



Wisconsin Religious and Independent Schools Accreditation

POLICIES AND PROCEDURES HANDBOOK

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The Wisconsin Religious and Independent Schools Accreditation annually accredits schools that meet rigorous standards of excellence and demonstrate continuous school improvement.

WRISA Policies and Procedures Handbook

The WRISA Board of Directors is responsible for the contents of this handbook. The Board shall periodically review all contents.

The WRISA Board of Directors shall develop new policies and procedures and make revisions as needed to fulfill the organization's mission and facilitate the operation of the association. No policy shall be adopted that is contrary to the Articles of Incorporation, the By-Laws, or the mission of the association.

The Board of Directors is the sole authority in determining the accreditation status of a school.

Jurisdiction representatives are responsible for reporting all handbook changes to their constituents.

Discriminatory practices based on race, ethnicity, or national origin are not used in admissions or other services. Church affiliated schools may give preference to members of their faith as allowed by law.

DO YOU KNOW?

- ❖ Wisconsin Religious and Independent Schools Accreditation (WRISA) is a Wisconsin-based accrediting association. It was founded in 1991 by the religious and independent schools of Wisconsin for the explicit purpose of serving all religious and independent schools and validating their educational programs' unique missions.
- ❖ WRISA is a state chapter in good standing with the National Federation of Nonpublic School State Accrediting Associations (NFSSAA).
- ❖ WRISA holds the following recognitions:
 - The National Honor Society, and the National Junior Honor Society
 - U. S. Department of Education recognizes WRISA accredited schools via the U. S. Department of Homeland Security's Student and Exchange Visitor Program (SEVP) and Exchange Visitor Information System (SEVIS)
 - Wisconsin Department of Public Instruction (DPI) as stated in Public Law 119.23(2)(a)7
 - Wisconsin Council of Religious and Independent Schools (WCRIS)
 - Wisconsin Health and Educational Facilities Authority (WHEFA) for bonding issues.
- ❖ WRISA accredits approximately 250 elementary, middle, high schools and schools within a system of schools throughout the great State of Wisconsin serving more than 53,000 students.
- ❖ WRISA is approved by the State of Wisconsin to pre-accredit and accredit schools for the Private School Choice Programs.

Wisconsin Religious and Independent Schools Policies and Procedures

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A. WRISA MISSION STATEMENT

The Wisconsin Religious and Independent Schools Accreditation annually accredits schools that meet rigorous standards of excellence and demonstrate continuous school improvement. *(Revised 5/3/2016)*

B. CORE BELIEFS

Wisconsin Religious and Independent Schools Accreditation as an organization believes: Education of children is the right, duty, and privilege of parents and guardians. Families benefit when parents and guardians are able to choose schools that provide an environment and curricula that are faith and/or values-based.

1. Religious and independent schools by nature of their unique missions provide an education that is distinct from public education and enrich the fabric of our pluralistic democratic society.
2. Education as a whole is stronger and more vibrant as a result of the contributions of religious and independent schools.
3. Accreditation assists schools in setting high academic standards and achieving student growth and academic progress.
4. Schools improve when they take the time to reflect on and assess the quality of their total educational program in relation to their mission and a set of educational standards. Accreditation is a means of self-reflection and assessment that uses a set of standards to identify schools' strengths and areas for growth.
5. Impartial review of schools' total educational programs is critical to the integrity of the accrediting process.
6. School improvement is an ongoing process.
7. WRISA accredited schools are an invaluable asset to the total educational opportunities in the State of Wisconsin.

C. 'VALUE-ADDED' EDUCATION: BACKGROUND

“Value-added measures are those that attempt to indicate the educational value that the school adds over and above that which could be predicted given the backgrounds and prior attainments of the students within the school’ *(Hill 1995)*. In the public school setting value-added approaches seek to quantify the ‘value’ of gains in educational attainment by recognizing that students have different levels of capability and come from different environments. Value added is generally thought of as the amount or rate of student growth over time in relation to academic outcomes on standardized tests.”
(<https://www.eduweb.vic.gov.au/edulibrary/public/publ/research/publ/value-added-measures-report.pdf>)

In the private sector where schools are driven by religious and/or value-oriented missions, ‘value added’ reaches beyond test measurements and embraces the following:

1. Students can succeed, both personally and academically, despite the challenges of their socioeconomic background. Students are met 'where they are', nurtured, and challenged to achieve personal and academic success.
2. Schools seek to employ professional staff who demonstrate educational expertise, are committed to ongoing professional development, and understand the needs of the students they serve. In faith-based schools, these professionals may see their role as a sacred calling.
3. There are many reliable assessments and various interpretations of success. Value-added is not limited to academic success as demonstrated on a standardized test.

D. WRISA VALUE-ADDED STATEMENT

Given the above understandings WRISA accredited schools add value to their academic programs in the following ways:

1. WRISA accredited schools are value-centered, result-oriented academic programs.
2. WRISA supports faith-based member schools in their efforts to encourage students to live out the faith dimension included in the school's foundational statements. Schools should prepare students for success in school and life. WRISA accredited schools challenge students to move beyond the limitations of their environment by providing opportunities to experience personal and academic success.
3. WRISA schools seek to employ teachers and administrators who are dedicated to the highest professional standards for themselves and the highest level of achievement for their students. In faith-based schools, teachers and administrators may see their role as a sacred calling. How well their students perform on standardized tests is not the basis for teacher evaluations and wages.
4. WRISA accredited schools challenge students with curricula that are rigorous and promote the values embedded in the school's foundational beliefs. While attaining academic proficiency for every student in relation to state and national standards is a goal of every WRISA accredited school, student success is defined in terms of strong personal values; commitment to service in their community, American society and the global community; as well as, academic success. WRISA accredited schools accept students where they are academically when they enter the school and help them to advance according to their capabilities. Academic success starts at the baseline of where students are performing when they enter school and give due consideration to students' academic capabilities. Academic growth is monitored and measured on a regular basis as students continue at the school. Standardized testing and other forms of assessment are acceptable measures.
5. WRISA accredited schools seek to create a learning culture where students are acknowledged, are safe, and feel welcomed. Values are taught both formally and informally.
6. WRISA accredited schools recognize the right of parents to educate their children and have access to safe, high quality, achieving schools. As such, these schools

work as partners with parents to achieve success. Parents are encouraged to participate in the education of their children and school activities.

E. BACKGROUND AND PURPOSE

The Wisconsin Association of Nonpublic Schools (WANS) formed the Wisconsin Nonpublic School Accrediting Association (WNSAA) in 1991. The WANS Board of Directors sought to create an independent accrediting organization that was responsive to the unique mission of non-public schools; assure stakeholders; and assist the school in identifying its strengths and areas for improvement. In 2000, the WANS Board changed its name to the Wisconsin Council of Independent and Religious Schools (WCRIS). In 2002, the WNSAA Board changed its name to Wisconsin Religious and Independent Schools Accreditation (WRISA).

WRISA is recognized as a state chapter of the National Federation of Nonpublic School State Accrediting Associations (NFNSSAA). In turn, NFNSSAA is recognized by the Council for the Advancement and Support of Education (CASE). The Wisconsin Department of Public Instruction recognizes WRISA as a Wisconsin accrediting association as stated in Public Law 119.23(2) (a)7.

Membership in WRISA is open to all religious and independent schools in Wisconsin that meet the basic pre-accreditation requirements; participate fully in the accrediting process; and meet the WRISA Standards with Quality Indicators.

This handbook describes the basic principles of WRISA, sets forth the accreditation Standards, and explains the procedures and processes by which schools apply for and receive accreditation.

WRISA believes the excellence of schools depends on the people who lead, teach and learn within them. Therefore, WRISA is designed to use the skills and expertise of local educators in the accreditation process.

F. JURISDICTIONS

WRISA defines a jurisdiction as a group of schools, each with site-based management for most decisions, brought together under a broader governance structure, such as, but not limited to a Catholic Diocese or Lutheran Synod. Jurisdiction representatives conduct WRISA business at fall, winter, and spring Board of Director's meetings. Jurisdictions affiliated with WRISA are: Archdiocese of Milwaukee, Christian Schools International, Diocese of Green Bay, Diocese of La Crosse, Diocese of Madison, Diocese of Superior, and Wisconsin Evangelical Lutheran Synod. Contact the WRISA office for more information.

WRISA also accredits schools not affiliated with any of these jurisdictions. Some are faith-based schools not associated with one of the jurisdictions list above. Others are not faith-based. These schools are referred to as 'independent' schools. Independent schools are represented on the Board of Directors. Schools not affiliated with a jurisdiction are encouraged to contact the WRISA Executive Director for information.

Any religious or independent school in Wisconsin may apply for candidacy in the Association.

G. GETTING STARTED

The first step toward achieving WRISA accreditation is becoming thoroughly familiar with the WRISA 'Policies and Procedures Handbook' and Standards with Quality Indicators.

To learn about the WRISA process:

1. Read this 'Policies and Procedures Handbook' sections on background and purpose, guiding principles and the pre-accreditation criteria.
2. Visit the WRISA web site www.wrisa.net.
3. Discuss accreditation with the jurisdiction representative. Schools that belong to a jurisdiction should discuss the process with their jurisdiction representative. Non-jurisdiction schools contact the WRISA Executive Director directly.
4. Apply for candidacy using the "Candidate Application Form" found on the website.

