HOUSE DOCKET, NO. 2863 FILED ON: 1/18/2013

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 passage of the accompanying:

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

PETITION OF:

NAME:	DISTRICT/ADDRESS:
Garrett J. Bradley	*3rd Plymouth*
Thomas J. Calter	*12th Plymouth*

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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

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:

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

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