

REPORT

of

Legislative Interim

COMMISSION ON HANDICAPPED CHILDREN

Submitted to

THE MINNESOTA LEGISLATURE

of 1957

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COMMISSION HANDICAPPED CHILDREN

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State of Minnesota COMMISSION  
ON HANDICAPPED CHILDREN

State Capitol  
St. Paul Minnesota

December 17, 1956

To the Governor of the State of Minnesota and  
the Members of the Legislature

Gentlemen:

In accordance with Laws 1955, Chapter 773,  
this Commission submits herewith its report on the  
study of the problems of handicapped children.

Respectfully submitted,

COMMISSION ON HANDICAPPED CHILDREN

Elmer L. Andersen, Chairman

The Interim Commission on Handicapped Children was created by the 1955 Legislature under Laws 1955 Chapter 773, the text of which follows:

AN ACT

CREATING A COMMISSION TO MAKE A  
COMPLETED STUDY AND INVESTIGATE THE  
HIOBLEM OF HANDICAPPED CHILDREN.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. A commission to study and investigate the problem of handicapped children is hereby created. The commission shall consist of eight members, four of whom shall be senators, appointed by the committee on committees and four shall be members of the house of representatives, appointed by the speaker of the house. The commission shall be appointed upon the passage of this act and any vacancy occurring shall be filled by the appointing power.

Sec, 2, The commission shall make a comprehensive, detailed and complete investigation and study of the problem of handicapped children including but not limited to the following:

(1) Improvement of consultation and field services to aid local communities in developing more adequate programs and facilities for handicapped children;

(2) Extension and improvement of services and facilities for handicapped children in rural areas;

(3) Improvement and coordination of testing screening, reporting, identification and census programs in the schools for school children and by public health and other agencies for the rare-school child;

(4) Improvement of diagnostic facilities (medical, psychological and educational) as a basis for improved child understanding, "better education, care and treatment;

(5) Improvement of programs for the training of teachers and therapists and other professional workers;

(6) Research as a basis for evaluation, improvement of existing program and long range planning;

(7) Development of resources for the educational and vocational training of handicapped youth;

(8) improvement of parent consultation and services relating to family planning and adjustment to the problems raised by having a handicapped child;

(9) Study of extent of public responsibility toward the severely handicapped child and ways in which more adequate state and community facilities can be developed.

Sec. 3. The commission may hold meetings at such times and places as it may designate. It shall select a chairman, a vice-chairman and such other officers from its membership as it may deem necessary.

Sec. 4. The commission may subpoena witnesses and records, employ such assistants as it deems necessary to perform its duties. It may do all the things necessary and convenient to enable it to adequately accomplish its purposes.

Sec. 5. The commission shall make a report to the legislature not later than January 15, 1957, setting forth its findings as a result of such investigation and study, and shall make such recommendations as it deems proper in an effort to assist the legislature in the formulation of legislation on the subject.

Sec. 6. The members of the commission shall be reimbursed for all expenses actually and necessarily incurred in the performance of their duties.

Sec. 7. The commission is empowered to accept gifts or contributions with which to help defray the expenses of the commission. Any offer of gifts or contributions shall be in writing, shall impose no conditions, upon the commission, and the acceptance of any gift or contribution shall be by majority vote of the commission. All gifts or contributions so made and accepted shall be deposited to the credit of the appropriation provided by this act.

Sec. 8. In addition to any gifts or contributions which may be received, there is hereby appropriated out of any monies in the state treasury not otherwise appropriated the sum of \$7,500 or so much thereof as may be necessary to pay the expenses incurred by the commission. For the payment of such expenses the commission shall draw its warrants upon the state treasurer, which warrants shall be signed by the chairman and at least two other members of the commission and the state auditor shall then approve and the state treasurer pay such warrants as and when presented. A general statement of all receipts and expenditures shall accompany the commission<sup>1</sup> & report.

## SUMMARY OF RECOMMENDATIONS

1. Enact a law requiring every school district to provide special instruction and services to every child requiring them and providing adequate state aid to implement the program.
2. Continuation of present program of state aid to special classes for trainable severely mentally retarded children.
3. Establish a division of special education in the Department of Education to assist school districts in special education programs, to establish standards for personnel, and to supervise the system of special education for exceptional children in local school districts and the state operated residential schools.
4. Establish an advisory board to the Departments of Health, Education and Welfare to continuously study the problems of exceptional children and, in an advisory capacity, aid in formulating policies and encouraging programs.
5. Encourage expansion of teacher training programs in the field of special education at the University of Minnesota and provide scholarships for interested students.
6. Establish a 120-bed intensive treatment center for severely disturbed and psychotic children.
7. (to a cooperative basis with local communities, create regional mental health centers with treatment facilities.

## INTRODUCTION

The organizational meeting of the Commission was held at the State Capitol on July 8, 1955. Officers elected were: Elmer L. Andersen, Chairman; Sam Franz, Vice Chairman; Albert H. Quie, Secretary. A staff consisting of an executive director and a recording secretary was employed jointly with the public Welfare Study Commission. A budget was prepared by the executive director and the financial statement is a part of this report,

The Commission held fourteen meetings at the Capitol or the University of Minnesota, one meeting at Faribault and Owatonna and one Subcommittee meeting at Slayton. The Commission invited all interested individuals and organizations to attend its meetings and to present their views on problems dealing with exceptional children. (At the request of many persons interested in the Commission's study, the report will refer to "handicapped children" as "exceptional children" in all instances.

## RECOMMENDATIONS FROM STATE DEPARTMENTS

At its first meeting the Commission requested the State Departments of Health, Education and Welfare to prepare and submit the following material:

1. An outline of laws administered by each department relating to exceptional children.
2. A resume' of the activities and services offered by each department in this field.
3. A summary of what each department feels are the deficiencies in present laws affecting exceptional children.

Dr. Robert N. Barr, Secretary and Executive Officer of the Department of Health, presented material prepared by his office. In summarizing the following recommendations were made;

1. Coordination and cooperation between all official and voluntary agencies for increased efficiency and reduced duplication,
2. Recruitment and training of specialized personnel - physicians, nurses, teachers, dietitians, physical and occupational therapists, child guidance personnel, medical and hospital laboratory and x-ray technicians and anesthetists.
3. Child and home safety program to reduce disability and death.
4. Improved school health services and facilities.
5. Increased subsidies for expanding nursing services.
6. Extended dental health program.

7. More studies on causes and prevention of infant deaths.
8. Rehabilitation facilities in hospitals and centers throughout state with trained personnel to staff them.
9. Funds and support for above activities,

Mr. Dean M. Schweickhard, Commissioner of Education, furnished the Commission with copies of the laws and regulations presently administered by his department affecting exceptional children. Also prepared was a summary giving the history of Minnesota laws from 1915 to 1955" affecting the education of exceptional children. Statistical data on the location, type and size of all classes for special education was also received. Mr. Schweickhard made several suggestions for areas of study among which were the following:

1. A determination whether services to mentally retarded children should be an education function or a welfare function.
2. The establishment of county or area schools where the child can live at home and be transported to and from school.
3. A stronger program of psychological testing.
4. Increase in appropriation to Department of Education so that additional personnel can be assigned to special education.
5. Inclusion of emotionally disturbed children in special school aids law.

Mr. Morris Hursh, Commissioner of Welfare, made a comprehensive report of laws relating to exceptional children as they affect his department. He listed all the institutions and agencies rendering services to exceptional children and said that many of the laws need clarification. Under present laws services to exceptional children come under three different divisions of the Department of Welfare as follows:

1. Division of Public Assistance
2. Division of Mental Health and Medical Services
3. Division of Child Welfare and Guardianship.

Mr. Hursh listed nine items where deficiencies exist either in the law or in the planned programs as follows:

1. State institution space for the growing numbers of mentally deficient on the waiting list.
2. A new Children's Center, well staffed for case work, • group work and psychiatric treatment, for intelligent, but disturbed, children.
3. An in-patient or closed hospital, as part of the mental hospital system for severely disturbed and psychotic

children. It should be in two units; one for psychotic children for whom prognosis is poor but who need long-term custodial care; and one for severely disturbed children up to 16 years of age for whom prognosis is good if they receive intensive treatment.

4. Greatly strengthened staff and more specialized training and treatment programs at each institution caring for children.
5. An opportunity for special education and training for each blind, deaf, or otherwise handicapped child in his own home community.
6. More service for children with cleft palate conditions.
7. A facility for cerebral palsied children. The cost per patient would be much higher than for other state institutions. A preliminary study would be advisable to see how many children could benefit from such a facility. Children with severe physical or mental retardation would not be considered candidates.
8. More staff who are well trained, in each of the local county welfare boards.

Mr. Hursh then made three specific suggestions covering points which his department would like the Commission to consider. These items are:

1. Re-codification of laws to bring the legal base for work with exceptional children into conformity with good practice today and with present and future goals.
2. Continuation of appropriations to permit the fulfillment of long-term planning for institutional space for the mentally deficient.
3. Appropriations to the Department of Education and to the Department of Welfare realistically commensurate with the degree of responsibility placed by law upon each of these agencies.

#### CENSUS AND RECOMMENDATIONS FROM COUNTY WELFARE OFFICIALS

As the second step in its study, the Commission conducted a survey throughout the state in an effort to find the number of exceptional children who were receiving services of any type through welfare boards, school systems and public health services. A letter was sent to the 87 county welfare boards who were requested to seek the cooperation of the county superintendent of schools, the county nurse and other available sources in compiling information. The letter asked for the following!

1. A census of all exceptional children divided into categories by handicap.

2. An outline of services available to these children.
3. A statement of the fundamental unmet needs existing in the county relative to the care, education and rehabilitation of these children\*
4. A listing of recommendations for changes in the laws relating to exceptional children.
5. An opinion as to necessary or desirable services the state should undertake to provide.

66 counties were able to submit figures from available records. Several other counties responded to the questionnaire but were unable to offer a census of exceptional children in the county because of inaccurate, incomplete or non-existent records. From the figures of 66 counties the following compilation resulted:

Speech Defectives	4531
Blind	190
Partially Seeing	857
Mentally Retarded	5133
Deaf	104
Hard of Hearing	1302
Crippled	4008
Special Health Problems	1684
	17,809

If these figures were projected over all 87 counties it would show approximately 23,750 exceptional children in the state. The Department of Education officials estimate 40,000 to 50,000 exceptional children in Minnesota. If we were to use the percentages used by the United States Office of Education and apply them to our public school enrollment figures for 1956, we would have the following:

Speech Defectives	8760
Blind and Partially Seeing	1168
Mentally Retarded	11680
Deaf and Hard of Hearing	8760
Crippled	5840
Special Health Problems	9928
	46,136

These figures do not include the emotionally disturbed or the gifted children. The public school enrollment figure does not include children attending parochial schools so the total of 46,136 is low.

Special services for exceptional children are available in some counties but many of the services are not available in all counties. Services provided include:

1. Special classes for all types of exceptional children.
2. Institution care for mentally retarded and epileptic.
3. Hospital care for crippled children.

4. Residential schools for blind, deaf and mentally retarded.
5. Day nurseries, boarding schools and boarding homes for some types of handicapped.

6. Itinerant clinics. 7. Psychological and psychiatric testing. Among the unmet needs most frequently mentioned were:

1. Additional institution space and facilities for mentally retarded
2. Facilities for treatment of emotionally disturbed.
3. Special classes for mentally retarded and speech defectives in rural areas.
4. More "qualified" personnel for testing, teaching and administering the program of special education.

