



Opening for
Board Member
The Cambridge School
Chicago, Illinois
Position begins July 1, 2010
www.cambridgechicago.com

OVERVIEW

The Cambridge School of Chicago (CSC) is clear and confident about its identity: it is an independent PK - 8 life-preparatory school that provides “an accessible classical and faith-based education founded upon and informed by a Biblical worldview, which equips students to know, love and practice that which is true, good and excellent, and which challenges them to strive for excellence as they live purposefully and intelligently in the service of God and humanity.” It is “committed to challenging and equipping students to be GODLY – to the glory of God alone.”

Growing in their relationship with God and humanity

Obeing the authorities in their lives

Diligent in their pursuit of knowledge, understanding, and wisdom

Leading others in Christ-likeness

Yielding themselves to God and His call in their lives.

CSC is a member in good standing of the Association of Christian Schools International (ACSI), Christian Schools International (CSI), National Association of Independent Schools (NAIS) and Lake Michigan Independent Schools Association (LMISA).

HISTORICAL BACKGROUND

The Cambridge School was the vision of Derek M. Barber, who taught and served as an administrator for over ten years in private, independent classical Christ-centered schools in Texas and Indiana. Mr. Barber, along with a small group of parents, retired teachers, and business leaders, who desired for children to receive an education that was different from that offered by both public and other private schools, opened the doors of The Cambridge School in 2005 with 38 students in grades Pre-kindergarten through second. The school continues to add programs in academics, athletics, computer technology, fine arts, and foreign language. Now in its 6th year, The Cambridge School offers Latin and Greek to second through eighth grade students, Spanish to Pre-kindergarten through eighth grade students, and dance, music, drama, art, competitive athletics and science in its after school enrichment program, *Ambassadors Club*.

PROGRAM

CSC recognizes and teaches that all experience and growth – spiritual, intellectual, emotional, and physical – should be grounded in Scripture and reflect the sovereignty of God over his creation. Thus CSC strives to:

1. Teach all subjects in the curriculum as parts of an integrated whole with the Scripture as the center (II Timothy 3:16,17).
2. Provide a clear model of biblical life through the school staff and Board (Matthew 22:37-40).
3. Encourage every student to begin to develop a personal relationship with God the Father through Jesus Christ (Matthew 28:18-20).
4. Emphasize grammar, logic, and rhetoric in all subjects.
5. Encourage every student to develop a love for learning and to achieve maximum academic potential.
6. Provide an orderly and secure atmosphere conducive to maintaining these standards.

With that as the foundation of its academic program, CSC applies the classical model and methodology throughout the curriculum by emphasizing the classical *Trivium*, literally “the threefold way,” which trains the mind by capitalizing on the age-appropriate strengths of students as they progress through stages of development:

- Grammar: the fundamental details, rules, or particulars of each subject
- Logic: the ordered relationship of the particulars in each subject
- Rhetoric: the clear and persuasive expression of the grammar and logic of each

Language-focused, rigorous, and systematic, the program encourages every student to develop a love for learning and the ability to think critically, to see the interrelatedness of all knowledge, and to connect the present with great minds and events from the past. It challenges students to live up to their academic potential and provides an orderly atmosphere conducive to the attainment of these goals. Traditional courses in language arts, mathematics, science, and history are supplemented with Latin, logic, rhetoric, and debate. The school’s extracurricular programs, which include extensive athletic offerings and other club organizations, are offered to enrich the students’ lives and further the faith-based ministry of the school.

FACULTY AND STAFF

CSC has 10 full-time faculty members, 5 part-time faculty members, and 4 full-time staff members; they are a unique combination of experienced, professional educators and those who left their professions in the marketplace to answer a call to teach children in a Christ-centered environment. Faculty members are clearly committed to The Cambridge School’s faith-based, classical model of education. Small class sizes are made possible by a student to teacher ratio of 8:1 in the primary grades (PreK3, PreK4, K4, and K5) and 16:1 in the other grades (1st-8th). The school supports faculty professional development. A number of opportunities are provided on campus, and attendance at conferences and seminars in the region is encouraged.

Compensation is competitive with local area independent schools. Benefits include medical insurance and contribution to a retirement plan. Assistance with tuition for faculty children is also a benefit for full-time teachers. While compensation is a factor in attracting quality teachers, it is clear that they work at CSC, not for financial gain, but for the rewards of being a part of a

Christ-centered school that is academically rigorous and ministers to the spiritual soul of its members.