H. GUIDING PRINCIPLES

1. A school is evaluated in terms of the established WRISA Standards in the context of the school's vision, mission, and core values.
2. A school is evaluated on the basis of its total identity as an institution of learning. While it seems necessary that a school be judged in terms of its particular characteristics, it is recognized that variations will appear in the degree of success achieved.
3. Standards should promote educational growth. They should guide continuous self-evaluation and improvement.
4. The Standards address basic characteristics of a school, including, but not limited to, the following:
 - a. Foundational Statements
 - b. Communication and Community Relations
 - c. Teaching and Learning Environment of the School
 - d. Leadership and Governance
 - e. Human, Financial, and Physical Resources
 - f. Curriculum, Assessment, and Instructional Strategies

- g. Materials and Resources for Learning
 - h. Student Services to Support the Learner
 - i. Long Range Planning and School Improvement
5. A school will be accredited based on compliance with the Quality Indicators of the Standards as a whole. Divergence from Standards can occur in some cases without detracting from the educational merits of an institution. All Quality Indicators designated as 'Essential' must be met.

I. ACCREDITATION STANDARDS

STANDARD 1: Foundational Statements

The identity and unique purpose of a religious and independent school is rooted in its foundational statements that specify its vision, mission, and core values. The foundation statements are: cooperatively identified, clearly stated, and mutually accepted; and direct the learner throughout his/her educational and formational experience.

STANDARD 2: Communication and Community Relationships

The members of the school community have developed, implemented, and communicated an effective school-community interaction plan that strengthens the school and community, facilitates support for the school, provides opportunities for parent education and participation in the activities of the school, encourages cooperation and collaboration among the school, the home, and the local civic and faith communities.

STANDARD 3: The Environment for Teaching and Learning - *The Climate of the School and Classroom*

School climate can be defined as the combination of those qualities of the school environment that affect the attitudes, behavior, and achievement of the people involved in its operation – students, parent/family members, administrators, faculty, staff, and members of the community. In quality schools, the adults and students care for, respect, and trust one another. School personnel believe that all children are able to learn. Students and staff expect to be successful. Morale is high, and social and academic growth are continuous. The environment for teaching and learning is the lived experience of the foundational statements of the school.

STANDARD 4: Leadership and Governance - *The Responsibility for the Educational and Organizational Effectiveness of the School*

An effective school community operates under the guidance of a governing board/commission/council, and the leadership and management of an administrator. The members of the governing board/commission/council and the administrator fulfill their roles and responsibilities in a manner that supports the foundational statements of the school community.

STANDARD 5: Resources - *Human (5.01), Financial (5.20), Physical (5.30)*

An effective school has a qualified staff supported by the financial and physical resources necessary to advance the foundational statements of the school. A professional and competent staff is provided in sufficient numbers to support student learning. Professional development and support services are aligned with quality planning needed to accomplish the school improvement plans of the school.

STANDARD 6: Learning and Teaching - *Curriculum, Assessment, Strategies*

An effective learning environment is the hallmark of a religious and independent school in so far as it provides a guaranteed and viable curriculum, an assessment program which reports the proficiency and achievement of the learner, and research-based instructional strategies which foster active meaningful engagement in learning. The professional instructional staff, under the guidance of the administrator, develops this learning environment so as to encourage the learner's development of critical and creative thinking skills, problem solving abilities, and performance skills.

Standard 7: Materials and Resources for Learning - *Instructional Media and Technology*

An effective learning environment in a religious and independent school is enhanced with materials and resources for the learner that include instructional media and technology.

Standard 8: Student Services to Support the Learner

The intellectual, social, emotional, physical, and spiritual (in religious schools) growth and development of the learner are supported by all members of the school community.

Standard 9: Long Range Planning - *Strategies and Tools for Improving the School*

The members of the school community plan to ensure the continuous effectiveness of the school and its programs for students.

Standard A: Religious Identify *(for faith-based schools only)*

At the foundation of a religious school is its religious identity with a specific religion or denomination. The religious school operates in conformance with the dogmas, teachings/doctrines, and laws of the religion or denomination. It is committed to teaching the fullness of faith, values, and practices and to integrating these core values into all facets of the learner's life. This integration of faith and values according to the religion or denomination distinguishes the religious school from other religious, independent and public schools.

The formation and education are evidenced in relationships with one another, prayer experiences, well-planned religious instruction, service to community, and value-oriented religious living.

Standard B: School Improvement Plan *(contact Executive Director)*

The School Improvement Plan is a multi-year, data informed, systematic process that identifies what will be improved and how the plan will be implemented to demonstrate measurable gains or progress in attaining the identified goals.

J. PRE-ACCREDITATION CRITERIA

WRISA understands that each school has unique aspects that make it true to and effective in its mission. However, certain elements are essential for a school to be considered for accreditation.

A school must meet the following criteria before it will be considered for membership as an accredited school:

1. The school must have Foundational Statements that state its vision/mission and core values. This provides the framework in which the school community defines itself and operates. Each school has its own unique Foundational Statements based on the community it serves and the needs of the learners. The Foundational Statements with their stated vision/mission and core values enable a school to determine whether it is achieving what it has set out to do.
2. The school must have a governing board/commission/council in place that formulates the policies of the school. The school is incorporated.
3. The school must have a curriculum in place that includes the following subjects: language arts, mathematics, science, social studies, physical education, music, the visual arts, health, and technology, and that is regularly evaluated and revised as needed.
4. The school must meet standard legal requirements for health, safety and cleanliness, including procedures for fire and tornado drills; kitchen inspections; heating, ventilation, asbestos and lighting regulations; adequate fire extinguishers and warning systems; health and safety guidelines including blood borne pathogens, first aid, CPR, and crisis/safe school management plan.
5. The school must have a written non-discriminatory policy used in hiring personnel. Church affiliated schools may give preference to members of their faith as allowed by law. The school must have a written non-discriminatory policy used in admissions or other services.
6. The school must have a written non-discriminatory policy used in admissions or other services. Church affiliated schools may give preference to members of their faith as allowed by law.
7. The length of the school year is at least 1,050 hours for grades 1-8, and 1,137 hours for grades 9-12. Parental Choice schools with grades 7-8 must equal at least 1,137 hours for those grades.(ref. statute 118.165)
8. The school has a professional and competent staff in sufficient numbers to support student learning. The school has an annual budgetary process and budget that support the foundational statements.

9. The administrator and governing/consultative body maintain and oversee financial records, transactions, and statements through a recognized accounting system, and provide financial accountability to stakeholders by publishing an annual financial report.

K. PROCEDURE FOR SCHOOLS NEW TO WRISA ACCREDITATION

1. Study the WRISA 'Policies and Procedures Handbook'.
2. Discuss accreditation with the school's governing board/commission/council for its support and approval.
3. Apply for Candidate Status. Applying for candidate status shows the stakeholders that the school community is committed to improvement. A candidate school has three years to complete the Self Study, host a Visiting Team, and submit its documents to the Executive Director of WRISA for Board consideration. If, at the end of the three years, the accreditation process is not completed, it will be necessary to re-apply for candidate status.
4. Contact the WRISA Executive Director indicating the school's desire to begin the process of accreditation.
5. Download and complete an application form from the website www.wrisa.net or contact the Executive Director.
6. Submit the first page of the completed and signed application form. **Schools that belong to a WRISA jurisdiction** should submit the completed application and a check made out to the *Wisconsin Religious and Independent Schools Accreditation* to their jurisdiction representative. **Schools that are not part of a jurisdiction** should submit the completed application and a check made out to the *Wisconsin Religious and Independent Schools Accreditation* directly to the WRISA Executive Director.
7. Assemble the documents listed on pp. 2 and 3 of the Candidate Application Form. A WRISA representative will schedule a meeting to review the documents and make a recommendation to the Executive Director regarding the school's readiness to begin the Self Study process. The Executive Director will notify the school as to whether or not it has been accepted as a candidate.
8. The next step for a school that has been accepted into Candidacy is to begin the Self Study process.
 - a. During the first year of Candidacy, the school administrator should form a Task Force that includes: stakeholders, namely, members of the governance board/commission/council; teachers and staff members; parents; members of the religious, if applicable; and possibly civic community. As the Task Force reflect on each Standard with its Quality Indicators, they offer a preliminary analysis of the school's status. They also begin identifying individuals who could serve on subcommittees to complete the narratives under each Quality Indicator. At the end of this year of reflection, several members of this Task Force form a coordinating committee that would work with the members of

the sub-committees to bring to completion the Self Study with its written narratives well as the necessary artifacts (documents) to support the narratives.

- b. The members of the Task Force develop a timeline. The administrator and/or coordinating committee establishes a timeline that includes completing the Self Study, hosting a Visiting Team, and developing the school improvement plan. The Executive Director and/or jurisdiction representative is available for consultation at any time during the process.

CAUTION: Not all individuals who have had previous experience with accreditation have the knowledge and experience to act in the capacity of 'consultant' for WRISA accreditation. You must contact the WRISA executive director prior to hiring an accreditation consultant.

