

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 is the ideal teaching format. We believe in modeling what we teach and showing through action instead of words 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 was the "City of Holiness" or a "City of refuge," in the Bible. This is a community that comes together and supports each individual in developing their strengths and working to overcome their 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

To maintain and further the principles of LUMEZ that will bless our families, we are called to establish a commonwealth leadership education within our geographical community. In building LUMEZ, we will expand and strengthen our community as we work together to assist our children (and each other) to discover and live our God-given life missions. Our 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 it! Each person has unique genius and divine gifts. - The Founding Membership

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 to participate in Foundational School, Scholar School, and Adult Scholar Projects.

LUMEZ Creed

1. All human beings are created by God with divine nature, talents, and genius. All people have infinite potential and a unique mission they 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. It is our responsibility to gain the skills, abilities, and knowledge we need to serve valiantly in this capacity. This is best done through a close trusting relationship with God and a Leadership Education.
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. We follow the principles in [*A Thomas Jefferson Education: Teaching a Generation of Leaders for the Twenty-First*](#)

[Century by Oliver DeMille](#), [The Phases of Learning by Oliver DeMille](#), [Hero Education by Oliver DeMille](#), and [For the Love of Learning. Giving Your Children a LOLIPOP Education by Amy Edwards](#), [Student Whisperer by Oliver DeMille and Tiffany Earl](#), and [The 7 Habits of Highly Effective People by Stephen Covey](#).

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 Foundational School, Scholar School, and Adult Mentor Workshops. Adults also meet for Adult Scholar Projects. 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 are a [501\(c\)\(3\)](#).

Insurance

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

Article 2 - Membership

Section 2.1 Prospective Members

A prospective member is defined as a family who is investigating the school, but has not had their application approved. Prospective members may contact the President or assigned counselor 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 [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.

Section 2.2 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
 - a. signify agreement by signing the Lumez Compact Agreement and
 - b. 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).
 - a. 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
 - b. the designated temporary guardian must confirm her/his responsibility, and
 - c. the parent/guardian must state on the school's chosen communication platform her/his intents and plans for safety and liability purposes, and
 - d. specifically notify a member of the Governing Board.
4. Participate in the Foundational School and/or Scholar School
 - a. by mentoring and/or co-mentoring a Foundational School Class or a Scholar School Class, and
 - b. by attending the current year's designated Adult Scholar class or project, which may include but is not limited to Family Foundations.
5. Support the school's expectations for children
 - a. to either participate in their registered class(es) or sit with their parent/guardian, and
 - b. to govern themselves respectfully and positively.
 - c. 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 Governing Board designee.

General members in good standing have the right to vote in all LUMEZ general elections and proceedings after 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 2.3 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

- a. to either participate in their registered class(es) or sit with their parent/guardian, and
- b. to govern themselves respectfully and positively.
- c. 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 Board approved Youth Protection Training yearly. Verify completion with the Governing Board designee.
6. Signify consent by signing the Volunteer Agreement.

Community volunteers do not have voting rights.

Section 2.4 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 Foundational School and Scholar School mentors must be approved and assigned by the Governing Board, considering first the needs of the students.
 - a. Mentors will meet with designated Governing Board member to review their classes at least three weeks prior to registration opening for the semester in which they are mentoring.
 - b. Mentors are encouraged to train in and mentor a variety of projects and are asked not to mentor the same class or project for more than three consecutive years.
2. Foundational School Lead Mentors will:
 - a. read and be familiar with the principles in [The Phases of Learning](#) by Oliver DeMille and discuss with a member of the Governing Board.
 - b. 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.
3. Scholar School Mentors will read:
 - a. [TJED for Teens](#) by Oliver DeMille,
 - b. [Hero Education](#) by Oliver DeMille, and
 - c. [Student Whisperer](#) by Tiffany Earl and Oliver DeMille and discuss with a member of the Governing Board.
 - d. Scholar Mentors are encouraged to be working on [Mentoring in the Classics](#) program from TJED.
 - e. Lead mentors must take the applicable training for their class when required by the curriculum publishing company.

