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GUIDANCE HANDBOOK FOR SPECIAL EDUCATION, A PLAN FOR INITIATING, BUILDING, IMPLEMENTING, AND CONDUCTING PROGRAMS FOR EXCEPTIONAL CHILDREN WITH GUIDELINES FOR FOLLOWING LEGAL REQUIREMENTS AND DEVELOPING DISTRICT PHILOSOPHY AND OBJECTIVES.

FRESNO COUNTY SCHOOLS, CALIF.

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FOR EACH EXCEPTIONALITY AREA, THIS DOCUMENT OUTLINES A STATEMENT OF LEGISLATIVE INTENT, SERVICES AVAILABLE THROUGH THE OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS, INITIATION OF A DISTRICT PROGRAM, CONSTRUCTION OF A DISTRICT PROGRAM, IMPLEMENTATION AND PROSECUTION OF A DISTRICT PROGRAM, AND EVALUATION OF A DISTRICT PROGRAM. THE APPENDIX CHARTS SALIENT POINTS IN THE STATE LEGISLATIVE CODES AND LISTS SOURCES OF INFORMATION AND SERVICES. (GB)

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# Guidance Handbook

for  
Special Education Programs

Harold L. Coles, Superintendent  
FRESNO COUNTY SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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GUIDANCE HANDBOOK  
FOR  
SPECIAL EDUCATION PROGRAMS

A plan for initiating, building, implementing  
and conducting programs for exceptional children  
with guidelines for following legal requirements  
and developing district philosophy and objectives.

Harold L. Coles,  
Superintendent  
FRESNO COUNTY SCHOOLS

## FOREWORD

It is my belief that every child is entitled to the best possible educational program that can be made available to him and that all educational efforts should be cooperatively directed to this cause.

During the past few years the California State Legislature and many organizations in behalf of exceptional children have continued to place greater emphasis and more mandates for the development of special educational programs for exceptional children. Such programs are growing in number and are placing ever increasing demands upon all school personnel. All these developments and demands have made it mandatory that the County Superintendent of Schools and his staff become co-partners with school districts and/or direct operating agencies in provision for these special day classes and programs.

It is with deep appreciation to my staff that this handbook has been prepared and made available.

*Harold L. Coles*

HAROLD L. COLES  
Superintendent  
Fresno County Schools

## ACKNOWLEDGEMENTS

The County Superintendent of Schools and his staff are grateful to the District Superintendents, Principals, Counselors and Teachers of all districts within Fresno County for their inspiration and leadership in the guidance of exceptional children.

We are appreciative of the assistance and guidance of members of the State Department of Education in the preparation and interpretation of this handbook.

We recognize and thank many members of Fresno State College for their cooperation and stimulation in behalf of improved programs for exceptional children.

We are indebted to the boards of trustees of Fresno County for their understanding and cooperation in making possible the special programs needed.

We welcome the interest and efforts of the many parents of exceptional children who have initiated action and have stood by educators in providing special programs.

We recognize the significant contributions of local physicians who have provided services to the exceptional child. Without their active participation, many of the special programs could not be operated.

We appreciate the many leaders of the professions, business and industry who have contributed time and effort in behalf of exceptional children.

We gratefully acknowledge the availability of services and information from agencies, organizations, publishers and the local press as listed in the "Directory of Community Services" and also within this handbook.

And we salute the State Legislature and the citizenry of our community, state, and nation for the wider vision they have exhibited toward the education of exceptional children in California.

Guidance Committee of  
Fresno County Schools

## PREFACE

While every child is unique with respect to his abilities, interests, and needs, there are many children with exceptionalities who deserve special concern if they are to be provided with equal opportunity for educational development to their maximum potential.

The staff of the Fresno County Superintendent of Schools felt the need for an organized and compact statement of regulations governing the organization and administration of all types of programs for exceptional children. In conference with administrators of the Fresno County Schools this same need has been expressed.

With the number of unified districts increasing yearly, all districts and more of the administrators will have greater responsibility for planning and operating such special programs. There will be an ever increasing demand to remain current in operating procedures due to the many changes taking place and an ever increasing demand for a positive philosophy within staffs of school districts in educating exceptional children.

Because of these needs for a compact source of information and guidelines in special education, the staff of the Fresno County Schools has prepared this handbook.

Within this handbook we have endeavored to show for each type of exceptional children:

1. The intent of the Legislature of the State of California for special programs dealing with exceptional children.
2. The salient points of the Education Code and the sections of the California Administrative Code, Title V pertaining thereto.
3. The staffing pattern and services available from the office of the County Superintendent of Schools.
4. Suggestions for District Programs in:
  - a. Initiation
  - b. Building
  - c. Implementing and conducting
  - d. Evaluation
5. Agencies and Resources available for Service and Information.

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PART I

PROGRAMS FOR MENTALLY EXCEPTIONAL CHILDREN

## EDUCATIONALLY HANDICAPPED MINORS

### I. Declaratory Statement

It is evident from the provisions of the California Education Code, Division 6, Article 27, Sections 6750-6762, inclusive, and of Article 26, Title 5, of the California Administrative Code that the Legislature intended to enable school districts of the State of California to give serious and adequate attention to the special needs of children who meet the criteria of educationally handicapped minors.

The Education Code makes permissive and encourages the establishment of programs and defines the terms involved. The Administrative Code provides for identification of Educationally Handicapped Minors and lists minimum standards for programs and provides for application to the State for reimbursement of a limited amount of excess cost for programs provided.

II. For Salient Points of the E.C.\* and C.A.C.,\*\* Title V, see Appendix A.

III. Services Available Through the Office of the County Superintendent of Schools

#### A. Staffing for Program

1. Assistant Superintendent, Educational Services, as directed by the County Superintendent of Schools is concerned with special day programs for educating the educationally handicapped minor as a part of the total educational service offered by the office of the County Superintendent of Schools. In addition, the ultimate responsibility for the pupil personnel services required for establishing and maintaining these programs rests with the Assistant Superintendent.
2. Pupil Personnel staff as assigned by the Assistant Superintendent would be responsible to work with local school districts in cooperation with the district administrator conducting such programs.

#### B. Coordination Services to Districts over 900 A.D.A. are:

1. Assistance to districts in the planning, organization, establishment, and evaluation of programs for educationally handicapped minors.
2. Assistance to districts in screening personnel and materials needed for the specific evaluation of children for placement in the program.
3. Cooperation in planning workshops for the in-service education of personnel.

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\*E.C. is the abbreviation for Education Code

\*\*C.A.C. is the abbreviation for California Administrative Code

4. Available personnel for contract services in providing psychological and/or service on admissions committees, to assist with re-evaluation and interpretation of programs.

C. Consultant Services in Districts under 900 A.D.A.

1. Same coordination services are available to small elementary, secondary, and unified districts.
2. Counseling with teacher, child, and/or parent when requested by the district administrator.

D. Materials and Equipment

1. Professional books and Audio-Visual equipment and materials are available to teachers in those districts affiliated with the County Schools Library and A-V\* Services.