9. Sample Timeline for Candidate School:

Candidate Year 1 - Year of Reflection: Form Task Force

- a. Review the Standards and Quality Indicators to determine at which level the school is performing.
- b. Identify an individual or teams of individuals who could serve as writers for the sections of documentation.
- c. Begin the Self Study process.

Candidate Year 2 – Complete the Self Study Process

- a. First Semester: Complete the narrative sections of the Self Study. The school conducts a Self Study using "The Document of Standards with Quality Indicators" provided by WRISA.

The school community completes the sections:

"Documentation: (Report) narrative of compliance". This is a narrative entered into the Self Study document by Self Study Team members describing how they meet the specific Quality Indicator.

"Documentation: (Onsite)". This is a list of all the documents the school should assemble for the Visiting Team to examine during the Site Visit.

"Determination." The Self Study Team checks one of the boxes that indicates the degree to which they believe they meet or do not meet the Quality Indicator based on their findings.

"Summary" at the end of each Standard. The Self Study Team identifies the Standard's strong points and areas for improvement.

- b. Second Semester: Gather the artifacts to support the narrative. Contact the Executive Director or jurisdiction representative who will review the Self Study, appoint a team for the Visit, and schedule the Site Visit for Year 3.

Candidate Year 3 – Host a Visiting Team

- a. First/Second Semester: Host the Visiting Team at the school. Since Visiting Team documents must be submitted by June 1st, it is highly recommended that Site Visits be completed by March 15th.
- b. Second Semester: Write a Long Range Plan. The Long Range Plan is a three to five year plan that addresses the recommendations identified in the Visiting Team Report and the Standards with Quality Indicators Checklist, all recommendations that the school made for itself in its Self Study, and all other goals that school leadership have identified as areas for improvement. Submit documents to the WRISA Board of Directors. Once the Self Study and Site Visit phases are completed, and the Long Range Plan is written, the administrator prepares at least two hard copies of the documents (see below); one for the WRISA Board of Directors and the other for the school's own files.

Schools that belong to a WRISA jurisdiction should submit the following documents to their jurisdiction representative.

Schools that are not part of a jurisdiction should submit the following documents directly to the WRISA Executive Director.

- 1) Visiting Team Narrative Report that includes the Standards with Quality Indicators Checklist completed by the Visiting Team
- 2) Staff Qualifications Form from the Visiting Team
- 3) Long Range Plan complete on WRISA template
- 4) Waivers (if appropriate)
- 5) Visiting Team Recommendation Form signed by the chairperson of the Visiting Team.

At its September meeting, the WRISA Board of Directors reviews all submitted documents and determines accreditation status. The school will be notified of the Board's decision within 30 business days of the Board meeting. If granted accreditation, the school enters Year 1 of annual accreditation in a seven year cycle of accreditation.

Be advised: A Visiting Team can make a recommendation regarding the accreditation of a school; however, the WRISA Board of Directors is the sole authority in determining the accreditation status.

Previously accredited schools that hosted a Site Visit send the Visiting Team Report, an updated General Information page from the WRISA Annual Report Packet, Student Enrollment, Staff Qualifications, Long Range Plan, Waivers (if applicable), Substantive Change (if applicable), and Visiting Team Recommendation Form signed by the chairperson of the Visiting Team to their jurisdiction representative or the appointed non-jurisdiction representative.

L. PROCEDURES FOR ANNUAL ONGOING ACCREDITATION BY ACCREDITED MEMBER SCHOOLS

Accreditation is granted each year during the seven year cycle. In August, previously accredited schools who did not Host a Visiting Team are notified they are to submit an updated Annual Report and Annual Membership Fee after the 3rd Friday in September and before October 1st. The Annual Report notification includes instructions on the completion of necessary documents which are found on the website. If schools fail to receive the information either electronically or by surface mail, it is their responsibility to contact the WRISA Executive Director.

The Annual Report documents assure the Board the schools continue to be in compliance with the WRISA Standards with Quality Indicators and are implementing their School Improvement Plan. The Annual Report also provides updates all changes in enrollment, staff, and other areas. If a school has a Long Range Plan, the principal must report on the accomplishments made during the previous school year.

1. Sample Accreditation Cycle

- 2018-19: Year 1 Review of documents by the WRISA Board who confer or deny accreditation
- 2019-20: Year 2 School Improvement. Submit Annual Report. Pay annual Membership Fee.
- 2020-21: Year 3 School Improvement. Submit Annual Report. Pay annual Membership Fee.
- 2021-22: Year 4 School Improvement. Submit Annual Report. Pay annual Membership Fee.
- 2022-23: Year 5 School Improvement. Submit Annual Report. Pay annual Membership Fee.
- 2023-24: Year 6 Conduct new Self Study for Subsequent Cycle. Submit Annual Report. Pay annual Membership Fee.
- 2024-25: Year 7 Host a Site Visit by 3/15/2024 and prepare new documents for submission by 6/1/2024 to start subsequent cycle of accreditation. A Site Visit and new documents for next cycle would be completed for 6/1/2032.

2. Continue School Improvement/Annual Reports (Years 1 through 6)

All schools submit their Long Range Plan in which the schools indicate the progress they have made in accomplishing their annual goals. It also includes new goals the schools have identified. The report documents schools' implementation of the improvement plan through data they provide.

The Annual Report forms are on the WRISA website: www.wrisa.net. They are password protected.

Annual Reports are should be prepared in a professional way for review.

Please:

- a. follow all directions completely
- b. complete all forms in their entirety
- c. use word processing in completing WRISA forms
- d. use correct spelling and grammar
- e. use WRISA forms unless directed to do differently by the Executive Director
- f. send all documents according to the established time schedule.

Incomplete or unacceptable forms will be returned. Accreditation may be delayed or denied.

- 3. Mailing Instructions for Annual Report Documents.
Jurisdiction schools send a hard copy of all documents to their jurisdiction representative. Documents must be received at the jurisdiction office on or before September 30th. There is a late fee for documents received after October 1st.
Non-jurisdiction schools send a hard copy of all documents to the appointed non-jurisdiction representative. Documents must be received on or before September 30th.

WRISA Annual Report consists of:

- a. Validation Sheet signed by principal (in years 2-6)
 - b. School Data Sheet, Enrollment, Staff Count, Student to Staff Ratio
 - c. Staff Qualifications Form
 - d. Standards with Quality Indicators Compliance Checklist
 - e. Waivers, if appropriate,
 - f. Long Range Plan
 - g. Substantive Change Form with all required supporting documentation
 - h. Annual Membership Fee.
- 4. Review Process for Annual Reports (Years 1 through 6)
 The Board of Directors has established a process of review. All documents are examined for compliance by a minimum of two reviewers.

For jurisdiction schools, jurisdiction representative coordinates the review of all documents checking for compliance with the Standards and their Quality Indicators. Once approved at the jurisdiction level, jurisdiction representative presents a written report to the Executive Director who prepares a written report for presentation to the Board of Directors. The documents are forwarded to the Executive Director.

For non-jurisdiction schools, the appointed non-jurisdiction representative conducts the review process checking for compliance with the Standards and their Quality Indicators, and prepares a written report for presentation to the Board Directors.

The Executive Director presents the written reports to the WRISA Board of Directors at its November meeting.

The WRISA Board of Directors determines the status of a school's accreditation. The jurisdiction reviewers can make a recommendation; however, the Board of Directors is the sole authority in determining the accreditation status of a school.

Schools that receive an "Accredited with Provision" or "Denied" recommendation by the reviewers are presented to the Board for individual consideration.

The Executive Director notifies schools of their accreditation status within 30 business days of the November meeting of the Board of Directors.

5. Subsequent Cycle of Accreditation Report Packet (Year 7)

Schools that are already accredited and are starting a subsequent cycle of accreditation should conduct a new Self Study in Year 6 of their seven year cycle. A new Site Visit should be conducted during Year 7 of the school's cycle.

On or before April 15th of Year 7, the WRISA Executive Director mails information to schools stating the Visiting Team documents are due by June 1st to the jurisdiction representative. New Visiting Team documents for the next cycle of accreditation are due June 1st in Year 7 of the current seven year cycle. This new set of Visiting Team documents takes the place of the regular Annual Report packet in Year 7. There is a late fee for documents received after June 1st.

The new documents consist of:

- a. New Visiting Team Narrative Report that includes the Standards with Quality Indicators Checklist completed by the Visiting Team
- b. General Information Page from the WRISA Annual Report
- c. Staff Qualifications Report reviewed by the Visiting Team
- d. Waivers, if applicable,
- e. New Long Range Plan, containing all areas for growth identified by the Self Study Teams, all recommendations made by the Visiting Team, and all other goals targeted by school leadership. This form is accessed on the WRISA website-
- f. Visiting Team Accreditation Recommendation Form signed by Team chairperson.

The signature of the Visiting Team chairperson takes the place of the principal's signature in this reporting year.

The date the cycle begins again is determined by the date of the previous Site Visit unless it has been officially changed by WRISA Board of Directors. Schools must be visited every seven years. The date new Visiting Team documents are due again is reported to schools on their Notification of Accreditation letters sent by the WRISA Executive Director.

