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OCTOBER 1961

COMMUNITY HEALTH AND WELFARE COUNCIL

OF HENNEPIN COUNTY, INC.

404 SOUTH 8TH STREET

MINNEAPOLIS 4, MINNESOTA

REPORT OF THE COMMITTEE ON THE MENTALLY RETARDED  
COMMUNITY HEALTH AND WELFARE COUNCIL OF HENNEPIN COUNTY, INC.  
MINNEAPOLIS, MINNESOTA

October 1961

I n t r o d u c t i o n

The present study was undertaken in response to needs expressed to Mr. Alan H. Moore, President of the Community Health and Welfare Council, by Mr. James Anderson, President of the Minneapolis Association for Retarded Children. In a letter dated November 1, 1960, Mr. Anderson reviewed the continued concern and attempt by MARC to develop and extend services to the trainable. The following excerpt: from the letter will indicate the current concern of MARC:

" ... that MARC approach the Community Health and Welfare Council for the purpose of asking for a study encompassing the:

- a. Need for service similar to Waite Neighborhood House in Hennepin County.
- b. Financial responsibility for such service in Hennepin County. (Parent, Public and Private Agencies)
- c. Preparation of a plan to implement the recommendations of the study.

The Board of Directors of MARC respectfully submits a request for such a survey to the Community Health and Welfare Council, realizing that the full cooperation of Hennepin County Welfare Department, Minneapolis Public Schools and other community serving agencies is essential. MARC pledges its full support in any way possible to help in the completion of the study."

The request for the study was accepted and referred to the Family and Child Welfare Committee of the Council under the chairmanship of Mr. Joseph R. Kingman III. In turn, Mr. Kingman appointed a study committee consisting of the following members:

Study Committee

Chairman:

Dr. Maynard Reynolds      Professor, Educational Psychology  
University of Minnesota

Members

Mr. James Anderson      President, Minneapolis Association for  
Retarded Children

Dr. Harriet Blodgett      Program Director  
The Sheltering Arms

Mr. Gordon Christian      Executive Director, Minneapolis Association  
for Retarded Children

Mrs. Thomas Colwell      Board Member, Waite Neighborhood House

Dr. Evelyn Deno      Consultant in Special Education and  
Rehabilitation  
Minneapolis Public Schools

Mr. James Geary      Director of Special Education  
State Department of Education

Mr. Arnold E. Gruber      Assistant Director  
Hennepin County Welfare Department

Mr. John Holahan      President, Minnesota Association for  
Retarded Children

Dr. Rufus Putnam      Superintendent of Schools, Minneapolis

Dr. A. B. Rosenfield      Maternal Child Health Division  
Minnesota Health Department

Mr. Harry Rumpel      Superintendent, Richfield Public Schools

Mr. Ove Wangensteen      Deputy Commissioner  
Minnesota Department of Public Welfare

Staff:

Mr. Edwin P. Bradley      Consultant, Family and Child Welfare  
Community Health and Welfare Council

Mr. Omar Schmidt      Executive Director  
Community Health and Welfare Council

The study committee has held a number of meetings since January, 1961. It has had the assistance of a number of consultants, including Mr. Arthur Goldman and Miss Barbara Reuter of the Waite Neighborhood House who prepared a detailed summary of the operations of the Waite House Day Care Center.

A R e v i e w o f E a r l i e r S t u d i e s

A number of earlier studies of problems and needs were reviewed. Following is a brief review of some pertinent aspects of earlier studies. The committee reviewed a previous Council study, Our Mentally Retarded, December, 1956. The following are excerpts:

Pages 23 - 25

"The area of educational responsibility for the Group II (trainable) children is less well defined - even among the professionals there is difference of opinion - than for the Group I (educable) despite the rapid advancement of such programs in other sections of the country."

"With respect to Group II classes, it appears that both the local and State interpretation of existing classes is that they are on an experimental basis. Although it is widely agreed that there is public responsibility for trainable children, there has not been agreement that the public schools should expand their programs and take full responsibility for these children.

