

CLASSIFICATION DESCRIPTION  
Preschool Program Supervisor

<p><b><u>Title of Immediate Supervisor:</u></b> Director of Community Education</p>	<p><b><u>Department:</u></b> Community Education</p>	<p><b><u>FLSA Status:</u></b> Exempt</p>
<p><b><u>Accountable For (Job Titles):</u></b> Early Childhood Business Manager, Early Childhood Programs Clerical, , Preschool Program Paraprofessionals, Family Advocates, PreK Teachers, Preschool Program Coordinators, Early Childhood Mental Health Coordinator, Early Childhood Social Workers</p>		<p><b><u>Pay Grade Assignment:</u></b> Duluth District-Wide Instructional Administrators' Association, Pay Class II-A</p>

<p><b>General Summary or Purpose of Job:</b></p>
<p>Oversees the budget and program delivery of Head Start; Voluntary Pre-Kindergarten and School Readiness in accordance with the rules and mandates of each, including writing grants, ensuring accurate and timely annual reports; meets deadlines and ensures compliance regarding these programs. In conjunction with staff and parents, develops a safe, welcoming and nurturing early childhood environment for young children and their families. Provides instructional leadership at the program level with a focus on best early childhood practice. Works with and support staff to ensure that all children are provided the opportunity to learn, up to their ability, in all areas across the curriculum. Ensures that highly-trained teachers are teaching appropriate and challenging curricula, using best practices strategies. In conjunction with staff, parents and community members, develops a comprehensive grant goals and objectives for each program, and works toward the accomplishment of its goals.</p>

<p><b>DUTY NO.</b></p>	<p><b>ESSENTIAL DUTIES:</b> (These duties are a representative sample; position assignments may vary.)</p>
<p>1.</p>	<p>Responsible for Head Start Standards involving Parent Involvement, Community Partnerships, Shared Governance (School Board and Policy Council), and Program Management</p>

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2. Establish a timeline for yearly functions such as school schedule, planning schedule, meeting schedule, training schedule
3. Lead a yearly process for the development of a program plan and budget, that includes both long-term and short-term goals
4. Develop and submit yearly grant proposals
5. Monitor budget expenditures; supervise all certified staff; participate in school district leadership team
6. Conduct an annual program self-assessment and recommend changes and improvements to program based on results
7. Establish and maintain procedures for working with the grantee to resolve community complaints about the program
8. Establish guidelines for staff hiring, supervise all program staff, including conducting staff performance appraisals, new hire orientation, onboarding and training calendar
9. Establish impasse policy
10. Supervise needed changes to the annual program plan
11. Monitor all areas for program compliance and quality, including assuring compliance with statutory requirements of Department of Children, Youth, and Families (DCYF) for Certified License Exempt Child Care
12. Ensure compliance with standards of conduct
13. Establish procedures to provide families with comprehensive information about community resources, including emergency or crisis assistance
14. Ensure that we collaborate with partners in the community in order to provide the highest level of services to children and families, maintaining respect of the diversity of each family's cultural and ethnic background
15. Take an active role in community planning in the development of services to children and families including establishing relationships with community resources dedicated to the development of services to children and families
16. Establish and ensure the effective implementation and proper flow of information between parent meetings, Policy Council and the School Board; help to establish relationships between Policy Council and governing body ensuring formal structure of shared governance
17. Prepare all materials needed for both Policy Council and School Board relative to shared decision-making; conduct regular staff meetings
18. Establish and maintain sufficient reporting systems

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19.	Work with school principals to ensure seamless services to children and families; work with District employees to establish safety of physical environment and facilities
20.	Present information and proposals to the School Board as required, attend District level meetings as required
21.	Collect, track and monitor parent meeting process including minutes, agendas, attendance, topics, etc.
22.	Other duties as assigned by supervisor.

**Minimum Qualifications:** (necessary qualifications to gain entry into the job)

Baccalaureate degree in early childhood education; three years of teaching experience in early childhood education; experience working with parents; experience with serving low-income families; and experience performing administrative and managerial duties.

**Certification or Licensing Requirements:** (prior to job entry)

Pre-Kindergarten or Early Childhood license issued by the Minnesota Department of Education.

**Preferred Qualifications:**

Licensed in Community Education, or have an administrative license; experience in coordinating projects, logistics and training events; experience in a school district setting, previous experience with Community Education.

Master's degree in educational leadership.

**Knowledge Requirements:**

Requires knowledge of:

- Child and family development; philosophy and goals of Community Education; Pre-Kindergarten best practices
- Parent education and involvement strategies
- Understand diversity issues among students; building relationships with cultural and community resources and organizations
- Developing, monitoring, and reporting budgets; program finance, budget development and implementation; grant writing
- Quality improvement strategies
- Development of educational goals using proper analysis of test data and other information; curriculum scope and sequence and its effective implementation
- Various supervisory, personnel management and performance evaluation techniques and the use of these techniques to improve job performance; supervision of staff
- General knowledge of school law as applied to student rights, responsibilities, due process and special education as well as District policies, applicable State and Federal

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- rules, laws, and regulations; familiarity with Collective Bargaining Agreements
- Program promotion and marketing
- Customer service practice and principles

**Skill Requirements:**  
Skilled in:

- Excellent management skills, including organizational, time management and delegation.
- Excellent written communication skills, especially as applied to reports, grant applications, letters of recommendation, communicating with advocacy groups.
- Excellent verbal, presentation and listening skills, especially group presentations and public speaking.
- Broad picture thinking, leading to excellent decision-making skills; planning short-term and long-range departmental goals
- Leadership skills--with parents, staff, school district departments, larger early childhood community.
- Ability to provide leadership to a broad range of individuals, and to work effectively towards a common goal including interviewing applicants, supervision and performance evaluations.
- Ability to acquire the appropriate resources for the programs.
- Data analysis skills.
- Familiarity with a word processing software application, such as MS-Word, Google software suites, and other district affiliated programs.

**Ability Requirements:**

- Work independently with no immediate supervision on a broad range of duties.
- Resolve complex problems and work issues, exercising tact and initiative.
- Apply extensive knowledge of school operations to tasks with district-wide impact.
- Interpret, explain and apply complex written and oral instructions, procedures, and regulations.
- Maintain confidentiality with sensitive information.
- Communicate clearly and effectively, both orally and in writing, with diverse stakeholders.
- Develop and maintain positive and collaborative relationships with supervised employees.
- Plan, organize, and prioritize work effectively to meet deadlines.
- Determining priorities in the handling of unique or complex problems collaboratively with the Director of Community Education

**Physical Requirements:** Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand			√	
Walk		√		
Sit			√	

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Use hands dexterously (use fingers to handle, feel)			√	
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl	√			
Talk and hear				√
Taste and smell	√			
<b>Lift &amp; Carry:</b>				
Up to 10 lbs.		√		
Up to 25 lbs.	√			
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			

**General Environmental Conditions:**

Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work, except outdoor weather conditions when traveling between program sites.

**General Physical Conditions:**

**Work can be generally characterized as: Sedentary Work:** Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

<b>Vision Requirements:</b> Check box if relevant	Yes	No
No special vision requirements	√	
Close Vision (20 in. of less)		
Distance Vision (20 ft. of more)		
Color Vision		
Depth Perception		
Peripheral Vision		

**Job Classification History:**

Classification reviewed and revised by Penn, Inc., Human Resource Management Consulting

Human Resources Revised: 3/26/19

Human Resources Revised: 05/08/2026