

Public School Registration (PSR) - NEW SCHOOL - PSR New School

Introduction - Introduction

Public School Registration - Introduction

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

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
Mid-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.

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
- Sample of Parent Transfer Option Letter (if applicable); and
- 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.

Public School Registration (PSR) - NEW SCHOOL - PSR New School

Introduction - Introduction

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

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

--Physical Address Line 1--

--Physical Address Line 2--

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

SAMPLE

Contact Information

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

1. Provide contact information for the staff member overseeing the new school proposal.

	Name	Phone Number	Email
Point of Contact			

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General Information

1. Name and Address

Provide the name and physical address of the proposed new school.

	School Name	School Physical Address
New School Information		

2. Programs

Will the proposed new school include any of the programs below? Check all that apply.

- PK-only or UPK-only location
- Special Education
- ELL, ML, or Bilingual Education
- None of the above

3. Connections to Other Schools

Check the box indicating connections to other schools.

- The new school will be a successor/replacement to another school.
- The new school building was occupied by another school last year.
- The new school will share the building with one or more schools in the upcoming school year.
- None of the above

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Public School Registration (PSR) - NEW SCHOOL - PSR New School

Public School Registration - NEW SCHOOL - Successor/Replacement

Successor/Replacement

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

1. **If the new school is to be a successor/replacement to another school, provide the previous school's name and BEDS code.**

	Previous School Name	Previous School BEDS Code
Previous School Information		

2. **Provide the rationale behind closing the previous school and replacing it with a new one.**

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Public School Registration (PSR) - NEW SCHOOL - PSR New School

Public School Registration - NEW SCHOOL - Previously Occupied

Previously Occupied School

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

1. **If the building was occupied by another school last year, provide the former occupant school name and BEDS code.
Select "Add Row" to list additional schools.**

Former Occupant School Name	Former Occupant BEDS Code

2. **If the former occupant school is closing as a result of the new school opening, provide the rationale behind closing the former occupant school and replacing it with a new one.**

SAMPLE

Public School Registration (PSR) - NEW SCHOOL - PSR New School

Public School Registration - NEW SCHOOL - Shared Building

Shared Building

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

1. If the new school will share a building with one or more schools in the 20XX-XX school year, provide the name and BEDS code for each school. In addition, list any resources that will be shared between the schools.

Select "Add Row" to list additional schools.

Shared School Name	Shared School BEDS Code	Shared Resources
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SAMPLE

Public School Registration (PSR) - NEW SCHOOL - PSR New School

Public School Registration - NEW SCHOOL - Student Enrollment

Student Enrollment

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

1. School Assignment

Explain how students will be assigned to the new school, including any special admissions criteria or procedures, such as application process, admissions preferences, or if any groups of students are excluded from admissions.

2. Enrollment by Grade

Provide the total number of students by grade level for the upcoming school year and at full capacity. Full capacity is the total number of students anticipated if full enrollment is met. Typically, enrollment at full capacity is less than building capacity.

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

Enter 0 (zero) for grades with no enrollment.

	20XX-XX Anticipated Enrollment	20XX-XX Anticipated Average Class Size	Enrollment at Full Capacity	Average Class Size at Full Capacity
Pre-K				
Kindergarten				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
Ungraded Elementary				
Ungraded Secondary				
Totals:	0	0.00	0	0.00

3. Student Populations

To the extent possible, provide the school's projected populations in the table below.

	Enrollment (#)	Percentage of School's Enrollment (%)	Compared to District Average
Students with Disabilities			<input type="checkbox"/> Higher <input type="checkbox"/> Lower <input type="checkbox"/> Comparable
English Language Learners			<input type="checkbox"/> Higher <input type="checkbox"/> Lower <input type="checkbox"/> Comparable
Economically Disadvantaged			<input type="checkbox"/> Higher

