given missions in this life. We seek to lift each other to higher and holier purposes.

Section 1.2 Area

LUMEZ Commonwealth shall be located in Thurston County. This area shall serve but is not limited to the cities of Lacey, Olympia, Tumwater, Rainier, and Yelm.

Section 1.3 Purpose and Intent

My family and I moved to Rainier in 2021, we were able to find a commonwealth that was modeled after leadership education in Tacoma, but the hour drive for all events and sometimes 1-2 hour drive to see friends from the commonwealth has decreased my children's ability to form strong friendships. It soon became apparent that there was a huge need for a Leadership Education Community to be built in the Lacey area and that by building this commonwealth we will be able to support and bless many families in our own geographical community. I was told by a friend years ago that I would have to build a leadership education community wherever we moved. Now, years later, after much divine intervention building my knowledge and skills along the way the Lord has put every needed person in my life. So with a leap of faith and the help of other amazing and invaluable families we are building LUMEZ! We are excited to build, expand and strengthen the community we have gathered as we work together to assist our children (and each other) to discover and live our God Given life missions. My hope is that every individual that enters this school will know beyond a shadow of a doubt that they were sent to this earth for a unique and divine mission and that they were given all of the tools they need to accomplish their mission! Each person has unique genius and divine gifts. - Stephanie Nelson

LUMEZ Vision

Vision/Mission: We are a *Christ-centered community that inspires each other to continue learning, gaining skills and seeking truth as we prepare for and pursue our individual God-given life missions. We aim to strengthen and support families along this path. We strive to possess the public and private virtue required to become the servant leaders our families and communities need.

*Christ-centered in this statement means seeking to emulate the characteristics and example set by Jesus Christ and aligning one's life with the principles taught by Him.

LUMEZ Golden Circle

WHY: All individuals have a unique mission in life and they deserve the education that will prepare them to achieve this mission and thrive in life.

HOW: We help families by offering vision, support, mentorship, friendship and community as we encourage each other to pursue A Leadership Education.

WHAT: A community of homeschool families who meet together on a weekly basis to participate in Scholar school, Junior School, and mentor classes.

LUMEZ Creed

1. All human beings are created by God with divine nature, talents, and with infinite potential and genius. We all have a unique mission that we were born to accomplish.
2. Families are ordained of God and make up the basic unit of a free society. The most important work we can do is within the walls of our homes.
3. We will all be given the opportunity to lead in some capacity throughout our lives and it is our responsibility to gain the skills, abilities and knowledge we need to serve valiantly in this capacity. This is best done through Leadership Education and a close trusting relationship with God.
4. Leadership should be an exercise of moral influence and service as we strive to lift and encourage others.
5. Governments are institutions of men that derive their power from the consent of the governed.
6. We are endowed with God-given agency, the results of our actions are determined by obedience (or disobedience) to natural law.

Section 1.4 Leadership Education

Leadership Education is God-based, family-centered, and agency-driven. It utilizes mentors, classics, and the study of principles to develop an individual's unique genius.

Section 1.5 Scope of Practice

LUMEZ is a voluntary association of homeschool families engaged in the pursuit of a Leadership Education. Families meet weekly to participate in Junior School, Scholar School and Parent Program classes. LUMEZ is purposefully designed to supplement and enhance what takes place in the home. It is not intended that the full range of a child's education should come from classes offered at LUMEZ. The aim is to use our time together to inspire students to become self-directed learners who take ownership of their education. Parents are ultimately responsible for facilitating their child's full plan of education.

1.6 Business Structure

Legal Form: We are a [Washington Non-Profit](#) and have applied for 501c3 tax exempt status.

Insurance

Insurance shall be retained on a yearly basis and shall offer General Liability and Sexual Abuse and Molestation coverage.

