



Administrator Checklist

Communication Access Across All Settings

- ☐ Clear ASL/English norms are established and communicated schoolwide
- ☐ Communication access is consistent across:
 - ☐ Classrooms
 - ☐ Common spaces
 - ☐ Professional Development
 - ☐ Staff and team meetings
 - ☐ Interpreters are used appropriately and not as a replacement for staff ASL skills
 - ☐ Leaders model strong ASL/English bilingual practices in all settings

Respect and Inclusion

- ☐ Deaf culture and language diversity are visible and lived, and students develop a strong, confident sense of Deaf identity—not one that is symbolic or performative
- ☐ Systems exist to address exclusion or inequitable treatment promptly
- ☐ Inclusion is embedded in daily routines, not isolated events
- ☐ Students and staff experience the school as a place of belonging

Respect for Deaf Knowledge and Experience

- ☐ Deaf professionals are included meaningfully in decisions related to language, access, and culture
- ☐ Deaf expertise informs leadership decisions and professional practice
- ☐ Deaf voices are engaged intentionally—not tokenized
- ☐ Decision-making structures reflect respect for lived and professional Deaf expertise

Leadership Vision, Modeling, and Accountability

- ☐ Expectations for school climate are clearly communicated and understood
- ☐ Leadership consistently models inclusive and bilingual practices
- ☐ Non-compliance or inconsistencies are addressed constructively and promptly
- ☐ Strong practices are recognized and celebrated
- ☐ Leadership actions inspire confidence, shared purpose, and continuous improvement

NOTES