

A GUIDE FOR ESTABLISHMENT OF SPECIAL
CLASSES
FOR MENTALLY RETARDED
CHILDREN
IN MINNESOTA

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A C K N O W L E D G M E N T

This committee wishes to express its appreciation to Miss Mayme Schow, Supervisor of Special Classes for Handicapped Children, State Department of Education for help and for materials from her office that were used in the compilation of this manual.

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PURPOSES

This bulletin is designed to provide information for persons interested in starting public school classes for the mentally retarded child. Because of the diverse nature of information regarding the initial formation of a special class, the committee felt that there exists a definite need for a condensation of pertinent information. This guide is intended to show the various steps in organizing a class, but does not go into all the possible methods of accomplishing these goals. Resource persons listed in the Appendix will be able to provide further help.

This bulletin has been compiled by the Education Committee of the Minneapolis Association for Retarded Children. This is a non-profit corporation which does not afford pecuniary gain incidentally or otherwise, to its members as such. The purposes of this organization are to promote the general welfare of the mentally retarded children of all ages in Minneapolis and elsewhere, to further the advancement of all ameliorative and preventive study, research, and therapy in the field of mental retardation, and to cooperate with all public and private agencies engaged in activities related to mental retardation. It is an affiliate member of the Minnesota Association for Retarded Children and the National Association for Retarded Children.

We hope that this manual will prove to be of value to those persons who find a need to use it,

IS THERE A NEED FOR SPECIAL CLASSES FOR MENTALLY RETARDED?

Mentally retarded children are those who, because of poor intellectual endowment cannot adjust to the regular school life. Because of their limited capacities they will have difficulty particularly with the academic areas of school life, but also may have difficulty adjusting socially. These children comprise approximately two per cent of our school population,

If we believe in educating each child to the limits of his ability, then these children present a particularly challenging situation to our system of education. The instruction in special classes is largely from the individual standpoint, based on the capacities, interests, and needs of the children. These children have to receive more individualized instruction than is afforded by the normal classroom so they will have the possibility of developing into contributing citizens of our society.

Mentally retarded pupils must be taught many things that other children learn through contact with their environment. They need longer periods to acquire information and skills and make social adjustments.

The following school districts have organized classes for the trainable retarded child and are receiving special state aid; Bingham Lake, Lakefield, Pipestone, Redwood Falls and Thief River Falls. In all, the state has 181 teachers caring for 2,872 retarded children of both groups in the public schools.

WHAT ARE THE STATE LAWS APPLICABLE TO SPECIAL CLASSES FOR THE MENTALLY RETARDED?

Minnesota laws relating to the education of the mentally retarded child are unique in that they are ahead of the demand but not the need for these classes. Money and services are available to initiate and support these classes. The writers of this guide believe that one of the greatest needs is to provide more facilities so that the handicapped child who is not severely limited may remain at home and receive adequate education in his own community. However, in some cases, other factors do have to be taken into consideration in planning for the retarded child. Poor home environment, extreme behavior difficulties, or physical complications may make institutionalization necessary and advisable. Because of the purpose of this guide, the following excerpts from Minnesota law are focused on provisions for initiating special classes for retarded children within the public schools,

Scope

The program of special education for handicapped children in Minnesota provides for the education of children who cannot profit from the services available in the regular public school classes. By legislative enactment, state aid is available for the blind, partially blind, deaf, hard of hearing, crippled, mentally retarded, and the speech defectives.

Policy

The State Board of Education is charged with the responsibility of determining regulations for the conduct of work. The board bases its requirements and recommendations on the accepted policy that wherever possible handicapped children should be taught in the regular classes with other children as this seems to offer the best opportunity for the social development of such children. However, when children are so severely handicapped either mentally or physically that it is advisable to segregate them both for their own good and for the welfare of other children, this should be done. Even under such conditions those who can do so should be encouraged to participate in as many of the regular school activities as they are able.

Standards

The following general standards have been established by the State Board of Education for the effective conduct of the program for mentally retarded children.

