

**HOUSE . . . . . No. 344****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 to increase capacity to address the complex needs of 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>Sal N. DiDomenico</i>	<i>Middlesex and Suffolk</i>	<i>1/28/2013</i>
<i>Frank I. Smizik</i>	<i>15th Norfolk</i>	
<i>Gailanne M. Cariddi</i>	<i>1st Berkshire</i>	
<i>Louis L. Kafka</i>	<i>8th Norfolk</i>	
<i>John V. Fernandes</i>	<i>10th Worcester</i>	
<i>Angelo J. Puppolo, Jr.</i>	<i>12th Hampden</i>	<i>1/24/2013</i>
<i>David Paul Linsky</i>	<i>5th Middlesex</i>	
<i>Carl M. Sciortino, Jr.</i>	<i>34th Middlesex</i>	
<i>Thomas M. Stanley</i>	<i>9th Middlesex</i>	
<i>Richard J. Ross</i>	<i>Norfolk, Bristol and Middlesex</i>	
<i>Danielle W. Gregoire</i>	<i>4th Middlesex</i>	
<i>Michael J. Barrett</i>	<i>Third Middlesex</i>	
<i>Cheryl A. Coakley-Rivera</i>	<i>10th Hampden</i>	
<i>James J. Dwyer</i>	<i>30th Middlesex</i>	
<i>Jason M. Lewis</i>	<i>Fifth Middlesex</i>	
<i>Christine E. Canavan</i>	<i>10th Plymouth</i>	
<i>Stephen L. DiNatale</i>	<i>3rd Worcester</i>	

<i>Tricia Farley-Bouvier</i>	<i>3rd Berkshire</i>	
<i>Robert F. Fennell</i>	<i>10th Essex</i>	
<i>Sarah K. Peake</i>	<i>4th Barnstable</i>	
<i>Colleen M. Garry</i>	<i>36th Middlesex</i>	
<i>Benjamin Swan</i>	<i>11th Hampden</i>	
<i>Ann-Margaret Ferrante</i>	<i>5th Essex</i>	
<i>Jonathan Hecht</i>	<i>29th Middlesex</i>	
<i>Tom Sannicandro</i>	<i>7th Middlesex</i>	
<i>Kay Khan</i>	<i>11th Middlesex</i>	
<i>Michael R. Knapik</i>	<i>Second Hampden and Hampshire</i>	
<i>William N. Brownsberger</i>	<i>Second Suffolk and Middlesex</i>	
<i>Dennis A. Rosa</i>	<i>4th Worcester</i>	
<i>Alice Hanlon Peisch</i>	<i>14th Norfolk</i>	
<i>Carolyn C. Dykema</i>	<i>8th Middlesex</i>	
<i>Kevin J. Murphy</i>	<i>18th Middlesex</i>	
<i>John J. Binienda</i>	<i>17th Worcester</i>	
<i>John P. Fresolo</i>	<i>16th Worcester</i>	
<i>Donald Humason</i>		
<i>Thomas J. Calter</i>	<i>12th Plymouth</i>	
<i>James B. Eldridge</i>	<i>Middlesex and Worcester</i>	
<i>Aaron Vega</i>	<i>5th Hampden</i>	
<i>John J. Lawn, Jr.</i>	<i>10th Middlesex</i>	
<i>Bruce J. Ayers</i>	<i>1st Norfolk</i>	
<i>Denise Andrews</i>	<i>2nd Franklin</i>	
<i>Paul R. Heroux</i>	<i>2nd Bristol</i>	
<i>Thomas P. Conroy</i>	<i>13th Middlesex</i>	
<i>Thomas A. Golden, Jr.</i>	<i>16th Middlesex</i>	
<i>Theodore C. Speliotis</i>	<i>13th Essex</i>	

# HOUSE . . . . . No. 344

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By Mr. Bradley of Hingham, a petition (accompanied by bill, House, No. 344) of Garrett J. Bradley and others relative to addressing the needs of students with autism. Education.

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## The Commonwealth of Massachusetts

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In the Year Two Thousand Thirteen  
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An Act to increase capacity to address the complex needs of 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. Section 38G ½ of Chapter 71 of the General Laws, as appearing in chapter  
2   51 of the Acts of 2012 is hereby amended by inserting the following at the end of the first  
3   paragraph:-

4                   “Autism or Autism Spectrum Disorders” shall have the same meaning as the  
5   most recent edition of the Diagnostic and Statistical Manual of Mental Disorders.

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7  
8           SECTION 2. Section 38G ½ of Chapter 71 of the General Laws, as so appearing, is  
9   further amended by inserting the following paragraph at the end of the section:-

10           The board shall provide an endorsement in autism which shall include both coursework  
11   and field experience for licensed special education teachers to acquire the competencies  
12   necessary to conduct assessments, develop appropriate individualized education programs,  
13   provide specially designed instruction and related services, and consult and collaborate with  
14   other educators, including general education teachers, in order to meet the unique and complex  
15   educational needs of students with autism in the least restrictive environment. Competencies  
16   shall also include, but not be limited to, the impact of autism on verbal and nonverbal  
17   communication, social interaction, sensory experiences, behaviors, literacy and academic  
18   achievement. The requirements for the endorsement in autism, as promulgated by the board, can  
19   also be used to satisfy course requirements necessary to obtain a professional license. The board  
20   shall promulgate regulations specifying the subject matter knowledge, skills, and competencies

required for such endorsement, including requirements to incorporate renewal of the endorsement as part of the individual professional development plan required pursuant to section 38G. Said regulations shall also specify components necessary for preparation programs offering an endorsement in autism, which shall be included in the department's process for approving preparation programs.

SECTION 3. For one year after the board has promulgated regulations as required under section two, teachers who have previously been employed serving primarily students with autism shall be eligible to receive an autism endorsement, provided that they demonstrate the knowledge, skills, and competencies necessary to receive such endorsement, subject to regulations promulgated by the board of elementary and secondary education.

SECTION 4. Section 38G of Chapter 71 of the General Laws, as appearing in the 2010 Official Edition, is hereby amended by inserting, in line 266, after the word "disabilities", the following words:-

, including children with autism.

SECTION 5. Chapter 71B of the General Laws, as appearing in the 2010 Official Edition, is hereby amended by inserting the following sentence at the end of the sixth paragraph of section 3:-

The Individualized Education Program (IEP) team for any child with a diagnosis of autism or autism spectrum disorder, as defined by the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders, shall include a special education teacher with an endorsement in autism. This section shall take effect on July 1, 2016.

SECTION 6. The board of elementary and secondary education shall promulgate the regulations required pursuant to section two on or before September 1, 2014.