

LIGHTHOUSE ACADEMY

A Family Leadership Education Commonwealth
Originally known as Scholars Inspired to Lead

GOVERNING DOCUMENTS

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Article 1: Organization Name and Purpose

Section 1.1 Name

The organization shall officially be known as Lighthouse Academy, a Family Leadership Education Commonwealth. This name may be informally shortened to Lighthouse Academy or Lighthouse. This commonwealth was originally Scholars Inspired to Lead (SITL).

Lighthouse is derived from the Old English word for light, *leht*, meaning “brightness, radiant energy, that which makes things visible, and spiritual illumination.” In addition, the word house comes from the Old English word *hus*, meaning “dwelling, shelter, residence.” Together, these speak to the true and timeless foundational principles upon which a Leadership Education is built. The lighthouse stands tall and shines bright to serve those in need. With true principles at its foundation, the lighthouse is steadfast and immovable despite inhospitable surroundings and the buffetings of fierce elements. Lighthouse speaks to the servant-leadership nature of our educational offerings and aspirations, and represents our physical proximity to the sunny Southern California coast.

Academy is derived from the Latin *Academia*, the name of the Greek public grove where Plato met and instructed his pupils in the liberal arts. Academy represents both our willingness to learn and our physical proximity to the beautiful, grove-covered hill country of rural North County San Diego.

Family is derived from the Latin *famulus*, meaning “servant,” highlighting the sovereignty of the family and the servant-leadership nature of our commonwealth. Robert K. Greenleaf wrote, “the great leader is seen as servant first, and that simple fact is the key to his greatness.”

Leadership is derived from Old English *lædan*, meaning “to go before as a guide, accompany, and show the way,” and is synonymous with the Latin word *conductus*, meaning “to lead or bring together; contribute, serve.”

Commonwealth is a loose translation of the Latin *res publica* (republic), meaning “common well-being,” to connote the governing form that best secures the common good or happiness. In a commonwealth, individual knowledge, experience, time, and talents are shared by members for the edification of the community.

Inspired is derived from the Latin *inspirare*, meaning “to breathe into...to infuse life into” and connotes the act of influencing or guiding the mind.

Scholar is derived from Old English *scōlere*, meaning “learner,” and the Greek *skholé*, meaning leisure in its original sense, a time for thinking and learning, pursuing goodness, beauty, and education with the goal of truth-seeking.

The articles of these governing documents are intended to set forth a clear course, list powers, and give direction for membership and leadership.

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Section 1.2 Area

Lighthouse shall comprise the general regional area of southern California. This area includes, but is not limited to, the counties of San Diego, Riverside, and Orange.

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Section 1.3 Purpose and Intent

Founding Story (DaNell will write this)

Golden Circle

WHY - Lighthouse Academy believes all individuals deserve an education centered on true principles that will prepare them to discover and lead their unique missions in life. Individuals and communities thrive when men, women, and children are learning and living their missions – enter to learn, go forth to serve.

HOW - Lighthouse Academy provides member families with vision, support, opportunities, mentoring, and relationships necessary for pursuing an agency-based liberal arts education, also known as a Leadership Education or Thomas Jefferson Education, in a liber community setting.

WHAT - Lighthouse Academy is a multi-faith community of homeschool families who gather together on a weekly basis to participate in Parent Projects, Scholar Projects, and Junior Program classes.

Creed

- We believe God created individual men and women and endowed them with agency, unlimited potential, and the ability to govern themselves through a revealed moral code of behavior for happy living which distinguishes right from wrong.
- We believe families are ordained of God and that the most important work we do is found within the walls of our own homes.
- We believe the sovereign family is the basic unit of a free society.
- We believe families, institutions, communities, and nations rise and fall, flourish or fail, at the hands of their leaders.
- We believe God holds mankind responsible for the way they treat each other.
- We believe leadership should be the exercise of moral influence, not coercion, in the service of leading others to new and lofty heights in the human experience.
- We believe governments are institutions of men and women that derive their power from the consent of the governed.

- We believe, whether in our homes, communities, or institutions of work and worship, each of us will be called to lead at some point in our lives and that Leadership Education best prepares leaders to successfully answer those calls.

*“Let your children be exposed to great minds, great ideas, everlasting truth,
and those things which will build and motivate for good.”*

Gordon B. Hinckley

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Section 1.4 Leadership Education

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

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Section 1.5 Scope of Practice

Lighthouse Academy is a voluntary association of homeschool families engaged in the pursuit of a Leadership Education. Families meet weekly to participate in Junior Program classes, Scholar Projects, and Parent Projects. Lighthouse 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 Lighthouse. The aim is to use our time together to inspire students to become self-directed learners who take ownership of their education. It is the responsibility of each family to meet the legal requirements of state education laws. Membership in this group does not satisfy California compulsory education laws. Parents are ultimately responsible for facilitating the full plan of education for their own child(ren).

Each semester should contain no less than 14 weeks to allow for completion of all classes.

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Section 1.6 Business Structure

Legal Form

Lighthouse Academy is an unofficial nonprofit organization.

Insurance

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

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Article 2: Lighthouse Academy Education Plan

Section 2.1 Lighthouse Philosophy

At Lighthouse, we believe in a liber education. The word liber is derived from Latin and Greek roots meaning “book” and “free.” English words derived from these roots include “library,” “liberty,” and “liberate.” Liber signifies the importance of a free people who are literate and able to govern themselves. We acknowledge the correlation between education and freedom. We seek to build a liber community, working together to advance the cause of freedom.

We believe that education should be based on true principles. The purpose of education is to develop both character and competence. The study and application of true principles invites 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 the individual’s autonomy and trust them to do the hard work of wrestling with principles and ideas. We offer each individual the transformative opportunity to practice, fail, try again, and succeed. We call this the Liber Cycle. This process develops self-directed learners, with clear vision, equipped with the capacity 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 with absolute stewardship over their child(ren).

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 we work to create a brave place in which we can practice failure.

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Section 2.2 Phases of Learning

The Foundational Phases

- **Core** Phase (birth to about age 8) is spent learning about right and wrong, good and bad, and truth and falsehood. The focus is on family relationships, play, work, routines, and responsibility.
- **Love of Learning** Phase (about 8-12 years of age) is steeped in classics, projects, curiosity, and ideas. A wide range of personal interests lead to growth in competence, diligence, character, and accountability.
- **Transition-to-Scholar** Phase (about 10-14 years of age) is the process of leaving Love of Learning Phase and entering Scholar Phase. In this phase, students are still considered and treated as being in Love of Learning Phase. During this time, the child will make a number of interesting, fascinating, and

exciting discoveries and acquire many of the skills that will determine their learning effectiveness (or weakness) in the years ahead.

