



Student Success Program Manager Strategic Partnership Liaison (Ballmer Institute)

BASIC FUNCTION

This position works with The Ballmer Institute for Children's Behavioral Health (Ballmer Institute), the Department of Student Success and Health, districtwide school administrators and staff as well as community to ensure the successful integration of the child behavioral health specialist training program into the fabric of PPS schools. The position also provides consultation to central office teams, school teams, families and community members in order to support growth and long term stabilization of this new intensive partnership and professional role. Utilizing leadership, advocacy, and collaboration, this position will focus on program management, systems navigation, relationship building, and program student placement and support. This position works centrally out of the Department of Student Success and Health.

This is a two year position and will be funded through June 30, 2024.

REPRESENTATIVE DUTIES

- Build and maintain relationships with school administrators, counselors, social workers, and QMHPs to support integration of the Ballmer Institute staff and students into PPS schools.
- Collaborate with district and school staff to monitor progress, integration, and effectiveness of the Ballmer Institute; develop and implement improvement strategies as appropriate; communicate status, progress and concerns with district leaders, school administrators and staff.
- Meet regularly with the clinical partnership liaison for the Ballmer Institute to co-design a service delivery and training model for the new professional role of a child behavioral health specialist.
- Develop, gather and review a wide variety of records, reports, presentations and related materials to train and assist staff in determining appropriateness and eligibility for designated programs; gather information and supervise staff in the preparation, monitoring and follow-up on process dialogues, agreements and outcomes
- Participate in biweekly meetings with PPS and Ballmer Institute leadership to achieve the aims of the Middle School Behavioral Health Initiative.
- Provide training, coaching, and professional development to adult learners.
- Manage PPS/Ballmer partnership in terms of project management, agenda development, alignment of expectations and relationship building.
- Lead and participate in trainings, in-services, workshops and meetings related to assigned activities; serve on a variety of district and community committees as assigned.
- Create, maintain and distribute a variety of analyses, spreadsheets, records, reports, lists and files of general information and confidential materials.
- May administer program budgets, as assigned.
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational practices with awareness and understanding of their impact in a racially and culturally diverse community.
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES**Knowledge of:**

- Mental health systems structures and behavioral health systems.
- LGBTQ+ and historically underserved community strengths, needs, and resources.
- Program management, needs assessment, goal setting, plan formulation and program evaluation strategies.
- Oral and written communication techniques.
- Conflict resolution techniques.
- Research design methods and assessment techniques.
- Suicide prevention and mental health strategies and competencies, including the mental health needs and experiences within communities of color.
- Crisis management and intervention theories and techniques.
- Report writing and recordkeeping methods.
- Computer and software technologies.
- Bilingual/Bi-Cultural in Chinese, Russian, Somali, Spanish, and/or Vietnamese.

Ability to:

- Understanding systems to implement evidence-based self-regulation strategies, curricula, and programs. Teaching, modeling, and coaching children and adolescents that promotes aspects of self-regulation, including problem-solving, decision-making, and coping skills.
- Understand systems and structures for selecting and installing universal screening for children and adolescents for common behavioral health concerns, taking into consideration screener test construction, multiple gate screen procedures, risk assessment, safety planning, and behavioral and emotional screening. Administer, score, and interpret instruments for screening for a variety of child and adolescent behavioral health concerns including suicidal ideation, violence, maltreatment, anxiety, depression, disruptive behavior, traumatic stress, and substance use.
- Managing installation of evidence-based approaches to parent training and behavioral support for families, including evidence-based parenting programs, parenting skill training, sociocultural considerations, and family-school partnerships. Skillfully implement parent training programs. Applying evidence-based supported models and interventions that address macro-level social issues that impact the health and well-being of children, adolescents, and families.
- Leading the selection of promising practices in promotion, prevention, and intervention for common presenting problems among children and adolescents, using a flexible and efficient approach that emphasizes the practice of the most common elements used in evidence-based practices for child and adolescent mental health.
- Recognizing and responding to trauma in children and adolescents. Engaging in critical conversations with children and adolescents, caregivers, and service professionals centered on meeting children and adolescents' behavioral health needs. Understanding secondary traumatic stress and how it is related to compassion/provider fatigue and help professionals take care of themselves while taking care of others.
- Demonstrated knowledge for effectively working with Asian and Pacific Islander, Native American and Indigenous, Latinx, and Black and African-American children and adolescents, including issues of immigration and acculturation, identity development, stereotyping and discrimination, family socialization, and culturally-responsive behavioral health promotion, prevention, and intervention.
- Monitor and report on individual and group student plans and progress.
- Interpret policy and make decisions within a defined set of guidelines.
- Communicate clear objectives for assigned programs and activities.
- Communicate effectively

EDUCATION AND TRAINING

A Bachelor's degree in Education, Counseling, Psychology, Sociology, Criminology, Social Work or related field is required.

EXPERIENCE

Three (3) years experience working with children and/or adolescents to effective positive social and/or emotional and mental health life-skills behaviors is required. Experience with PPS is preferred. Experience teaching or supervising university level students, including community college teaching is preferred.

Any other combination of education, training and experience which demonstrates the candidate is likely to possess the skill, knowledge, ability and trait characteristics essential for this classification may be considered.

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.

Remote Work Eligibility: This position is eligible for ad-hoc remote work.

FLSA: Exempt

Bargaining Unit: N/A

Work Year: 260

Salary Grade: 32 - Student Success Programs Manager

Approval Date: October 6, 2022

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