"Although Minnesota has had some public school classes for trainable children since as early as 1934, it is within the past eight years that the issue of expanding services for the trainable has been raised. Recognizing that children of the trainable level will always need protection, either in the home or some type of sheltered environment, it has been argued by some that the basic responsibility for such children should rest with welfare agencies rather than the public schools. This argument is supported by the fact that most often classes of the Group II (trainable) type, when located in the public schools, are quite clearly segregated from the total school program. There is also a question as to whether those in charge of the classes really need to be 'teachers' in the usual sense, or might be persons having lesser, or at least different, formal training backgrounds. The essential problem, however, is one of providing a continuing and coordinated program for the trainable in the community which extends from the very earliest days of life of the child, including diagnosis, parent consultation, nursery age day care, school age programs, and on to programs for the post-school period.

"In 1951 a committee was appointed by the State Commissioner of Education to study the problems of the trainable. The committee was composed entirely of professional people and it was the recommendation of that committee that basic responsibility for the trainable child should be placed with the State Department of Public Welfare, with local discharge of that responsibility through the county welfare boards. The committee also recommended that the public schools be authorized to conduct classes for the trainable when, in any particular community and for any particular children, that seemed the most feasible and appropriate plan. It was proposed that monies of the State Department of Education be made available to such classes when conducted in the schools, or in other centers (presumably in settlement houses, etc.)

"The present committee takes note of the fact that despite the recommendations of the State committee referred to above, no final clarification of the issue of public responsibility for the trainable child has been reached. The Interim Committee on Handicapped Children of the State Legislature, which is now completing its studies, has not taken definitive steps in the matter. Their current proposal is that the matter of Group II classes remain on a 'permissive' basis with the school districts. It is understandable that the parents of retarded children have sometimes been impatient with respect to the solution of this basic issue of responsibility for the trainable.

"As indicated above, the issue is not simply one of who, that is, welfare or education, is to take responsibility for the school program for the trainable. It involves the problems of continuing responsibility from the earliest years and on through the entire life span. It appears to this committee that the most appropriate coordinating agency is the county welfare board, although it concurs in the recommendations of the State advisory committee that this should not preclude participation of the public schools in appropriate parts of the total program. Neither should this plan make mandatory the provision of services by the public schools. Indeed, the present types of services as represented by the Elliot Park Neighborhood House Day Care Service and the Sheltering Arms should receive public support - perhaps on contract with the county welfare board."

Page 37 - Recommendation 17

"It is recommended that a concerted effort be made by all agencies of the county concerned with the retarded to obtain a State level clarification as to full responsibility for the trainable retarded. The committee realizes there is some basic difference of opinion on this but above all else is the need for clarification of responsibility. In the best judgment of the committee, therefore, it is recommended that attempts be made to obtain legislation which will assign to the State Department of Welfare, and through that Department to the county welfare boards, the basic responsibility for trainable children. This responsibility should include coordination of all types of services: diagnosis, continuing parent consultation, day care, school programs, sheltered workshops, etc. The committee believes that State aids, including school aids, should be made available to communities of the State to support the variety of services needed. The committee feels a certain reluctance in making this recommendation, but does so in view of the urgency of the

situation. It has also taken into consideration the fact that the only official State committee to make a specific recommendation on this problem has recommended a similar pattern of services. Although the committee is aware that some parents feel strongly that responsibility should be placed with the public schools, it has appeared that the parents generally are more concerned that a basic policy decision be made than that the matter remain unresolved. It is clearly the view of the committee that the legislation should authorize the schools to participate in a total program for the trainable, but also that there should be public support for day care programs, sheltered workshops, etc., outside the school setting."

The committee also reviewed the activities of the Governor's Advisory Committee on Exceptional Children which later became the State Advisory Board on Handicapped, Gifted and Exceptional Children. Studies of these groups closely paralleled the Community Health and Welfare Council's findings just reviewed. A report by the Advisory Board on the Handicapped, Gifted and Exceptional Child entitled, The Trainable Retarded Child in Minnesota, is most relevant here.

A pamphlet, Serving Minnesota's Mentally Retarded, which was prepared by the Minnesota Inter-agency Committee on Mental Retardation, provides a plan for dealing with problems in the various counties. A primary recommendation in this report is for the establishment of county inter-agency committees on the mentally retarded. Essentially, these committees would bring together representatives of health, education, and welfare agencies for immediate and long-range planning for retarded children in the community. To date 44 counties have established such committees.

