



## **Standards and Procedures**



## **SECTION I** **INTRODUCTION AND HISTORY**

Since 1968, many bilingual schools have been created in Miami-Dade County, Florida. At the outset, there were more than 75 such schools, many of them a continuation of institutions that had been confiscated by the communist regime of Cuba and which reestablished themselves here. Unfortunately, with the passage of time and the lack of adequate succession, these schools have diminished. Having contributed to the founding of **LINCOLN-MARTI**, which today continues under a third generation, we created the **BILINGUAL SCHOOLS ASSOCIATION, INC. (BISA)** to ensure the observance of the highest standards in the operation of bilingual schools and to assist these, and other, educational institutions by offering guidance, supervision and help to improve their programs, and provide an assurance to families that the accredited schools are fulfilling their mission.

Given the unique characteristics of bilingual education, the special attention that must be given to its components, and the understanding and ease of access that must be provided to achieve its objectives, **BISA** presents itself as an organization capable of ensuring that the mission of this highly acclaimed curriculum is followed. Furthermore, **BISA** seeks to encourage the preservation of the student's cultural heritage, thereby enriching their lives by fostering their interest in their own heritage and while promoting the process of assimilation and the values of the United States of America. All **BISA** members have published nondiscriminatory admission and hiring policies with regard to race, religion, sex, national or ethnic origin.

**BISA** upholds the highest educational values in its service to the multi-ethnic communities that reside in this world. There are a substantial number of immigrant youths being educated throughout the world who continue to encounter solid barriers of communication, speak other languages, have different customs and, despite worldly universalities, find themselves isolated from the mainstream culture. **BISA** aims to break down these barriers to facilitate inclusion and this is why the organization was constituted as a Florida non-profit corporation on May 20, 2000 and subsequently was approved as an organization recognized under Section 501(c)(3) of the Internal Revenue Code in September 2000.

We are aware of the great difficulties that the assimilation into the American culture creates for education and of the effort that schools must make. At the same time, parents of these students wish to preserve their customs and cultural values. They feel that their heritage is important, and they do not want their children to lose such treasures. It would be a grave mistake if these children were made to forget their native language and cultural heritage. Bilingualism is necessary not just as a vehicle of communication, but also to foster a better understanding between the many cultures living in our country and the world.

The unique characteristics of bilingual education demand specialized attention. A bilingual education offers many wonderful benefits to students and broadens their horizons. The manner in which this curriculum is administered must be monitored to ensure that appropriate didactic techniques are being applied in a way that is beneficial for the individual student. Given the relative acclamation for this academic approach, the educational community needs a centralized organization to monitor developments in this area.

**BISA's** goal is therefore twofold: 1) to ensure that sound educational practices are employed in bilingual instruction, ensuring that students receive the greatest possible benefit from the program; and 2) to serve as a testamentary resource ensuring that **BISA** accredited institutions adhere to its bilingual and multicultural education standards and guidelines, thereby providing a source of reassurance to the educational community at-large.



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Established by-laws and standards are used to evaluate a school for initial or continuing membership. Both subjective and objective measurements of performance are employed during the evaluation process. A school is judged by numerous objective standards. The success a school is having in carrying out its published philosophy is of utmost importance. This is always uppermost in the minds of the evaluators and the Board of Directors as they make their accreditation decision.

Its goal is not only to accredit programs that are bilingual, in English and Spanish, but also bilingual and multicultural programs for speakers of other languages. The objective is to make the highly acclaimed practice of bilingual and multicultural education an inclusionary one rather than an exclusionary one.

In Miami-Dade County, there are students from more than 160 different countries who speak from among 90 different languages. These youngsters deserve the opportunity to participate in accredited programs that embrace the children's background and nurture their cultural awareness, instilling pride in their heritage while helping them acclimate to their new home. By providing students with the opportunity to obtain the benefits of a quality multicultural education program, we will be opening countless doors to them in our multicultural society. South Florida is the ideal setting for the creation of this endeavor, which will serve to improve the quality of bilingual education of future generations, bringing together the schools throughout the world that meet the standards of **BISA** and who adopt its by-laws, standards and procedures.

### **SECTION 2** **STANDARDS FOR MEMBERSHIP**

- I. Organization and Administration
  - a. For a school to apply for membership in **BISA**, it must adhere to the following requirements:
    - i. Have an established Campus that meets all local, state, and federal laws.
    - ii. Have an organized structure under the laws of the state in which it operates.
    - iii. The school must have a published statement of non-discrimination and may not discriminate in its admissions or hiring policies.
    - iv. Have completed at least three (3) years of successful operation as an educational institution.
    - v. Have students enrolled in at least five (5) different elementary grades or groups. Each grade or group must have its own individual classroom and homeroom teacher.
    - vi. Require the teaching of the Spanish language, or another foreign language or culture, within the established curriculum. In addition, the school must encourage the faculty and student body to participate in events and activities that help to stimulate Hispanic or other cultures. Furthermore, a majority of its faculty members must speak Spanish or another foreign language fluently.
    - vii. Make evident that it meets prescribed standards and is operated in accordance with the **BISA** By-Laws and its Code of Ethics.
  - b. There shall be two types of memberships in **BISA**: Affiliated Member, and Accredited Member.
    - i. An Affiliated Member must follow the **BISA** standards and procedures. An initial, non-refundable application fee of \$1,000.00 must be paid by the prospective Affiliated Member, in addition to annual dues which are determined as follows: schools with between 50 and 100 students, \$300.00; schools with between 101 and 200 students, \$600.00; schools



with more than 200 students, \$3/student. Schools that are interested in joining **BISA** as Affiliated Members must complete the membership application and enclose the non-refundable application fee in their submittal to their Board of Directors of **BISA**. The Board of Directors will then evaluate the application and render a decision in a period of no more than sixty (60) business days following receipt of the completed application packet. The decision of the Board of Directors cannot be appealed. The Board of Directors shall also be held harmless for its decision. Affiliated Members will be able to participate in **BISA**-sponsored activities that are created for the benefit of the Affiliated Membership. Affiliated Membership will also be provided with appropriate credentials denoting their membership in **BISA**.