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 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 to newsletter email address within 48 hours of class so that the weekly newsletter can be sent out in a timely manner.

Section 2.5 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 and mentors to encourage a positive learning environment.

Section 2.6 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 six-week project once they turn 8 years old.

Scholar courses: Students 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 two classes when enrollment allows: lower core and upper core. Lower Core is an open-play class that is rooted in the principles of core phase and is designed for children ages 0-4. Upper Core 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 eight, at the beginning of a new six-week project. In the LOLIPOP class no homework will be assigned. This class may be divided into two classes when enrollment allows: LOLIPOP and Love of Learning Producing. Love of Learning Producing is still based like the Love of Learner classes, but starting to dabble with scholar skills. Expect small amounts of homework in Love of Learning Producing 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 Inner Genius. Additional board approved classes may be offered. For a class to be approved it must use the Nine Great Keys of Teaching, The Learning Environments described in Section 3.3, and follow 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 (see below) 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 and then providing feedback to help the scholar improve, 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. This environment should be 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 come prepared with their work for a mentor to push their thinking deeper.
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, aptitudes, 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 appropriate steps for an individual's growth.

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 develop and build strong moral character in how they treat themselves and in their interactions with others.

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

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 Foundational School Class, Scholar School Class, and Adult Scholar Project may confer its own awards and recognitions at a Student Showcase, devotional, 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

Foundational School

The mission of the Foundational School 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 Foundational School (with the exception of Love of Learning Producing classes when offered).

Scholar School

The mission of the Scholar School 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.

Adult Scholar Program

The mission of the Adult Scholar Program is to provide parents with the vision, support, mentoring, and relationships necessary for pursuing Leadership Education in their homes. Parents participate in Adult Scholar Classes, book discussions, trainings, Family Foundations, and have the opportunity to mentor in the Scholar Program. We believe that empowering 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 President and the Foundational School Director or the Scholar 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:
 - a. Call and/or attend an accountability meeting between the student, parent, mentor, and Foundational School Director, Scholar School Director, and/or the President.
 - b. Listen to an account of the incident from those present at the time of the incident.
 - c. Consider all relevant evidence.
 - d. Ask clarifying questions, listen, and discuss with all in attendance.
 - e. Propose a reasonable solution to be considered by the mentor and attending Governing Board members.
 - f. Allow time for discussion before the final decision, as needed.
 - g. Schedule a follow-up meeting to discuss progress.
 - h. 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 Foundational School, Scholar School, and Adult Scholar 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:
 - a. Assume that no offense was intended by the other party.
 - b. Assume the other party will listen to your needs.
 - c. 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. A Governing Board member should be invited to act as an advocate or mediator should this approach not yield a mutually agreeable solution. Members involved may contact a member of the Governing Board directly or file a [Grievance Report](#) to have an advocate or mediator appointed.
7. A member of the Governing Board not involved in the conflict shall be appointed as an advocate for any general member seeking resolution for a grievance relating to any member(s) of the Governing Board.
8. If multiple members of the Governing Board are involved in the conflict, consider the use of a Judicial Review Committee.

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](#) 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.

Article 5 - Finances

The Governing Board has the following financial duties:

