

Motion #4:

On behalf of TG2, I move that AOTA develop national professional policy guidance related to school-based practice to inform and guide legislative actions at the federal and state level. Collaboration with key stakeholders (e.g., COP, CCCPD, RA) and communities of interest (e.g., State Leaders in School Practice CoP, School Mental Health CoP, School CoP, School ESSA OT Advocacy Network, etc.) should be utilized in this process.

1. It is recommended that the profession develop a policy for eligibility of OT practitioners to serve in administrative roles across a variety of practice settings, specifically noting public school systems.

Rationale:

1. Twenty to twenty-five percent of all occupational therapy practitioners in this country work in a school setting.
2. While there are many documents, resources, and continuing education opportunities available from AOTA regarding school-based practice, there are no Official Documents or specific policy guidance for school-based practice.
3. Occupational therapy practitioners engage in administrative and leadership coursework as part of their general entry-level education. School-based therapists specifically are excluded from these roles without seeking additional educational coursework post-graduation to comply with state regulations. A policy at the national level to reaffirm the skill sets of practitioners can empower federal affairs, state associations, and individuals to lobby for changes in Dept. of Education policies.
4. Occupational therapy practitioners need the establishment of professional standards and policies to guide practitioners in all states and inform legislative actions at the federal and state level for best practice.

Fiscal implications:

- Cost of online or in-person meetings
- AOTA staff and volunteer time and talent
- Additional time for outreach to external groups outside of AOTA