

Pantego Christian Academy



Board of Trustees

Nomination Packet



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CANDIDATE LETTER

Dear PCA Board of Trustee Candidate:

Thank you for your interest in serving on the PCA Board of Trustees. Enclosed you will find a collection of information which explains our goals for Christian education and will assist you in seeking God's will for your service on the Board at Pantego Christian Academy.

Also, included:

- PCA Vision Mission and Educational Philosophy
- An Explanation of Policy Governance
- Assumptions Regarding Spiritual Qualifications
- Code of Conduct Policy
- Conflict of Interest Policy

We have also attached a personal information sheet that we would like you to fill out. Filling out the sheet electronically and emailing it to the committee Chairman is the fastest way, but not necessary.

We will contact you to set up a personal interview after we receive this information sheet.

Serving on PCA Board of Trustees is a big commitment, and it is our desire that you take time to consult your family and pray about the opportunity to serve the school in this capacity. Regardless of the outcome of this process, we hope that you will look for opportunities to serve Christ as he directs us in the education of our children.

As we concentrate on the task of finding new trustees for our school board we will seek God's guidance and direction and the Holy Spirit will lead us toward strong leadership for our school.

In His Service,

The Nominating Committee,





PCA MISSION, VISION and EDUCATIONAL PHILOSOPHY

Introduction

Pantego Christian Academy is committed to delivering a world-class education from a Christian worldview. This document was created in order to share our purpose, vision, mission and philosophy around preparing children for their journey in our world. This document describes our goals, but the true soul of our school is found through meeting our teachers, visiting with our students and parents, and seeing God at work in the PCA community.

Purpose

Christian Education

Vision Statement

To produce students who are impassioned and prepared to fulfill God's call in all aspects of their lives.

Mission Statement

Equipping servant leaders to honor Christ and impact the world

Philosophy

The philosophy of education at Pantego Christian Academy is directly related to our mission and is an expansion of that declaration.

A Christian Education

There are three distinguishing characteristics of an education that is Christian:

Internalization, Integration and Inculcation

Internalization

refers to the morality, integrity, character and spiritual condition of the people involved in the school and particularly of the administration and faculty. For PCA to describe itself as "Christian," it must be staffed with people who themselves are distinctively "Christian."

By this we mean, people:

- **Who are beyond question born-again Believers,**
- **Who know that their personal lives and the daily quality of their relationship with the Lord, Jesus Christ will affect students for generations to come, and**
- **Who study and use the scriptures as their guide for life, their source for wisdom and strength, and the standard by which all things must be judged.**

In short, these must be people who have *internalized* the Word of God and have allowed the grace of God to produce a living curriculum within them that is evident to all.

Integration





is the blending of biblical principles and scripture with traditional subject matter areas. It is one of the tools with which distinctively Christian people create a truly Christian, truly biblical, Christian school. Integration begins with the recognition that all truth is God's truth. There is no secular truth for weekdays and a separate spiritual truth for Sundays.

Within all disciplines, subject areas and activities of the school, there are elements that can point students in the direction of their Savior and Creator. The task of the Christian schoolteacher is to help students discover those elements by integrating applicable scriptures and scriptural principles with what they are learning in math, science, literature and indeed all subjects and activities of the school. In order for students to develop a Christian worldview all subjects must be taught not only by Christians, but also from an integrated Christian frame of reference.

Inculcation

is the discipleship process whereby the values and beliefs of one generation are continually placed before and directly taught to the next generation. An education that purports the name of Christ must disciple students by directly involving them with the word of God and who the Word of God calls them to “be” and “do” in their daily lives.

- Through *integration* we want them to discover the hand and heart of God throughout the universe of creation and thought.
- Through *inculcation* we endeavor to create a foundation through the Bible and elicit a consistent lifestyle with God's word.

The school's endeavors seize many opportunities and forms: Bible class, chapel, community service, Christian service, short-term missions, staff relationships and peer relationships. All of these venues provide students with the opportunity to acquire knowledge of the Bible and to make decisions that shape who they are in Christ and their place in His church.

A Partnership with Parents

An ***internalized, integrated and inculcated*** Christian education is attainable only when the school is working in partnership with families of the enrolled students. Partnership with parents implies a shared commitment to the success and life of the school beyond that which impacts our own child or classroom. It implies going the extra mile, giving the benefit of the doubt and mutual respect, allocating resources, giving access and opening up communication. This sense of “We're in this thing together” on the part of the families, the School Board, the faculty and the administration is how partnership finds its greatest expression within our school.

