

CAMPUS SUPERVISOR

Public Safety Department



Purpose:

The Campus Supervisor plays a critical role in maintaining a safe, supportive, and inclusive learning environment for all students and staff. This position requires a proactive and relational approach to campus safety.

As a trusted adult on campus, the Campus Supervisor establishes positive relationships with students, ensuring they feel seen, heard, and supported. Campus Supervisors are trained to recognize early indicators of distress among students and refer them to appropriate mental health professionals, including school counselors, social workers, and school psychologists.

Additionally, Campus Supervisors collaborate with school-based teams to support students. Their high visibility and accessibility contribute to a positive school climate, reinforcing expectations for respectful and responsible behavior while promoting a sense of belonging.

Reports to: Administrator of Public Safety

Nature & Scope:

Campus Supervisors are essential members of the school community who contribute to a safe, inclusive, and supportive learning environment. By developing supportive student relationships, they help prevent crises before they escalate. Their presence fosters a sense of belonging, ensuring that every student has a trusted adult they can turn to for support.

Essential Functions:

Student Engagement & Mentorship

1. Develop positive, trusting relationships with students to foster a sense of safety and connection within the school community.
2. Identify students who may be experiencing academic, social, or emotional difficulties and refer them to appropriate school-based support services.
3. Serve as an informal mentor for students, especially those who may feel disconnected or marginalized.
4. Encourage positive peer interactions, model respectful behavior and reinforce school-wide expectations.
5. Monitor and address student interactions on and surrounding campus.

Behavioral Intervention & Threat Assessment

6. Serve as a first responder to peer conflicts, using restorative practices and mediation techniques to de-escalate situations.
7. Participate when needed as a member of the Level 1 Behavioral Threat Assessment Team,

contributing observations, insights, and recommendations.

8. Identify students who display signs of fixation, distress, or behavioral escalation and collaborate with school staff to provide appropriate interventions.
9. Document observations, interventions, and referrals following school policies and procedures.

Connection to Mental Health & Support Services

10. Recognize and respond to students in distress, ensuring they are connected to school counselors, social workers, and psychologists.
11. Assist school staff in coordinating re-entry plans for students returning to school after mental health-related absences or crises.

Campus Safety & Crisis Response

12. Maintain a visible presence throughout the school day, proactively addressing safety concerns and potential disruptions.
13. Respond swiftly to emergencies, ensuring the physical and emotional safety of students and staff.
14. Enforce school safety protocols, including monitoring building access, conducting perimeter checks, and ensuring student compliance with school rules.
15. Assist with emergency preparedness drills (e.g., lockdowns, evacuations) and ensure students and staff understand response procedures.
16. Provide real-time crisis intervention during incidents such as fights, medical emergencies, and unauthorized visitors.

Other Functions:

17. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
18. Performs other related duties as assigned.
19. Complies with all procedures outlined in the *Code of Professional Conduct* and *Annual Notices for Education Practitioners, Teachers, Support Staff, Administrators, Substitutes Handbook*; and all other Beaverton School District Policies and Procedures

The statements contained above reflect general details as necessary to describe the principal functions of this job but should not be considered an all-inclusive listing of work requirements. Individuals may at times perform other duties as assigned which could include work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload.

Knowledge, Skills and Abilities:

- Strong interpersonal skills with the ability to build rapport and positively engage with students from diverse backgrounds.
- Proven ability to mediate conflicts, enforce school rules equitably, and promote restorative justice practices.
- Knowledge of emergency response protocols, behavioral safety strategies, and threat assessment practices.
- Ability to work independently and collaboratively as part of a school leadership team.
- Cultural awareness and sensitivity in working with students from a variety of racial, ethnic, and socioeconomic backgrounds.
- Ability to remain composed and professional in high-pressure or stressful situations.

Required Qualifications:

1. A high school diploma is required; additional coursework or certification in education, counseling, social work, law enforcement, or related fields is preferred.
2. Three years of experience in K-12 education, law enforcement, security, youth mentorship, or related fields.
3. DPSST Unarmed Security certification (or ability to obtain upon hire) preferred.

Physical Requirements:

- Ability to stand, walk, and patrol the school campus for extended periods.
- Ability to respond quickly to emergency situations, including engaging in physical interventions when necessary.

Working Conditions:

The Campus Supervisor works both indoors and outdoors. The position requires the ability to write, hear and speak, run, stand, walk, bend, stoop, twist, kneel, reach and lift up to 75 pounds. Potential exposures may include blood-borne pathogens and sick, injured or agitated students. The position requires high levels of interaction with children and families from diverse backgrounds, many of whom experience behavior, academic, or physiological challenges.

The incumbent must possess a normal degree of flexibility; the ability to stand, walk, run, and shuffle for long periods of time; to kneel on one and two knees and then stand up; to bend the trunk at 45° and twist to either side; to grasp firmly; to raise the hands above the head; and to learn and correctly demonstrate multi-step physical skills. The incumbent must be able to observe multiple students across large and small physical spaces and attend to individual student's needs while ensuring that other students are not unattended. The incumbent will need to walk quickly at times, and assume various physical postures associated with essential job functions, including:

- a. Sitting
- b. Running
- c. Pushing and pulling
- d. Restraining a student
- e. Lifting up to 75 lbs.
- f. Bending, stooping, twisting, kneeling, reaching
- g. Speaking and hearing often in a noisy environment.

Work Year: 187-day Calendar

Bargaining Unit: OSEA

FLSA Status: Non-Exempt

Date Approved: May 22, 2025

Date Revised: May 22, 2025

Pay Designation: Supp 15

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marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.