APPLICATION FOR RELIGIOUS AND INDEPENDENT SECONDARY SCHOOL REGISTRATION

The Board of Regents registers religious and independent secondary schools based upon a review of the school program by New York State Education Department (Department) staff. The review addresses compliance with applicable laws, rules, and regulations and achievement of certain academic standards. Once registered, the religious and independent schools are admitted to the University of the State of New York and are thus granted the privilege of administering Regent's examinations and awarding New York State diplomas.

The normal process to consider a school for registration begins when a school has a class of students who have completed either the school’s junior or senior year of high school, whichever year the school has a graduating class for. Students in that cohort should have attended the school continuously since starting grade 9. This is to ensure the school has sufficient history and experience to warrant the awarding of registration status. Once the school has juniors or seniors that have completed the [New York State Diploma requirements](https://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements), it is eligible to apply and complete this application for consideration.

To review the criteria for religious and independent school educational equivalence with public school programs and applicable laws and regulations, please refer to the Office of Religious and Independent School Support (ORISS) [Handbooks and Manuals](http://www.p12.nysed.gov/nonpub/handman.html) webpage. Additional information may be requested.

A site visit will be scheduled after the application is completed and reviewed by Department staff. Additional information may be requested after documentation is reviewed. If criteria are met, a recommendation to register the school will then be submitted to the Board of Regents for action at a future meeting. If the necessary criteria are not met, the school will be provided with information on necessary changes, and the school may then reapply the following year.

Complete information should be given for each item. Use additional pages if necessary. Please submit the completed application, additional correspondence, and requests for technical assistance to: ORISS@nysed.gov

Please ensure that it uses the following guidelines:

* The subject line the email application with documentation must include “HS Registration Application – BEDS Code – School Name.”
* All accompanying documentation must be attached to the email(s). Each emailed file attachment should be in one of the following format(s): PDF, Word, Excel, or pictures (i.e., jpg, gif file types).
* Do not submit files using a cloud service (i.e., Dropbox, GoogleDocs, OneDrive, etc.). They must be submitted as attachments in the file types specified above.

Any questions please reach out via email at: ORISS@nysed.gov

The deadline for submitting the application for 2023-2024 school year registration is:

**Friday, March 1, 2024**

Sincerely,

David M. Frank

Assistant Commissioner for Education Policy

APPLICATION FOR RELIGIOUS AND INDEPENDENT SECONDARY SCHOOL REGISTRATION

|  |  |
| --- | --- |
| Name of School |  |
| Address |  |
| Name of Principal or Head |  |
| Phone |  |
| Email |  |
| Grade Levels Served |  |
| Religious Affiliation (If any) |  |
| Date of Incorporation |  |
| Type of Charter (Provisional or Absolute) or Other Incorporation |  |
| Name and Address of Parent Corporation (if any) |  |
| School’s BEDS Code [[1]](#footnote-2) |  |
| School’s ORISS Code  |  |
| **RELATED ELEMENTARY AND MIDDLE SCHOOLS TO THE APPLYING HIGH SCHOOL***Per NYSED’s* [*Substantial Equivalency Implementation Guidance*](https://www.nysed.gov/sites/default/files/programs/nonpublic-schools/substantial-equivalency-guidance.pdf)*, “Nonpublic schools which have full registration status, and their related elementary and middle schools, are deemed substantially equivalent under the language of the regulation.” Using the definition for eligibility found on page 8 of the guidance, please identify any related schools which matriculate directly into the applying high school. If there are none, please leave this section blank.[[2]](#footnote-3)* |
| Matriculating School Name 1 |  |
| Address |  |
| Phone |  |
| Email |  |
| Grade Levels Served |  |
| BEDS code (if any) |  |
| Matriculating School Name 2 |  |
| Address |  |
| Phone |  |
| Email |  |
| Grade Levels Served |  |
| BEDS code (if any) |  |

It is the priority of the New York State Education Department to ensure that students are attending a school that provides a positive and safe learning environment. Therefore, it is necessary to gather materials from schools seeking registration status to demonstrate that instruction consistent with state learning standards is provided and graduation requirements are being met. We must also ensure that required safety procedures are being followed. In addition, there will be a review to ensure that essential procedures are in place that align to the laws and regulations that are required by the Commissioner of Education, New York State Education Law, and the State Legislature. These include, but are not limited to, requirements regarding attendance taking, emergency drills and the like.