I. Application

- A. Application must be received by the State Department of Education not later than May 1st preceding the school year in which the class is to start. Application forms (Code XVI-C-1a) may be obtained from the Special Class Section, State Department of Education.
- B. All applications shall be approved by the State Supervisor of Special Classes, Room 326, State Office Building, St. Paul, Minnesota. (This approval must be obtained before the class can qualify for state aid.)

II. Admission of Pupils

No child shall be admitted to any special class until:

- A. Such child has had a physical examination by a licensed physician and a psychological examination by a psychologist certified by the State Board of Examiners of Psychologists.
- B. A record of such examination has been filed in the office of the local school and with the State Department of Education, on cards supplied by the State Supervisor of Special Classes,
- C. Such record has been approved by the State Supervisor of Special Classes.

(NOTE: Tentative placement in exceptional cases is possible by the approval of the Commissioner of Education.)

- D. Admission to special class will be restricted to pupils, residents of the state, who are approved by the Commissioner of Education as in need of special educational services because of mental retardation which is sufficient to make inadequate the education offered by the public schools, without special education provisions.

Two levels of retardation are considered:

1. Group I (Marginally Independent Retarded)

Composed of those retarded in mental capacity but for whom likelihood of self-support includes some degree of occupational, economic, and social independence, even though supervision is necessary depending on the nature of the community and the individual's personal development and his opportunity for adjustment. (Approximately 50-80 I.Q.)

2. Group II (Semi-Dependent Retarded)

Composed of those retarded in mental capacity below the level of self-support, but for whom a positive result can be anticipated in education of social, emotional, physical, as well as more commonly accepted patterns of learning. (Approximately 25-50 I.Q.)

Admission will be based on the results of complete psychological examinations, supported by additional medical, psychiatric, and social findings which may be desired in each particular case. Psychological examinations will be conducted only by certified psychologists. Bases of acceptance will include:

- 1. Adequate mental testing consistent with each case.**
- 2. Measures of social, emotional, and physical maturity.**
- 3. Developmental case history.**
- 4. Estimation by psychologist as to education from which individual child can profit.**
- 5. Physical examination with special attention to sensory defects.**
- 6. Additional pediatric, neurological, and psychiatric examinations, available through established facilities in all doubtful cases.**
- 7. Consideration of actual local school and community facilities and conditions in the final decision.**

The fundamental philosophy of the examination which should prevail will be proper placement for the maximum benefits to all as individuals and groups. There are no known methods of increasing mental capacity if mental retardation is correctly diagnosed. Education is a possible means of improving the behavior and performance within limits of the individual's capacity. The development and evaluation of the educational techniques must be an integral part of this program.

For Group I the purposes include:

1. Conformity to social custom and law through habit training and the development of good character and behavior traits.
2. Employability through development of good work habits and development of responsibility and reliability.
3. Good citizenship through careful training.
4. Training to accept and profit by supervision if necessary.
5. Education in usual academic and vocational school subjects commensurate with the ability of the individual,
6. Acceptable social and emotional patterns of behavior,

For Group II the purposes include:

1. Improvements in habits of self-care.
2. Social behavior; as acceptable as possible to other people, in terms of conformity,
3. Self-reliance in areas of constructive activities and good habits of using time.
4. Good emotional habits in terms of increased control.
5. Cooperativeness in terms of developing comprehension to its limits and good acceptance of authority.

For the purposes of estimating the numbers of children who might be eligible, the top level of mental capacity considered to need special services will be in the vicinity of I. Q. 80. The approximate dividing line between Group I and Group II will be I.Q. 50. Actual placement may include I.Q. points in either direction for either group,

Each child shall be re-tested periodically,

Where doubt exists trial periods up to six months shall be provided, Extension of the trial period may be made only by approval of the Commissioner of Education. Recommendations of teachers and principals (or other administrative officers) shall accompany reports to the State Department of Education at the end of the trial period.

III. Housing Space

Housing space for each class shall be adequate, shall conform to the "Minnesota Manual for Public School Buildings and Grounds", and shall be approved by the State Supervisor of Special Classes before the class is approved.

IV. Equipment and Materials

- A. Each special class and groups shall be supplied with special equipment and materials approved by the State Supervisor of Special Classes.
- B. Reimbursement shall be granted only for those special items of equipment and supplies needed for class activities in excess of such items usually provided for pupils in regular classes.
- C. Items which become a fixed part of the building or room such as window shades, wall chalk boards, and lighting fixtures are not reimbursable. Neither are general supplies furnished all pupils in regular classes.

