

## BACKGROUND

### Statutory Definition of a Trainable Child

"Every child who is handicapped to such degree that he is not educable as determined by the standards of the state board 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."

(Chapter 803, Section 120.04, Minnesota Statutes)

### Legal Provision for Classes

"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." (Chapter 803, Section 120.18, Minnesota Statutes)

*May 1965*

In ~~April~~ of ~~1964~~, the State Board of Education adopted the following policy statement regarding trainable classes:

"The State Board of Education wishes to record its considered opinion that the conduct of educational service for trainable retarded children is a justifiable function of the public schools. The Board urges the school districts of Minnesota to move ahead as rapidly as possible in providing educational services for these children. In so doing there is need for collaboration with other service agencies in the community which provide health, welfare and other essential services for retarded persons and their families. Only if each agency assumes its proper share of responsibility can the total spectrum of service needs be met for this group."

### Justifications for Classes

The 1962 Governor's Advisory Committee on Mental Retardation made several comments and recommendations concerning education and training of those moderately and severely retarded children capable of benefitting from trainable classes. They include:

- (a) Mentally retarded persons are entitled to all the services provided to other children or adults.
- (b) Education and training should be provided by the public schools.
- (c) Only a moderate number of the trainable retarded needing special education services are receiving proper help.
- (d) The State of Minnesota should undertake every necessary action to put real thrust into the development of community-based programs for the mentally retarded.

### Cost of Classes and State Aid

While the cost of individual trainable classes will vary from district to district, depending upon many factors, the average per pupil cost will seldom exceed one and one-half times the per pupil cost for a regular class pupil. The major reason for

increased cost is the smaller number served within each class. Compared with the costs of institutional space and maintenance, which in many cases might be considered by parents as an alternative, trainable classes can result in a sizeable saving each year to the general public.

The State of Minnesota does provide substantial reimbursement to school districts offering such services. They include:

- (1) Up to two-thirds of the salary of the teacher, not to exceed \$4,000, will be returned to the district by the state.
- (2) One-half of expenditures for supplies and equipment, not to exceed \$50 for each child per year, will be reimbursed.
- (3) Transportation allowances, not to exceed \$225 annually per pupil, will be granted when the mentally retarded child is unable to be transported on a regular school bus.
- (4) Two-thirds of the cost of approved diagnostic service, not to exceed \$20 per full day, will be reimbursed.
- (5) Districts are eligible for foundation aid for children in trainable classes on the basis of pupil units in average daily attendance.

#### Role of the School Administration

Trainable classes have been established by school districts independent of any organized concern on the part of community groups. However, the average school administration has many programs in operation and others under consideration. Special programs of a permissive nature, such as trainable classes, will benefit from the impetus of an interested and concerned citizenry.

The superintendent of a school district that is being approached can play a vital part in the successful initiation of your project. Attempt to secure his support. While the actual decision to establish a class will rest with the school board, the superintendent plays a very influential role in suggesting to the board members the types of programs he believes are important, at a given time, within their school system. Maintain close liaison with his office.

#### Purpose of Suggestions

In an effort to provide parents of retarded children and citizens interested in the development of community services for the retarded some possible guidelines in working toward the establishment of trainable classes, the following suggestions are offered with respect to procedure. The appropriate steps vary in different locations. You, after careful consideration, will have to determine the best plan of action in your set of circumstances.

This will not be a simple project, but in helping to bring a class into existence, you will have played a vital role in providing and expanding community services. Time is running out for many retarded children who require trainable classes to develop their full potential but for whom no classes exist.

### PRELIMINARY STEPS

#### Speaker at ARC Meeting on Trainable Classes

You may invite a speaker to your monthly ARC meeting who will talk about trainable classes. This speaker might be from the Special Education Section of the Department of Education, a member of the Education Psychology staff at a college or university in your area, a person from another school district who has played an active part in the establishment of a trainable class, or a staff member of the Minnesota ARC. To avoid misunderstanding, be sure to indicate to the speaker when contacting him that you want him to speak on the topic of trainable classes.