Especially pertinent to the present study is the "Five Year Report" of The Sheltering Arms, Following are a few capsule summary statements from the report:

- "1. Gains of trainable children apparent after school experience are seen in: independence, self-care, self-responsibility, improved group adjustment and group participation, improved communication skills, improved general behavior and behavior control, development

of more interests and skills, and decrease in negative behavior. These gains are not uniform for all children; there needs to be much flexibility in the program and much individual evaluation of progress.

2. The problem of making an adequate diagnosis includes not only measurement of intellectual level but also evaluation of emotional, social, and behavioral traits for which objective measures are not available. Interwoven with these problems are problems of interpretation to parents and provision of emotional support to help them achieve better understanding and acceptance of the realistic situation of their child; many of their emotional problems can be dealt with over a period of time, but cannot be immediately solved on a factual basis only. It is true in our experience that some higher trainables can adjust better and perform as well as some lower educables; intelligence is not the only factor in behavior.
3. Direct counseling to parents is important in any program for trainable level children. Every parent expects his child to enter school; school, for trainables, however, needs to be specifically defined and interpreted to parents since its content, methods, and purposes, as well as its outcomes, are so different from what is anticipated for normal children. On-going interpretation of the meaning of trainable-level ability and its implications is essential, with both individual and group interpretations. This is not being done in most communities having programs for the trainable; typically, the trainable classroom situation includes a wide range of ages and ability levels, with little emphasis on parent education. Such situations preclude helping parents to think in terms of long-range needs of their child, and are unfortunate in their effects in reinforcing unrealistic attitudes and behavior on the part of parents.
4. Trainable children fall into different groups; some cannot tolerate group experience at all; others benefit to differing degrees, and cease to benefit at different ages.
5. Community centers should be developed only with careful thought about the long-range needs of trainable individuals. There is probably a real need for some sheltered workshop and/or day care facilities for trainable adults whose families are stable, secure, and not making undue sacrifice in keeping the trainable member at home, and whose own behavioral adjustment makes community living satisfying as well as possible."

The following are direct excerpts from Dr. Blodgett's "Five Year Report:"

1. We view the long-range outlook for the majority of trainable level children as being institutional living or a substitute for institutional living.

2. We do not view the task of working with trainable children as being exclusively an educational assignment. We think that working with parents is at least as important as working with the children.
3. Whether total planning is envisioned as a function of the school primarily during the years in which the child is a school responsibility or whether this is seen throughout the child's life as a parent, school-welfare responsibility, is a problem to which there is no easy answer.
4. Not all trainable ability children can profit by being in a group; measurement devices are not yet available to tell with certainty, in advance, which ones can profit and which cannot.
5. The typical young trainable child entering school at 6, 7 or 8 needs at least two years of schooling before a final determination can be made as to his ability to show gains.
6. In general, we think that trainable children whose ability level is not in question fall into two groups of ability to profit from school. One group generally, but not exclusively in the 30-40 range, seems to reach its final level by the age of about 11, assuming that this group has had at least two years, perhaps three, of school attendance. Another group, generally but not exclusively in the 40 - 50 I.Q.range, continues to show gains up to the age of 14.
7. Public schools, as a social institution, do have a contribution to make to the development of trainable children. This is not their exclusive burden, but schools are better fitted than any other social institution to make a large contribution here, and the social situation in general demands more community services to the trainable.
8. Specific (and selective) recommendations of the study are that:
  - a. The public schools continue the program at The Sheltering Arms and consider giving public school status and support to the Waite Neighborhood program.
  - b. The age range for trainable classes should be flexible but permissively from 6-14.
  - c. Public schools are encouraged to take further steps in encouraging partnership programs for support. These are both possible and practical.
  - d. At the close of the child's school career period, planning should have progressed to the point of decision making by the . pertinent agencies, with the family, for the child involved.