Recommendations for changes in the law were:

1. Payment of state aids on a per class basis rather than on a per pupil basis.
2. Remove necessity of state guardianship before a child can be sent to an institution.
3. Liberalize qualifications of teachers for severely mentally retarded.
4. Establish a scholarship plan to attract teachers to the field of special education.
5. Require all school districts to provide special instruction for exceptional children.

Many opinions were offered as to desirable services the state should make available. Some of these were:

1. Out-patient clinics on a regional basis for rehabilitative services.
2. A psychiatric treatment center for severely disturbed and psychotic children.
3. A statewide system of regional residential schools.
4. A state supervised program of special education with all children having an equal opportunity for education.

## RECOMMENDATIONS FROM MINNESOTA COUNCIL FOR SPECIAL EDUCATION

Having heard from the three state departments which administer the laws relating to exceptional children and having further information and suggestions from officials at the local administrative level, the Commission felt it should seek the counsel of non-governmental organizations having a vital interest in the problem. The Commission therefore called upon the Minnesota Council for Special Education for any information they might wish to submit. The Council is composed of individuals and representatives of various organizations interested in and concerned with handicapped children.

The purpose of the Council is to stimulate and actively assist in the development and improvement of educational opportunities for all exceptional children in the state. Specific functions are:

- To coordinate and define services to exceptional children,
- To stimulate and provide for consultative services,
- To recruit, select and educate teachers and professional workers,
- To stimulate research,
- To develop improved special education programs for public and residential schools,
- To coordinate and recommend legislative programs,
- To promote public education,
- To serve as a clearing house of information and ideas, To outline anticipated needs in special education, To improve provisions for handicapped children in special classes, To encourage practical working coordination and cooperation among agencies and individuals working with handicapped children, and
- To ascertain the extent that existing legislation is being implemented for the benefit of the handicapped child.

The Council suggested three areas of study as follows:

### Leadership

Need for sufficient and well-qualified staff to assist local communities to initiate and develop adequate programs for the handicapped.

Need for consultative services for schools (especially in rural areas and residential schools); public education; investigation and implementation of existing legislation.

Need for leadership in local communities to stimulate and provide more adequate services for the handicapped.

### Personnel

Need for providing more adequate training facilities, salaries and expanded recruitment procedures.

## Coordination

Development of a unified philosophy, and definition of responsibility between and within agencies in order that there be consistent and efficient use of existing resources, elimination of duplication, and a more concerted approach to the planning and development of further services.

Improved coordination between state and private agencies to improve the locating, identifying, diagnosing, testing, screening, referral, education, care, treatment, and follow-up of handicapped children in Minnesota\*

Consideration of a permanent committee, commission or advisory board to study, advise and coordinate programs and plans for handicapped children.

During the time the Commission was conducting hearings it heard from several organizations and many individuals who had recommendations to offer. It would be impossible to list the recommendations of all. However, most of the organizations who have been represented at the Commission's hearings have expressed agreement with the recommendations of the Minnesota Council for Special Education.

## WHAT OTHER STATES ARE DOING FOR EXCEPTIONAL CHILDREN

In order to determine what other states are doing for exceptional children, the Commission addressed an inquiry to the Department of Education and the Department of Welfare in each of the other 47 states. The request covered the following:

Outline the laws relating to handicapped children applicable to your department.

Outline what your department is doing in the field of handicapped children, services being rendered, and studies being made.

Outline any deficiencies in the present laws of your state and your department's suggestion for their improvement.

Replies were received from 43 states and provided information which was of material assistance to the Commission in its study and in the preparation of proposed legislation. A report prepared by the Laws and Legislative Branch of the Office of Education and printed in Volume 39, Number 2, November 1956 issue of SCHOOL LIFE, which is the official journal of the Office of Education of the Federal Department of Health, Education and Welfare, contains a summary of the legal provisions in the 48 states for Special Education Programs in the Public Schools as of December, 1955.

An analysis of this material reveals that all 48 states have laws providing for the education of exceptional children. Two states, Arizona and New Hampshire, do not provide for special classes for mentally handicapped children, 12 states provide special classes for trainable children and 15 states have special classes for the maladjusted and delinquent. As evidence of the progress made in recent years,

only 29 states provided for special classes for exceptional children prior to 1949. Eight states established programs between 1949 and 1952 and the remaining 11 enacted legislation since 1952. During the past five years 10 states, which previously furnished financial assistance to programs for physically handicapped only, have extended their legislation to include the mentally handicapped.

Other information compiled from the report in SCHOOL LIFE is as follows:

- 17 states have mandatory legislation requiring school districts to provide special classes for physically handicapped children under certain conditions
- 31 states have permissive legislation authorizing special classes for physically handicapped children
- 15 states have mandatory legislation requiring school districts to provide special classes for educable mentally handicapped children under certain conditions
- 31 states have permissive legislation authorizing special classes for educable mentally handicapped children
- 2 states have not passed laws providing for special classes for mentally handicapped children
- 6 states have mandatory legislation requiring school districts to provide special classes for trainable children under certain conditions  
(Kentucky, Massachusetts, New Jersey  
Pennsylvania, Rhode Island, Wisconsin)
- 13 states have permissive legislation authorizing special classes for trainable children
- 29 states have not passed laws providing for special classes for trainable children
- 3 states have mandatory legislation requiring school districts to provide special classes for maladjusted and delinquent children under certain conditions
- 12 states have permissive legislation authorizing special classes for maladjusted and delinquent children
- 33 states have not passed laws authorizing special classes for maladjusted and delinquent children

Various types of reimbursement by the state to the local school districts are authorized. In programs for the physically handicapped we find the following:

- 3 states pay the total excess cost
- 1 state pays a percentage of the excess cost

- 13 states pay a portion of the excess cost limited to a certain amount per pupil
- 5 states pay an allotment based on number of pupils
- 10 states pay an allotment based on number of classes
- 1 state pays an allotment based on number of additional teachers
- 2 states pay the total cost of maintaining classes
- 3 states pay a percentage of cost of maintaining classes
- 7 states pay an administrative allotment

1 state (Kansas) pays on an optional basis

2 states (Alabama and New Hampshire) do not have provision for payment of state aids for this type of program

In the 46 states which have a program for the educable mentally handicapped we find:

- 3 states pay the total excess cost
- 2 states pay a percentage of the total excess cost
- 11 states pay a portion of the excess cost limited to a certain amount per pupil
- 4 states pay an allotment based on number of pupils
- 11 states pay an allotment based on number of classes
- 3 states pay an allotment based on number of additional teachers
- 2 states pay a percentage of cost of maintaining classes
- 7 states pay an administrative allotment
- 1 state (Vermont) classes provided by State Department of Education
- 2 states, (Alabama and Utah) do not have provision for payment of state aids for this type of education

In the 19 states which have a program for trainable children we find:

- 1 state pays a percentage of the total excess cost
- 3 states pay a portion of the excess cost limited to a certain amount per pupil
- 2 states pay an allotment based on number of pupils
- 7 states pay an allotment based on number of classes
- 5 states pay an administrative allotment
- 1 state (Vermont) classes are provided by State Department of Education

In the 15 states which have a program for maladjusted and delinquent we find:

- 4 states pay a portion of the excess cost limited to a certain amount per pupil
- 2 states pay an allotment based on number of classes
- 2 states pay an allotment based on number of additional teachers
- 1 state pays the total cost of maintaining classes
- 5 states pay an administrative allotment
- 1 state (Utah) does not have provision for payment of state aids for this type of program

- 13 states pay a portion of the excess cost limited to a certain amount per pupil
- 5 states pay an allotment based on number of pupils
- 10 states pay an allotment based on number of classes
- 1 state pays an allotment based on number of additional teachers
- 2 states pay the total cost of maintaining classes
- 3 states pay a percentage of cost of maintaining classes
- 7 states pay an administrative allotment

- 1 state (Kansas) pays on an optional basis
- 2 states (Alabama and New Hampshire) do not have provision for payment of state aids for this type of program

In the 46 states which have a program for the educable mentally handicapped we find:

- 3 states pay the total excess cost
- 2 states pay a percentage of the total excess cost
- 11 states pay a portion of the excess cost limited to a certain amount per pupil
- 4 states pay an allotment based on number of pupils
- 11 states pay an allotment based on number of classes
- 3 states pay an allotment based on number of additional teachers
- 2 states pay a percentage of cost of maintaining classes
- 7 states pay an administrative allotment
- 1 state (Vermont) classes provided by State Department of Education
- 2 states, (Alabama and Utah) do not have provision for payment of state aids for this type of education

In the 19 states which have a program for trainable children we find:

- 1 state pays a percentage of the total excess cost
- 3 states pay a portion of the excess cost limited to a certain amount per pupil
- 2 states pay an allotment based on number of pupils
- 7 states pay an allotment based on number of classes
- 5 states pay an administrative allotment
- 1 state (Vermont) classes are provided by State Department of Education

In the 15 states which have a program for maladjusted and delinquent we find:

- 4 states pay a portion of the excess cost limited to a certain amount per pupil
- 2 states pay an allotment based on number of classes
- 2 states pay an allotment based on number of additional teachers
- 1 state pays the total cost of maintaining classes
- 5 states pay an administrative allotment
- 1 state (Utah) does not have provision for payment of state aids for this type of program

WHAT MINNESOTA IS DOING FOR ITS EXCEPTIONAL CHILDREN

In the State of Minnesota a program of special classes for exceptional children on a permissive basis was authorized by the Legislature in 1915. At that time per capita aids were provided in the amount of \$100 for each deaf, blind, crippled or subnormal child or a child with defective speech who was attending a special class. During the past forty years aids have varied from one legislative session to another but during the past few years the state aids have remained constant. At the present the state pays an amount not to exceed \$400 for each deaf, blind or crippled child; not to exceed \$300 for each mentally retarded child and \$2400 annually for each teacher who devotee full time to children with defective speech. These aids are in addition to state aids paid for education of normal children. State transportation aids are also paid for transportation or board and lodging of exceptional children. These aids are limited to \$160 annually for mentally retarded children and \$225 annually for the deaf, blind and crippled children.

Under the program in Minnesota we now have 348 full time teachers conducting special classes for exceptional children according to Department of Education records. 11,327 children are enrolled in special classes in 40 communities of the state. We also have 1299 exceptional children who are receiving instruction in the home, hospital or sanatorium. 422 teachers are employed in this field in Minnesota.

The tabulation on the next page of this report shows the growth of the state program of special classes for various types of exceptional children from its inception in 1915 to the end of the 1955-56 school year. The following nine pages cover a summary of the special classes conducted in the state during the 1955-56 school year taken from the annual report of the Director of the Division of Elementary and Secondary Schools to the State Board of Education. This summary shows location, type of class, number of teachers, number of children in the classes, teachers' salaries and other expenses and amount of state aid recommended.