1. Budget: Set up a budget for reasonable yearly expenses. The fiscal year shall begin on the first of July and close on the thirtieth of June the following year. All budget changes shall be passed by the board yearly, shared with the membership two weeks prior to the Spring Meeting, and passed by the majority of LUMEZ membership in the Spring Meeting. The board's first financial priority and consideration is supporting the needs of member families, while also maintaining the vision and mission of LUMEZ.
 - a. Business and Administrative Costs
 - i. Facility Rental Fees
 - ii. Insurance
 - iii. Administrative Costs
 - iv. Supplies
 - v. Emergency Fund (compensatory property damage, loss, or theft)
 - b. Training Costs
 - i. Approved School Leadership Training - reimbursed in full for active Governing Board members.
 - ii. Mentor training - if funds are available, reimbursed in part but not to exceed half tuition, for LUMEZ mentors who teach at least one semester at LUMEZ in the school year following the training, prioritized and determined by the Governing Board per the following tiers:
 1. First, to Scholar Mentors training in the specific class they will actively mentor the coming school year (to include, but not limited to training for LEMI classes and Mentoring in the Classics for Scholar book discussion mentors).
 2. Second (and only if additional funds are available), to any parent members actively mentoring at LUMEZ in the coming school year but not mentoring the specific Scholar class they want to take the training for. Reimbursement amount may be equal to or less than tier 1.
 3. Third (and only if additional funds are available), to spouses and scholar youth whose families are currently enrolled and attend LUMEZ in the school year following the training. Reimbursement amount may be equal to or less than tiers 1 and 2.
 - iii. Hosting training when expedient:
 1. Facility rental fee reserve to be determined by the Governing Board. Should be reasonable and not excessive when compared to past hosting years costs.
 2. Petty cash fund for miscellaneous expenses with amount to be specified in the yearly budget, not to exceed one hundred and fifty percent (150%) of previous year's petty cash budget.
 - c. Class Fees
 - i. When determining class fees, priority should be given to keeping fees as low as reasonably possible, without sacrificing quality and content.
 - ii. Fees for Foundational School Classes, Scholar School classes, and Adult Scholar classes will be determined by the mentors for each specific class, approved by the Governing Board, and billed on a per student basis per class enrollment.
 - d. Facility Rental Fees

- i. At least one semester's rental fees to be earmarked and held in reserve in the LUMEZ bank account.
 - e. Events Costs
 - i. Student Showcases
 - ii. School Play
 - iii. Family Activities
 - iv. Summer Activities
 - v. Other Governing Board Approved Activities
- 2. Accounting and Reporting
 - a. All funds collected and disbursed within the general budget shall be tracked in a clear and transparent format, with financial reports created each semester and available for review by members upon request.
 - b. An annual accounting report will be presented by the Treasurer and/or Counselor to the general membership at the Spring Meeting.
 - c. Treasurer and President shall be signers on financial accounts with a Counselor having oversight access to all accounts.
- 3. Collection of Funds
 - a. All funds paid to LUMEZ shall be placed into a general operating account. Unused funds from the current fiscal year's budget will roll over into the general budget for the next fiscal year.
 - b. All funds shall be collected via trackable means such as check or approved Electronic Financial Payment Platforms. In the rare case that cash must be used, cash must be collected by the Treasurer or a member in good standing appointed by a unanimous Governing Board vote with a member of the Governing Board verifying the deposit.
 - c. Members shall pay fees prior to the specified due date. When needed, members may request a variance in the form of a payment plan. If members do not complete their financial obligations by the end of the school year, their membership will be reviewed by the Governing Board prior to the following year's registration date. See Section 2.1.
 - d. The Treasurer will allocate any funds received into proper budget categories.
- 4. Disbursement of Funds
 - a. Disbursements
 - i. All disbursements shall be made using trackable means such as check, credit, or other approved Electronic Financial Payment Platforms and approved by the Treasurer and authorized by the President and/or the assigned Counselor. Reimbursements to the Treasurer and the assigned Counselor will be authorized by the President.
 - ii. approved by the Treasurer and authorized by the President and/or the assigned Counselor. Reimbursements to the Treasurer and the assigned Counselor will be authorized by the President.
 - b. Prompt Payment to Vendors and Contractors
 - i. Valid and proper contracts and invoices shall be paid on time or preferably prior to their specified due dates.
 - c. Reimbursements
 - i. Individuals incurring expenses related to LUMEZ must submit all applications for reimbursements before the fifteenth of December for expenses incurred during the Summer and Fall Semester, and the first of June for expenses

incurred during the Spring Semester. Applications submitted after those dates will not be approved.