#### Accelerate Public Education Program of Local ARC

While it is hoped that the local ARC is making good use of all methods of creating greater public awareness of the needs of the mentally retarded, effort should be accelerated even more during this period. For example, it may be extremely important for your speaker's bureau to reach community organizations interested in child welfare problems with the hope that they might be willing to lend support to establishment of a trainable class, if necessary.

#### Preliminary Meeting of Known Interested Parents of Trainable Children with Special Education Chairman and/or President of Local ARC

General consideration should be given to the need for trainable classes in the area. A preliminary identification of possible participants known to the group should be reviewed. Consideration should be given to local individuals who are the parents of a school-age trainable child and who might be willing to serve as the group's chairman or spokesman.

#### Selection of Competent Spokesman

The first key decision as you embark on the project will be the selection of a competent spokesman. The capability and interest of this individual will have much to do with your success. He will probably be the parent of a retarded child, but not necessarily. He will be a respected citizen of his community. He will be willing to take the time to become an informed authority on trainable classes through familiarization and contacts as listed below. He will spearhead your efforts and serve as the official contact person with the school administration and school board. He will present your case for a trainable class before the school board at the appropriate time.

### Familiarization with Basic Needs-Limitations-Potential of Moderately and Severely Retarded Children

Your local ARC library undoubtedly includes books and pamphlets on this subject. If you desire further information or suggestions on background materials to read, contact the Minnesota ARC.

### Familiarization with Directives Relating to Trainable Classes in Minnesota

The Minnesota ARC has several copies of "Directives Relating to Public School Programs for Trainable Mentally Retarded Children", available for loan to local ARC's from its library. This manual is essential reading for your spokesman. Contact us if you need one. While these directives are somewhat flexible in interpretation, they form the foundation for state approval and for operation of all trainable class programs.

### Familiarization with Existing Trainable Classes in Area, and in Less Populated Areas, Potential Feelings for Inter-District Cooperation

Enclosed as appendices are a list of all trainable classes in existence at this time in Minnesota and a map of the state showing their geographical location. Are there possibilities for some individuals in your area to participate in existing programs through inter-district cooperation? If so, investigate. Are school districts in the area responsive to inter-district cooperation in inaugurating new programs? Investigate.

### Familiarization with Present Plans of Area School Administrations for Serving Trainable

Contact with area school administrations may give you a clearer understanding of their feelings concerning the trainable, as well as information on any current plans underway. Express the interest of your group in seeing a trainable class initiated (request their help and support if they appear interested). Do not assume that their support means that your work is finished and that their work has begun unless they have made definite plans for a program to begin at a definite time.

### Overall Approach

Base your actions on knowledge, not emotional appeal!

## EARLY PLANNING

### Timing

Unless the need for a trainable class has already been carefully determined, it might require several months to complete necessary steps before a class could conceivably be established. You will want to approach the school board with your case, carefully documented, in early winter with a request that a class be approved for the following fall. Making your initial contact later than that might well postpone any action for an additional year. Plan on taking this much time right from the beginning.

### Contact with County Welfare Office, Public Health Nurses, County Superintendent of Schools, and any Other Available Referral Agency

The above are the logical agencies to approach, along with the schools, concerning the necessity for trainable class services in the area and their willingness to cooperate in evaluating the need. Each will have had contact with some potential participants.

At this stage, a decision should be made on whether it will be most appropriate to have a formal committee comprising representatives of the above agencies and a representative of your group carry through with the necessary details in determining and justifying the need, or whether the sensible approach will be the informal committee arrangement consisting of parents and volunteers especially concerned with seeing that a class becomes a reality. Often, the informal committee will be the preferred method because of the deep, personal interest in the service on the part of members.

### Identification of Need

No matter whether the formal or informal committee approach is to be used, it will be necessary to secure the help of the County Welfare Department, the Public Health Nurse, and the County or area Superintendents of Schools in accurately documenting the need for a trainable class. If any previous survey of your county has been completed, this may serve as the starting point for further identification. The mailing list or membership of the local ARC will undoubtedly contain the names of parents of potential participants. Other projects for the retarded (recreation programs, day activity centers, etc.) may have revealed potential children for a class. It may also be advisable to contact members of the medical profession and the clergy of the area for suggestions on participants. In addition, information about the project might be circulated by word of mouth to relatives and friends by ARC members. It will not always be easy to identify those individuals in need of a trainable class. There will be some duplication of names. Continue to search for participants until the last possible moment.

