



**DESE/DDS Program Overview:**

The DESE/DDS Program (the Program) is designed to provide in-home services/wrap-around supports to school-age participants; the goal of these supports and services is to help prevent a more restrictive educational or out-of-home residential placement. The intent of the Program is to increase a family’s ability to support his/her child in the home and community. The Program does this by creating an individualized plan of supports for the participant that promotes skill building, independence, and social integration across multiple settings including the participants home, school, and community. The DESE/DDS Program is administered by the Department of Developmental Services with funding from the Department of Elementary and Secondary Education (DESE). Funding for this Program is subject to annual appropriation. Individuals must be eligible for DDS services and meet additional specific Program criteria for participation.

The parent/guardian of the participant must agree to become an active participant in the Program. This includes collaborating on the development of the participant’s DESE/DDS Support Plan (DDSP) to help establish the current set of goals for the participant as well as his/her needs. Families also help to determine how best to reach these goals with the help of the in-home and community staff. Lastly, the parent/guardian plays a significant role in helping the DESE/DDS Program personnel determine how best to utilize the funds within the allowable guidelines.

The Program is designed to complement, *not supplant*, other sources of individual supports such as school Programs, other state-Federal resources, and insurance benefits.

There are three basic service components to the DESE/DDS Program: Family Navigation, Professional Staffing supports of varying types (in-home and in the community), and Ancillary Goods and Services (including reimbursements/ and payments).

**Creating an Individualized DESE/DDS Program:**

The DDS staff administers a standard needs assessment, reviews the child’s current IEP, most recent evaluations and other relevant information to determine if the child is an appropriate candidate for the DESE/DDS Program.

- The assessment attempts to get an overall picture of the child’s needs.
  - The overall assessment process also tries to capture both the current resources that the child is receiving as well as tries to identify other potential resources that may be of assistance to the family.
  - In some cases the assessment indicates that the child does not meet the level of need for this residential prevention Program.
  - Once a child is assessed into the Program, the next standard assessment happens every two-three years; sooner if circumstances change.
1. Once a child is determined eligible, an individual budget allocation for the child is determined using information from the assessment along with the detailed information about current related supports, including all the non-DDS support services the participant receives or is eligible for, such as out of school supports, MassHealth, and private insurance. Public benefits such as housing subsidies and food stamps do not negatively impact the participant’s allocation.
  2. The family works with DDS Area staff to select a qualified DESE/DDS Family Navigation Provider from a master list of providers approved to administer the Program within their geographic region. All DESE/DDS providers are required to offer Family Service Navigation.
  3. A comprehensive individualized plan of services, called the DESE/DDS Support Plan (DDSP), is developed and serves as the foundation for the Program. This should be a person-centered planning process with the family and student in a lead role with the support of the DDS Area Coordinator and Family Service Navigator. This is an opportunity to identify the participant’s interests, strengths, support needs, goals, and vision for the future. The plan is also designed to support “carry-over” across settings so that effective strategies used in the participant’s school Program, for example, can also occur in settings outside of school.



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4. This plan helps to outline the participant's needs, learning styles and helps to establish the short and long-term goals of the participant/family. Services are identified to address these goals and specific tasks and activities are developed that will take place in and out of the home by the staff and by the parent/guardian.
5. Based on the Support Plan, the Budget Tool is used to shape the individual services and supports into actual hours and amounts per service type. The final individual budget is approved by DDS staff. Budgets are based on 50 weeks of staffing to accommodate for illness and vacations.
6. Objectives are developed based on the goals identified in the Support Plan. These objectives are action steps and should be measurable and are listed on either under the In-Home or Community Objectives.
7. The family works with a Family Navigator to get staffing in place so that the DDSP goals may be implemented within the home and community. ***The parent/guardian continues to work with the in-home and community based staff on a day-to-day basis to help ensure carry-over of skills. A lack of participation by the parent/guardian may result in the child's removal from the Program.***
8. The DDS Area staff checks in with the family throughout the year and formally receives reports provided by the staff working with the individual participant on a semi-annual basis.
9. Prior to the end of the year the services and budget are reviewed and revised for the following fiscal year's DESE/DDS Support Plan and Budget Tool development. The availability of funds shapes the final allocation of every DESE/DDS Participant.
10. The family also works with DDS Area staff to determine the **type of service delivery option** that best suits their situation. Families have two choices of service delivery:
  - a. The **Provider Assisted Model**, in which they select a provider from the qualified list to deliver the full array of DESE/DDS Program Services, or
  - b. The **Self-Directed Model** in which the family takes more of a lead role identifying staff and managing the participant's individual budget. A Family Navigator from a qualified DESE/DDS Provider Agency and the **Fiscal Employer Agent Service (FEA)** {currently Public Partnerships, LLC.} The FEA assists with coordination and payments for staffing and goods/services. **Families in their first year are not eligible for the self-directed model, but can consider this model after a full year of participation in the program. Existing families may consider this option in concert with the Family Support Director to insure that the family understands the responsibilities involved.** Questions about participation may also be directed to the DESE/DDS program manager.