Two important components of partnership with parents are responsibility and consistency.





Responsibility

Before God created governments, churches or any other institution He created the family. Parents are charged with the primary responsibility of the comprehensive well being of their children. Parents delegate only a portion of that responsibility to a school. PCA accepts the responsibility to educate any one child when, on the basis of informed consent, that child is enrolled as a student. Informed consent can only exist when parents thoroughly examine the totality of PCA prior to enrollment and have obtained a clear understanding of what PCA expects and provides.

Conversely, partnership can only be said to exist when PCA is attempting in good faith to carry out its responsibility, creating an accountable environment wherein the mission statement can become a reality for every student entrusted to our care.

Consistency

Partnership between PCA and the family implies some degree of consistency among what is taught at PCA, what is taught in the family's church, and what is actually practiced at home. Consistency (shared standards, beliefs and practices) among the family, the church and the school is an empowering factor in the life of a child. Therefore, it is critical that school families have regular Christian fellowship outside of the school activities for support, encouragement and spiritual maturity.

Parents will often consider enrolling their child in a Christian school for reasons that are important to them, but have no relation to the school's mission (why it exists). The greater the degree of consistency, however, the greater the likelihood that the child will experience PCA as a positive and empowering environment.

Without consistency there is no partnership. Parents must examine their own beliefs, expectations and moral standards in the context of what is expected at PCA to determine if PCA is the right school for their family. For its part, PCA must do its best to represent the school in a realistic and informative fashion, and to the degree possible, assess the level of consistency held by families who wish to enroll.

A Preparation for College

One strength of the Christian school system in America is its diversity. Each Christian school has a peculiar mission, culture, environment, academic standard and population that sets it apart from all the others and makes it the school of choice for particular families. The phrase "college prep" is often used as a descriptor for the academic standard of many private and/or Christian school environments. Unless "college prep" is defined in the context of a particular school's mission, it may often be misunderstood.

We believe the academic mission of PCA is to work in partnership with families whose children are college-bound in the context of our overall mission of Christian education. Our guiding assumption is that every student that walks through our doors is ultimately college-bound, and it is our job to provide those students with the opportunity to be well prepared to gain entrance and be successful at the college of their choice. Not all our students will go to highly-competitive universities, but for those who can; we want the education they receive at PCA to be an enabling and empowering factor, i.e. high standards for instruction and achievement.





Success in college involves innate ability, but to a greater degree, it involves

- Basic academic tools
- Advanced academic options
- Work ethic
- Motivation
- Self-discipline
- Ability to think
- Ability to acquire knowledge independently
- A love of learning

PCA will provide all students at all grade levels with developmentally appropriate opportunities to acquire the knowledge and values necessary for success throughout their school years up to and including college. Students who apply themselves to all that we ask of them and who avail themselves of all we provide for them will indeed be well prepared to make the transition from PCA to university-level achievement.





A Preparation for Life

We believe that preparing children and young people to fulfill God's call in all aspects of their lives means that we must create a balanced environment that is sensitive to the needs of the whole person.

The Needs of the Whole Person

Children and young people have spiritual needs.

Therefore, PCA will work in partnership with Christian families to lead our students to a secure, saving and growing knowledge of and relationship with the Lord, Jesus Christ. In the elementary school, emphasis is placed on evangelism – reaching children for Christ. Whereas, in the middle and secondary schools, the emphasis is on discipleship of the student believer.

Children and young people have intellectual needs.

Therefore, PCA will work in partnership with Christian families to provide our students with developmentally appropriate instruction across the full range of intellectual abilities: knowledge, comprehension, application, analysis, synthesis and evaluation.

Children and young people have social needs.

Therefore, PCA will work in partnership with Christian families to provide our students with opportunities to develop healthy relationships within the Body of Christ (fellow believers) and with community and society at large.

Children and young people have emotional needs.

Therefore, PCA will work in partnership with Christian families to foster a secure environment that creates and reinforces an awareness within our students that they are loved and respected in all circumstances and by all faculty and staff.

Children and young people have physical needs.

Therefore, PCA will work in partnership with Christian families to provide our students with athletic and fitness opportunities that emphasize the human body as the temple of the Holy Spirit with the implications this brings regarding health, fitness and lifestyle choices.