6. Mailing Instructions for Subsequent Cycle of Accreditation Report Packet (Year 7)
Schools belonging to a jurisdiction send a hard copy of all documents to their jurisdiction representative. Documents must be received at the jurisdiction office by June 1st.
Schools not belonging to a jurisdiction send a hard copy of all documents to the appointed non-jurisdiction representative. Documents must be received by June 1st.
7. Review Process for Subsequent Cycle of Accreditation Reports (Year 7)
Schools belonging to a jurisdiction, jurisdiction representative receives and reviews all documents, and forwards them to the WRISA Executive Director.
For schools not belonging to a jurisdiction, the administrator submits all documents to the appointed non-jurisdiction representative who reviews all documents and forwards them to the WRISA Executive Director.

The WRISA Executive Director prepares a report for presentation at the November meeting of the Board of Directors. All documents are reviewed by a minimum of two Board members.

The WRISA Board of Directors at this quarterly meeting determines the status of a school's accreditation. The Visiting Team can make a recommendation; however, the Board of Directors is the sole authority in determining the accreditation status of a school.

The Executive Director notifies schools of their accreditation status within 30 business days of the November meeting of the Board of Directors.

8. Extensions
In order to achieve and retain accreditation, member schools must comply with the Standards with Quality Indicators, policies, and procedures of the WRISA accreditation process.

In certain circumstances, an administrator may need to request an extension. A request for an extension must be submitted in writing to the WRISA Executive Director. Please note that the New Documents' due date for the next cycle remains the same as if the school had not received an official extension from the Executive Director. An extension is granted for one year.

If an administrator does not submit new documents following the extension and has not filed an official request with the Executive Director for special consideration or circumstances, accreditation has then lapsed. Accreditation that has lapsed is the same as a denial of accreditation. A school community that has allowed their accreditation to lapse must submit a letter to request re-entry into the WRISA accreditation process. The Board of Directors is the sole authority in determining the accreditation of a school.

9. Waivers

In order to achieve and retain accreditation, member schools must comply with the Standards with Quality Indicators, policies, and procedures of the WRISA accreditation process.

In some extraordinary cases there may be valid, mitigating circumstances affecting a school's compliance with a certain Quality Indicator of a Standard. This non-compliance can be addressed through the following:

- a. **Teacher Waiver (Appendix A)** – A school administrator may apply for a limited teaching endorsement for a teacher candidate who does not meet the usual professional personnel Quality Indicator. Ordinarily, the reason for requesting the endorsement is the unavailability of a candidate with the proper credentials that meet one of the personnel Quality Indicators in Standard 5: Human Resources. The school administrator's request, validated by the jurisdiction representative for schools under a jurisdiction, must provide evidence that the individual possesses the competence to fulfill the responsibilities of the position. The request is then sent to the WRISA Executive Director for full Board consideration.

A limited teaching endorsement is issued on a yearly basis with an expiration date of June 30th for each school year. Ordinarily, the candidate possesses a Bachelor's degree. The candidate must present a Plan of Action for Human Resources that will lead to fulfilling the requirements of WRISA Standard 5, within a period not to exceed three (3) years. A goal addressing this must be entered into the school's Long Range Plan. It must be updated each year explaining the progress the teacher has made in meeting course and Quality Indicator deadlines.

The school administrator will inform the candidate that the position is being offered for one year and that a search will be renewed in the following year to locate a candidate who meets the accreditation Standard. If, in that new search, no viable candidate is identified, and if the person has proven to be effective and has met the minimum progress expected, the school administrator may re-employ that person. The request for a Limited Teaching Endorsement must be re-submitted annually with the documentation of annual progress. Such an endorsement cannot exceed a period of three years. The endorsement is granted to a teacher only for a specific school. If the teacher is hired in another school, the endorsement is null and void.

- b. **School Administrator Waiver (Appendix B)** - In the case of a school principal or administrator waiver, the employer (pastor or president of a parish/school Board of Directors) may apply for a limited administrative endorsement for a school administrator candidate who does not meet the usual personnel Standard Quality Indicator. Ordinarily, the reason for requesting the

endorsement is the unavailability of a candidate with administrative credentials that meet the personnel Quality Indicator in Standard 5: Human Resources. The employer's request, validated by the jurisdiction representative for schools under a jurisdiction, must provide evidence that the candidate possesses the competence to fulfill the responsibilities of the position. The validation request is then sent to the WRISA Executive Director for full Board consideration.

A Limited School Administrator Endorsement is issued on an annual basis with an expiration date of June 30th for each school year. Ordinarily, the school administrator possesses a Master's degree with 18 graduate semester hours in school administration and supervision. The candidate must present a Plan of Action for human resources which will lead to fulfilling the requirements of the Quality Indicator in Standard 5, within a period not to exceed five (5) years. A goal addressing this must be entered into the school's Long Range Plan. It must be updated each year explaining the progress the principal/administrator has made in meeting course and Quality Indicator deadlines.

The employer will inform the candidate that the position is being offered for one year and that a search will be renewed in the following year to locate a candidate who meets the accreditation Standard. If, in that new search, no viable candidate is identified, and if the person has proven to be effective and has met the minimum progress expected, the Board/pastor may re-employ that person.

The request for a Limited School Administrator Endorsement must be re-submitted annually with the documentation of annual progress. Such an endorsement cannot exceed a period of five (5) years. The endorsement is granted to a principal only for a specific school. If the school administrator is hired in another school, the endorsement is nullified.

- c. **Quality Indicator Waiver (Appendix C):** The Standards with Quality Indicators have been developed to ensure basic levels of quality in all programs and operations in order to best meet the needs of learners. While holding to the basic intent of the Standards with Quality Indicators, the WRISA Board of Directors recognizes the need, in extraordinary circumstances, for some flexibility in applying a specific Quality Indicator.

A written request for such a waiver should be submitted by the school administrator and accompany the Annual Report. The request for a waiver must be validated by the jurisdiction representative for schools in a jurisdiction and forwarded with the Annual Report. The waiver will be considered for approval by the WRISA Board of Directors. It may be renewed on an annual basis with proper documentation.

M. UNIFIED SCHOOLS

When two or more WRISA accredited schools unite into one entity or a WRISA accredited school unites with a school that is not WRISA accredited, a representative for the new entity should contact the WRISA Executive Director. A Site Visit may be conducted by a Task Force committee appointed by the Executive Director in consultation with the Board of Directors. If a Site Visit is required, the school community will complete the “Unified School Report Form” obtained from the WRISA Executive Director in preparation for the Visit.

Accreditation status for the unified school will be determined by the WRISA Board of Directors after reviewing the Task Force Committee report and pertinent documents, such as but not limited to, the Annual Report. The WRISA Board of Directors is the sole authority for determining the accreditation status of the unified school.

The unified school community will complete the Self Study process within three years of unification. During this three year period, the Annual Reporting procedure will be followed.

N. ACCREDITATION STATUS, DENIAL AND RE-ADMISSION

The relationship between WRISA and its schools is voluntary. As such, either party may dissolve the relationship at any time. When a school is accredited, WRISA accepts the school as a member in its association.

During its quarterly meetings, the WRISA Board of Directors determines accreditation status. Schools are accepted as members in one of the following categories:

1. **Fully Accredited Status:** An “Accredited” school is in substantial compliance with the WRISA Standards as exemplified in the Quality Indicators. The Board of Directors is the sole authority in determining the accreditation status of a school.
2. **Accredited with Provision Status:** A school that is “Accredited with Provision” is accredited. It is in compliance with the essential Quality Indicators, but needs additional time to work on certain recommendations identified through the Self Study process, by the Visiting Team and/or the WRISA Board of Directors. The status of an “Accredited with Provision” school is conditional and for a period of one year or less as determined by the Board of Directors. Once the school complies with the directions stated by the WRISA Board of Directors, full accreditation may be granted.

The Board of Directors can deny accreditation.

3. **Denial of Accreditation:** The WRISA Board of Directors is the sole authority in deciding to terminate accreditation. When a school is denied accreditation, it

loses its membership in WRISA. The Board of Directors takes this course of action if it determines a school fails to:

- a. comply with the directions established at the time of the review of a school's documents.
- b. uphold the WRISA Standards with Quality Indicators.
- c. make sufficient progress in meeting the provisions of its Long Range Plan and/or
- d. engage in significant school improvement endeavors
- e. submit documents on time
- f. pay all required fees
- g. submit valid and accurate documents, or honestly represent itself to the WRISA Board of Directors.

In the event a school is denied accreditation, the Executive Director, on behalf of the WRISA Board of Directors, will notify the school in writing.