**Overview of the Provider Assisted Model:** In this model, the DESE/DDS Family Navigation Agency works closely with the family to implement their individual plan of services and takes on more of the responsibility for arranging/payment of services with the family and for the hiring/management and payment of staff to provide services. The provider agency ensures that the necessary staff is available to deliver the specific services to families as specified in the students' plan of services. The provider agency is also responsible for delivery of Family Service Navigation as well as all fiscal reporting, hiring of staff, payroll, etc.

**Overview of the Self-Directed Service Model:**

This model allows families to proactively manage their staff and monitor the participant's budget. The **Fiscal Employer Agent Service (FEA)**, assists with the payments related to staff timesheets, goods and services. Families are responsible for keeping track of staff hours and for the submission of all invoices for approval for services/supports outlined in the individual budget plan. This is based on the DESE/DDS Support Plan jointly developed with the support



of the Family Navigator with an approved DESE/DDS Agency.

DDS currently contracts with Public Partnerships, LLC (PPL) to provide FEA services for DESE/DDS Program families using a program called the DESE Portal. DDS provides PPL with rate tables for services which are the maximum rates allowed. The DESE Portal's individual budgeting tool keeps track of expenditures submitted and paid out to help families maintain their budget and account details. Participants are not required to complete an additional DESE Budget Tool.

To access this service option the family is required to pay a service fee of 8% to PPL<sup>1</sup> and to purchase Family Service Navigation from a qualified DESE/DDS Program provider. *Please note for the first full year of participation in the DESE/DDS Program families are required to use the Provider Assisted Service Model and can explore the Self-Directed option with the DDS Area Service Coordinator to determine if this model will be a good fit in the future; families transitioning from the Autism Waiver Program may be able to move directly to the DESE Portal. If there are other unique situations, the Program Manager will consider them.*

### **Which Service Model to Choose?**

There are advantages and drawbacks to both approaches. The Self-Directed Service Model is ideal for families who want the control over the selection and management of staff and want to exercise budget responsibility as well. The Provider-Assisted Model assumes more of the responsibilities for the delivery of services which may be preferable for families who do not want the responsibility of hiring and managing staff. The best way to decide which service delivery option is preferable is for the family to discuss these choices with their DDS Area Service Coordinator. PPL can answer questions about managing an individual budget using a Fiscal Employer Agent Service.

### **DESE/DDS Program Components:**

There are three major service components to the DESE/DDS Program:

- I. Family Navigation
- II. Services and Supports
- III. Ancillary Goods and Services (*Reimbursements and Payments*)

Each of these components supports the participant to remain in his/her home by focusing on the development a variety of daily living skills (ADLS) as needed and to develop life skills (IADLS) to support movement to greater independence in the transition to adulthood.