In still another context, Dr. Blodgett, Program Director of Sheltering Arms, summed up several additional important points for the committee:

1. By definition, the trainable child is one for whom there is life-time dependency and no reasonable expectation of economic subsistence or achieving living satisfactions in a community setting without special modifications,
2. There is a problem of planning for older trainables in a school setting when they have achieved their maximal level of development and cannot progress further in any "vertical" learning.
3. Two years may be necessary, in some cases, for a complete evaluation of a retarded child's ability to profit from school experience and to make a long-range plan.
4. There is no agreement as to what kind of community resources should be provided for the child who has completed school, as well as disagreement concerning which children can and should remain in the community.
5. Termination of school for the trainable child, when he has reached his maximum level, comes earlier than it does for the normal child. This brings up some serious questions about the purposes and benefits of providing mandatory classes for the trainable up to any fixed chronological age.
6. Schools assume some responsibility for children beginning, usually, at age five or six. Before this age, psychological evaluations and interpretation to parents are of importance to parents in helping them understand the nature and implications of their child's defect, and helping them accept a special class placement or, in some cases, the impossibility of school attendance. A second point of special need occurs at the termination of school for trainables (at age 11 or 14), with the need for cooperative planning between schools and other agencies to assist parents with determining the most suitable "what next" situation.
7. A crucial need is coordination of agency services in planning with parents.
8. While the benefits of the Sheltering Arms program are observable and to some extent measurable, these must be viewed in the total framework of this program, particularly with reference to parent education and participation.

## S h a p i n g   t h e   P r o b l e m   f o r   D e c i s i o n

The committee decided it could be most useful by trying to shape up a plan for broad community action which could become the basis for decisions by official agencies. The first level of decision to be made concerns an over-all plan. Presuming this to be accomplished, a second set of decisions would need to be made by cooperating agencies to implement the plan. The committee has centered its attention on the first decision - that of framing an over-all pattern of community action.

It may be useful to review the problem in a framework which attempts to set out responsibilities of various agencies and parties. The analysis proposed here is organized under four headings which together suggest a kind of flow chart.

### PRE-SCHOOL AGES (PRIOR TO AGE 6)

Major problems here are to secure complete diagnoses (medical, social and psychological), parent consultation and, for some, organization of pre-school group experiences. The committee views the problem of securing an adequate diagnosis as basically a private and family responsibility. To be sure, there are needs for assistance by welfare and health agencies and by parent groups, but the basic responsibility falls upon parents.

### SCHOOL AGES 6 to 10

At this stage many trainable children can profit from a group training experience. Responsibility for provision of such group experience has been indefinite in Minnesota. However, a pattern of State aids is available to public schools to partially offset costs to the local school district when 'trainable classes' are organized. When the schools take on this responsibility, it is meant that they provide services ordinarily provided other children, including a teacher, school equipment

SCHOOL AGES 6 to 10 (continued)

and supplies, space and transportation. Such additional special services as the following usually are expected of schools when they engage in programs for the trainable: screening for vision, hearing and speech disorders; medical (limited), psychological evaluation; psychological and educational record-keeping; parent consultation and parent education.

An essential collateral service, which goes beyond school function, is intensive counseling of parents. At this point, the solution seems to involve a collaborative effort by welfare and school officials. This pattern of welfare-school cooperation should be extended to cover joint consideration of admissions to school and the frequently difficult problems of the school-leaving period.

SCHOOL AGES 11 to 14

This might be termed the transition period. Not all so-called trainable children can profit from school programs and it should not be anticipated that all would be enrolled. Of those who are enrolled, some will not be able to tolerate group stimulation or restraints and will have to be dropped. Others can be expected to profit and can be held to about age 14.

It is in this transition period from about age 11 to 14 that most school-leaving would take place. The committee believes that welfare and school authorities should work together with especially great care at this juncture. Responsibility would clearly shift away from the schools in this period; responsibility would shift more completely to welfare officials for social and psychological services. Hopefully, many parents would accept an active relationship with the county welfare board to plan future experiences for the child.

AGES 14 AND ABOVE

It is anticipated that a considerable proportion of the trainable retarded would be institutionalized at about the time of school-leaving. Perhaps as many as half will be able to remain in the community. Efforts are needed to expand and improve services of all kinds for the retarded of this post-school period; Clearly there is need for specialized day care centers and expanded sheltered workshop facilities in our community for children of the teen-age and young adult level. The committee sees program development for this level as outside school responsibility as presently conceived. Private groups and other public agencies will have a major role in planning and supporting *the* needed facilities. Legislation now being considered which would offer public support of pilot project day care centers offers much hope. Sheltered workshops undoubtedly need to be further developed.

