

***From Education Policy to Practice:
What School-Based Audiologists and SLPs Need to Know***
Resource List

Executive Order and Administrative Action

ASHA's tracker of [Executive Orders Impacting Audiology and Speech-Language Pathology](#)

ASHA's Advocacy Resources and References

- [ASHA Advocacy homepage](#)
- [Exploring the Education Policy Landscape: What School-Based Audiologists and Speech-Language Pathologists Need to Know](#) (May 6, 2025, webinar recording)
- [State Legislative and Regulatory Policies](#)
- States with Specific Restrictions on [DEI in Higher Education](#)
- States with Specific Restrictions on [Instruction of Identity in Schools](#)
- States with Specific Registrations on [Parental Notification](#)
- States with Specific Restrictions on [Gender Affirming Care](#)
- ASHA Letter to 17 State Attorneys General on [Section 504](#)
- Find resources that help in [Demonstrating Your Value](#)
- Read ASHA's summary of the [key provisions of H.R. 1](#) that audiologists and SLPs should know about.

ASHA's Practice Resources

- Explore ASHA's [Practice Portal](#)
- [School-Based Service Delivery in Speech-Language Pathology](#)
- [Information for School-Based SLPs](#)
- [Collaborating With Interpreters, Transliterators, and Translators](#)
- [IDEA Part B: Culturally and Linguistically Diverse Students](#) or [IDEA Part C: Cultural and Linguistic Diversity](#)
- [Language and Communication of Deaf and Hard of Hearing Children](#)
- [Multilingual Service Delivery in Audiology and Speech-Language Pathology](#)
- [What Can School-Based SLPs Do To Address Significant Disproportionality?](#)

Regulatory Citations

- FERPA activity:
<https://www.reginfo.gov/public/do/eAgendaViewRule?pubId=202504&RIN=1875-AA15>
- PPRA activity:
<https://www.reginfo.gov/public/do/eAgendaViewRule?pubId=202504&RIN=1875-AA13>
- Procedures to Investigations and Enforcement of Title VI Violations:
<https://www.reginfo.gov/public/do/eAgendaViewRule?pubId=202504&RIN=1870-AA21>
- Elimination of Disparate Impact Theory Under Title VI of the 1964 Civil Rights Act:
<https://www.reginfo.gov/public/do/eAgendaViewRule?pubId=202504&RIN=1870-AA20>

Managing EOs & Restrictions in K-12 Practice Resources:

- [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#) [PDF]
- [TESOL Statement on the Rescission of Guidance on Serving Multilingual Learners of English in U.S. Public Schools | TESOL | International Association](#)
- [Trump Administration & English Language Learners | The Brian Lehrer Show | WNYC](#)
- [Protecting Federal Funding to Support English Learners](#) [PDF]
- [Enforcement Actions in or Near Protected Areas | Homeland Security](#)
- [English Learner Tool Kit for State and Local Education Agencies](#) [PDF]
- [How to Support Immigrant Students and Families: Strategies for Schools and Early Childhood Programs | Colorín Colorado](#)

Medicaid Resources

- School Based [Medicaid Technical Assistance Center](#)
- School Based [Claiming Guide](#) [PDF]

What Can ASHA Advocates Do?

- Take Action with ASHA
 - [Defend Section 504 of The Rehabilitation Act](#)
 - [Tell Congress to Keep College Affordable](#)
 - [Protect the U.S. Department of Education](#)
 - [Ask Congress to Fully Fund IDEA](#)
- Stay up to date by signing up for [ASHA Headlines](#) to receive the ASHA Advocate newsletter.

Questions?**Contact:**

- reimbursement@asha.org with questions on federal policy related to IDEA, Medicaid, and more.
- states@asha.org with questions about state-related schools issues and advocacy.
- federal@asha.org with questions about federal legislative advocacy on school-based issues and advocacy opportunities.
- schools@asha.org with questions about school-based speech-language pathology issues.
- audiology@asha.org for information on audiology practice issues.
- multicultural@asha.org for resources related to the influence of language and culture on communication.

Provide feedback on [ASHA's federal and state policy impact](#).

Thank you for joining our webinar!