



ADMINISTRATOR CHECKLIST

This checklist is a program-level leadership tool for monitoring the quality, accessibility, and integration of related services for Deaf and hard of hearing students. Use it during program review to verify that staffing, language access, service delivery, and team collaboration are aligned, intentional, and advancing toward fully integrated, student-centered support.

Services Available

Staffing & Access

- ☐ All required related service positions (e.g., SLP, mental health, OT/PT) are fully staffed
- ☐ Personnel assigned have demonstrated ASL proficiency appropriate for direct student interaction
- ☐ Caseloads are structured to allow for timely and consistent service delivery
- ☐ Services are provided directly in ASL, without reliance on interpreters as the primary mode of communication

Service Delivery

- ☐ Students receive all IEP-required services consistently and on schedule
- ☐ Services are delivered in ASL-rich, visually accessible environments across all settings
- ☐ Services extend beyond IEP compliance to include preventative and responsive mental health supports
- ☐ Services are coordinated available across settings (classroom, therapy space, dorm, etc.)

ASL Skills of Related Service Personnel

Language Proficiency

- ☐ Related service personnel communicate fluently in ASL (not approximated or limited signing)
- ☐ Communication with students is direct and not mediated through others
- ☐ Complex and sensitive topics (e.g., mental health, evaluation results, IEP discussions) are delivered directly in ASL in a way that students and parents can fully understand

Language Matching

- ☐ Personnel adjust signing to match student language level, age, developmental stage, and individual communication needs

Student Access

- ☐ Students demonstrate clear understanding during sessions
- ☐ Students are able to ask questions, clarify, and engage independently as full communication partners
- ☐ ASL proficiency is monitored and supported as a part of hiring, supervision and professional growth

Collaboration with Teachers & Student Life Staff

Team Integration

- ☐ Related service personnel are actively integrated into instructional teams
- ☐ Collaboration with classroom teachers, aides and student life/dorm staff is ongoing and embedded in daily practice

Co-Planning & Instruction

- ☐ Evidence of co-planning between related service staff, teachers, teacher aides, and student life staff is visible in shared documents, meeting notes, or schedules
- ☐ Related services are embedded into classroom instruction when appropriate (e.g., push-in services)
- ☐ Strategies developed in related service sessions are understood and consistently used by all adults working with the student

Data & Alignment

- ☐ Student data (academic, behavioral, and social-emotional) is shared and used collectively to guide decision making
- ☐ Goals and strategies are aligned across related service personnel, teachers and student life/dorm staff
- ☐ Communication structures exist that are proactive and solution-oriented

Student-Centered Outcomes

- ☐ Students experience consistent language access across all related service environments
- ☐ Students interact with related service personnel as full communication partners
- ☐ Supports are proactive and responsive, students are not waiting until they fall behind to receive intervention
- ☐ Students and families experience services that are integrated and accessible

Administrator Look-Fors (Quick Walkthrough Indicators)

During a visit, ask yourself:

- ☐ Are services happening in ASL without barriers (directly, fluently, and without reliance on interpreters)?
- ☐ Are students actively engaged and understand, not just present during sessions?
- ☐ Do related service personnel appear to be working as one coordinated team?
- ☐ Is the service visibly connected to what is happening in the classroom, dorm, or school environment?
- ☐ Would a visitor clearly recognize this as intentional, integrated and student-centered support?

Coaching Questions

Use these questions to guide coaching conversations with related service personnel and teams.

- *How are you ensuring that services go beyond IEP compliance to include proactive, preventative support for students?*
- *How confident are you in your ASL skills when communicating complex or sensitive topics directly with students — and what support would help you grow?*
- *If IEP meetings were removed from the calendar, would your collaboration with teachers and student life staff still happen — and how?*
- *How are shared strategies and student data being used consistently across all the adults working with each student?*
- *What does a student experience when moving between their session with you and the rest of their school day — and how seamless is that transition?*

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.