Publicity relative to the committee intentions may uncover additional possibilities for the class. However, extreme care should be taken to time carefully the release of any publicity in public news media. Be sure to indicate that you are attempting to identify a need for a trainable class rather than establish one, for the latter

is the prerogative of the school board involved. Improper timing of releases prior to a meeting of a school board being asked to consider a class might tend to upset a school board for similar reasons. You may find it best to cooperate with the school administration on all publicity releases.

The final investigation and determination of eligible participants will be handled by the school administration.

#### Meetings of Parents Involved

Throughout the developmental period there should be meetings of parents of children who may be served by the proposed class. Other deeply interested individuals might also be invited. The purpose should be to keep everyone informed of all progress and any necessary services they can render toward success of the project. Throughout the entire process of attempting to establish the class, parental involvement will be extremely significant and especially so in the latter stages. Possible items for discussion would include:

- (1) Means by which community interest can be stimulated.
- (2) Identifying children in need of a trainable class.
- (3) Available classroom space or space alternatives (only as suggestions to school if asked).
- (4) Availability of a teacher  
(only as suggestion to school if asked).

The local ARC also should be kept informed of progress and problems through monthly meeting reports by the spokesman.

#### THE NEED EVALUATED AND PROGRAM POSSIBILITIES

##### Considerations from Findings - Identification of Need

It is important that all potential participants be evaluated to determine whether they meet the general stipulations for eligibility as defined in the manual, "Directives Relating to Public School Programs for Trainable Mentally Retarded Children". Occasionally, a child who does not meet all of the standards will be included on a trial basis. The standards include:

- IQ -- 30-55 range
- Ambulatory
- Toilet trained
- Able to communicate needs to others
- Socially adjusted so as not to endanger himself or others
- School age and within reasonable age range of other pupils

It may be necessary for some of the potential participants, who have not been tested recently, to be tested through the County Welfare Office or the school district of residence. In rare cases, parents who believe that their child is capable of attending a trainable class but whose previous intelligence tests have not met minimum qualification standards may wish to have their child re-tested privately by a qualified psychologist to determine status. The IQ is not the only determinant nor sometimes the main determinant in qualification for class enrollment.

Based on the location of the potential participants, a decision can be made on the best city to approach for initiation of the program. This may have been determined long before, based on population, structure of the county, or interest in enacting such a program by a particular school district. There may be cases when one or more potential pupils cannot be considered for the class because they live a prohibitive distance from its location. If distance is a factor, the parents may wish to investigate possibilities for five-day per week room and board for the child in a licensed foster care home. In all cases, transportation of the students should be looked at realistically.

Sometime, prior to meeting with the school board being asked to initiate the class, it may be well to investigate the willingness of other school districts to pay tuition charges for the children in their districts who would be served by the class.

### Possible Alternative Programs

Should it be impossible, for one or another reason, to identify the need for a regularly organized trainable class program, there are certain other alternatives that might be investigated further. These are not considered to be as desirable as a full-scale trainable class.

Split-County or School-District Programs - Possible one-half day classes in two districts of the area under the same authorization and instruction.

Half-Day Trainable and Half-Day Educable Programs - Sometimes authorized for school districts not having sufficient pupils to maintain full-scale separate programs.

Half-Day Programs Shared by Older and Younger Trainables - Because of too broad a range in ages of possible pupils, authorization may be granted for two half-day programs, one serving older trainables of school age and one serving younger trainables of school age.

In meeting the need, all possibilities for inter-district cooperation should, of course, be investigated. This may mean the involvement of districts in more than one county. None of the above mentioned alternative programs should be considered if any full-time program possibilities exist.

### Additional Considerations Besides Participants

Your special group may wish to consider taking preliminary steps in two other areas.