#### **I. Family Service Navigation:**

All families are required to receive Family Service Navigation from a qualified DESE/DDS Program provider which is included in the participant's individual plan of services and budget. The amount of service navigation required varies based on a variety of factors—generally navigation averages 2-4 hours a month and between 24-48 hours per year. Hours of Family Navigation may vary monthly as long as there is at least one hour per month delivered that is one-to-one contact with the parent/guardian. For this to be a billable hour, it is required that, at a minimum, the Family Navigator speak directly with the parent/guardian (either in person or over the phone) on a monthly basis to obtain an update on how the DESE/DDS Program is going for the individual participant/family. Each Family Navigator is responsible for meeting with the family at their home at least twice a year. The Family Navigator Service is the key link to the other Program components including assisting in the service plan development, identifying and arranging services and staff, assisting families with one-time requests, maintaining on-going communication, monitoring, problem solving, and assisting families to access all available benefits etc.

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<sup>1</sup> May change over time.



## **II. Services and Supports**

The DESE/DDS Program provides services and support to individuals with a variety of needs. Many of the participants in the DESE/DDS Program have a diagnosis of autism and often benefit from behavioral based therapeutic interventions to teach skills and address problem behaviors. Other students in the Program benefit from skill based instruction to help to further develop their life skills both in their home and out into the community. Given this diversity of needs, the DESE/DDS Program created a variety of staffing options so that individual families may choose the types of providers they feel will best meet the needs of their child/young adult. The choice of staffing options is directly tied to the identified goals in the family's DESE/DDS Support Plan.

### **Professional Services and Supports:**

The following individuals may provide an array of services which are designed to help the individual and his/her family create in-home or community objectives to address the identified goals in the Support Plan: Senior Level Therapists, In-Home or Community Based Therapists, Speech, Occupational and Physical Therapists and Skills Trainers. Based on the identified goal area, the family working with the Family Navigator makes decisions about which category of staff can address the need. The staff differs in their level of training and expertise and that is reflected in the hourly rates established for the services. Services must be provided by staff with demonstrated skills, experience, educational credentials and licensure, where applicable, depending on the discipline. If a Senior Level Therapist, Speech, Occupational or Physical Therapist is desired, that professional is responsible for developing a written plan with measurable objectives which other staff will implement. For additional details on qualifications please review the Provider Qualifications Document.

### **In-Home Activities:**

In order to help develop these capacities the DESE/DDS Program requires that all participants receive approximately three hours a week of services in-home. These services may be provided by a variety of Professional Therapists and/or Skills Trainers who design/implement the In-Home objectives based on the goals identified in the Support Plan. This requirement may be waived if the participant is receiving these supports from another entity such as their school Program, CBHI, ARICA, MassHealth, etc. If there are other situations that impact implementing in-home objectives in this manner, the concern should be raised with the Area Service Coordinator/Regional Family Support Director, and if necessary the DESE/DDS Program Manager before finalizing the individual plan and budget for the year. The Professional Therapists and Skills Trainers must coordinate with the other service providers such as those in the student's school Program or ARICA providers. The services provided by the DESE/DDS Program may not supplant or duplicate those supports. This means collaborating on goals for the student and adjusting the individual's support plan as necessary to accommodate changing needs and/or the acquisition of skills.

### **Community Participation:**

In addition to the in-home service activity, as part of the support plan, families may also have staff take the participant out in the community for the dual purpose of developing additional skills identified in the Support Plan as well as enhancing quality of life. When the Support Plan identifies goals in the community, measurable objectives should be developed for this area. The Program provides coverage for mileage for the support personnel including skills trainers and/or therapists who take the participant into the community. The provider for the In-Home component and the Community Based component are likely to be one in the same to help ensure consistency of Program delivery across settings. These services can take place before school, after school, in the evening and also over the weekend. The amount and duration of this service is based on the student's needs and overall yearly allocation.



Participants in the DESE/DDS Program may *not* choose to waive both the in-home and community staffing requirement. There must be objectives with metrics for at least one of these two areas: in-home or community participation.

**Respite**

The Program also offers respite as another support to families. Respite is a service designed to give the parents/guardians of the participant a break from providing care for their participant. Respite may be provided on a weekly basis and/or over the course of a weekend period if the family desires and overnight away of the home.

**Please note the following regarding Professional Services/Supports and Respite:**

- Rates for these services are set by the state/DDS and must be adhered to by providers and families. These are maximum rates, so families are free to negotiate a lower rate as long as it is above the Federal Minimum Wage Rate and includes tax, fringe, etc.
- Rates for services are set by the state and cannot be exceeded, nor supplanted by families.
- Families are required to access services provided through state and private insurance before accessing the services through the DESE/ DDS Program.
- The family is responsible for any co-payments for these services that are available through their primary insurance.
- If these co-payments are a financial burden for the family then the family may seek supplemental disability insurance or premium assistance through MassHealth.

**III. Ancillary Goods and Services (Reimbursements and Payments)**

The Program offers flexible funding to enable a family to obtain a variety of other ancillary services and goods that meet the needs of the child and support the family in caring for their child at home. This funding is made available in the form of a stipend, reimbursement to the family, or direct payment to a vendor for goods or services. These services are meant to cover other costs that families raising children with developmental disabilities may incur, and in some cases are related to the special health care needs of the student. The overall amount of funding allowed for these ancillary services and goods is **up to 45% of the total budget of the participant.**

**Following is a list of allowable uses for this flexible funding/stipends:**

**A. Community Activities:**

Community Integration Activities are intended to help develop the individual student's ability to more fully participate in community activities and related tasks by developing the social, communication and/or physical skills of the individual student. Families are encouraged to use generic community resources available to all community members. This includes memberships at the local YMCA, participation in activities such as swim clubs, summer camps, scouts, local theater groups, community sports teams, art Programs, etc., and other local organizational activities within the community. Activities may also include specialized social skills Programs, music therapy Programs, art therapy Programs, specialized sport/swim Programs, therapeutic horseback riding and specialized summer camp experiences.

**Community Activities Service Requirements:**

**Yearly cap of \$2500**

- The Program will not pay for fees or expenses associated with family vacations or family activities such as hotel fees, plane tickets, amusement park entry, etc.
- Funding for Community Activities is not for staffing of any kind. If a support person is necessary then it must be either the professional staff, skills trainer or respite worker that accompanies the child.

**B. Community Outing Costs:**

As a part of supporting a student's participation in the community, sometimes there is a need to cover the cost of community outings to locales such as local convenience stores and restaurants etc., where the purpose is to help the individual student to develop the social skills necessary to interact with service personnel and to develop greater



independence in the community. This service covers the costs of these outings for the student and staff person.

**Community Outing Costs Service Requirements:**

**Yearly cap of \$500**

- This covers the purchase of the incidental items for the participant such as small food purchases or items, etc.
- The Program does not require receipts for these outings; however families must adhere to the requirements of their DESE /DDS Provider Agency in terms of submission of receipts for this service.

**C. Family Training:**

Family training expenses are those that relate to the education and support of family members including siblings to help them provide assistance to the DESE/DDS participant. This can also include the development of a long-term vision. These trainings may take on different forms such as:

**Parent Training:**

Funds under this category may be used to provide additional information to families by professionals in the field related to the child's disability or Programs as specialized institutions of learning—pre-approved by DDS Area Service Coordinator.

**Conferences:**

Program funds can be used to pay tuition for a parent to attend a disability related conference or training series. The parent assumes responsibility for transportation, lodging and food costs.

**Sibling Supports:**

Program funds can be used to provide support to siblings who participate in activities such as sibling support groups, counseling sessions, trainings, etc.

**Family Counseling:**

This is to assist family members who need to establish coping strategies and related supports that are not otherwise covered by Health insurance. These funds cannot be used to pay for marriage or relationship counseling.

**Family Training Service Requirements:**

**Yearly cap of \$2000**

Conferences requests require prior approval from DDS

**D. Chore Services:**

This service is intended to provide *temporary home maintenance support services* such as house cleaning, laundry and cooking to help meet and acute need for the family and/or care needs of the DESE/DDS student.

**Chore Service Requirements:**

**Yearly cap of \$1000**

DDS may assess the level of need for continued service and will reassess yearly.