- ii. An Accredited Member must follow the **BISA** standards and procedures and submit to periodic compliance evaluations conducted by **BISA**. An initial, non-refundable application fee of \$2,000.00 must be paid by the prospective Accredited Member, in addition to annual dues which are determined as follows: schools with between 50 and 100 students, \$1,000.00; schools with between 101 and 200 students, \$2,000.00; schools with more than 200 students, \$10/student. The initial application procedures for Accredited Member status are identical to the application procedures for Affiliated Members, however Accredited Member candidates must also follow the procedures described herein to obtain accreditation from **BISA**. Upon approval by the **BISA** Board of Directors, and pending accreditation, Accredited Member candidates are entitled to enjoy the rights and privileges associated with Affiliated Membership status. After receiving accredited status, the Accredited Members will be recognized as such and will enjoy the rights and privileges of Accredited Members.
- c. Only schools that are accepted by the **BISA** Board of Directors as Accredited Members may hold Accredited Member status.
- d. Once a school is accredited, it may hold that status for a period of four (4) years, at which time it must once again present itself for a full evaluation, absent superceding circumstances.
- e. All promotional literature shall contain accurate information concerning philosophies, objectives, facilities and the various aspects of the school.

## II. Schools with Multiple Campuses

- a. Schools that have more than one campus must apply for accreditation for each individual campus. Each campus must follow the same application procedures and adhere to the same standards. Each campus will be responsible for paying separate fees accordingly. Each campus will be either approved or denied membership accordingly.
- b. If the **BISA** Board of Directors determines that a new school applicant has a name which is considered misleading or similar to the name of an existing member, the Application for Membership may be automatically denied.
- c. If an existing **BISA** member school opens a new campus, the new school may be accredited under the original criteria utilized to accredit the member school, if the new campus meets the following criteria:
  - i. The new campus must be located within the same county.
  - ii. A Self-Study must be completed with information pertinent to the new campus and all the fees required at the time of the new application must be paid.
  - iii. The new campus must have the same philosophy, mission statement and academic standards as the existing, accredited school.



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- iv. The new campus must publish the same or similar brochures/advertisements and academic standards as the member school.
- v. The new campus must be owned/administered by the same organization as the member school.
- vi. Upon receipt of the Self-Study for the new campus, and verification of the aforementioned criteria, a Visiting Committee will be appointed to visit the school and verify compliance with BISA standards. The Committee will have a period of three (3) months from the receipt of the Self-Study to visit the new campus and submit a report to the Board of Directors.
- vii. The Board of Directors will evaluate the report of the Committee and will determine if the new campus may be granted immediate accreditation.

Each individual circumstance not specifically addressed in the Standards and Procedures manual shall be resolved by a two-thirds majority vote of the BISA Board of Governance.

### **SECTION 3** **GENERAL EVALUATION PROCEDURES**

- I. Procedure  
Except for the process for obtaining and submitting the original application, the procedures for a school applying for initial accreditation and those member schools applying to renew their accreditation are similar.
- II. New School Applicants
  - a. Once a school feels that it can meet the philosophy and requirements stipulated in Sections I and II above and makes the decision to proceed with the application process, it must make a written request for an Initial Application form. After completing the application packet, the documents must be returned to **BISA**, for review, along with an official check in the amount of \$2,000.00 for the application fee. NOTE: The application fee is non-refundable, and payment of the fee has no bearing on the accreditation decision.
  - b. After the application packet including the application fee is received, a Self-Study form will be mailed to the school so that it can begin the process of accreditation.
  - c. The self-study form must be completed and submitted in a maximum period of six months from the date of mailing of the Self-Study form for review by **BISA**. If the Self-Study is not received within the allotted period, the application will become null-and-void. If a school wishes to resume the accreditation process after the nullification of its application, it must begin the application process anew, including the payment of the then-applicable application fee.
  - d. Each school must spend a minimum of three months, and up to six months preparing its Self-Study.
  - e. After receiving the applicant's Self-Study, a minimum time of six months must pass before the applicant can be scheduled for a site visit by the Evaluation Committee.
  - f. Upon being advised that a new applicant is ready for evaluation, the Executive Officers will designate a date for the visit of the Evaluation Committee to the applicant school. Site visits will take place only during the months of October and November, unless otherwise agreed upon by the majority of the Board of Directors.
  - g. The Self-Study must be completed at least two weeks before the date that the Evaluation Committee is scheduled to visit the applicant school. Copies of the



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completed Self-Study must be mailed or hand-delivered to each member of the Evaluation Committee at this time.

### III. Accredited Member Schools

- a. All member schools will be re-evaluated every four years.
- b. An accredited school must begin working on its Self-Study between six months and one year before the end of the accreditation term.
- c. The Self-Study must be submitted via e-mail to each member of the Evaluation Committee at least two weeks prior to the scheduled date of the Evaluation Committee's visit.
- d. The school must print one hard copy and have it available for the Evaluation Committee the day of the visit.
- e. Within two months after the Evaluation Committee completes the visit to the school applying for re-accreditation, the President will prepare and e-mail a Final Report indicating all commendations, recommendations and/or violations observed. Evaluation Committee members will also receive this report via e-mail. If there are recommendations but no violations, the school will be re-accredited. The school will then have three months to respond, in writing, to all recommendations given. If there are violations, the school shall be placed on probationary status. It will then have six months to satisfy all violations or lose its accreditation.
- f. It is the responsibility of each member school to notify the President, in writing, once all violations have been corrected. Two members of the Evaluation Committee will then revisit the school to verify compliance. After this visit is completed, the committee members will prepare and submit a Final Report giving the recommendations to the board. The school will then be either granted Provisional Member status for one year, effective as of the date school was formally notified, or be denied accreditation.
- g. If a member school is denied accreditation, the School Head shall be informed via e-mail. The school must then immediately cease to identify BISA as its accrediting agency.
- h. With a majority vote the Board of Directors has the right to deny accreditation to any school that does not meet all the published standards or that fails to abide by its code of ethics. The decision of the Board is final, and the Board shall not be held liable for its decision, whether collectively or individually.
- i. Once an accredited school has been formally denied membership, a period of two full calendar years must elapse before it may reapply. Once it re-applies, the school will be considered a New School Applicant and the latest available published standards will be applicable.
- j. If the Board of Directors receives an adverse report about an accredited member school, it may require a visit or inspection, or both, to investigate the complaint. After the investigation is completed, the Board of Directors has the right to determine whether accreditation should be revoked. Advance notice for such an inspection shall not be required.
- k. Schools that do not submit their annual dues or that do not deliver to the Evaluation Committee their Self-Study within the specified time frame, will forfeit their accredited status. Notification of non-accredited status shall be made by Certified Mail directly to the Principal/Owner or Head of School.
- l. Accredited schools must submit to the President an Annual Report Form together with the annual dues, by October 31<sup>st</sup> of each year, or the school may forfeit its accredited status. The forms will be mailed to all Members in the fall of each year.



