



Christ-Centered Quality Education

biblical accuracy in our teaching, leadership and stewardship. The successful Christian school is a responsible non-profit corporation. The school is responsible fiscally and organizationally to a board of directors. The school will be accountable to the accrediting organizations as well.

Cincinnati Christian Schools Statement of Faith

- We believe the Bible to be inspired, the only infallible and authoritative Word of God.
• We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
• We believe the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.



- We believe in the resurrection of both the saved and the lost: they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
• We believe in the spiritual unity of believers in our Lord Jesus Christ.

CCS Mission Statement

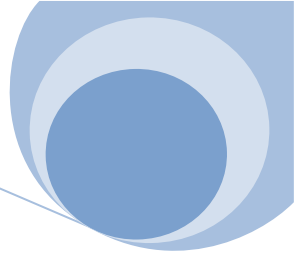
Cincinnati Christian Schools, partnering with Christian families, provides a Bible-centered, quality educational program to equip, train and disciple students to follow Christ and impact culture.

SCHOOL BOARD GUIDE

High School Campus
Grades 7-12
7474 Morris Road
Fairfield, Ohio 45011
513.892.8500

Elementary Campus
Preschool - 6th Grade
7350 Dixie Highway
Fairfield, OH 45014
513.874.8500

WWW.CINCINNATICHRISTIAN.ORG



Board Members

John Thomas, Board Chairman - term began June 2002
 Michael Ansari, Board Vice Chairman - term began June 2006
 Donna Snyder, Secretary - term began September 2005
 Becky Culbertson – term began April 2008
 Dave Musson – term began February 2009
 Bob Perry – term began May 2008

Please refer to the school website for a full biography of each member: [cincinnatichristian.org/about/board members](http://cincinnatichristian.org/about/board%20members)

To contact all members: ccsboard@cincinnatichristian.org

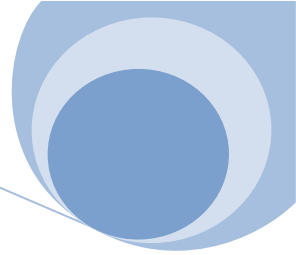
Role of Board Chairman

The Board Policy document is in the office at both campuses. Included in that document in Section 4.4 is a description of the role of the Chairperson of the Board. A brief synopsis of that role is as follows:

"The chairperson shall coordinate the workings of the Board of Directors, preside at all meetings of the Board of Directors, and is an ex-officio member of all committees of the Board of Directors. In that role the chairperson assures the integrity of the Board's process and, secondarily, occasionally represents the Board to outside parties. The chairperson makes sure the Board operates consistently and makes decisions that fall within topics covered by board policies."

Role of Vice Chairman

The Vice Chairman shall perform all the duties of the Chairman in his or her absence and shall have any other duties as determined by the Board of Directors.



portions of the educational process but never usurp parental authority or responsibility.

Outstanding Leadership: Effective leaders are the core element in the success of any organization. The school will hire and retain the best administrators, teachers, and staff members for the purpose of accomplishing its goals with excellence. Administration, teachers, staff and volunteers must have a testimony of salvation. Administrators, teachers and staff must be compensated near par with public educators. Professional development of the faculty and its leadership is vital for the development and growth of the educational process. Appropriate certification and a continuation of professional, personal, and spiritual growth are expected of all faculty members. All staff must be evaluated regularly commensurate with their responsibilities in order to enable each staff member to successfully and productively accomplish the goals of the school. We must never be content with the status quo; rather, we must always seek to improve and grow for the purpose of being the very best we can be as an educational institution and an instrument of God in the development of young lives.

