

SAU Multilingual Program Self-Assessment

<p>Your SAU has a board-adopted Lau Plan.</p> <p><u>Additional considerations:</u></p> <ul style="list-style-type: none"> -Date of your Lau Plan: When was it last revised? -Members of the Lau Plan Advisory: Are the members current and representative? -Communication and implementation: What structures and systems enable this to happen? 	YES	NO
<p>Your SAU uses the Maine DOE Language Use Survey to identify all students who have a primary or home language other than English, and the staff is knowledgeable of this procedure.</p>	YES	NO
<p>Your SAU conducts an English language proficiency assessment, PreK-12, using a selected PreK screener and the WIDA Screener Online (K-12) for students who have been identified to have a primary or home language other than English.</p>	YES	NO
<p>There are no substantial delays in placing MLs into an appropriate English for Speakers of Other Languages (ESOL) program.</p>	YES	NO
<p>Your SAU provides translations and uses interpreters to communicate with families/guardians who do not speak or read English as outlined in your Language Access Plan.</p> <p><u>Additional considerations:</u></p> <ul style="list-style-type: none"> -Language Identification Cards: Do all buildings have these posted? -Language requests for interpretation and translation: Is this information shared in your local SIS? -Communication: Does your communication platform provide language supports? -Training: Are all staff trained in how to communicate with ML families/guardians? 	YES	NO
<p>Families/guardians are involved in the process of placing MLs in an appropriate ESOL educational program.</p>	YES	NO
<p>Programs are available for MLs at each grade level.</p>	YES	NO
<p>MLs have access to the full curriculum including (both required and elective courses including vocational education); have opportunities for full participation in special opportunity programs (e.g. Gifted & Talented, Advanced Placement classes); are integrated in physical education, music, arts, etc.; and participate in classes, activities and assemblies with all other students.</p>	YES	NO
<p>The quality of facilities and services to MLs is comparable to what is available to all other students.</p>	YES	NO
<p>The quality and quantity of instructional materials meet the English language and academic needs of MLs and are comparable to materials provided all other students.</p>	YES	NO
<p>Your SAU has certified teacher(s) with the ESOL endorsement (660).</p>	YES	NO
<p>Your SAU has established qualifications that paraprofessionals must meet.</p>	YES	NO
<p>There is coordination of curricula between teachers for MLs and teachers in regular classroom programs.</p>	YES	NO
<p>Your SAU supports and provides high-quality professional development to ESOL teachers and other personnel to improve instruction to and assessment of MLs.</p>	YES	NO
<p>MLs in the high school program earn credits toward graduation.</p>	YES	NO
<p>Your SAU follows appropriate exit criteria for MLs in an ESOL program.</p>	YES	NO
<p>Your SAU monitors for two years the academic progress of MLs who have exited.</p>	YES	NO
<p>Your SAU has a system to evaluate the success of its ESOL program.</p>	YES	NO