IV. Initiating a Program at the District Level

- A. Preplanning. It is suggested that careful effort and time be spent in the pre-planning stage prior to starting a program because of the special needs and implications. All facets of the program must be completely understood for implementation.

- i. Ascertain if there are enough pupils in your and in adjoining districts to start program.
2. Establish a committee or a person responsible to determine the provisions of the law, the needs, and the possibilities.
3. Note that Notice of Intention and Information to the Superintendent of Public Instruction, and approval, are required prior to the establishment of a program.
4. Study the code sections on individual evaluation, the advisory committee, the screening of pupils, special teacher qualifications, and the standards for evaluation prior to initiating the program.
5. Note: Parental understanding and approval before participation is necessary.

B. Establishing Areas of Responsibility

1. Governing Board
  - a. Be aware of the special needs of Educationally Handicapped Pupils.
  - b. Consider Special Program when needed.
  - c. Take action to establish program if desired.
2. Administrative Head
  - a. Appoint a committee for study of district needs and possibilities.
  - b. Secure permission for State Department to establish program, if feasible.

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\*A-V is the abbreviation for Audio Visual.

These services will result in a charge because districts will collect the excess cost for approved programs.

- c. Screen teacher applicants for special qualifications and hire teacher.
- d. Appoint an Admissions and Dismissal Committee.
- e. Set procedures for screening, admission, evaluation and dismissal of pupils from classes.
- f. Establish and maintain a suitable educational program to meet the special needs of pupils.
- g. Provide adequate facilities.
- h. Assign pupils to classes upon recommendation of the Admissions Committee and after approval of the parents has been secured.
- i. Provide for both pupil and parent counseling.

### 3. Teacher

- a. To assist in curriculum development for the educationally handicapped.
- b. Plan daily activities consistent with needs and objectives.
- c. Provide an environment conducive to good mental health.
- d. To refer special needs of pupils to proper specialists through the administrative head of the school.

## V. Building a District Program

A. Sample Philosophy. It is the belief and desire of this district that children be given a wholesome environment in which they can be encouraged to make the emotional, social and behavioral adjustment so necessary to learning and success in an educational program.

### B. Objectives

- 1. To provide a wholesome environment conducive to meeting the special needs of pupils in these classes.
- 2. To provide a teacher, specially trained to encourage the best adjustment and learning situations possible for these children.
- 3. Insofar as possible, provide learning experiences which will enable this special child to progress normally in his educational program.

### C. Procedures

- 1. Set procedures which will enable the staff and other personnel to function efficiently.
- 2. Set areas of responsibility for program.

## VI. Implementing and Conducting a District Program.

### A. The director needs to:

- 1. Send Notice of Intention and secure prior approval of the Superintendent of Public Instruction for program prior to application for reimbursement.
- 2. Be aware that the Superintendent of Public Instruction is required to supply supervisory and consultative services.

B. Priorities for involving personnel, facilities, procedures, etc. need to be established.

C. A calendar for pupil evaluation, conferences, and reporting needs to be planned.

VII. Evaluation the Program

A. Evaluative techniques should be developed prior to establishing a program. What methods and techniques?

B. How will results be used?

## PROGRAMS FOR EDUCABLE MENTALLY RETARDED MINORS

### I. Declaratory Statement

It is the intent of the legislature that children who are mentally retarded and able to profit from special educational programs shall be provided for in such programs. The Education Code of the State of California makes distinct and mandatory provisions for these programs. All minors who are designated and certified as mentally retarded may be expected to benefit from special educational facilities designed to educate and train them to further their individual acceptance, social adjustment, and economic usefulness.

All elementary and high school districts which have an average daily attendance of 901 and unified districts with 901 or more in elementary shall provide for the education in special training schools or classes for those educable mentally retarded minors residing in their district and coming under the provisions of Section 6902. If the average daily attendance is less than 901 as indicated above, the County Superintendent of Schools shall establish and maintain special training schools or classes for such minors in said districts or in centrally located facilities and provide transportation for eligible children. The Education Code and California Administrative Code further define rules and regulations for EMR\* programs.

II. For salient points of the code see Appendix A.

III. Services Available Through the Office of the County Superintendent of Schools

#### A. Staffing for Program

##### 1. Assistant Superintendent, Educational Services

The Assistant Superintendent, Educational Services, is concerned with special day programs for educating mentally retarded pupils as a part of the total educational service offered by the Office of the County Superintendent of Schools. In addition, the ultimate responsibility for the pupil personnel services required for establishing and maintaining these classes rests with the Assistant Superintendent.

##### 2. Director of Special Education

The Director of Special Education is the administrator of all such county-operated programs and is responsible for any and all administrative functions related to these special classes. The director works cooperatively with the local administrators of each district maintaining such classes.

##### 3. Coordinator of Curriculum (MR)\*\*

The Curriculum Coordinator provides direct services to county-operated classes and coordinative services to district-operated classes, working in the area of curriculum practice and development. The coordinator serves further as a resource person, and is available to help plan methods of instruction, materials and the general program.

\*EMR refers to Educable Mentally Retarded

\*\*MR refers to Mentally Retarded

4. Coordinator Psychological Records (MR)

The Coordinator of Psychological Records has the major assignment of working with the Assistant Superintendent on pupil personnel records and with the Director of Special Education concerning enrollment, eligibility, and awaiting placement lists.

B. Coordination Service to Districts over 900 A.D.A.\*

1. Maintain master files of all confidential records of all pupils enrolled in the program.
2. Provide assistance with inter-district problems such as transportation, etc.
3. Provide in-service training for special class teachers.
4. Provide a course of study approved by the County Board of Education.

C. Consultant Services to District Operated Classes.

By separate contract - provide consultant services as requested if personnel is available.

D. Consultant Service to County Operated Classes.

1. Provide direct consultant service to all classes operated by the County Superintendent of Schools.
2. Provide assistance to districts in surveying the needs for programs and initiating and maintaining programs which comply with legal requirements.

E. Psychological Service (Through Contractual Agreement)

1. Districts over 900 A.D.A.

- a. Provide psychological and diagnostic evaluations of students which are referred.
- b. Certify eligible students to program.
- c. Provide assistance in counseling with students and families.
- d. Provide guidance to teachers when working on specific learning problems.
- e. Provide re-evaluation routinely of all students enrolled in programs.

2. Districts under 900 A.D.A. (County Operated Classes - No Expense)

- a. Provide psychological and diagnostic evaluations of students which are referred.
- b. Certify eligible students to program.
- c. Provide assistance in counseling with students and families.
- d. Provide guidance to teachers when working on specific learning problems.
- e. Provide re-evaluation routinely of all students enrolled in programs.

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\*A.D.A. - Refers to Average Daily Attendance

## F. Materials and Equipment

1. Districts over 900 A.D.A.
  - a. Provide a professional library for special class teachers if the district subscribes to county schools library services.
  - b. Provide audio-visual materials for special class teachers if the district subscribes to the county schools audio-visual services.
2. Districts Under 900 A.D.A. (County Operated Classes)
  - a. Provide curriculum materials and supplies for all classes.
  - b. Provide a professional library for special class teachers.