4. **Re-admission for Denied or Withdrawn Schools:** A school that is denied accreditation or voluntarily withdraws must submit a formal written request to the Board of Directors for candidacy status. The formal written request must address the issue of denial or withdrawal. After the Board of Directors reviews the request and determines its status, the Executive Director will inform the petitioning school regarding its request for candidacy.
5. **Appeal Process:** The appeal process only applies to schools that have been denied accreditation. In order for an Appeal to be considered the following procedures must be followed:
 - a. Within 30 calendar days after the date on the Notification of Denial Letter, a school that is denied accreditation may appeal the decision in writing to the WRISA Executive Committee who serves as the Appeal Board.
 - b. For schools that hosted a Site Visit, only the Self Study and Visiting Team documents that were previously submitted to WRISA may be included with the appeal. New evidence will not be considered. For member schools that did not host a Site Visit only the current year complete Annual Report that was submitted to their jurisdiction or independent school's representative may be included with the appeal. Documents other than these will not be considered.
 - c. The appeal must be sent via U. S. postal service [Return Receipt Requested or Certified Mail] to the Executive Director at P. O. Box 685, Muskego, WI 53150. The deadline for submitting the appeal will be adhered to strictly.
 - d. In addition to the letter appealing the decision, the school should include a cashier's check made out to WRISA in the amount of \$5,000.00 to cover costs related to the Appeals Process. No part of this fee is refundable. These costs include but are not limited to: administrative costs, mileage, accommodations,

teleconference, document copies, postage, supplies, meals, and time for all members of the Appeals Committee. The school is responsible for all additional costs that exceed \$5,000.00. Once the final cost of the appeal is determined, the school will be notified if the costs exceed the \$5,000.00. Re-imbursement for additional costs must be paid to WRISA within fifteen days of the date on the Invoice Notice. Interest of 1.5% compounded monthly will be assessed for any unpaid amount that exceeds 15 calendar days beyond the date on the Invoice Notice. A school that appeals an accreditation decision is responsible for any and all legal costs and collection costs related to the Appeals process.

The Appeal Board will render a decision within 60 calendar days of receiving the written appeal. The decision will be communicated to the school once the school has reimbursed WRISA for the costs of the appeal. All decisions of the Appeal Board acting on behalf of the Board of Directors are final.

NOTE: WRISA will notify the Wisconsin Department of Public Instruction (DPI) of the decision once the Appeal Board has rendered its decision.

O. JURISDICTION'S RESPONSIBILITIES

For WRISA, a jurisdiction is a group of schools, each with site-based management for most decisions, brought together under a broader governance structure, such as a Roman Catholic Diocese, a Lutheran Synod, or an association of independent schools. Following is a list of responsibilities for member jurisdictions.

1. The jurisdiction leadership appoints a person who is responsible for accreditation activities within the jurisdiction related to WRISA. This person may also serve as a jurisdiction representative on the WRISA Board of Directors. Appointments to the Board of Directors are for a three-year term and may be renewed.
2. A jurisdiction representative reports all changes in fees, dates, policies and procedures to his/her accredited member schools. The representative is the means by which the current information is shared with the membership. The representative assists in dissemination of materials and information.
3. A representative coordinates the management of applications, Annual Reports, Site Visits, appointment of Visiting Team members, training of individuals to serve on Visiting Teams, and other duties designated by the WRISA Board of Directors.
4. A representative facilitates the review of Annual Reports and new documents from member schools. Jurisdiction representatives must forward reviewed reports to the WRISA Executive Director no later than July 1st for subsequent cycle schools and candidate schools, and November 1st for Annual Reports.

P. NON-JURISDICTION SCHOOLS' REPRESENTATIVE RESPONSIBILITIES

The appointed non-jurisdiction representative fulfills the above mentioned responsibilities for non-jurisdiction schools. These responsibilities are shared by the WRISA Executive Director.

Q. FEES

A fee is paid at the time of initial application for candidacy and every year thereafter. Refer to the WRISA website: www.wrisa.net.

Membership fees are paid annually.

There may be a fee for special services. Please contact the WRISA Executive Director for details. This includes workshops, mileage, in-services, late documents, etc.

R. PROCEDURE FOR SCHOOLS ACCREDITED BY ANOTHER AGENCY AND SEEKING ACCREDITATION WITH WRISA (MULTIPLE ACCREDITATION)

A school that is accredited by another regional or national organization may be eligible for WRISA accreditation. The WRISA Board has formally identified the accrediting organizations of its members whose documents it will accept for purposes of WRISA accreditation. WRISA may approve the accreditation documents from other organizations that do the following:

1. Maintain Standards consistent with WRISA Standards with Quality Indicators.
2. Require a thorough, comprehensive Self Study process that aligns with the WRISA Standards with Quality Indicators.
3. Require an On-Site Visit by a Visiting Team at least once every seven years.
4. Ensure the Visiting Team recommendations lead to the preparation and implementation of a Long Range Plan.

A school interested in multiple accreditations should follow these steps:

1. Contact the WRISA office or jurisdiction representative regarding multiple accreditation.
2. Apply for multiple accreditation on the form provided by the WRISA Executive Director. Send Application Form, required documentation, and fee to the Executive Director.
3. Submit the following documentation to the WRISA office at the direction of the Executive Director:
 - a. Accreditation certificate from a WRISA approved organization

- b. Visiting Team Narrative Report, including the Visiting Team Recommendation for Accreditation with the signature of the Visiting Team chairperson, and WRISA Standards Addendum, if applicable
- c. WRISA Standards with Quality Indicator Annual Report (if directed)
- d. An accredited school requesting WRISA accreditation is required to submit a Long Range Plan at the time of initial accreditation with WRISA, unless this is not required by the other national accrediting association. However, the school is required to complete a WRISA Annual Report as determined by the WRISA Executive Director.

S. PROCEDURES FOR COMPLAINTS ABOUT ACCREDITED SCHOOLS

Verbal Complaint is not accepted. A complaint must be submitted in writing. The written complaint must contain the information for a Written Complaint listed below. If the person making the complaint (complainant) does not follow the procedures, WRISA will not respond to the complaint.

Written Complaint must contain the following information:

1. If the complainant believes that a civil law has been violated, the complainant should contact the proper civil authorities.
2. The complainant should cite the exact Standard, Standard Quality Indicator number or WRISA policy the complainant believes is being violated.
3. The complainant must provide his/her name and current contact information including telephone number and street address.
4. The person must tell his/her relationship to the school or person working at the school about whom the complaint is being made.
5. A complaint relating to an individual student may be made only by an adult (18 years or older) who has legal authority to represent that student.
6. The complainant should tell how he or she became aware of the situation or situations.
7. The complainant should provide the name, position, and contact information of the person or persons at the school with whom the complainant has communicated about the situation.
8. The complainant should describe the exact nature of the violation of the Standard Quality Indicator, name who was involved, and provide any supporting documentation.
9. The complainant should submit the complaint in writing to the WRISA Executive Director. The written complaint must contain the original signature of the person making the complaint.

Depending on the nature of the complaint, WRISA may contact the school regarding it. School administration will have 30 business days to respond to the complaint in writing. A copy of the complaint and the school's response will be kept on file at the WRISA

office. If similar complaints or grievances about the same issue are made by several individuals, and it appears that WRISA Standards with Quality Indicators or policies are being violated, the Board of Directors may investigate the allegations. Depending on the findings of the investigation, the Board of Directors may make a decision that would affect the accreditation status of the school.

Investigation of Complaints. WRISA does not settle disputes nor interfere in the internal operations of a school. Only complaints that follow the procedures listed above and identify possible violations of WRISA Standards with Quality Indicators and/or policies will be considered for investigation.

If WRISA determines that a school's response to the complaint does not adequately address the issue, the situation will be discussed with leadership at the school. If the situation is not resolved according to WRISA recommendations, the Board of Directors may make a decision that affects the accreditation status of the school. The Board of Directors may direct a WRISA representative to monitor the situation and report back to the Board.

The Board of Directors of the Wisconsin Religious and Independent Schools Accreditation is the sole authority in determining the accreditation status of a school.

T. AMENDED AND RE-STATED BYLAWS OF THE WISCONSIN RELIGIOUS AND INDEPENDENT SCHOOLS ACCREDITATION, INC. (WRISA)

**ARTICLE I
Offices**

Section 1. Principal Office

The corporation shall maintain a principal office in the State of Wisconsin. The corporation may have such other offices, either within or without the State of Wisconsin, as may be designated from time to time by resolution of the Board of Directors.

Section 2. Address of Registered Agent

The corporation shall maintain a registered agent in the State of Wisconsin whose address may be, but need not be, identical with the principal office of the corporation. The identity and address of the registered agent may be changed from time to time by resolution of the Board of Directors and filing of a statement with the Wisconsin Secretary of State pursuant to the provisions of the Wisconsin Statutes.

**ARTICLE II
Membership**

Section 1. Members

~~Any religious or independent school in Wisconsin may be a member of the Association. The school must be in operation with students for a minimum of two years.~~ Any religious or independent school in Wisconsin may apply for candidacy in the Association. *(Amended 2/2004) (Amended 10/3/2012)*

Section 2. Multiple Accreditation: Partnership with other accrediting agencies

- (a). The Board of Directors recognizes its scope of influence and responsibility to establish standards of excellence that lead religious and independent schools of Wisconsin to accreditation.
- (b). The Board of Directors also recognizes other accrediting standards that may come from other jurisdictions or membership groupings.
- (c). It shall be our purpose to establish standards with quality indicators that can be applied to any Wisconsin religious or independent school. These standards shall establish a universal level of expectation for each school that leads to and maintains accreditation.