If space within present school buildings will definitely be a problem, you may wish to survey the possibilities for other locations. Some trainable classes begin, for example, in church education facilities. The location must be under the supervision of the local school board.

If the probability of securing a teacher is questionable, it may be that your local ARC would be willing to offer a scholarship to any person considered acceptable by the school district as a teacher but lacking the necessary special education training. It is essential that the school administration be the one to select the recipient.

#### Involvement of School Administration

Throughout the entire preliminary and evaluative period, involve the school administration whenever and in whatever ways are appropriate to the situation. Always keep them informed of your progress. Help to clarify any misunderstandings that may develop. Try not to irritate or separate the school administration and school board on the issue of a trainable class.

#### FINAL ARRANGEMENTS PRIOR TO REQUEST

##### Attend School Board Meetings to Develop Understanding of School Board Procedure

The spokesman for the group should understand the mechanisms of school board procedure prior to making any presentation. He may also gain clues to the thinking of individual members in relation to various new programs.

##### Visit Chief Administrator of School District to be Approached and Ask to Appear Before School Board for the Purpose of Requesting that a Trainable Class be Established

If the school administration has been involved in the planning, this will, perhaps, be routine. If they have not been active, you will want to present them with some preliminary information concerning your intentions.

##### Compilation, Evaluation, and Coordination of All Previous Aspects

Have all information at your disposal necessary for presenting a solid, logical case for establishment of the trainable class.

##### Final Preparatory Meeting of Interested Parents and Groups

Agree on and rehearse the approach to be used before the school board and brief participants on all information gathered. The time and place of the school board meeting should be announced so that all can attend.

##### Use of a Prepared Presentation

Under certain circumstances, it may be advisable to prepare information citing data in support of your request for distribution to the school board and administration. The Minnesota ARC will offer you further suggestions on presentation material, should you desire.



## THE SCHOOL BOARD MEETING

### Offer a Concise but Complete Documentation

The spokesman, from the information he has at his disposal, should comment briefly on:

- Need and benefits of a trainable class
- Regulations governing such programs
- Number of classes now in existence
- Involvement of State Department of Education, Special Education, per manual instructions
- Space possibilities if a known problem
- Teacher possibilities - special scholarship from ARC
- Interest of other possible cooperating school districts

### Involvement of Outside Consultants on Trainable Classes

In some cases, where available, you may wish to invite an outside professional consultant, familiar with various technical phases of mental retardation and trainable classes. This person might be the director of special education in a neighboring school system, a member of the special education faculty at a college or university, or an individual with similar high qualifications in the field.

### Be Even-Tempered and Orderly in Your Presentation

Have one spokesman, loaded with facts not emotion. Others should comment only if requested to by school board members. Don't become angry if the board's reaction is less than favorable. Remember there is always a tomorrow, and don't burn your bridges.

### Others in Attendance

Have all other parents of possible participants there to demonstrate interest and offer non-vocal support. Have representatives of your ARC in attendance and other interested people. You may wish to have certain other local professional representation there, depending on circumstances.

## ROLE OF SPECIAL EDUCATION SECTION MINNESOTA DEPARTMENT OF EDUCATION

### Information on Specific Unusual Circumstance or Problem

In rare situations, problems may arise that can be interpreted only by the State Special Education Section. As a committee, you may need to consult the section about the problem.

## Involvement at the Request of School Administration

The school administration may request the Special Education Section to have someone at the meeting in which you offer your presentation or at a subsequent meeting to interpret certain matters to the school board. Their role will be that of consultants and as representatives of the state regulating agency.

### IF THE BOARD VOTES AFFIRMATIVELY ON YOUR REQUEST FOR A TRAINABLE CLASS

#### Try to See That a Specific Time to Begin is Established

A year's delay is a year of training lost for every participant, because rarely do other "temporary" programs exist.

#### Offer the Help of the Committee

Some administrations may appreciate help in identifying additional pupils, in finding a teacher or offering a scholarship to their choice as a teacher, and in finding suitable space for conducting the program.

#### Allow the School Administration to Take Over All Future Planning

The program is now the responsibility of the school administration. However, continue to be alert to any unanticipated problems which may require further effort on your part in order to bring the class into existence.

