



Fremont Union High School District

Position: Special Education Advisor

Department/Site:	FUHSD	Compensation:	Varies, see chart below
Reports to/ Evaluated by:	Director of Educational & Special Services		

Summary of Basic Functions & Responsibilities

All Special Education Advisors are hired for a one-year term, and are open to both certificated and classified staff. This term can be renewed each year if approved by the Program Administrators. Each Special Education Advisor will participate in a welcome meeting to help identify the necessary activities and training needs. Advisors will work in partnership with New Teacher Mentors and/or Lead Paraeducator, and receive guidance from Program Administrators. A letter of commitment will document the specific responsibilities and working relationships among the Mentor, Special Education Advisor, and new teacher. The Program Administrator will provide individual support and training as needed. The Program Administrator will also be responsible for supervision and evaluation.

Essential Duties & Responsibilities

Special Ed Advisors serve the vital role of complementing the mentors' service to Special Education Participating Teachers (PTs) and staff such as School Psychologists, School Based Therapists, Behaviorists, Job Development staff by providing support around the specific knowledge and skills associated with their Special Ed authorization:

- Writing Individual Education Programs (IEPs) and managing the IEP process
- Case Management and matching students with school resources
- Discussing curricular adaptations including accommodations and modifications
- Classroom/behavior management and possible behavior services
- Co-teaching and Paraeducator collaboration
- Transition assessment and services
- Other site and department specific support, as needed

Additionally, Special Education Interns require assistance from a mentor with the same credential or license authorization. Program requirements vary dependent on the University, but parallel the activities outlined above and usually include observation and/or evaluation.

Qualifications

- **C. Experience:** permanent status and satisfactory evaluations

Education, Licenses & Certificates:

- Preferred but not required: **California Credential:** A Clear California Education Specialist credential that matches the authorization necessary to support the new teacher
- Preferred but not required: **Education:** BA or BS degree,

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Working Conditions:

- Environment: Indoor, classroom setting. Work is performed in a classroom with continuing disruptions and distractions requiring pausing and restarting often to work with students and other staff members

Physical Abilities:

- Must be able to function in a school environment that alternates between standing and walking
- Requires auditory ability to carry on conversations in person

Compensation

Once approved, Special Education Advisors will be matched to the new staff members. The compensation will vary dependent upon the new staff member's level of induction:

Level	Compensation	Serving
Level 1	\$1800	Interns, mismatched credentials, and other needs
Level 2	\$1200	PT1 = Teachers in first year of induction program or first year staff
Level 3	\$600	PT2 = Teachers in second year of induction program, or 2nd/+ years staff members

Special Education Advisors can support multiple new staff members up to \$3,000 in total compensation per year.

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