- ii. Reimbursements for expenses incurred for classes, projects, and activities shall be paid out upon approval within three weeks of receipt submission and before the thirty-first of December for expenses incurred during Summer and Fall semester and the fifteenth of June for expenses incurred during Spring semester.
- iii. The reimbursements for current year's scholar training shall be paid on or before the thirty-first of December on the condition that the member family actively participated throughout the Fall semester and submitted a receipt for the training.

d. Transfers and Refunds

- i. A student may only transfer from one class to another within the first three weeks of a semester. If a student transfers classes, previous fees will be applied to the new class budget, minus any incurred expenses. The member is responsible for any additional class fees. In the case of overpayment, a refund shall be issued. Foundational school students may transfer to a class at the beginning of any 6 week segment (see section 3.2) with the same financial procedure outlined here.
- ii. If a student withdraws from one or more classes without transfer within the first three weeks of a semester, class fees shall be refunded minus accrued costs.
- iii. If a student withdraws from one or more classes after the first three weeks of a semester, class fees will not be refunded.
- iv. If a member withdraws full enrollment within the first three weeks of a semester, all fees will be refunded excluding rent and insurance costs.
- v. If a member withdraws full enrollment after the first three weeks of a semester, no fees will be refunded.

5. Financial Compensation

- a. Members volunteer their talents and skills to LUMEZ without direct compensation. This may include, but is not limited to service as mentors and as officers on the Board.
- b. Direct monetary compensation for goods or services occurs only when a general or community member has expertise in a field and currently operates a for-profit business and is contracted by the school.

6. Fundraising

- a. Fundraisers may be organized to raise money for training, school fees, and events.
- b. Fundraisers may be organized by a Fundraising Committee. Electronic payment is the preferred method. All physical currency received shall be handled solely by the Treasurer or a member in good standing appointed by a unanimous Governing Board vote. A member of the Governing Board will verify the deposit.
- c. The Governing Board is to specify the percentage of funds to be allocated to LUMEZ and to the participating individuals/families. The Fundraising Committee decides if the funds allocated to the individuals/families is credited according to the amount each family raised, or split equally between participating families.

The general membership has the power to make decisions that are beyond the scope of the Governing Board. These decisions include but are not limited to purchasing real estate, entering into contracts that legally bind the 501(c)(3), amending the Governing Documents, adopting the yearly budget, and changing the school's permanent location. Decisions shall be made in Parent Meetings in which a quorum of two-thirds are present and three-fourths of those present cast an affirmative vote.

Role

The role of the Governing Board is to oversee administrative duties and functions, thereby freeing up mentors, students, and families to focus on their roles. Changes to the Governing Board's duties shall be subject to the same amending process as are these Governing Documents. Detailed descriptions for each position can be found in the Governing Board Appendix.

Structure

When the Commonwealth has 3-25 families enrolled, the Governing Board consists of three elected officers who each have a vote, and one appointed advisory position:

Elected:

President

1st Counselor

2nd Counselor

Appointed:

Secretary

The secretary shall be called upon to cast a tie-breaking vote only in the event that one of the elected Governing Board members is unable to cast a vote in internal decisions.

When the Commonwealth has 20-32 families enrolled, the Governing Board consists of five elected officers who each have a vote, and one appointed advisory position:

Elected:

President

1st Counselor

2nd Counselor

Foundational School Director

Scholar School Director

Appointed:

Secretary

The secretary shall be called upon to cast a tie-breaking vote only in the event that one of the elected Governing Board members is unable to cast a vote in internal decisions.

When the Commonwealth has 20-25 families enrolled the decision on how many board members will be determined by a membership vote in the spring for the following year. This decision should take into consideration enrollment trends, the workload of the Governing Board, and their ability to not only run administrative necessities, but their ability to mentor all members of the Commonwealth.

A vote for change in board member number can be initiated by a Governing Board majority vote or by a membership majority vote.

General Duties for Governing Board Members

1. Promote and uphold LUMEZ Golden Circle and Creed acting as stewards of the vision and culture within LUMEZ.
2. Manage, and only if necessary, create policies and procedures.
3. Manage fiscal and business responsibilities.
4. Plan and manage school growth.
5. Approve new families for LUMEZ membership.
6. Oversee training of mentors, parents, and board members.
7. Direct the Foundational, Scholar, and Adult Scholar Programs.
8. Secure and manage facilities.
9. Maintain communication with members and mentors.
10. Keep important records.