The Board of Directors shall recognize the procedures, processes, and the recommendations of other accrediting agencies in so far as they do not diminish the requirements of the WRISA accreditation process. Schools that are accredited by other agencies that have been approved by the WRISA Board of Directors shall also be granted accreditation by WRISA, in so far as the school fulfills its document and fee requirements.

The documents, processes, and procedures of other accrediting agencies shall be reviewed ~~biennially~~ periodically to ensure the minimal requirements of WRISA are met.
(Adopted May 13, 2009)

WRISA POLICIES:

Section 1. Voting Rights

Every member shall be a nonvoting member of the association. Voting rights are reserved to the members of the Board of Directors, each director possessing one vote.

ARTICLE III

Board of Directors

Section 1. General Powers

The governing and policymaking functions of the corporation shall reside in the Board of Directors. The powers of the Board shall include, but are not limited to, the ability to set policy, establish priorities, employ and discharge staff, establish accreditation Standards with Quality Indicators, create and modify the processes for application, accreditation, and appeals of Board actions, approve the budget, establish fees and perform all other duties it deems necessary.

Section 2. Membership

The Board of Directors shall consist of one representative of each of the jurisdictions that are members of the Wisconsin Religious and Independent Schools Accreditation, and two additional at-large members selected by the Board. The Board may, by amendment to these By-Laws, provide for another means of determining composition.
(Amended 2004)

Section 3. Term

Members are to be appointed for a term of three years, with approximately one-third (1/3) of the Board members' terms expiring each year. No member is to serve more than two three-year consecutive terms. If it is necessary to replace a Board member before the expiration of his/her term, the jurisdiction can nominate a replacement to fulfill the remainder of the term. The fulfillment of an unexpired term does not count toward the two consecutive terms a Board member can serve. In the event an at-large

Board member is unable to fulfill his/her term, then a replacement to fulfill the rest of the term will be chosen in the same manner at-large members are chosen for the Board. An exception may be allowed if there is no other person available in the central office to serve on the Board. *(Amended May 2012)*

Section 4. Removal

Any officer or director may be removed for cause at a meeting of the Board of Directors by unanimous vote of those voting on the question of removal, except the person whose removal is being considered. No officer or director shall be removed unless notice of the meeting at which such removal is to be considered states such purpose. If a jurisdiction representative is removed, the director of the jurisdiction must also be informed. *(Amended 5/2007)*

Section 5. Vacancies

Any vacancy occurring on the Board of Directors from any cause shall be filled by the Board.

Section 6. Annual Meeting

The annual meeting of the Board of Directors shall be the first meeting of the calendar year, at such time and place as the Board of Directors may determine, for the purpose of transacting such business as may come before the meeting. *(Amended 2/2004, 5/2007)*

Section 7. Regular Meetings

The Board of Directors shall hold regular quarterly meetings at such time and place as the Board of Directors may designate. *(Amended 5/2007)*

In the event that a jurisdiction's Board representative is not able to make a meeting, the following options are available:

- (a). Be considered excused or absent. *(Amended 5/2007)*
- (b). Give input on issues to be discussed via written or electronic correspondence. *(Amended 2004)*
- (c). Send a representative who will not have voting rights. *(Amended 5/2007)*
- (d). If an issue is discussed and/or decided at this meeting, the excused Board member may request an explanation of the decision if two-thirds of the Board vote to reconsider. *(Amended 2/2004; 5/2007)*

Options (a), (b), and (d) are available to at-large members who miss a meeting.

Section 8. Special Meetings

Special meetings of the Board of Directors may be held at any time and place for any purpose or purposes, unless otherwise prescribed by statute, on call of the President or Secretary, and shall be called by the Secretary on the written request of any three (3) directors.

Section 9. Notice and Waiver of Notice

- (a) **Notice.** Notice of any special meeting shall be given by oral or written notice delivered personally or by phone to each director at least twenty-four (24) hours prior thereto, or by written notice mailed or emailed to each director at his or her business address at least forty-eight (48) hours prior thereto, unless a different time shall be provided by Chapter 181 of the Wisconsin Statutes. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed, with postage thereon prepaid. If such notice is given by email, it shall be deemed to be delivered when the email is sent to the director's email address. Any director may waive notice of any meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends the meeting for the express purpose of objection to the transaction of any business because the meeting is not lawfully called or convened. The purpose of and the business to be transacted at any special meeting of the Board of Directors need not be specified in the notice or waiver of notice of such meeting.
- (b). **Waiver of Notice.** Whenever any notice whatever is required to be given under the provisions of Chapter 181 of the Wisconsin Statutes or under the provisions of the Articles of Incorporation or By-Laws of the corporation, a waiver thereof in writing, signed at any time by the person or persons entitled to such notice, shall be deemed equivalent to the giving of such notice.

Section 10. Quorum

A majority of the number of directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 11. Manner of Acting

The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by Chapter 181 of the Wisconsin Statutes, or the Articles of Incorporation or By-Laws of the corporation.

Section 12. Informal Action by Directors

Any action required by the Articles of Incorporation or By-Laws of the corporation, or any provision of law, to be taken at a meeting, may be taken without a meeting if a consent in writing setting forth the action so taken shall be signed by all of the directors entitled to vote with respect to the subject matter thereof. Such consent shall have the same force and effect as a unanimous vote.

Section 13. Presumption of Assent

A director of the corporation who is present at a meeting of the Board of Directors, or a committee thereof at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless such director's dissent shall be entered in the minutes of the meeting or unless such director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment hereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

Section 14. Compensation

Directors and staff of the corporation may receive compensation for personal services rendered which are reasonable and necessary to carrying out the exempt purposes of the corporation. In addition, directors may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that reimbursement is authorized by the affirmative vote of a majority of directors then in office.

Section 15. Committees

- (a). **Executive Committee.** The Executive Committee shall consist of all of the officers of the corporation. The Executive Committee shall have and may exercise, when the Board of Directors is not in session, all of the powers of the Board of Directors in the management of the business and affairs of the corporation and shall present a report of its proceedings at the next regular meeting of the Board of Directors. The president of the Board shall serve as the chairman of the Executive Committee and may call meetings at his/her discretion.
- (b). **Other Committees.** The Board may create committees as necessary. Committee members need not be members of the Board except that the chair of every subcommittee shall be a Board member. The requirement for Board membership does not apply to Visiting Teams.
- (c). **Non-delegatory Powers: Alternative Members: Rules of Committees.** No committee of directors shall be empowered to act in lieu of the entire Board of Directors in respect to election of officers or the filling of vacancies in committees of directors created pursuant to this Section 15. All members of the Board of Directors who are not members of a given committee shall be alternate members of such committee and may take the place of any absent member or

members at any meeting of such committee, upon request of the President or the chairperson of such meeting. Each committee of directors shall fix its own rules governing the conduct of its activities, not inconsistent with rules promulgated by the Board of Directors, and shall make such reports to the Board of Directors of its activities as the Board may request. *(Amended 2/2004)*

ARTICLE IV

Officers

Section 1. Number

The principal officers of the corporation shall be a President, Vice President, Secretary, and Treasurer, each of whom shall be elected by the Board of Directors. No two offices may be held by the same person. Officers may, but need not, be members of the Board of Directors. *(Amended 5/2007)*

Section 2. Election and Term of Office

The officers of the corporation shall be elected by the Board of Directors at its annual meeting by the affirmative vote of a majority of directors then in office. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office from the first fall meeting following their election for a term of two (2) years, or until a qualified successor is elected upon expiration of the term of that officer, or until that officer's death, or until that officer shall resign or shall have been removed in the manner herein after provided. No officer is to serve more than two consecutive terms (unless determined differently by the Board of Directors). In any given year, the president and secretary complete their term of office not to coincide with the vice-president and treasurer. *(Amended 2/2004)*

Section 3. Removal

Any officer or agent elected or appointed by the Board of Directors may be removed by a majority vote of the Board of Directors, whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment shall not of itself create contract rights.

Section 4. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise will be filled by the Board of Directors for the unexpired portion of the term.

Section 5. President

The President shall be the Chairperson of the Board and the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the corporation. The President shall, when present, preside at all meetings of the Board of Directors. The President may

appoint, subject to approval by the Board of Directors, members to Standing and Special Committees as necessary. The President may sign, with the Secretary or any other proper officer of the corporation there unto authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors or by these By-Laws to some other officer or agent of the corporation, or shall be required by law to be otherwise signed or executed. The President shall act for the corporation within the policies established by the Board of Directors, shall express the official opinion of the corporation on all matters, shall attend meetings of similar professional educational associations as appropriate, shall appear before governmental agencies, and in general shall perform all duties incident to the office of President, and such other duties as may be prescribed by the Board of Directors from time to time.
(Amended 2/2004)

Section 6. The Vice President

In the absence of the President, or in the event of the President's death, inability or refusal to act, the Vice President shall perform the duties of President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such other duties from time to time as may be assigned by the President or by the Board of Directors. The Vice president may by his/her election have charge and supervision of designated portions of the corporation's affairs.