The Educational Phases

- **Scholar** Phase (about 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 and character.
- **Depth** Phase (about 18-24 years of age) is marked by the personalization of the scholar's education and is characterized by submission to a mentor who will help the scholar begin to implement her/his personal mission. The learning environment is critical in Depth Phase and the lessons include initiative, ingenuity, integrity, allegiance to God, commitment to mission, passion, impact, breadth, depth, and nuance.

The Applicational Phases

- **Mission** Phase (adulthood) is evidence that a Leadership Education will naturally be followed by a life of service and leadership. In this phase, the drive to "prepare for greatness" shifts to a drive to *deliver*... a demand that an individual inspire greatness in others and move the cause of liberty.
- **Impact** Phase (adulthood) is a new era of life in which the valuable wisdom and experience you have gained must be shared and communicated to those who will follow. Some possible roles leaders take on later in life include, but are not limited to: mentor, scholar, citizen, entrepreneur, sentinel, philosopher, philanthropist, disciple, artist, statesman, healer, elder, and grandparent.

Taken from [Leadership Education: The Phases of Learning](#) by Oliver and Rachel DeMille.

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Section 2.3 Methodology

The most effective teaching can take place when mentors approach planning with a clear vision of what they 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 - the process of guiding a student or group of students to find their "next right step" toward a desired goal.
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 classic literature.
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 receiving instruction from a mentor about a specific topic and discussing it.
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, and provides 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 and/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 "what" relevant.

Ladder 2: Mission

Every individual has inherent worth and a unique contribution to make to the world; this is *Mission*. Mentors work to lovingly 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

The word *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

The word *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 coach and instruct learners in the practice and process of gaining competence and excellence in their performance.

Ladder 5: Knowledge

Sometimes a learner's next right step is simply to obtain the knowledge relevant to his or her vision and mission and the necessary abilities and skills needed to move forward. Language lays the foundation for obtaining 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. Mentors set an example of lifelong learning and encourage others in this pursuit.

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Section 2.4 Curriculum

Learning Material

Learning material and content used at Lighthouse 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. Mentors who have mentored at least two LEMI Scholar Projects may offer new Leadership Education phase- and age-appropriate classes relevant to students' interests and development

by providing the Executive Board (via the Principle Mentor) an outline or brief description of the class/Scholar Project and securing Executive Board approval prior to implementation.

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Section 2.5 Performance, Promotion, and Graduation Standards

Lighthouse 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 Program class, Scholar Project or class, and Parent Project may confer its own awards and recognitions in class, at the December Christmas party, or at the Scholar Showcase and Awards Gala. Family and friends of Lighthouse members are invited to attend performances, showcases, and gatherings to encourage and celebrate the growth of the students.

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Section 2.6 Programs

Scholar Program

The mission of the Scholar Program is to grow and develop the character and competence of each student. Lighthouse uses 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 their child(ren). VMASK is recommended as a diagnostic tool to recognize the next right step.

Junior Program

The mission of the Lighthouse Junior 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.

Parent Program

The mission of the Parent Program is to provide parents with vision, support, opportunities, mentoring, and relationships necessary for pursuing Leadership Education for themselves and their family. Parents participate in Parent Projects, parent enrichment activities, and yearly LEMI training, and have the opportunity to mentor in the Scholar Program and Junior Program. **Ultimately, the commonwealth is the primary Parent Project.**

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Article 3: Membership

Section 3.1 General Members

Membership in Lighthouse Academy is a whole-family commitment and offers whole-family enrichment. Families join the commonwealth rather than individual parents or students. Our governing body is made up of the families who have signed the Member Compact, agreeing to abide by these Governing Documents. As Lighthouse grows, we will encourage the formation of additional liber commonwealths with their own leadership.

Membership Process

Families wishing to participate in Lighthouse will:

1. Research the Lighthouse Academy website, www.sitlitl.com.
2. Read the Governing Documents found on the website.
3. Fill out an [Application for Membership](#).
4. Attend a meeting with at least three members of the Executive Board to determine if membership is beneficial and appropriate for the family and the needs of the Lighthouse community.
5. Agree to the membership responsibilities by signing the Member Compact.

Member Responsibilities

A “general member” is defined as an adult scholar or a parent/guardian of a child attending Lighthouse Academy. In order to be a member in good standing, at least one parent/guardian from each family will:

1. Read the Lighthouse Academy Governing Documents and
 - a. Signify agreement by signing the [Member Compact](#).
 - b. Participate in an annual group study of the Governing Documents.
2. Read [A Thomas Jefferson Education: Teaching a Generation of Leaders for the Twenty-First Century](#) by Oliver DeMille, before joining Lighthouse Academy. New members will participate in a new member meeting with the Executive Board to discuss the book; current members are welcome to attend.
3. Junior Program parents remain on campus the entire time their Junior Program child is on campus to assist with the operation of the commonwealth. In the case of extenuating circumstances a variance may be requested and reviewed by the Executive Board. (see Section 4.4). In addition:
 - a. In the rare case of an emergency when a parent/guardian must leave campus during the commonwealth day, she/he must designate another adult (cannot be current mentor) as a temporary guardian of her/his child(ren).
 - b. The parent/guardian must notify a member of the Executive Board via text, letting them know who the temporary guardian is.
4. Participate in the commonwealth, Scholar Program, Junior Program, or Parent Program by
 - a. mentoring or co-mentoring a Scholar Project or Junior Program class, or
 - b. filling a position in the Governing Organization, or
 - c. actively seeking to fulfill unmet needs in the commonwealth. **For the parents, the commonwealth is the project.** A parent/guardian must serve *throughout the school year* in some capacity in the commonwealth. This can include, but is not limited to, teaching in the Junior Program, being on event committees, acting as a mentor liaison for a project/class, filling an advisory role for a student organization. Daily learning structure, activities, and policies are chosen to foster volunteerism and encourage a “homesteader” attitude while discouraging a “squatter” mentality. Volunteer efforts are an essential responsibility for each member of the Lighthouse community.

5. Support the commonwealth's expectations for children
 - a. to either participate in their registered class(es) or be invited to sit out with their parent/guardian;
 - b. to govern themselves respectfully and positively; and
 - c. to complete their clean-up assignment at the end of each commonwealth day.