A further breakdown of this summary reveals that special classes for exceptional children are available in only 30 of the 87 counties in the state. Also the breakdown reveals that only a few counties offer special classes or services for more than one type of handicap. Outside of the three counties which contain a city of the first class, only two counties have special classes for blind or partially seeing children. For deaf children the only special classes in the state are those in the three large cities and at the School for the Deaf. For crippled children special classes are located in the three large cities and at Mankato and Winona. For mentally retarded children, forty cities or towns in thirty counties offer special classes. However, only Koochiching County in addition to the three largest counties has more than three teachers for mentally retarded children. There are also thirty counties where special classes are conducted for speech correction. State aid for instruction for crippled children in the home, hospital or sanatorium is paid to seventy-three counties. Department of Education records do not show any payment for this type of instruction in the following fourteen counties:

Clay	Kanabec	Murray	Red Lake	Swift
Cook	Lake of the Woods	Pennington	Rock	Wabasha
Grant	Lincoln	Pope	Roseau	

Immediately after this summary is a map which graphically illustrates where special classes for exceptional children are available and also shows the areas where special classes for exceptional children are not available.

SPECIAL CLASSES FOR HANDICAPPED CHILDREN

of of	CHILDREN				SPEECH DEFECTIVES				MENTALLY RETARDED		I
	Total Teachers	No. of Enrollment	Total Teachers	No. of Enrollment	Total Teachers	No. of Enrollment	Total Teachers	No. of Enrollment	Total Teachers	Total Enrollment	
	52	10	247	49	75	56	206	25	286	.	
13	98	10	415	10	86	11	344	86	1,376		
21	205	15	416	16	141	15	4,150	169	2,195		
25	224	24	508	20	186	20	4,431	218	3,317		
24	251	25	482	23	225	24	4,640	209	3,333		
26	279	27	495	25	219	28	4,486	210	3,497		
28	304	27		24	222	31	4,693	216	3,346		
29	3*0	27		25	238	35	4,630	214	3,253		
31	384	27		26	240	35	4,152	206			
33	371	2		26	235	33		200			
33				26	258	33		196			
				36							
5			480	25	249	32		186	2,836		
5	353	24	355	21	211	29	3,911	170	2,590		
2	299	26		22	182	22	2,401		2,201		
0	345	25	35	23	174	20	2,379	144	2,188		
9	299	26	341	23	183	23	2,543	141	2,168		
9	294	30	342	23	167		2,717	134	2,092		
3	319	34	430	22	12	26	2,582	135	2,124		
9	323	36	529	20	16	27	2,983	127	2,059		
9	307	27	420	22	190	27	3,174	125	2,090	141	
3	286	30	451	24	200	32	3,386	135	2,147	207	
7	291	28	456	21	203	41	4,408	144	2,357	219	
5	278	31	45	21	206	48	5,060	153	2,499	342	
5	254	31	474	20	193	52	5,914	166	2,834	398	
5	207		441	24	209	64	6,949	181	2,872	413	
5	275		42	23	190	69	7,255	197	3,179	422	

SPECIAL CLASSES FOR THE BLIND AND PARTIALLY BLIND

1955-56

Teachers and Pupils

District	Number of Teachers	Pupils			Degree of Total
		Boys	Girls	Total	
Chisholm	1	4	9	13	-
Coleraine	2	6	10	16	13
Duluth	4	20	10	30	14
Hibbing	2	8	12	20	-
Minneapolis	11	71	58	129	27
St. Cloud	1	5	5	10	3
St. Paul	5	37	20	57	19
Total	26	151	124	275	63
					212

Financial

District	Teachers ' Salaries	Other ' Expenses	Total Expenses	State Aid Recommended
Chisholm	\$ 5,360.00	\$ 35.00	\$ 5,395.00	\$ 3,572.50
Coleraine	10,600.00	425.25	11,025.25	5,630.95
Duluth	20,264.00	1,380.44;	21,644.44	9,576.65
Hibbing	11,400.00	29.87	11,429.87	7,716.50
Minneapolis	61,452.52	16,800.35	78,252.87	35,123.55
St. Cloud	5,200.00	643.12	5,843.12	2,342.70
St. Paul	27,080.00	2,714.03	29,794.	18,468.00
Total	\$141,356.52	\$22,028.06	\$163,384.58	\$82,430.85

State aid to districts having pupils enrolled in Special Class centers as nonresidents

(35 pupils)

Grand Total

SPECIAL CLASSES FOR CRIPPLED CHILDREN IN SCHOOLS

1955-56

Teachers and Pupils

District	Number of Teachers	Pupils			School year	
		Boys	Girls	Total	Grade	High
Duluth	3	27	37	64	3	61, -
Mankato	1	2	5	110	92	163 39 132
Minneapolis	20	202	72	76	148	16 9
St. Paul	9	4	5	9		
Winona	1					
Total	34	216	212	428		373 55

Financial

District	Teachers' Salaries	Other Expenses	Total Expenses	State Aid Recommended	
Duluth	\$14,348.00	\$ 13,705.36	\$ 28,053.36	\$23,904.65	
Mankato	109,202.18	85,019.72	725.00	5,275.00	1,617.80
Minneapolis	4,950.00		24,930.60	134,132.78	77,870.30
St. Paul			14,433.90	99,453.62	53,614.15
Winona					2,509.20
Total	\$218,069.90	\$ 53,843.70	\$271,913.60		
	State aid to districts enrolled nonresidents	1 to districts having pupils in Special Class centers as mts (36 pupils) .....		\$159,516.10	
			Grand Total	\$172,095.15	

SPECIAL CLASSES FOR THE DEAF AND HARD OF HEARING

1955-56 Teachers and  
Pupils

District	Number of Teachers	Pupils			Degree		of Deafness	
		Boys	Girls	Total	Total	Partial		
Duluth	2	9	11	20	15	61	63	5
Minneapolis	15	124	55	25	21	46	23	69
St. Paul	6							21
	<u>23</u>							97
Total		95	95	190	93	Financial		

District	Teachers Salaries	Other Expenses	Total Expenses	State Aid Recommended
Duluth	\$ 10,032.00	\$ 507.67	\$10,539.67	\$ 6,158.20
Minneapolis	85,132.08	10,868.92	96,001.00	2,125.22
St. Paul	30,0914.50	32,219.72		16,001.15
Total	\$125,258.58	\$13,501.81	\$138,760.39	\$
		State aid to districts having pupils enrolled in Special Class centers as nonresidents (31 pupils) .....		59,378.35
		Grand Total		\$ 70,518.15

SPECIAL CLASSES FOR THE MENTALLY RETARDED

1955-56

Teachers and Pupils

District	Number of Teachers	Pupils		
		Boys	Girls	Total
*Albert Lea	2	17	6	25
Alexandria	1	9	5	14
*Austin	2	18	9	27
*Bingham Lake	1	7	3	10
Bloomington	1	10	5	15
Brainerd	2	19	7	26
Chisholm	1	8	6	14
Cloquet	1	13	3	16
Coleraine	1	5	9	14
Columbia Heights	1	9	6	15
*Duluth	20 2/3	210	141	351
Fairmont	1	9	3	12
*Fergus Falls	1	8	8	16
Hibbing	4	32	19	51
Hopkins	2	14	15	29
International Falls	5	31	20	51
*Lakefield	1	5	4	9
Little Falls	1	9	6	15
Mankato	3	27	13	40
*Minneapolis	71	786	463	1,249
Mound	1	7	7	14
New Ulm	1	7	1	8
Owatonna	1	6	7	13
Pine River	1	9	5	14
*Pipestone	1	4	4	8
Red Wing	1	9	5	14
*Red Wood Falls	1	6	3	9
Richfield	2	14	8	22
Robbinsdale	1	7	9	16
Rochester	2	18	11	29
Roseville	2	21	9	30
St. Cloud	2	14	18	32
St. Louis Park	2	14	9	23
*St. Paul	46	518	313	831
*South St. Paul	3	23	16	39
*Thief River Falls	1	1	4	5
Virginia	1	6	4	10
White Bear Lake	1	8	3	11
Willmar	1	9	a	13
Winona	1	27	12	39
Total	1962/3	1,974	1,205	3,179

\*Includes Group II

SPECIAL CLASSES TOR THE MENTALLY RETARDED

GROUP II

Teachers and Pupils

District	Number of Teachers	Pupils		-
		Boys	Girls	Total
Albert Lea	1	4	5	9
Austin	1	4	4	8
Bingham Lake	1	7	3	10
Duluth	3	15	16	31
Fergus Falls	1	8	8	16
Lakefield	1	5		9
Minneapolis	2	11	11	22
Pipestone	1	4	4	8
Redwood Falls	1	6	3	9
St. Paul	3	28	33	61
South St. Paul	1	4	4	8
Thief River Falls	1		4	5
Total	17	97	99	196

SPECIAL CLASSES FOR THE MENTALLY RETARDED

1955-56  
Financial

District	Teachers' Salaries	Other Expenses	Total Expenses	State Aid Recommended
Albert Lea	\$8,400.00	\$34.00	\$8,434.00	\$ 5,961.75
Alexandria	5,400.00	498.91	5,898.91	3,055.25
Austin	10,750.00		10,750.00	7,059.00
Bingham Lake	3,000.00		3,000.00	282.00
Bloomington	4,900.00	55.38	4,955.38	4,347.75
Brainerd	7,320.00	6.00	7,326.00	5,489.75
Chisholm	5,160.00	20.00	5,180.00	3,318.25
Cloquet	5,230.00		5,230.00	4,125.00
Coleraine	4,800.00	379.61	5,179.61	3,757.00
Columbia Heights	5,200.00		5,200.00	4,268.00
Duluth	100,448.66	5,699.56	106,148.22	88,442.25
Fairmont	4,400.00	-----	4,400.00	1,277.60
Fergus Falls	2,800.00	3,323.55	6,123.55	1,829.25
Hibbing	22,350.00	334.34	22,684.34	13,357.50
Hopkins	8,550.00	939.53	9,489.53	8,046.75
International Falls	20,544.00	56.00	20,600.00	13,185.00
Lakefield	2,925.00	2,544.17	5,469.17	554.00
Little Falls	4,100.00	176.44	4,276.44	3,825.50
Mankato	16,300.00	205.74	16,505.74	6,491.00
Minneapolis	369,788.84	19,010.53	388,799.37	285,119.37
Mound	4,432.08	23.48	4,455.56	3,260.50
New Ulm	4,525.00	90.83	4,615.83	524.00
Owatonna	5,025.00	14.00	5,039.00	2,849.75
Pine River	3,400.00	44.00	3,444.00	3,308.50
Pipestone	3,800.00	495.00	4,295.00	807.50
Red Wing	4,790.00	227.03	5,017.03	3,749.75
Redwood Falls	3,849.00	-----	3,849.00	435.75
Richfield	8,700.00	36.00	8,736.00	5,942.00
Robbinsdale	4,100.00		4,100.00	4,100.00
Rochester	12,120.00	57.42	12,177.42	7,699.25
Roseville	10,682.00	43.48	10,725.48	7,130.50
St. Cloud	8,300.00	199.64	8,499.64	8,270.25
St. Louis Park	7,900.00	450.94	8,350.94	5,818.25
St. Paul	239,911.13	41,745.76	281,656.89	185,310.45
South St. Paul	14,141.08	180.62	14,321.70	10,136.75
Thief River Falls	2,138.84	22.51	2,161.35	817.25
Virginia	5,000.00	30.04	5,030.04	2,357.00
White Bear Lake	4,500.00	170.61	4,674.61	1,501.50
Willmar	4,850.00		4,850.00	3,800.00
Winona	14,350.00	533.65	14,883.65	9,713.25
<b>Total</b>	<b>3978,680.63</b>			<b>\$731,067.17</b>