# PART A: DESCRIPTION OF SCHOOL

Please provide a description of the school in narrative form addressing the topics listed below and attach a copy of any school brochures or catalogs. When necessary, additional pages may be used.

1. **Historical Overview:** Include place and date that the school was established; founders; philosophy/purposes; **all** present and past locations, incorporation documentation, and affiliated schools and corporations.
2. **Programs**: Describe **all** programs, including full-time, part-time, satellite, online, or other programs for adults and children. Only full-time programs leading to a high school diploma for students under age 21 are eligible for registration, but please submit information about all programs offered. (Note: At this time, fully online programs are not eligible for registration.)
3. **Buildings and Grounds**: Provide a brief description and diagrams of the building(s) and campus. Please include building area, floor plans (may be reduced to 8 ½ x 11 format) and scanned photographs to aid descriptions. Also include copies of the Certificate of Occupancy from a local governmental jurisdiction and the most recent fire inspection report for all buildings that are a part of the school site being registered. Note that at the time of recommendation to the Board of Regents, both the Certificates of Occupancy/Compliance and fire inspection must be current and free of violations that jeopardize the safety of students in the school.
4. **Staffing**: Include the names of all teachers and other academic and administrative staff. For each, list subjects taught, other duties such as coaching or supervision of student clubs, education, experience, and other credentials such as teacher certification, licenses, and specialized training. Resumes may be substituted for a listing of qualifications. Please note that Health Education must be taught by a NYS certified teacher.
5. **Curricular Program**: Include a list and description of all courses offered; you may attach a school brochure, highlighting any unique offerings or major programs.
6. **Transcripts:** Submit all transcripts for students the school anticipates awarding a NYS Diploma (i.e., local or Regent's diploma) to either in the current or next school year. **Redact all personally identifiable information** before submitting.
7. **School Year Calendar:** Include a school calendar for2023-2024 showing all days of attendance, vacation, conference days, and early dismissal. Calculate the number of days students attend school each year and include that number on the calendar.
8. **Daily and Weekly Schedule:** Provide a master class schedulethat includes all high school grades, showing classes taken, class times, arrival and dismissal times, science labs, recess, lunch, study halls, and passing time. Calculate the number of hours per day of direct instruction in secular and academic subjects and include that number on the calendar. If there is a difference between grade levels, please note that.
9. **Extracurricular Program:** Include a list and description of programs offered, highlighting special activities, e.g., community service programs, interscholastic athletics, or other programs.
10. **Accreditation/Memberships/Affiliations**: For awards/honors/scholarships: include dates, sources, and other relevant information.
11. **BEDS Report**: Include a copy of your 2023-2024 BEDS report.
12. **Other:** Any additional information useful in describing the school.

# PART B: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS

This section allows both the secondary school and the New York State Education Department to determine the extent to which the school meets the requirements established by New York State Education Law, the Regulations of the Commissioner of Education, and other relevant laws and regulations.

The basis for each law or regulation is provided below as a reference for more information. [State Education Laws (Ed.L., Section) are on the New York State Legislature website](http://public.leginfo.state.ny.us/navigate.cgi); Commissioner’s Regulations (CR Part) are at [NYSED’s Standards and Instruction website](http://www.nysed.gov/curriculum-instruction/part-100-regulations-commissioner-education) or [New York Codes, Rules and Regulations](https://govt.westlaw.com/nycrr/Browse/Home/NewYork/NewYorkCodesRulesandRegulations) website (Click on *Title 8 Education Department*, then *Chapter II Regulations of the Commissioner*, then *Subchapter E. Elementary and Secondary Education*, *Subchapter G. Health and Physical Education*, or *Subchapter H. Vocational and Industrial Education*).

