



Job Description

Job Title: Community Education Director

Department: Administration

FLSA Status: Exempt

General Definition of Work:

Under the direction of the building principals and superintendent, but primarily the superintendent, the Community Education Director is responsible for leading, supervising and overseeing after school activity programs (non-athletic) within Public Schools within the policies of the District, and rules and guidelines of the National Federation, Minnesota High School League, and area conferences. The Activities Director is responsible for assuring a whole child approach with respect to entire programs in order to best meet the needs of students and the community. This position runs the Community Education program. The Director will provide oversight and leadership for Community Education Services.

Performs difficult professional and administrative work developing and maintaining an effective educational program consistent with state and federal guidelines and the philosophy, policies and goals of the School Board, ensuring student safety, and related work as apparent or assigned. Work involves setting policies and goals under the direction of the superintendent and building principals.

Qualification Requirements:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable an individual with disabilities to perform the essential functions.

Essential Functions:

Willing to and actively challenges the status quo. Uses a variety of data to identify necessary change initiatives. Builds on data analysis to define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices. Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent. Communicates and operates from strong ideals and beliefs about school and learning. Possesses well-defined ideals and beliefs about schools and learning that align with district non-negotiable goals and creates demand for change

through sharing beliefs about school, teaching, and learning with teachers and staff and community members.

Shares leadership in a manner that extends and promotes the ideals and beliefs about schools and learning throughout the community. Inspires and leads new and challenging innovations. Inspires coaches and staff to individually and collectively accomplish school goals. Establishes strong lines of communication with teachers, coaches, associations, booster clubs, and community groups. Leverages communications among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the district or school. Ensures that staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture. Uses rigorous and relevant research and theory on effective schooling to create demand for change by providing professional development opportunities. Establishes clear goals and keeps those goals in the forefront of the school's attention. Understands the importance of setting high expectations for student and adult learning and achievement. Leads the school community in the establishment of rigorous and concrete goals to ensure student learning and achievement. Provides staff with tools, materials, equipment and professional development necessary for the execution of their jobs. Ensures that all staff have professional development that enhances their skills and abilities.

Seeks out additional resources to maximize outcomes for all students and adults. Fosters shared beliefs and a sense of community and cooperation. Demonstrates an understanding of how unity of purpose, teamwork, and commitment to the work are interrelated and support the work of the school. Involves faculty and staff in the design and implementation of important decisions. Demonstrates an understanding of the importance of providing opportunities for stakeholder input on important issues and decisions. Makes quality contacts and interactions with faculty, staff and students. Develops a systematic and strategic plan for visibility that includes frequent visits to classrooms and work areas. Frequent interactions with all stakeholder groups. Uses visits and interactions with stakeholder groups to reinforce the outcomes that matter to all and the overall purpose of the school.

Establishes a set of standard operating procedures and routines. Maximizes the established policies, procedures, and routines to build a culture that is safe, orderly and enhances student, faculty and staff to engage in meaningful and productive work. Lead advocate and spokesperson of the school to all stakeholders. Uses community relationships as both tangible and intangible assets to engage all stakeholders in family and community involvement initiatives. Demonstrates awareness of the personal aspects of all faculty and staff. Implements strategies to ensure productive working relationships. Recognizes and rewards and celebrates school and individual accomplishments and acknowledges failures. Inspires all stakeholders to make significant contributions. Protects staff from issues and influences that would detract from their time or focus. Serves as a champion for protecting and maximizing community education activities and focuses to assure an effective learning environment. Performs other duties as assigned.

This position supervises, evaluates, and delegates responsibilities accordingly. Develops and maintains a handbook for community education teachers and staff. Assists, advises and implements procedures for improving all community educators. Supervises non-athletic staff. Plans and schedules all non-athletic activity events. Develops and coordinates supervision schedules for events using

administrators, site managers, officials, volunteers, etc. Coordinates the public relations and publicity for all activity events and programs. Prepares and recommends the budget for the activity's program. Approves and authorizes an expenditure and payment of all invoices and purchases orders. Coordinates and monitors and accounting and tracking of the department budget. Supervises the use and coordinates the maintenance of all school-owned equipment, supplies and physical facilities. Collaborates with the Maintenance Director of athletic fields on their improvements. Coordinates with the Activity Director.

Coordinate services between both Districts and outside organizations and/or agencies. Effectively communicate with local community groups, businesses, non public educational institutions, and youth service organizations through a variety of tools. Administer facility use and rental procedures for both Districts. Build leadership, shared understanding, and unity among staff. Ensure the mission and strategic plan of both Districts are developed and implemented successfully.

Develop and monitor departmental budgets, communicating with the Business Director and superintendent. Communicate regularly with the Board of Education, Keep superintendent, and administration and school board informed regarding Community Education-related needs, effectiveness, and impact. Prepare and present reports regarding participation, revenue, success, and programmatic needs. Work with Community Education committees to assess community needs, and to develop department vision and goals. Advocate for Community Education, its programs, vision and goals. Represent district in matters concerning Community Education. Keep abreast of legislation regarding Community Education and maintain compliance with local, state and federal requirements for Community Education programs.

Physical Requirements:

This work requires the occasional exertion of up to 50 pounds of force; work regularly requires sitting, frequently requires speaking or hearing and reaching with hands and arms and occasionally requires standing, walking, using hands to finger, handle or feel, pushing or pulling, lifting and repetitive motions; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels and to receive detailed information through oral communications and/or to make fine distinctions in sound; work requires preparing and analyzing written or computer data, operating machines, operating motor vehicles or equipment and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

Special Requirements: Minnesota Education Administrator License preferred. Minnesota Community Education Director License required.

Last Revised: 8/24