**E. Intermittent Participant Care Services and Peer Mentors:**

Some families may wish to use an occasional babysitter to watch their participant/young adult. This differs from an ongoing week-to-week respite provider situation in that it is not on a consistent schedule. This may include Perhaps there is a family friend who can watch the individual over a school vacation day/week. Alternatively, there may be a peer buddy for the individual participant that comes a few times a month to take the participant to a school event such as a basketball game. In the event of a sibling, it is the responsibility of the parent/guardian to insure that their non-disabled participant has the maturity and capability to provide unsupervised care to their sibling and is over the age of 18. Peer Mentors are individuals around the same age (but not younger than 16) as the participant and is willing to work with the individual on an occasional basis to assist with social skill and community integration skills.

**Intermittent Participant Care Services and Peer Mentors Service Requirements:**



**Yearly Cap of \$1800:** After the \$1800 payment cap the person is considered a respite provider.

**F. Educational Materials and Reinforcements:**

These materials are intended for use as rewards in a professional support Program or for use when needed by participant for quiet time during therapy services and/or skills based training. These items may be electronics, books, indoor/outdoor toys and therapeutic games.

**Educational Materials and Reinforcements Service Requirements:**

**Yearly Cap of \$400**

IPads, tablets and/or computers **may not be purchased using these funds.** All requests for these items must go through the prior approval process for One-Time Funds.

**G. Adaptive/Replacement Clothing:**

Adaptive Clothing/Replacement clothing costs are intended to cover specialized needs of the individual participant such as specialized closures, Velcro, specialized footwear, etc.

**Adaptive/Replacement Clothing Service Requirements:**

**Yearly cap of \$500**

- Replacement clothing is intended to cover the costs of clothes that are worn out faster than is typical for the piece of clothing for the age of the participant.
- Tag-less shirts and pull on pants are not considered adaptive unless they are purchased due to unusual wear and tear such as chewing, tearing or incontinence issues.

**H. Specialty Nutritional Supplements:**

This includes products such as vitamins and foods that help the participant maintain optimum health as it relates to medical issues and nutritional needs as ***prescribed by a medical professional.*** This includes gluten free, casein free, allergy related and other medically based diet plans.

**Specialty Nutritional Supplements Service Requirements:**

**Yearly cap of \$1000 a year on specialty nutritional supplements**

Specialty diets and supplements require a written prescription from a medical professional/nutritionist.

**I. Uncovered Medical Supplies and Services:**

This service covers any uncovered medical supplies that relate to the individual with a disability and are not covered by the family's insurance either private insurance or MassHealth. This might be for a particular type of incontinence supplies, medications, etc. The Program cannot allow the participant to engage in any therapies that are not evidence-based, such as Chelation or other non FDA approved therapeutic interventions.

**Uncovered Medical Supplies and Services Requirements:**

**Yearly cap of \$1500 on uncovered medical supplies**

- Families must try to access their health insurance benefits first including their primary insurance-private, MassHealth or the state disability insurance (MassHealth CommonHealth) prior to seeking funds from this Program.
- **Co-Pays are not an allowable DESE/DDS expense**
- Families are encouraged to seek additional coverage for these costs through their insurer or through the state Medicaid Program, MassHealth's Premium Assistance.



**Overall Budget Requirements:**

- All DESE/DDS families must work with the Family Support Navigator and the DDS Area Coordinator to complete the DESE/DDS Support Plan prior to the completion of the DESE/DDS Budget Tool. The planning document outlines the needs of the participant and helps formulate the creation of the needs based budget.
- Rates for services are set by the state and cannot be exceeded. Families may negotiate a lower rate as long as it complies with Federal Minimum Wage, tax and fringe requirements.
- All items and services for the participant must fall into one of the allowable goods/services of the Program.
- All Specialty One-Time Equipment and Home/Vehicle Modification Requests/Purchases require the submission of the Prior Approval Form.
- Budgets are based on 50 weeks of staffing to accommodate for illness and vacations.
- Families need to access services provided through state and private insurance before accessing services through the DESE/DDS Program. Families are responsible for co-payments through their primary insurance. If these are a financial burden, the family may consider seeking supplemental disability insurance or premium assistance through MassHealth.