## IV. Initiating a District Program

- A. Pre-planning: (Appoint a committee or a person responsible to determine the provisions of the law, the needs, and possibilities.)
  1. Authority for establishing classes:
    - a. Elementary district of 900 A.D.A. or less
      - (1) Mandatory for County Superintendent of Schools to operate EMR classes.
      - (2) District may operate class with County Superintendent's approval.
    - b. Elementary district 901 or more
      - (1) Mandatory for district to operate EMR classes.
      - (2) County Superintendent may operate class under contract.
    - c. High school district of 900 A.D.A. or less
      - (1) Permissive for district to operate EMR class.
      - (2) County Superintendent may operate class.
    - d. High school districts of 901 A.D.A. or more
      - (1) Mandatory for the district to operate EMR classes.
      - (2) County Superintendent not authorized to operate class.
  2. Survey provisions for financing programs for Educable Mentally Retarded Minors:
    - a. Excess expense is reimbursed to district. A manual for determining excess cost of program is available.
    - b. Reimbursements are made only if class is conducted to minimum day:
      - (1) Classes for EMR (primary) ---180 minutes.
      - (2) Classes for EMR (elementary or high school) ---240 minutes.

3. Survey to determine number of educable mentally retarded minors that should be assigned to a special class.
    - a. At least 2 to 4 per cent of the school population may be expected to qualify for placement in classes for EMR minors. The proportion may be as high as 4 or 5 per cent.
    - b. A qualified psychologist must determine eligibility of pupils and consider with the principal, teacher, nurse, and others the placement for special class.
  4. Survey possibility of finding a qualified teacher. (A teacher must hold a valid special credential.)
    - a. May be recruited from regular staff and encouraged to qualify. Special grants and loans are available for teacher preparation.
    - b. May be recruited from college placement offices of colleges offering credentials for Special Education. Obtain a list of colleges in California designated by the State Board of Education as accredited to issue credentials.
  5. Survey of housing provisions available.
    - a. Classrooms for EMR minors should be planned as a regular part of the school situation to provide the activities and services offered regular classes as well as special needs of the program.
    - b. School districts planning to build facilities may apply for State Building Aid Funds:
      - (1) Classrooms are in addition to space allowance for non-handicapped.
      - (2) Provision by State includes basic furniture and equipment.
- B. Establishing areas of responsibility
1. County Superintendent of Schools
    - a. Responsibility of establishing and maintaining classes for all educable mentally retarded minors in elementary or unified districts which have less than 900 A.D.A.
    - b. Provision for transportation for pupils who are located in a class outside his home district.
  2. District Level
    - a. Governing board
      - (1) Responsibility of establishing and maintaining special training classes for EMR minors.
        - (a) Mandatory for elementary or high school districts of 901 A.D.A. or more.
        - (b) Districts of 900 A.D.A. and less may operate classes with the County Superintendent's approval
      - (2) Establish policies, rules and regulations for EMR programs under Education Code provisions.

- (3) May establish classes for minors who are above and below compulsory school age: between 5 years and 9 months, and 8 years; and below 21 years of age. Any district may contract with the County Superintendent for this service.

b. Administrative Head

- (1) Assign pupils to classes upon recommendation of Admission Discharge Committee of the district.
- (2) Approve and enforce a course of study developed and adopted according to procedures set forth in Education Code.
- (3) Assign teachers employed by the district.
- (4) Provide for adequate facilities and financial support.
- (5) Establish and maintain a suitable educational program.
- (6) Provide a structure for conferences with parents of children in the special class.
- (7) To establish the EMR class as an integral part of the total school program.
- (8) To encourage the faculty to understand the place and value of such a program.

c. Teacher Responsibility

- (1) To assist in identifying objectives and developing a curriculum.
- (2) Plan daily activities consistent with the objectives of the program.
- (3) To understand the needs of individual pupils and adapt the program to those needs.
- (4) To refer special needs of pupils to the proper specialists through the administrative head of the school.

V. Building a District Program

A. Administrative Responsibility

1. Philosophy

Cooperatively develop a statement of philosophy with staff and Board of Education.

2. Objectives

- a. To assist mentally retarded pupils adjust to society and lead normal lives in the community.
- b. To develop social competency.
- c. To learn to participate in work and become a contributing member of society.
- d. To develop good habits of health and sanitation.
- e. To learn the minimum essentials of tool subjects as ability permits.
- f. To develop good emotional health.

3. Implement procedures to provide:

- a. Finances
- b. Facilities

- c. Educational program
  - d. Operational framework in which special services can be developed
  - e. Arrange for psychological services for screening, identifying, and referring pupils
  - f. Responsibility to waive above services if declined by parents
4. The procedures must be consistent with state laws and school board regulations.
- a. The maximum enrollment for EMR programs is 18, except where class has chronological age spread of more than four years, in which case maximum enrollment shall be 15.
  - b. Minimum school day for EMR programs
    - (1) Maintain school for not less than a minimum school day:
      - (a) Grades 1, 2, and 3 = 200 minutes
      - (b) Grades 4, 5, 6, 7, and 8 = 240 minutes
      - (c) High School - at least three 60 minute periods with specially certificated teacher, exclusive of a study hour. The other 60-minute period may be (1) enrolled in regular approved class, (2) in a work experience program, (3) in a physical education class. These must be under supervision of the special class teacher.
5. A course of study specifically designed to meet the needs of mentally retarded minors must be provided.
- a. Must be approved by administrative head of district
  - b. Must be adopted by the governing board
  - c. The Fresno County Superintendent provides a course of study approved by the County Board of Education which is used in all county-conducted classes and is available in all elementary special classes in the county.

VI. Implementing and Conducting the District Program for Educable Mentally Retarded Minors

A. Establish Priorities for Program

Establish priorities for involving personnel, facilities, procedures, etc. for program.

B. Plan a Program Consistent with the Objectives

1. Factors to consider for each group:

- a. The chronological and mental ages of the pupils
- b. The number, kind, and degree of multiple handicaps
- c. The specific needs of each child as determined by psychological and educational diagnosis
- d. The community and the sociological environment

C. Developing the Curriculum

1. Young elementary level (C.A.\* approx. 6-10, M.A.\*\* approx. 4-6 or 7)  
This program should include the development of:
  - a. Personal, social, and vocational growth.
  - b. A program to establish habits that develop health, physical growth, and safety.
  - c. Activities that provide readiness for the basic school subjects.
2. Intermediate level (C.A. approx. 10-13, M.A. approx. 6-10 or 11)  
This program should include:
  - a. The development of competency in personal, social, and vocational adjustment.
  - b. The development of habits that promote health, physical development, and safety.
  - c. The development of basic school subjects.
3. Junior high school level (C.A. approx. 13-15, M.A. wide range 7 and above.)
  - a. Personal, social, vocational development competencies.
  - b. Activities to lead to emotional security and independence.
  - c. Growth in abilities to use basic tool subjects.
  - d. Development of habits that lead to health, physical development, and safety.
  - e. Understandings of the family and roles of the members.
  - f. Skill development in recreation and leisure time activities.
4. High school level (C.A. approx. 15 or more, M.A. approx. 9 or more.)

