



Fremont Union High School District

Position: SPECIAL EDUCATION TEACHER – Extensive Support Needs

Department/Site:	FUHSD	Compensation:	Based on Salary Sched. Placement
Reports to/ Evaluated by:	Director of Special Education and/or Site Principals		

Summary of Basic Functions & Responsibilities

Under the direction of site administration and the District Special Services Department, the Special Education Teacher – Extensive Support Needs provides intensive, individualized instruction and services to high school or post-secondary students with significant cognitive, adaptive, communication, behavioral, and/or medical needs in alignment with IDEA and the California Education Code to support access to education, functional skill development, and postsecondary outcomes. This position requires expertise in functional life skills, communication, adaptive behavior, transition planning, vocational training, and the implementation of highly individualized programs. The teacher is responsible for implementing Individualized Education Programs (IEPs), assessing students, and collaborating with general education staff, families, and related service providers to ensure students receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

Essential Duties & Responsibilities:

Instruction and Program Implementation

- Provide intensive, individualized instruction aligned to alternate achievement standards and functional curricula as appropriate.
- Implement instructional programs addressing communication, independent living, transition planning, vocational, social-emotional, and behavioral skills.
- Utilize augmentative and alternative communication (AAC) and assistive technology as applicable.
- Implement intensive, evidence-based practices for students with autism and complex behavioral needs.
- Collaborate with behavior specialists to design and implement positive behavior support plans.
- Provide direction and guidance to paraprofessionals consistent with providing appropriate services to students with IEPs.

Assessment and Eligibility

- Conduct and/or coordinate initial and triennial assessments addressing cognitive, adaptive, academic, communication, and functional skill areas.

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- Assess functional, adaptive, behavioral, and academic performance using appropriate tools.
- Develop comprehensive present levels of performance and data-supported recommendations.
- Interpret assessment results and report educational impact during IEP meetings.

IEP Development, Compliance and Case Management

- Serve as case manager for assigned students and ensure implementation of all components of the IEP
- Develop and implement legally compliant IEPs.
- Develop and implement individualized transition plans for students to prepare for post-secondary life including, employment, further education/training, independent living, community participation, and self-advocacy.
- Develop IEP goals that emphasize access, independence, communication, and post-secondary outcomes, as appropriate
- Implement positive behavior intervention strategies and behavior support plans
- Monitor service delivery and coordinate with related service providers.
- Ensure compliance with health, safety, and mobility needs of students, in coordination with appropriate staff.
- Collaborate with, oversee, and support paraprofessional staff as assigned.
- Comply with all legal timelines and procedural requirements
- Maintain accurate records, documentation, and progress monitoring data

Collaboration and Communication

- Collaborate closely with families, administrators, paraprofessionals, related service providers, school nurse, adult service agencies, and community partners.
- Participate in professional development related to significant support needs, behavior intervention, and transition services.

Qualifications

Education and Credentials

- Valid California Education Specialist Credential – Extensive Support Needs (ESN) or Moderate/Severe
- Autism Authorization

Knowledge of

- IDEA and California special education law
- Legal timelines and procedural requirements
- Experience with students with significant support needs
- Strong skills in functional assessment, transition planning, and team leadership

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- Augmentative and alternative communication (AAC)
- Positive behavior supports and crisis prevention/management strategies
- Inclusive practices and least restrictive environment (LRE)

Ability to

- Design and implement highly individualized instructional programs
- Assess student needs across academic, functional, and adaptive domains
- Manage complex caseloads while ensuring full legal compliance
- Lead multidisciplinary teams and coordinate services
- Support staff working directly with students with intensive needs
- Maintain confidentiality and professional standards
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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:

- Able to lift, pull, carry
- Must be able to work in a highly active classroom and community setting