Article 2- Membership

Section 2.1 Prospective Members

A prospective member is a family who is investigating the school, but has not had their application approved. Prospective members may contact the Parent Representative to obtain information about the school, ask questions, schedule a visit or start the process of being accepted as a member (subject to available space). Prospective members will be expected to read [A Thomas Jefferson Education: Teaching a Generation of Leaders for the Twenty-First Century by Oliver DeMille](#) and familiarize themselves with the principles in our founding documents to ensure the school is a good fit for the vision they have for their families.

General Members

A “general member” is defined as a parent or guardian of a child attending LUMEZ. In order to be a member in good standing, a parent/guardian from each family will:

1. Read the LUMEZ Commonwealth Governing Documents and
 - i. Signify agreement by signing the Lumez Compact Agreement and
 - ii. Participate in a yearly group study of the Founding Documents.
2. Read [A Thomas Jefferson Education: Teaching a Generation of Leaders for the Twenty-First Century by Oliver DeMille](#), discuss with a member of the Governing Board and participate in an introductory Parent Meeting.
3. Stay on campus the entire school day (with the exception of scholar drop off youth or if chaperoning a field trip).
 - i. In the rare case of an emergency when a parent/guardian must leave a child or children unattended on campus, she/he must designate another member parent as a temporary guardian of her/his child(ren), and
 - ii. the designated temporary guardian must confirm her/his responsibility, and
 - iii. the parent/guardian must state on the school's chosen communication platform her/his intents and plans for safety and liability purposes, and
 - iv. specifically notify a member of the Governing Board.
4. Participate in the Scholar Program and/or Junior School Program
 - i. By mentoring and/or co-mentoring a scholar project or Junior School class, and
 - ii. By attending the current year's designated Parent Scholar Program class or project, which may include but is not limited to Family Foundations.
5. Support the school's expectations for children
 - i. To either participate in their registered class(es) or sit with their parent/guardian, and
 - ii. To govern themselves respectfully and positively.
 - iii. Should conflict or behavioral issues arise, the child's privacy is valued and only necessary mentors and Governing Board Members will be notified of the situation while communication with the parent is pursued.
6. Attend at least one Parent Meeting per semester.
7. Maintain an account on the chosen communication platform and stay current on all posted communications.
8. Participate in the cleaning rotation for the school facilities
9. Pay school fees on time, or have and maintain an approved payment plan.
10. Submit to a preliminary background check, should the Governing Board require.
11. Complete Board-approved youth protection training yearly. Verify completion with the Parent Representative.

General members in good standing have the right to vote in all LUMEZ general elections and proceedings starting at the completion of one school year at LUMEZ. Each family is allowed one vote, to be cast by one general member in good standing of that family. General members who have not fulfilled the above-described obligations before the end of the school year shall not have voting rights and shall have their membership reviewed by the Governing Board prior to registration for the upcoming school year.

Section 2.2 Community Volunteers

Volunteers may serve as mentors and helpers upon approval by the Governing Board.

They shall agree to the following:

1. Read and uphold the Education Plan, Article 3.
2. Reliably attend LUMEZ according to the planned and approved schedule.
3. Support the school's expectations for students
 - i. to either participate in their registered class(es) or sit with their parent/guardian, and
 - ii. to govern themselves respectfully and positively.
 - iii. Should conflict or behavioral issues arise, the child's privacy is valued; only necessary mentors and Governing Board Members shall be notified of the situation while communication with the parent is pursued.
4. Submit to a preliminary background check, should the Governing Board require.
5. Complete approved youth protection training yearly. Verify completion with the Parent Representative.
6. Signify consent by signing the Volunteer Agreement.

Community volunteers do not have voting rights.

Section 2.3 Mentors

Mentors primarily come from the general membership, but may occasionally include community volunteers. The mentor's role is to come prepared to inspire, teach, and guide their students to do the hard work of learning and educating themselves. An excellent mentor meets children where they are and finds ways to see their next best step in progressing in their individual leadership skills. See (VMASK) in Section 3.3.

