20XX-XX Public School Registration (PSR) - CHANGE FORM

Introduction

--Entity Name-- - --Institution BEDS Code--

--Mailing Address Line 1--

--Mailing Address Line 2--

Public School Registration (PSR) is the process by which school districts request approval for registration changes to one or more public schools. These changes include:

- Opening a new public school
- Modifying grade configuration of one or more schools
- Changing a school's name or location
- Closing a school
- Making a temporary change or an emergency change to registration during the school year

The PSR process helps the Department maintain accurate data collection and reporting for the state's public schools, ensuring the schools receive essential targeted support and resources. In accordance with Commissioner's Regulation 100.21(c), districts seeking to close an existing public school, open a new public school, or request changes in grade configuration, name, or location of a school, are required to submit a Public School Registration form in the NYSED Application Business Portal no later than March 1st for changes occurring in the next successive school year.

Timeline

Submission Window Opens	Recommended Initial Submission	Submission Window Closes
Early January	Mid-February	March 1*

Superintendents are asked to submit the completed form(s) online in the Portal by the recommended initial submission due date. NYSED will review the form(s) and may request additional information or clarification to ensure completeness before the application window closes on March 1st.

*Since March 1st falls on a Sunday, PSR forms for the 20XX-XX school year are due by Monday, March 2nd.

To be approved, completed PSR Request Forms must include:

- Signed Board of Education Resolution showing approval of the requested Public School Registration changes
- Copy of Public Meeting Notice
- New Zoning Plan (if applicable)

If it is satisfactorily demonstrated that the school will be operated in an educationally sound manner; follows applicable statutes, rules, and regulations related to public schools; and will operate in accordance with applicable building codes and pursuant to a certificate of occupancy, the Commissioner may approve the Public School Registration request. Requests to open a new school must be approved by the Board of Regents, which is typically done at the June meeting.

SCHOOL/DISTRICT INFORMATION

--Entity Name-- - --Institution BEDS Code--

--CEO Name-- - --CEO Title--

--Physical Address Line 1--

--Physical Address Line 2--

--Physical City--, --Physical State-- --Physical Zip Code--

Contact Information

--Entity Name-- - --Institution BEDS Code--

--Mailing Address Line 1--

--Mailing Address Line 2--

1. **Provide in the chart below contact information for the staff member overseeing the name change, location change, or grade configuration.**

	Name	Phone Number	Email
Point of Contact			

General Information

--Entity Name-- - --Institution BEDS Code--

--Mailing Address Line 1--

--Mailing Address Line 2--

1. **Which type of school registration change is being requested? Check all that apply.**

☐   Name Change

☐   Location Change

☐   Grade Configuration Change

1B. **Provide the school's proposed new name.**

1C. **Provide the school's proposed new location.**

1D. **(*NYC only*) If the school is changing location, does the change place it in a different geographical district?**

☐   Yes

☐   No

2. **Provide the rationale behind the proposed change(s).**

3. **Will the proposed change(s) impact any of the programs below? Check all that apply.**

☐   Bilingual Education and/or English as a New Language (ENL) Program

☐   Prekindergarten (PK) or Universal Prekindergarten (UPK)

☐   Special Education

☐   None of the above

Grade Configuration Change - Enrollment

--Entity Name-- - --Institution BEDS Code--

--Mailing Address Line 1--

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1. **Type of Grade Configuration Change**

Which type of grade configuration change is being requested?

☐   Removal of Grade Level(s)

☐   Addition of Grade Level(s)/Combination of Schools

2. **School Assignment**

Describe how students will be assigned to a school following the grade reconfiguration, including any changes to district zoning, special admissions criteria, or procedures such as application processes, admissions preferences, or exclusions for specific student groups.

3. **Total Enrollment**

Provide enrollment and grade configuration information for the school that is requesting a grade configuration change.

NOTE: Total Enrollment should match the total Grade Level Enrollment below in Item 4.

	20XX-XX Grades Served	20XX-XX Grades to be Served	20XX-XX Enrollment	20XX-XX Anticipated Enrollment	Grades Served at Full Capacity	Enrollment at Full Capacity
Enrollment						

4. **Grade Level Enrollment**

Provide the total number of students by grade level for the 20XX-XX school year and the 20XX-XX school year.

NOTE: Average class size may be calculated by dividing the number of students for each grade by the number of sections for that grade.

Please ensure that the 20XX-XX Anticipated Enrollment in the Total Enrollment table matches the total 20XX-XX Anticipated Enrollment in the Grade-Level Enrollment table below.

Refresh the screen if the totals are not visible in the green bar under the Grade-Level Enrollment table.