State aid to districts having pupils enrolled in  
Special Class centers as nonresidents (122 pupils).... 30,273.95  
Grand Total \$761,341.12

SPECIAL CLASSES FOR SPEECH CORRECTION

Teachers and Pupils

District	Number of Teachers	Pupils			Kind of Defect	
		Boys	Girls	Total	Stutterers	Others
Austin	2	96	50	146	1	145
Biwabik	1	110	54	164	7	157
Bloomington	2	164	79	243	12	231
Brainerd	1	46	35	81	6	75
Chisholm	1	66	33	99	17	82
Coleraine	1	70	37	107	6	101
Columbia Heights	1	74	38	112	4	108
Duluth	3	254	162	416	54	362
Fairmont	1	38	21	59	2	57
Faribault	1	63	28	91	4	87
Grand Rapids	1	125	71	196	18	178
Hibbing	2	121	73	194	8	186
Hopkins	2	150	93	243	13	230
Little Falls	1	53	39	92	10	82
Mankato	1	62	61	123	6	117
Minneapolis	16	1,187	713	1,900	222	1,678
bund	1	52	29	81	15	66
Moundsview	1	67	44	111	2	109
Owatonna	1	49	25	74	?	65
Red Wing	1	62	38	100	7	93
Richfield	2	131	88	219	10	209
Robbinsdale	3	200	115	315	1.5	300
Rochester	1	75	24	99	7	92
Roseville	1	54	21	75	7	68
St. Cloud	1	59	33	92	4	88
St. Louis County	5	286	166	452	22	430
St. Louis Park	3	185	110	295	24	271
St. Paul	6	406	228	634	56	578
Sauk Centre	1	71	30	101	11	90
South St. Paul	1	70	27	97	14	83
Stillwater	1	47	16	63	2	61
Virginia	1	30	20	50	6	44
Windom	1	26	12.	38	6	32
Winona	1	53	40	93	—	93
Total	69	4,602	2,653	7,255	607	6,648
						<u>607</u>
				Grand Total		7,255

SPECIAL CLASSES FOR SPEECH CORRECTION

1955-56

Financial

District	Teachers' Salaries	Other Expenses	Total Expenses	State Aid Recommended
Austin	\$ 9,000.00		\$ 9,000.00	\$4,800.00
Biwabik	3,600.00		3,600.00	2,1400.00
Bloomington	7,150.00		7,150.00	4,800.00
Brainerd	3,575.00		3,575.00	2,400.00
Chisholm	5,160.00	342.95	5,502.95	2,400.00
Coleraine	5,200.00	358.12	5,558.12	2,400.00
Columbia Heights	4,000.00		4,000.00	2,400.00
Duluth	14,548.00	568.33	15,116.33	7,200.00
Fairmont	4,550.00	- .....	4,550.00	2,400.00
Faribault	2,805.26	97.86	2,903.12	1,728.00
Grand Rapids	3,700.00	421.45	4,121.45	2,400.00
Hibbing	8,000.00	37.50	8,037.50	4,800.00
Hopkins	8,600.00	402.21	9,002.21	4,800.00
Little Falls	4,100.00		4,100.00	2,400.00
Mankato	5,650.00	13.57	5,663.57	2,400.00
Minneapolis	79,017.42	414.69	79,432.11	36,960.00
Mound	3,875.00	-.. -	3,875.00	2,400.00
Moundsview	5,300.00		5,300.00	2,400.00
Owatonna	3,600.00	27.05	3,627.05	2,400.00
Red Wing	3,450.00	13.50	3,463.50	2,400.00
Richfield	7,800.00	25.00	7,825.00	4,800.00
Robbinsdale	10,126.40		10,126.40	5,856.00
Rochester	4,905.00	28.24	4,933.24	2,400.00
Roseville	4,200.00	20.56	4,220.56	2,400.00
St. Cloud	4,150.00	19.68	4,169.68	2,400.00
St. Louis County	17,231.10		17,231.10	10,920.00
St. Louis Park	10,900.00	114.19	11,014.19	7,200.00
St. Paul	31,560.00	547.89	32,107.89	14,400.00
Sauk Centre	3,600.00		3,600.00	
South St. Paul	4,400.00		4,400.00	2,400.00
Stillwater	3,600.00	280.00	3,880.00	2,400.00
Virginia	5,550.00	16.50	5,566.50	2,400.00
Windom	1,557.00		1,557.00	1,200.00
Winona	550.00		4,550.00	2400.00
<b>Total</b>	<b>\$299,010.18</b>	<b>3,749.29</b>	<b>\$302,759.4</b>	

GRAND TOTALS FOR ALL TYPES OF SPECIAL CLASSES AND INSTRUCTION FOR  
CRIPPLED CHILDREN IN THE HOME, HOSPITAL AND SANATORIUM

Teachers and Pupils

Type of Classes	Number of Teachers	Pupils		
		Boys	Girls	Total
Blind and Partially Blind	26 rippled	151	124	275
34 Deaf and Hard of Hearing	23	216	212 95	428 190
Speech Correction	69 Mentally	95 4,602	2,653	7,255
Retarded	196 2/3	1,974	1,205	3,179
Total	348 2/3	7,038	4,289	
Instruction for Crippled Children In the Home, Hospital or Sanatorium	422			11,327
Grand Total	770 2/3			
Financial				1,299
				<u>12,626</u>

Type of Classes	Teachers' Salaries	Other Expenses	Total Expenses	State Aid Recommended
Blind and Partially Blind	\$ 141,356.52	22,028.06	\$163,384.58	82,430.85
rippled Deaf and Hard of Hearing	218,069.90	53,843.70	271,913.60	159,516.10
Speech Correction	125,258.58	13,501.81	138,760.39	59,378.35
Mentally Retarded	299,010.18	3,749.29	302,759.47	159,864.00
	978,880.63	77,652.77	1,056,533.40	731,067.17
Total	\$1,762,575.81	\$170,775.63	\$1,933,351.44	\$1,192,256.17

Instruction for Crippled Children  
 In the Home, Hospital or Sanatorium

	<u>297,567.02</u>	<u>206,501</u>
	.60	

Aid to Districts Having Pupils Enrolled in Class Centers as Nonresidents

	<u>66,236.60</u>
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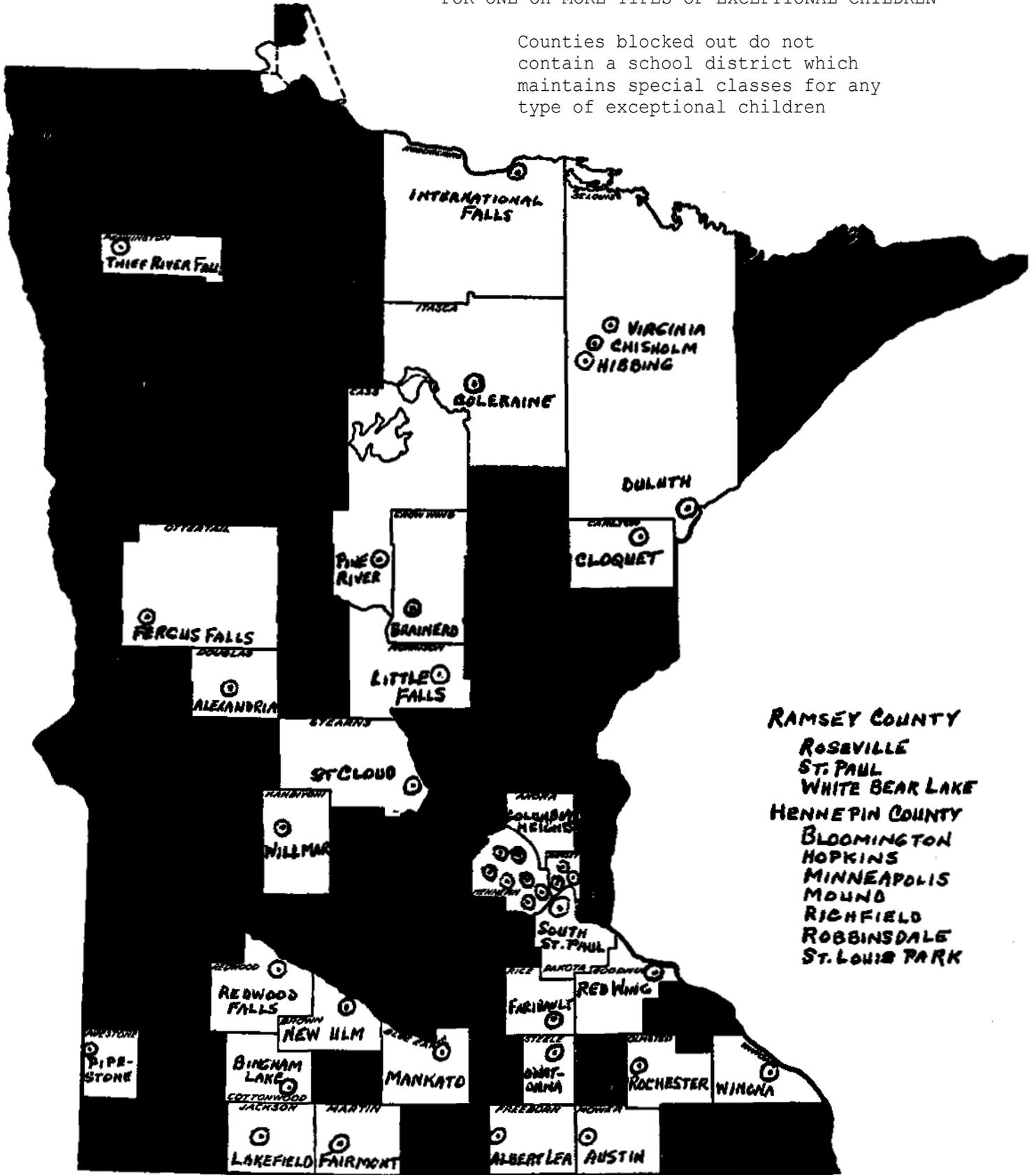
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Grand Total	\$2,230,918.46	\$
	1,464,999.67	



MAP SHOWING LOCATION OF SPECIAL CLASSES  
FOR ONE OR MORE TYPES OF EXCEPTIONAL CHILDREN

Counties blocked out do not contain a school district which maintains special classes for any type of exceptional children



## RESIDENTIAL SCHOOLS IN MINNESOTA

One of the meetings of the Commission was held at the Owatonna State School. Commission members made a tour of this institution, the School for the Deaf, the Braille and Sight Saving School and the State School and Hospital at Faribault.

At that time some of the persons who appeared before the Commission stated that there should be a closer working relationship between the state residential schools and the State Department of Education.

Mr. Howard M. Quigley, Superintendent of the School for the Deaf, was present at this meeting. He said that the School for the Deaf is primarily an educational institution and as such should have a close affiliation with other facilities in the field of education. Originally residential schools throughout the country were administered by welfare departments or similar agencies but in recent years the trend has been toward administration of residential schools by departments of education. In Mr. Quigley's opinion the School for the Deaf fills the role of properly integrating children who in many instances are getting their last chance for education. Many children after intensive instruction at the School for the Deaf are able to return to their home community and attend classes in public schools. If a statewide program utilizing public schools, the University of Minnesota, the Mayo Clinic, and the State School for the Deaf could be properly established, the hearing handicapped would receive the full benefits from all sources of education. The flexibility of transfer between the state residential schools and the public schools of the state under proper guidance should be carefully studied and could result in a more closely correlated program for all.