The program in high school should be very flexible with each year of the secondary program making a significant contribution to the future adult roles of the mentally retarded minors. Work experience education should be the center of the secondary program.

D. Set calendar for pupil evaluation, reports, conferences, etc.

## VII. Evaluating the Program

A. Persons evaluating the M.R. programs should be actively concerned with the following questions:

1. Are there significant changes in the development of the pupils?  
In social and economic usefulness? In personal attitudes?
2. Do the methods and procedures used provide the best possible results consistent with the objectives stated for the program?
3. Are the available services of the County Schools Office being used?  
In psychological services? - administrative help? - supervision?  
in-service training?
4. Is community support of the program sought after and used?

\*C.A. refers to Chronological Age

\*\*M.A. refers to Mental Age

5. Do the administrative activities meet the requirements of the State Educational Code and the Administrative Code, Title V?
6. Is the program being interpreted to the faculty as a whole? Is the program a real part of the total school program? Is understanding and cooperation of all teachers sought?
7. How will the results of the evaluation be used?

References:

1. Programs for the Educable Mentally Retarded in California Public Schools, Max Rafferty, Supt. Bulletin of the State Department of Education, Volume XXXIV, No. 1, March, 1965.
2. Guide for the Instructional Program in Special Training Classes, Fresno County Schools.

## PROGRAMS FOR TRAINABLE MENTALLY RETARDED MINORS

### I. Declaratory Statement

It is the intent of the legislature that all children who are mentally retarded and able to profit from special educational programs shall be provided for in such programs. The Education Code of the State of California makes distinct and mandatory provisions for these programs. All minors who are designated as mentally retarded may be expected to benefit from special educational facilities designed to educate and train them to further their individual acceptance, social adjustment, and economic usefulness in their homes and within a sheltered environment.

For those mentally retarded minors who come under the provisions of Section 6903, the County Superintendent of Schools shall establish and maintain special training schools or classes for all districts whose average daily attendance is less than 8,000. If the average daily attendance is 8,000 or more, the district shall maintain such classes or contract with the County Superintendent of Schools to provide them. The codes further define terms, rules and regulations for TMR\* minors.

II. For Salient Points of the codes, see Appendix A.

III. Services Available Through the Office of the County Superintendent of Schools

#### A. Staffing for Program

##### 1. Assistant Superintendent, Educational Services

The Assistant Superintendent, Educational Services, is concerned with special day programs for educating mentally retarded pupils as a part of the total educational service offered by the office of the County Superintendent of Schools. In addition, the ultimate responsibility for the pupil personnel services required for establishing and maintaining these classes rests with the Assistant Superintendent.

##### 2. Director of Special Education

The Director of Special Education is the administrator of all such county-operated programs and is responsible for any and all administrative functions related to these special classes. The director works cooperatively with the local administrators of each district maintaining such classes.

##### 3. Coordinator of Curriculum (MR)\*\*

The curriculum coordinator provides direct services to county-operated classes and coordinative services to district-operated classes, working in the area of curriculum practice and development. The coordinator serves further as a resource person, and is available to help plan methods of instruction, materials and the general program.

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\*TMR refers to Trainable Mentally Retarded

\*\*MR refers to Mentally Retarded

4. Coordinator of Psychological Records (MR)

The coordinator of psychological records has the major assignment of working with the Assistant Superintendent on problems of pupil personnel records and with the Director of Special Education concerning enrollment and compliance with the directives of the code.

B. Coordination Services to Districts over 8,000 A.D.A.\*

1. Maintain master file of all pupils who have been referred as TMR and eligible for an educational program.
2. Maintain a file of all confidential information obtained by parental permission.
3. Make provisions to meet with school districts to interpret, plan and/or coordinate TMR programs.
4. Maintain liaison with school districts for adoption of an approved course of study.

C. Consultant Services (County Operated Classes)

1. Provide direct consultant service to all classes operated by the County Superintendent of Schools.
2. Maintain master files of all confidential records for all pupils enrolled in county program.
3. Provide assistance with inter-district problems such as transportation, etc.
4. Provide in-service training for special class teachers.
5. Provide a course of study approved by the County Board of Education.

D. Psychological Services to Districts under 8,000 A.D.A. (County Operated Classes) (To districts over 8,000 A.D.A. contractual agreement for these services)

1. Provide psychological and diagnostic evaluations of students which are referred.
2. Certify eligible students to program.
3. Provide assistance in counseling with students and families.
4. Provide re-evaluation routinely of all students enrolled in programs.

E. Materials and Equipment for Districts under 8,000 A.D.A.

1. Provide curriculum materials and supplies for all classes operated by the County Superintendent of Schools.

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\*A.D.A. refers to Average Daily Attendance

2. Provide a professional library for special class teachers with a resource index.
3. Provide audio-visual materials for all special class teachers.

#### IV. Initiating a District Program

##### A. Preplanning

1. Authority for establishing classes.
  - a. Mandatory for County Superintendent to provide classes in districts under 8,000 A.D.A.
  - b. Mandatory for districts of 8,000 A.D.A. or more to maintain classes or contract with the County Superintendent of Schools.
  - c. Any district may provide classes for children residing in the district.
2. Surveying provisions for financing programs.
  - a. Excess expense is reimbursed for each pupil in each class.
  - b. Reimbursements are made only if class is conducted according to Education Code provisions.
3. Survey to determine number of trainable mentally retarded minors who should be assigned to classes.
  - a. A qualified psychologist must determine eligibility and consider with a group conference of school principal, nurse, and teacher.
  - b. Parent permission must be secured for examination and placement.
4. Survey possibility of finding a qualified teacher. (The teacher must hold a valid teaching special credential.)
  - a. May be recruited from regular staff. Special grants and loans are available.
  - b. May be recruited from college placement bureaus of accredited colleges.

##### B. Establishing Areas of Responsibility

###### 1. County Superintendent of Schools

The County Superintendent of Schools, after obtaining approval of County Board of Education, is responsible for operating and establishing classes for trainable mentally retarded minors in districts under 8,000 A.D.A.

###### 2. District Level

###### a. District Governing Board

- (1) Districts of 8,000 A.D.A. or more are authorized to establish and conduct TMR classes in those districts.
- (2) Any elementary or high school district may establish classes for TMR minors within Education Code provisions.

b. Administrative Head

- (1) Assign pupils to classes upon recommendation of committee on placement.
- (2) Approve and enforce course of study suited to needs of pupils in class.
- (3) Assign teachers employed by class.
- (4) Provide for adequate facilities and financial support.
- (5) Establish and maintain a suitable educational program.
- (6) Provide a structure for conferences with parents of children in the special class.

c. Teacher Responsibility

- (1) To assist in development of curriculum.
- (2) Plan daily activities consistent with objectives of the program.
- (3) To fit program to needs of individual pupils.
- (4) To refer special needs of pupils to proper specialists through the administrative head of the school or program.