Disciples of Christ: A true disciple of Christ is one who has acknowledged being a sinner, and has placed their faith in The Lord and Savior Jesus Christ for their salvation. They believe Christ died on a cross for our sins, was buried and rose on the third day and ascended into heaven sitting at the right hand of God the Father. Each student will understand that a disciple is one who studies scripture, desiring a closer relationship with Christ. Sharing the plan of salvation is on purpose with a well-developed approach imbedded in Bible class, chapel and whenever CCS is involved in servant evangelism or has an opportunity. Each grade level has a written and purposeful Bible curriculum to engage students in knowing what they believe from a Christian worldview. Servant evangelism will allow students to further develop the "body" complementing our commitment to the whole person: spirit, heart, body and mind.

philosophy of education is witnessed throughout every class and program. The ability for our graduates to defend their Christian faith, with accurate biblical argument, will testify to our overall success as a Christian school. "All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness." (2Timothy 3:15-17) Bible curriculum must be defined, consistent and coherent throughout Preschool through 12th grade.

CCS students...Formed, Informed and Transformed.

Balanced Education: It is our business to provide a superior level of education, and it is imperative that students learn and retain a core, foundational, body of knowledge in core subject areas such as math, science, English, and history at each grade level. In addition, a well-rounded education addresses the needs of the whole person: spirit, heart, body and mind. An emphasis on excellence must be placed on the acquisition of this foundational learning in the core academic subjects, as well as Bible. There must also be related arts, athletics and extracurricular programs for the purpose of developing the total student and providing non-academic options for personal growth, creativity, and development. Critical thinking, the result of intellectual, principal and conceptual learning, must be evident in the educational process. Because of the educational standards aspired to, graduates from CCS will have developed a love for life-long learning and they will be welcomed at all universities and institutions of higher learning.

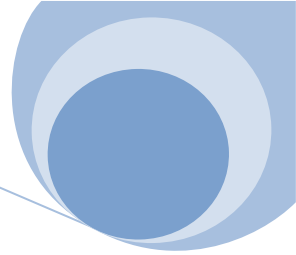
Christian Partnerships: Parents have the primary and ultimate responsibility for the education of their children and their behavior. A positive, safe and accepting environment is conducive to maximum learning. Students must learn self-control, respect for authority, and to take personal responsibility for their own actions and behavior. Therefore, the school's discipline policies and procedures must be consistent, fair and loving, and designed to mold hearts as we teach responsibility. A Christian education is best achieved when partnerships with the church, community and, most importantly, the parents are united with educators. The teachers may stand in place of the parents in

Board Member Qualifications

Conducting a search for quality Christian board members is at best a difficult task. There are few who are called to such leadership positions and even fewer who totally understand the critical importance and responsibility of governing a Christian organization like CCS. The right people are necessary to maintain the organization's mission and statement of beliefs. It would take only one board member, over time with an alternative agenda; to change forever the values CCS were founded on and continue to support.

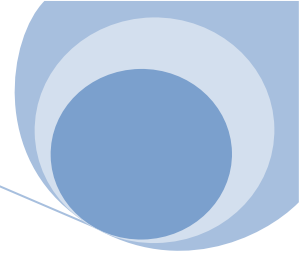
Operating under the Carver Model of Board Governance does make a big difference in "who" the Board is searching for. Traditional boards who manage day-to-day operations, we call "means", would search for people with specific skills/talents, financial wealth or time available to volunteer for hands on day-to-day activities. Instead, under the Carver Model of Board Governance at CCS, we require individuals who possess the following characteristics and beliefs:

- A. Fully support section 4.0, Governance Process in the Cincinnati Christian Schools Board Policy document.
- B. Fully believe with their heart, mind and soul and support section 1.2, Doctrinal Beliefs, in the Cincinnati Christian Schools Board Policy document.
- C. Have an understanding and passion for the ends, executive limitations and other policy development for which the CCS Board of Directors exists.
- D. Demonstrate the ability to think clearly, especially to think conceptually. The only tool of governance is words, and words are the result of conceptual thinking. This means translating values and perspectives into language and ensuring understanding of these words by the superintendent. Thoughts are Kingdom focused. Philippians 3:15
- E. The emotional ability that allows the board member to debate issues without always having to win the debate.