Mr. J. C. Lysen, Superintendent of the Braille and Sight Saving School, said that under provisions of Section 248.1, Minnesota Statutes 1953, "the Braille and Sight Saving School shall be grouped and classed with the educational institutions of the state". Mr. Lysen said that from the phrasing in the law the intent of the Legislature is unmistakable and the school is definitely tied to the field of education.

Dr. E. J. Engberg, Superintendent of the State School and Hospital at Faribault, reviewed the program at his school. The only persons admitted to the Faribault School are those who have been committed by the court as wards of the state. Most of the children are in the severely retarded group 7,1th an IQ of 50 or less. The school has a highly specialized program of training and is able to return many children to their home community as totally or partially self-supporting in a sheltered environment. Dr. Engberg said the objective of the school is to meet as adequately as they can the needs of every individual who comes to them. They try to determine as soon as they can whether the individual is likely to return to the community. If so, they prepare him to assume the responsibilities of community living. If he is more likely to remain in the institution they try to prepare him to be as helpful as possible in their institution community life.

Mr. C. McKinney Henderson, Superintendent of Owatonna State School, said that by statute the job of his school is to train boys and girls so that they will be able to return to their home community as self-supporting individuals. This school is intended to care for children who can profit from a program of training and teaching. Most pupils have an IQ of over 50 and should not have serious difficulties outside of their mental handicap. In recent years some emotionally disturbed and delinquent children have been admitted, A few children with multiple handicaps are now at the school but facilities were not designed to handle this

type of child. Mr. Henderson said many of the children after training are socially quipped to return to the community if the home situation is such that the child is accepted into community life.

At the Owatonna hearing and at later meetings of the Commission, the question of the relationship of state residential schools to the Department of Welfare and to the Department of Education were discussed. The Commission requested Mr. Morris Hursh, Commissioner of Welfare, and Mr. Dean Schweickhard, Commissioner of Education, to offer their recommendations concerning this matter,

The following letter was received by the Commission from Mr, Schweickhard:

"Your letter of October 15th involves the whole question of departmental authority over the planning and operation of the residential schools for deaf and blind children.

I am aware of the proposals and arguments which have been made for the transfer of those schools from the Department of Welfare to the Department of Education, The written record and the memory of those who have heard the proposals should be clear in showing that the Department of Education has never taken the initiative in such a move. My own impressions are that the Department of Education and the Department of Welfare both recognize two distinct functions: One being that of actual operation and maintenance, and the other the educational planning and teaching procedures. We definitely do not seek to take over the operating function of the two residential schools, but we do see an educational function which should be more appropriately directed by educational authorities rather than by welfare authorities.

The direction of proposed legislation in this connection implies the likelihood of adding to the staff of the Department of Education specialists in education of the deaf and blind children as well as some others. If this is accomplished it would seem that there would be a strong possibility that the relationship between the Department of Education and the residential schools could be very much the same as it is between this department and the public school districts of the state. The operation of the schools in the local districts is completely under the authority of the local school boards. The function of this department is to set standards and consult regularly with the local school authorities on educational planning and procedures.

In the case of the residential schools the operation could well be under the "Welfare Department but have the educational planning subject to the direction of the staff of the Department of Education. Under such a plan there is always the possibility of some conflict of thinking, but it would seem as though the statute could be written in such a manner as to clarify the various phases of authority.

Beyond these, I have no suggestions for procedures in co-ordination between the departments of Education and Welfare other than has been practiced in the best direction of our Inter-departmental Council."

The following letter was received by the Commission from Mr. Hursh:

"In reply to your letter of October 15th I have reviewed some background material to learn how we arrived at the current status of our operation of the educational programs in the residential schools under the direction of this department. I have been furnished a copy of Mr. Schweickhard's letter, dated October 23, 1956, addressed to you, and we generally agree with the opinions expressed in that letter.

In the spring of 1952, a discussion took place in the then Division of Public Institutions regarding the functions of the Division of Public Institutions and the Department of Education in the areas of special education, particularly for the deaf, blind, and mentally deficient. At that time, the question of transfer of the schools for the deaf and blind to the Department of Education was considered and Mr. Schweickhard at that time expressed his opinion that this transfer would not be practical because of the lack of institution operating experience in his department.

A second major question discussed, was the problem of providing consultation and aid to the residential schools in the educational area. At no time has there been any suggestion that the administrative operations of these schools was less than adequate; however, it was recognized that the central office of the Division of Public Institutions did not employ an individual responsible for a special education program and consequently a large area of a major program was not being adequately served.

Problems peculiar to the school departments included standards of personnel and curriculum, training of teachers of special education, teachers salaries, coordination of state schools, public schools and special education, and the need for better understanding by the public of the work done in the state schools. As a result a "council" of the six state schools: Cambridge State School and Hospital, Gillette Hospital for Crippled Children, School for the Deaf, Braille and Sight Saving School, Owatonna State School, and Faribault State School and Hospital was formed. Meeting with this council was a consultant from the Department of Education. In addition, invitations to attend council meetings were extended to YCC institutions. The first meetings of the Department of Public Welfare Education Council were held in the fall of 1952 and have continued on a fairly regular basis since that time.

In my opinion, the work done by this Educational Council has been very helpful. In September 1955, I assigned responsibility for working with the council to Mr. Ray Lappegaard, Deputy Commissioner. He reports to me that the work of the council has been very productive, both

in terms of dealing with specific problems arising in the operation of the schools and also in the less tangible area of stimulating and developing teaching personnel. Work in this latter area culminated in an institutional workshop held September 4 and 5 of this year at the School for the Deaf. All teaching personnel attended this work-shop as well as a number of people with related duties, such as house parents.

Throughout the entire period that the council has been in existence, it has had the advice and consultation of the staff members most concerned in the Department of Education, It seems to be simply a fact that there are too few of these people to provide us with the help we need,

All this, then, is by way of saying that we have had the fullest cooperation possible from the Department of Education. I share Mr. Schweickhard's view that the law providing for staff members skilled in special education in the Department of Education should be sufficiently clear so that we will have no problems regarding administrative lines of authority and responsibility for the operation of these schools. I too feel that the relation-ship between the Department of Education and this department would be very much the same as the relationship between the Department of Education and the public school districts of the state.

I trust that this letter and the communication you received from Mr. Schweickhard will give your Interim Commission the information it wants, and the assurance that the Department of Education and the Department of Welfare anticipate no difficulty in achieving the coordination and cooperation essential to a sound educational program in the residential schools under our jurisdiction."

#### DECISION AS TO SCOPE OF COMMISSION'S STUDY

After giving consideration to material gathered from other states in reference to what they are doing for exceptional children and having before it the recommendations previously mentioned, this Commission decided that the field of exceptional children is so broad that it would not be possible to make a detailed study of all aspects of it in eighteen months. The Commission agreed therefore, that it would restrict the scope of its study to some of the basic needs necessary to build the foundation for a sound program.

#### PROPOSED LEGISLATION CONSIDERED

##### 1. A mandatory law for special instruction and services

With this idea in mind the Commission started with the firm conviction that it is the right of every child to have an equal opportunity for education with every other child. The chart showing the location of special classes and service in Minnesota is proof that all of our children are not receiving equal opportunities.

The first basic need, therefore, is to make special instruction and services available to all exceptional children of the state which can benefit from them. We have had statutes permitting special classes since 1915 but most school districts for a variety of reasons have not established this type of class. The Commission is aware that the mere passage of a law requiring districts to provide special instruction and services does not mean that every district will immediately be able to establish classes. Necessary personnel will have to be found, space in which to hold classes will have to be provided, financing of programs at the local level will have to be arranged and no doubt a considerable amount of supervisory assistance must come from the State Department of Education.

The question as to which types of exceptional children should be covered by a "mandatory" law was discussed by many witnesses who appeared before the Commission. It seemed obvious that all children who were educable regardless of handicap should be included. Under present statutes state aids are paid for deaf, blind, crippled and mentally retarded children and for those who have a speech defect. Thinking of authorities today is that hard of hearing, partially seeing, children with special health problems and those with an emotional disturbance or a special behavior problem should be included.

Methods of providing special instruction and services should be broad enough so that a school district would not be hampered in providing the special instruction and services. It is the opinion of the Commission that school districts should be able to pool resources to provide the instruction and services in the home or outside its district, if that is most feasible. Modern technology recognizes many effective procedures including orienting an exceptional child to a normal home and school situation, providing special classes, instruction and services to the homebound, and specialized instruction and services in a residential school.

In considering ways and means of financing a program of special education which can be expected to grow to sizable proportions over the years, the Commission gave much thought to different types of state aid. As previously mentioned all of our present aids (except for children with speech defects and for crippled children requiring a therapist) are paid on a per pupil basis. Several states in recent years have changed from this system to payment of aid on an allotment basis with a specified sum being paid to a district for employment of a teacher, a therapist, a counsellor or other professional personnel. Several groups which appeared before the Commission urged that state aid for special education be paid on an allotment basis rather than on a per pupil basis. These groups felt that this type of aid would stimulate programs in the rural areas of the state.

In an early draft of a proposed mandatory bill, one section provided for payment of state aid for salary of teachers, school psychologists, counselors and therapists. Attention was soon called to the fact that there are many other types of professional personnel who should be included. The office of the Attorney General advised that specific mention of types of personnel would restrict payment of aids to the personnel actually mentioned. The Commission thereupon decided that future drafts of the proposed bill should specify "essential professional personnel, as determined "by the State Board of Education" which would be all-inclusive.

The amount to be allotted in the way of state aid toward salary of personnel was carefully considered. It was finally agreed that the Commission would recommend that the state pay two-thirds up to a maximum state aid of \$3600 per full-time

professional person working with exceptional children.

Representatives of the Minneapolis Public Schools and the St. Paul Public Schools appeared before the Commission in reference to the payment of state aid on an allotment basis. They produced figures to show that they would receive less state aid on the allotment basis than they had received under the system now in effect. They did not believe that existing programs should be penalized financially by any new method of paying state aid. The Commission recognizes that the school systems of Minneapolis and St. Paul have established and maintained special classes for exceptional children over a period of years and the Commission is in agreement that any change made should not penalize existing programs.

For this reason the Commission decided that the proposed bill should provide for alternate methods for the payment of state aid. The alternate method provided is identical to the law under which state aid has been paid during the past several years. It is hoped that all school districts will be able to adjust their programs within the next few years so that the allotment type of aid can be made uniform.

State aids for transportation are the same in the proposed mandatory bill as they are in the present law although some persons felt that this aid should be made uniform for all types of handicap. Present law provides for a maximum of \$225 annually for deaf, blind and crippled children and a maximum of \$160 for mentally retarded.

One other type of state aid is provided for in the proposed bill. This aid is for purchase or rental of supplies and equipment used in instructing exceptional children. The allotment would be limited to \$50 per year for each child being instructed and would match local district funds on a 50-50 basis. This aid would be paid to the school districts which choose to receive state aid on an allotment basis but would not be paid to districts which receive aid on a per pupil basis.

In order to encourage the establishment of classes in the rural areas it was felt that some provision should be made for part-time personnel or for full-time personnel for limited periods of time. Some school districts might wish to share personnel with other districts or two or more districts might wish to jointly hire a teacher or other professional person who would spend a portion of his time in each district. A provision was therefore written into the bill for aid to be paid on a prorata basis for a part-time person or a full-time person employed for a limited time. This provision will also enable some districts to receive state aid for summer school classes or for short concentrated periods of instruction.