- IV. Evaluation Committee Visits
- a. The members of the Evaluation Committee are designated by a majority vote of the Board of Directors.
  - b. Only schools that are in good financial standing with **BISA** will be scheduled for a visit by the Evaluation Committee.
  - c. The Evaluation Committee shall include the President of **BISA** or the President's designee and two members from currently accredited schools. The President of BISA shall serve as the committee's chairperson.
  - d. Site visits may be conducted in-person or remotely, at the discretion of the committee's chairperson.
  - e. The length of each site visit shall be determined by the Chair of the Evaluation Committee, taking into consideration the scope of the program, the respective sizes of the faculty and student body, and any mitigating factors (i.e.: multiple campuses).
  - f. The school being evaluated must reimburse **BISA** for all expenses incurred by the Evaluation Committee in relation to the site visit.
- V. On-Campus visit requirements
- a. A secluded and comfortable room must be provided for the Evaluation Committee's visit. This room shall have a table, telephone, computer and Internet access as well as access to restroom facilities.
  - b. The following materials must also be made available to the Evaluation Committee, in the designated room:
    - i. A map of the school campus.
    - ii. Class schedules with the names of the teachers and the classrooms identified in a manner that correlates to the map.
    - iii. Detailed inventory of all textbooks used by the school in its curricula (including title, publisher, and copyright information for each book).
    - iv. Published curriculum for each grade level.
    - v. Copies of all published brochures/advertisements, handbooks, policy/procedure manuals, yearbooks, and any other school-related publications.
    - vi. Copies of all extra-curricular schedules, including a detailed description of each activity.
    - vii. Copies of all class schedules.
    - viii. Copies of the student roster sorted by grade level.
    - ix. Faculty meeting agendas.
    - x. Samples of all student-related reports/forms (i.e.: report cards, evaluations, accident/incident reports, conduct referrals, etc.).
    - xi. Each teacher must provide a daily lesson plan for each subject being taught, curriculum guidelines and attendance logs.
    - xii. Each school must have a centralized "fire-proof" file cabinet containing the following:
      - 1. Individual files for each employee (administration, faculty and staff). These must contain an application for employment, personal resume, recommendation letters, criminal background check results, health certificates, copies of degrees and college transcripts, annual continuing education certificates, First-Aid/CPR certificates and food service certificate (if applicable), any pertinent awards, etc.
      - 2. ii. Individual files for each student. These must be organized by grade in alphabetical order. These files must contain birth certificates, updated registration forms with disclaimers, past transcripts, standardized test scores, immunization records and



health certificates, and all cumulative records available, including copies of progress reports and any pertinent psychological reports.

3. All student grades, school records and financial records must be saved in electronic format and a back-up copy must be stored away from the school campus and/or in an external data storage system or cloud.
4. All administrative information must be backed up a minimum of once per week and securely stored outside of the school campus such as in an external data storage system or cloud.

#### **SECTION 4** **GENERAL STANDARDS**

I. Philosophy and Objectives

a. The school must:

- i. Maintain a published philosophy by which its program is developed and maintained. All members of the school community, including faculty, staff, students, and parents, must be made aware of this philosophy.
- ii. Publish a list of objectives to summarize its educational program.
- iii. Hold regular faculty meetings to develop a program that meets its objectives. Each faculty meeting must be documented by the use of a written agenda and recorded minutes.
- iv. Conduct professional staff evaluations of its progress in attaining its objectives.
- v. Issue administrative policies and procedures to faculty and staff in a written form.
- vi. Conduct written observations/evaluations of teachers to ensure that they comply with the prescribed academic program.
- vii. Maintain documented evidence of professional growth and improvement of staff members through formal and informal programs of study.

II. Non-Discriminatory Policies

All member schools must publish a written statement indicating they do not discriminate in admission or employment on the basis of race, sex, religion, national or ethnic origin. It must also indicate that it follows the laws of the Americans with Disabilities Act (ADA) and therefore cannot discriminate on the basis of any disability.

III. School Leadership/Administration

- a. The school's administration shall have the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
- b. The school must maintain an up-to-date website and it must include non-discriminatory policies, mission statement, philosophy and objectives, school programs, calendar, extracurricular offerings. The site must provide ample information to the community about the school.
- c. The school's administration shall have a School Improvement Plan (SIP) available. The SIP must include future goals, action plans, resources involved (including personnel), action plans and timelines.
- d. The school's administration shall establish policies and support practices that ensure effective administration of the school. These shall foster a culture consistent with the school's purpose and direction
- e. The school's administration shall actively and consistently support and encourage innovations, collaboration, shared leadership and rigorous professional growth.



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- f. School leadership and staff shall commit to shared values and beliefs about teaching and learning supporting challenging educational programs and learning experience including achievement of learning, thinking and life skills.
- g. Supervision and evaluation processes of faculty and staff are consistently and regularly implemented by the school's administration. The primary focus of this process is improving professional practice and ensuring student success. The results are analyzed and used to monitor and effectively adjust professional practices.
- h. The school's administration shall provide mentoring, coaching to support and induction programs consistent with the school's values and beliefs about teaching and learning.
- i. The school's administration must monitor and communicate comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals.