Section 7. The Secretary

The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one or more books provided for that purpose or in an electronic file; (b) see that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; (c) be custodian of the corporate records and the seal of the corporation if one is authorized by the Board of Directors, in which case the Secretary shall see that the seal of the corporation is affixed to all documents the execution of which on be-half of the corporation under its seal is duly authorized; and, (d) in general, perform all duties incident to the office of Secretary as from time to time may be assigned by the President or by the Board of Directors.

Section 8. The Treasurer

If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his/her duties in each sum and with such surety of sureties as the Board of Directors shall determine. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for moneys due and payable to the corporation from any source whatsoever, and deposit all such moneys in the name of the corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of these By-Laws; and, (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 9. Other Assistants and Acting Officers

The Board of Directors shall have the power to appoint any person to act as assistant to any officer whenever for any reason that is impractical for such officer to act personally, and such assistant or acting officer so appointed by the Board of Directors shall have the power to perform all the duties of the office to which such person is so appointed to the assistant, or as to which such person is so appointed to act, except as such power may otherwise be defined or restricted by the Board of Directors.

Section 10. Additional Officers

Any additional officer not specified above shall have only such authority, duties, and responsibilities as shall be specifically authorized and designated by the Board of Directors.

Section 11. Compensation

Elected officers of the corporation may receive compensation for personal services rendered which are reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the affirmative vote of a majority of directors then in office.

ARTICLE V

Indemnification

Section 1. Mandatory Indemnification

The corporation shall, to the fullest extent permitted or required by Sections 181.041 to 181.053, inclusive, of the Wisconsin Nonstock Corporation Law ("Statute"), including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the corporation to provide broader indemnification rights than prior to such amendment), indemnify its Directors and Officers against any and all Liabilities, and advance any and all reasonable Expenses, incurred thereby in such proceeding to which any Director or Officer is a party because such Director or Officer is a Director or Officer of the corporation. The corporation may indemnify its employees and authorized agent, acting within the scope of their duties as such, to the same granted hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses which such Director or Officer may be entitled under any written agreement, Board resolution, vote of the Members, the statute or otherwise. All capitalized terms used in this Article V and not otherwise defined herein shall have the meaning set forth in Section 181.041 of the Statute. *(Amended 2004)*

Section 2. Permissive Supplementary Benefits

The corporation may, but shall not be required to, supplement the foregoing right to indemnification against Liabilities and advancement of Expenses under Section of this

Article by (a) the purchase of insurance on behalf of any one or more of such Directors or Officers whether or not the corporation would be obligated to indemnify or advance Expenses to such Director or Officer under action 1 of this Article, and, (b) entering into individual or group indemnification agreements with any one or more of such Directors or Officers.

Section 3. Private Foundation Limitations

Notwithstanding the foregoing, no indemnification will be permitted to the extent such indemnification would constitute an act of "self-dealing" or is otherwise subject to excise taxes under Chapter 42 of the United States Internal Revenue made of 1986, as amended, or prohibited under Section 181.77 of the Wisconsin statutes or any similar successor provisions thereto.

**ARTICLE VI
Fiscal Year**

The fiscal year of the corporation shall begin on the first day of October in each year.
(Amended: September, 2005; Amended 5/2007)

**ARTICLE VII
Seal**

The Board of Directors may provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the corporation and the words "Wisconsin" and "Corporate Seal".

**ARTICLE VIII
Corporate Acts, Loans, and Deposits**

Section 1. Corporate Acts

Unless otherwise directed by resolution the Board of Directors by law, all checks, drafts, notes, bonds, bill exchange, and orders for the payment of money of the corporation, and all needs, mortgages, conveyances, and other written contracts, agreements or endorsements of stock certificates, registered bonds, or other securities owned by the corporation shall be signed by the President or by any one of the following officers who is a different person: Vice-President, Secretary, or Treasurer. The Board of Directors may, however, authorize any one of such officers or one or more other officers or agents to sign any of such instruments for and on behalf of the corporation without necessity of counter signature.

Section 2. Loans

No funded indebtedness shall be contracted on behalf of the corporation and no evidences of such indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Deposits

All funds of the corporation, not otherwise employed, shall be deposited from time to time to the credit of the corporation in such banks, savings and loan associations, trust companies or other depositories as the Board of Directors may select.

ARTICLE IX

Amendments

Section 1. By the Directors

These By-Laws may be altered, amended, or repealed and new By-Laws may be adopted by the Board of Directors at any regular or special meeting thereof, by the affirmative vote of a majority of the number of directors of this corporation then in office provided the Directors are notified of the proposed amendment at least one (1) week prior to such regular or special meeting.

Section 2. Implied Amendments

Any action taken or authorized by the Board of Directors, which would be inconsistent with the By-Laws then in effect but is taken or authorized by affirmative vote of not less than the number of directors required to amend the By-Laws so that the By-Laws would be consistent with such action, shall be given the same effect as though the By-Laws had been temporarily amended or suspended so far, but only so far, as is necessary to permit the specific action so taken or authorized.

Section 3. Amendment to the Articles of Incorporation

The Articles of Incorporation may be amended by the directors of the corporation by vote of at least two-thirds (2/3) of the number of directors then in office provided that no such amendment shall substantially change the original purposes of the corporation.

ARTICLE X

Dissolution Statement

Upon dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue

Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law). Assets shall be distributed proportionally to schools that are members in the Wisconsin Religious and Independent Schools Accreditation (WRISA) based on each school's student enrollment at the time of the most recent Annual Reports or Visiting Team reports submitted to the Board of Directors, unless the Board of Directors determines otherwise. In the event that the Board of Directors acts to permanently dissolve the corporation of its form and function, the records accumulated by WRISA and its pre-2002 predecessor, the Wisconsin Non-Public School Accrediting Association (WNSAA), shall be deposited in historical archive with the 'Wisconsin Council of Religious and Independent Schools (WCRIS)' pending the approval of that organization.' (Approved: May 19, 2008) (*Amended May 2012*)

U. GLOSSARY

Academic Standards

In current usage, the term usually refers to specific criteria for what students are expected to learn and be able to do. These Standards usually take two forms in the curriculum:

Content Standards (similar to what were formerly called goals and objectives) tell what students are expected to know and be able to do in various subject areas, such as mathematics and science.

Performance Standards specify levels of learning that are expected and assess the degree to which content Standards have been met.

Accreditation

Accreditation is an official approval by the WRISA Board of Directors recognizing that a school meets the established Standards of the organization. An accredited school is recognized as a member in the association.

Accredited with Provision

Accredited with Provision is temporary and conditional accreditation, pending correction of deficiencies and validation of findings.

Annual Report

The Annual Report consists of documents submitted to WRISA by a member school. This report verifies that the school continues to meet WRISA Standards and includes the long-range plan that documents continuous improvement.

Authentic Learning Experiences

Schooling related to real-life situations—the kinds of problems faced by adult citizens, consumers, or professionals. Authentic learning experiences require teamwork, problem-solving skills, and the ability to organize and prioritize the tasks needed to complete the project. Students should know what is expected before beginning their work. Consultation with others, including the instructor, is encouraged. The goal is to produce a high-quality solution to a real problem, not to see how much the student can remember.

Authentic Performance Assessments (Performance Based Assessments)

Authentic performance assessments are designed to assess what students know through their ability to perform certain tasks.

Candidate School

A candidate school is a school that completes an application, meets the pre-criteria, pays the application fee, and has been given authorization by WRISA to begin the

accreditation process. Candidacy status may last three years. A candidate school is not a member of WRISA.

Code of Conduct

A code of conduct is a set of behavioral expectations aligned with foundational statements of the school.

Comprehensive Collection

A comprehensive collection is a collection of print, multi-media, and instructional technological resources that is student-oriented and serves all grades, abilities, and/or subject areas. A minimal comprehensive collection includes: a balanced, basic book collection of 10 useable, single-title, library volumes per student, (books on electronic media may be counted for meeting this requirement); and 10 periodicals annually (50% of which may be electronic). The materials collection shall include electronic technological formats in support of the curriculum, such as but not limited to, on-line searches, CD-ROM programs, DVDs, computer software, laser disks or the most current resources available.

Consequences

An activity which assists the individual to make restitution for an action that is in violation to the Code of Conduct, and begins the process of change in one's disposition and attitude.

Core Values

Core values are a set of guiding principles and essential/enduring tenets of an organization.

Curriculum

Curriculum is a school's written master plan for establishing content and organizing learning experiences for the purpose of changing and developing learners' behaviors, insights, knowledge, skills, and dispositions. Curriculum is formatted into a set of courses in a particular area of study which is offered at a school. The school mission, vision, and core values drive the development and implementation of the curriculum.

Differentiated Learning

Differentiated learning is a form of instruction that seeks to "maximize each student's growth by meeting each student where she/he [sic] is and helping the student to progress. In practice, it involves offering several different learning experiences in response to students' varied needs. Learning activities and materials may be varied by difficulty to challenge students at different readiness levels, by topic in response to students' interests, and by students' preferred ways of learning or expressing themselves."

Source: Differentiating Instruction, by L. Kiernan [course author], 2000, Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved February 21, 2002, from <http://www.ascd.org/pdi/demo/diffinstr/differentiated1.html>

Dual Accreditation

See Multiple Accreditations

Early Childhood Education

For WRISA purposes, this term refers to three and four-year old programs. These programs are connected with the school's educational program.