V. Building a District Program

A. Philosophy

Cooperatively develop a statement of philosophy with staff and Board of Education

B. Objectives

To provide program and facilities designed to educate and train the TMR to further their individual acceptance, social adjustment and economic usefulness in their homes and within a sheltered environment.

C. Administrative Responsibility

1. To implement procedures to provide:

- a. Finances
- b. Facilities
- c. Educational program
- d. Operational framework
- e. Arrange for psychological services for screening, identifying and referring pupils
- f. Responsibility to waive above services if declined by parents

2. The procedures must be consistent with state laws and school board regulations

- a. Maximum enrollment in a trainable mentally retarded class shall be 12 pupils.
- b. Minimum School Day

If one class per teacher - 180 minutes  
Two classes per teacher - 130 minutes

3. Course of study

a. A course of study specifically designed to meet the needs of trainable mentally retarded minors must be provided and enforced.

(1) Schools under 8,000 A.D.A.

(a) The County Board of Education must prescribe and enforce a course of study.

(b) The County Superintendent of Schools must coordinate activities involved in the preparation, adoption, and use of course of study.

(2) Schools of 8,000 A.D.A. or more

Districts over 8,000 A.D.A. must prescribe and enforce a course of study for TMR pupils in their schools.

(3) Programs consistent with the aims and objectives for trainable mentally retarded minors are provided. Instruction should be given in:

(a) Individual acceptance

(b) Social adjustment

(c) Economic usefulness

#### VI. Implementing and Conducting the Program

A. If not provided by County Superintendent of Schools, set responsibilities for directing program.

B. Establish program in keeping with objectives. The educational program for trainable mentally retarded pupils should be planned to help each child develop skills necessary to meet his everyday needs and that will help him in any endeavors he will pursue after he leaves school.

C. Establish priorities and calendar for evaluation of pupils, reporting and conferences.

#### VII. Evaluating the Program

A. Evaluation should be a part of the total program.

B. Evaluation should include all types of evidence of growth and evaluation.

C. Evaluation should include concern with the total personality of the child.

D. Evaluation should include parents.

E. How will the results of the evaluation be used?

PROGRAM FOR MENTALLY GIFTED MINORS  
(Known in Fresno County as Especially Capable Learners)

I. Declaratory Statement

It is evident from the provisions of the California Education Code, Division 6, Article 14, Chapter 6, Sections 6421-6434 inclusive and of Section 23, Title V, of the California Administrative Code that the legislature intended that school districts of the State of California give serious and adequate attention to the special needs of pupils having superior mental ability.

The Education Code makes permissive and encourages the establishment of programs for those pupils who meet the criteria of being mentally gifted minors. It further defines the rules and regulations involved in such programs.

Title V of the California Administrative Code provides more specifically for the identification of Mentally Gifted Minors hereafter known in the Fresno County Handbook as Especially Capable Learners (E.C.L.'s.). It also lists minimum standards for programs and provides for application to the State for reimbursement of a limited amount of the excess cost for programs provided.

II. For salient points of the Education Code and Title V of the California Administrative Code concerning Mentally Gifted Minor Programs see Appendix A.

Please read all code sections as listed in appendix regarding this phase of educating exceptional children. All code sections brought up to date as of December, 1965.

III. Services Available Through the Office of the County Superintendent of Schools

A. Staffing for Program

1. Assistant Superintendent, Educational Services as directed by the County Superintendent of Schools is concerned with special day programs for educating the mentally gifted minors as a part of the total educational service offered by the Office of the County Superintendent of Schools. In addition, the ultimate responsibility for the pupil personnel services required for establishing and maintaining these classes rests with the Assistant Superintendent.
2. Coordinator of programs is available for coordinative and consultive services to districts in the planning, conducting, and establishing an evaluation of district programs.
3. Consulting psychologist is available for consultation on both county and district level.
4. Pupil personnel workers are available to provide psychological service for case conferences, certification and interpretation.

B. Coordination Services Available to Districts Are:

1. Maintenance of master file of confidential records on pupils enrolled in program.
  2. Guidance for administrators and/or district committees to study needs, plan program, orient personnel, and evaluate programs.
  3. Assistance in making current reports on the status of programs in the county.
  4. Cooperatively present in-service education programs for teachers.
  5. Assistance in preparing guides and bulletins for enrichment suggestions.
  6. Assistance in building library and/or instructional materials centers
- C. Consultant services available on contract basis to districts.
1. In addition to the above services assistance to teachers in planning experiences to develop special abilities and provide for special needs.
  2. Assistance to teachers in adjusting curriculum for pupils and the selection of appropriate materials.
  3. Suggestions for professional materials for teachers.
  4. Assistance in securing special services for children who have special interests or talents.
  5. Provision of bulletins and guides for enriching programs.
- D. Psychological services available under contractual agreement
1. Individual testing upon receipt of a special referral request form from the district to which parent consent has been obtained.
  2. Assistance in case conferences for identification of pupil abilities, strengths, weaknesses, etc., and the interpretation of test data and guidance needs, suggestions for guidance and other program adaptations.
  3. Certification of psychological data in accordance with State requirements.
  4. Special psychological counseling when requested.
  5. Serve on Admissions Committee.
- E. Materials and/or equipment available are:
1. Special books, films, listening units and recordings, and science materials for some special projects may be ordered by teachers

in those districts who subscribe to the County Library and A-V\* services.

2. Professional library materials.
3. Curricular depository materials from other areas are housed in the County Schools Library.

#### IV. Initiating a District Program

A. Pre-planning: A district committee should be appointed to study the needs and possibilities. The following questions may be helpful:

1. What do you believe about the school's responsibility for the E.C.L.\*\*?
2. Does he have special needs, sometimes not met in the regular classroom?
3. Are E.C.L.'s readily recognized by all teachers?
4. Can the regular classroom teacher adequately plan and provide for the E.C.L.?
5. Are the regular curriculum materials adequate for developing the E.C.L. to his maximum potential?
6. What adjuncts are necessary for developing the E.C.L.?
7. What can your school do for program? Do you have available a:
  - a. Counselor?
  - b. Psychologist?
  - c. Coordinator?
  - d. Materials center and someone to staff it?
8. Can your school provide:
  - a. Additional or supplemental staff?
  - b. Released time for teachers?
  - c. Special facilities?
  - d. A special class or special grouping arrangements?
  - e. Saturday or evening activities?
9. What assistance would be needed to implement a program in your district?
  - a. Financial?
  - b. Identification?
  - c. Planning?
  - d. Organization?
  - e. Curriculum adjustments?
  - f. Materials?
  - g. Evaluation?