Governance, if done by a group of human beings rather than one person, requires compromise, seeking of truth rather than consent and seeking the best for the ownership. Psalm 51:6

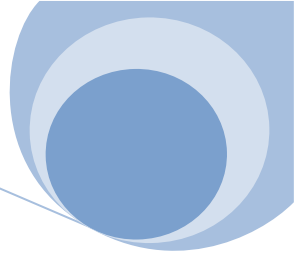
- F. As a member of the CCS Board, I affirm that in my service as a Board member, I will abide by the Biblical exhortation of Titus 1:7-9 (NIV) to be: ‘...blameless -- not overbearing, not quick-tempered, not given to drunkenness, not violent, not pursuing dishonest gain. Rather [I will] be hospitable, one who loves what is good, who is self-controlled, upright, holy and disciplined. [I will] hold firmly to the trustworthy message as it has been taught, so that [I] can encourage others by sound doctrine and refute those who oppose it.’ In that light, I will refrain from participating in any situation or activity that violates the spirit of this affirmation.
- G. That the values held dearly by the Board and ministry should parallel those Christians who are added to the board. Board members need to be financial donors to CCS. Matthew 6:21
- H. Possesses a Biblical Christ-like character. Acknowledge their salvation by faith through good testimony.
- I. Board candidate fully supports Christian Education by having their children at CCS or have had children graduate from a Christian school.
- J. Fully understand that the Board of Directors has the following functions and responsibility for:
 1. Thinking and planning for future. The Board’s explicit enunciated and proper categorization of board policies encompass the values and perspectives of the whole ministry. These policies will give clear direction to the administration as to what is and is not permissible by the Board and what “ends” are to be accomplished.
 2. The hiring and dismissing of the lead administrator we title the Superintendent.



- B. Treatment of Students/Families
- C. Treatment of Staff
- D. Financial Planning
- E. Financial Condition and Activities
- F. Asset Protection
- G. Compensation and Benefits
- H. Communication and Support To The Board
- I. Programs/Services
- J. Donors/Donations/Fundraising
- K. Investments, Trusts, Endowments and Annuities
- L. Governance-Management Connection
- M. Unity of Control and Communication
- N. Authority and Accountability of the Headmaster/Superintendent
- O. Delegation to the Headmaster/Superintendent
- P. Monitoring Headmaster/Superintendent Performance
- Q. Governance Commitment
- R. Governing Styles and Values
- S. Board Job Description
- T. Agenda Planning
- U. Chairpersons Role
- V. Board Members’ Code of Conduct
- W. Board Members’ Individual Responsibilities
- X. Board Guidelines

Core Values

Biblical Philosophy: “The fear of the Lord is the beginning of wisdom and knowledge.” (Proverbs 9:10) In addition, the Word of God is the source of all truth, religious and secular, and is authoritative in all matters of life. The teaching of Bible as a core subject is essential to the academic curriculum, so that our biblical



appointed for three-year terms by a self-perpetuating system driven by doctrine and ministry goals discerned in application and interviews.

Carver Model

The Carver Model of board governance is a model that is designed to empower our board of directors allowing them to focus on “how we want students to look” (Ends) when they graduate from CCS. This model also allows the Board to write, review and validate clear written board policy (Executive Limitations) that gives clear direction to our head administrator, which is the only employee the board seeks and hires.

Annually, the Board and head administrator determine what “ends” are the most important at that particular time. The Board then directs the head administrator to accomplish those “ends”. It is the head administrator’s job to develop the strategy (Means) for accomplishing those “Ends” without violating any of the “executive limitations” given by the Board of Directors. When violations occur, the Board can demand immediate correction or set a time line for the head administrator to make corrections for that particular policy.

The Board validates the head administrator’s compliance with our policies through various means of direct inspection.

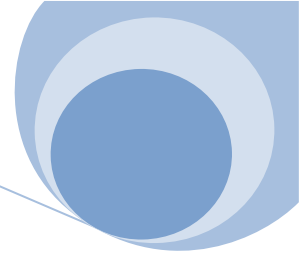
Examples of direct inspection:

1. Full audit of financials by outside auditor.
2. Inspection of staff files for annual performance reviews.
3. Annual survey by the Board to insure staff is being treated as outlined in policy.
4. Survey of staff and parents that decide to discontinue their association with CCS.