Equivalent in Hours/Hours of Instruction

The normal instructional day provides for a school year of the expected number of hours (K = 437 hours, 1-6 = 1,050 hours, 7-12 = 1,137 hours). (NOTE: When grades 7 and 8 are included as part of an elementary school, the hours of instruction are the same as for grades 1-6. When grades 7 and 8 are included as part of an elementary school participating in the Parental Choice Program, the hours of DIRECT instruction are the same as for grades 7-12) It is important to include extra hours in the school calendar to cover a loss of time for acts of nature which may take away from the direct instructional time.

Independent School

An independent school meets the criteria for a non-public school as defined by the Wisconsin Department of Public Instruction (DPI) and is listed in the DPI Private School Directory (DPI website: <http://www.dpi.state.wi.us/>). An independent school is not necessarily associated with a religious denomination.

Instructional Specialists

These are teachers who have a specialization, such as but not limited to, art education, music education, technology, and physical education.

Interdisciplinary Units

The curriculum is organized in such a way that content is drawn from two or more subject areas to focus on a particular topic or theme. Effective interdisciplinary studies have the following elements: a topic that lends itself to study from several points of view; one or more themes (or essential questions) the teacher wants the students to explore; and activities intended to further students' understanding by establishing relationships among knowledge from more than one discipline or school subject.

Long-Range Plan

Long Range Plan is a two to five year plan that addresses the recommendations identified in the Visiting Team Report and the Standards with Quality Indicators Checklist; areas for growth identified in the school's Self Study; and all other goals targeted by school leadership.

Looping

Looping is an informal term for assigning students to the same teacher for more than one school year. Rather than teaching a new group of students at the same grade level each year, teachers stay with the same group of students as they move from grade to grade.

Mission Statement

The mission statement tells what purpose the school serves. It provides the framework in which the school community defines itself and operates.

Multi-age Grouping

The multi-age grouping is the practice of having children of different ages in the same classroom, rather than assigning them to age-graded classrooms (e.g., 6-year-old children to 1st grade and 7-year-old children to 2nd grade).

Multiple Accreditations

A school is accredited by another regional or national agency. The school may be eligible for WRISA accreditation.

Non-Jurisdiction School

A non-jurisdiction school refers to an independent or faith-based school that may be accredited by WRISA but does not belong to one of the WRISA jurisdictions.

Non-teaching Professional Personnel

Non-teaching professional personnel are degreed professionals i.e. social worker, school nurse, psychologist who provide a service to the school.

Performance

Performance is the accomplishment of a task in accordance with a set standard of completeness and accuracy.

Professional Planning Time

Time which is part of the instructional staff's contracted time -- at least one period of not less than 30 minutes or a total of 150 minutes for planning.

Proficiency

Proficiency is the ability to demonstrate mastery of the established performance Standard.

Private School

In Wisconsin an institution is a private school if its educational program meets all of the following criteria (s118.165): a) The primary purpose of the program is to provide private or religious-based education. b) The program is privately controlled. c) The program provides at least 875 hours of instruction each school year. d) The program provides a sequentially progressive curriculum of fundamental instruction in reading, language arts, mathematics, social studies, science and health. This subsection does not require the program to include in its curriculum any concept, topic or practice in conflict with the program's religious doctrines or to exclude from its curriculum any concept, topic or practice consistent with the program's religious doctrines. e) The program is not operated or instituted for the purpose of avoiding or circumventing the compulsory school attendance requirement under s. 118.15. f) The pupils in the institution's educational program, in the ordinary course of events, return annually to the homes of their parents or guardians for not less than two months of summer vacation, or the institution is licensed as a child welfare agency under s. 4860 (1).

Provisional Accreditation

See Accredited with Provision

Quality Indicators

A measure of evidence demonstrating compliance with the Standard.

Essential Quality Indicators

Those indicators for which compliance is required for accreditation.

Service Learning

Service learning is a provision for making community service part of the school's educational program.

Stakeholders

Stakeholders are individuals who have a vested interest in the organization as either a consumer (student, parent, alumnus/a) or provider (teacher, staff, administrator, benefactor).

Standards

For WRISA purposes, Standards are the norms by which the level of quality or excellence of a school community is determined.

System

A system is a group of schools within a jurisdiction that represents more than one parish or congregation. WRISA does not accredit a system as a whole. WRISA accredits individual schools within the system.

Unified School

Two or more schools are united into one entity through restructuring, consolidating, merging, or combining.

Value-Added

Value-added measures are those that attempt to indicate the educational value that the school adds over and above that which could be predicted given the backgrounds and prior attainments of the students within the school' (Hill 1995). (For more information click on the 'Foundation Statements' tab on the menu bar on the www.wrisa.net 'Welcome Page.' or in the WRISA 'Policies and Procedures Handbook'.

Vision Statement

A vision statement provides direction to bring the school to what it aspires. It embodies core values, articulates desired outcomes, and is a catalyst for improving the mission of the organization.

Visiting Team

A Visiting Team consists of three or more educators selected by jurisdictions or the WRISA Executive Director. The team visits a school, verifies the findings of the school's Self Study report, makes additional recommendations as needed, and determines the school's compliance with the WRISA Standards. The Visiting Team completes a Standards with Quality Indicators Checklist and narrative report detailing its findings, and makes a recommendation regarding the accreditation to the WRISA Board of Directors.

Waiver

A waiver is a written agreement of temporary release from compliance with a Standard Quality Indicator.

Reference: *Lexicon for Learning (ASCD)*

Young Child

Term refers to children from birth through age eight. (National Association for the Education of Young Children – NAEYC).

**APPENDIX A: REQUEST FOR LIMITED TEACHER ENDORSEMENT
TEACHER WAIVER**

School: _____ Location: _____

School Administrator: _____ Date: _____

Jurisdiction: _____

Waiver for Teacher: _____

Date of Initial Request: _____

I certify that _____, the school principal/administrator of _____ School has been unable to secure a teacher who has the educational qualifications for the _____ (area/grade) for the _____ school year. The school principal/administrator has taken the following steps to secure a qualified teacher *Please state what school has done to hire a teacher that meets Standard Quality Indictors in Standard 5:*

The teacher applicant (has/has not) earned a Bachelor's degree. The teacher applicant (has/does not have) a minimum of 12 credits in teacher education coursework. Please see the attached sheet for the qualifications/competencies that the teacher applicant brings to the position. In addition, please see the attached 'Plan of Action' that details how the teacher intends to meet the Standard 5: Human Resources Quality Indicators within a three (3) year timeframe.

Signature/School Principal/Administrator Date: _____

Signature/Jurisdiction Representative Date: _____

(Jurisdiction representative forwards this waiver with the school's Annual Report to the WRISA Executive Director)

(For office use only)

Board Action:
Approved: _____ Date: _____

Not Approved: _____ Reason: _____

**APPENDIX B: REQUEST FOR LIMITED PROFESSIONAL ENDORSEMENT
SCHOOL ADMINISTRATOR WAIVER**

School: _____ Location: _____

Pastor or President of Board of Directors: _____

Jurisdiction: _____ Date: _____

Waiver for School Principal/Administrator: _____

Date of Initial Request: _____

I certify that _____, the Pastor or President of the Board of Directors of _____ School has been unable to secure a school principal/administrator for administration who meets the WRISA educational requirements for the _____ school year. The Board/pastor has taken the following steps to secure a school principal/administrator who meets the requirements. *Please state what the pastor or board has done to hire a principal that meets Standard Quality Indicator 5.01:*

The school principal/administrator applicant (has/does not have) a Master's degree. The administrator applicant (has/does not have) 18 credits in educational administration and supervision coursework. Please see the attached sheet for the qualifications/competencies that the principal/administrator applicant brings to the position. In addition, please see the attached 'Plan of Action' that details how the administrator intends to meet the Standard 5: Human Resources Quality Indicators within a five (5) year timeframe.

Signature/Pastor or President of Board of Directors

Date _____

Signature/Jurisdiction Representative

Date _____

(Jurisdiction representative, forward this waiver with the school's Annual Report to the WRISA Executive Director)

(for office use only)

Board Action:

Approved: _____ Date: _____

Not Approved: _____ Reason: _____

**APPENDIX C: REQUEST FOR WAIVER FROM STANDARD
NON-PERSONNEL**

School: _____ Location: _____

School Administrator: _____ Date: _____

Jurisdiction: _____

Date of Initial Request: _____

Please fill out this request for a waiver for a non-personnel related Standard. Attach this form to the WRISA Annual Report and send to your jurisdiction representative who will forward the materials to the WRISA Executive Director for consideration by the full WRISA Board of Directors.

1. Identify the Standard with Quality Indicator for which a waiver is requested.
2. State the reason for requesting the waiver.
3. Explain how the school will meet the intent of the Standard Quality Indicator.
4. Explain the Action Plan that will bring the school to full compliance with the Standard.

Signature/School Principal/Administrator Date _____

Signature/Jurisdiction Representative Date _____

Date _____

(for office use only)

Board Action:
Approved: _____ Date: _____

Not Approved: _____ Reason: _____