**Prohibited Uses of DESE/DDS Program Funds:**

- The Program cannot pay any legal fees, including fees associated with guardianship, special education appeals, or advocacy fees.
- The Program cannot pay for rent, mortgage costs, real estate taxes or utilities etc. The Program cannot purchase or pay lease payments on a vehicle.
- The Program cannot pay for any capital home improvements that add value to the home such as a spa, pool, deck, additions, roof, etc. General adaptations or improvement to the home that are of general utility are not permitted unless there is a direct medical or remedial benefit to the student. General household repairs are not included.
- The Program cannot pay any costs associated with an au-pair or nanny.

**Eligibility Requirements:**

- Students must be 6-17 years of age at the time of enrollment in the Program.
- Students must remain DDS Eligible either as a child or as an adult to participate in the Program. All Program services terminate if the individual is determined ineligible for adult DDS services. Program services may continue during the pendency of an appeal pertaining to adult eligibility.
- Students are required to be eligible for and to participate in the educational school Programs provided by their local school district.
- Denial of an application to participate, participation in the Program, Program services and allocation, and disenrollment/termination from the Program shall not be the subject of an appeal pursuant to the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1400 et seq., G.L. c. 71B, c. 19B, 123B and applicable regulations
- In the event of termination of services from the DESE/DDS Program a parent/guardian may submit a request for reconsideration to the DDS Assistant Commissioner for Policy, Planning and Children's Services. The decision of the DDS Assistant Commissioner shall be final.

**Funding/Budgeting Requirements:**

An individual budget will be developed for each student based on an assessment completed by DDS staff. A DESE/DDS



Service Plan (DDSP) will be developed for each student on an annual basis.

- All services provided under the Program are subject to the availability of resources.
- Students may have their individual budgets reduced or eliminated due to lack of funding for the Program.
- DDS will periodically review student's usage of the Program funds. Any unused funds and/or unallocated funds shall be reverted from individual budgets and returned to the Program. Any unused funds shall be use at the discretion of the Program.
- The Department shall reassess each student at least **every three years** to determine his or her level of need and projected budget allocation amount. At the discretion of DDS, the amount of the participant's allocation may decrease or increase. Allocations take into account service and supports the student is receiving from other entities. Students may be terminated based on the results of the reassessment if they no longer meet the level of need for the Program.

**School Requirements of the Student in the DESE/DDS Program:**

- Supports provided under the Program shall not replace or substitute for special education Programs and/or services that may be required under the federal and state special education laws, including the IDEA, 20 USC 1400 et seq. and G.L. c. 71B, and applicable regulations.
- The Program is not subject to the requirements applicable to special education Programs and services. The school district shall not be responsible for implementing the DESE/DDS Support Plan (DDSP).
- Students that are in a Local School District approved home schooling Program may participate in the Program. Program funds shall not be used to cover any costs associated with a participant's home schooling Program. Families are responsible for the costs of the approved home schooling Program.
- Students that are homeschooled in a Program that is not approved by the Local School District for a period that exceeds 90 days shall be immediately disenrolled/terminated from the Program.
- The DDS Area Coordinator and/or Family Navigation Staff may attend the annual IEP meeting of the Participant with consent of the Parent/Guardian. Parents/guardians shall provide the DDS Area Coordinator with a copy of the current IEP.

**Program/Services Requirements:**

- Participation in the Program is voluntary and shall not create any entitlement to DDS or DESE provided or funded supports or services. Participation in the Program does not affect any special educational rights or entitlements held by either a student and/or parent(s/guardian).
- The DDSP shall not provide for continuous care and coverage for all hours that the participant is not in school. The services and supports are intended to provide a reasonable balance of supports between home, school, and community.
- An annual professional report for therapeutic services or year-end report from the skills trainer/s regarding effective progress shall be required for every student. This report will help to shape the goals, Programs and services in the DDS/DESE Support Plan (DDSP) for the following planning year.
- All funding requests for **Specialty One-Time Funds** must be submitted to DESE/DDS in advance. Prior written approval is required for all tablet/computer requests, home modifications, fences, etc. **Reimbursements are not provided for purchased made before receiving prior approval from the DESE/DDS Program staff.**