Children and young people have creative needs.

Therefore, PCA will work in partnership with Christian families to provide our students with fine arts opportunities that cultivate and develop their talents while guiding them to an understanding of God as the ultimate source of creative gifts and abilities.





Summary

In the book of Daniel, we can see the account of the three captive Hebrew young people. These young people are described as being widely read in literature and science, quick to comprehend and able to learn. They are also described as wise. These young people had received an excellent education in the context of honoring Jehovah. When it was demanded of them that they worship the god of the prevailing culture, no compromise could be found in their hearts. They remained true to the God of their fathers. In the end, they assumed leadership roles in the midst of a society that did not understand them, but needed what they had to offer.

We believe at this critical time in our world's history that our graduates must take leadership positions in an increasingly secular world, whatever their chosen profession or field of expertise. It is our aim that PCA students will exhibit the virtues of wisdom, courage, compassion, honesty, self-discipline, responsibility, friendship, hard work, perseverance, loyalty and faith to our culture in the same way Daniel and his companions did to their captors.

PCA does not represent a guarantee. We represent an opportunity. We provide an education that is truly Christian in a school that works in partnership with Christian families. We prepare children and young people for college by providing a high standard for both instruction and achievement. We prepare them to fulfill God's call in all aspects of their lives by recognizing and addressing the needs of the whole person.

In the end, PCA recognizes that "unless the Lord builds the house, the workers labor in vain." Despite our best efforts and those of the Christian families who partner with us, the only way our mission and philosophy can be fulfilled in the lives of our students is by the grace and love and blessing of our Lord, Jesus Christ.

May His countenance continue to shine upon Pantego Christian Academy in the future as it has for decades past.





EXPLANATION OF POLICY GOVERNANCE MODEL

The Board of Trustees has adopted the Policy Governance Model for board governance. Board leadership requires, above all, that the Board provide vision. To do so, the Board must first have an adequate vision of its own job. The Policy Governance approach provides a powerful framework for structuring this task. Following this approach, the Board can free itself from unnecessary, time-consuming involvement and focus on the real business of governance: creating, sustaining, and fulfilling a vision.

The Policy Governance model, in brief, reduces or eliminates meaningless Board and committee work, trivia, Board interference in administration, administration manipulation of the Board, unclear evaluation criteria, and role confusion.

Policy Governance emphasizes vision and values, the empowerment of both Board and administration, and the strategic ability to lead leaders. Because policies permeate and dominate all organizational life, they present the most powerful lever for exercising Board leadership. Using the Policy Governance approach, Boards lead by setting policy in four areas, described below. Designed as a total system to encompass all expressions of Board wisdom, the policy categories are: Ends, Executive Limitations, Board-Executive Relations, and Board Process.

Policy Definition: Policy is a value or philosophically based guide for discretionary action and serves to prescribe the ends and limit the means.

Description of Four Policy Categories

Ends

The Board's most important job is to devise a mission and mission-related statements, which clearly set out what the desired results —the Ends of the Academy's actions are to be. What human needs are to be met, for whom, and at what cost? How will the world be different as a result of the Academy's actions? Including, but not limited to the mission statement, Board-generated ends are further defined at all levels of organization. They comprise the organizational vision. The Board leaves it up to the administration to decide on the means by which to achieve these ends, and evaluates administration performance based on how well the results of the Academy's actions match the desired ends.

Executive Limitations

While the Board prescribes what ends (what results for whom at what cost) it wants to achieve, it only sets limits on the means with which the administration operates. These limits are principles of prudence and ethics that form a boundary on administration practices, activities, circumstances and methods. In Executive Limitations policies, the Board states clearly what the Board will not allow, but it is otherwise silent in directing administration actions. This empowers the administration to use their full creative powers while at the same time safeguarding against potential abuses, enabling the Board to concentrate its energies on ends issues.





Board – Administrative Linkage

In addition to providing the Academy with a vision and defining what constitutes inappropriate administration practices, the Board must set policies about how it relates to administration—for example, the Board's approach to delegation, its view of the President's role, and how it will assess administration performance. The Policy Governance model envisions the President as a link between the Board and the administration. In essence, the President is the Board's sole employee. The only specific duty of the President is to be accountable to the entire Board for the performance of the Academy—on how well the Board's ends are being met and the limitations not violated. This maintains accountability while allowing the President a great deal of latitude to act and to empower others to act.