The Board operates under the guidelines set forth in our Board Policy Manual.

Policy categories are as follows:

- A. General Executive Constraint



3. Ensuring that ends are accomplished and executive limitations are adhered to.
4. Linkage to the owners.

Specific Ends Statements

1.1 We believe that in order for the student to be prepared with the proper Christian Worldview the following areas must be addressed – For Whom and To What Benefit.

1.1.1 For Whom

Students in grades pre K-12 from the Tri-County area, Hamilton, Butler and Warren counties within a Christian School system

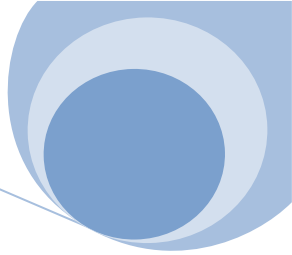
1.1.2 To What Benefit

1.1.3 Christian Character

- Saved
- Discovery and knowledge of how to use gifts and talents for God
- Visible walk with Christ
- Christ-centered life style
- Understand and use a Christian world-view
- Boys become Godly men
- Girls become Godly women
- Giving hearts

1.1.4 **Academics** (Certain percentage of all students must reach the prescribed level)

- Reach beyond their ability level
- Academic Excellence
- Minimum level is 10 percentage points above national average on Stanford Test
- ACT scores of 25 or higher
- A struggling learner program
- Meets ACSI requirements
- Proficiency in second language



- Inspired to receive acceptance into any college of their choice
- Desire to read (Model Reading School)
- Life-long learners
- Knowledge and understanding of God’s word
- Desire for Christian education
- Exposure to a broad range of academic disciplines

1.1.4.1 Social

- Responsible civic understanding and participation
- Multi-cultural exposure and appreciation
- School promoters, financially and conceptually
- Know how to set life priorities
- Life skills and moral character

1.1.4.2 Christian Service

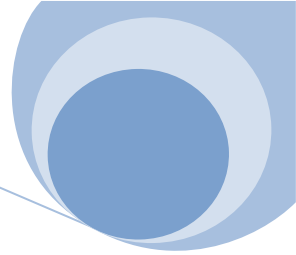
- Each student will participate in at least two opportunities during a twelve-month period. The goal is to teach humility, evangelism, volunteerism and servanthood
- Use gifts and talents for God in church and community
- A heart for global outreach and discipleship

1.1.4.3 Leadership

- Seek opportunity to lead
- A heart for global outreach and discipleship
- Lead by example with humility
- Individual and group skills
- Communication skills
- Decision making skills
- Submission to authority
- Be a leader in all aspects of life

1.1.4.4 Athletics

- Through athletic programs, students will learn the value of teamwork, self-motivation, physical fitness, discipline, and leadership.
- Victorious attitude



- Teachable
- Demonstrate teamwork
- Disciplined athletes
- Goal oriented
- Christian example of winning spirit
- Leaders by accomplishment through hard work
- Exposed to Division I and II colleges through scholarships
- Maintain 3.0 GPA or above during and after the season

1.1.4.5 Arts

- Shall enhance creativity
- Promote cultural diversity
- Through art programs students will learn many of the same skills learned through athletics coupled with creativity and culture diversity
- Engage students who otherwise might not become involved

CCS Board of Directors

The Board exists on behalf of our valued parents to be accountable that the school is doing its job and is focused on the mission as proclaimed. Carver helps boards to be logical and consistent rather than characterized by a hodgepodge of practices, whims of individuals, and capricious in decision making. The CCS Board is designed to use lay-people as competent servant-leaders who guide and direct the professional staff through the CEO/superintendent by using purpose driven mission, financial stewardship, and policy direction. Within the framework and structure designed, the Board is to manage and expect the Superintendent to carry out end goals. It is a system that depends on competent, inspiring, and wise leadership. It is a system that intends not to micro-manage the leader of the school, and yet requires that the Board hire and manage the superintendent well. Please pray for our board members. They sacrifice a great deal for the sake of Cincinnati Christian Schools. The Board make up is 7 to 9 members