|  |  |
| --- | --- |
| *Check the appropriate response below for EACH statement to indicate whether or not your school is in compliance. If the answer to any question is No, please explain in the space labeled “Comments.”* | YES/NO & Comments |
| 1. | Has each pupil been immunized, is in process, or has an accepted medical exemption to immunizations in accordance with the requirements of **Public Health Law §2164**? [New York State Immunization Requirements for School Entrance/Attendance](https://www.health.ny.gov/publications/2370.pdf) | ☐ Yes☐ No |
| 2. | Appropriate licensed health professionals administer over the counter and prescription medications to students in accordance with Ed.L. Title VIII.Students who are able to take their own medications are not required to have a licensed health professional administer.[ADMINISTRATION OF MEDICATION (nysed.gov)](https://www.p12.nysed.gov/sss/documents/medication-management.pdf) | ☐ Yes☐ No |
| 3. |  Are daily attendance records maintained in accordance with [§104.1(c-h)](https://govt.westlaw.com/nycrr/Document/I3653c882c22211ddb29d8bee567fca9f)?  | ☐ Yes☐ No |
| 4. | Has a Comprehensive Attendance Policy compliant with Commissioner’s Regulation [§104.1(i)](https://govt.westlaw.com/nycrr/Document/I3653c882c22211ddb29d8bee567fca9f) been developed and adopted? | ☐ Yes☐ No |
| 5. | Is instruction provided in patriotism and citizenship; the significance, meaning and effect of the Constitution of the United States, the Declaration of Independence, and Constitution of New York State? **Ed.L. §801**; **CR §100.2(c)** | ☐ Yes☐ No |
| 6. | Are the following subjects or their equivalent offered as per CR §100.5? [Updated diploma requirements are available on NYSED’s Standards & Instruction website](http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements). Education Law and Commissioner’s Regulations state that religious and independent schools should offer a similar amount of instruction to that required in public schools. In public schools, 1 unit = 180 minutes of instruction per week for one school year, e.g. 4 units of English = 180 min. of instruction per week for 4 years, grades 9-12. Religious and independent do not need to meet this exact standard but are expected to offer a similar amount. In July 2020, the Board of Regents approved a revision to the unit of study definition.  The revision expands the definition to include alternative instructional experiences.  Additional information can be referenced in [**CR §100.1(a)**](http://www.nysed.gov/curriculum-instruction/1001-definitions)**.**  |
| a. | English............................... 4 units | ☐ Yes☐ No |
| b. | Social studies..................... 4 units (including 1 unit of American History, ½ unit Economics, ½ unit Participation in Government, and 2 units of Global History and Geography) | ☐ Yes☐ No |
| c. | Mathematics...................... 3 units  | ☐ Yes☐ No |
| d. | Science............................... 3 units (1 unit life science, 1unit physical science and 3rd unit may be either life or physical) | ☐ Yes☐ No |
|  | In order to qualify to take a Regents examination in any of the sciences, a student must complete 1,200 minutes of laboratory experience with satisfactory documented laboratory reports. The 1,200 minutes of laboratory experience must be in addition to the required classroom instruction time of at least 180 minutes per week required to earn 1 unit of credit. Effective the 2021-2022 school year, this requirement can be met through any combination of hands-on and simulated laboratory experiences. If a student wishes to use a [NYSED-Approved Regents Examination Alternative](https://www.nysed.gov/sites/default/files/programs/state-assessment/approved-alternative-examinations.pdf) in lieu of a science Regents examination, the student must also complete the 1,200 minute laboratory requirement. Science courses that do not culminate in a Regents examination must include laboratory experiences. There is no minimum amount of time required with respect to these experiences and that time does not have to be in addition to the instructional time of 180 minutes per week required to earn 1 unit of credit. **CR §100.5(b)(7)(iv)(d)**Department staff will review documentation of 1,200 minutes of laboratory experience at the site visit. |
| e. | Health education................ 1/2 unit | ☐ Yes☐ No |
| f. | Is the health education course taught by a teacher holding a certificate to teach health? **CR §135.3(c)(i)** | ☐ Yes☐ No |
| g. | Does the health education curriculum cover several dimensions of health, including mental health and the relation of physical and mental health, and designed to enhance student understanding, attitudes and behaviors that promote health, well-being, and human dignity? In addition, does the program include, instruction concerning the misuse of alcohol, tobacco and other drugs specifically including but not limited to heroin and opioids, and the prevention and detection of certain cancers? **CR §135.3, Ed.L. §804 and 804-a** | ☐ Yes☐ No |
|  | Does the health education curriculum include instruction in mental health designed to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity? **CR §135.1 and §135.3** | ☐ Yes☐ No |
|  | Does the health education curriculum include instruction on the prevention and detection of certain cancers? **CR §135.1 and §135.3** | ☐ Yes☐ No |
| h. | Is appropriate instruction concerning the acquired immune deficiency syndrome (AIDS) part of the required health education course? **CR §135.3(c)(2)(i)** | ☐ Yes☐ No |
| i. | Are all high school students provided instruction in hands-only cardiopulmonary resuscitation and the use of an automated external defibrillator as outlined in **CR §100.2(c)(11)**, except for a student with a disability whose individualized education program or Section 504 accommodation plan exempts the student from this requirement? | ☐ Yes☐ No |