Mentor Requirements

1. Both Scholar Program and Junior School mentors must be approved and assigned by the Governing Board, considering first the needs of the students. Lead Mentors will read Hero Education by Oliver DeMille and be familiar with the principles in The Phases of Learning by Oliver DeMille and discuss both with a member of the Governing Board.
2. Scholar Program Mentors will read TJED for Teens by Oliver DeMille and Student Whisperer by Tiffany Earl and discuss with a member of the Governing Board.
3. LEMI Scholar Project lead mentors must take the applicable LEMI Mentor Training for their Scholar Project™.
4. Scholar Program Book Discussion lead mentors are encouraged to be working on Mentoring in the Classics program from TJED.
5. Scholar Program mentors are encouraged to train in and mentor a variety of projects and are asked to not mentor the same class or project for more than three consecutive years.
6. Scholar Program mentors work jointly with the Principal Mentor to identify and meet the needs of the students.
7. Junior School mentors work under the direction of the Junior School Director to create the Junior School classes and implement instruction.
8. Love of Learning Mentors will read For the Love of Learning, Giving your Children a Lollipop Education by Amy Edwards and discuss with a member of the Governing Board. Projects must be approved by the President and Jr. School Director with the topic approved at least two weeks prior to registration and the content approved at least two weeks prior to the beginning of class.
9. Core Mentors will meet with Jr. School Director at least two weeks prior to the beginning of a 6 week segment.

Mentor Duties

1. Set an example of self-driven scholarship and character development.
2. Cast a vision of the value of a subject and foster personal connection to it.
3. Offer phase- and age-appropriate classes relevant to their own personal interests and talents, create classes relevant to students' interests and development, or mentor a LEMI Scholar Project.
4. Set and communicate clear and appropriate student expectations.
5. Encourage, inspire, and affirm all students in their personal progress and growth.
6. Respect children's agency.
7. Make meaningful connections with each child, honoring who he or she is individually.
8. Protect physical and emotional safety.
9. Honor parents in their role as primary mentors.
10. Submit weekly class summary and overview of expectations for following week to the President within 48 hours of class.

Section 2.4 Students

The student's role is to be teachable and coachable, to take ownership and responsibility for his or her learning, and to govern himself or herself respectfully. Every student has a responsibility to his or her peers to encourage a positive learning environment.

Section 2.5 Student Enrollment

Love of Learning: Students must be 8 years of age prior to the first day of class. They may move up at the beginning of the next 6 week project once they turn 8 years old.

Scholar courses: must be 12 by the first day of class. Most scholar classes are year long and do not often lend to a student entering mid-year.

Article 3 - LUMEZ Education Plan

Section 3.1 LUMEZ Philosophy

We believe that education should be principle-based. The purpose of education is to develop both character and competence. The study and application of true principles invite individual moral excellence and public virtue; classics in all disciplines best convey principles of Truth, Goodness, and Beauty.

Recognizing that each individual is created by God with unlimited potential, we respect and trust the individual's autonomy to do the hard work of wrestling with principles and ideas. We offer him or her the transformative opportunity to practice, fail, try again, and succeed. We call this the Liber Cycle. This process develops self-directed learners equipped with the ability and passion to pursue the skills, abilities, and knowledge needed to fulfill their unique missions.

We honor the parent's role as their child's primary mentor.

We believe in honoring the natural phases of development. We aim to inspire natural curiosity while also teaching core fundamental principles and fostering a love of learning. We believe learning is richer and more substantive in a variety of learning environments. We believe failure is essential to learning, and work to create a safe place in which we can practice failure.

Section 3.2 Phases of Learning

Core Phase (birth to age 8) is spent learning about right and wrong, good and bad, and true and false. The focus is on family relationships, play, work, routines, and responsibility. This is divided into 2 classes when enrollment allows: toddler and core. Toddler is an open-play class that is rooted in the principles of core phase and is designed for children ages 0-4. Core class is designed for ages 4-8. Core is a buffet-style learning that is rooted in the principles of core phase. They are focused on values learned through play, not academics. No homework will be assigned.