### IF THE BOARD VOTES NEGATIVELY ON YOUR REQUEST FOR A TRAINABLE CLASS

#### Continue Your Efforts Wholeheartedly

Keep your committee at work investigating all possibilities.

#### Analyze Reasons for Refusal

Try to understand the rejection from the standpoint of the school board. Then, further solidify your case, placing emphasis on overcoming problem areas which led to the negative decision.

#### Investigate Alternative Possibilities

You may wish to move toward some alternative arrangement mentioned earlier.

#### Contact Individual Board Members

Supply them with further information through appropriate discussions.

### Involve Community Groups

It may be important in developing community support for a trainable class to enlist the aid of key community groups and individuals concerned with child welfare problems if this was not done during the initial attempt.

### Request Another Appearance Before School Board

After solidifying all loopholes and re-establishing your case, again request from the school administration an opportunity to appear before the school board. Have all previous suggestions underway. Broaden representation of interested parties.

### REPEAT PRECEDING STEPS UNTIL SUCCESS RESULTS

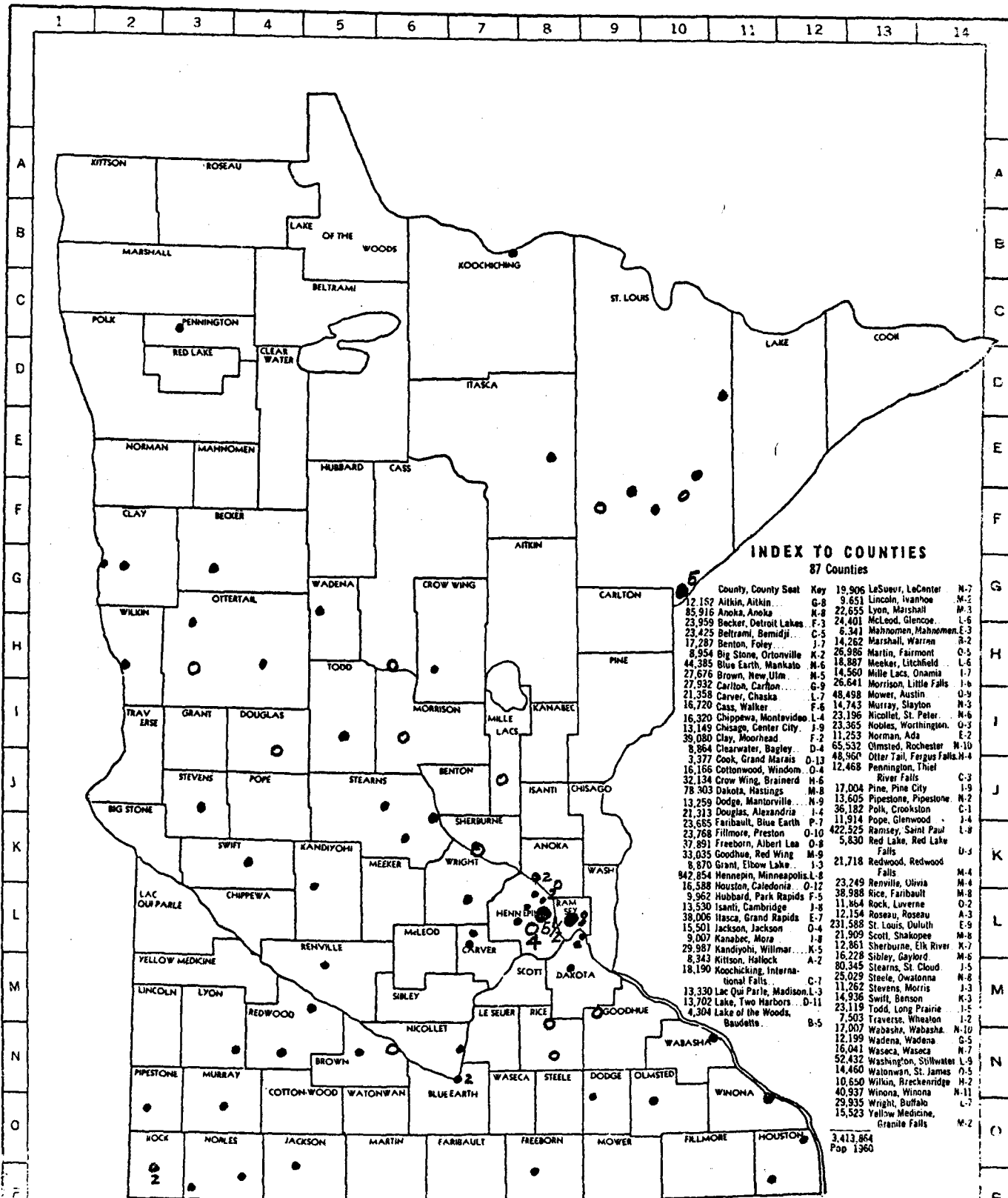
12/10/65

<u>By County</u>	<u>No.</u>	<u>By City</u>	<u>No.</u>
Anoka	2	Albany	1
Becker	1	Albert Lea	1
Blue Earth	2	Anoka	2
Brown	1	Benson	1
Carver	2	Biwabik	1