One section of the bill provides that the amount of state aid paid for special instruction and services for exceptional children may not exceed the amount actually expended during the year for which the aid is paid. This will prevent a school district from diverting funds intended for special education into some other fund. This section also contains a provision that no school district may receive state aid under both methods provided. This will prevent a school district from receiving aids on a per pupil basis for one type of program and on an allotment basis for another type of program.

An enforcement provision which sets forth the procedure a parent or guardian should follow to secure special instruction and services for an exceptional child in the event the school district of residence fails to provide such special instruction and services is included in the proposed bill.

2. A permissive law for special instruction and services for trainable children.

Some persons appearing before the Commission expressed the opinion that trainable children should be entitled to the same opportunities for special education and services as are educable children. Other persons felt that children who are not educable should not be the responsibility of education but should be more a special welfare responsibility. This question of responsibilities has concerned educators and social workers for a number of year. In order to determine what might be accomplished for this type of child the State Beard of Education in 1951 authorized the establishment of several classes for trainable children on an experimental basis. From information available to the Commission it is evident that these classes have been of material benefit in keeping children in their home community. If it were net for these special classes, many of the children would be institutionalized. Most parents of trainable children prefer to keep their child with them but cannot care for them 24 hours a day. The fact that the child is away from the home in a special class part of the time benefits net only the child but also the parents. The comparatively low cost of special classes for these children as against the cost of institutional care is another factor to be considered.

The Commission feels that the present program of special instruction and services for trainable children should be continued and expanded en a permissive basis. They do not feel that the school districts should be compelled to provide the services. A proposed bill has been drafted providing for instruction and services for trainable children by any one of several different methods. State aids shall be supplied en an allotment basis similar to the allotment method of the bill for the educable handicapped. These aids cover essential personnel, supplies and equipment and transportation. The bill also contains a clause limiting the amount of aid to the amount actually expended for special instruction and services for trainable children for the year for which the aid is paid.

3. Establishment of a division of special education.

With Commission approval of tentative legislation to make special instruction and services mandatory in the local school districts it becomes necessary to con- sider expansion of services at the state level. A report of the State department of Education under the caption "Special Classes for Handicapped Children" contains the two following paragraphs:

"The State Board of Education is charged with the responsibility of determining rules and regulations for the conduct of the work. The Beard bases its requirements and recommendations on the accepted policy that wherever possible handicapped children should be taught in regular classes with normal 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 normal children, this should be done. Even under such conditions these who can participate with normal children in any school activity, special, mental or physical, should to encouraged to do so."

"Responsibility for state supervision of Special Classes for Handicapped Children has been a part-time assignment of some member of the State Department of Education since the inception of the program in 1915. A clerk-stenographer, also on a part-time basis, served as assistant to the Special Class Supervisor, assuming the whole responsibility for the necessary office work in connection with the; program until 1941, at which time the present supervisor took full charge of the work on a half-time basis, with one-fourth of the time of a clerk-stenographer."

Under the first paragraph on the preceding page taken from the report of the State Department of Education, we note that the State Board recognizes its obligation to handle the program of education for exceptional children. Under the second paragraph above we find that the supervision of the program has been a part-time assignment of a staff member who devotes some "time to other work. The Commission feels that a commendable job has been done considering the limited amount of personnel available. To provide the consultative services now needed, and to give guidance and direction to a developing program commanding great public interest, requires more personnel in the State Department of Education.

The College of Education of the University of Minnesota sent Dr. Maynard Reynolds and Dr. Willis Dugan, staff members, to Iowa, Illinois, Michigan, New York, New Jersey and Pennsylvania to investigate programs in these states in the field of special education. These two men, together with Dr. Walter Cook, Dean of the college of Education, reported their findings to the Commission and made specific recommendations as to what they thought was necessary to strengthen the special education program in Minnesota. The recommendations offered were as follows:

1. We wish to strongly urge and support plans for additional consultative services to be offered by the State Department of Education, Specifically, we would suggest that there be a full-time Director of Special Education, with a staff of at least three full-time consultants in specific areas; mental retardation, speech and hearing, and crippled children. There should also be a full-time director of school psychological services to give leadership to programs of school psychology, school social work, counseling and remedial teaching,
2. We urge that special state incentive aids be extended to cover school psychologists, school social workers, remedial consultants and special education supervisors.
3. We would suggest that consideration be given to changing the pattern of state aids for special education programs to a per-teachers basis with the state contribution being half salary up to a maximum of \$3,000 per teacher. This should apply also to speech, occupational and physical therapists. The present plan is excessively complicated and thus consumes too much administrative time. Also it brings too much responsibility to state level for determination of placement, etc., of individual children. With an expanding program of supervisory and consultative services, it should be possible to shift responsibility to community levels.

with only minimal standards and regulations at state level. The home bound and hospital teaching service probably needs to be excepted from the plan suggested here and continued with aids as presently authorized.

4. We would urge that provision of special education services be made mandatory in the school districts, with option for cooperative planning among districts when it is not feasible for a single district to provide services of all types within its own territory.

5. We urge that special state incentive aids be made available to state supported teacher-training institutions at the rate of full salary up to \$6,000 per staff member engaged full time in service activities as part of laboratory demonstration and clinical facilities for exceptional children. There should also be specific provision for extending such aids over the summer periods on a prorated basis.

Many persons appeared before the Commission in support of a proposal to establish a Division of Special Education within the Department of Education. These people were unanimously agreed that the program of special education and services at the district level would only be as strong as the supervision and direction at the state level. A tentative bill was drawn providing for a director of special education and at least five consultants in the areas of mentally retarded, orthopedic handicapped, speech and hearing, partially seeing and blind, and school psychological services. In the first draft of the bill specific duties of the Division were:

1. To administer the educational program for exceptional children;
2. To direct field services in districts which now have a program;
3. To aid in establishing; programs in districts which do not have a program; and
4. To provide consultant services to field personnel engaged in such programs.

This proposed bill was made available to organizations and individuals throughout the state. Tremendous interest was shown and suggestions were received from several sources on ideas to change or strengthen the bill.

Mr. Dean Schweickhard, Commissioner, Mr. T. J. Berning, Assistant Commissioner, and Mr. T. C. Engum, Division Director, of the Department of Education, all cooperated in an effort to set up the necessary machinery to implement special education services at the state level. The State Board of Education has indicated, however, that they do not believe legislation is needed in order to offer the necessary services. It is their belief that the establishment of a division within the department is an administrative matter and does not require legislative approval. They have also indicated that the passage of legislation of this type might establish a precedent leading to establishment of other divisions within their department.

Commission members were agreed that the advantages of supervision of educational facilities by the State Beard of Education would strengthen the programs in the residential schools of the state and the proposed bill therefore assigns this duty to the division of special education.

The final draft of the proposed bill to establish a division of special education for exceptional children defines exceptional children, establishes the division, enumerates its powers and duties and authorizes appointment of a director and staff.

At the request of Commission members, the Department of Education has set up in their budget request for the next biennium, \$129,000 to cover salaries of a director of special education, five special education consultants and two stenographers. Also included in the above figure are necessary office equipment and supplies, travel expenses and office rental,

#### 4. An advisory board

In the time that has elapsed since this interim commission was created, it has been increasingly evident that there is a great need for a continuing study of the problem of exceptional children. The Commission has barely scratched the surface but its activities have aroused the interest of people in many walks of life\* Parent groups, associations of medical men, psychologists, psychiatrists, teachers, social workers and many others have taken an intense interest and have cooperated to the utmost whenever called upon.

The Commission is of the opinion that there is a great deal left to be accomplished and they therefore recommend that the Legislature establish an advisory board to act in an advisory capacity to the State Board of Education, the Commissioner of Welfare and the State Board of Health. It is intended that this board shall continuously study the needs of exceptional children and aid in formulating policies and encouraging programs for exceptional children.

#### 5. Scholarships and training for teachers

Probably the most obvious need in the field of special education is for teachers who are qualified in this area. Passage of the proposed bill requiring school districts to provide special instruction and services to exceptional children will be meaningless if steps are not taken to provide necessary personnel to staff the program.

The University of Minnesota has investigated the possibility of a cooperative program with universities in nearby states whereby one university might offer courses to train teachers for mentally retarded, another for visually handicapped and so on. The University presently offers courses in the area of speech correction and mental retardation and although the program has grown considerably since its inception in 1951, it still cannot fill the demand which exists for teachers. The University has broad sources for training of teachers and there are excellent internship possibilities in the Twin Cities area.

Dr. Maynard Reynolds of the University staff was requested to consult with other staff members and with administrative authorities at the University in an effort to arrange for an expanded program for training of teachers in special education at the University.

The following letter was submitted by Dr. Reynolds after consultation with University authorities:

"This is a further discussion of ways by which the University of Minnesota might be enabled to accelerate training programs for teachers of exceptional children. If it is the conclusion of the Committee that there should be increased activity in this area, then my conversations with the University people indicate that it will be desirable, at least in the early phases, to have the costs of the expanded activity covered by a special appropriation.

In developing the plan I have consulted with several faculty members and the Dean of the College of Education, and with the Head and several faculty members of the department concerned with speech and hearing disorders. Those consulted agree fully with the plan and are prepared to support it in sessions with your committee and the full legislative bodies.

We feel strongly that primary importance should be given to the establishment of scholarships as a means of aiding in the recruitment of students for training in the special education areas. The availability of scholarship aids is a definite advantage in recruitment, particularly at the graduate level. We propose use of scholarship monies primarily at the graduate level, so that in a minimum period of time we can present to the state an expanded corps of able and well-trained specialists in the various fields. These people would be selected on the basis of both "service" and "research" potential. Even at the time of graduate training this should serve to enhance "evaluative" and "research" interests in our state's special education. Specifically we suggest that \$20,000 per year (\$40,000 for the biennium) be allotted to the Special Education Scholarship Fund of the University to be administered through the University Bureau of Loans and Scholarships, drawing upon an advisory service of faculty members in special education areas. The staff here would continue to exert itself to build this fund further through the solicitations of contributions from various voluntary associations of the state (parent groups, etc.).

A second part of the proposal concerns needed University staff to conduct training and research in special education areas. We propose that \$18,000. per year (\$36,000 for the 1957-59 biennium) be authorized by special appropriation to the College of Education for additional staff. We have estimated that staff members of the quality needed would be salaried at about \$9,000 each per year. With \$18,000 per year during the 1957-59 biennium, we could plan to employ two additional staff persons. In the long range, it is anticipated that there would be need for five new staff members (one each in the areas of speech, hearing, vision, mental retardation and orthopedic handicaps), but for the first biennium it seems likely that we should plan to find two suitable staff persons. The appropriation

should be established under flexible conditions, however, so that during the first biennium the monies could be expanded variously on two, three, or four staff members and in any one of the several special fields mentioned, and in unequal amounts, if necessary, over the two fiscal years.

In total, the above proposal amounts to \$76,000 for the biennium, This is less than 3% of the total amount likely to be spent in the same period in special subsidies to public schools having special education programs. I am certain that expenditure of this amount and in the ways suggested can bring many-fold return to the exceptional children of the state. This kind of action is one of the two or three necessary and major steps we must take in our state if our progress in special education is to be adequate.