FACILITIES

The educational facility of St. James United Methodist Church (no affiliation) is the setting for The Cambridge School. The well-maintained facility provides for the spacious classrooms, gymnasium, auditorium, multi-purpose meeting room, conference rooms, and administrative offices. The school and church enjoy an excellent working relationship with each other. While nothing is formally on the drawing board for expanding facilities, a new facility, which will provide sufficient office, classroom, meeting space and an athletic complex have been discussed. The campus is located in one of the fastest growing areas of the south side of Chicago, approximately 10 minutes from downtown in non-rush hour times. The area surrounding the school—Kenwood and Hyde Park—is a pleasant combination of attractive residential communities, museums, university residences, small shops and restaurants.

STUDENTS

At the heart of CSC's school community are families. Most of the students live within an easy commute of the school.

The strong public and private schools located throughout the North Kenwood, Kenwood, and Hyde Park communities give sense to the strong commitment

CSC students and families make the school; enrollment is a carefully considered decision, not a happening. Many students have received considerable educational training at home prior to coming to The Cambridge School; others come to experience the blend of academics and spiritual development, which they have found lacking in previous school settings. Activities in music and drama, and community service provide a busy co-curricular schedule for the students and a place where their Christian values and growth are nurtured.

CSC is just beginning the self-study of comparing its test scores with those of area public and private independent schools in Chicago and its suburban schools. Our goal is for the students to demonstrate consistent test scores above the average for private and public school students.

PARENTS

Parents are an essential, active part of the CSC community, sharing fully the school's principles and commitment to Christ-centered, classical education and godly character development. Faculty, staff, and board see their roles as assisting parents in equipping students for a lifetime of learning and discipleship. CSC parents, formally organized as Cambridge Parent Council (CPC), play a very practical and important role in helping bolster the resource limitations typical of small private schools, particularly one still relatively young. They volunteer a minimum of two (2) hours per parent per month of volunteer time in a variety of ways, from serving on marketing, personnel, admissions, strategic planning, and curriculum committees to overseeing events, activities, and chaperoning field trips, to school projects and classroom help. Their volunteerism and participation unquestionably account for the success of the school's implementation. When a

family comes to The Cambridge School, they enter a community and fellowship of support and encouragement.

THE CITY OF CHICAGO & NORTH KENWOOD COMMUNITY

With its countless resources, Chicago is an integral part of the educational experience at Cambridge. The third largest city in the U.S., Chicago has over 150 years of unique history, and is a city of world-class architecture, unsurpassed beauty, and a city with enormous pride. The city offers a never-ending list of fairs, concerts, tours and outdoor activities in Chicago's many parks and, of course, on Lake Michigan.

From renowned museums, buildings and cultural attractions to world-class theatre, music and sports, Chicago has everything you need.

Chicago is a metropolitan region of 3.5 million people with a highly trained workforce, renowned quality of life, moderate cost environment, and vast experience in technology, manufacturing, and research and development. It is headquarters to major businesses such as Motorola, Sears, United Airlines, and Abbott Laboratories, to name a few.

Chicago has its own professional symphony; ballet and opera companies; dozens of theaters, dance companies, vocal ensembles, and orchestras producing events year-round; art museums; galleries galore; and beautiful gardens replete with sculptures. The multiple county region is known for its architecture, historic communities, and, of course, its restaurant and nightlife. Because of its draw as a destination to business leadership, Chicago's population continues to grow, much of that growth coming in the mid-south communities, where CSC is located.

Right on Lake Michigan, seven miles south of downtown, Hyde Park/South Kenwood is home to 43,000 people, including more than 60 percent of the school's families and a great percentage of its faculty. The area was settled in the 1850s as an elegant suburb and is among the most desirable places to live in the city of Chicago. Many new homes have been built in recent years to meet the demand from those wishing to move here. Hyde Park has a history of social activism, political leadership, and community life; it is also the site of renowned museums and architectural landmarks. Life here can be sophisticated and friendly, lively and tranquil. Hyde Park has been cited nationally as among the most successful racially and economically integrated urban communities in the United States. For residents, it provides the essentials of life along with enough diversions to keep boredom at bay when a trip downtown is not practical.