#### IV. Administration, Faculty and Staff Qualification and Requirements

- a. The Director or Principal must be at least 25 years old and must have a minimum of a bachelor's degree and at least five years of successful administrative experience in the United States. In addition, all BISA directors must have completed required coursework and have been granted the DCF required Director's Credential Certificate.
- b. Teachers of two- to four-year-old children shall comply with any one of the following:
  - i. A two-year Associate of Arts Degree (AA) plus a minimum of twelve (12) hours of continuing education courses each year in childcare/early childhood education.
  - ii. At least three years of continuous teaching experience in early childhood education and a minimum of twelve hours of continuing education courses each year in childcare/early childhood education.
  - iii. In addition, both lead teachers and teacher's assistants must have completed the Dept. of Children & Families' 40-Hour Child Care training course. This course includes: 20 hour "Introductory Child Care Training Course," 10 hours of "Behavioral Observation and Screening Course." and 10 hours of "Specialized Training" in either Developmentally Appropriate Practices for Infant & Toddlers, Young Children, Elementary-Age Children, or Special Needs Children.
- c. Teachers in Kindergarten through Grade 12 must have at least a bachelor's degree from an accredited institution and preferably several years of teaching experience, in addition to participating in continuing education courses.
- d. All Teachers in middle and secondary schools must teach in-field and participate in ongoing yearly continuing education courses. Teachers of students with exceptionalities must have a minimum of a bachelor's degree in Exceptional Student Education (ESE) and preferably, have a Professional Educator's Certificate in ESE.
- e. Per Florida Statutes Section 1002.421, all private school employees and personnel with direct student contact must undergo a state and national background screening by filing a complete set of fingerprints with the Florida Department of Law Enforcement (FDLE). Level II Fingerprints must be submitted electronically.
- f. Childcare level employees must comply with all requirements and screenings set forth by the State of Florida's Department of Children and Family Services (DCF).
- g. Cafeteria personnel must pass the Food Handler or Food Manager On-Line Course and have their credentials on file.



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- h. All Employees must have on file a completed Form I-9, Employee Eligibility Verification Form.
- i. All Instructional personnel and school administrators in a position that requires direct contact with students are required to read and acknowledge with their signature the new screening standards, per the State of Florida's Ethics in Education Act.
- j. The teaching faculty and administrative staff shall be of sufficient number that their work may be distributed to implement the full program of the school satisfactorily. Attention shall be given to the appropriateness of class size and teacher-student ratio insofar as they relate to acceptable teaching conditions, method and student loads. Provision should be made for the needs and interests of individual students consistent with the school's philosophy.
- k. Instructional staff members shall spend the majority of the day teaching in the field(s) in which they are credentialed.
- l. Teachers must personalize instructional strategies and interventions to address individual learning needs of each student. They must use instructional strategies that require students to apply knowledge and skills, integrate content with other disciplines and use technologies as instructional resources and learning tools.
- m. Teachers must participate in collaborative learning meetings to share information that can be beneficial to improve instruction and student learning. Agendas and minutes of these meetings should be made available.
- n. The overall faculty should be sufficiently versatile in background, age and aptitudes to provide the school with the type of leadership and understanding needed to evoke the best from all of its students.
- o. Faculty Members must participate in continuous education programs in order to enhance professional learning.

### V. Programs/Curriculum

- a. Programs:
  - i. All programs should provide experiences for growth in social development, language arts, math, science, social studies, health, Spanish/foreign language, music, fine arts. Character education should also be included in the curriculum.
  - ii. Although BISA schools are not required to conduct their classes in both Spanish and English, at least 30% of the faculty should speak both languages. Spanish courses, (including literature, grammar and composition), are required for grades K through 8, and must be available thru Grade 12.
- b. Curriculum:
  - i. The school shall have a curriculum consistent with its philosophy and objectives. It should be designed to effectively fulfill the needs of the students enrolled. It must provide equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next grade level.
  - ii. Teachers must have the school's curriculum readily available.
  - iii. BISA requires evidence of the school's continuing study and updating of the published curriculum.
- c. Lesson Plans:
  - i. Teachers are required to prepare and have readily available a detailed weekly lesson plan for each subject.
  - ii. Lesson plans must include objectives, procedures, materials and evaluation.



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- iii. Objectives must be clearly defined and must be organized in accordance with Bloom's Taxonomy.

### VI. Parent Communication

- a. Communication between home and school is essential to all BISA schools.
- b. Convenient times must be scheduled for a minimum of two annual parent-teacher conferences per school year.
- c. The school shall engage families in meaningful ways in their children's education and shall keep them informed of their children's learning progress through various sources including a web portal, online communication, newsletters, parent-teacher conferences, open house, progress reporting, among other strategies.

### VII. School Sessions/Calendar

- a. The school day and school year shall be carefully planned to include the academic class schedule, laboratory periods (when applicable), study periods, assemblies, periods of recreation, nap time (for childcare) and periods for non-academic activities.
- b. A written schedule of daily activities and a written school calendar must be provided.
- c. Extra-curricular activities must be planned, and a written schedule must be provided indicating days and times of each activity.
- d. The school year must conform in length to that required by the Florida Compulsory Attendance Law, as directed by the State Board of Education.
- e. There shall be a minimum of 170 actual days for each school year. A minimum of net instructional hours is required for each grade category, as follows:
  - i. Pre-Kindergarten (VPK): 540 hours
  - ii. Kindergarten: 720 hours
  - iii. Grades 1-12: 900 hours*(These class hours do not include passing time, lunch, naptime, transition times, recess, or extracurricular classes.)*

### VIII. Records/Transfer

- a. At least one set of records and permanent files for each student must be maintained safely in a **fire-resistant** file cabinet. These must contain the cumulative records of attendance, health and academic progress of each student.
- b. Student academic records must be computerized and backed up on a daily basis on an external hard drive. This drive must be safely stored outside the school campus and/or on a cloud system.
- c. Progress Reports/Evaluations must be sent to parents at regular intervals. These must include academic grade and comments on conduct and effort.
- d. The student's cumulative folders shall contain permanent and current records showing each child's name, address, parent's name and employment information, pertinent phone numbers, persons authorized to pick-up Child, health information, physical examinations, evidence of required immunizations, all cumulative grades and standardized test results.
- e. Schools should gather continuing data on former students as evidence of the school's effectiveness in reaching its objectives.
- f. Schools that cease to operate must comply with the Florida Law, which requires its permanent student records to be turned over to either the County School District, the Florida Department of Education or BISA's main office.

### IX. Business And Finance

- a. Financial Resources/Stability:



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The financial resources and management of the school shall be such as to sustain an approved educational program consistent with the school's philosophy and objectives. Evidence of financial stability in the form of an audited financial statement and/or other relevant data must be available. The school must also have a printed Annual budget. The budget must include fiscal resources to fund all positions necessary to achieve the purpose and direction of the school. These documents must be provided to the Chairperson of the Visiting Committee.

b. Insurance:

All personnel shall be covered by both Workmen's Compensation and Liability Insurance. Liability insurance must provide a minimum coverage of \$3,000,000 per occurrence. In cases of proprietary schools, owners of properties must also obtain an additional liability coverage with a minimum of \$2,000,000. The school's Workmen's Compensation policy should be available to and understood by all employees. Those schools that do not meet this requirement must give evidence from an insurance carrier in writing of inability to obtain or just cause for not complying.