Enter 0 (zero) in the Enrollment 20XX-XX column for grades with no enrollment.

	20XX-XX Enrollment	20XX-XX Average Class Size	20XX-XX Anticipated Enrollment	20XX-XX Anticipated Average Class Size
PK				
Kindergarten				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				

	20XX-XX Enrollment	20XX-XX Average Class Size	20XX-XX Anticipated Enrollment	20XX-XX Anticipated Average Class Size
Grade 12				
Ungraded Elementary				
Ungraded Secondary				
Totals:	**0**	**0.00**	**0**	**0.00**

5. **Student Populations**

    To the extent possible, provide the school's projected populations for the 20XX-XX school year in the table below.

	School Enrollment (#)	Percentage of School's Enrollment (%)	Compared to District Average
Students with Disabilities			☐ Higher ☐ Lower ☐ Comparable
English Language Learners			☐ Higher ☐ Lower ☐ Comparable
Economically Disadvantaged			☐ Higher ☐ Lower ☐ Comparable
Homeless			☐ Higher ☐ Lower ☐ Comparable
Migrant			☐ Higher ☐ Lower ☐ Comparable

School Staff

6. **School Principal**

    Does the principal of the school have more than five years of experience?

    NOTE: If the principal has fewer than five years of experience, upload the proposed principal's resume as an attachment in the "Board Resolution and Supporting Documents" section of this form.

    ☐ Yes

    ☐ No

7. **Teachers by Grade Level**

    Provide the projected total number of teachers by grade level for the 20XX-XX school year.

    NOTE: If an individual teaches more than one grade level, provide the approximate full-time equivalent (FTE) for each grade. For example, enter "0.6" for Grade 1 and enter "0.4" for Grade 2 if that time is proportional for someone teaching both Grade 1 and Grade 2.

	20XX-XX Total Number of Teachers (#)	Teachers with 3 or Fewer Years of Experience (#)	Non-Certified Teachers (#)
PK			
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grades 7-8			
Grades 9-12			
Special Education			
Bilingual Education			
Instructional Coaches			

8. Describe how the district will ensure that staff who would otherwise work at the reconfiguring school will continue to receive support (e.g., job-embedded professional development, fair and equitable workload, adequate building space, access to appropriate resources, etc.).

Instruction

9. Which will be the primary mode of instruction for students?

   ☐ In-Person

   ☐ Virtual or Blended

10. Will the school provide all students with at least 180 days of NYS Standard-Based instruction as required by Commissioner's Regulations and administer mandated State assessments or approved alternatives?

   ☐ Yes

   ☐ No

11. Describe how the district will support students to ensure the school performs at or above proficiency levels in all subject areas each school year.

12. Describe how the district will ensure that the school's teaching and learning are inclusive, culturally responsive, and address the social/emotional needs of diverse populations.

13. Describe how the requirements of Least Restrictive Environment will be met for students receiving special education services.

14. Describe how the district will ensure that students who would otherwise attend the reconfiguring school will continue to receive support and/or services (e.g., extended learning time, alternate location, physical/occupational therapy, counseling services, etc.).

Removal of Grade Level(s)

1. **If grades are being <u>removed</u> from the school, identify the schools to which the students will be transferred, and indicate the number of students who will transfer from outside the district schools.**

   Select "Add Row" to list additional schools.

School Name	School BEDS Code	Grade Level(s)	Number of Students (#)	Outside of District
				☐ Yes ☐ No

Addition of Grade Level(s)

1. **If new grade levels are being** <u>added</u> **to a school, identify the schools from which students will transfer for each new grade level. Include the number of students transferring from other schools, including those outside the district. Select "Add Row" to list additional schools.**

School Name	School BEDS Code	Number of Students Received from Each Grade	Outside of District
			☐ Yes ☐ No

Virtual or Blended School

Please complete all questions regarding the Virtual or Blended School.

1. **Which model of online instruction will be used?**

☐ Virtual - defined as synchronous, or synchronous and asynchronous, instruction provided by a teacher as prescribed in section 100.2(u)(3) that is designed for delivery in a virtual learning environment where there is regular and substantive interaction between the student and teacher.

☐ Blended - defined as instruction provided by a teacher as prescribed in section 100.2(u)(3) that is designed for delivery part of the time as synchronous instruction in an in-person learning environment, and part of the time as synchronous, or synchronous and asynchronous, instruction in a virtual learning environment where there is regular and substantive interaction between the student and teacher.