I hope that you find the above proposals a practical basis for drafting statutes authorizing a special appropriation for consideration by the Legislature. As indicated earlier, it is clearly the view of the University administration that acceleration of training programs in special education will depend upon special appropriations and not the general maintenance appropriations of the University,"

Dr. Reynolds attended the final meeting of the Commission and discussed the plan more fully. The University budget request has been prepared and it is impossible to include these items in the budget at this time. The Regents and the administration of the University would, however, support outside sponsorship and welcome legislative action covering the two major points of Dr. Reynold's letter to the Commission.

The Commission also considered other means by which personnel for teaching exceptional children might be made available. The presidents and other representatives of the state teachers colleges were invited to attend a meeting of the Commission and express their views. Most of these gentlemen felt that a program of specialized courses for teachers in the field of special education could be established in the teachers colleges, Due to lack of time the Commission was not able to fully explore the possibilities of establishing programs in the teachers colleges and therefore suggest that this matter be given consideration by the Governor's Advisory Committee on Exceptional Children.

The Commission makes the following recommendations;

1. That an appropriation of \$40,000 for the biennium be allotted to the Special Education Scholarship Fund of the University to be administered through the University Bureau of Loans and Scholarships as a means of aiding in the recruitment of students for training in the area of special education.
2. That a special appropriation of \$36,000 for the biennium be authorized and allotted to the College of Education of the University for the purpose of employing additional staff members to conduct training and research in special education areas,

## 6. A children's psychiatric hospital

The need for an in-patient facility for treatment of severely disturbed and psychotic children has been described as the Number One institutional need in the State of Minnesota today. The Commission has heard testimony from Mr. Morris Hursh, Commissioner of Welfare, Dr. Dale Cameron, Director of Medical Services, and from members of the Medical Policy Committee, as well as the "Ad Hoc" Committee which has studied the problem for the past two years.

From information submitted there are nine centers in the state where some psychiatric services are now available. These centers are:

Wilder Child Guidance Clinic	St. Paul
Washburn Memorial Clinic	Minneapolis
Psychiatric Division, General Hospital	Minneapolis
Psychiatric Services to Children	University Hospitals
Children's Receiving Center	St. Paul
Mental Hygiene Clinic	Duluth
Counseling Clinic of the Rochester Health Center	Rochester
Mental Hygiene Clinic	Fergus Falls
Southern Minnesota Health Center	Albert Lea

The only one of these centers which presently offers in-patient treatment after diagnosis is the one at the University of Minnesota. This facility can only handle 14 patients at a time and inasmuch as it was designed primarily for research and training, it can only keep a patient for a limited time.

It is estimated that 150 children are now receiving services from one of the above sources and that at least 150 additional children will require psychiatric services each year. Psychiatrists who testified before the Commission say that intensive treatment of a psychotic child at an early age may prevent more severe disturbances in later life.

In 1953 the Legislature appropriated \$275,000 for construction of a new children's receiving center. This appropriation was not used and the Legislature re-appropriated a similar amount in 1955. Although it is not contemplated that the children's receiving center would offer treatment for severely disturbed children, it is possible that the receiving center and the psychiatric hospital might be constructed on a common campus so that the fullest use might be made of both equipment and staff.

The establishment of a children's psychiatric hospital has been studied by the Public Welfare Study Commission, the Interim Commission on Juvenile Delinquency and the Legislative Commission to Study State Building Needs. This Commission joins with the other Commissions in urging establishment of a facility for treatment of severely disturbed and psychotic children.

## 7. Community mental health services programs.

During recent years great attention has been called to the treatment of the mentally ill through the use of tranquillizing drugs. Of even greater importance would be the prevention of severe mental illness by early detection and treatment. Many persons who require hospital or institutional care as adults have given evidence of an emotional disturbance during childhood. The establishment of

community mental health centers would aid greatly in the early detection of causes leading to severe disturbances and would permit preventive treatment at an early stage rather than costly hospital or institution care later.

Community mental health centers would offer out-patient diagnostic and treatment care under supervision of expert psychiatrists and psychologists, would furnish consultation assistance to public and private agencies, the courts, schools and church groups and render rehabilitative service to persons discharged from mental hospitals,

The Minnesota Association for Mental Health with its membership of over 5000 citizens of the state has presented its plan for establishment of these centers to the Public Welfare Study Commission and representatives of the group have also appeared before this Commission. The plan, briefly, calls for establishment of community mental health centers to be located in key cities throughout the state. Each center would serve an area of 50,000 people or more and would be financed jointly by state and local funds. The state participation would be limited to fifty cents per capita per year for the area served. It is estimated that the state's share of the cost during the next biennium would not exceed \$327,000.

The Commission, recognizing the great benefits to be derived from handling the mental health problem at the local level, recommends that the Legislature enact legislation authorizing the establishment and financing of a statewide system of mental health centers.

#### AREAS OF FURTHER STUDY

The Commission has endeavored to make specific proposals in those areas in which they made the most intensive study, however, some of the areas touched upon by the Commission were not gone into in sufficient detail to reach definite conclusions and should be given further study. It is therefore suggested that the Governor's Advisory Board give consideration to the following general subjects:

1. School health program, Early detection is the most effective step in any program or prevention. A complete physical and mental examination of all children before admission to school and at regular intervals thereafter would do much to aid in early detection of conditions leading to future handicaps.

2, Reporting of defective children. Minnesota Statutes 1953, Section 144.33, provides in brief that any licensed person practicing the art of hailing must report to the State Board of Health any child he observed with severe injury or disease which might permanently handicap the child. This statute was enacted in 1929 and has been dormant for the past twenty years or more. Some persons thought this statute should be reactivated. Others who appeared felt that the statute did not accomplish the purpose for which it was originally intended and that it should be repealed.

3. State residential schools The proposed bill under which the State

of Education would have supervision of the educational program in these schools should do a great deal to strengthen the program in the schools. A considerable amount of concern was felt about the salary structure for teachers and other personnel. A most important factor in attracting and keeping qualified is adequate salaries. At the present time the salary schedules of the

state residential schools are considerably below the average salaries paid in the public schools of the state.

4. The gifted child. This type of child is frequently over-looked when thinking of exceptional children. The area of study of the problems of gifted children is very large and extremely different than for other types of exceptional children. The Act creating this Commission made no reference to the gifted child and the Commission did not feel that its studies in this field were comprehensive enough to enable it to make recommendations,

5. Area schools. Establishment of area schools where an exceptional child could either commute daily or could stay during the week and return home for week ends has been proposed by various individuals and organizations. While the Commission believes the idea has considerable merit, it felt that a more complete study was necessary before a program of this type could be recommended.

6. Trainable children. There is considerable difference of opinion as to where the fundamental responsibilities lie for the training of our severely mentally retarded children. Is it in the school system or in some other community group? The proposed bill authorizing school districts to provide special instruction and services for this type of child gives recognition to a program previously approved by the Department of Education on an experimental basis but is not intended as the final answer to the above question.

7. Census of exceptional children. The Commission attempted to obtain figures showing the number of exceptional children in each category in the state. The figures from some counties were obviously inaccurate. It was evident that figures were most complete from counties where a program of special classes were available. Counties where services for exceptional children were not available had very incomplete records as to the number and type of such children. The Department of Education in its new Manual of Instructions for Uniform Child Accounting has included a census form which could result in a more accurate census of all exceptional children in the state. The Commission commends the Department of Education for this forward step.

8. Safety and prevention. Department of Health records indicate that there is a marked reduction in number of deaths resulting from disease but an increase in the number of deaths as a result of accidents in the home. The control of communicable diseases is much advanced due to a good preventive program of vaccination and immunization plus early diagnosis and treatment. Development of a home safety program through the schools and other community facilities designed to prevent accidents and fatalities in the home might effectively aid in the reduction of such accidents. The State Department of Health has indicated that legislation authorizing it to engage in this type of program, together with an appropriation to cover necessary expense, would be desirable.

9. Personnel. The Commission has recommended expansion of the program at the University of Minnesota for training of teachers in the field of special education and have urged an appropriation for scholarships to students who enroll in this program. They have also indicated that the salary structure in the state residential schools should be revised to bring it up to salary schedules in the public schools.

(Personnel - continued) The establishment of teacher training programs at the state teachers' colleges presents great possibilities. The program now being conducted at St. Cloud Teachers' College for cerebral palsied children is well established and has assisted materially in providing internship for students in the fields of psychology and speech correction.

10. The multiple handicapped. One of the most complex and challenging problems in the entire field of exceptional children is the multiple handicapped child. Every child is an individual and as such requires individual appraisal and handling but nowhere more so than with the multiple handicapped. The Commission earnestly recommends further study of opportunities and responsibilities in this area.

#### ACKNOWLEDGEMENTS

The Commission desires to express its thanks to the many individuals and organizations who have assisted them during the past eighteen months. The State Department of Education, the State Department of Health, the State Department of Welfare and its divisions have been most helpful in furnishing consultative service, The county welfare boards throughout the state have cooperated by furnishing statistical information and many school districts have assisted us by supplying vital financial data,

The Commission wishes to express special appreciation to the Minneapolis Society for the Blind, the Minneapolis Association for Retarded Children, the Minnesota Society for Crippled Children and United Cerebral Palsy of Minnesota for their donations.

Staff members from the College of Education at the University of Minnesota have been most helpful in planning of future programs and all news media have publicized activities of the Commission in a very helpful manner.

APPENDIX

A BILL

FOR AN ACT REQUIRING SCHOOL DISTRICTS AND UNORGANIZED TERRITORIES TO PROVIDE SPECIAL INSTRUCTION AND SERVICES FOR EXCEPTIONAL CHILDREN, DEFINING EXCEPTIONAL CHILDREN, PROVIDING FOR AID FOR EMPLOYMENT OF SUCH PERSONNEL AS IS ESSENTIAL IN EDUCATIONAL PROGRAMS FOR EXCEPTIONAL CHILDREN, PROVIDING FOR AIDS FOR PURCHASE OR RENTAL OF SUPPLIES AND EQUIPMENT, PROVIDING FOR AIDS FOR TRANSPORTING OR BOARDING EXCEPTIONAL CHILDREN AND REPEALING MINNESOTA STATUTES 1953, SECTIONS 128.07, SUBDIVISION 4, CLAUSES 1 AND 2; 128.13, AS AMENDED BY LAWS 1955 CHAPTER 821, SECTION 1; AND 131.08 TO 131.12.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Every school district and unorganized territory shall provide special instruction and services for exceptional children of school age who are residents of this state.

Sec. 2. Subdivision 1. Every child who is deaf, hard of hearing, blind, partially seeing, crippled or who has defective speech or who is otherwise physically impaired in body or limb so that he needs special instruction and services, but who is educable, as determined by the standards of the state board of education, is an exceptional child.

Subd. 2. Every child who is mentally retarded in such degree that he needs special instruction and services, but who is educable as determined by the standards of the state board of education, is an exceptional child.

Subd. 3. Every child who by reason of an emotional disturbance or a special behavior problem or for any other reason needs special instruction and services, but who is educable, as determined by the standards of the state board of education, is an exceptional child.

Sec. 3. Special instruction and services for exceptional children may be provided by one or more of the following methods:

- (a) Special instruction and services in connection with attending regular elementary and secondary school classes;
- (b) The establishment of special classes;
- (c) Instruction and services at the home or bedside of the child;
- (d) Instruction and services in other districts;
- (e) Instruction and services in a state teachers college laboratory school or a University of Minnesota laboratory school;
- (f) Instruction and services in a state residential school or a school department of a state institution approved by the state department of education; or by any other method approved by the state board of education.

