

**HOUSE . . . . . No. 342**

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The Commonwealth of Massachusetts

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PRESENTED BY:

***Garrett J. Bradley***

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*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 bill:

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

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PETITION OF:

NAME:

DISTRICT/ADDRESS:

*Garrett J. Bradley*

*3rd Plymouth*

*Thomas J. Calter*

*12th Plymouth*

**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.