Public School Registration (PSR) - NEW SCHOOL - PSR New School

Public School Registration - NEW SCHOOL - Student Enrollment

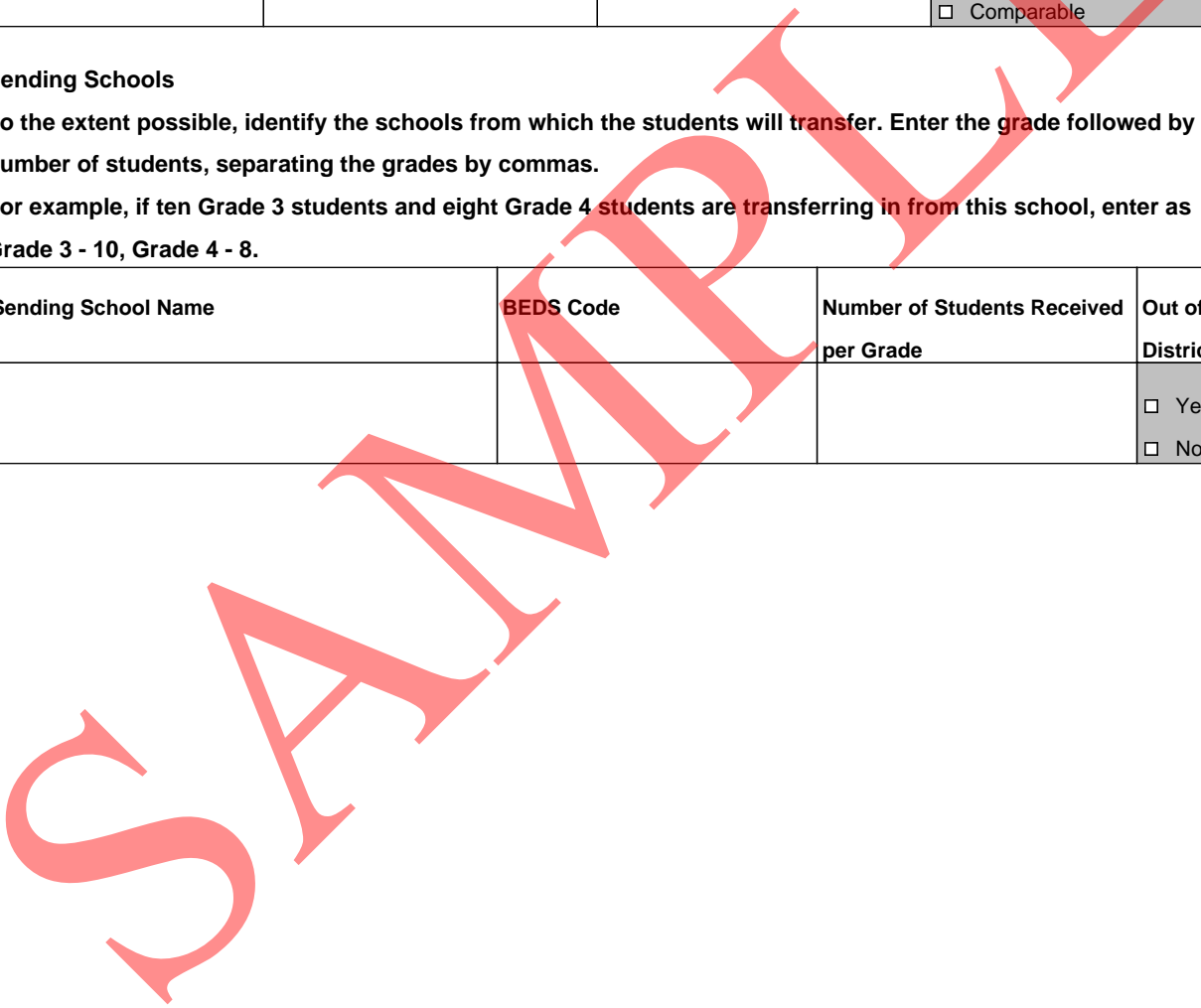
	Enrollment (#)	Percentage of School's Enrollment (%)	Compared to District Average
			<input type="checkbox"/> Lower <input type="checkbox"/> Comparable
Homeless			<input type="checkbox"/> Higher <input type="checkbox"/> Lower <input type="checkbox"/> Comparable
Migrant			<input type="checkbox"/> Higher <input type="checkbox"/> Lower <input type="checkbox"/> Comparable

4. Sending Schools

To the extent possible, identify the schools from which the students will transfer. Enter the grade followed by the number of students, separating the grades by commas.

For example, if ten Grade 3 students and eight Grade 4 students are transferring in from this school, enter as Grade 3 - 10, Grade 4 - 8.

Sending School Name	BEDS Code	Number of Students Received per Grade	Out of District?
			<input type="checkbox"/> Yes <input type="checkbox"/> No



School Staff - Principal

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

1. Provide the proposed principal's first and last name. If a principal has not yet been selected, type "TBD" in the box below and upload the job posting as an attachment in the "Board Resolution and Supporting Documents" section of this form.
2. Does the proposed principal of the new 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

School Staff - Teachers by Grade Level

3. Provide the projected total number of teachers, by grade level, for the 20XX-XX school year. If an individual teaches more than one grade level, provide the approximate FTE for each grade (for example Grade 1 enter .6 and Grade 2 enter .4 if that time is proportional for someone teaching both Grade 1 and Grade 2).
NOTE: Enter 0 (zero) in the Total Number of Teachers column for grades with no projected teacher assignments.

	Total Number of Teachers (#)	Teachers with 3 or Fewer Years of Experience (#)	Non-Certified Teachers (#)
Pre-K			
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			

School Staff - Non-Teaching Professional Staff

4. Provide the projected total number of non-teaching professional staff assigned to the new school.

	Total Number of Staff (#)	Staff with 3 or Fewer Years of Experience (#)
Assistant Principal(s) and other administrators		
Other Non-Teaching Professional Staff (i.e., school counselors, social workers, school psychologists, school nurse)		

Instruction

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

1. In which modality will students receive instruction?

- In person
- Virtual or Blended

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

- Yes
- No

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

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

5. Describe how the requirements of Least Restrictive Environment will be met for Special Education students.

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Virtual or Blended School

Please complete all questions regarding the proposed 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?

9B. How is full implementation of each student's Individualized Education Plan (IEP) achieved, including frequency and duration of 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., counseling, speech, occupational, physical therapy) determine that provision of related service delivered remotely is appropriate (e.g., that the professional licensee determines the appropriateness of the remote modality and ensures that they are practicing within their competence)?

9D. How do students receive special education services in integrated 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 Individualized Education Plan (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 Committee on Special Education (CSE) reviews?
 - 10D. How does a parent/guardian opt their student 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 remote 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, including the NYSITELL assessment, provided in this virtual or blended platform? How is the NYSESLAT administered?
 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 device of communication to remain informed of school meetings, etc.?
 16. Will the school offer Career and Technical Education (CTE) courses? If so, how are English Language Learners (ELLs) provided an opportunity to participate?
 17. Describe how students learning in an entirely remote 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 remote environment.
 24. Describe how social-emotional learning of students is addressed in a remote environment.
 25. Describe how students can participate in extracurricular activities.
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26. Describe how students have access to a school counselor and other student support services as required or necessary.
27. Describe how students learning in a remote environment receive breakfast or lunch.
28. Describe how students learning in a remote environment are disciplined and how unsafe activities are addressed.
29. Describe how emergency situations that are discovered via video are addressed.

SAMPLE

Board Resolution and Supporting Documents

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

1. Please upload the **SIGNED** Board of Education Resolution or **Panel for Educational Policy Vote**, which explicitly outlines the specifics regarding the opening of the new school.

NOTE: Attaching the SIGNED Board Resolution will serve as approval of this application by the Superintendent of the district.

2. The attached **Board of Education Resolution** or **Panel for Educational Policy (PEP) Vote** has been signed by the Superintendent or the Board Clerk.

NOTE: The PSR request cannot be approved unless the Board Resolution has been signed.

Yes

No

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

- Copy of Public Meeting Notice
- Sample of Parent Transfer Option Letter
- New Zoning Plan (if applicable)
- Principal's resume if they have fewer than five years of experience
- Copy of job posting if a principal has not yet been selected

Additional documents include but are not limited to:

- Consultant studies
- School plans
- Letters sent to the parents and/or the community
- Student transfer information (if needed)
- Educational Impact Summary/Plan (New York City only)