V. Class Size

- A. Law: (Laws 1949, Section 131. 11) - "Upon application made to the State Commissioner of Education, by any school district complying with the provisions of Section 128.13 (State Aid, Special Classes for Handicapped Children), he may grant permission to such district to establish and maintain within its limits one or more classes for the instruction of mentally subnormal children who are residents of the state, provided there shall not be less than five mentally subnormal children of school age in actual attendance."
- B. Group I (50-80 I.Q. approximately) - The maximum number shall be 15, except that, in schools employing more than two teachers of mentally retarded children in the same building, the maximum shall be 18.
- C. Group II (Below 50 I.O. approximately) - The maximum number shall be 8, except that, in buildings containing more than two such classes, the maximum shall be 10.

VI. School Day

The length of the school day for special classes should at least equal that of the regular grade pupils (minimum of five hours) except for those groups, where under medical direction, deviations in the length of the daily session are necessary and for those receiving instruction in the home, hospital or sanatorium. The lunch period should not be counted as part of the school day.

Transportation

A. Minnesota Statutes 1953, Section 128.07, Subdivision 4 states in part: "School districts or the county board of education for unorganized territory in any county may be assisted in providing for the transportation or board of mentally retarded children of school age who are unable to travel alone to and from school without guidance or direction and who are enrolled in approved special classes for mentally retarded children, The state shall reimburse such districts at rates to be determined by the State Board of Education but not to exceed \$160.00 per pupil per annum for each such mentally retarded pupil transported or boarded."

B. Administrative Rules

1. Eligibility

A mentally retarded child who is regularly enrolled in an approved special class for mentally retarded pupils and who is unable to travel alone to and from school without guidance or direction, may be included for reimbursement aid for the cost of transportation or board and lodgings.

2. Reimbursement

a. Schedule of rates for transportation of one child shall be:

(1) First mile or fraction thereof forty-five cents per day, one way.

(2) For each additional mile or fraction thereof ten cents per day, one way.

b. Whenever mentally retarded children can travel comfortably on a school bus, a regular commercial bus or streetcar, and that mode of transportation costs less than other means, aid will be allowed only at the lower rate.

- c. Where two or more mentally retarded children from the same family are conveyed to the same school and a family conveyance is used for such transportation, aid will be granted on the basis of one child only.
- d. For districts operating their own buses in the transportation of mentally retarded children depreciation will be considered in determining the cost. The total allowance for depreciation granted over a period of years shall not exceed the total cost of the equipment.

Limitations

- a. Reimbursement aid for this service will be made from state funds for an amount not to exceed \$.95 per child per day or \$160 per child per annum.
- b. In no case shall the aid exceed the actual sums paid out by the school district for the transportation or board and lodgings for such pupils.
- c. Aid will be granted from only one fund for transportation or board of handicapped children except where special services are required and rendered and there is no duplication of state funds paid.
- d. Aid will be paid only for days such pupils are transported or boarded and in attendance at school.
- e. Where other pupils are transported on the same school bus with mentally retarded children, the costs to be used in determining the reimbursement aid for transportation shall be prorated on the basis of the average cost per pupil for all pupils conveyed on such bus or buses.

Transportation Requirements

- a. If someone other than a parent or guardian is the carrier, such carrier must comply with the regulations governing the transportation of public school pupils as stated on pages 39-57, 1942 Manual for Ungraded Elementary Schools.
- b. In case transportation is impracticable, the school board may make arrangements to board and lodge the mentally retarded child at some home thereby making school accessible for such child.

5. Reports

- a. The report for reimbursement aid for transportation or board and lodgings of mentally retarded children shall be made to the State Board of Education by the school board of the district where such child or children reside at the close of the school year.

(NOTE) Reports may be investigated by a representative of the State Board of Education.

VIII. Lunch

The cost of the noon lunch is reimbursable for the mentally retarded. Those able to pay for lunches should do so.