Love of Learning Phase aka LOLIPOP Class (8-12 years of age) is steeped in classics, projects, curiosity, and ideas. Exploration of a wide range of personal interests leads to growth in competence, diligence, character, and accountability. The educational outline for this class is projects inspired by *For the Love of Learning: Giving Your Child a LOLIPOP Education* by Amy Edwards. Children may join the LOLIPOP class after they have turned 8, at the beginning of a new six-week project. In the LOLIPOP class no homework will be assigned. This class may be divided into 2 classes when

enrollment allows: LOLIPOP and Transitions. Transitions is still based like love of learner, but starting to dapple with scholar skills. Expect small amounts of homework in transition classes.

Scholar Phase (12-18 years of age) dives more deeply and broadly into mentored subjects and personal studies, with an emphasis on cultural literacy and refining academic skills. These classes are based on the principles in *Hero Education* by Oliver DeMille. Approved scholar classes include book discussion groups and Shakespeare. Additional classes may be offered, as needed and by approval of the Governing Board. All LEMI classes are approved. Inner Genius is approved. All additional classes must first be approved by the Governing Board. For a class to be approved it must use the 9 Great Keys of Teaching, The Learning Environments described in Section 3.3, and follow the principles as found in *Hero Education*. For more on the Phases of Learning, see [Leadership Education: The Phases of Learning by Oliver and Rachel DeMille](#).

Section 3.3 Methodology

The most effective teaching can take place when mentors approach planning with a clear vision of what he or she would most like individual students to Know, Feel, and Do. Beginning with the end in mind enables mentors to prioritize content, experiences, and environments in order to maximize student engagement, meaningful connections, and real-life application. Mentors act as facilitators, using formal and informal learning environments, and VMASK to facilitate, coach, and assess a student's next right step.

Learning Environments

Formal learning environments include:

1. Coaching - a mentor inviting a student or group of students to practice a skill or ability, then providing feedback, which the scholar may choose to implement before trying again, to help the scholar(s) identify and take their next right step for growth..
2. Colloquium - a mentored group discussion of a shared experience (e.g., a book, film, or work of art).
3. Debrief - a discussion following any learning environment which allows students to process emotions, make connections, realize personal insights, and draw conclusions.
4. Document Study - the process of analyzing, understanding, and dissecting classics.
5. Lecture - an oral presentation by a mentor intended to convey information, preferably used sparingly and in an engaging and inspiring manner.
6. Simulation - a shared experience in a safe environment that mimics the learning involved in high-stakes circumstances; must be followed by a debrief.
7. Speaking - the process of oral persuasion, presentation, and communication.
8. Testing - a setting reserved for older scholars which allows students to demonstrate depth and breadth of abilities, skills, and knowledge acquired.
9. Tutorial - a small group of students discussing a specific topic with a mentor.
10. Writing - the process of thinking, refining, and communicating thoughts.

Informal learning environments come in many forms, including play, work, creative and athletic pursuits, family life, talking with friends, and learning from others' examples.

Mentors should use a variety of learning environments each week, adapting these appropriately to applicable phases of learning.

VMASK

VMASK is an acronym for the five Leadership Ladders of Vision, Mission, Abilities, Skills, and Knowledge created by LEMI (Leadership Education Mentoring Institute), a visual representation of an individual's progression and growth. VMASK allows a mentor to acknowledge and consider each student's varying experiences, perspectives, aptitude, challenges, preferences, talents, backgrounds, and personality. It should be used as a diagnostic tool to identify and overcome roadblocks to growth, and to help determine an individual's next right step.

Ladder 1: Vision

Vision is the ability to think about or plan the future with imagination or wisdom. Mentors cast vision by helping learners understand who they are, where they are going, why they are going there, what it feels like to be going there, what learners can do, how to move forward, and what the rewards will be for those actions. Mentors help relate and connect content to an individual learner's life; the "why" makes the "how" and the "what" relevant.

Ladder 2: Mission

Every individual has inherent worth and a unique contribution to make to the world; this is *Mission*. Mentors work intentionally to instill this principle into each learner's heart, mind, and soul. By exposing individuals to greatness in all forms, mentors aim to inspire learners to seek after, realize, and achieve their own multiplicity of life purposes and missions.