| j. | Physical education.............. 2 units**CR §135.1 and CR §135.4**For the secondary instructional physical education program, pupils in grades 7-12, it is a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester, or a comparable time each semester if the school is organized in other patterns. | ☐ Yes☐ No |
| k. | Arts..................................... 1 unit (This requirement may be met in Visual Arts, Music, Theater or Dance.) | ☐ Yes☐ No |
| l. | World Languages (formerly Languages Other Than English [LOTE]) …….….1 unit | ☐ Yes☐ No |
| 7. | Are courses available aligned to commencement level standards which will enable students to select at least 3.5 units to use as electives in order to meet the requirement of 22 units of credit for graduation, e.g. additional units in Science, Math, Social Studies, English, World Languages, Career and Technology Education (CTE), PE, Health or the Arts? **CR §100.5(b)** | ☐ Yes☐ No |
| 8. | Have all courses leading to diploma credit been aligned to commencement level learning standards? **CR §100.5(a)(3)** | ☐ Yes☐ No |
| 9. | Does the school ensure that students are not denied membership or participation in any curricular or extracurricular activities on the basis of race, sex, marital status, color, religion, national origin, or disability, except as otherwise provided in the regulations? **CR §100.2(k)** | ☐ Yes☐ No |
| 10. | Has a statement of nondiscrimination been made available? **IRS Code 501(c)(3)** | ☐ Yes☐ No |
| 11. | Does the school provide a school counseling and guidance program? **CR §100.2(j)(2)** | ☐ Yes☐ No |
| 12. | Does safety education include highway, traffic, bicycle, home, recreational, industrial, occupational, and school safety? **Ed.L. §806**; **CR §100.2(c)** and **CR §107.1(a)** | ☐ Yes☐ No |
| 13. | Is safety education instruction integrated with other curricula? If so, how? | ☐ Yes☐ No |
| 14. | Is instruction in fire and arson prevention given for a minimum of 45 minutes each month or equivalent? **Ed.L. §808** | ☐ Yes☐ No |
| 15. | Do students wear appropriate eye safety devices when activities present a potential eye hazard? **Ed.L. §409-a**; **CR §141.10** | ☐ Yes☐ No |
| 16. | If the school uses hypodermic needles and syringes for educational purposes, has the school filed a certificate of need with the State Education Department? **CR §137.1** | ☐ Yes☐ No ☐ None Used |
| 17. | Have all students the school anticipates awarding a New York State Regents or local diploma met the requirements set forth in **CR §100.5**? [Updated diploma requirements are available on NYSED’s Standards & Instruction website](http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements). | ☐ Yes☐ No |
| 18. | Are all students entering for the first time with no available records (math, reading and writing) screened to determine the need for academic intervention services? **CR §100.2(r)(1)** | ☐ Yes☐ No☐ N/A |
| 19. | Are students who score below the State designated performance level on a New York State Assessment or who are at risk of not meeting the state learning standards provided academic intervention services? **CR §100.2(ee)** | ☐ Yes☐ No☐ N/A |
| 20. | Are all provisions related to academic intervention services (e.g., identification, provision and notification) being implemented? **CR §100.2(ee)** | ☐ Yes☐ No☐ N/A |
| 21. | Has the Comprehensive Assessment Report (CAR) been made available to parents upon request? **CR §100.2(m)(5)** | ☐ Yes☐ No☐ N/A |
| 22. | Is a school library maintained? **CR §91.1** | ☐ Yes☐ No☐ N/A |
| 23. | Does the school library contain the minimum number of titles required for the average daily attendance (ADA) of pupils, as follows? Circle ADA and number of titles. **CR §91.1** |
|  | **ADA** **Titles** Under 200 1,000200-500 3,000 501 - 1,000 5,000 1,001 or over 8,000 | ☐ Yes☐ No☐ N/A |
| 24. | If the school awards certificates to students with disabilities (SWD): |
| a. | Has the school adopted written policies and procedures so that, prior to awarding local certificates, such students are ensured appropriate opportunities to earn a regular high school diploma (i.e., local diploma or Regent's diploma)? | ☐ Yes☐ No☐ N/A |
| b. | Are certificates awarded only to students who have met the requirements for the Skills and Achievement Commencement Credential as outlined in **CR** **§100.6(a)** or the Career Development and Occupational Studies (CDOS) Credential outlined in **CR** **§100.6(b)?** | ☐ Yes☐ No☐ N/A |
| c. | Is each certificate accompanied by a written statement of assurance that the student continues to be eligible to attend the public schools of residence until the student has earned a high school diploma or until the end of the school year of such student's 21st birthday, whichever is earlier? **CR §100.6(c)** | ☐ Yes☐ No☐ N/A |
| 25. | Drills shall be held at least twelve times in each school year, eight of which required drills shall be held between September first and December thirty-first of each such year.  Eight of all such drills shall be evacuation drills (4 of which shall be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress) and four lockdown drills.  Drills shall be conducted at different times of the school day.  Is your school meeting this requirement? **Ed.L. §807** | ☐ Yes☐ No |
| 26. | If the building has fire escapes, do at least four of the evacuation drills involve use of the escapes? **Ed.L. §807** | ☐ Yes☐ No☐ N/A |
| 27.  | If the building is a residential school program, is your school conducting an additional four drills during the hours after sunset and before sunrise? **Ed.L. §807** | ☐ Yes☐ No☐ N/A |
| 28. | For schools outside of New York City, Yonkers, Buffalo, Rochester, and Syracuse, is a fire inspection report filed annually with the New York State Education Department? **Ed.L. §807-a** | ☐ Yes☐ No☐ N/A |