IX. Records and Reports

A. Physician's Report

A medical report by a licensed physician shall be on file in the office of the local school before any child is admitted to a special class. Where remedial physical defects are found, appropriate treatment should be provided and a record of such treatment should be furnished to the teacher in whose class the pupil is enrolled.

B. Pupil Record Card

A pupil record card for each child shall be on file in the office of the local school and the office of the State Department of Education before approval for admission to each class or group is granted by the State Supervisor of Special Education. The pupil record card shall include both a medical report by a licensed physician and a psychological report by a certified psychologist.

C. Annual and other reports

Annual and other reports regarding the program for mentally retarded children shall be forwarded to the State Supervisor of Special Classes as requested. (These forms are available from the State Supervisor of Special Classes,)

Psychological Examination and Evaluation

A, Psychological tests shall be given by a certified psychologist qualified for the work and approved by the State Commissioner of Education.

B. Procedure

1. The application for examination by the official examiner shall be made by proper local authority to Supervisor, Bureau of Psychological Services. The first examination shall be given during the school year preceding that of the organization of the class.
2. Group tests should be administered to pupils in the grade in order to select children for the official examination.
3. The fees for the official examination and the expenses incident thereto shall be paid by the school district and shall be reimbursable.

State Aid (Reimbursement)

A. Minnesota Statutes 1953, Section 128.13, Chapter 17 provide: "Under such rules as the State Board of Education may establish relative to the qualifications of teacher, courses of study, the methods of instruction, admission, size of class, rooms and equipment, supervision and such other rules and standards as the board deems necessary, the state shall pay annually to any school district for the education of handicapped children the following amounts:

- (3) For Mentally retarded children not to exceed \$300 for each child,
- (5) For mentally retarded children who have multiple handicap the aid may be paid on the basis of crippled, blind, or deaf under regulations established by the State Board of Education,"

B. The per pupil allowance shall be paid for each such child who has been in attendance in special classes or receiving instruction in the home or in a hospital or sanatorium for the full nine months, or a proportionate amount for each child for such time as he has been in attendance upon special classes or receiving instruction in the home or in a hospital or sanatorium.

- C. Under such rules ELS the State Board of Education may prescribe, a portion of the above funds may be expended for transportation, teacher's salaries, special supervision, special instruction, special materials and equipment,
- D. The amount of aid for any special class shall not exceed the amount expended for such a class during the year for which the aid is paid.
- E. The board of education receiving such aid shall render annually to the State Commissioner of Education an itemized statement of all expenditures of said school or schools, and such related facts as he may require."

XII. Computation of State Aid

- A. Each school district with a special class shall be awarded aid with the necessary prorating for each pupil in attendance throughout the entire year, with a prorata amount for shorter periods.
- B. When mentally retarded children are assigned to classes of normal children for the socializing influence, no deduction in the special class aid shall be made if the time of the special class teacher is reserved for preparation or for those of her group who need special coaching. If under similar circumstances the special teacher is assigned to the teaching of normal children, a deduction in the aid for her pupils will be made proportionate to the part of the school day thus assigned.
- C. The per pupil allowance shall be paid for each child between the ages of four and twenty-one years who has been in attendance in a special class.
- D. Special class aid for non-resident secondary handicapped pupils from districts that do not maintain a secondary school will be paid to the school district educating the pupils and will be in addition to the non-resident secondary school tuition aid.
- E. For elementary pupils, the state aid — handicapped, basic, and equalization (if earned) will be paid to the pupil's resident district, provided the pupil's resident district pays the tuition to the school district furnishing the special class instruction.
- F. State aid for handicapped children shall be calculated on the basis of attendance.

G. Reimbursable Items

Reimbursement shall be based on statutory provision and standards applicable to a given situation. In no case, however, will the amount awarded exceed that actually expended for such items which include:

1. (In part) Salaries of qualified, certified, and approved special class teachers, special supervisors, etc.
2. Salaries of other personnel mainly non-professional used in connection with special classes when so approved by the State Supervisor of Special Classes.
3. Approved expenditures are special equipment, special materials, laundry, mental and physical examinations, the cost of lunches, and the transportation of mentally retarded pupils.
4. Each item for which reimbursement is claimed such as laundry, mental tests, etc., must be listed separately and not included with other items,