X. Student Discipline and Morale

- a. The school shall have a well-defined published student disciplinary policy with clearly defined procedures that are appropriate for each of the age groups or grade levels. This must be clearly written and distributed to students, parents and faculty. There must be evidence that this policy is understood and is effectively in operation.
- b. There is to be evidence of self-discipline, care, and concern for fellow students. There should be evidence of a non-threatening atmosphere where children are free to grow and develop.
- c. An effort should be made to build on children's strengths and encourage them to strengthen weaknesses.
- d. The morale of the total school, including faculty, staff and students, shall be of sufficiently high quality to allow the program to be effective.

XI. Health & Safety

- a. Schools must have at least one member of the staff for every 50 students properly trained and prepared to administer First-Aid/CPR at all times.
- b. A separate First-Aid or Isolation Room must be provided for the isolation of ill children. This room must contain a comfortable cot and a complete First-Aid kit. This kit must be available at all times to all staff members and must be placed out of the reach of children.
- c. All personnel shall have a valid health certificate signed by a physician.
- d. In case of contagious disease, the school must comply with existing state law.
- e. At no time shall children be without adult supervision.
- f. Driveways should be clearly marked with directional signage for safe drop-off/pick-up of students.
- g. Pedestrian walkways must be clearly marked and separate from driveway areas.
- h. Driveways must have sufficient vehicle stacking spaces for safe drop-off of students.
- i. Dismissal times must be staggered, and dismissal process must be safe and well defined.
- j. Traffic signs advising drivers to slow down for children must be visible.
- k. Where dangerous traffic is in proximity to outdoor play areas, area must be protected with a tall fence with protective stanchions.
- l. Playground equipment, buildings and grounds of the school shall be free of safety hazards including unfenced or broken equipment in play areas, exposed



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electrical wiring, dangerous stairways, broken glass, dangerous/broken flooring, inadequate ramps, poor lighting, lack of signage, among other hazards.

- m. All cleaning supplies, chemicals, gardening and maintenance tools must be kept and stored out of children's reach at all times.
- n. Fire extinguishers should be sufficient in number and type, properly placed around the school as required, and maintained and inspected regularly.
- o. A log of monthly fire drills must be maintained and posted at the main office. An annual Emergency Preparedness drill for lockdown or other emergency must also be posted and results of these drills must be documented.
- p. An accurate site plan with clearly identified Fire/Emergency exit routes must be placed by each room's primary exit door. Primary and secondary exit routes must be clearly defined with red/blue striping.
- q. Published health and safety policies must be provided and readily available. Health and safety issues must be discussed during all faculty meetings.
- r. Schools must have a published Emergency Procedures Manual and all teachers, students and staff must be trained and familiarized with all the emergency procedures of the school. This manual must be provided to the entire school community in either printed or electronic format.
- s. Schools must have accident/incident report forms available for teachers/staff at all times. These must be properly filled out giving all details of any accident or incident that takes place. One copy must be given to parents when child is picked up, and one copy must be filed in students' personal file.
- t. Per Florida law, all students must be fully immunized and must be screened for Scoliosis while in Grade 7.

### XII. Non-Harassment Policies

- a. All schools must have written policies with regard to Harassment and Bullying, including cyber-bullying. These policies must include the following:
  - i. All forms of harassment must be strictly prohibited. The term harassment includes but is not limited to, slurs, jokes, and other verbal, graphic or physical conduct relating to an individual's race, color, sex, religion, national origin, sexual orientation, citizenship, age or disability. The term also includes sexual advances, requests for sexual favors, offensive touching, and other verbal, graphic or physical conduct of a sexual nature.
  - ii. Violation of this Policy by either an Employee or a student will subject them to disciplinary actions that may include immediate discharge, expulsion or possibly even criminal charges.
  - iii. Staff, faculty members and students are trained and given information regarding sexual harassment at the beginning of each school year.
  - iv. Students are instructed to immediately report to a member of the school's faculty or administration any incidents of harassment.
  - v. Once someone is identified as a harasser, a member of the administration must document the incident, confront the person(s) being accused and commence a grievance procedure to determine the disciplinary action and/or any appropriate strategies that will remedy the matter.
  - vi. All claims of sexual harassment will be thoroughly investigated and documented accordingly.

### XIII. Compliance with State/Federal Laws and Regulations

- a. Schools must be in compliance with all applicable federal, state, county and city health, safety and sanitation codes, including immunization schedules and any local regulations.



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- b. Schools must be subject to regular local Department of Children and Families (DCF), Health Department and fire department inspections. Schools participating in federally funded programs shall also be inspected by each entity to ascertain compliance of their standards.
- c. All licenses must be current and must be clearly displayed at all times.
- d. Schools must comply with all Child Abuse & Neglect Reporting requirements defined in [www.dcf.state.fl.us/abuse/report](http://www.dcf.state.fl.us/abuse/report)

### XIV. Transportation

- a. Schools that do not own buses but have the need to sub-contract buses or vans must clearly indicate this in all brochures. A disclaimer clause must be included in all field trip permission forms.
- b. Schools that own buses must abide by the following:
  - i. All drivers must be reliable, careful and properly licensed according to State law.
  - ii. Vehicles must be regularly inspected by qualified personnel and operate in accordance with applicable laws. This inspection report must be posted in a conspicuous place.
  - iii. Adequate insurance must be maintained on all vehicles. The minimum amount of vehicular coverage shall be at least \$2,000,000.00 per occurrence.
  - iv. Schools failing to meet these requirements must provide written evidence from an insurance carrier documenting just cause for not complying.

