



Job Title: Behavior Unit Teacher
Department: Elementary Education
Reports To: assigned School Principal
FLSA Status: Exempt
Salary Schedule: TT

SUMMARY

Under the direction of the school principal, the teacher is responsible for the education of assigned students and will create a flexible program and class environment favorable for learning and personal growth. The teacher will establish effective rapport with students; motivate pupils to develop skills, attitudes, and the knowledge needed to provide a good foundation for further education, and do so in accordance with each student's ability. Professional relations will be developed and maintained with other staff and parents.

The focus of the behavior learning center is to help students acquire replacement behaviors, coping strategies, and self-regulation. Furthermore, it is imperative that students are working to generalize their learning as they transition to a less restrictive setting and eventually back to their neighborhood/referring elementary school.

ESSENTIAL DUTIES AND RESPONSIBILITIES *may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.*

Works under the direction of the District Behavior Team Leader and in collaboration with essential related services personnel.

Acts as case manager and has oversight for each student's Behavior Intervention Plan (BIP). Develops a program to address the unique behavioral, emotional, mental, social, and academic needs of the students placed in this special class.

Becomes acquainted with the needs, interests, abilities, and challenges of each child through personal interaction, student's case file, and input from the team to establish routines, structures, and schedules that promote a safe and orderly learning environment. Follows guidelines for classroom management and emergency safety procedures as outlined in the Utah State Board of Education (USBE) Least Restrictive Behavioral Interventions (LRBI) manual.

Provides day-to-day specialized instruction in both behavior and academics as outlined in students' plan and coordinates with LCSW in the provision of appropriate counseling, mental health services, and/or social skills.

Maintains a positive approach in interacting with students and focuses on having them self-regulate and be integrated back in the Least Restrictive Environment (LRE); maintains differential reinforcement programs (group contingencies, etc.) tied to specific behaviors using Functional Analysis of Behavior (FBA) and Applied Behavior Analysis (ABA); maintains standards of individual student behavior through collecting, monitoring, managing, and using data to inform schedules and services to benefit students.

Holds monthly meetings with parents and referring school personnel to update student progress and consider transition, as appropriate.

Works with and appropriately allocates behavior support technicians and paraprofessionals in the implementation of services to students.

Ensures compliance to local, state and federal special education policies, procedures and laws and ensures students with disabilities are educated in the LRE, in the appropriate Continuum of Alternative Placements, and, to the maximum extent appropriate, in classrooms (schools) with their age-mate peers who are not disabled.

Ensures the implementation of evidence-based instructional practices to meet the individual learning needs of students so as to maximize access to and progress in the general curriculum. Vital behaviors include: data collection observation, coaching, modeling, providing feedback and/or additional resources to mild/ moderate special education teachers as needed.

Ensures the implementation of positive behavioral interventions as outlined in the USBE LRBI manual and meet the training needs of mild/moderate special education teachers in writing and implementing Functional Behavior Assessments (FUBAs) and BIPs via coaching, modeling, observing, providing feedback or providing additional resources as needed.

Attends state and local meetings, conferences and professional development activities as assigned.

Maintains professional competence through in-service education activities provided by the District and/or professional growth activities and university courses.

Participates cooperatively with the appropriate administrator to develop action plans and goals based on a completed evaluation summary.

Selects and requisitions instructional materials; maintains inventory records.

Cooperates in school-wide supervision of students during out of classroom activities.

Participates in faculty committees and the sponsorship of student activities.

Provides accurate attendance information in accordance with the procedure established by the school where the teacher is assigned.

Cooperates with the custodian(s) for the general housekeeping needs in the area(s) for which the teacher is assigned.

Teachers are expected to dress in good taste and be well groomed, suitable to members of a respected profession. Cleanliness of self and attire, neatness, and attractive grooming are stressed and expected. Teachers should always dress in a manner that professionally sets them apart from students. Exceptions to the dress limitations are teachers of P.E. may wear shorts of modest attire during classes or other school approved special events or activities.

SUPERVISORY RESPONSIBILITIES

This job has no supervisory responsibilities unless otherwise specified by the school principal.

KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Ability to read, write, and communicate effectively in English at a level required for successful job performance. Ability to read, analyze, and interpret technical journals and legal documents. Ability to respond to common inquiries or complaints from parents, community, and staff members. Ability to effectively present information to parents, community, and students. Fluent in English.

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variable situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

Ability to acknowledge and utilize the skills and expertise of others and maintain confidentiality in order to build trust and increase the capacity of individuals and teams.

EDUCATION and/or EXPERIENCE

Bachelor's degree from an accredited college or university.

CERTIFICATES, LICENSES, REGISTRATIONS

Active Utah Elementary Education License required . An active Utah Special Education License is preferred.

PHYSICAL DEMANDS *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to use hands to handle, or feel, and talk or hear. The employee frequently is required to stand, walk, and reach with hands and arms. The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl; and taste or smell. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Prepared By: Assistant Director, Human Resources			Date: 02/27/2026
Approved By: Assistant Director, Human Resources			Date: 02/27/2026
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EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

Print Name:	Date:
Employee Signature:	