XIII. Maximum State Aid for Special Classes

Here is an example of the maximum amount of state aid a school district may receive:

A. Public Law 128.07, Sub Section 4, Paragraph 2:

1. Education - \$300 per pupil per year (assumes pupil in attendance 170 days - if less, the \$300 is prorated.)
2. Transportation - \$160 per pupil per year (attendance requirements same as above)
3. Total Class - $\$460 \times 15 = \6900 maximum per year,

B. Normal Aids.

1. ADA - based on per pupil unit.
2. Apportionment
3. Income Tax
4. Equalization aids
5. The above amount to roughly \$110 - \$115 per pupil.

- C. Children in special classes receive both A and B above. Therefore, $\$460 + \$115 = \$575 \times 15 = \8625 . This is a maximum figure and depends on factors such as attendance, equalization aid, etc.

XIV. Actual Example of State Aids Paid to School "A" (Resident Pupils Only) (Expenditures of class are shown in Table I,)

A. Basic Aid

A pupil enrolled in a special class for mentally retarded shall be counted for basic aid which is paid at the rate of \$82.00 per pupil unit in average daily attendance (for the biennium of 1955-57),

B. Equalization Aid

In each case the district providing for the instruction is eligible to receive equalization aid, then each pupil enrolled will be included for such aid when the calculations are made.

C. Special Aid for Mentally Retarded

In addition to the above-mentioned aids, the district will receive as special state aid for each eligible child a sum of \$300 annually based on attendance on the basis of the standards as set forth in the preceding sections,

The total days of attendance in School "A" for the eleven (11) resident mentally retarded children was 1757 1/2, On the basis of the attendance, the district was recommended for \$3,076,75 as shown in Table II.

D. Income Tax Aid

Each district receives for its resident pupils \$10.00 for each child whose name appears on the census and whose ages are between 6 and 15 inclusive and the 16-year-olds who are in attendance at school during their 16th year,

E. Transportation of Mentally Retarded Pupils

(See Section VII of this outline.)

F. Non-resident pupils

School boards of districts which pay for the tuition and transportation of mentally retarded children attending approved special classes for mentally retarded children are eligible to receive all the special state aids as listed above. The tuition and transportation costs must be paid before final reports are submitted.

G. State Aid is Total of all Above

(See Table III)

TABLE I

Expenditures of Special Class - School "A"

Salaries of Special Class Teacher	\$4,925.00
Special Supervision	--
Examinations (mental and physical)	16.00
Special Equipment	78.40
Special Materials	66.81
Other Expenses (milk and lunches)	<u>354.67</u>
Total	\$5,440.88

TABLE II

Computation of Special Aid - School "A"

Pupil	Date of Enrollment	Date of Withdrawal	Days Present	State Aid
Pupil No. 1	10-11-54	6-3-55	140 1/2	\$ 245.00
2	9-7-54	"	171 1/2	300.00
3	"	"	160 1/2	280.00
4	9-27-54	"	156 1/2	273.00
5	"	"	144 1/2	252.00
6	10-4-54	"	149 1/2	260.75
7	9-7-54	"	170	300.00
8	"	"	164 1/2	288.00
9	"	"	165 1/2	290.00
10	"	"	166 1/2	292.00
11	"	"	168	<u>296.00</u>
Totals			1,757 1/2	\$3,076.75

TABLE III

State Aid for Special Class - School "A"

Basic Aid (1,757 1/2 days of attendance of a 172-day school year = average daily attendance of 10)	\$ 820.00*
Special Aid for Mentally Retarded	3,076.75
Income Tax Aid	110.00
Special Aid for Non-residents (Paid to district paying tuition)	<u>813.75</u>
Total State Aid for Class	\$4,820.50

* These figures are approximations, but will serve to illustrate the amounts paid. This does not include state aids for transportation or equalization if the district qualifies for them,