### XV. Physical Plant; Facilities and Equipment

- a. The plant, equipment and facilities shall be suited to the purpose and adequate for the operation of the total program of the school. They shall be maintained in a manner assuring the health and safety of the students, faculty and staff.
- b. Schools must maintain a proper age-appropriate educational atmosphere.
- c. Schools must maintain a written maintenance schedule.
- d. School facilities must be in compliance with all state and federal environmental laws.
- e. All buildings should be of sound construction, should provide sufficient light and ventilation and should be properly cleaned and maintained. All ramps and steps must be code compliant and cannot pose a tripping hazard.
- f. Air-conditioning and heating units should be adequate and in good working order at all times.
- g. Sufficient sanitary drinking fountains must be provided at convenient locations throughout the campus.
- h. Closets, storage space and shelves should be provided for needed equipment and classroom materials.
- i. Restrooms must have outside ventilation. There should be at least one toilet and one wash basin (sink) for every twenty (20) children, with a minimum of two (2) for each school.
- j. Restrooms must be kept clean and odor-free. Each bathroom must have a mirror, towel and soap dispenser and sufficient waste receptacles with liners.
- k. Restrooms must be designated for different grade divisions or age group; i.e. pre-school, elementary, middle and high school.
- l. Play areas must be properly equipped and maintained. They must be completely fenced in.
- m. Outdoor equipment should be scaled to meet the needs of each age group. They should be sufficient to provide physical activities, social development and imaginative expression.



## Standards and Procedures

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- n. All play areas must have a balance of sun and shade with adequate shade areas.
- o. Outdoor playtime should not interfere with quiet study.
- p. All toys, equipment and furnishings must be age-appropriate, safe and maintained in a sanitary condition.
- q. Fire escapes and stairways must be in good repair and properly lighted and identified.
- r. Any building over one story must be provided with at least two well-lighted separated stairways.
- s. All buildings must be classified as fire-resistant or of construction as approved by the fire codes of the local ordinances.
- t. Food serving and preparation areas must be in compliance with existing local and state health and sanitation codes. All areas must be kept clean and free of infestation. Where applicable, kitchen equipment must be in good condition and suitable for the needs of the school.
- u. Waste receptacles must be adequate and strategically located throughout the school. These must be clean and odor-free. Waste must be removed on a daily basis, or several times a day, as needed.
- v. All roofs and exterior walls may not show evidence of deterioration.
- w. Doors, windows, screens, furniture and equipment must be kept in good state of repair.
- x. Grounds should be equipped with a flagpole in good repair, and the flag(s) should be displayed at all appropriate times.
- y. An American Flag must be displayed within each classroom.
- z. Outdoor play and recreational areas must provide ample space for a variety of activities suitable for each age group.
- aa. Campus safety is paramount. All facilities, equipment and playgrounds must be inspected regularly, and a weekly maintenance log must be kept on file.

### XVI. Textbooks, Technology, Instructional Aids, Arts and Sciences, and Athletics

- a. Textbooks:
  - i. Student Textbooks must be sufficient in number and age appropriate. Copyright dates must be within seven years. E-Books or books on apps are acceptable.
- b. Technology:
  - i. The technology infrastructure must be modern, fully functional and must support the school's teaching, learning and operational needs of students and teachers.
  - ii. Sufficient number of computers with flat screen monitors must be available for student use inside each classroom and/or in a media center.
  - iii. High speed Internet with access restrictions must be readily available throughout the campus, preferably with Wi-Fi capabilities.
  - iv. Students must use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
  - v. Faculty and administration should be encouraged to keep up with the latest technological advancements through continued education course, workshops and/or seminars.
  - vi. The school must have an updated website that contains all pertinent information about the school.



## Standards and Procedures

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- c. Instructional Aids:
    - i. Each classroom must have a large variety of audio-visual equipment, including computers with flat screen monitors, interactive boards, laptops and other devices as appropriate.
    - ii. Inventories of instructional aides must be available.
  - d. The Arts:
    - i. Art materials must include a variety of age-appropriate media approaches, materials and supplies that are readily available to every class. A detailed inventory with all materials and equipment must be readily available.
    - ii. Music must include a variety of age-appropriate musical instruments. A detailed inventory with all materials and equipment must be readily available.
  - e. Science:
    - i. Elementary and middle schools must have a designated science Lab area containing an adequate number of age-appropriate materials and supplies.
    - ii. High schools must have a separate room designated as a science lab that is ample enough to accommodate the largest class. The lab must contain an adequate number of age-appropriate materials and supplies.
    - iii. A computerized inventory of all Science Lab materials and equipment must be readily available.
  - f. Physical Education:
    - i. Physical Education equipment must include an adequate number of age-appropriate athletic equipment, exercise equipment and supplies used to improve coordination and encourage healthy lifestyle and fitness.
    - ii. All equipment must be safe and properly maintained at all times.
    - iii. School must provide age-appropriate athletic program options to the students throughout the year.
- XVII. Library/Media Center
- a. The library/media center can be centralized or decentralized.
  - b. The library/media center must have adequate print and electronic resources to support the educational program.
  - c. Policies regarding library use must be published and readily available.
  - d. Adequate records are kept including catalogues, inventory of print and electronic resources and acquisitions.
  - e. Students shall be encouraged to utilize E-Books and books on iPads.
  - f. Teaching library and research skills must be a part of the school's published curriculum.
  - g. A centralized library must have at least enough space to accommodate the largest academic class at one time and must contain appropriate furniture. It must be conducive to reading and studying and it must be open and available for maximum use by the students.
  - h. A variety of periodicals and newspapers (print and non-print) must be available to students at all times.
  - i. The library shall show evidence of technological formats in support of the school's curriculum.
  - j. The school must have a policy for responding to challenged materials.
- XVIII. Support Services - Moral and Ethical Development
- a. All schools shall provide support services to meet the physical, social and emotional needs of the students being served.



- b. Faculty members shall provide or coordinate programs necessary to meet the needs of all students.
- c. Reliable measures of program effectiveness should be in place and this data should be used to measure or evaluate all programs.
- d. Emphasis should be placed on the moral and ethical development of each individual child. Programs must be implemented to address these areas.
- e. Character Education shall be an integral part of each school's philosophy and program. It is strongly recommended that this type of training embrace service to the school and to the community at large.
- f. Moral and ethical values and teachings of urbanity and etiquette should be incorporated as part of the overall curriculum within each accredited school.
- g. All schools must have a published code of ethics in compliance with State Board of Education Rule 6B-1.006 "Principles of Professional Conduct for the Education Profession in Florida."

XIX. School and Community Affairs

- a. Schools shall stress the importance of community relations by establishing and maintaining productive school-community interaction within a positive and democratic framework.
- b. In order to familiarize students with community resources and awareness, schools shall be involved in a continuous program of planned community activities, charitable events, field trips, public guest speakers, etc.
- c. Schools are encouraged to communicate with each other with regard to concerns about faculty or student applicants, when deemed necessary.