2. **How does the district track performance and attendance targets, provide intervening supports and services to subgroups, and ensure the ability to equitably provide Educationally Related Support Services (ERSS)?**

3. **How are academic supports provided in the virtual or blended school?**

4. **How does the school determine and evaluate participation in online learning?**

5. **What is the policy to give families the opportunity to opt out of the online learning environment and ensure access to an in-person learning environment?**

6. **Describe the process by which students are selected for enrollment.**

7. **Describe the criteria used to identify high quality online content and course design. Who develops the courses?**

8. **How are teachers chosen for this learning environment? What professional learning opportunities do the teachers receive with respect to providing instruction in a virtual or blended learning environment?**

9. **How does the district ensure that each eligible child with a disability receives a free, appropriate public education in the virtual or blended learning environment?**

9B. **How is full implementaton of each student's Individualized Education Program (IEP) achieved, including frequency and duration of the special education program and related services, behavior interventions and supports, accommodations, assistive technology, modifications, 1:1 aide, supplemental school personnel, secondary transition services, and participation in State and districtwide assessment programs?**

9C. **How does each licensed related service provider (e.g., counselor, occupational or physical therapist, speech-language pathologist, etc.) determine that provision of related service delivered virtually is appropriate (i.e., that the professional licensee determines the appropriateness of the virtual modality and ensures that they are practicing within their competence)?**

9D. **How do students receive special education services in integrated virtual or blended settings (e.g., integrated co-teacher, consultant teacher)?**

10. **How does the school assess that there are changes in the student's educational progress and achievement,**

including progress toward meeting their IEP goals, and ability to participate in the general education curriculum?

10B. How does the Committee on Special Education (CSE) determine that the virtual or blended model is appropriate to meet the student's individualized and unique instructional needs?

10C. What is the timeline for completing the CSE reviews?

10D. How does a parent/guardian opt their student with a disability out after enrolling in the online model?

11. How does the school implement the requirements regarding education in the least restrictive environment in a virtual or blended setting, including ensuring the availability of a continuum of alternative placements to provide special education and related services?

12. Describe how students who learn in an entirely virtual environment will receive their units of study for English as a New Language or Bilingual Education as required by CR 154.

13. How is the English Language Learner (ELL) identification process required by CR 154 provided in this virtual or blended platform?

14. How do you ensure that students have access to multilingual online support tools? Are these available for all subjects?

15. How do you ensure that communications are provided to parents who speak languages other than English in the language and mode of communication they prefer as required by CR 154? Are parents provided with their own communication device to remain informed of school meetings, etc.?

16. Will the school offer Career and Technical Education (CTE) courses? If so, how are ELLs provided an opportunity to participate?

17. Describe how students in an entirely virtual learning environment participate in state assessments.

18. In accordance with the district's technology plan, how will the district ensure appropriate access to computing devices (e.g., laptop, tablets) and broadband internet sufficient to fully participate in the educational program?

19. What application(s)/system(s) does the school utilize for instruction and learning?

20. Describe how students are trained to utilize the technological tools necessary to participate in the educational program.

21. What portion of the school day will be spent on synchronous instruction?

22. What portion of the school day will be spent on asynchronous instruction?

23. Describe how students' social-emotional progress and well-being are ensured in a virtual learning environment.

24. Describe how the social-emotional learning benchmarks are addressed in a virtual or blended learning environment.

25. **Describe how students can participate in extracurricular activities.**

26. **Describe how students have access to a school counselor and other student support services as required or necessary.**

27. **Describe how students receive breakfast and/or lunch in a virtual learning environment.**

28. **Describe how students are disciplined and how unsafe activities are addressed in a virtual learning environment.**

29. **Describe how emergency situations that are discovered via video are addressed.**

Board Resolution and Supporting Documents

--Entity Name-- - --Institution BEDS Code--

--Mailing Address Line 1--

--Mailing Address Line 2--

1. **Please upload the SIGNED** Board of Education Resolution **or Panel for Educational Policy (PEP) vote, which explicitly outlines the specific changes in the school's name, location, and/or grade configuration.**
NOTE: Attaching the SIGNED Board Resolution serves as approval of this application by the Superintendent of the district.

2. **The attached Board of Education Resolution or PEP Vote has been signed by the Superintendent or the Board Clerk.**
NOTE: The PSR request cannot be approved unless it has been signed.

☐ Yes

☐ No

3. **The following documents** must be included with the submission**:**

- **Copy of Public Meeting Notice**
- **New Zoning Plan (if applicable)**
- **Principal's resume (if applicable, if the principal has fewer than five years of experience)**
- **Copy of job posting (if applicable, if a principal has not yet been selected)**

Examples of additional documents which may be included:

- **Consultant studies**
- **Copies of communications sent to families and/or the community**
- **District/School plans**
- **Student transfer information (if needed)**
- **Educational Impact Summary/Plan (New York City only)**