



to submit evidence that all teachers, including Bilingual and English as a Second Language teachers, receive training in specific areas sufficient to meet the needs
~~REVIEW/ CDK/ OCH/ HED/ BOM~~

- x Enact certain technical amendments to section 154-2.3(a)(5) to add a clarifying
~~WHF/ R/ ‡~~ ~~LOD/ BOW/ ER/ CD/ R/ VTR~~ -2.4(b)(8) to replace

AMENDMENT OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Education Law sections 207, 208, 215, 305, 2117, 2854(1)(b) and 3204

1. Paragraph (5) of subdivision (a) of section 154-2.3 is amended, effective December 31, 2014, as follows:

(5) If the student receives a score below a state designated level of proficiency established by the Commissioner on the statewide

shall be placed in a Bilingual Education program if there is one in the school that serves the grade and home language spoken by the student or in an English as a New Language program if the school is not required to provide a Bilingual

teachers with the professional development plan for core content area for all teachers in the district.

(2) A school district may seek permission on an annual basis from the commissioner for an exemption from the professional development requirements of this subparagraph where English Language Learner students make up less than five percent (5%) of the ~~GVLEW~~ total student population. A district 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:

(i) evidence that, as part of the required professional development clock hours prescribed by Part 80 of this Title, all teachers receive training, sufficient to meet the needs of the ~~GVLEW~~ English Language Learner students, in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners;

(8) The district § policies and procedures [to refer] regarding English Language Learners who are students with disabilities [to the Language Proficiency Team (LPT) during the 2015-2016 school year, or to the Committee on Special Education (CSE) during the 2016-2017 school year and thereafter, to make determinations] are consistent with the requirements of this Subpart and Subpart 154-3 of this Title.