XX. Grading and Reporting

- a. All teachers must consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
- b. Grading and reporting shall be based on clearly defined.
- c. Criteria that represent the attainment of content knowledge and skills and that are consistent across grade levels and courses.
- d. The policies, processes and procedures shall be formally and regularly evaluated by the school's administration.
- e. Parents must be informed of their child's overall progress through progress reports and other various sources including parent teacher meetings.

**SECTION 5**  
**PRE-SCHOOL**

I. Environment

- a. It is recognized that there is a broad variation in the development of all children between the ages of two and five years.
- b. Children entering Pre-School and Kindergarten should be placed in an environment that is loving, comfortable, safe and supportive of the developmental needs of each child.
- c. Although literacy components are required, a strong emphasis must be placed on the process and the experience of learning. The daily schedule should offer extensive flexibility without creating frustration for the individual child.

II. Assessments – Continuous Improvement Process

- a. Continuous Improvement Process:  
The school implements a continuous improvement process that provides clear direction for student improvement in all learning areas. The process includes



action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals.

- b. VPK:  
Students in VPK must be assessed three times during the school year utilizing the VPK Assessment Online Reporting System. The VPK Assessment includes progress monitoring measures in the areas of Print Knowledge, Phonological Awareness, Mathematics, and Oral Language that are aligned with the VPK Education Standards.
- c. Kindergarten:  
Upon entering Kindergarten, the school should administer the Florida Kindergarten Readiness Screener (FLKRS), the statewide Kindergarten screening used to assess the readiness of each child for kindergarten. This assessment includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills for Kindergarten (DIBELS). Results will serve to determine school readiness. Standard Achievement Test (SAT) Test Series, Tenth Edition, should be administered to kindergarten students prior to the end of the school year.

III. Curriculum

The Curriculum in the pre-school levels must be State approved. It must be developmentally appropriate, designed to prepare a student for early literacy and serve to enhance the age-appropriate progress of students in attaining the state-adopted performance standards. Teachers must prepare students to be ready for kindergarten as determined by the statewide kindergarten screening. The Curriculum must have clearly defined standards for each age level. Standards must address the following areas:

- a. Visual Reception and Comprehension
- b. Auditory Reception and Comprehension
- c. Oral Language Development
- d. Gross Motor Skills
- e. Fine Motor Skills
- f. Linguistic Development
- g. Cognitive Development
- h. Emotional Development
- i. Tactile Development
- j. Physical Development
- k. Social Development
- l. Mathematics Readiness
- m. Science Readiness
- n. Social Studies Readiness
- o. Music Objectives
- p. Arts and Crafts Objectives
- q. Integrated Computer Technology

IV. Florida Requirements

All pre-school programs are to comply with Florida Statutes 402.305-5057 (App. D), Child Care Standards per Florida Administrative Code, and all rules of the State of Florida's Department of Children and Families, Chapter 10M-12, Child Care Standards.



V. Student/Teacher Ratios

Grade Level	Maximum Child to Staff ratios	Maximum Group Size
Infants (Birth to 12 months)	4 to 1	8
Toddlers (13-24 months)	4 to 1	8
Two-Year Olds (25-35 months)	6 to 1	12
Three Year Olds	9 to 1	18
Four Year Olds	10 to 1	20
Five Year Olds	12 to 1	20

*When mixed age groups of infants and toddlers are in the same room, the child staff ratio is maintained*

VI. Admissions

- a. A child entering the five-year-old level should be five years old by the date established by Florida law. Any deviation from this regulation must take into account the emotional, physical and academic development of the child and this must be documented accordingly. If a child is enrolled who does not comply with the entry dates established by state law, a clearly defined written notice will be given to the parents wherein they acknowledge in writing that their child may not be eligible to enter the first grade in any school system.
- b. The school must publish its admissions policy.

**SECTION 6**  
**ELEMENTARY AND MIDDLE SCHOOL**

I. Academic Programs

- a. The elementary school should be designed to develop the basic skills and understandings in numerous areas of learning. The school must be actively working toward the goals stated in its objectives and outline of study. Areas usually covered in such a course of study include:
  - i. Language Arts, including reading, writing, listening and speaking mathematics
  - ii. Natural sciences
  - iii. Social sciences
  - iv. Spanish (foreign language)
  - v. Health and physical education
  - vi. Art, music and drama
  - vii. Integrated computer technology
- b. The elementary and middle School should be designed to provide age-appropriate experiences for children in:
  - i. Basic skills and understandings in the Language Arts and math.
  - ii. Essential knowledge in the field of natural and social sciences to include an awareness of other cultures.
  - iii. Recognition and appreciation of moral, spiritual and patriotic values, as part of the teachings of character education.
  - iv. Habits conducive to wholesome development in the areas of physical growth and health.
  - v. A minimum of 150 minutes of physical fitness activity must be provided each week for students in Kindergarten through Grade 8.
  - vi. Appreciation for fine arts and music.
  - vii. Teachings and encouragement of responsibility, independent thinking, proper study skills and research techniques.



- viii. Constructive attitude toward obligations and willingness to accept responsibility.
- ix. Demonstrate evidence of recognition of student's individual differences and learning styles.
- x. Evidence of opportunity for leadership, responsibility, self-expression and creativity.
- xi. Guidance and counseling should be an integral part of the program.

II. Assessments – Continuous Improvement Process

- a. Continuous Improvement Process. The school implements a continuous improvement process that provides clear direction for student improvement in all learning areas. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals.
- b. Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
- c. Schools are required to administer the Stanford Achievement Test, Tenth Edition (SAT) to all K-8 students during the spring of each year.
- d. Individual result norms and medians or other meaningful interpretations must be given to each parent and must be filed in each student's individual file.

III. Curriculum

- a. The curriculum must be state approved. Curriculum guidelines, standards and benchmarks for each grade level must be readily available to Teachers either on hard copy or on digital format within each classroom. Teachers must apply these standards to their respective curricula.
- b. The standards are designed to be relevant to the real world, reflecting the knowledge and skills that our young people need for success in High School and in their future careers.