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\*A-V refers to Audio-Visual

\*\*E.C.L. refers to Especially Capable Learner

10. How shall pupils in special programs be graded?
11. What are the steps in setting up a program?
  - a. Board resolution enabling the district to plan and develop an E.C.L. Program.
  - b. Develop a basic philosophy in harmony with the beliefs and goals of the community, the Board of Education, and the entire school staff.
  - c. Survey the school enrollment for possible E.C.L.'s using recommendations of teachers and available tests of achievement and mental maturity.
  - d. Survey the larger and immediate communities for available resources.
  - e. Engage the committee in active planning to:
    - (1) Establish goals and objectives
    - (2) Select identification procedures
    - (3) Suggest types of programs
    - (4) List special facilities and materials needed and/or available
    - (5) Set up evaluation techniques and methods
    - (6) Designate areas of responsibility

#### B. Establishing Areas of Responsibility

1. The responsibility of the governing board of the district is:
  - a. To consider the district committee's recommendations
  - b. To understand the special needs of E.C.L.'s
  - c. To consider financial matters and possibilities
  - d. If desirous of establishing such a program, to pass a resolution to that effect
  - e. To provide financial assistance for programs accepted
2. Responsibilities of the administrative head are:
  - a. To provide leadership in planning, organizing, establishing, operating, and evaluating a program for E.C.L.'s
  - b. To set up and maintain an adequate and continuous individual guidance program
  - c. To provide for organization and procedures for grouping, for extra materials, and utilization of all possible resources.
3. Responsibilities of the teacher:
  - a. To recognize the individual differences among her pupils and to be aware of the following characteristics which may help to identify E.C.L.'s in her classroom:
    - (1) Does the child almost always know answers to questions raised in the classroom?
    - (2) Is his vocabulary obviously richer than most pupils?

- (3) Is he inquisitive beyond the interests of most children?
  - (4) Are his contributions almost always pertinent and exhibiting greater depth than ordinarily is shown?
  - (5) Is the child unusually pre-occupied with his own thoughts and somewhat inattentive to routine classroom activities?
    - (a) Can he be engaged in intelligent conversation regarding his interests?
    - (b) Can he be motivated to do independent study and research in relation to his interests?
  - (6) Does he do well on tests but show little interest in daily assignments?
  - (7) Is the child able to work  $2\frac{1}{2}$  or more grade levels above his class?
- b. To provide opportunities for the pupils to gain advanced knowledge, depth of concepts, wider experience and extended interests in selected fields.
  - c. To develop special techniques for stimulating and motivating the E.C.L. to live up to his maximum potential; such techniques may employ inquiry, problem solving, discovery, open ended questioning, discussion, and creative ways of sharing.
  - d. To serve on the District Committee for studying or planning program whenever asked.

## V. Building a District Program

### A. An example of district philosophy

Our concern for the welfare of the individual Especially Capable Learner is based upon the concept that there are varieties of talent, of motivation, of aptitude, of achievement, of excellence. E.C.L.'s need the special concern of those who have a part in their education to provide them with special opportunities to deal with ideas and to delve into deeper understandings than for which many other children feel a need.

### B. What are some suggested objectives?

#### 1. In relation to the pupil

- a. To identify and certify E.C.L. students in keeping with code provisions, district philosophy and policy.
- b. To provide an adequate and continuous individual guidance program to meet the special needs of each student; such program to provide for both individual and group counseling plus parent conferencing.
- c. To provide special in-class and out-of-class activities which may be on an "instead of" basis rather than on an "in addition to" basis.
- d. To encourage the development in the student of:
  - (1) Good attitudes toward high achievement and competency in school work.
  - (2) Good citizenship and the desire to take responsibility for some of his own learning and competency.

- (3) Good study and work habits, research skills, and effective communication skills.
  - (4) A desire to continue learning and pursue higher education.
- e. To provide opportunities for the E.C.L. to come in contact with others of superior mental ability for challenge and stimulation.
  - f. To develop cognitive and creative abilities through inquiry, problem solving, etc.
2. In relation to the teacher. (Select an outstanding teacher with respect to intelligence, creativity, and teaching skill.) Then encourage him:
- a. To develop awareness, understanding, and acceptance of the E.C.L.'s special characteristics, needs, and interests.
  - b. To develop the desire to challenge, motivate, and/or stimulate each child to live up to his potential.
  - c. To provide growth opportunities in techniques, methods, knowledge of materials, and procedures for using available resources with E.C.L.'s.
  - d. To generate enthusiasm for learning and to develop special abilities of her own.
  - e. To help her incorporate the best guidance techniques for the benefit of the pupils.
- C. Procedures in relation to the administrator and committee:
- 1. To set up procedures for the most effective use of:
    - a. Available resource materials to help the teacher.
    - b. All-school activities in which the E.C.L. could participate
    - c. Community trips and resource people.
  - 2. To set procedures for flexible grouping.
  - 3. To release teachers for special activities with pupils and for in-service growth experience.
  - 4. To set standards for program which are in keeping with the code, district philosophy, and policy to include:
    - a. Identification - (proof of ability)
      - (1) Pupils in Kindergarten through grade six to be given an individual psychological test.
      - (2) Pupils in grades seven through twelve to be given individual psychological or approved group tests of mental ability and achievement in either math or reading.
      - (3) Combined committee judgment on a small percentage of pupils.
    - b. Case studies (what pertinent data and information should be observed and recorded to assist the teacher and others who are planning activities to guide the student in his development in the following):
      - (1) Personal data?
      - (2) Adjustment characteristics?
      - (3) Attitudes, needs, and abilities?

- (4) Interests and activities?
  - (5) Physical development?
  - (6) Historical data?
  - (7) Health factors?
- c. To provide parents with information and secure their consent for placement in program.
    - (1) Has the parent been informed of the child's special needs and abilities (in keeping with district policy)?
    - (2) Has the E.C.L. program been explained to the parents?
    - (3) Have the parents been invited to participate in the enrichment plans for their child; and involved in providing extra materials and experiences?
  - d. To specifically state the types of programs in which the district may engage (199.12 Administrative Code).
  - e. To list special facilities and materials needed and/or available for use.
  - f. To set priorities and a calendar for conducting program.
  - g. To set evaluation procedures, techniques, and methods to be used.
  - h. To prepare final reports for the following purposes:
    - (1) Articulation for the pupil to the next level.
    - (2) Guidance for future planning and action.
    - (3) Information to be used in preparing excess cost claims.

## VI. Implementing and Conducting a District Program (after initiation and planning)

- A. Who will coordinate and be responsible for conducting program as planned? Is authority delegated to this person to:
  - 1. Orient staff, pupils, and parents?
  - 2. Select, inspire, and activate teachers to participate in program?
  - 3. Stimulate participants to complete various segments of program?
- B. What priorities need to be set up?
  - 1. What, if any, programs take precedence? (financial, time, etc.).
  - 2. How much teacher time should be spent in planning and guiding the E.C.L.?
  - 3. What scheduling for special activities need to be done?
- C. What calendar for conducting and completing segments of the program should be set up?
- D. What final reports are necessary for articulation, future planning, and excess cost claims?

## VII. Evaluating a District Program

- A. How well are the objectives being met?

1. On what basis is this determined?

- a. Test results? (What tests?)
- b. Questionnaires? (pupil, parents, teachers?)

2. What steps need to be taken?

- a. Gathering and recording evidence?
- b. Interpreting evidence?
- c. Comparing findings with objectives?
- d. Reporting findings?