Should conflict or behavioral issues arise, the child's privacy is honored and only necessary mentors and Executive Board members will be notified of the situation while communication with the parent/guardian is pursued.
6. Maintain an account on the chosen communication platform **and stay current on all posted communications.**
7. Ask for support if experiencing difficulty using the chosen communication platform.
8. Attend the Mandatory Alpha Parent Meeting (MAP Meeting) at the commencement of the school year and the Mandatory Omega Parent Meeting (MOP Meeting) at the end of the school year.
9. Attend two Parent Liber Councils per semester.
10. Check in with their scholar(s) at least twice a month (or as determined by the class mentor or class contract), in a formal or informal manner, to assess their educational progress and needs.
11. Provide a devotional for the commonwealth at least once during the school year.
12. Pay commonwealth fees on time, or have and maintain an approved payment plan in a timely fashion.
13. Drop off and pick up child(ren) on time each commonwealth day.
14. Purchase or procure the necessary manuals, books, and materials for your Parent Project(s) and your child's Scholar Project(s) before the beginning of the semester.
15. Complete Board-approved youth protection training every two years and provide proof of completion to the Parent Representative.
16. Treat all religious beliefs and practices represented in the commonwealth with courtesy and respect.
17. Protect and value the personal study time of both the parent scholar and the youth scholar.
18. Study from a core book or central classic on a regular basis.

General members in good standing have the right to vote in all Lighthouse elections and proceedings. 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 Executive Board. The Executive Board will work with any members not fulfilling the member responsibilities they agreed to in their Member Compact at the beginning of the year. The Executive Board will encourage good membership and community involvement. If the members that are not fulfilling the member responsibilities do not become members in good standing after repeated attempts by the Executive Board to help them, their membership may be revoked at any point in the school year.

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Section 3.2 Community Volunteers

Volunteers may serve as mentors and helpers upon approval by the Executive Board. They shall agree to the following:

1. Read and uphold the Education Plan, Article 2.
2. Reliably attend Lighthouse according to the planned and approved schedule.

3. Support the commonwealth's expectations for students
 - a. to either participate in their registered class(es) or sit out with their parent/guardian;
 - b. to govern themselves respectfully and positively; and
 - c. to complete their clean-up assignment at the end of each commonwealth day.

Should conflict or behavioral issues arise, the child's privacy is valued and only necessary mentors and Executive Board members will be notified of the situation while communication with the parent is pursued.

4. Complete Board-approved youth protection training yearly and provide proof of completion to the Parent Representative.
5. Signify consent by signing the [Volunteer Compact](#).

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Section 3.3 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 his/her 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 2.3).

Mentor Requirements

1. Submit a [Mentor Application](#) to mentor a Parent Project, Scholar Project, or Junior Program class.
2. Be approved and assigned by the Executive Board who will be considering first the needs of the students.
3. Attend the mentor training offered by Leadership Education Mentoring Institute (LEMI) for the applicable Scholar Project the summer before mentoring it. LEMI Brush-up Training is required before mentoring a Parent or Scholar Project if two years have lapsed from the original mentor training.

Mentor Responsibilities

1. Uphold the purpose and intent of Lighthouse Academy (Section 1.3).
2. Follow the principles and philosophies set forth in LEMI training.
3. Set an example of self-driven scholarship, character development, and behavior.
4. Cast a vision of the value of the subject and foster personal connection to it.
5. Together with the Executive Board, decide the age limits, prerequisites, and number of students allowed in the class or scholar project.
6. Seek mentoring from the Principle Mentor as desired.
7. Ensure that scholars and mentors are allowed and encouraged to present from various perspectives, which may include religious scriptures and quotes as appropriate, while being considerate of those with differing beliefs.
8. Inform parents of any sensitive content shared by the mentors and/or scholars.
9. Foster respectful sharing of all students'/families' core and other beliefs, and allow student/parent choice in memorization and other assignments when appropriate.
10. Maintain an account on the chosen communication platform **and stay current on all posted communications.**

11. Ask for support if experiencing difficulty using the chosen communication platform.
12. Provide parents with weekly communication about projects and assignments on the chosen communication platform.
13. Be organized, prepared, and begin and end class on time, unless extended class time is prescheduled.
14. Set and communicate clear and appropriate student expectations.
15. Encourage, inspire, and affirm all students in their personal progress and growth.
16. Respect students' agency.
17. Make meaningful connections with each student, honoring who he or she is individually.
18. Protect physical and emotional safety.
19. Honor parents in their role as primary mentors.
20. Attend group mentor meetings as scheduled by the Principle Mentor.
21. Check in with each scholar at least twice a semester, in a formal or informal manner, to assess his/her class progress. This responsibility can be divided between all mentors in the class.
22. Complete weekly Mentor Reports and submit them to the Principle Mentor and [LEMI](#).
23. Attend ongoing LEMI mentor training throughout the year via LEMI webinars and/or podcasts.
24. Pay for LEMI training. Lighthouse will help with the cost as funds allow (See Section 5.1).
25. Signify agreement with mentor responsibilities by signing the [Mentor Compact](#).

Scholar Mentors

Scholar Mentors may request to mentor a Scholar Project by submitting a [Mentor Application](#). A scholar must have completed Quest 1 & 2 in order to become a Scholar Mentor. Exceptions to this rule may be made upon discussion and consensus from the Executive Board.

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Section 3.4 Students

Throughout the Lighthouse Governing Documents, the word “scholar” refers uniquely to those students enrolled in the Scholar or Parent Programs (generally ages 12+) while the word “student” refers to all students of the commonwealth, whether in the Junior Program or Scholar and Parent Programs (ages 0-100).

Students are the central part of Lighthouse Academy. Their conduct and example greatly influence the success of the community. As a result, they are expected to fulfill certain responsibilities to remain a student in good standing.

Scholar Responsibilities:

1. Be teachable and coachable.
2. Take ownership and responsibility for his or her learning.
3. Govern himself or herself respectfully toward parents, mentors, teachers, other students, and self.
4. Encourage a positive learning environment.
5. Behave and dress in a manner that is humble, modest, neat, clean, and befitting a Leadership Education.
6. Attend class regularly.
7. Arrive on time to class.

8. Maintain an account on the chosen communication platform **and stay current on all posted communications.**
9. Ask for support if experiencing difficulty using the chosen communication platform.
10. Abstain from the use of illegal substances.
11. Signify agreement with scholar responsibilities by signing the [Scholar Compact](#).

Junior Program Student Responsibilities:

1. Be teachable and coachable.
2. Govern himself or herself respectfully toward parents, mentors, teachers, other students, and self.
3. Encourage a positive learning environment.
4. Behave and dress in a manner that is humble, modest, neat, clean, and befitting a Leadership Education.
5. Attend class regularly.
6. Arrive on time to class.
7. Abstain from the use of illegal substances.
8. Signify agreement with student responsibilities by signing the [Junior Program Student Compact](#).

Students who are not fulfilling the above-described obligations shall have their membership reviewed and assessed by the Executive Board for continued class attendance.

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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. Destructively critical or diminishing comments are not in line with our culture.
2. Mentors shall speak directly with parents if a problem arises. Parents shall 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 Parent Representative and the Principle Mentor.
3. If a student or scholar repeatedly compromises physical and/or emotional safety of self or others, that child will be asked to sit with his or her parent/guardian for the remainder of the class time, after which point the parent shall follow this procedure:
 - a. Call an accountability meeting between the student, parent, mentor, Parent Representative and Principle Mentor (Scholar Program student) or Junior Program Director (Junior Program student).
 - b. Listen to an account of the incident from all 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 Executive 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 Executive Board.

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Section 4.2 Communication Method

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

Executive Board Communication Systems:

1. Regular meetings, both in person and online.
2. Shared access to all Lighthouse records.
3. Continual discussion of relevant information, ideas, and issues on the chosen communication platform; Executive 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 chosen 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.
5. If a member is experiencing difficulty with the use of the chosen communication platform, they have a responsibility to ask for support.

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Section 4.3 Conflict Resolution and Grievances

Most conflicts or grievances arise from questions of form, 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. The Parent Representative should be invited to act as a mediator should this approach not yield a mutually agreeable solution. Members involved may contact the Parent Representative directly or file a [Grievance Report](#).
7. The Parent Representative shall act as mediator for any general member seeking resolution for a grievance relating to any member(s) of the Executive Board. If the grievance is with the Parent Representative, the Director will act as mediator.

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Section 4.4 Variances

Lighthouse Academy 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 Executive Board. The Executive Board will consider whether the variance can reasonably be accommodated *while also keeping with the purpose and intent of Lighthouse*. Requests from Junior Program parents for total exemption from being on campus will not be granted for safety and liability reasons. The Executive Board will respond to all variance requests in a timely manner.

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Article 5: Finances

The Executive Board has the following financial duties:

Section 5.1 Budget

Set up a budget for reasonable yearly expenses. The fiscal year shall begin on the first of July and close on the 30th of June the following year. All budget changes shall be approved by the Executive Board by June 30th, shared with the membership by July 15th, and passed by the majority of Lighthouse membership via chosen communication platform by the first of August. The board's first financial priority and consideration is supporting the needs of member families, while also maintaining the vision and mission of Lighthouse.

Budget Items

1. Business and Administrative Costs
 - a. Facility rental fees
 - b. Insurance
 - c. Administrative costs
 - d. Marketing and advertising
 - e. Cleaning materials
 - f. Emergency fund (compensatory property damage, loss, or theft)
2. Training Costs

- a. LEMI governing board training (e.g. LEMI's School Leadership Training) - reimbursed in full for active Executive Board members.
 - b. Mentor training - if funds are available, reimbursed first half tuition following completion of training with proof of full participation and second half following completion of full year of mentoring. Reimbursements shall be prioritized and determined by the Executive Board per the following tiers:
 - i. First, to Scholar Project mentors and student mentors training in the specific project they will actively mentor the coming school year.
 - ii. Second (and only if additional funds are available), to spouses whose families are currently enrolled and attend Lighthouse in the school year following the training. Reimbursement amount may be equal to or less than tiers 1 and 2.
 - c. Hosting LEMI training, when expedient.
3. Class Fees
 - a. When determining class fees, priority should be given to keeping fees as low as reasonably possible, without sacrificing quality and content.
 - b. Fees for Scholar Projects, Junior Program classes, and Parent Projects will be determined by the Executive Board, and billed on a per student basis per class enrollment.
 - c. Class fee will be waived if the youth is a student mentor in the class.
 - d. Class fee will be discounted if the parent is a mentor for a Scholar Program or Junior Program class.
 4. Facility Rental Fees
 - a. At least one semester's rental fees to be earmarked and held in reserve in the Lighthouse bank account.
 5. Event Costs

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Section 5.2 Accounting and Reporting

1. 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.
2. An annual report will be presented by the Treasurer and/or Assistant Director to the general membership at the Mandatory Omega Parent Meeting.

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Section 5.3 Collection of Funds

1. All funds paid to Lighthouse 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.
2. All funds shall be collected via trackable means. In the rare case that cash must be used, cash must be collected by the Executive Board or the Treasurer.

3. 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 Executive Board prior to the following year's registration date. See Section 2.1

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Section 5.4 Disbursement of Funds

1. All disbursements shall be
 - a. made using trackable means, and
 - b. approved by the Treasurer and authorized by the Director and/or the Assistant Director. Reimbursements to the Assistant Director will be authorized by the Director and/or the Parent Representative and vice versa.
2. Prompt Payment to Vendors and Contractors
 - a. Valid and proper contracts and invoices shall be paid on time and preferably prior to their specified due dates.
3. Reimbursements
 - a. Individuals incurring expenses related to Lighthouse must submit all applications for reimbursements within 30 days of the date the expense was incurred. Receipts must include the date the expense was incurred. Applications submitted after those dates will not be approved.
 - b. Reimbursements for expenses incurred for classes, projects, and activities shall be paid out upon approval within three weeks of receipt of submission.
4. Transfers and Refunds
 - a. 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.
 - b. 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.
 - c. If a student withdraws from one or more classes without transfer after the first three weeks of a semester, class fees will be prorated and refunded.
 - d. If a member withdraws full enrollment within the first three weeks of a semester, all fees will be refunded excluding rent and insurance costs.
 - e. If a member withdraws full enrollment after the first three weeks of a semester, rent and insurance costs will not be refunded. Class fees will be prorated and refunded.

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Section 5.5 Financial Compensation

1. Members volunteer their time, talents, and skills to Lighthouse without direct compensation. This may include, but is not limited to, service as mentors and teachers, and as officers on the board.