C o n s i d e r i n g   t h e   R e s p o n s i b i l i t y  
o f   t h e   S c h o o l s

For at least the last decade there has been much discussion of the role of the public schools in programs for the trainable retarded.

"There is widespread recognition that the problem of supervision for the trainable is a life-time problem, in that these people will never find a completely independent role in complex society. Most writers on the subject assert that ultimately institutional care is the answer for many, and that the remainder will require the care that might be provided in a sheltered workshop and by a sympathetic family home. The recognition of this need for continuing supervision throws light on the basic question of where ultimate responsibility for child training programs may lie. There is frequent recognition of the fact that the care and training of these individuals should come under the purview of a department of welfare, although other departments of government might certainly expect to participate." 1

"From many reports, it is indicated that parents of trainable children would prefer to see programs of care and training developed within the schools. They recognize the ability of the schools to do a good job; and they recognize moreover, the status which the educational

program of the public school carries with it. Cruickshank takes one of the more extreme positions against the public schools' assuming responsibility in this training area. In defining his argument, he states, 'Twenty years from now the public day school education is going to be struggling to free itself from the legislation of 1954-56, which has placed this non-educational responsibility in its offices,' referring to the education of trainable in public school classes. His solution would be day-care centers under the auspices of residential schools, which would give the necessary relief to parents and basic training to children without heavily obligating the public schools in an area which up to recently has not been recognized as part of the public school's mission." 2

Many persons might be cited who disagree with Cruickshank and who believe the public schools are in the best position to offer group experiences to trainable retarded children in the community. At least six states have made trainable classes mandatory by state law. At least 33 states, including Minnesota, have "permissive" legislation, which makes special aids available for such classes, but which does not mandate their organization. Minnesota now (1960 - 61) has 41 public school classes for the trainable serving 347 children. Six of these classes, serving 51 children, are in Hennepin County, as follows:

	<u>No. Classes</u>	<u>No. Pupils</u>
Hopkins	1	9
Minneapolis	3	30
Richfield	1	5
St. Louis Park	1	7
Totals	6	51

The so-called "Ohio plan" is a much discussed alternative to public school classes. In Ohio the responsibility has been placed with the State Department of Health, Hygiene, and Welfare; and the operation of the local programs with county welfare departments. Therefore, the major responsibility for securing teachers, meeting payroll, and developing

1 Cruickshank, W. - Planning for the Severely Retarded Child. American Journal Ment. Def., 1956, 61, 3-9

2 The Trainable Retarded Child in Minnesota. See above.

3 See Appendix A which is a copy of Minnesota's Law covering this topic.

curriculum is all responsibility of agencies other than the public schools. The State aid from the Department of Health, Hygiene, and Welfare is given to each approved class based upon \$300 per child. This is a unique arrangement whereby reimbursement is given for each member of an approved unit. This means that if the unit is not approved, no money is received for any child.

In addition to the monies received from the State, the county welfare contributes \$200 per child; and this is matched by local boards of education. Therefore, the per child reimbursement for each child enrolled in the trainable program is somewhere around \$700. In addition to this, the Cincinnati Board of Education provides certain schools and school rooms at a cost of \$1.00 per year to the organization.

Presently under consideration in Ohio is a plan whereby the county welfare and the board of education's contributions will be raised to \$300 per year. The excess amount will be used to provide transportation with no cost to the parents.

In Minnesota it has been recommended that a plan of coordination among welfare, education and health agencies be implemented. It is proposed that the continuous public responsibility for all trainable retarded be charged to the Department of Welfare, but that schools organize classes for selected children for that period of their lives when group training experiences seem to be feasible and profitable. A team approach to planning even for the school age trainable is recommended, however. The State report recommends that when schools undertake classes for the trainable they understand the extraordinary conditions of doing so. These are indicated as goals for such classes as outlined in the report:

<sup>1</sup> The Trainable Retarded Child in Minnesota. See above.

This is already quite explicit in Minnesota legislation going back to 1917 in the so-called "Children's Code."