Sec. 4. The state board of education shall promulgate rules relative to qualifications of essential personnel, courses of study, methods of instruction, pupil eligibility, size of classes, rooms, equipment, supervision and any other rules and standards it deems necessary.

Sec. 5. The state shall pay to any school district and unorganized territory; (a) for the employment in its educational program for exceptional children, two-thirds of the salary of essential professional personnel, but this amount shall not exceed \$3600 for the normal school year for each full-time person employed, or a prorata amount for a part-time person or a person employed for a limited time, including but not limited to summer school; (b) for the employment of an individual jointly with another district or districts or unorganized territory in its educational program for exceptional children, two-thirds of the salary of essential professional personnel, but this amount shall not exceed \$3660 per annum for each full-time person employed, or a prorata amount for a part-time person or a person employed for a limited time including but not limited to summer school.

Sec. 6. The state shall reimburse each district or unorganized territory for supplies and equipment purchased or rented for use in the instruction of exceptional children in the amount of one-half of the sum actually expended by the district or unorganized territory but not to exceed \$50 in any one school year for each exceptional child receiving instruction.

Sec. 7. In lieu of reimbursement provided in Sections 5 and 6 a school district or unorganized territory may seek reimbursement from the state for special instruction and services to exceptional children as follows:

- (a) For deaf children, not to exceed \$400 for each such child.
- (b) For blind children, not to exceed \$400 for each such child.
- (c) For mentally retarded children, not to exceed \$300 for each such child.
- (d) For children with defective speech, not to exceed \$2400 for each teacher engaged exclusively in this work.
- (e) For crippled children, not to exceed \$400 for each such child.
- (f) For crippled children, not to exceed \$75 for each such child attending special classes for crippled children in summer school.
- (g) For mentally retarded children who have multiple handicaps the aid may be paid on the basis of crippled, blind or deaf under regulations established by the state board of education.
- (h) For crippled children not to exceed \$2400 for each therapist engaged exclusively in this work.

The per pupil allowance shall be paid for each such child who has been receiving special instruction and services as provided in section 3 for the full school year, or a proportionate amount for each child for such time as he has been receiving special instruction and services under (a), (b), (c), (d), (e), (g) and (h) of this section.

Sec. 8. The state shall reimburse each district or unorganized territory for the transportation or board and lodging of exceptional children when approved by the state board of education, at the rates to be determined by the state board of education, but this amount shall not exceed \$225 annually for each deaf, blind, or crippled child and \$160 for each mentally retarded child transported or boarded. Transportation funds may be used for conveying exceptional children between home and school and within the school plant.

Sec. 9. The aids provided for in sections 5, 6, 7 and 8 shall be paid to the district of residence and shall be paid in addition to basic aid and equalization

aid to which the school district or unorganized territory may be entitled. The amount of aid for special instruction and services for exceptional children as provided in Sections 5,6 and 7 may not exceed the amount expended for such special instruction and services for exceptional children for the year for which the aid is paid Each year each school district must choose to receive reimbursement under either Sections 5 and 6 or under Section 7; no school district may receive reimbursement under both methods provided.

Sec. 10. The parent or guardian of an exceptional child who resides in a school district which does not provide special instruction and services within its district may make application to the state department of education for special instruction and services for his child under one of the methods provided in Section 3.

If the state department finds that the local district is not providing such instruction and services, the department shall arrange for the special instruction and services provided for in Section 3. If the instruction and services are provided outside the district of residence, transportation or board and lodging, and any tuition to be paid, shall be paid by the district of residence. If the school boards involved do not agree upon the tuition rate, either school board may apply to the commissioner of education to fix such rate. The commissioner of education shall then set a date for a hearing, giving each board at least 10 days notice, and after the hearing the commissioner shall make his order fixing the tuition rate, which rate shall then be binding on both school districts.

Sec. 11. Minnesota Statutes 1953, Section 128.07, Subdivision 4, clauses 1 and 2; 128.13, as amended by Laws 1955 Chapter 821, Section 1; and 131.08 to 131.12 are hereby repealed.

#### A BILL

FOR AN ACT AUTHORIZING SCHOOL DISTRICTS  
AND UNORGANIZED TERRITORIES TO PROVIDE  
SPECIAL INSTRUCTION AND SERVICES FOR  
TRAINABLE CHILDREN AND FOR THEIR TRANS-  
PORTATION OR BOARD AND LODGING.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Every school district and unorganized territory may provide special instruction for trainable children of school age who are residents of this state.

Sec. 2. Every exceptional child who is mentally retarded or otherwise handicapped to such degree that he is not educable as determined by the standards of the state board of education but who can reasonably be expected to profit in a social, emotional or physical way from a program of teaching and training is a trainable child.

Sec. 3. Special instruction and services for trainable children may be provided by one or more of the following methods:

- (a) The establishment and maintenance of special classes;
- (b) Instruction and services in other districts;

(c) Instruction and services in a state teachers college laboratory school or a University of Minnesota laboratory school;

(d) Instruction and services in a state residential school or a school department of a state institution approved by the state department of education;

(e) By a program of home bound training, teaching and services; or by any other method approved by the state board of education.

Sec. 4. The state board of education shall promulgate rules relative to qualifications of essential personnel, methods of training, pupil eligibility, size of classes, rooms, equipment, supervision and any other rules and standards it deems necessary.

Sec. 5. The state shall pay to any school district and unorganized territory;

(a) for the employment in its program for trainable children, two-thirds of the salary of essential personnel, but this amount shall not exceed \$3600 per annum for each full-time person employed, or a prorata amount for a part-time person or a person employed for a limited time, including but not limited to summer school;

(b) for the employment of an individual jointly with another district or districts or unorganized territory in its program for trainable children, two-thirds of the salary of essential personnel, but this amount shall not exceed \$3600 per annum for each full-time person employed, or a prorata amount for a part-time person or a person employed for a limited time including but not limited to summer school.

Sec. 6. The state shall reimburse each district or unorganized territory for supplies and equipment purchased or rented for use in the instruction of trainable children in the amount of one-half the sum actually expended by the district or unorganized territory but not to exceed \$50 in any one school year for each trainable child receiving instruction.

Sec. 7. The state shall reimburse each district or unorganized territory for the transportation or board and lodging of trainable children when approved by the state board of education, at rates to be determined by the state board of education, but this amount shall not exceed \$160 annually for each such child. Transportation funds may be used for conveying trainable children between home and school and within the school plant.

Sec. 8. The aids provided for in sections 5, 6 and 7 shall be paid to the district of residence and shall be paid in addition to basic aid and equalization aid to which the school district or unorganized territory may be entitled. The amount of aid for special instruction and services for trainable children authorized in sections 5 and 6 may not exceed the amount expended for such special instruction and services for trainable children for the year for which the aid is paid.

A BILL

FOR AN ACT ESTABLISHING A DIVISION OF SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Subdivision 1. Every child who is deaf, hard of hearing, blind, partially seeing, crippled or who has defective speech or who is otherwise physically impaired in body or limb so that he needs special instruction and services, but who is educable, as determined by the standards of the state board of education, is an exceptional child.

Subd. 2. Every child who is mentally retarded in such degree that he needs special instruction and services, but who is educable as determined by the standards of the state board of education, is an exceptional child.

Subd. 3. Every child who by reason of an emotional disturbance or a special behavior problem or for any other reason needs special instruction and services, but who is educable, as determined by the standards of the state board of education, is an exceptional child.

Subd. 4. Every child who by reason of superior intelligence is unable to benefit to his fullest potential through regular classroom instruction to the extent that he requires special instruction and services and who meets the requirements for a gifted child as determined by the standards of the state board of education, is an exceptional child.

Subd. 5. Every child who is mentally retarded to such degree that he is not educable as determined by the standards of the state board of education but who can reasonably be expected to profit in a social, emotional or physical way from a program of teaching and training is an exceptional child.

Sec. 2. A division of special education is hereby established in the department of education under the direction and control of the state board of education for the promotion, direction and supervision of special education and services for exceptional children.

Sec. 3. The commissioner of education, subject to the approval of the board of education, shall appoint a director of special education and such other professional and clerical staff as is necessary to supervise and administer the program of special education for exceptional children.

Sec. 4 The division of special education under supervision and control of the state commissioner of education, subject to the approval of the state board of education, shall have the following powers and duties:

(a) To assist school districts in the organization of special schools, classes, and instructional facilities and services for exceptional children, and to supervise the system of special education for exceptional children in the several school districts and state operated residential schools of the state,

(b) To establish standards for teachers and other essential professional personnel to be employed under the provisions of this act, and to recommend certificates for those who qualify.

(c) To adopt plans for the establishment and maintenance of day classes, schools, home instruction, and other methods of education and services for exceptional children.

(d) To prescribe courses of study, and curricula for state operated residential schools, special schools, special classes and special instruction of exceptional children, including physical and psychological examinations, and to prescribe minimum requirements for exceptional children to be admitted to any such schools, classes or instructions.

(e) To initiate the establishment of classes for exceptional children in hospitals and convalescent homes, in cooperation with the management thereof and local school districts.

(f) To cooperate with school districts in arranging for exceptional children to attend school in a district other than the one in which he resides when there is no available special school, class or instruction in the district in which he resides.

(g) To cooperate with existing agencies such as the state department of welfare and the state board of health.

(h) To investigate and study the subject of special education for exceptional children.

(i) To promulgate rules and regulations to carry out the fore-going powers and duties,

#### A BILL

#### FOR AN ACT TO CREATE AN ADVISORY BOARD ON EXCEPTIONAL CHILDREN,

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. The "Minnesota Advisory. Board on Exceptional Children" is hereby created, consisting of 18 members to be appointed by the governor. The board shall act only in an advisory capacity to the State Board of Education, the Commissioner of Public Welfare, and the State Board OF Health. Six members shall be appointed for one year, six members for two years and six members for three years. Thereafter six members shall be appointed each year, each for a three year term. In making appointments the governor shall give consideration to statewide representation, The board shall elect a chairman, vice chairman and secretary, each to serve for one year. The board shall hold at least four meetings annually. The first meeting shall be called by the governor within 60 days after the appointment of the board. The board shall aid in formulating policies and encouraging programs for exceptional children. It shall continuously study the needs of exceptional children. Members of the board shall serve without compensation but may be reimbursed for actual expenses incurred in the performance of their duties by the Department of Education from an appropriation made to the department for this purpose.

FINANCIAL, REPORT

Appropriation		\$7,500.00
Gifts		<u>300.00</u>
Total Appropriation and Gifts		\$7,800.00
Actual Expenditures		
Office Salaries	4305.00	
Office Expenses	282.59	
Members' Expenses	<u>3,059.02</u>	\$7,646.61
Estimated Expenses		
Printing of Report and Postage	150.00	
Estimated Balance	<u>3.39</u>	<u>353.39</u>
Total Actual and Estimated Expenses		\$7,800.00

#Gifts

Minneapolis Society for the Blind	50.00
Minneapolis Association for Retarded Children	75.00
United Cerebral Palsy of Minnesota	75.00
Minnesota Society for Crippled Children and Adults, Inc.	<u>100.00</u>
Total Gifts Received by Commission	
\$300.00	