Counselor Qualifications

1. Promote and uphold LUMEZ Golden Circle and Creed, acting as a steward of the vision and culture within LUMEZ.
2. Be a member in good standing as put forth in Section 2.1, upholding the LUMEZ Member Compact, for at least one year before term of service begins.
3. Have completed an approved School Leadership Training or complete it before the next school year begins. LUMEZ assumes responsibility for the cost of School Leadership training when members have committed to serve on the Governing Board.
4. Have trained in and mentored at least one Scholar class that aligns with LUMEZ core books outlined in section 1.4 and have lead mentored a Love of Learning level class.

President Qualifications

The President must meet further qualifications in addition to those listed above:

1. Demonstrate a commitment to upholding the principles and values of Leadership Education at LUMEZ.
2. Have mentored an approved Scholar class for at least 2 years.
3. Have completed a minimum of one school year of service on the Governing Board.
4. Hold the endorsement of the Advisory Board of Emeritus Presidents.

Board Meeting Decisions

Board members shall deliberate and discuss agenda items to determine whether a proposed procedure supports the mission of the school as put forth in the Governing Documents. These

decisions must be passed by a majority vote of all elected Governing Board members; this constitutes a quorum. Each elected Governing Board member shall have a voice and a vote. In the event that one is unable to cast a vote, the secretary shall be called upon to cast any tie-breaking votes.

Parliamentary procedure may be used when deemed necessary so that all voices may be heard and a fair vote called.

Conflicts of Interest

Whenever an officer has a financial or personal interest in any matter coming before the Governing Board, the affected person shall:

1. fully disclose the nature of the interest, and
2. withdraw from discussion, lobbying, and voting on the matter.

Terms of Service

The term of service for any elected position shall be two years and until successor is elected. Elected officers may seek a second term through reelection and may serve in the same position for up to two consecutive terms. Both Counselor positions count as the same position for re-election eligibility.

Terms of service begin May 1st of the current school year at which time a transitional period begins to allow for the incoming officer to be trained by the outgoing officer. The outgoing officer's term of service ends on June 30th of the current school year. Incoming officers observe for half of this transitional time and then switch with outgoing officers observing and supporting for the second half of this transitional time.

In the event of a vacancy mid-semester, a new officer shall be appointed by the President and ratified by an affirmative majority vote, during a General Member election meeting to serve out the remainder of the current school year. Term begins immediately upon appointment. The appointed officer retains eligibility to seek two additional terms in that position through election.

Elected board members may seek election to other board positions. Elected board members who have already completed two full terms of service may seek re-election to the same board position following, at minimum, a period of two years.

Presidential Vacancy

Should a President be unable to complete the term of service, the office of President shall be assumed by the 1st Counselor, or the 2nd Counselor in the event that the 1st Counselor is unable. The interim President shall serve out the remainder of the current school year, beginning immediately upon the current President's resignation. The interim President retains eligibility to seek two additional terms as President through election.

Section 6.2 General Board

Role

The role of the General Board is to perform the logistical work assigned by the Governing Board.

All positions are optional and report to the Governing Board. Any positions not appointed/delegated will remain the responsibility of the Governing Board. Positions of Secretary and Treasurer may not be held by the President.

Structure

The General Board may consist of the following appointed members:

Treasurer (elected)
Scholar Program Director
Foundational School Program Director
Registrar
Historian
Web Administrator
Adult Scholar Program Assistant
Activity Coordinator
Volunteer Coordinator

Additional General Board Positions may be created, as needed.

Qualifications

Be a member in good standing as put forth in Section 2.1.

Duties

1. Promote and uphold the LUMEZ Golden Circle and Creed, acting as stewards of the vision and culture within LUMEZ.
2. Perform the logistical work assigned by the Governing Board.
3. Attend meetings as needed to fulfill duties and maintain communication with the Governing Board.
4. Keep records pertaining to his or her position.

Terms of service

The terms of service for all appointed positions shall be one school year, with no term limitations imposed.

Section 6.3 Advisory Board of Emeritus Presidents

Outgoing Presidents become members of the Advisory Board of Emeritus Presidents at the completion of service. Emeritus Presidents mentor the new President and Governing Board

members and should be consulted for their experience and counsel. They hold a place of continued impact and honor within the school.

