



QUALIFIED MENTAL HEALTH PROVIDER (QMHP)

BASIC FUNCTION

This position works with students, families, staff and community organizations to ensure students receive services aligned with supporting student success with a focus on strengths and collaboration. The position also provides consultation to school teams, families and community members in order to support students and families who are experiencing mental health crisis and other significant challenges. Utilizing leadership, advocacy, and collaboration, this position will focus on systems navigation, systems change and suicide prevention best practices. This position works centrally out of the Department of Student Success and Health.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Provide consultation to school teams and families to develop strategies and competencies, and provide community resources for students and families in crisis, including suicide prevention and mental health needs.
- Provide consultation and support to school staff in supporting students with complex mental health needs by effective program management, needs assessment, goal setting, plan formulation and program evaluation strategies with a specific focus on culturally responsive and student centered supports.
- Support district and school staff, students, families and other stakeholders in support of gender-inclusive school practices
- Provide consultation with school teams on strategies, accommodations, interventions and supports to address the needs and experiences of LGBTQ+ students, in particular the intersectional experiences of LGBTQ+ students of color, including systems and strategies that create gender-inclusive school environments.
- Build upon partnerships with community based organizations and agencies, state and county agencies, hospitals and other school districts/programs to develop and enhance policies, procedures and curriculum for the district to become better prepared to respond to the mental health needs of historically underserved and high risk student populations.
- Facilitate Professional Development district-wide to increase staff efficacy when working with high risk students who experience complex mental health, emotional or social service needs. Provide schools, district staff, and identified professional groups with a planned and sequential professional development program that supports development of desired competencies and skills.

- Analyze, distribute and support collection of national, state, and district data regarding the mental health and wellbeing of all students, in particular historically underserved students such as LGBTQ+ and Students of Color, in compliance with all national, state, and local regulations guiding the privacy of student data.

EDUCATION AND EXPERIENCE

Education: Must be licensed by Teacher Standards and Practices Commission (TSPC); Bachelor's degree in a behavioral science field, psychology, counseling, social work, recreational, art, or music therapy.

Hold or be eligible to hold an Oregon Commission or Board License in the following areas:

- a. Psychology or School Psychology
- b. Licensed Clinical Social Worker or School Social Worker
- c. Counselor or School Counselor

Experience: Two (2) or more years of experience working directly with students at high risk for any of the following: dropping out of school, involved with Drug and Alcohol treatment, involved in therapeutic intervention at either the individual, group or family level, teenage pregnancy or teenage parents is preferred.

Any other combination of education and experience that would likely provide the required knowledge and abilities may be considered.

KNOWLEDGE AND ABILITIES

Knowledge of:

- LGBTQ+ and historically underserved community strengths, needs, and resources.
- Mental health systems and suicide prevention resources.
- Program management, needs assessment, goal setting, plan formulation and program evaluation strategies.
- Suicide prevention and mental health strategies and competencies, including the mental health needs and experiences within communities of color.
- Bilingual/Bi-Cultural in Chinese, Russian, Somali, Spanish, and/or Vietnamese.

Special Requirements:

Work hours may include on- and off-campus evening and weekend activities and meetings and district, school and student functions.

Some positions in this classification may require the use of a personal automobile and possession of a valid Class C Oregon driver's license.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in a standard office environment with extensive student, parent and public contact and frequent interruptions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting, pushing, pulling and carrying office equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: Professional

Bargaining Unit: Portland Association of Teachers (PAT)

Salary Grade: 805

Approval Date: March 2020

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).

Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.