Clay	1½	Braham	½
Crow Wing	1	Brainerd	1
Dakota	3	Breckenridge	1
Dodge	1	Buhl	1
Freeborn	1	Claremont	1
Hennepin	10½	Cold Spring	½
Houston	1½	Danube	1
Isanti	½	Detroit Lakes	1
Itasca	1	Duluth	5
Jackson	1	Ellsworth	1
Kandiyohi	1	Ely	1
Lyon	1	Eveleth	1
Murray	1	Glyndon	½
Nicollet	1	Henning	½
Nobles	2	Hopkins	1
Olmstead	½	International Falls	1
Ottertail	½+½	La Crescent	1
Pennington	½	Lakefield	1
Pipestone	1	Lamberton	1
Ramsey	8	Long Prairie	1
Redwood	2	Luverne	½+½
Renville	1	Mankato	2
Rock	½+½	Mayer	1
St. Louis	9	Minneapolis	5½
Stearns	2½	Montrose	1
Stevens	1	Moorhead	1
Swift	1	Morris	1
Todd	1	Nashwauk-Keewatin	1
Wabasha	½	Osseo	1
Wadena	1	Pelican Rapids	½
Wilkin	1	Pipestone	1
Winona	1	Redwood Falls	1
Wright	1	Robbinsdale	2
		Rochester	½
		Roseville	3
		Rosemount	1
		St. Cloud	1
		St. Louis Park	1
		St. Paul	5
		St. Peter	1
		Sebeka	1
		Slayton	1
		Sleepy Eye	1
		South St. Paul	1
		Spring Grove	½
		Thief River Falls	½
		Tracy	1
		Wabasha	1
		Watertown	1
		West St. Paul	1
		Willmar	1
		Winona	1
		Worthington	1

PROJECTED FOR FALL OF 1966

<u>County</u>	<u>City</u>	<u>No.</u>
Anoka	Spring Lake Park	1
Cass	Pillager	1
Douglas	Alexandria	1
Goodhue	Cannon Falls	1
Hennepin	Bloomington	2
Hennepin	Eden Prairie	1
Hennepin	Richfield	1
Mille Lacs	Milaca	1
Morrison	Little Falls	1
Otter Tail	Fergus Falls	1
Rice	Faribault	1
Rice	Northfield	1
St. Louis	Hibbing	1
St. Louis	Gilbert	1
Sherburn	Becker	1
Brown	New Ulm	1