- "1. Provide a very needed relief to the parents of the trainable retarded child.
2. Provide a more normal home situation to the brothers and sisters of the retarded.
3. Provide training in simple work habits and skills which may be useful in the home or other sheltered environment.
4. Permit parents who wish to do so to keep their retarded child at home.
5. Provide companionship for the child who is to be kept at home, or who is awaiting a vacancy in an institution.
6. Provide opportunities to assist parents continuously with day to day problems and long-range planning through both counseling services and parent education programs.
7. Improve adjustment of retarded individuals to their home and community by encouraging a feeling of group belongingness, and of personal worth, by assisting them to become participants in home and community activities.
8. Discharge the state and community responsibility to these children, in cooperation with the home, in a manner which is economically and socially advantageous."

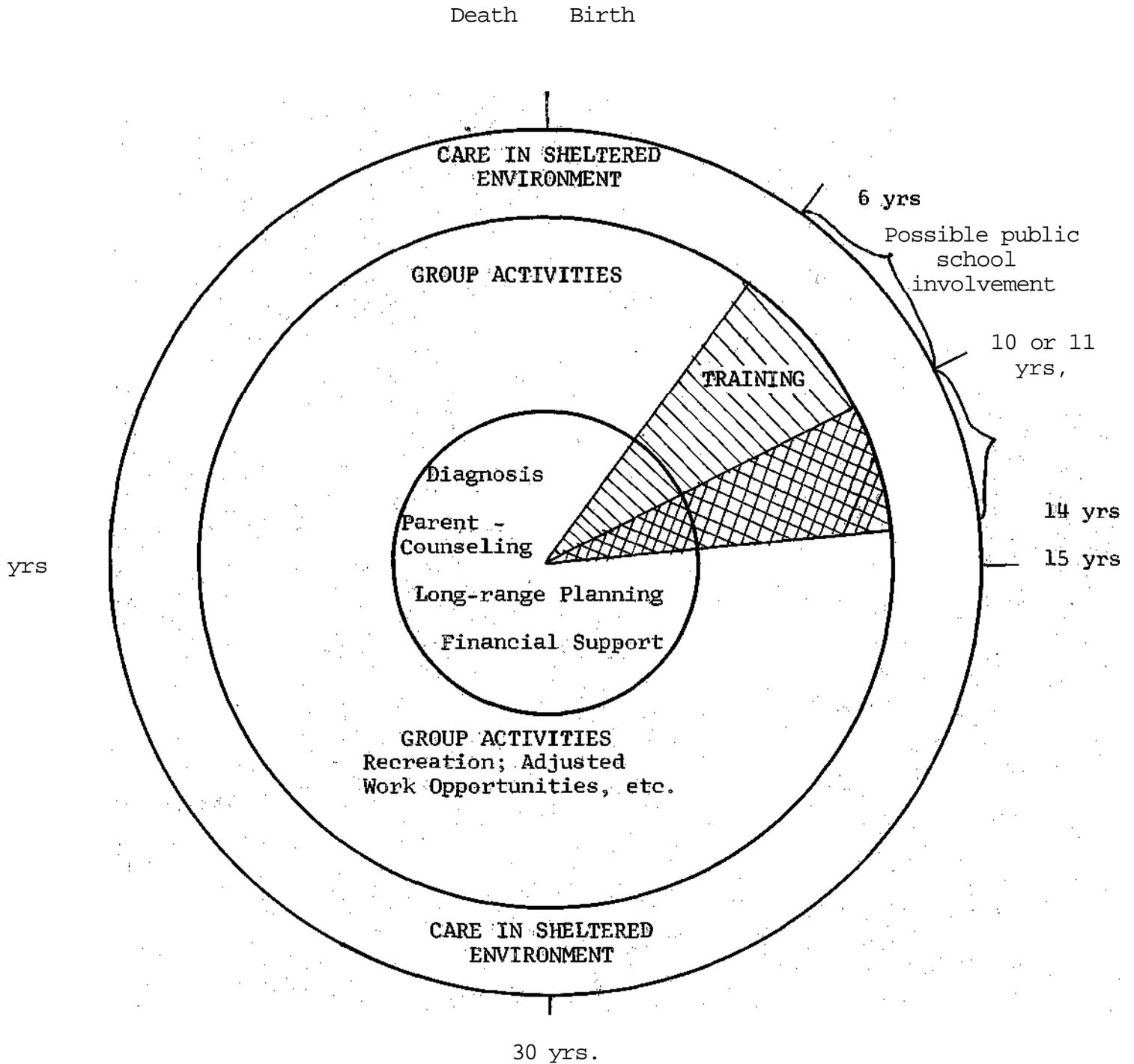
#### A Proposed Plan

Following is an outline of a plan by which it is proposed the County Welfare Department, the public schools of the county, the Minneapolis Association for Retarded Children, and the Community Health and Welfare Council would cooperatively move to expand present services to the trainable. The specific focus here is on expansion of trainable classes in the public schools, along with collateral supporting activities by other groups.

The role proposed for the schools may be represented in the diagram on the following page. It emphasizes the importance of a total program for trainable persons. The scope of the school's participation is shown by shaded portions of the diagram.

THE TRAINABLE RETARDED

PHASES IN A PATTERN OF: LIFE-TIME DEPENDENCY



COUNTY WELFARE DEPARTMENT

This department would undertake the following activities in behalf of all trainable retarded children and their families with no exclusion of non-guardian clients.

1. Continue efforts to encourage development of community resources of all appropriate types for the mentally retarded.
2. Participate financially, where needed, in support of particular children needing service in pre-school and other types of day care centers for the trainable retarded.
3. Continue and further develop services to families of pre-school children who are retarded whenever requested by parents and through joint efforts with personnel in other agencies.
4. Participate with school officials in selection procedures for children being considered for school-supported programs.
5. Join with school personnel in planning and conducting parent education and consultation programs while children are in school.
6. Take active part in planning school-leaving at whatever stage this seems appropriate and to assume an active follow-up relationship with parents if they wish.

It would be understood that:

- (1) No parent contact with the Welfare Department is made absolutely mandatory as a condition of service by another agency;
- (2) The County Welfare Department does not envision any extension of its role to the point of operating facilities for group care of the retarded, but restricts its main concern to further development of consultative and advisement services.