Governance Process (The Board's Job)

The Board must also set policies for its own internal workings— how meetings will be conducted, what topics will be addressed, the role of officers and committees, how the Board will discipline itself. An effective design of Board process ensures that the Board fulfills its three primary responsibilities:

1. Maintain links to the ownership, that is, a grouping that is equivalent to stockholders in an equity corporation. For a school board, for example, students and their parents/guardians are the owners.
2. Establishing the four categories of written policies as defined by the Policy Governance approach, so that everything the Board has to say is included in their encompassing framework.
3. Assuring executive performance.

These are areas in which the Board, and only the Board, must assume full responsibility. By setting clear Board Process policies the Board develops a consistent plan for how it will operate—compelling it to remain focused on the critical challenges of providing vision and leadership.

Except for what belongs in bylaws or enabling state statutes, these categories of Board policy are exhaustive, that is, they contain everything the Board has to say about values and perspectives that underlie all organizational decisions, activities, practices, budgets, and goals. These policies should be succinct and few.

Day-to-Day Operations of the Academy

The purpose of policy governance is to free the Board to be visionary and forward-thinking, while permitting the administration to fully utilize their gifts of management to run the Academy on a day-to-day basis. The Board's involvements in day-to-day operations of the Academy are limited to the policies set out in Executive Limitations. This allows the Board to set out what should not occur, while permitting the administration to use their gifts and abilities to select the best method to accomplish the End without violating an Executive Limitation.

An analogy to illustrate is very simply a person walking down a hallway. The room at the end of the hallway is the End (or goal). The walls of the hallway are the Executive Limitations as established by the Board. The person walking down the hall is the





administration. The person (administration) is free to move toward the room (End) in the best and most efficient manner it may choose, provided he doesn't run into the walls (Executive Limitations).





ASSUMPTIONS REGARDING SPIRITUAL QUALIFICATIONS

1. Trustees are mature Christians who are daily growing in their personal relationship with Christ.
2. Trustees are involved in the ministry of a local Bible-believing church.
3. Trustees have a Christ-centered focus with the desire to bring honor and glory to Christ through all that is said and done.
4. Trustees are godly role models in the performance of their board duties and decisions.
5. Trustees view their service on the school board as a ministry and a calling from God.
6. Trustees believe in the power of prayer and are exemplary in their commitment to pray for the school, leadership, faculty and students.
7. Trustees acknowledge the Lordship and sovereignty of Christ.
8. Trustees realize that nothing can be accomplished apart from the work of the Holy Spirit.
9. Trustees understand and are committed to a biblical worldview and the Purpose, Vision Statement, Mission Statement and Philosophy of Education of Pantego Christian Academy.
10. Trustees balance their work with their spiritual lives and home responsibilities and have the same expectation for the staff.

I agree and comply with the spiritual qualifications of a Trustee of Pantego Christian Academy, Inc.

Trustee

Date: _____





CODE OF CONDUCT

As a member of the board of trustees, serving individually and collectively as a fiduciary, I will do my utmost to listen to and represent the legal and/or moral owners of Pantego Christian Academy, Inc. (“PCA”) by adhering to the following commitments:

1. I will be committed to my responsibilities as a member of the board, realizing it is a God-given ministry and deserves my best attention, preparation, and energies (Col. 3:23). In everything, I will seek primarily to bring honor and glory to God and to His Son, Jesus Christ (1 Cor. 10:31).
2. I acknowledge that the title of “Trustee” carries with it a higher burden of servant leadership. This will govern how I, and my family, interact with the faculty, staff and other constituents at PCA.
3. I will maintain my fellowship and walk with the Lord by regular prayer, study of the Word, worship, and consistent fellowship with believers in a local church.
4. I will pray daily for PCA and its administration, faculty/staff, students, and parents.
5. I will govern my relationships and duties as a member of the board by the principle of love for one another (1 Cor. 13, 1 Jn. 3:11). I will fulfill my responsibilities with honesty and integrity.
6. I will always respect the confidentiality of privileged board information.
7. I will focus my efforts on the mission/goals of PCA and not on my own personal goals or agenda. I support the Purpose, Vision, Mission and Educational Philosophy of the Academy.
8. I will consider my personal time, talent and treasure and give willingly of these gifts to the Academy, “not reluctantly or under compulsion, for God loves a cheerful giver.”
9. I will represent all school constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan groups. I will work to ensure a sense of community so that all constituents involved and affected by the actions of PCA are considered in my decision making.
10. I will recognize that a board member has no authority as an individual and that decisions can be made only by a majority vote at a duly constituted board meeting. I will take no private action nor make personal promises that might compromise the board or administration.
11. I will support the majority decisions of the board while maintaining a positive spirit. Should I feel that changes need to be made in board policy or direction of PCA, I will constructively follow established board procedures and ethical practices. I will endeavor to pass negative information up to the board leadership and the President rather than complain to persons with no authority to solve the problem.





