



Leadership Guide

This guide is a reflective support tool that helps leaders identify schoolwide patterns, guide coaching and professional learning, and strengthen coordinated, student-centered service delivery across all settings over time.

KEY COMPONENTS:

1. Services Available
2. ASL Skills of Related Service Personnel
3. Collaboration with Teachers of the Deaf and Student Life Staff

Improvement Recommendations by Rating Level

IF YOUR PROGRAM IS EMERGING:

- Assess current staffing model, including reliance on contracted providers and service gaps
- Prioritize hiring or securing more consistent on-site related service personnel
- Establish basic structures for communication between related service staff, classroom teachers, and student life/dorm staff
- Identify immediate communication barriers caused by limited ASL skills
- Set clear expectations that services must be accessible to students without reliance on interpreters as the primary mode of communication
- Ensure all students are at minimum receiving IEP-required services consistently

Leadership Move: Shift from identifying gaps to actively building the staffing, communication, and access structures that make consistent service delivery possible.

IF YOUR PROGRAM IS DEVELOPING:

- Reduce reliance on contracted providers by increasing on-site staffing
- Strengthen ASL development for related service personnel through targeted professional learning
- Establish regular collaboration between related service staff, classroom teachers, and student life/dorm staff
- Clarify roles and expectations for coordination across school and dorm settings
- Move beyond compliance by examining quality and consistency of service delivery and aligning services with classroom instruction and student life supports

Leadership Move: Move from establishing basic structures to ensuring coordination is intentional, consistent, and driven by student needs.

IF YOUR PROGRAM IS PROFICIENT:

- Ensure all or most related service roles are consistently staffed on-site with ASL-proficient personnel
- Strengthen ASL fluency to support direct, nuanced communication with students across all service contexts
- Refine collaboration practices to ensure regular data sharing, alignment of goals and strategies, and consistent communication across teams
- Increase integration of services into classroom and dorm environments through push-in support and embedded strategies
- Use data to monitor effectiveness of services in meeting both IEP requirements and broader student needs and address any remaining inconsistencies across settings or teams

Leadership Move: Shift from coordinated service delivery to full integration — where related services are embedded in and inseparable from the daily student experience.

IF YOUR PROGRAM IS EXEMPLARY:

- Maintain full staffing of ASL-proficient related service personnel across all areas ensuring all service delivery is direct, fluent and fully accessible
- Sustain seamless collaboration where teams co-plan regularly, share and analyze data, and align strategies across the classroom, dorm and therapeutic settings
- Embed related services into daily student experiences so that support is proactive, responsive and indistinguishable from the broader school environment
- Monitor impact on student communication and language growth, social-emotional development, and access and engagement across all settings
- Leverage the program as a model for integrated, Deaf-centered related service delivery and regularly revisit system to ensure responsiveness to evolving student needs

Leadership Move: Lead with sustainability — continuously refining, modeling, and sharing a system that evolves with student needs and sets the standard for others.