An Emeritus President may serve as a delegate on the nominating committee for elections, representing the consensus of the Advisory Board of Emeritus Presidents. See Section 7.3. The Advisory Board of Emeritus Presidents may communicate with leaders of other LUMEZ schools to further the education and purpose of each organization. Such communication may involve participation in an intercommunity roundtable, and formal and informal communication about the principles, patterns, and practices of schools and communities.

Those who have served as Presidents of LUMEZ schools may be Emeritus Presidents of the LUMEZ school in which they currently are members, and hold all rights and responsibilities of such.

Section 6.4 Resignations

All resignations shall be made in writing and addressed to the Governing Board.

Article 7 - Voting and Elections

Section 7.1 Parliamentary Authority

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall be called upon as deemed necessary by the President to govern general member meetings, General Board meetings, Governing Board meetings, voting, or elections, when not inconsistent with special rules of order outlined in these Governing Documents.

Section 7.2 Voting

One member in good standing from each general member family shall be granted one vote. Elections, amendments, and other business within the scope of power of the general membership shall be conducted in general member meetings in which a quorum of two-thirds of the membership is present. Unless otherwise constituted, a simple majority vote passes.

Section 7.3 Nominations

60 days prior to a scheduled election a Nominating Committee comprised of one delegate of the Advisory Board of Emeritus Presidents, one delegate of the current Governing Board, and three volunteer delegates from the general membership shall convene as a Nominating Committee. Each board shall exercise discretion in choosing delegate representatives. Volunteer delegates from the general membership may submit their names publicly to then be drawn by the Treasurer at random to decide who serves on the Nominating Committee.

The Nominating Committee is responsible for:

1. ensuring that nominated candidates are qualified for the positions they are nominated for,
2. ensuring there are qualified candidates for each position, and

3. presenting candidates to the members via the preferred communication platform as they are deemed qualified and at least 30 days prior to the scheduled election.

Members in good standing may nominate themselves or others.

Nominations shall be submitted to the Nominating Committee in writing and the Nominating Committee will respond within 10 business days if the candidate is qualified and if they accept the nomination.

Candidates will have five business days to accept or deny nomination when informed by the Nominating Committee that they were nominated.

During years in which a growth pattern is pursued, the Nominating Committee, composed of two members of the Board of Emeritus Presidents, two members of the Governing Board and three general members, shall convene within five business days after the growth vote is cast in the affirmative to begin their process of preparing requisite leaders for both organizations. See Article 9.

Section 7.4 Elections

Candidates shall be presented at a general member election meeting in which a quorum of two-thirds or more of the membership is present. No absentee ballots will be accepted. When there are two or more candidates for one position, the winning candidate will be elected by a majority vote. Election by acclamation shall be reserved for those times when a candidate is uncontested. See *Robert's Rules of Order Newly Revised*.

Votes will be taken by secret ballot with the Treasurer, Secretary, and a member of the Governing Board counting votes.

General members are invited to question all candidates prior to election. All candidates shall answer questions from general members during the 30 days preceding every election.

Section 7.5 General Board Appointments

General Board members may be appointed by the President and ratified by an affirmative majority vote during a general member election meeting.

Article 8 - Committees

Standing and temporary committees may be created by the Governing Board to help carry out specific functions and needs not already delegated. The Governing Board member with stewardship over the committee may call for volunteers or assign positions as needed. The committee shall report to the Governing Board.

Standing committees continue from year to year. Temporary committees dissolve when their mission is completed.

Committees may be delegated the responsibility and right to collaborate with representatives of other non-profits so long as such collaboration enhances mutual learning; enhances legitimacy and status for the organizations' members; and/or increases the social value of LUMEZ. Formal collaboration with other organizations may occur when prudent and necessary upon approval of the Governing Board. Such collaboration shall have Governing Board oversight.

Article 9 - School Growth

We encourage members to invite other homeschool families to learn more about LUMEZ, to talk with members of the Governing Board, and to enter the application process to become a member.

LUMEZ is limited to 32 families, in consideration of facility limitations, administrative needs, and the ability of members to maintain meaningful relationships. Families applying for membership after the limit has been reached may be placed on a waiting list.