B. What are some types of questionnaires?

1. Pupil:

- a. Did you enjoy school this year?
- b. Did you feel that it challenged you to do your best?
- c. Do you think you learned more this year?
- d. Do you feel like you want to keep on learning?
- e. Do you think you had to work too hard?
- f. Do you have suggestions to improve your program?

2. Parents:

- a. Are you glad your child was in this program?
- b. Would you want him to continue in the program?
- c. Did this program put too much pressure on your child?
- d. Have you become more fully aware of your child's needs, abilities, and interests through this program?
- e. Do you have suggestions for his future experiences?

**PART II**

**PROGRAMS FOR PHYSICALLY EXCEPTIONAL CHILDREN**

PREFACE TO PART II FOR PHYSICALLY HANDICAPPED  
LEGISLATIVE CHANGES

The California Legislators in 1965 enacted many legislative bills which repealed, amended, clarified or added requirements for school districts and County Superintendent's of Schools in providing for physically handicapped minors.

Your attention is specifically called to the definition of a "physically handicapped minor," and then the provisions mandating the programs that shall be made available.

In essence all physically handicapped minors shall be provided for.

The major change brought about by the 1965 legislation is that the County Superintendent of Schools shall establish programs within the county for all school districts with less than 8,000 A.D.A. whenever a school district does not provide a program for eligible minors, or contract with another school district for the education of such minors.

It is most important for school districts to understand the difference between types of services available from the County Schools Office and responsibility factors, e.g. Direct Services, Coordinative Services, and the responsibility for establishment, operation, and maintenance programs within the county.

All programs established by the County Superintendent would result in a contract or a tax levied against each district having physically handicapped minor(s) equal to the amount beyond all school apportionments.

It therefore behooves each school administrator to have knowledge of his community needs and procedures in providing facilities, services, programs, and information for referral as necessary.

## APHASIC

### I. Declaratory Statement

It is the intent of the California State Legislature that special provisions be made for children with disorders of symbolization (dysphasia, aphasia).

This is a mandatory program. The code further defines rules and regulations for this program.

- II. See Appendix A for salient points of the Educational Code and C.A.C.\* Title V. Also see Chapter VI, and Appendix I and J in California Program for Speech and Hearing Handicapped School Children for a discussion of programs for aphasic children.

### III. Services Available Through the County Schools Office

#### A. Staffing Pattern

##### 1. Assistant Superintendent Educational Services

The Assistant Superintendent of Educational Services is concerned with both special day programs and remedial classes for educating aphasic children as a part of the total educational service offered by the office of the County Superintendent of Schools. In addition the ultimate responsibility for the pupil personnel services required for establishing and maintaining programs for physically handicapped minors residing in districts of less than 8,000 A.D.A.\*\* (whenever such districts have not provided nor entered into a contract with other districts to provide such a program rests) with the Assistant Superintendent.

##### 2. Director of Special Education

The Director of Special Education is the administrator for all such county operated programs and is responsible for any and all administrative functions related to these special programs. The Director works cooperatively with the local administrators of each district maintaining such programs.

##### 3. Speech and Hearing Consultants

The consultants work in both coordinative and consultative capacities to districts in establishing and maintaining programs for aphasic children.

##### 4. Psychologists

Psychologists are available under contractual agreement for service when requested in this program.

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\*C.A.C. refers to California Administrative Code

\*\*A.D.A. refers to Average Daily Attendance

## B. Services Available Through the County Schools Office

### 1. Coordination Services

- a. Service in the form of procedures for identification, assessment and referral of aphasic children upon request of the district.
- b. Coordinative service to all districts including assistance in organizing programs and referring qualified speech therapists for employment.
- c. Assistance to speech therapists and administrators in setting evaluation procedures for programs.
- d. Provision of professional books and films through audio-visual and library departments when districts subscribe to these services.

### 2. Consultant Services Under Contractual Agreement

- a. Service as a member of the identification team for aphasic children. (C.A.C.-V, see 1320E)
- b. Confering with parents, teachers and nurses upon request of the district.
- c. Responsibility for programs as authorized by code.

### 3. Psychological Services Under Contractual Agreement

- a. Assistance as part of the team for aphasic children.
- b. Testing when requested.

### 4. Materials and Equipment Available to Districts Who Are Members of the County Schools Library and A-V Services

- a. Professional books, pamphlets and magazines.
- b. Films and filmstrips, listening units, equipment for evaluation purposes are available.

## IV. Initiating a Program at the District Level

### A. Preplanning

1. Identify the number of aphasic children in the area served. (See Chapter VI and Appendix I of The California Program for Speech and Hearing Handicapped Children for additional information.)
2. Obtain the approval of the district Board of Education to establish such a class.
3. Consider financial expenditure and state reimbursement.
4. Consider and plan for adequate housing and facilities.

5. Consider both admission and dismissal criteria and procedures.

B. Establishing Areas of Responsibility

1. Board of Education

- a. The Board should be aware of the program, its purposes and the need of the district for the program.
- b. The Board should provide for the establishment of special programs for aphasic children when such children reside in the school district.

2. Administrative Responsibilities are to:

- a. Provide leadership in selecting personnel, locating and maintaining facilities.
- b. Facilitate cooperative planning and evaluation of the program by the staff.
- c. Ascertain that proper records are maintained.

3. Teacher Responsibilities are to:

- a. Plan a program which meets the needs of the children enrolled in the class. Not only what is taught but also how the child is taught constitutes essential ingredients of this program.
- b. Cooperate with other members of the staff concerned with the program.

V. Building a District Program

The County Schools Office staff is available to assist in building philosophy, setting objectives and procedures, planning, organizing, establishing and evaluation of program when any district or districts find there is a sufficient number of students to establish a class.

VI. Implementing and Conducting a District Program

When any program is organized then responsibility for direction, setting of priorities, establishing a calendar and reporting procedures will be necessary.

VII. Evaluation

- A. Plans and procedures for evaluation should be set prior to establishment of program
- B. Uses for the results should be planned

## DEAF

### I. Declaratory Statement

It is the intent of the California State Legislature that deaf children be provided with educational opportunities commensurate with their needs. The Education Code provides for a permissive program of education, ages 3-5 and 18-21, and a mandatory program for ages 5-18. It further defines terms, rules and regulations for program.

A combined effort on the part of the State Department of Education and State Department of Public Health provides for the earliest possible identification and placement in special classes or schools for the deaf.

II. See Appendix A for salient points of Education Code and Title V.

### III. Services Available Through the County Office

#### A. Staffing Pattern

##### 1. Assistant Superintendent of Educational Services

The Assistant Superintendent of Educational Services is concerned with both special day programs and remedial classes for educating children with speech and/or hearing disorders as a part of the total educational service offered by the Office of the County Superintendent of Schools. In addition the ultimate responsibility for the pupil personnel services required for establishing and maintaining programs for physically handicapped minors residing in districts of less than 8,000 A.D.A. (whenever such districts have not provided nor entered into a contract with other districts to provide such a program) rests with the Assistant Superintendent.

##### 2. Director of Special Education

The Director of Special Education is the administrator of all such county operated programs and is responsible for any and all administrative functions related to these special programs. The director works cooperatively with the local administrators of each district maintaining such programs.