FINANCES AND GOVERNANCE

The Cambridge School has made a concerted effort to maintain accessibility for its families. For 2010-2011, tuition is \$8,000 for grades PK-8. Families with demonstrated need may qualify to receive up to 70% off the tuition, which is also provided to children of faculty and staff. The school's operating budget is approximately \$1,150,000, of which the major share is devoted to faculty salaries and benefits. Without question, the school's shared space with the church enables its modest tuition. And, for the church, CSC is a significant outreach ministry. CSC is a not-for-profit organization. Guiding its strategic planning, policy implementation, and financial oversight is an expanding independent school board composed of nine members of the parent body and three members of the community, who serve ex officio. Included on the Board is

the Head of School/Principal who is an *ex officio* member. Other members are representative of the local community.

OPPORTUNITIES FOR CONTINUED GROWTH

CSC has achieved much in its 5-year history. Still a start-up, it is still developing. This brings new opportunities and greater urgency to solidifying its foundation. Focus on the following areas will require the attention and vision of the new Principal and the Board:

- Seizing the moment and momentum of the current school year, providing stability of leadership and capitalizing on the community's appetite for moving forward
- Addressing and managing future growth: how much, what kind, and what implications for CSC's current facilities and location
- Raising the school's visibility and enrollment in a competitive marketing environment
- Moving the grammar school to the "next level" in numbers, academics, athletics, and activities
- Maintaining/enhancing the strong relationship with the church
- Strategizing and implementing a long range financial plan which demands a tuition driven budget
- Increasing levels of individual giving to the Annual Fund and to an endowment
- Increasing levels of federal, state, and local funding
- Increasing faculty salaries and benefits with continued attention to faculty evaluation, quality of instruction, mentoring, and professional enrichment
- Addressing staffing needs to assure an efficient organization now and as the school expands
- Holding in trust the mission and classical studies that identify this unique school
- Solidifying standards of academic achievement, which address expectations of excellence and protect the students' desire for a wholesome, busy, as well as enjoyable life
- Achieving accreditation with a NAIS local body.

THE POSITION

The Cambridge School seeks exceptional board members with strong leadership experience. While training in classical education is not required, the new board members must support the philosophy, which underlies every aspect of this curriculum, and be willing to immerse him/herself in developing a deep and broad knowledge of it.

Of even greater importance, the candidate must have a genuine faith and serve as a role model to students, parents, and peers. In this regard, each applicant must affirm in writing his/her agreement with the CSC Statement of Faith.

Other candidate requirements include:

- Strong communication and interpersonal skills and the ability to use them effectively in a variety of ways and situations
- Ability to articulate and advance CSC's mission, guiding the school to new levels of achievement, excellence, commitment, and recognition
- An ability to lead the school in successful fundraising and development efforts

- A passion for a faith-based education; the leadership to develop godly character in children and disciple the faculty
- Spiritual maturity to discern the next vision for CSC and the wisdom and energy to manage and propel growth toward that vision
- An open, inspirational leadership style and collegiality in working with others
- Ability to leverage and support administration and faculty and parents without micro-managing
- Personal honesty, integrity, and godly character that is above reproach

NATURE AND SCOPE OF THE POSITION

The Board member is responsible for establishing the policies to ensure that the vision, mission, and purpose of The Cambridge School are realized as set forth over time. This individual shall be a representative of the full body of the Board.

General duties include, but are not restricted to, an expectation:

- To embody, manifest, and advocate the mission of the school
- To articulate the vision for the school and ensure its incorporation into the academic philosophies and operational procedures of the school
- To monitor and address matters of school climate and culture by building an atmosphere of trust and establishing a relational presence with the Principal

WEB SITE AND PHOTO GALLERY

To discover more about The Cambridge School of Chicago and see the school in action, be certain to visit the Web site at www.cambridgechicago.com and http://cambridgechicago.com/photo_gallery.htm.

Interested candidates should submit a cover letter, resume, brief description of leadership style and past board experiences, and 3 letters of reference to:

edu**QUEST**

4611 South Ellis Avenue
Chicago, Illinois 60653
Attn: The Cambridge School Board Position

The Cambridge School does not discriminate on the basis of race, gender, age, disability, color, national, or ethnic origin in administration of its educational policies, admission policies, scholarships and loan programs, and athletic and other school-administered programs.