# LOCATION OF TRAINABLE CLASSES IN MINNESOTA --- 1965-66



## INDEX TO COUNTIES

87 Counties

County	County Seat	Key	County	County Seat	Key
12,152 Aitkin, Aitkin	G-8	19,906 LeSueur, LeCenter	N-7		
85,916 Anoka, Anoka	M-8	9,651 Lincoln, Ivanhoe	M-2		
23,959 Becker, Detroit Lakes	F-3	22,655 Lyon, Marshall	M-3		
23,425 Beltrami, Bemidji	C-5	24,401 McLeod, Glencoe	L-6		
17,287 Benton, Foley	J-7	6,341 Mahanomen, Mahanomen	E-3		
8,954 Big Stone, Ortonville	K-2	14,262 Marshall, Warren	R-2		
44,385 Blue Earth, Mankato	M-6	26,986 Martin, Fairmont	O-5		
27,676 Brown, New Ulm	N-5	18,887 Meeker, Litchfield	L-6		
27,932 Carlton, Carlton	G-9	14,560 Mille Lacs, Onamia	I-7		
21,358 Carver, Chaska	L-7	26,641 Morrison, Little Falls	I-6		
16,720 Cass, Walker	F-6	48,498 Mower, Austin	O-9		
16,320 Chippewa, Montevideo	L-4	14,743 Murray, Slayton	N-3		
13,149 Chisago, Center City	J-9	23,196 Nicollet, St. Peter	N-4		
39,080 Clay, Moorhead	F-2	23,365 Noddes, Worthington	O-3		
8,864 Clearwater, Bagley	D-4	11,253 Norman, Ada	E-2		
3,377 Cook, Grand Marais	O-13	65,532 Olmsted, Rochester	N-10		
16,166 Cottonwood, Windom	O-4	48,960 Otter Tail, Fergus Falls	N-4		
32,134 Crow Wing, Brainerd	H-6	12,468 Pennington, Thief River Falls	C-3		
78,303 Dakota, Hastings	M-8	17,004 Pine, Pine City	I-9		
13,259 Dodge, Mantorville	N-9	13,605 Pipestone, Pipestone	N-2		
21,313 Douglas, Alexandria	I-4	36,182 Polk, Crookston	C-1		
23,685 Fairbault, Blue Earth	P-7	11,914 Pope, Glenwood	I-4		
23,768 Fillmore, Preston	O-10	422,525 Ramsey, Saint Paul	L-8		
37,891 Freeborn, Albert Lea	O-8	5,830 Red Lake, Red Lake Falls	U-3		
33,035 Goodhue, Red Wing	M-9	21,718 Redwood, Redwood Falls	M-4		
8,870 Grant, Elbow Lake	J-3	23,249 Renville, Olivia	M-4		
942,854 Hennepin, Minneapolis	L-8	38,988 Rice, Faribault	M-8		
16,588 Houston, Caledonia	O-12	11,864 Rock, Laverne	O-2		
9,962 Hubbard, Park Rapids	F-5	12,154 Roseau, Roseau	A-3		
13,530 Isanti, Cambridge	J-8	231,588 St. Louis, Duluth	E-9		
38,006 Itasca, Grand Rapids	E-7	21,909 Scott, Shakopee	M-8		
15,501 Jackson, Jackson	O-4	12,861 Sherburne, Elk River	N-7		
9,007 Kanabec, Mora	J-8	16,228 Sibley, Gaylord	M-6		
29,987 Kandiyohi, Willmar	K-5	80,345 Stearns, St. Cloud	J-5		
8,343 Kittson, Hallock	A-2	25,029 Steele, Owatonna	N-8		
18,190 Koochiching, International Falls	C-7	11,262 Stevens, Morris	J-3		
13,330 Lac Qui Parle, Madison	L-3	14,936 Swift, Benson	N-3		
13,702 Lake, Two Harbors	D-11	23,119 Todd, Long Prairie	J-5		
4,304 Lake of the Woods, Baudette	B-5	7,503 Traverse, Wheaton	I-2		
		17,007 Wabasha, Wabasha	N-10		
		12,199 Wadena, Wadena	G-5		
		16,041 Waseca, Waseca	N-7		
		52,432 Washington, Stillwater	L-9		
		14,460 Watonwan, St. James	O-5		
		10,650 Wilkin, Breckenridge	M-2		
		40,937 Winona, Winona	N-11		
		29,935 Wright, Buffalo	L-7		
		15,523 Yellow Medicine, Granite Falls	M-2		

3,413,864  
Pop 1960

Trainable classes 1965/1966  
Projected for FALL Term 1966.