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## HOUSE BILL NO. 2380

## AMENDMENT IN THE NATURE OF A SUBSTITUTE

(Proposed by the House Committee on Health, Welfare and Institutions  
on February 3, 2015)

(Patron Prior to Substitute—Delegate Bell, Robert B.)

A BILL to amend the Code of Virginia by adding a section numbered 22.1-217.2, by adding in Chapter 5 of Title 37.2 a section numbered 37.2-513, and by adding in Chapter 6 of Title 37.2 a section numbered 37.2-616, relating to information for students with emotional disturbance.

Be it enacted by the General Assembly of Virginia:

1. That the Code of Virginia is amended by adding a section numbered 22.1-217.2, by adding in Chapter 5 of Title 37.2 a section numbered 37.2-513, and by adding in Chapter 6 of Title 37.2 a section numbered 37.2-616 as follows:

§ 22.1-217.2. *Information about services for students with emotional disturbance; meetings.*

A. Every local school division shall designate one or more staff members, including school psychologists, school social workers, guidance counselors, and exceptional education specialists, to receive training in and information about the types of services provided by the local community services board or behavioral health authority that will be available to students with emotional disturbance who receive special education and related services in a public school or in a private day or residential school for students with disabilities licensed by the Board and who are expected to graduate with a special diploma or certificate of program completion upon such student's graduation from, aging out of, or otherwise leaving public education.

B. A school staff member described in subsection A shall contact every student with emotional disturbance who receives special education and related services in a public school or in a private day or residential school for students with disabilities licensed by the Board and who is expected to graduate with a special diploma or certificate of program completion, and his parent or guardian if the student is less than 18 years of age or is 18 years of age or older and consents to such contact, at least one time during the year prior to the student's graduation from, aging out of, or otherwise leaving public education to determine whether the student would like to have a representative of the local community services board or behavioral health authority participate in the transitional planning meeting to provide additional information about (i) the types of services provided by the local community services board or behavioral health authority available to the student upon his graduation from, aging out of, or otherwise leaving public education and (ii) the process by which the student may begin receiving services upon graduation from, aging out of, or otherwise leaving public education. If the participation of the community services board or behavioral health authority is requested, the staff member shall so notify the community services board or behavioral health authority.

§ 37.2-513. *Information for certain students; participation in student meetings.*

A. Every community services board shall provide to representatives of every local school division served by the community services board training in and information about the types of services available to students with emotional disturbance who receive special education and related services in a public school or in a private day or residential school for students with disabilities licensed by the Board of Education and who are expected to graduate with a special diploma or certificate of program completion upon such students' graduation from, aging out of, or otherwise leaving public education and the processes by which such students may connect to and begin to receive such services upon graduation from, aging out of, or otherwise leaving public education.

B. Every community services board shall ensure that at least one employee or representative of the community services board is available, upon request, to participate in person in transitional planning meetings between local school division representatives and a student with emotional disturbance who receives special education and related services in a public school or in a private day or residential school for students with disabilities licensed by the Board of Education and who is expected to graduate with a special diploma or certificate of program completion, and his parent or guardian, where appropriate, to provide the student with information about (i) the types of services provided by the local community services board or behavioral health authority available to the student upon his graduation from, aging out of, or otherwise leaving public education and (ii) the process by which the student may begin receiving services upon graduation from, aging out of, or otherwise leaving public education, in accordance with § 22.1-217.2.

§ 37.2-616. *Information for certain students; participation in student meetings.*

A. Every behavioral health authority shall provide to representatives of every local school division served by the behavioral health authority training in and information about the types of services available to students with emotional disturbance who receive special education and related services in a

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60 public school or in a private day or residential school for students with disabilities licensed by the  
61 Board of Education and who are expected to graduate with a special diploma or certificate of program  
62 completion upon such students' graduation from, aging out of, or otherwise leaving public education  
63 and the processes by which such students may connect to and begin to receive such services upon  
64 graduation from, aging out of, or otherwise leaving public education.

65 B. Every behavioral health authority shall ensure that at least one employee or representative of the  
66 behavioral health authority is available, upon request, to participate in person in transitional planning  
67 meetings between local school division representatives and a student with emotional disturbance who  
68 receives special education and related services in a public school or in a private day or residential  
69 school for students with disabilities licensed by the Board of Education and who is expected to graduate  
70 with a special diploma or certificate of program completion, and his parent or guardian, where  
71 appropriate, to provide the student with information about (i) the types of services provided by the local  
72 community services board or behavioral health authority available to the student upon his graduation  
73 from, aging out of, or otherwise leaving public education and (ii) the process by which the student may  
74 begin receiving services upon graduation from, aging out of, or otherwise leaving public education,  
75 upon graduation from, aging out of, or otherwise leaving public education, in accordance with  
76 § 22.1-217.2.