# PART C: STUDENT COMPETENCY AND RETENTION RATES

STUDENT COMPETENCY

In order to graduate from high school, students must demonstrate a minimum level of competency in the subject areas and content of the NYS Learning Standards. This is generally demonstrated through success on either the five Regents examinations that are required for graduation or [NYSED-Approved Regents Examination Alternatives](https://www.nysed.gov/sites/default/files/programs/state-assessment/approved-alternative-examinations.pdf) in each discipline: English language arts, social studies, mathematics, and science. In addition, students must successfully pass one pathway assessment or complete the requirements for either the Career Development and Occupational Studies (CDOS) Commencement Credential or the Seal of Civic Readiness. [Find additional information on Multiple Pathways on NYSED’s Standards & Instruction website](http://www.nysed.gov/curriculum-instruction/multiple-pathways).

Students granted an exemption from any examination due to the COVID-19 public health emergency are not required to pass such specific examinations to meet the assessment requirements for any diploma type (local, Regents, or Regents with advanced designation). Additional information can be referenced in the ”Assessment Exemptions” section of the [Frequently Asked Questions about NYS Graduation Requirements](https://www.nysed.gov/curriculum-instruction/frequently-asked-questions-about-nys-graduation-requirements).

Consistent with the provisions set forth in §100.5 of the Regulations of the Commissioner of Education, all students with disabilities shall be given access to the low pass (55-64) safety net, the low pass safety net with appeal, and the compensatory safety net options on Regents examination scores for purposes of graduating with a local diploma. In addition, upon parent request, the principal of a registered religious and independent school is responsible for considering an eligible student with a disability who does not meet all the assessment requirements for graduation through the existing appeal and safety net options, but is otherwise eligible to graduate, for a local diploma through the superintendent determination option.