The following criteria may be helpful in indicating a season of growth for LUMEZ Commonwealth:

1. consistently meeting the established enrollment maximum of 32 families,
2. a low turnover rate of six families or fewer,
3. a consistent waiting list of four or more families,
4. four or more members who have experience serving on a LUMEZ Governing Board, and have participated in School Leadership Training,
5. six or more willing and experienced Scholar School mentors to support each school's Scholar School program, and
6. four or more willing and experienced Foundational School mentors to support each school's Foundational School program.

At their discretion, the Governing Board may recommend to the membership to begin the growth process as outlined in this section.

At any parent meeting the Governing Board may propose the formation of an independent nonprofit to accommodate growth by recommending clear parameters for growth, including timeline, areas served, and organizational needs, including maintaining a strong membership base in each organization. The Governing Board shall establish a date no sooner than 30 days from the date of this recommendation for a membership vote to affirm or reject this specific growth plan. The Governing Board shall answer membership questions during the interim.

After a period of 30 days, with a quorum of six-sevenths (85%) or more of the members in good standing present, a vote shall be taken by secret ballot during a parent meeting whether to continue pursuing the presented growth plan. Shall a supermajority of 2/3rds of those present vote in the affirmative, the motion to grow shall pass.

Should that vote for growth be cast in the affirmative, the Governing Board shall collaborate with a Nominating Committee to identify future community leaders and assess their readiness for leadership. During a growth period, the organization wherein the current or outgoing President resides shall retain the 501(c)(3).

In years in which a growth pattern is pursued, the Nominating Committee, composed of members representing all areas, shall convene within five business days after the growth vote is cast in the affirmative to begin the process of preparing requisite leaders for both organizations. Those proposed leaders shall be presented to the membership with the recommendation and encouragement of the Governing Board.

Proposed leaders and members who have determined that they shall enter the new organization per the parameters for growth determined by the Governing Board, including areas served or other methods of delineation, shall be invited to vote for their leadership at a Parent Meeting which shall be held no sooner than 60 days following the membership's initial affirmative vote for growth.

Should the Governing Board and Nominating Committee discover that there are not enough qualified leaders or returning members able to support each school, then the growth process will be halted. If a growth vote is reinitiated at a future time, a new vote by the school membership is required.

All organizations that grow in this manner shall be invited to an ongoing relationship via participation in the LUMEZ Accord and retain the privilege to use these LUMEZ Governing Documents, the use of the LUMEZ name with a unique modifier, and a fair distribution of LUMEZ financial assets, other assets, and resources as determined by the Governing Board.

It is recommended that immediately following their election the Governing Board of the new organization call for a vote to adopt the LUMEZ Governing Documents and sign the [LUMEZ Accord](#).

This LUMEZ Growth Plan affirms the LUMEZ Golden Circle, as stated in Section 1.3.

Article 10 - Amending the Governing Documents

Section 10.1 Amendment Process

These Founding Documents may be amended using the process outlined below. The following sections are not eligible for amendment: Section 1.1, Section 1.3, Section 1.4, Section 1.5.

1. A member or committee of members in good standing shall refer to the articles of incorporation and determine the legality of the proposed amendment.
2. Said member or committee shall review the existing Governing Documents with due diligence to identify the reason and purpose for a change.
3. Said member or committee shall request an amendment hearing or request one be added to the agenda of an already scheduled Parent Meeting. The substance of the amendment shall be communicated in writing to the Governing Board and made public to the membership by the member or committee within 48 hours of this request.
4. The Governing Board shall hold the amendment hearing no sooner than 14 days from the time of request. The Governing Board must notify all members of this meeting at least 12 days prior to the scheduled hearing.
5. With a quorum of six-sevenths (85%) or more of the membership present at the hearing, the membership will hear testimony of the proposed amendment. Five minutes will be given to any member in good standing for discussion or rebuttal.

6. A member of the Governing Board shall call for a vote, which shall be taken by anonymous ballot and recorded, with oversight by the Treasurer.
7. An amendment may only be ratified with a six-sevenths (85%) affirmative vote of the voting quorum.

