



Lisette Colón-Collins, Assistant Commissioner
Office of Bilingual Education and World Languages

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**School District Waiver
CR Part 154 Professional Development Requirements
Specific to English Language Learners (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).

District Name:	Mount Pleasant Cottage School Union Free School District	
BEDS Code:	660804020000	
Street:	1075 Broadway	
City:	Pleasantville	
Zip Code:	10570	
School Year:	2016-17	
Contact Person Info:	Name: Tom Zbikowski Phone: (914)769-0456 x267	Email: tzbikowski@mpcsny.org

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** with ELLs must complete and submit a **2015-2016 CR Part 154 Data/Information Report** to the New York State Education Department (NYSED). Indicate date submitted:

Submitted with waiver. See narrative for clarification.

If you currently do not have any ELLs enrolled in your district, please place "X" in the box and have the superintendent/chief administrative officer sign on page two:

X

Indicate the total number of students enrolled in the district in 2015-2016:

248

Indicate the total number of ELLs enrolled in the district in 2015-2016:

1

Indicate the percentage of ELLs in the district's or BOCES' total student population:

.4%

Indicate the total number of pedagogues in the district who hold certifications in ESOL and/or a bilingual extension:

1

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.

At present time, MPCS UFSD does not have any ELL students enrolled in the district.

In the past, one ELL student was accepted by our cooperating agency Jewish Child Care Association (JCCA) and enrolled in our district during both the 2014-15 and 2015-16 school year. However, this one case was an anomaly: JCCA does not normally accept ELL students. Also, in error, the district's previous CIO did not submit a Comprehensive ELL Education Plan for the 2015-16 school year. This oversight was recognized by the district's new CIO, and the 2015-16 CR Part 154 Data/Information Report is being submitted as a component of this waiver.

Recognizing that ELL students are a fast growing population in New York State, we will be encouraging staff to participate in professional development at SWBOCES to learn how to address the needs of this growing student population. Going forward, should an ELL student enroll in our district, we will consult with SWBOCES RBERN to assist in providing staff professional development to address the educational needs of our ELL population.

Sign this form and submit electronically by October 15th, 2016 along with verification documents to:

obewldocsubmit@nysed.gov

Please place the form name and district name in the email subject heading:
"PD Waiver, <insert name of LEA>".

Superintendent/Chief Administrative Officer or designee electronic signature.

By entering your name below, you are signing this form electronically. You agree that your electronic signature is the legal equivalent of your manual signature on this form.

Name: James Gaudette

Title: Superintendent of Schools

Date: 4/25/2017

Email: jgaudette@mpcsny.org

To be completed by the Office of Bilingual Education and World Languages

Waiver Request **Approved** **Not Approved, revisions needed. Please revise and resubmit by:**

Comments:

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.