Ladder 3: Abilities

Abilities, within the context of the Leadership Ladders, is defined as character, or the mental and moral qualities distinctive to an individual's nature. Mentors seek to help learners build and develop strong moral character in the patterns in which they interact with others and also how they treat themselves.

Ladder 4: Skills

Skills, within the context of the Leadership Ladders, is defined as the expertise or talent needed to do something well. Almost any skill can be learned or improved with determination and practice. Mentors instruct and coach learners in the practice and process of gaining competence and excellence in their performance.

Ladder 5: Knowledge

Knowledge is comprehension of and familiarity with truths, principles, or facts acquired through experience, investigation, perception, or study; it can refer to a theoretical or practical understanding of a subject or branch of learning. Sometimes a learner's next right step is simply to obtain more knowledge relevant to his or her vision, mission, abilities, and skills. Language lays the foundation for obtaining knowledge. Mentors set an example of lifelong learning and encourage others in this pursuit.

Section 3.4 Curriculum

Learning Material

Learning material and content used at LUMEZ is classics-based. We define a classic as a creative work in any discipline that conveys principles of Truth, Goodness, and Beauty. Classics are worthy of returning to and studying repeatedly throughout our lives. All creative work can be classified into four categories based on their content and merit:

Whole works show that good is good, evil is evil, and that for the moment good wins. These works should constitute the bulk of the material used in classes as they confirm true fundamental principles and patterns. Whole works clearly and powerfully demonstrate that an allegiance to forms of Truth, Goodness, and Beauty result in ultimate peace, freedom, and joy.

Broken works show that good is good, evil is evil, and that for the moment evil wins. Both whole and broken works show the results of good and evil forms.

Bent material is based on lies and deception and teaches that good is evil, evil is good, or that there is no good nor evil. A careful, mentored reading of bent books can teach a student to discern subtle, deceptive, and enticing falsehoods. These materials should be used with extreme care at an appropriate age or phase of learning.

Perverse material should never be presented to students. It is depraved, warped, twisted, corrupt, unnatural, addictive, distorted, and destructive.

Scholar Projects

Scholar Projects are thematic courses spanning various disciplines, including history, math, science, government, and literature. They are structured sequentially to develop a student's Vision, sense of Mission, Abilities, Skills, and Knowledge. Scholar Projects follow a continuum, increasing in difficulty and complexity as a scholar progresses through them. Each Scholar Project comprises an arc of growth through personal challenges, failures, and victories.

Section 3.5 Performance, Promotion, and Graduation Standards

LUMEZ values the process of learning over the measurement of end results. Excellence and outstanding performance should be encouraged, and may be awarded through artistic performances, awards, and recognition of student accomplishments. Each Junior School Class, Scholar Project or class, and parent class may confer its own awards and recognitions at a Student Showcase, devotional, parent night, or in class. Family and friends of LUMEZ members are invited to attend performances, showcases, and gatherings to encourage and celebrate the growth of the students.

Section 3.6 Programs

Scholar Program

The mission of the Scholar Program is to grow and develop the character and competence of each student. LUMEZ uses Scholar book group, Inner Genius, LEMI Scholar Projects™ and other board-approved projects to inspire self-directed learning inside and outside the classroom.

Mentors may give alternative assignments to meet student ability and skill level. Parents may also seek alternative assignments that are customized to the needs of a child. VMASK is recommended as a diagnostic tool to recognize the next right step.

Junior School

The mission of the Junior School program is to strengthen the whole child, focusing on inspiring character development, curiosity, and a love of learning. Classes are created to invite children to develop abilities, acquire skills, and gain knowledge through hands-on learning.

Mentors may give alternative assignments to meet student ability and skill level. Parents may also seek alternative assignments that are customized to the needs of a child. VMASK is recommended as a diagnostic tool to recognize the next right step. No homework will be assigned in the Junior School Program (with the exception of transition classes when offered).