2. Direct monetary compensation for goods or services occurs only when a general or community member has expertise in a field and/or currently operates a for-profit business and is contracted by the commonwealth.

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Section 5.6 Fundraising

1. Fundraisers may be organized to raise money for training, commonwealth fees, storage fees/purchases, and events.
2. Fundraisers may be organized by a Fundraising Committee. Electronic payment is the preferred method. All physical currency received shall be handled solely by the Executive Board or Treasurer.
3. Funds collected will be deposited into the Lighthouse bank account and allocated at the discretion of the Executive Board.

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Section 5.7 Internal Audit

1. An internal audit shall be completed by the Assistant Director and reported to the Executive Board by the thirtieth of June each year.

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Section 5.8 Non-Monetary Assets

1. The Resource Coordinator shall keep a list of non-monetary assets, including photographs of the items, their initial purchase price, and location.
2. Any non-monetary assets purchased with Lighthouse monies are the property of Lighthouse.

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Section 5.9 Disbursement of Assets Upon Dissolution of Commonwealth

1. Upon dissolution of Lighthouse, the Treasurer and Director shall verify that all outstanding invoices and reimbursements have been paid.
2. Non-monetary assets, excluding real estate, shall be sold at book value or best offer, with funds placed in the general operating account.
3. Remaining funds shall be distributed among the general membership, proportional to the amount each family paid in fees that year.

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Article 6: Commonwealth Growth

We encourage members to invite other homeschool families to learn more about Lighthouse and Leadership Education, to talk with the Executive Board, and to begin the application process to become a member.

In consideration of facility limitations, administrative needs, and the ability of members to maintain meaningful relationships, Lighthouse membership is limited to 72 students in the Scholar and Junior Programs. Families applying for membership after the limit has been reached may be placed on a waiting list.

When Lighthouse reaches and maintains maximum size, the Executive Board may consider making a growth proposal.

Commonwealth growth occurs in cumulative stages. A healthy community never leaves the gathering or strengthening phases but adds to previous stages in an ongoing cycle of growth.

Gathering

During the gathering stage, one or more leaders decide the WHY and vision of the community, connect with other homeschooling families in their area, and visioncast the WHY with them. They communicate clear member expectations and establish forms/systems that may serve the commonwealth for years to come. The structure of governance may, for a time, be simple.

Strengthening

In the strengthening stage, general forms/systems have been established, and the focus is on fine-tuning those forms/systems. Future leaders are trained and given a variety of experiences to prepare them for potential future service. Attention to the little things adds incredible strength to the community.

Multiplying

During the multiplying stage, excellent leaders develop other leaders. A stable commonwealth with a strong culture and a solid, interested waiting list may choose to grow into multiple commonwealths. Stagnation and entropy may occur in organizations that choose not to invite growth.

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Patterns of commonwealth growth include:

Twin Commonwealths - Leaders may recognize the signs that indicate a community is ready to grow, and decide to start a separate organization with the same form, structure, practices, and governing documents as the original commonwealth, in order to assure the new commonwealth closely resembles the existing commonwealth. These twin commonwealths include membership from the original commonwealth, and join together for community events to continue relationships. Leadership from both commonwealths should communicate often, sharing experiences, ideas, and insights.

Sister Commonwealths - A community member decides to begin another commonwealth, with the current commonwealth board's blessing, and may or may not continue with some of the same forms, structures, and

patterns as the original commonwealth. Regardless, the intent is to leave on positive terms, with mutual respect. The sister commonwealth and Lighthouse Academy may choose to have ongoing communication.

Parent Commonwealth - A leader of a commonwealth, or a board of a commonwealth, may choose to create multiple commonwealths that all operate under the leadership of one board or person. Consistency across commonwealths may be a result, with similar forms, structures, and patterns as the original commonwealth a possibility, though keeping one central leadership structure may impact the roles members and leaders play in each community.

There are both intended and unintended consequences of each organizational structure that members should carefully and thoroughly explore when considering potential growth. The impact of a chosen commonwealth growth form is significant on all member families. Should a member choose to leave an existing commonwealth to begin another commonwealth, the value of relationships and the courtesy in the manner in which that is done should be safeguarded and preserved.

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Twin Commonwealth Growth Criteria

The following criteria may be helpful in indicating a season of growth for Lighthouse Academy:

1. Consistently meeting the established enrollment maximum of 72 students.
2. A low turnover rate of six families or fewer.
3. A consistent waiting list of four or more families.
4. Eight or more members who have experience serving on the Lighthouse Governing Board, and have participated in LEMI School Leadership Training.
5. Six or more willing and able LEMI Scholar Project trained mentors to support each commonwealth's Scholar Program.

The Executive Board may recommend that the commonwealth begins the growth process as outlined in this section.

The growth process is initiated by a proposal from the Executive Board to form a new commonwealth to accommodate growth. The Executive Board may make this proposal by outlining the need for growth based upon the criteria listed above, and will include a tentative timeline, a breakdown of geographical areas served by the new and original commonwealths, and a discussion of the organizational needs of each commonwealth. One of the main goals of the growth process will be maintaining a strong membership base in each organization. The Executive Board will set a date, no sooner than 30 days from the date of the board proposal, for a parent meeting to hold a membership vote to affirm or reject this specific growth proposal. The Executive Board will answer all membership questions in the interim.

At the parent meeting, the vote will be taken by secret ballot. Each family in good standing will be provided one ballot. If a family in good standing is unable to attend this parent meeting, that family may give its proxy vote to a family in attendance by informing a member of the Executive Board in writing. The growth proposal requires affirmative votes from $\frac{2}{3}$ of the ballots submitted to pass.

If the growth proposal passes, the Executive Board will collaborate with a Nominating Committee to identify future commonwealth leaders and assess their readiness for leadership.

The Nominating Committee, composed of members representing both commonwealths, must meet within three business days after the growth proposal passes to begin the process of vetting leaders for both commonwealths. The proposed leaders will be presented to the general membership for election.

At a parent meeting to be held no sooner than 60 days following the affirmative growth proposal vote, all families in good standing will be invited to vote on proposed leaders to fill the Governing Board positions of their resulting commonwealth.

If the Executive Board and Nominating Committee discover that there are not enough qualified leaders or returning members able to support each commonwealth, the growth process will be halted and may be reinitiated through a new growth proposal.

The resulting twin commonwealth will have an ongoing relationship with Lighthouse and continue to use these Lighthouse Governing Documents and the Lighthouse Academy name with a unique modifier. The Executive Board that made the growth proposal will determine how the financial assets and other assets of Lighthouse Academy will be fairly distributed between the twin commonwealths.