- All items and services for the participant must fall into one of the allowable goods/services of the Program. Program funds not utilized in accordance with the DDSP and/or individual budget shall be returned to the Program and may result in the participant's termination.
- Participation in the Program ends on the student's 22<sup>nd</sup> birthday or sooner based on the assessed needs of the individual student.
- As part of the transition to the Adult service system, prior to age 22 the student and his/her family/guardian agree to work with the Area Office Coordinator to assess the student's needs and to determine availability of services based on this assessment and availability of funds.
- Students may voluntarily withdraw from the Program at any time.

#### V. Parent/Guardian Requirements:

- The Parent/Guardian participation is essential to the success of the student while enrolled in the Program. Parents must be part of the creation of the goals and objectives. Parents must work with their child's staff to learn how to follow through with the skill building and behavioral interventions. Failure to fully engage with the DESE/DDS Program may be cause for termination.
- In the event that a residential placement or Program becomes a necessary next step for the student then the parent/guardian will immediately notify the DDS Area Coordinator and participate in the development of a plan for withdrawal from the Program.
- DESE/DDS students **cannot** remain in the Program and also receive out of home residential services, supports or Programming. The Parent or Guardian of the student shall inform their DDS Area Coordinator or Family Navigation Provider Agency in the event that the participant begins receiving any such residential services including but not limited to the following arrangements:
  - Residential placements arranged, purchased, or funded by the School District, DCF, DYS, MassHealth, or any other state or private agency
  - Residential Placements privately arranged, purchased, or funded by parent/guardian,
  - Adult Foster Care\*, Group Adult Foster Care, DCF Foster Care, Group Care or Residential Schools, or any other 24/7 service
  - Participation in the Program shall terminate effective on the date of enrollment in any residential Program
  - The parent/guardian shall return all Program funds expended after Program termination.

*\*There is an exception for Adult Foster Care provided in the Family Home when the parent is the AFC provider and is not the guardian. In this circumstance supplemental DESE-DDS services may be available for DESE-DDS Program Participants based on an assessment of need of the student.*

- Parent/Guardians shall be responsible for complying with all applicable laws, rules and regulations including but not limited to tax rules, worker's compensation for in-home support professionals and other staff.
- Parent/Guardians are required to have monthly contact with both the DDS Area Coordinator and Family Navigation Provider to review information regarding Program participation.
- Parent/Guardians shall allow home visits from DDS and/or Family Navigation Provider staff. Program services and status will be formally reviewed at least two times during the year **in the family home**; adjustments to budget allocations may be made at any time at the discretion of DDS.



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- Parent/Guardian agrees to provide a copy of the student’s current IEP to the DDS Area Coordinator in a timely manner. If the parent/guardian rejects the student’s IEP, the DDS Area Coordinator will be informed.
- Parent/guardian agrees to work cooperatively with the school and DDS to integrate services and supports across settings.
- Parent/guardian agrees to permit the DESE/DDS professionals to collaborate and share information with the School professionals about the student’s progress and areas of concern.
- In the event the individual budget allocation is reduced the parent/guardian shall cooperate with DSS to adjust the student’s DDSP.
- DDS or DESE may terminate a participant from the Program at any time for failure to comply with the DESE/DDS Program Requirements and Agreement or any applicable state or federal laws or regulations.

**On behalf of:**

\_\_\_\_\_ (student’s name)

***I agree to have my student participate in the Department of Elementary and Secondary Education (DESE) – Department of Developmental Services (DDS) Program and to abide by Program Requirements including those contained in this Agreement.***

***I acknowledge receipt of the Family Requirements and Agreement. I agree to work with the support professionals and related staff to encourage the ongoing development of skills of my student.***

***I have reviewed the DESE/DDS Program Requirements and agree to comply with all Program rules and state/federal laws.***

\_\_\_\_\_ Date: \_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_ Date: \_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_ Date: \_\_\_\_\_  
**DDS Area Service Coordinator Signature**