XV. Personnel

A. Standards

1. Every teacher who teaches a special class shall be certified for the special class she is teaching.
2. No state aid will be granted for any teaching service by a teacher not certified for the special class work such teacher is undertaking.
3. Certification of special teachers and supervisors shall be cleared through the Division of Teacher Certification, State Department of Education.
4. Requirements for certification for teachers of the mentally retarded. (Excerpt from Code VI-A-2, State of Minnesota, Department of Education)
 - a. The teacher of state-aided classes for handicapped students shall have a certificate based on special preparation taken at a college or university approved by the State Board of Education to give this instruction. The original certificate valid for two years may be granted to an applicant who does not meet the full requirement. The complete requirement must be met for a renewal of the original certificate.
 - b. The validity of a certificate or special classes based on a minor in the special fields will be valid on the level (elementary or secondary) for which the basic preparation was taken.
 - c. The specific requirements are stated below:
 - (1) Graduation from a four-year course with a major for teaching the mentally retarded.
 - (2) Graduation from a four-year course with a certificate to teach in the elementary or secondary schools and an approved minor in the teaching of mentally retarded,

- (3) a. The qualifications for a valid teaching certificate for the elementary or secondary schools with a minimum of two years of successful teaching experience and
- b. An approved minor, or its equivalent, in teaching of the mentally retarded evaluated by an approved college or university.

NOTE: Under program (3) a provisional certificate may be obtained after eight credits are completed towards an approved minor in the teaching of mentally retarded. This provisional certificate is valid for two years and is not renewable. A regular special certificate will be issued only upon the completion of the requirements of the minor (or its equivalent).

B. Supervisors

In a school system employing more than five special class teachers, one staff member approved by the State Department of Education shall be appointed or designated for the coordination and supervision of such work.

C. Administrators

A principal of a school for handicapped children must hold a Special Class Certificate in addition to a Principal's Certificate. (This applies only when the entire school is devoted to instruction of handicapped children).

D. Other Personnel

Other personnel used in connection with special classes, but not in the teaching of children, must be selected in terms of the needs of the handicapped and must be approved by the State Supervisor of Special Classes.

WHAT STEPS HAVE TO BE TAKEN BY THE LOCAL SCHOOL DIST.?

The superintendent of schools in the local district is the person who makes the initial application for special classes for retarded children. When it appears that a need for such a class exists, the following steps are suggested as an outline to follow in order to avoid delays and errors.

1. Contact State Department of Education - This contact should be made as soon as consideration is given to starting a class for retarded children. By doing so, the State Supervisor of Special Classes can give guidance to the local school district in all stages of planning.

2. Procedure to Determine Eligible Pupils: a. Before a Group I class is initiated, the school population should be given group intelligence tests to ascertain the need of starting such a class. The results of these tests can be surveyed and if it is determined that there is a sufficient number of pupils who might be eligible for the class, the following steps can be taken: b. A list of children who would be eligible for a Group II class can usually be made up by contacting the local retarded children's association, social workers, physicians, county nurses or other persons or agencies concerned with the welfare of children,

3. Individual Testing - Any child who would be considered eligible for a special class by these criteria should be given an individual intelligence test by a certified psychologist. The State Department of Education can refer the local district to available facilities, or the school district can contact the Supervisor of the Bureau of Psychological Services, Department of Public Welfare, 117 University Avenue, St. Paul, Minnesota, who will arrange to test the children, The fees for this service will cost the school district between two and three dollars per child. This cost is reimbursable under the state aid program.

4. Notification of State Department - A minimum of five children is required to initiate a special class. If enough children are found, the school district should then formally contact the State Supervisor of Special Classes stating its intention of starting a class and requesting applications for such.

5. Submit Application - The formal application, signed by the superintendent of schools, must be submitted to the office of the State Supervisor of Special Classes by May 1 of the calendar year in which the class is to start. Upon approval of the application, the school district may proceed with the following steps.

6. Locating a Teacher - The district must have a certified teacher of mentally retarded for the class or no state aid is available. Many schools have found that this is the most difficult problem to solve. The possibility of getting a regular classroom teacher from the district certified should not be overlooked.

7. Securing Adequate Classroom Space - The classroom for the mentally retarded must meet the same minimum standards as those for other classes, and must be approved by the State Supervisor of Special Classes.

8. Interpretation of Aims and Purposes of the Class to the Parents of the Children Involved - Although state law does not require parental approval for a child to be placed in a special class, it is the practice of most school districts to gain this, and, in the opinion of the writers, it is highly desirable. This is one of the things which will help insure that the special class accomplishes the purposes for which it is organized. A list of persons to contact to give help in answering questions will be found at the end of this manual.