MINNEAPOLIS ASSOCIATION FOR RETARDED CHILDREN

1. Continue efforts to stimulate and assist in the development of community resources of all types for the mentally retarded, recognizing that the additional trainable classes proposed as part of this plan are but a piece of the total program needed.
2. Intensify efforts to encourage parents to secure early and complete diagnosis of their retarded children and early consultation as to long-range planning.
3. Intensify parent education program to interpret the total program of the schools, the County Welfare Department and other agencies and especially, to sensitize parents to current limits of programs.
4. Encourage and assist in research and demonstration projects which will give further insights into community needs and possibilities.
5. Provide interpretation to the community of needs of official agencies for support to carry the added program.

COMMUNITY HEALTH AND WELFARE COUNCIL OF HENNEPIN COUNTY, INC.

The Council offers continuing use of its offices for studies and inter-agency planning as programs progress. Members of the present committee are willing to make themselves available in every useful way in interpreting to official bodies the recommendations which follow:

PUBLIC SCHOOLS

1. Within the general structure of cooperative action as proposed above, develop a specific plan for extension of present services to the trainable retarded for consideration by the Minneapolis Board of Education.
2. Develop for all public schools in the county the kind of cooperative arrangements with the Hennepin County Welfare Department and other agencies proposed above.

AUTHORIZING SCHOOL DISTRICTS AND UNORGANIZED  
TERRITORIES TO PROVIDE SPECIAL INSTRUCTION  
AND SERVICES FOR TRAINABLE CHILDREN AND FOR  
THEIR TRANSPORTATION 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 such district or unorganized territory. School age as used in this act shall mean the ages of 5 years to 21 years inclusive.

Section 2. Every child who is 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.

Section 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 homebound training, teaching and services; or by any other method approved by the state board of education.

Section 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.

Section 5. For the purposes of this act any school district or unorganized territory or combinations thereof may enter into an agreement to provide special instruction and services on such terms as may be agreed upon, but in that event each participating unit must agree on the method of reimbursement as provided by section 5, 6 and 7 or on some other method approved by the state department of education.

Section 6. 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 \$3,600 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 \$3,600 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.

Section 7. 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.

Section 8. 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.

Section 9. The aids provided for in section 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.