12. I will assist the administration in creating an atmosphere of academic excellence and encourage all that I come in contact with to be their best. I will always seek excellence for myself and others.
13. I will carry out my responsibility to ensure that PCA is well managed, not to manage PCA. I will recognize that tasks related to the day-to-day operation of PCA – e.g., making judgments about faculty – are not part of my responsibility. Accordingly, in my role as a board member, I will not seek to influence or direct individual staff members.
14. I will refer all concerns to the appropriate staff person (Matt. 18) and will act on such concerns by taking the item to the board chairman only after failure of administrative solution.
15. I will encourage and respect the free expression of opinion by my fellow board members and others who may appear before the board.
16. I will support and protect school personnel in the proper performance of their duties.
17. I will call to the attention of the board any issues I believe will have an adverse effect on PCA or its constituents.
18. If anything should occur during the year which would not allow me to keep these intentions of being a positive contributor to our board, I will take the initiative to talk to the board chairman about a voluntary resignation to allow another to serve who is able to meet these common expectations of all board members.

I agree and comply with the code of conduct for a Trustee of Pantego Christian Academy, Inc.

Trustee

Date: _____





CONFLICT OF INTEREST POLICY

No member of the Pantego Christian Academy, Inc. ("Academy") Board of Trustees ("Trustees"), or any of its Committees, shall derive any personal profit or gain, directly or indirectly, by reason of his or her participation with the Academy. Each individual shall disclose to the Academy any personal interest, which he or she may have in any matter pending before the Academy and shall refrain from participation in any decision on such matter. Trustees must avoid conflict of interest and the appearance of conflicts of interest with respect to their fiduciary duty.

Any member of the Academy Board of Trustees or any Committee member who is an officer, trustee, committee member or employee of an entity shall identify his or her affiliation with such entity; further, in connection with any Board action specifically directed to that entity, he/she must not participate in the decision (including discussion) affecting that entity and the decision must be made and/or ratified by the full Board.

Any Trustee or any Committee will refrain from obtaining any list of students and/or their parents or guardians, as applicable, for personal or private solicitation purposes at any time during the term of their affiliation with the Academy.

At this time, I am an officer, trustee, committee member, or employee of the following entities:

This is to certify that I, except as described below, am not now nor at any time during the past year have been:

1. A participant, directly or indirectly, in any arrangement, agreement, investment, or other activity with any vendor, supplier, or other party; doing business with the Academy which has resulted or could result in personal benefit to me.
2. A recipient, directly or indirectly, of any salary payments or loans or gifts of any kind or any free service or discounts or other fees from or on behalf of any person or organization engaged in any transaction with the Academy.

Any exceptions to 1 or 2 above are stated on an attached page with a full description of the transactions and of the interest, whether direct or indirect, which I have (or have had during the past year) in the persons or organizations having transactions with the Academy.

Trustee

Date: _____





PERSONAL INFORMATION SHEET

1. Name:
Email:
Phone Number:
2. Names of Spouse and children (indicate grade if at PCA):
3. Occupation/employer:
4. Church:
5. Are you actively involved in a Bible study?
6. Can you agree with the statements in our Trustee Qualifications?
7. Any past experience serving on a board?
8. What is your vision for PCA, both in the next couple of years and long-term?
9. What do you see as the strengths of PCA? The weaknesses?
10. What is the impetus behind your desire to serve on the board?
11. What personal strengths do you believe you will bring to your service on the board?

The Board of Trustees wants you to know that we prayerfully consider all individuals who consider service at PCA and appreciate the time you are investing right now. Thank you for your interest in serving PCA!

