



Fremont Union High School District

Position: Program Specialist – Regional Services

Work Year: 210 Duty Days

Summary of Basic Functions & Responsibilities

The Regional Services Program Specialist is a dynamic leader committed to advancing equitable and inclusive educational experiences for all students, particularly those requiring specialized support. This role provides guidance, collaboration, and advocacy across Cupertino Union, Sunnyvale, and Fremont Union High School Districts serving students across ages 3-22. The Program Specialist supports educators, families, and students by fostering innovative practices, facilitating effective transitions, and ensuring compliance with special education regulations.

Essential Duties & Responsibilities

Advisory and Case Management

- Offer expert guidance in the areas of autism, emotional disabilities, extensive support needs, and transition processes, emphasizing strengths-based approaches.
- Facilitate seamless transitions into and out of district, SELPA-wide, County Office of Education, and Nonpublic School (NPS) programs, ensuring continuity of support.
- Serve as a liaison between districts, families, and community agencies, advocating for the needs of students and ensuring equitable access to services.

Program Development and Compliance

- Oversee the implementation and evaluation of regional service delivery models, ensuring alignment with federal and state special education regulations.
- Provide consultation and administrative representation for compliance complaints, mediations, and due process hearings to support fair and effective outcomes.
- Collect and analyze data to evaluate program effectiveness and recommend innovative solutions for improvement.
- Conduct annual observations of students in Nonpublic Schools and complete State reports.
- Advise District Administrators to ensure congruence of programs across the three Districts.

Support for Educators and Families

- Provide individualized coaching and resources for educators, empowering them to deliver high-quality, inclusive instruction.
- Participate in IEP development as a collaborative partner, ensuring plans are student-centered, culturally responsive, and aligned with best practices.
- Develop and lead professional learning opportunities on disability related topics such as neurodiversity-affirming practices, trauma-informed care, and effective instructional strategies.

Collaboration and Leadership

- Facilitate solution-focused meetings and committees to address program needs, celebrate successes, and foster continuous improvement.
- Partner with families to build trust, navigate challenges, and collaboratively design pathways for student success.
- Act as an advocate for students, balancing the rights and needs of families with the interests of districts and agencies.

Special Projects and Communication

- Coordinate special initiatives, including grant development, curriculum enhancement, and the implementation of legislative updates.

- Design and distribute accessible resources, including parent rights handbooks, newsletters, and program guides, to ensure families and educators are well-informed.
- Maintain open, effective communication across diverse teams, adapting to varying perspectives and fostering inclusivity.

Regional programs are supported by three different Program Specialist positions. The below highlights the differentiated programs and/or responsibilities that distinguish the three roles:

Program Specialist - Therapeutic Learning Center

- Oversee regional Therapeutic Learning Center programs for elementary, middle and high school within the region, and working closely with the Regional Behavior Services Supervisor
- Case management, district liaison and IEP monitoring for students with therapeutic support needs enrolled in SCCOE and NPS for SED, CUSD, and FUHSD.
- Consult and support teams for students with therapeutic needs.
- Manage TLC team meetings weekly and administrative team meetings monthly.

Program Specialist - SCCOE and Nonpublic School

- Case management and IEP monitoring for students with extensive support needs enrolled in Santa Clara County Office of Education (SCCOE), Nonpublic Schools (NPS) and State schools.
- Liaison between district programs and SCCOE, Nonpublic School (NPS) staff, students, and parents, representing the Districts as directed.
- Represent districts in placements to the state school for the deaf and school for the blind.
- Communication between schools, districts, and transportation service providers.

Program Specialist - Transition Services

- Oversees the creation and delivery of transition services outlined in grants with the Department of Rehabilitation (DOR) and CA Department of Education WorkAbility Contract.
- Monitors spending of grant monies and collaborates with contract amendment processes and regulatory agency meetings.
- Manages transition team service delivery and team support to job developers.
- Facilitates transition related team meetings and partners with community partners to support transition services.
- Plan events for students and families to share resources and improve vocational outcomes.
- Coordinates matriculation between elementary and high school districts within the region and between high school and post-secondary programs for students with extensive support needs.

Knowledge, Skills, and Abilities

Knowledge:

- Evidence-based practices in special education, general education, and inclusive programming.
- Federal and state regulations governing special education (e.g., IDEA, Section 504).
- Culturally responsive teaching and Universal Design for Learning (UDL).
- Effective strategies for conflict resolution, collaboration, and systems thinking.

Skills:

- Advanced interpersonal skills to engage meaningfully with diverse stakeholders.
- Expertise in data analysis, program evaluation, and resource allocation.
- Strong communication skills, including the ability to present complex ideas clearly to various audiences.
- Facilitation and coaching skills to lead professional development and build team capacity.

Abilities:

- Foster innovation and continuous improvement in educational programs.
- Build collaborative partnerships with families, staff, and community organizations.
- Advocate for equity and access for students with disabilities across diverse settings.
- Adapt to changing needs and priorities with a solutions-oriented mindset.

Education and Experience:

Required:

- Bachelor's degree in special education, clinical services, or a related field.
- Valid California teaching credential, or licensure in special education or a closely related area.
- Minimum of five years of successful experience in special education or related fields.

Preferred:

- Master's Degree or Doctorate in education or a related field.
- Administrative Services Credential or equivalent.

Additional Requirements

- Valid California driver's license and reliable transportation.
- Fingerprint clearance from the Department of Justice.
- Demonstrated commitment to fostering equity, inclusion, and cultural responsiveness in education.

Revised version approved by the FUHSD Board of Trustees at their regular meeting on February 25, 2025.