This Lighthouse growth plan affirms the Lighthouse Golden Circle, as stated in Section 1.3.

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Article 7: Governing Organization

To conduct the business of Lighthouse effectively, Article 7 establishes the following three bodies in which the administrative and advisory powers reside.

1. The Executive Board
2. The General Board
3. The Advisory Board of Emeritus Directors

Section 7.1 Executive Board

Powers

The Executive Board members are elected by the members of Lighthouse. The Executive Board shall have full charge of the property and business of Lighthouse Academy, with full power and authority to manage and conduct the same.

The Executive Board shall have the power to remove officers and members for just cause.

Limits of Powers

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

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Role

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

Structure

The Executive Board consists of four elected officers and one appointed officer who each have a vote, and one appointed, non-voting position.

Elected (voting)

Director

Assistant Director

Parent Representative

Junior Program Director

Appointed (voting)

Principle Mentor

Appointed (voting only when breaking a tie)

Secretary

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

Executive Board Member Qualifications:

1. Promote and uphold the Lighthouse documents, Golden Circle, and Creed, acting as stewards of vision and culture within Lighthouse.
2. Complete LEMI's School Leadership Training, or LEMI equivalent, each summer of service on Executive Board:
 - a. Lighthouse assumes responsibility for the cost of LEMI's School Leadership Training when members have committed to serve on the Executive Board.
3. Be a member in good standing as put forth in Section 2.1, upholding the Lighthouse Academy Member Compact, for at least one year before term of service begins.
4. The Executive Board members, with exception of the Junior Program Director, shall have mentored at least one Scholar Project, for which they trained with LEMI, before their term of service begins.

Director Qualifications:

The Director must meet further qualifications in addition to those listed in Executive Board Member Qualifications:

1. Demonstrate a commitment to upholding the principles and values of Leadership Education at Lighthouse Academy.
2. Have completed a full term of service as an elected officer on the Executive Board.

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Principle Mentor Qualifications:

The Principle Mentor must meet further qualifications in addition to those listed in Executive Board Member Qualifications:

1. Demonstrate a commitment to upholding the principles and values of Leadership Education at Lighthouse.
2. Must have completed a full term of service on the Executive Board.
3. Must have mentored three different Scholar Projects.

General Executive Board Member Responsibilities:

1. Promote and uphold the Lighthouse Governing Documents, Golden Circle, and Creed, acting as stewards of vision and culture within Lighthouse.
2. Attend Governing Organization and Parent Liber Councils.
3. Manage policies and procedures, creating new policies and procedures only if necessary.
4. Manage fiscal and business responsibilities.
5. Plan and manage commonwealth growth.
6. Approve new families for Lighthouse membership.
7. Manage facilities.
8. Maintain communication with members and mentors.
9. Keep important records.
10. Act as contacts for families interested in joining Lighthouse Academy, add them to the waitlist, and maintain contact with them.
11. Develop class member lists each year and assign classes to rooms within the facility.
12. Communicate with the Executive Board in a timely manner, on the chosen communication platform, regarding their responsibilities.

Director

The Director has a duty to uphold the Governing Documents, using them as a standard to ensure classes, meetings, activities, and administration of Lighthouse emulates and protects its Purpose and Intent as stated in Article 1, Section 1.3. The following officers report to the Director: Assistant Director, Parent Representative, Principle Mentor, and Junior Program Director. The Director works closely with each of these officers while respecting their stewardship.

Director Responsibilities:

- Presides over and conducts Governing Organization and member meetings, providing vision and counsel to members.
- Calls special meetings whenever deemed necessary.

- Consults with the Principle Mentor and Junior Program Director to assign mentors for classes. Appoints mentors.
- Appoints non-elected officers to the General Board with the approval of the Executive Board.
- Facilitates training and mentoring of General Board members and oversees training of mentors.
- Along with the Treasurer, Assistant Director, and Junior Program Director, creates a budget based on proposed class, event, and administrative expenses each semester.
- Oversees Treasurer and budget, maintains a Lighthouse checkbook with the Treasurer, and approves all expenditures.
- Secures a location for Lighthouse.
- Meets with approved new families joining Lighthouse Academy and facilitates signing the Member Compact.
- Contacts new members with information about the Scholar Program and Parent Program after acceptance letters have been sent.

The Director has veto power on any motions or proposals.
A veto may be overturned by a two-thirds majority vote of the members.

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Assistant Director

The Assistant Director ensures that the administration of Lighthouse is carried out with integrity and honesty. She/he shares the vision of Lighthouse with the members. The following General Board members report to the Assistant Director: Public Relations, Resource Coordinator, and Historian. The Assistant Director reports to the Director.

Assistant Director Responsibilities:

- Stands in for Director when she/he is absent.
- Updates Governing Documents upon amendment.
- Oversees registration process.
- Along with the Director, Treasurer, and Junior Program Director, creates a budget based on proposed class, event, and administrative expenses each semester.
- Establishes and oversees Lighthouse Student Council for each school year.
- Maintains semester and daily schedules and commonwealth calendar.
- Oversees yearly internal audit by the thirtieth of June each year and presents findings to membership.
- Creates an emergency plan to present to members during a member meeting.

Parent Representative

The Parent Representative acts as a liaison between member parents and the board, ensuring parents' concerns are addressed, assisting members in meeting their membership obligations, and sharing the vision of Lighthouse. The following officers report to the Parent Representative: Events Coordinator and Community Outreach Coordinator. The Parent Representative reports to the Director.

Parent Representative Responsibilities:

- Acts as liaison between parents and the Executive Board by maintaining open communication with parents and bringing their concerns or suggestions to the board.

- Communicates expectations for youth protection training. Tracks and reports compliance by each member to the Executive Board.
- Consults with the Director regarding discipline or behavior issues with which the mentors need assistance.
- Welcomes new families and helps them integrate into Lighthouse Academy.
- Assists members in achieving and maintaining “good standing” parent member status.
- Organizes at least two Parent Liber Councils per semester and helps to educate and inspire parents throughout the year.

Principle Mentor

The Principle Mentor ensures that the principles of Leadership Education are taught and practiced at Lighthouse and that mentoring is carried out with excellence according to the Lighthouse Golden Circle. Her/his stewardship is primarily over the Scholar Projects and Parent Projects. The Principle Mentor reports to the Director.

