Step 1: Checklist for Coordinating and Approving
Behavior Analyst and/or *RBT* Access as
Private Instructional Personnel (PIP)

Student Name: _____   **Date:** _____
School: _____

Names of Behavior Analyst(s):
_____ Circle credential: BCBA-D BCBA BCaBA
_____ Circle credential: BCBA-D BCBA BCaBA

Names of Registered Behavior Technicians (RBTs):
_____   _____
_____   _____

To begin the process, it may help for the School Administrator to arrange completion of the steps on this checklist during an initial meeting. It is important to determine who must be present and when and how to schedule the meeting. Participants may include the School Administrator, school district Behavior Support personnel, school Behavior Support Team member, teacher, parent, and the Behavior Analyst and RBT who may serve as PIP. Specific directions and/or copies of required forms (e.g., background checks) can be shared for review before or at the meeting.

- ☐ Obtain written, signed permission (e.g., parental consent) for the PIP to serve the student on the school campus.
    - o Broadly describe why PIP services are necessary, plus anticipated service benefits and anticipated outcomes (e.g., enhanced communication and collaboration, data-based goals, graphs of progress, schedule for fading and terminating services)
    - o Broadly describe anticipated methods for the PIP services (e.g., conduct observations and assessment, support interventions, collaborative planning and consultation.)
    - o Affirm that PIP services will not prevent the district from providing state curriculum, specially designed instruction, and related services that the student's team has determined to be necessary and may be required by law, statute, regulation or rule.
    - o Agree that PIP services will not conflict with or supplant (i.e., displace, replace, supersede) the provision of FAPE and the student's existing educational plan.
    - o Agree to avoid activities that might interfere with, or disrupt the flow of instruction, or compromise the teacher's authority within the classroom.
        - ▪ minimize interaction with staff during instruction
        - ▪ minimize interaction with other students
    - o Determine the optimal times and settings for PIP services:
        - ▪ relevant times and settings when the behaviors of concern are most likely to occur during the school day (in nearly all circumstances, this is the most effective strategy)
        - ▪ before or after school
        - ▪ during non-instructional time: lunch, free time, special classes, pull-out times, non-academic period, teacher is not present

- ☐ Obtain proof of PIP certification/credentials
- ☐ Obtain directions and:
    - o Complete background screening
    - o Complete fingerprinting and/or the district-approved vendor process
    - o Receive school district identification badge(s) permitting access to the school campus.

- Provide copies in advance for review and obtain:
    - Complete agreement to adhere to the requirements and provisions of the Family Educational Rights and Privacy Act (FERPA), a federal law, to ensure the confidentiality of personally identifiable student information for the student named above.
        - Written, signed permission (e.g., parental consent) for the PIP to share information or records with outside personnel regarding the student named above.
        - Release of Information (Record Release) procedures and signature form.
    - Complete agreement to respect the confidentiality of other students at all times.
    - Complete agreement to follow all applicable School Board policies.
    - Complete agreement to sign in using the "Safe Net" system and prominently wear appropriate identification when seeking access to, and at all other times when on, the school campus.

- Collaboratively develop a specific schedule of the best days/times to access the school campus and obtain agreement to follow the schedule.
    - Frequency of Visit (weekly, bi-weekly, monthly): _____
    - Day(s) of the week: _____
    - Time(s) of day: _____
- Determine plan and schedule for mandatory RBT supervision by BCaBA or BCBA
- Determine plan and schedule for periodic review of data by the school team, RBT and supervising BCaBA or BCBA
- Determine plan for how PIP will communicate with educational team (teachers, administrators)
- Determine how to report PIP absences, late arrival, and reschedule appointments (when appropriate)
- Determine procedure, if applicable, for school or district personnel to escort and accompany the PIP on campus
- Determine procedure for wearing appropriate identification (e.g., badge) or showing other documentation of employment by the ABA agency or company and district identification badge.
- Determine parking area for PIP