Section 10.2 Implementation of Ratified Amendments

Ratified amendments will go into effect on the first day of the next fiscal year, unless another date is proposed, passed, and ratified along with the amendment.

Article 11 - Indemnification of Officers

All members shall indemnify and hold harmless the members of the Governing, Advisory, and General Boards against any and all claims, loss, damage, expense, or liability arising from any action or failure to act with respect to the Governing Documents except in the case of gross negligence or willful misconduct by the Governing, Advisory, and General Boards.

Appendix

Governing Board

Please refer to Article 7.1 in the Governing Documents for Governing Board member qualifications.

President

The President is responsible for holding and carrying on the vision of the Commonwealth. The President works with other board members ensuring all tasks are completed and the Commonwealth operates according to these founding documents.

- Preside over and conduct meetings
- Provide vision and counsel to board and members at regular member meetings
- Appoint appointed board members (with input from counselors)
- The President may not legally hold the Treasurer or Secretary positions while serving as President.
- Audit finances monthly

Counselors

The Counselors share responsibilities with the President and are to support the vision and functioning of the Commonwealth. Tasks should be prayerfully divided and delegated with a Governing Board Member responsible for overseeing each delegated task. As tasks are delegated, keep in mind that true leaders are training their replacements and all involved should be mentored with love as they grow their capacities and abilities to minister with their God-given gifts. Some positions like Adult Scholar Program Director are critical to carrying on the vision of the school and may be best held by a member of the Governing Board that is able to carry and share that vision well.

The President and Counselors share the following duties:

- Preside over and conduct meetings (Counselors in absence of President)
- Call special meetings whenever deemed necessary
- Oversee training for new mentors

- Facilitate the training of new board members
- Consult with member parents, the Scholar Program Director, and Foundational Program Director, and the Adult Program Director to assign mentors for classes.
- Assign classes to rooms within the facility
- Secure a location for LUMEZ Commonwealth
- Create a budget for the operation of the Commonwealth
- Create an emergency evacuation plan to present to members during a member meeting
- Update the parent packet annually, and as needed
- Update Governing Documents upon amendment
- Oversee Registration Process
- Oversee Web Administrator and website, making sure website is up to date
- Oversee Treasurer and budget, maintain LUMEZ Commonwealth bank account with Treasurer and approve all expenditures
- Oversee yearly internal audit
- Maintain open communication with parents and bringing their concerns or suggestions to the board
- Communicate expectations for Youth Protection Training. Track and report compliance by each member to the Governing Board
- Consult on discipline or behavior issues that mentors need assistance with
- Collaborate with the Secretary to manage the membership directory, adding new members' information
- Act as the contact person for families interested in joining LUMEZ Commonwealth
- Add interested families to the waiting list and maintain contact with them, as needed
- Welcome new families and help them integrate into the LUMEZ Commonwealth community
- Clarify and share vision of parent membership requirements. Maintain records to verify family membership
- Assist member in achieving and maintaining "good standing" parent member status
- Develop and Maintain semester and daily schedules for classes
- Observe classes and plan mentor workshops based on the needs of the mentors
- Debrief teaching with mentors, in person or via mentor reports
- Mentor the mentors and parents at LUMEZ Commonwealth
- Create a contact list indicating delegation of responsibilities between Governing Board members and distribute to membership
- Approve class plans and mentor the lead mentors through their planning

Treasurer

The Treasurer conducts the finances of LUMEZ Commonwealth with integrity and precision. The Treasurer works under the direction of the President and Counselors. While it is an elected position, the Treasurer is not a member of the Governing Board.

- Keep digital records of all revenues and expenses
- Give a financial report to the Governing Board at least quarterly.
- All physical currency received shall be handled solely by the Treasurer or a member in good standing appointed by a unanimous Governing Board vote with a member of the Governing Board verifying the deposit.
- Ensure all monies collected are accurately recorded and deposited

- Collect and record tuition and fees from LUMEZ Commonwealth members
- Prepare and submit payments on time for building rental, field trips, bills, etc.
- Prepare and submit required tax forms
- Prepare and disburse approved reimbursements