Parent Program

The mission of the Parent Program is to provide parents with the vision, support, mentoring, and relationships necessary for pursuing Leadership Education in their homes. Parents participate in parent's class, book discussions, LEMI training, Family Foundations and have the opportunity to mentor in the Scholar Program. We believe that strengthening Parents is a priority and will strengthen and improve our families and community far more than anything else we can accomplish in this school.

Article 4 - Member Relation Practices

Section 4.1 Personal Conduct

1. It is the role of parents and mentors to teach the differences between disagreeing, debating, and arguing, when developmentally appropriate. Critical comments are not in line with our culture.
2. Mentors shall speak directly with parents if a problem arises. Parents should always be informed of ongoing issues and involved in their resolution. Parents may be invited to join class for a time. Issues reaching this level shall be communicated with the Principal Mentor or the Junior School Director.
3. If a student or scholar repeatedly compromises physical and/or emotional safety, that child will be asked to sit with his or her parent or guardian for the remainder of the class time, after which point the parent shall follow this procedure:
 - i. Call and/or attend an accountability meeting between the student, parent, mentor, and Principal Mentor, Junior School Director, and/or the President.
 - ii. Listen to an account of the incident from all present at the time of the incident.
 - iii. Consider all relevant evidence.
 - iv. Ask clarifying questions, listen, and discuss with all in attendance.
 - v. Propose a reasonable solution to be considered by the mentor and attending Governing Board members.
 - vi. Allow time for discussion before the final decision, as needed.
 - vii. Schedule a follow-up meeting to discuss progress.
 - viii. Should these approaches fail to resolve the matter, the student or scholar shall have his or her membership reviewed by the Governing Board.

Section 4.2 Communication Method

Effective and regular communication is essential to the success and productivity of the LUMEZ community.

Governing Board Communication Systems:

1. Regular meetings, both in person and online.
2. Shared access to all LUMEZ records.

3. Continual discussion of relevant information, ideas, and issues on the chosen communication platform; Governing Board members commit to checking this platform each weekday at a minimum.

Member Communication Systems:

1. All messages pertaining to the general membership shall be posted on the chosen communication platform.
2. All members shall have an active account on the preferred communication platform and shall be proficient in its use.
3. All members shall stay current on all posts and content. Members understand that important announcements and information may be shared using only this method.
4. Members have sole responsibility for joining each relevant communication group for any and all applicable parent, scholar, and junior classes, and for staying current on posted communications. A list of all communication groups shall be provided to the membership yearly.

Section 4.3 Conflict Resolution and Grievances

Most conflicts or grievances arise from miscommunication or misunderstanding. Members are encouraged to resolve differences directly with the individual(s) involved. The following approach may increase the likelihood of success:

1. Take full responsibility for personal thoughts, words, actions, and the repercussions of that behavior, including unintended consequences. Practice making the charitable assumption. Many difficulties can be resolved by this act alone:
 - i. Assume that no offense was intended by the other party,
 - ii. Assume the other party will listen to your needs.
 - iii. Assume the conflict can be resolved.
2. Proceed with a desire to find a mutually agreeable solution.
3. Listen with the intent to understand, before speaking with the intent to be understood.
4. Communicate from a place of humility, honesty, and generosity.
5. Move forward with forgiveness.
6. The Parent Representative should be invited to act as an advocate or mediator should this approach not yield a mutually agreeable solution. Members involved may contact the Parent Representative directly or file a Grievance Report ([link](#)).
7. The Parent Representative shall act as an advocate for any general member seeking resolution for a grievance relating to any member(s) of the Governing Board.
8. The President shall act as an advocate for any general member seeking resolution for a grievance related to the Parent Representative.

Section 4.4 Variances

LUMEZ values people over policies. If a policy does not fit the current needs of a member family, a variance may be requested by submitting a Request for Variance ([Link](#)) form to the Governing Board. The Governing Board will consider whether the variance can reasonably be accommodated while also keeping with the purpose and intent of LUMEZ. The Governing Board will respond to all variance requests in a timely manner.