DeKalb Community Unit School District 428

DeKalb CUSD 428
Job Description

Position Title:	Communications Manager
Department:	Superintendent Office
Supervisor:	Superintendent
Calendar:	260 Days
FLSA Status:	Exempt
Affiliation:	Unaffiliated
Date:	September 24, 2026

Position Summary

The Communications Manager develops and implements communication strategies and plans. Core responsibilities include overseeing, developing, and disseminating communication materials about district issues and processes. This position manages media relations and serves as the news media's primary point of contact and district spokesperson. Additionally, the role entails managing the district's social media and district-level website content; providing communications and public relations counsel to the superintendent, school board, and administrators; assisting in managing crisis communications during school and district emergencies or controversies; and serving as the District Public Information Officer (PIO). The Communications Manager also develops and implements public engagement strategies, when appropriate, to involve the community in decision-making and planning processes, while working to improve communication between the central office and schools.

Essential Duties and Responsibilities

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Communications

1. Ensures that all actions comply with established Board policies and the mission, vision, and values defined by the district and the Board of Education.
2. Carries out such additional duties as required or as conditions necessitate.
3. Participates in job training and professional growth opportunities in order to enhance the ability to perform the essential functions of the job.
4. Develop and implement the district's communications strategy.
5. Write, edit, and distribute a variety of content for district-wide communications across multiple channels.
6. Directs and implements the district's advertising and promotional activities.
7. Produce the District’s Annual Report.
8. Manage the Communications department budget.
9. Manage district brand identity to ensure compliance with brand and accessibility standards, and build brand awareness and positioning among internal and external audiences.
10. Manage the district website content management system and other mass communications and digital platforms.
11. Collaborate with all district departments and schools to ensure all website materials are current, relevant, and reflect current D428 priorities and announcements.

12. Oversee the development and distribution of informational materials about district policies, programs, and plans, including news releases, external information campaigns, and internal employee communications.
13. Consult with district staff to transform complex information into engaging content that informs our families, staff, and stakeholders.

Communications Building Liaisons

1. Lead the work with Communication Liaisons at each school to bolster family and community engagement.
2. Provide training on communication best practices, social media platforms, and other needs as they arise to support effective school-wide communication with families.
3. Provide support with developing, maintaining, and continuously improving social media strategy

Public Relations

1. Serve as the point of contact and liaison for community-based organizations, news organizations, and other entities, as well as the designated Public Information Officer.
2. Remains current with FEMA and the National Incident Management System (NIMS) crisis communications training, specifically related to Public Information Officer responsibilities by completing and maintaining courses ICS-100, ICS-200, IS-700.A, and IS-700.B.
3. Design and lead promotional and marketing campaigns.
4. Attend all Board meetings and major district events.
    a. This will require work in the evenings and weekends as needed.
5. Build relationships with students, families, staff, and appropriate community agents as necessary to establish collaborative partnerships.
6. Supports Family Engagement in partnership with all schools.

Qualifications, Education and Experience

- Bachelor's degree in Communications, Public Relations, or related field
- Master's degree in Communications, Public Relations, or related field, preferred
- Education, community engagement, and/or public policy background, preferred
- Minimum of five (5) years of experience driving complex projects requiring significant cross-functional collaboration in an educational organization.
- Minimum of five (5) years of experience in the communications field or related experience.

Knowledge, Skills and Abilities

1. Self-directed problem-solver with effective verbal and written communication skills.
2. Understanding of District policies, systems, and structures.
3. Exceptional negotiation and conflict resolution skills.
4. Effective stakeholder engagement with digital media and social media platforms.
5. Proficient with media creation tools.
6. Proficient with Google and Microsoft Office tools.
7. Understanding of website content management systems

8. Organized, flexible, able to work in a fast-paced environment, handles multiple tasks well, and adapts to priorities that change quickly.
9. Demonstrates a sense of urgency in accomplishing goals and objectives.

Supervisory Responsibility

14. Supervisory responsibility for the Website and Social Media Specialist.

Position TRS/IMRF Eligible
Yes

Work Environment

This job operated in a professional office environment. This role routinely uses standard office equipment.

Travel

Travel is primarily local during the business day, although some out-of-area and overnight travel may be expected.

Other Duties

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

Physical Demands

The physical demands described here are representative of those that an employee must meet to successfully perform the essential functions of this job.

The physical activity of this position. ***(Please check all blocks that apply)***	
A.	☐ Climbing. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
B.	☐ Balancing. Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.

C.	☐ Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
D.	☐ Kneeling. Bending legs at knee to come to a rest on knee or knees.
E.	☐ Crouching. Bending the body downward and forward by bending leg and spine.
F.	☐ Crawling. Moving about on hands and knees or hands and feet.
G.	☐ Reaching. Extending hand(s) and arm(s) in any direction.
H.	☐ Standing. Particularly for sustained periods of time.
I.	☑ Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
J.	☐ Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
K.	☐ Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
L.	☐ Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
M.	☑ Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
N.	☐ Grasping. Applying pressure to an object with the fingers and palm.
O.	☐ Feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
P.	☑ Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.

Q.	☑ Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
R.	☐ Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.
The physical requirements of this position. ***(Please check only one block)***	
A.	☑ Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
B.	☐ Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
C.	☐ Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
D.	☐ Heavy work. Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
E.	☐ Very heavy work. Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.
The visual acuity requirements including color, depth perception, and field vision. ***(Please check only one block)***	
A.	☑ The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
B.	☐ The worker is required to have visual acuity to perform an activity such as: operates machines, such as lathes, drill presses, power saws, and mills where the seeing job is at or within arm's reach; performs mechanical or skilled trades tasks of a non-repetitive nature, such as carpenter, technicians, service people, plumbers, painters, mechanics, etc.

C.	☐ The worker is required to have visual acuity to operate motor vehicles and/or heavy equipment.
D.	☑ The worker is required to have visual acuity to determine the accuracy, neatness, and thoroughness of the work assigned (i.e., custodial, food services, general laborer, etc.) or to make general observations of facilities or structures (i.e., security guard, inspection, etc.)
The conditions the worker will be subject to in this position. ***(Please check all blocks that apply)***	
A.	☐ The worker is subject to environmental conditions. Protection from weather conditions but not necessarily from temperature changes.
B.	☐ The worker is subject to outside environmental conditions. No effective protection from the weather.
C.	☑ The worker is subject to both environmental conditions. Activities occur inside and outside.
D.	☐ The worker is subject to extreme cold. Temperatures typically below 32 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
E.	☐ The worker is subject to extreme heat. Temperatures above 100 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
F.	☐ The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above ambient noise level.
G.	☐ The worker is subject to vibration. Exposure to oscillating movements of the extremities or whole body.
H.	☐ The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals.
I.	☐ The worker is subject to atmospheric conditions. One or more of the following conditions that affect the respiratory system of the skin: fumes, odors, dust, mists, gases, or poor ventilation.
J.	☐ The worker is frequently in close quarters, crawl spaces, shafts, man holes, small enclosed rooms, small sewage and line pipes, and other areas that could cause claustrophobia.

K.	☐ The worker is required to function in narrow aisles or passageways.
L.	☑ None. The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

Signatures
This job description has been approved by all levels of management:

Supervisor Name: _____

Signature: _____ Date:

HR Representative: _____

Signature: _____ Date:

Employee signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name: _____

Signature: _____ Date: