



North Chicago Community Unit School District #187 Position Description

POSITION TITLE: Lead Family Engagement Specialist: Birth to Three You and Me

LOCATION: Various

REPORTS TO: Director of Student Achievement

PRIMARY FUNCTION:

The Lead Family Engagement Specialist collaborates with staff and community partners to provide comprehensive services, assists in the planning and implementing family events/parent meetings, and assists specialists. The Lead Family Engagement Specialist will manage and monitor comprehensive services for all families. Assess the program for quality and make recommendations for program improvements.

QUALIFICATIONS:

1. Licensure:
 - Preferred: Valid Professional Educator License (PEL) with an ECE endorsement
2. Education:
 - Required: Bachelor's or Master's degree in Early Childhood Education or related field
3. Experience:
 - Required: Three years of experience working in an early childhood program
 - Preferred: Lead Teacher experience in urban or high-poverty school settings; experience working with young children
 - Preferred: Experience in home visiting

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Supervision of Birth to Three Programming:

Playgroup, Family Events, and Early Interventions:

1. Event coordination (i.e., advertising, planning, and execution for each event). Playgroups are weekly, and Family Events are quarterly
2. Monitor and track all parent involvement, monthly meetings, social service activities, and follow-ups with parents
3. Monitor early learning intervention exposure to literacy, math, and oral language
4. Monitor and assist in the development of appropriate weekly play themes with members of the team
5. Monitor the development of infant and toddler growth
6. Present workshops on specific early learning development topics as needed
7. Develop professional development for team members

Casework/Intervention:

1. Monitor the data entry in Powerschool and other district databases
2. Monitor records of resources provided to children/families
3. Maintain open and effective communication as a team member with administrators, staff, parents, and community
4. Liaison between regional hospitals, district, and community services for our families
5. Monitor, develop, and support programming for our youngest learners and their caregivers
6. Ensure and model strict confidentiality when discussing student and family concerns
7. Ensure files and documentation are complete, accurate, and maintained confidentially
8. Must be calm, objective, and supportive when dealing with students and parents
9. Lead home and community visits related to family support and needs with other staff.
10. Consult and monitor home-visiting partners regarding referrals
11. Attend IEP, parent conferences, team meetings, and departmental meetings as scheduled
12. Model and encourage respect for and sensitivity to students, staff, and parents.
13. Stay current and knowledgeable of available community resources
14. Consult with the PreK teacher(s) to help them better understand and work with the needs of our students

Assessment:

1. Monitor the Administration of ASQs, DIAL 4, if appropriate, and make timely recommendations
2. Administer Adaptive Behavior Scales, if appropriate
3. Confer with teams to complete the Functional Assessment of Behavior (FAB)
4. Intervention Plan (BIP), if appropriate
5. Determine and evaluate the interventions and refine the intervention plan as needed
6. Participate and/or facilitate Student Intervention Team Meetings
7. Have expertise in district-wide formal Adaptive Behavior Scales
8. Review student data with the MTSS team at the early learning center
9. Review and monitor student data with the team
10. Promotes continuous quality improvement and quality assurance efforts for the district
11. Evaluation of Family Engagement Specialists
12. Works collaboratively with staff and other agencies to meet the needs of children and families.

OTHER PERFORMANCE RESPONSIBILITIES:

- Maintain current best practice expertise through professional development.
- Evening and weekend work is required. Advanced notice will be given.
- Other duties as assigned.

KNOWLEDGE, SKILLS, AND ABILITIES:

Technical:

- Proficient computer skills, including Google Apps
- Proficient in PowerSchool data entry
- Knowledgeable about teaching and learning
- Work effectively with data and research to develop and assess district strategies that increase student learning.

Interpersonal:

- Handle confidential information professionally.
- Ability to use discretion and exercise sound judgment.

- Effective oral and written communication skills and strong interpersonal skills.
- Good organizational and time management skills.
- Evidence of dependability, integrity, and a strong work ethic
- Ability to take the initiative, work independently, meet deadlines, follow complex directions, and adapt to changing demands, activities, and workloads

DISTRICT CORE COMPETENCIES:

1. Achievement focus
2. Cultural competence
3. Classroom environment leadership
4. Collaborative communicator/team player
5. Reflective learner
6. Innovative

PHYSICAL DEMANDS:

Manual Dexterity: Work requires definite skilled and accurate physical operations requiring some closely coordinated performance.

Physical Effort: Work required handling average-weight materials or equipment, but not for sustained periods.

Working Conditions: The usual and customary methods of performing the job's functions require the following physical demands: lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

TERMS OF EMPLOYMENT: 225 days work; 8 hours per day

SALARY RANGE: Salary commensurate with experience (\$45,000 - \$85,000 - Salary Band III based on 225 days)

BENEFITS: [HERE](#)

EVALUATION: Annually

This description has been prepared to assist in properly evaluating various classes of responsibilities, skills, working conditions, etc. It is intended to indicate the kinds of tasks and characteristic levels of work difficulty that will be required of positions that will be given this title. It is not intended as a complete list of specific duties and responsibilities. Nor is it intended to limit or in any way modify the right of any supervisor to assign, direct and control the work of employees under supervision. Scheduling flexibility is required to accommodate changing school/district needs. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

The North Chicago Community Unit School District #187 is an Equal Opportunity Employer with established policies prohibiting discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, military status, the order of protection status, unfavorable military discharge, citizenship status provided the individual is authorized to work in the United States, use of lawful products while not at work, being a victim of domestic or sexual violence, genetic information, physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation, credit history unless a satisfactory credit history is an established bona fide occupational requirement of a particular position or other legally protected categories. The Superintendent of Schools/designee (847-689-8150) addresses questions regarding student discrimination, and the Director of Human Resources (847-689-8150) answers questions concerning staff discrimination.

CREATED: 11/27/2023

REVISED: 4/10/2025