

# School District Waiver-CR Part 154 Professional Development Requirements Specific to ELLs

This form is to be used by New York State school districts that have fewer than thirty (30) ELLs enrolled or in which ELLs make up less than five percent (5%) of the district's total student population.

According to CR Section 154-2.3(k) such districts may "seek permission from the Commissioner on an annual basis for an exemption from the professional development requirements" and such request must include evidence that:

- "All teachers, level III teaching assistants, and administrators receive training sufficient to meet the needs of the district's or BOCES' ELLs, in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs" and that
- "All Bilingual and English to Speakers of Other Languages (ESOL) certified teachers receive training, sufficient to meet the needs of the district's ELLs, in language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs."

Note that this waiver does not exempt districts from providing professional development sufficient to meet the needs of its ELLs. It exempts districts from the minimum number of professional development hours required by CR Part 154 (15% of total required for classroom pedagogues and 50% of total required for those with a certificate in ESOL or who hold a bilingual extension).

Complete this form and submit electronically using the current school year's data. If you have

## District Information

1. District Name \*

2. BEDS Code \*

The value must be a number

3. Street Address \*

4. City \*

5. ZIP Code \*

6. School Year (e.g., 2020-2021) \*

## Contact Information of the Person Completing the Form

7. First Name \*

8. Last Name \*

9. Work Phone (e.g., 555-555-5555) \*

10. Email \*

## CR Part 154 Comprehensive Plan

All Local Education Agencies (LEAs) must develop and maintain a CR Part 154 Comprehensive Plan and have it available for review upon request by NYSED, parents, or any other school or community members. All LEAs must complete and submit a CR Part 154 Comprehensive ELL Education Plan Update to the New York State Education Department (NYSED) for each school year.

### 11. Most Recent Submission Date of CR Part 154 Comprehensive ELL Education Plan (e.g., 09/15/20) \*

Please input date (M/d/yyyy)



### 12. Do you have any ELLs enrolled in your district? \*

Yes

No

### 13. As a Charter School or an Independent and Religious School we are not required to submit the Plan.

## School and Program Information

14. Indicate the total number of students enrolled in the district in the current school year. \*

15. Indicate the total number of ELLs enrolled in the district in the current school year. \*

16. Indicate the percentage of ELLs in the district's or BOCES' total student population in the current school year (e.g., 20 = 20%; do not use a percent sign.) \*

17. Indicate the total number of pedagogues in the district who hold certifications in ESOL and/or a bilingual extension. \*

The value must be a number

18. Please provide a brief narrative that describes how the district will provide teacher professional development sufficient to meet the needs of its ELLs. This narrative should outline professional development activities applicable to ELLs, which can include, but are not limited to, workshops, seminars, and courses (online or traditional) that focus on: language acquisition in alignment with core content area instruction; best practices for English as a New Language (ENL), Bilingual Education, cultural responsiveness, and co-teaching strategies, and/or; integrating language and content instruction for ELLs. This may include but is not limited to all external professional development such as that offered by the Regional Bilingual Education Resource Networks (RBERNs), Institutions of Higher Education (IHEs), New York State United Teachers (NYSUT), and NYS Teacher Centers. You may include information on activity providers/sponsors and estimated number of professional development hours for each activity, if available. Please use fill-in field and space provided below. \*

## Superintendent/Chief Administrative Officer or Designee Electronic Signature

By entering your name below, you are signing this form electronically. You agree that your electronic

19. First Name \*

20. Last Name \*

21. Title \*

22. Email \*

23. Date of Signature \*

Please input date (M/d/yyyy)



## Regulations Governing the Education of ELLs

Regulations Governing the Education of ELLs (154-2.3(k)(2)) designate that a school district or Board of Cooperative Educational Services (BOCES) may seek permission on an annual basis from the Commissioner for an exemption from the professional development requirements where there are fewer than thirty (30) ELLs enrolled or ELLs make up less than five percent (5%) of the district's or BOCES' total student population as of such date as established by the Commissioner. A district or BOCES seeking permission for such exemption shall submit to the Commissioner for approval an application in such format and according to such timeline as may be prescribed by the Commissioner, that includes evidence that as a part of the required professional development clock hours prescribed by Part 80 of this Title, all teachers, level III teaching assistants and administrators receive training sufficient to meet the needs of the district's or BOCES' ELLs, in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs and evidence that as a part of the required professional development clock hours prescribed by Part 80 of the Title, all Bilingual and ESOL certified teachers receive training, sufficient to meet the needs of the district's ELLs, in language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.

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