

HOUSE No. 342

The Commonwealth of Massachusetts

PRESENTED BY:

Garrett J. Bradley

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act establishing a discretionary grant program for students with autism.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Garrett J. Bradley</i>	<i>3rd Plymouth</i>	<i>1/18/2013</i>
<i>Thomas J. Calter</i>	<i>12th Plymouth</i>	

HOUSE No. 342

By Mr. Bradley of Hingham, a petition (accompanied by bill, House, No. 342) of Garrett J. Bradley and Thomas J. Calter for legislation to establish a discretionary grant program for students with autism. Education.

The Commonwealth of Massachusetts

In the Year Two Thousand Thirteen

An Act establishing a discretionary grant program for students with autism.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

1 SECTION 1: Chapter 71B of the General Laws, as appearing in the 2010 Official
2 Edition, is hereby amended by inserting after Section 16 the following section:-

3 Section 17-- The Department of Elementary and Secondary Education shall, subject to
4 appropriation, establish and administer a discretionary grant program with the purpose of
5 providing monies and assistance to school committees that wish to improve the provision of
6 service and support to students with Autism Spectrum Disorder (ASD) in the least restrictive
7 environment; provided that the grant program shall support school committees in the
8 development of programs and the preparation of personnel experienced in the area of autism
9 spectrum disorder; Said program and the preparation of personnel shall specially address the
10 verbal and nonverbal communication needs of the child; the need to develop social interaction
11 skills and proficiencies; the skills and proficiencies needed to avoid and respond to bullying,
12 harassment or teasing; the needs resulting from resistance to environmental change or change in
13 daily routines; the needs resulting from engagement in repetitive activities and stereotyped
14 movements; the need for an positive behavioral interventions, strategies, and supports to address
15 any behavioral difficulties resulting from autism spectrum disorder; transition needs of youth
16 ages 14-22 to support employment, higher education, and independent living; and other needs
17 resulting from the child's disability that impact progress in the general curriculum in the least
18 restrictive environment, including social and emotional development.