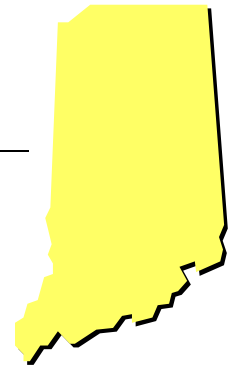


INDIANA



ACCREDITATION, LICENSING & APPROVAL

Applies to all private schools

- Private schools may seek accreditation from the state, but it is not required.
- Private schools in the state may file for recognition with the state, but the requirements are distinct from accreditation requirements and basically involve filing a report listing the schools owners, operators, faculty, organizational structure, facilities, school mission, student attendance, graduation rate and standardized test scores on an approved standardized test. The requirements for registration/recognition are less stringent than for accreditation.

Applies only to accredited private schools

- The state Board of Education can award three levels of accreditation: full, provisional and probationary.
- To be granted full accreditation, a private school must meet requirements involving state health and safety; minimum time; teacher-student ratio; curriculum offerings; instructional staff size; annual assessments; and annual reporting, including annual performance reports. Each school must provide documentation verifying compliance.
- Schools seeking accreditation must complete a continuous and strategic school improvement and achievement plan.
- Schools seeking accreditation must implement a quality-focused approach to strategic and continuous school improvement, such as the criteria for the Malcolm Baldrige National Quality Award for Education or the criteria for a national or regional accrediting agency approved by the state Board of Education.
- Schools seeking accreditation must develop and implement a staff performance evaluation plan.
- If a school does not meet the accreditation requirements defined by the state, the state Department of Education must conduct a preliminary visitation, at which time the school may provide additional information to demonstrate compliance or explain deficiencies.
- During its on-site evaluation of a school, a review panel reviews teaching practices, administrative instructional leadership; parental and community involvement; homework policy; curricular focus on academic standards and instructional practices that meet the needs of all students; the professional development program; school climate; student progress; support from the school corporation and its governing body; and any other policy or practice necessary for the panel to determine whether the school meets the criteria for full accreditation.
- Upon completion of its onsite evaluation, the review panel makes a recommendation to the board concerning accreditation.
- The department must review a fully accredited school no later than three years after the board's determination of its accreditation status. Provisionally accredited schools are reviewed at least annually after the board's determination of provisional accreditation.
- The board revokes the accreditation status of a private school if the school remains in academic probation in the fifth year after initial placement in the academic probation category of school improvement and performance.
- Each accredited private school must employ only teachers, administrators and student services specialists who are properly licensed.

CURRICULUM & ACADEMICS

Applies to all private schools

- Instruction must be in English.

Applies only to accredited private schools

- The state's curricular outline for public schools "serves as a general curriculum guideline for accredited private schools." It calls on schools to develop and implement a curriculum that provides a planned sequence of learning experiences of adequate breadth and depth to develop individual responsibility for learning and personal actions; address the unique needs, personal interests and capabilities of each student; provide for the mental and physical well-being of each student; contribute to each student's intellectual, social, vocational, artistic and expressive growth; and provide opportunities for students to recognize their potentials and be prepared for a lifetime of learning. In applying these general principles, schools should provide students with opportunities to use language to think and communicate effectively, both orally and in writing; use mathematical knowledge and methods to solve problems; reason logically; use ideas and symbols with power and ease; understand and apply scientific knowledge and methods; make use of technology and understand its limitations; express themselves through the arts and understand the artistic expression of others; apply knowledge about the ecological and social environments in making decisions; understand the unique cultural experiences and political institutions of the United States; understand other languages and cultures; understand spatial relationships; apply knowledge about health, nutrition and physical activity; acquire the capacity to meet unexpected challenges; and make informed judgments.
- Accredited private schools' curricula must consist of a structured series of intended learner outcomes in math, science, social studies, English-language arts and other areas. The outcomes are to be congruent with the mission of the school. The state provides a curriculum-planning process that includes a focus on what students actually learn. Each component of the curriculum consists of instructional goals, criterion-referenced assessment and materials. Curriculum evaluation is scheduled on a regular basis to establish the congruence between mission and curriculum. Curricula are to be structured and adjusted to address varied student needs.
- Standardized tests must be administered on a regular basis. Schools must use the Indiana state test unless they get permission from the state Board of Education to use another test and set a minimum performance expectation on that test. Test results are to be used in updating the curriculum. Frequent reports of each student's progress must be made to parents in written form and/or through conferences.
- The school must have a media center that holds a balanced collection of print materials, non-print materials and teaching/learning equipment that is sufficient in quantity and quality to meet the educational needs of students.
- All student applicants must be admitted according to established written admission criteria and procedures.
- Each accredited private school must have an established discipline policy, including written procedures for handling behavior.
- The school year must consist of at least 180 student-instructional days with a minimum of five hours a day for grades one through six and six hours for grades seven through 12; or a minimum of 900 instructional hours for grades one through six and 1,080 instructional hours for grades seven through 12 each school year.
- The average student/teacher ratio for a single school may not exceed 30/one.
- All schools must have a media program that is an integral part of the educational program. A licensed media specialist must supervise the media program.
- Each accredited private school must adopt, implement and communicate to teachers, parents and students a written homework policy to reinforce the concept that homework is an out-of-school assignment that contributes to the educational process of the student.

Homework shall be viewed as an extension of class work and as related to the objectives of the curriculum.

- The buildings, grounds and equipment of an accredited private school must be adequate for the age and number of students. The size and design of the building must be appropriate to meet program and personnel needs. The school must have a plan for the regular maintenance of buildings, grounds and equipment.

HEALTH & SAFETY

Applies only to accredited private schools

- Accredited private schools must meet applicable rules of the Fire Prevention and Building Safety Commission and applicable rules of the Indiana State Department of Health.
- Every student and teacher must wear industrial-quality eye protective devices when required.
- Private schools must conduct and document emergency drills related to fire and tornado preparedness.

MISCELLANEOUS

- Each Indiana school must adopt and enforce a written policy that prohibits retaining a student in a grade level for the sole purpose of improving the student's ability to participate in extracurricular athletic programs.



This list was compiled by the Friedman Foundation for Educational Choice based on publicly available laws and regulations. In each state we sought the assistance of the state's Department of Education in ensuring the accuracy of our information. However, given the enormous volume of relevant laws and regulations, some errors or omissions may still occur. The Friedman Foundation welcomes suggestions for corrections or additions to this list. For more information on the regulation of private schools, see "Fifty Educational Markets: State Laws and Regulations Governing Private Schools" by Friedman Foundation Senior Fellow Chris Hammons.