IV. Student/Teacher Ratios

Grade Level	Maximum Child to Staff ratios	Maximum Group Size
Grades 1 to 5	18 to 1	18
Grades 6 to 8	18 to 1	18

V. E-Learning and Distance Education Programs

- a. To ensure both quality and independence, BISA schools incorporating asynchronous and synchronous learning opportunities (*enabled by the internet, audio, video, or other means*) must demonstrate compliance with all BISA standards. E-learning offerings must be either:
  - i. Developed and controlled by the BISA school and/or
  - ii. Supplemental programs (those not developed and controlled by the BISA school), must:
    - a. Be accredited by a regional accrediting agency and
    - b. Must not exceed 25% of a student's course of study



**SECTION 7**  
**SECONDARY SCHOOL**

I. Academic Programs

a. BISA recognizes two academic programs as follows:

a. The General Program:

In order for a student to graduate from the general program of a member school, student must show that he/she has completed a minimum of 24 units at the 9th grade level and above. These units should be distributed as follows:

- a. 4 English
- b. 4 mathematics (Algebra I, geometry, Algebra II, choice of College Algebra, trigonometry, or statistics) 3 sciences (physical, biology, choice of chemistry, physics or astronomy)
- c. 3 social studies (American History, World History,  $\frac{1}{2}$  economics and  $\frac{1}{2}$  government)
- d. 2 personal fitness ( $1\frac{1}{2}$  physical education,  $\frac{1}{2}$  health)
- e. 2 foreign languages (consecutive years in same language)
- f. 1 art ( $\frac{1}{2}$  fine arts and  $\frac{1}{2}$  performing arts)
- g. 5 electives

b. The Honors Program:

In order for a student to graduate from the Honors Program of a member school, student must show that he/she has completed a *minimum* of 24 Honor classes at the 9th grade level and above. Grades from these classes will be weighted accordingly. These units should be distributed as follows:

- a. 4 honors or AP English
- b. 4 honors or AP mathematics (Algebra I, geometry, Algebra II, choice of College Algebra, trigonometry or statistics)
- c. 3 honors or AP sciences (physical, biology, choice of chemistry, physics or astronomy)
- d. 3 honors or AP social studies (American History, World History,  $\frac{1}{2}$  economics and  $\frac{1}{2}$  government)
- e. 2 personal fitness ( $1\frac{1}{2}$  physical education,  $\frac{1}{2}$  health)
- f. 2 honors or AP foreign language courses (consecutive years in same language)
- g. 1 art ( $\frac{1}{2}$  fine arts and  $\frac{1}{2}$  performing arts)
- h. 5 Electives

c. AP Courses:

Students completing Advanced Placement (AP) Courses must pass the Advanced Placement Examination during the month of May. These examples represent the culmination of college-level work in a given discipline in a secondary school setting. The AP exams gauge a student's ability to perform at the college level.

d. Dual Enrollment:

High School students enrolled at a BISA Accredited school may simultaneously enroll in a college course. The credits that students earn may be used toward their high school graduation and/or be acceptable toward a college Associate or Baccalaureate degree, or Technical Certificate.



- II. Assessments – Continuous Improvement Process/Plan
  - a. Continuous Improvement Process/Plan. The school implements a continuous improvement process or plan that provides clear direction for student improvement in all learning areas. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals.
  - b. Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
  - c. Schools are required to administer the Stanford Achievement Test, Tenth Edition (SAT) to all 9<sup>th</sup> thru 11<sup>th</sup> grade students during the spring of each year. Students in 10<sup>th</sup> and 11<sup>th</sup> grades are required to also take the PSAT.
  - d. Individual result norms and medians or other meaningful interpretations must be given to each parent and must be filed in each student’s individual file.

- III. Curriculum
  - a. The Curriculum must be state approved. Curriculum guidelines, standards and benchmarks for each grade level must be readily available to Teachers either on hard copy or on digital format within each classroom. Teachers must apply these standards to their respective curricula.
  - b. The standards are designed to be relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and in their future careers.

- IV. Student/Teacher Ratios

Grade Level	Maximum Child to Staff ratios	Maximum Group Size
Grades 9 to 12	22 to 1	22

- V. E-Learning and Distance Education Programs
  - a. To ensure both quality and independence, BISA schools incorporating asynchronous and synchronous learning opportunities (*enabled by the internet, audio, video, or other means*) must demonstrate compliance with all BISA standards. E-learning offerings must be either:
    - a. Developed and controlled by the BISA school and/or
    - b. Supplemental programs (those not developed and controlled by the BISA school), must:
      - a. Be accredited by a regional accrediting agency and
      - b. Must not exceed 25% of a student’s course of study

- VI. Community Service  
All High School students are required to complete 100 hours of community service.

- VII. Activities  
Activities are a vital part of a student's growth and development. All activities offered must be under the ultimate supervision of the School Head. The direct supervision of all such activities must be by a qualified adult.

- VIII. Student Services  
The school must provide adequate services in the areas of guidance and counseling to assist the students in the choice of Curriculum, future vocation, College plans, adjustment to academic and social pressures, the development of self-esteem, and the development of personal integrity and moral values.



### BILINGUAL SCHOOLS...

- Are childcare centers, preschools, day schools, boarding schools, and adult and vocational schools; urban schools and rural schools; religious schools, special education centers, public schools, charter schools, independent schools, virtual schools, language schools, Montessori schools, and military schools.
- Educate the whole child, emphasizing outstanding bilingual academic programs, healthy physical development, moral and civic formation, and service to others.
- Maintain their identity in an atmosphere of appreciation for the diversity and values of all language and cultural traditions.

### EDUCATION IS ONE...!

For more information about BISA please contact us through one of the following:

**Bilingual Schools Association, Inc. (BISA)**  
2700 SW 8<sup>th</sup> Street  
Miami, Florida 33135  
Tel. (305) 642-1000 – Fax (305) 649-2767  
[www.bisausa.org](http://www.bisausa.org)





### **OUR MISSION**

The mission of the Bilingual Schools Association, Inc. (BISA) is to serve those who serve bilingual schools. Within the multicultural tradition of inclusion and open inquiry, BISA:

- Affirms the dimension of learning that values both bilingual education and cultural sensitivity.
- Creates and nurtures an extended community of leaders in order to foster partnerships, unity, mutual support and professional growth.
- Promotes personal formation through moral, civic, intellectual, creative, physical, and social development.
- Assists bilingual schools in creating supportive communities through learning, care, and professional service.
- Recognizes, appreciates, and supports the diversity within and among bilingual schools.
- Helps schools explore, discover, and articulate their objectives as bilingual schools.

**EDUCATE CHILDREN AND  
YOU WILL NOT PUNISH ADULTS**