Principle Mentor:

- Facilitates training for mentors.
- Oversees Parent Program mentors.
- Observes classes and plans mentor training based on the needs of mentors.
- Debriefs teaching with mentors, in person or via mentor reports.
- Mentors the mentors as they seek mentoring, while respecting their stewardship.
- Presents new scholar projects to the Executive Board for approval.
- With the Executive Board, finds mentors for scholar projects.

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Junior Program Director

The Junior Program Director ensures the Junior Program follows the principles of Leadership Education and that mentoring is carried out with excellence according to the Lighthouse Golden Circle. The Junior Program Director reports to the Director.

Junior Program Director Responsibilities:

- Shares the vision of the Junior Program with members and prospective members.
- Contacts new members with logistical information about the Junior Program after an acceptance letter has been sent by the Director.
- Along with the Director, Assistant Director, Junior Program Director, creates a budget based on proposed class, event, and administrative expenses each semester.
- With the Director, organizes parents and mentors to teach Junior Program classes.
- With the Principle Mentor, oversees and coordinates training for interested parents and mentors.
- Conducts regular debriefing for Junior Program parents and mentors through tools such as mentor reports.

Secretary

The Lighthouse Secretary is a non-voting *appointed* member of the Executive Board. In the event that an elected Executive Board member is unable to cast a vote on internal decisions, the Secretary shall be called upon to cast any tie-breaking votes. The Secretary reports to the Director.

Secretary Responsibilities:

- Records meeting minutes.
- Keeps a record of meeting minutes and attendance logs; reports minutes from the previous meeting and ensures they are accessible to Executive Board members.
- Keeps a record of measures that have been voted on and ensures they are accessible to members.
- Maintains a file of records.
- Maintains current class lists.
- Maintains and distributes a current commonwealth member directory.

Board Decisions

Executive Board members shall deliberate and discuss agenda items to determine whether a proposed procedure supports the mission of the commonwealth as put forth in the Governing Documents. Each voting Executive Board member shall have a voice. Decisions must be passed by a majority vote of all five voting Executive Board members; this constitutes a quorum. 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 by the Director so that all voices may be heard and a fair vote called.

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Conflicts of Interest

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

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

Terms of Service

The term of service for any elected position shall be one year with the opportunity to run for a second term.

Term of service begins the day after the current school year ends at which time a transitional period of at least one month begins to allow for the incoming officer to be trained by the outgoing officer. The outgoing officer's term of service ends one month after the day the current school year ends.

In the event of a vacancy mid-semester, a new officer shall be appointed by the Director to serve out the remainder of the current school year. Term begins immediately upon appointment. The appointed officer retains eligibility to seek one additional term in that position through election.

Elected board members may seek election to other board positions upon completion of term. Elected board members who have already completed one full term of service may seek re-election to the same board position following, at minimum, a period of one year.

Director Vacancy

Should a Director be unable to complete the term of service, the office of Director shall be assumed by the Assistant Director, or, in the event that the Assistant Director is unable, the Parent Representative. The interim Director shall serve out the remainder of the current school year, beginning immediately upon the current Director's resignation. The interim Director retains eligibility to seek one additional term as Director through election.

Removal from the Executive Board

An Executive Board member may be removed from his or her elected position for the following reasons: violation of the Governing Documents, conduct unbecoming an Executive Board member, failure to perform duties, or loss of good standing as a General Member. Removal shall require at least two-thirds vote of the full Executive Board.

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Section 7.2 General Board

Role

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

Structure

The General Board consists of the following appointed members:

Elected (non-voting)

Treasurer

Appointed (non-voting)

Operations Coordinator

Public Relations Coordinator

Historian

Resource Coordinator

Assistant Junior Program Director

Events Coordinator

Community Outreach Coordinator

Reporting to the Director

Treasurer

Operations Coordinator

Reporting to the Assistant Director

Public Relations Coordinator
 Historian
 Resource Coordinator

Reporting to the Junior Program Director

Assistant Junior Program Director

Reporting to the Parent Representative

Events Coordinator
 Community Outreach Coordinator

Qualifications of the General Board

Has completed one full year as a member in good standing as put forth in Section 2.1.

Responsibilities of the General Board:

1. Promote and uphold the Lighthouse Governing Documents, Golden Circle, and Creed, acting as a steward of vision and culture within Lighthouse.
2. Perform the logistical work assigned by the Executive Board.
3. Attend General Board meetings.
4. Keep records pertaining to their positions.

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Treasurer

The Treasurer conducts the finances of Lighthouse with integrity and precision. The Treasurer reports to the Director. While Treasurer is an elected position, the Treasurer is not a member of the Executive Board and does not vote.

Treasurer Responsibilities:

- Keeps digital records of all revenues and expenses.
- All physical currency received shall be handled solely by the Treasurer or a member of the Executive Board.
- Ensures all monies collected are accurately recorded and deposited.
- Collects and records tuition and fees from Lighthouse members.
- Prepares payments for building rental, field trips, etc.
- Prepares and disburses approved reimbursements within three weeks of request for reimbursement.
- Maintains Lighthouse bank account, checkbook, and payment platforms with the Director.
- Along with the Director, Assistant Director, and Junior Program Director, creates a budget based on proposed class, event, and administrative expenses each semester.
- Presents class budgets to the membership at the beginning of each semester.
- Prepares and presents an annual accounting report at the Mandatory Omega Parent Meeting (MOP Meeting).
- Creates invoices and works out payment plans as needed for families and maintains communication with families paying with custom payment plans.
- Makes necessary monthly payments on time.
- Gives the Executive Board a financial statement near the beginning and end of each semester.

Operations Coordinator

The Operations Coordinator manages the weekly operations at the Lighthouse facility. The Operations Coordinator reports to the Director. A budget for use by this individual will be determined yearly by the Executive Board and Treasurer.. The Operations Coordinator is an appointed, non-voting member of the General Board.

Operations Coordinator Responsibilities:

- Creates a list of chores to be completed at the end of the commonwealth day each week by classes and individuals.
- Manages and signs off weekly scholar chores.
- Purchases cleaning supplies for weekly chores.
- Compiles a rotation schedule for morning devotionals.
- Acts as the liaison between the facility and the Director.
- Coordinates and maintains a good relationship with building owners.
- Coordinates morning, lunchtime, and afternoon parent monitors.
- Organizes service projects that Lighthouse members can execute for the facility.
- Reminds families regularly of their volunteer assignments via text or the current chosen communication platform.

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Public Relations Coordinator

The Public Relations Coordinator manages the public visibility of Lighthouse. A budget for use by this individual will be determined yearly by the Executive Board and Treasurer. The Public Relations Coordinator reports to the Assistant Director.

Public Relations Coordinator Responsibilities:

- Maintains and keeps information current on the website for Lighthouse.
- Updates and improves the function and aesthetics of the website as needed.
- Creates and/or manages outward-facing social media accounts for Lighthouse.
- Shares information about Lighthouse with interested members of the community.
- Acts as the liaison with the media for news coverage of events, service projects, fundraisers, etc.
- Organizes fundraising efforts for Lighthouse as needed.
- Organizes sponsorships for Lighthouse as needed.

Historian

The Historian keeps and updates, at least yearly, the history of Lighthouse. A budget for use by this individual will be determined yearly by the Executive Board and Treasurer. The Historian reports to the Assistant Director.

Historian Responsibilities:

- Maintains ongoing history of the year's events and meetings.
- Oversees the creation, publication, and distribution of a yearbook.

- Develops a form or procedure for members to submit pictures
- Helps form and delegate tasks to a yearbook committee

Resource Coordinator

The Resource Coordinator manages and organizes the physical resources belonging to Lighthouse. A budget for use by this individual will be determined yearly by the Executive Board and Treasurer. The Resource Coordinator reports to the Assistant Director.

Resource Coordinator Responsibilities:

- Collects, maintains, promotes, and distributes books, movies, and manuals from Lighthouse storage for the use of the general membership of Lighthouse.
- Tracks, checks in and out, and gathers non-monetary assets owned by Lighthouse.
- Manages Lighthouse physical storage, keeping it neat and organized, with all contents accounted for.

Assistant Junior Program Director

The Assistant Junior Program Director is an appointed, non-voting General Board member and reports to the Junior Program Director.

Assistant Junior Program Director Responsibilities:

- Assists the Junior Program Director in her/his responsibilities and stewardships. Please see the Junior Program Director section of the Lighthouse Governing Documents for more details (Section 7.1).

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Events Coordinator

The Events Coordinator manages official commonwealth-wide Lighthouse events and organizes member committees to fill specific needs for each event. A budget for use by this individual will be determined yearly by the Executive Board and Treasurer. The Events Coordinator reports to the Parent Representative.

Events Coordinator Responsibilities:

- Plans and executes family events as assigned by the Executive Board at the beginning of the year.
- Helps form events committees and delegates tasks to those committees.
- Plans and executes other events as deemed necessary by the Executive Board.

Community Outreach Coordinator

The Community Outreach Coordinator seeks out and offers volunteer opportunities within the greater local community. A budget for use by this individual will be determined yearly by the Executive Board and Treasurer. The Community Outreach Coordinator reports to the Parent Representative.

Community Outreach Coordinator Responsibilities:

- Finds and facilitates volunteer opportunities in the greater local community for Lighthouse families to participate in.
- Organizes events to support local homeschooling families (i.e. curriculum swaps and/or entrepreneur fairs)

Additional General Board positions may be instituted as needed.

Terms of Service

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

Section 7.3 Advisory Board of Emeritus Directors

Outgoing Directors become members of the Advisory Board of Emeritus Directors at the completion of their service as Director. Emeritus Directors mentor the new Director and Executive Board members and should be consulted for their experience and counsel. They hold a place of continued impact and honor within the commonwealth.

One Emeritus Director may serve as a delegate on the nominating committee for elections, representing the consensus of the Advisory Board of Emeritus Directors (Section 8.3). This individual will be selected by the Advisory Board of Emeritus Directors. Emeritus Directors may remain on the Advisory Board of Emeritus Directors for up to three years following their last child's attendance at the commonwealth.

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Section 7.4 Resignations

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

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Article 8: Voting and Elections

Section 8.1 Parliamentary Authority

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern all general member meetings (Parent Meetings), General Board meetings, Executive Board meetings, voting, and elections, when not inconsistent with special rules of order outlined in these Governing Documents.

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Section 8.2 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, online or in person, in which a quorum of two-thirds of the membership is present.

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Section 8.3 Nominations

Nominations for elected positions must be made at least 30 days prior to a scheduled election. Within 48 hours, those nominations must be recorded publicly via the chosen communication platform. The nominee has up to 48 hours to accept or refuse the nomination. The election shall be held at the Mandatory Omega Parent Meeting.

There are two ways a member may be nominated to serve in an elected position:

1. A member in good standing may be nominated to a specific board role by a temporary Nominating Committee. This Nominating Committee is comprised of one delegate from the Advisory Board of Emeritus Directors, three delegates from the current Executive Board, and three volunteer delegates from the general membership. Each board shall exercise discretion in choosing delegate representatives. Volunteer delegates from the general membership may submit their names publicly to then be chosen at random to serve on the Nominating Committee, with oversight by the Treasurer. The Nominating Committee shall be organized 60 days prior to the scheduled election.
2. Members in good standing may nominate themselves, or be nominated by other General Members, also in good standing. All nominations for elected positions must be submitted by an identified member, in writing, to a member of the Executive Board 30 days prior to a scheduled election.

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Section 8.4 Elections

Candidates shall be presented at a general member election meeting, either online or in person, 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. In the event a candidate is uncontested, election by acclamation shall be observed. See *Robert's Rules of Order Newly Revised*.

All candidates shall take part in a question and answer session preceding every election.

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Section 8.5 General Board Appointments

Board members may be appointed by the Director and ratified by an affirmative majority vote during a General Member election meeting. In the event that a candidate is not ratified by general membership, the Director shall appoint another candidate to be presented for ratification.

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Article 9: Committees

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

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

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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 1.3, Section 1.4, Section 1.5.

1. A member or committee in good standing shall review the existing Governing Documents with due diligence to identify the reason and purpose for a change.
2. 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 Executive Board and made public to the membership by the member or committee within 48 hours of this request.
3. The Executive Board shall hold the amendment hearing no sooner than fourteen days from the time of request. The Executive Board must notify all members of this meeting at least 12 days prior to the scheduled hearing.
4. With a quorum of two-thirds or more of the current commonwealth families represented 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.
5. A member of the Executive Board shall call for a vote, which shall be taken by anonymous ballot and recorded, with oversight by the Treasurer.
6. An amendment may only be ratified with a two-thirds affirmative vote of the voting quorum.

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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.

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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.

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