

Chair Neron, Vice-Chairs Dobson and McIntire, and Members of the Committee,

My name is Erica Johnson, and I serve as a Physical Therapist-Doctorate level in Clackamas Education Service District. I have been in this role for 4, during which I have had the opportunity to provide essential health services to our students while collaborating closely with the educational team.

I am writing in support of House Bill 2423, which proposes the establishment of the School-Based Health Professionals Taskforce.

In my role as Physical Therapist-Doctorate level, I am responsible for Increase and ensure access, full participation, safety and engagement for students with low incidence/complex disabilities. Work closely with classroom staff, teachers, OT's, SLP's and APE to ensure adaptations and accommodations are in place for each student. . Over the course of my career, I have observed that current licensing requirements—despite their good intentions—do not always align with the unique needs of the school environment. For example, My license expects me to work at the top of my license, which means I must work at the highest level of skill, training, education and competencies. Many times in my program my administrators request us to not perform certain aspects of our licensure as they say "we are not medical providers in the school system". I have had to compile and research my licensure and compare to OAR's to prove to my administrators that I in fact have to take vital signs when I have a reason to feel they need to be taken. That I have to provide concussion management and accommodations when a concussion has occurred. That I have to ensure medical safety for students in adaptive equipment when they are post-operative or even presenting with signs that indicate poor tolerance, which requires me to work closely with private medical providers and families. I often reach out to other district PT's with more experience to further support my clinical decision making and have found that many feel our administrators are overstepping when they try to limit our scope of work and reducing our ability to practice at the top of my license. .

I agree with all of the above. I think having a clear policy that supports school based health professionals work safely at the top of their license is imperative. Obstacles created by administrators due to lacking knowledge of our licensure and education adds extra work load to an already stressed workload and work environment..

We need well aligned licensing standards and targeted legislation to help both health professional and students thrive.

Thank you for your time and consideration.

Sincerely,  
Erica Johnson  
Physical Therapist-Doctorate level  
Clackamas Education Service District