9. Physical Examinations - Each child in a special class must have a physical examination. This must be on file in the office of the school before the child is admitted to a special class.

10. Pupil Record Card - A pupil record card (Code XVI-C-13) which includes a medical report and a psychological report for each child must be sent to the State Department of Education before approval for admission is granted.

11. Special Materials - A class for mentally retarded requires certain special materials. Many of these are reimbursable under the state aid program. The teacher to be employed should be consulted as to what materials would be useful in the classroom.

12. Number of Pupils - Fifteen children is the maximum number that can be admitted to a Group I class when there is only one class in the building. Eight children is the maximum number that can be admitted to a Group II class when there is only one in the building. When a class is organized in the spring with the intention of starting the following school year, many districts have found it advisable to leave one vacancy in the class for an "emergency" admission. This is for the child who moves into the district during the summer and whose handicap makes it impossible for him to adjust to the regular classroom.

13. Class Organization - Many schools start first with a "primary" class, this to be followed by an "intermediate", "junior high", and "high school" class. The organization of classes varies with the needs of the community,

In the elementary classes, a single teacher, self-contained classroom is recommended. It is also suggested that the chronological age range be kept to four years where practicable. In the junior high and high school areas, many schools have used a "block" system, whereby the special teacher has one group of retarded children for a half-day. They are then released to attend classes in music, art, physical education, and the like where their handicap is less limiting,

CONCLUSION

In conclusion, the writers of this guide feel that for many retarded children the community in which they live can offer the greatest possibilities for this child to develop to his fullest capacities. One of the most important ways he can be helped is by providing special education for him. However, just to set up a special education program without the cooperation and understanding of adults and other children with whom he must associate defeats some of its aims. Some ways that administrators can help insure the success of special education are by introducing the aims and objectives of the class to other parents and the teachers in the district.

Teachers may also be urged to explain to their classes that some children have trouble in doing school work as they themselves have trouble in doing some things. Along with this, it is well to stress that even though retarded children are not as quick to learn, their feelings are hurt just as quickly and easily. To try to avoid giving the normal children a truthful explanation of other children's limitations is a mistake for this is a handicap which they recognize quite well. After the class is set up, the administrator can help plan a socialization program. This brings the retarded child who can profit by it, into the normal classes and school-wide activities for short periods of time during the day. Usually it would be for art, music, physical education, or any activity in which their handicap is not pronounced. Retarded children adjust best in these situations with normal children of their own chronological age or physical size.

This is an area of education where one's convictions about differences among children can benefit the limited child. It is important to recognize that special education's aims and outcomes may be different than those for normal children. Socialization is as important an outcome of education for the retarded child as academic achievement. This is an area that every person who is concerned with education should be familiar with as we search for ways to educate all children.

APPENDIX

The writers, recognize that this guide cannot give all the help nor answer all of the questions which arise when organizing a special class, If more information is desired, please contact the Education Committee of the Minneapolis Association for Retarded Children, 321 Kresge Building, Minneapolis, Minnesota. The following lists of persons can be helpful to those initiating a program for the mentally retarded.

For help in presenting the need of Special education:

Chairman, Education Committee
Minneapolis Association for Retarded Children
321 Kresge Building, Minneapolis, Minnesota

For help in organizing a special class:

State Supervisor of Special Classes
State Department of Education
State Office Building
St. Paul, Minnesota

For teacher certification and requirements:

Division of Teacher Certification
State Department of Education
State Office Building
St. Paul, Minnesota

Dr. Maynard Reynolds
Psycho-Educational Clinic
University of Minnesota
Minneapolis, Minnesota

For psychological examinations;

Supervisor
Bureau of Psychological Services
Department of Public Welfare
117 University Avenue
St. Paul, Minnesota

For help in planning for the future of the individual child:

Supervisor
Section for Mentally Deficient and Epileptics
Department of Public Welfare
117 University Avenue
St. Paul, Minnesota

Division of Vocational Rehabilitation
State Department of Education
State Office Building
St. Paul, Minnesota