

ADMINISTRATOR CHECKLIST

This checklist serves as a leadership tool for monitoring program-wide progress. It helps ensure that practices across environments are aligned, intentional, and advancing toward full access and exemplary bilingual implementation.

ASL Classes for Families

Access and Availability

- ☐ Ongoing ASL classes are offered at multiple levels (beginner → advanced)
- ☐ Classes are available in flexible formats (in-person, virtual, recorded)
- ☐ Scheduling accommodates family availability (evenings/weekends)

Participation & Engagement

- ☐ Strong family participation is evident
- ☐ Families demonstrate increasing confidence using ASL
- ☐ Opportunities exist for practice beyond class (events, workshops, community use)

Program Quality

- ☐ Instruction is tailored to family needs and language levels

ASL instruction connects to:

- Home communication
- School content
- Real-life use

Family Empowerment

Proactive Resource Sharing

- ☐ Families receive regular, proactive resources (not only upon request)

Resources include:

- Language development
- Deaf culture
- Educational support

Family-Centered Learning Opportunities

- ☐ Workshops/events are offered regularly
- ☐ Topics are relevant, varied, and culturally responsive
- ☐ Opportunities are differentiated based on family needs and backgrounds

Proactive Resource Sharing

Families have opportunities to:

- Ask questions
- Provide input
- Build advocacy skills
- ☐ Families demonstrate increasing confidence and engagement

Schoolwide Family Engagement & Communication Communication Systems

Communication is:

- Timely
- Consistent
- Transparent
- ☐ Information is provided in accessible formats (ASL and/or English as needed)

Family Participation

- ☐ Regular family events are available and accessible
- ☐ Events reflect diverse needs and cultures of families
- ☐ Families are actively engaged during events—not just present

Leadership & Partnership

- ☐ Active family leadership structures (e.g., PTA or advisory groups)

Families collaborate with school leaders on:

- Planning
- Feedback
- Decision-making

Home–School Communication and Collaboration Teacher–Family Communication

Communication is:

- Proactive (not only when issues arise)
- Ongoing and consistent
- Linguistically accessible

Collaboration & Partnership

Families are involved in:

- Problem-solving
- Instructional planning discussions
- ☐ Communication reflects two-way dialogue, not one-way updates

IEP & Progress Monitoring

Progress reports are:

- Meaningful
- Clearly explained
- Connected to next steps
- ☐ Families actively participate in IEP discussions and decisions