Additional information on:

* [General education and diploma requirements](http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements).
* [Graduation requirements for students with disabilities](https://www.nysed.gov/special-education/information-related-graduation-requirements-and-exiting-credentials-students)
* [Appeals, safety nets, and superintendent determination](http://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination)

For the following section, please complete the table on the following pages to provide data for Regents examinations already taken by your current graduating class. If your students are taking any alternative exams that count towards graduation, please provide an equivalent completed table for those exams, noting the exam taken and the equivalent passing percentage.

REGENTS ASSESSMENTS

For students taking Regents exams, please respond to the following:

1. How are the Regents exams obtained?

1. Where are students taking the Regents exams?

1. Where and how are the Regents exams being stored?

1. Who is scoring the Regents exams?

| *Subject and Exam* | *Number of Students* | *% of students who passed of those who took exam* |
| --- | --- | --- |
| *In prep. course* | *Who took exam* | *Identified as having disability that took the exam* | *Who passed exam with a 65 or greater* | *Identified as having disability who obtained a passing score using a safety net* |
| All Students: Regents Examinations |
| 1. English: Regents Examination in English Language Arts
 |  |  |  |  |  |  |
| 1. Social Studies:
 |
|  Global History & Geography |  |  |  |  |  |  |
|  U.S. History & Government |  |  |  |  |  |  |
| 1. Mathematics:
 |
|  Algebra I  |  |  |  |  |  |  |
|  Geometry  |  |  |  |  |  |  |
|  Algebra II  |  |  |  |  |  |  |
| 1. Science:
 |
|  Physical Setting/Earth Science |  |  |  |  |  |  |
|  Physical Setting/Chemistry |  |  |  |  |  |  |
|  Physical Setting/Physics |  |  |  |  |  |  |
|  Living Environment |  |  |  |  |  |  |
| 1. World Languages (Formerly Languages Other Than English [LOTE]): Locally developed Checkpoint A examinations in World Languages
 |
| French |  |  |  |  |  |  |
| German |  |  |  |  |  |  |
| Hebrew |  |  |  |  |  |  |
| Italian |  |  |  |  |  |  |
| Latin |  |  |  |  |  |  |
| Spanish |  |  |  |  |  |  |
| Other:  |  |  |  |  |  |  |
| 1. World Languages (Formerly Languages Other Than English [LOTE]): Locally developed Checkpoint B examinations in World Languages
 |
| French  |  |  |  |  |  |  |
| German |  |  |  |  |  |  |
| Italian |  |  |  |  |  |  |
| Latin |  |  |  |  |  |  |
| Spanish |  |  |  |  |  |  |
| Other: |  |  |  |  |  |  |

STUDENT RETENTION

Compare the current graduating class to the same group that started in 9th grade at your school. How many students have dropped out of high school since they started there in 9th grade? How many students have transferred to another school? (Please do not include students who have entered a High School Equivalency Program.)

|  |  |
| --- | --- |
| Number of students in the current graduating class. |  |
| Number of students expected to earn a Regents diploma at the time of graduation. |  |
| Number of students expected to earn a Local New York State Diploma (as specified in the IESP) at time of graduation. |  |
| Number of students who transferred to another educational program. |  |
| Number of students who have dropped out (between grades 9 and 12). |  |
| If the school has a dropout concern, how is this being addressed? |  |

**Person completing this form (Please type or print clearly.)**

|  |  |
| --- | --- |
| Name |  |
| Title |  |
| Phone |  |
| Email |  |

1. To locate your BEDS and/or ORISS Code, access our [SEDREF system](https://portal.nysed.gov/pls/sedrefpublic/SED.sed_inst_qry_vw%24.startup). [↑](#footnote-ref-2)
2. For example, ABC Middle School would be included if its students promote directly into the applying high school. ABC Elementary School would also be included if its students promote directly into ABC Middle School. [↑](#footnote-ref-3)