##### 3. Hearing Consultant

The Hearing Consultant acts in both coordinative and consultative capacities to districts with regard to deaf children.

##### 4. Pupil Personnel

Psychological evaluation services are available under contractual agreement.

#### B. Coordination Services provided are:

1. Coordination for scheduling audiometric evaluations and hearing aid selection for school children served by Fresno State College Speech and Hearing Clinic.

2. Provision of professional books and films through the audio-visual and library departments.
- C. Consultant Services available are: (Contractual agreement is needed with districts 901 A.D.A. and above in the elementary schools.)
1. Hearing testing and referral.
  2. Consultation with administrators, teachers, parents, school nurses, public health nurses and community agencies.
  3. Liaison between Fresno County and special day classes in adjoining counties and State Schools for the Deaf.
  4. Until the districts of the county become large enough to warrant the establishment of their own special classes, children designated as deaf must be placed where facilities are available.

The Hearing Consultant of the County Schools Office is available for assistance in setting up the procedure to secure:

- a. Legal classification through qualified personnel (Otologist).
- b. Financial assistance for medical attention (C.C.S.)\*
- c. Psychological evaluation (district psychologist).
- d. Assistance to families for indigent care.
- e. Parent conferencing regarding most practical placement for child's present and future program.
- f. Help from community agencies when needed.
- g. Inter-district permit when needed.

D. Psychological Services

Psychological evaluations when requested are available under contractual agreement.

E. Materials and Equipment

1. Professional books, pamphlets and magazines from the County Schools Library to member districts in this service area.
2. Amplifiers for demonstration and evaluative purposes are available from Speech and Hearing Consultants.

IV. Initiating a Program at District Level

A. Preplanning

Whenever there are enough known deaf children in a given area to make it seem practical from the standpoint of transportation and securing a qualified teacher to establish a class, the County Office personnel may be contacted to provide assistance.

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\*C.C.S. refers to Crippled Children's Services

1. There is no minimum number of children required to establish a class for the deaf. The State Department of Education recommends that at least six students be identified before beginning such a class.
2. The maximum number of children that may be enrolled in a class for the deaf may not exceed 10 providing the age span of the children is not greater than 4 years.  
  
If there is an age span greater than 4 years, the maximum number enrolled may not exceed 8.
3. Districts may collaborate in establishing a special day class for the deaf. Tuitional charges can be levied by the district operating the class.
4. Districts desiring to establish classes receive the regular principal apportionment plus reimbursement for excess costs not to exceed \$910 per unit of A.D.A.\*\* earned and reimbursement for expense of transportation not to exceed \$475 per unit of A.D.A. earned.
5. State funds for construction of buildings and facilities are available but require a minimum of 6 students per class. (C.A.C.\* Title V, 2046)

#### B. Establishing Areas of Responsibility

##### 1. Governing Board

Should be aware of the program, its purposes and the district's need for the program to enable the administrator to establish and provide for its financial support.

##### 2. Administrator

Ascertain whether there are enough children in his district and adjoining districts to establish a program.

Ascertain whether or not a qualified teacher of the deaf is available for the class.

Provide classroom space and special equipment necessary for the deaf after consultation with qualified personnel.

##### 3. Teacher

Plan a program to meet the needs of the students enrolled in the class.

#### V. Building District Programs

- A. The County Schools Office staff is available to assist in the planning, organizing, establishing and evaluation of program when any district or districts find there is a sufficient number of students to establish a class as authorized by the code.

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\*C.A.C. refers to California Administrative Code  
\*\*A.D.A. refers to Average Daily Attendance

B. County Office staff is available to assist in developing philosophy, objectives and procedures.

VI. Implementing and Conducting district programs

When a program is established plans should be made for its direction, the establishment of priorities, and a calendar for procedures and reporting.

VII. Evaluation

Plans and procedures for evaluation and its use should be set prior to establishment of program.

The information contained in this section may be revised by State Board of Education action in the near future.

## THE SEVERELY HARD OF HEARING

### I. Declaratory Statement

It is the intent of the California State Legislature that children with hearing handicaps be provided with special education designed to meet their needs. The law states that special education for hearing handicapped is mandatory if the hearing handicaps are such that the children cannot profit from the regular educational program and funds are provided for such education. The code further defines rules and regulations for this program.

II. See Appendix A for salient points of the code.

### III. Services Available Through the County Office

#### A. Staffing Pattern

##### 1. Assistant Superintendent of Educational Services

The Assistant Superintendent of Education Services is concerned with both special day programs and remedial classes for educating children with speech and/or hearing disorders as a part of the total educational service offered by the Office of the County Superintendent of Schools. In addition the ultimate responsibility for the pupil personnel services required for establishing and maintaining programs for physically handicapped minors residing in districts of less than 8,000 A.D.A.\* (whenever such districts have not provided nor entered into a contract with other districts to provide such a program) rests with the Assistant Superintendent.

##### 2. Director of Special Education

The Director of Special Education is the administrator of all such county operated programs and is responsible for any and all administrative functions related to these special programs. The director works cooperatively with the local administrators of each district maintaining such programs.

##### 3. Speech and Hearing Consultants

The consultants act in both coordinative and consultative capacities to districts in establishing and maintaining programs for speech and/or hearing handicapped children.

##### 4. Pupil Personnel

Pupil personnel may be contracted for service as needed.

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\*A.D.A. refers to Average Daily Attendance

B. Coordination Services provided are:

1. Coordinative service to all districts, including assistance in hearing programs and referring qualified speech therapists for employment.
2. Assistance to districts in instituting hearing programs.
3. Assistance to districts in evaluating programs. (A written evaluation form is available for this purpose.)
4. Coordinate evaluations and hearing aid fitting for school children served by the Fresno State College Speech and Hearing Clinic. (Contact speech and hearing consultants for this service.)
5. Service in the form of procedures for identification, assessment, evaluation and referral for hearing handicapped provided upon request of a district under contractual agreement.
6. In-Service education.

C. Consultant Services (under contract as needed)

1. The County Schools Office maintains a staff member to enable all schools of fulfilling Education Code Sections, 11903 and 11906. The A.D.A. of each school determines the responsibility of the County Consultant's job in that school. (Elementary schools under 900, secondary schools under 300 and schools in Unified Districts under 1,500 may request direct services. Those over this A.D.A. may contract for direct service from the County Office.
2. Other services available through the County Office are: Hearing testing program; referral; consultation with administrators, teachers, parents, school nurses, public health nurses, and community agencies. Also, County Consultant acts as liaison between Fresno County and special day classes in adjoining counties and State School for children with severe impairment.

D. Psychological Services are available under contract

E. Materials and equipment

1. Professional Library and A-V\*\* materials are available to districts who are members of these service areas.
2. Amplifiers are available for demonstration and evaluation purposes from the Speech and Hearing Consultants.

IV. Initiating a Program at the District Level

- A. Preplanning - A district committee should be set up to consider the following:

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\*\*A-V refers to Audio-Visual

1. Number of hard of hearing children in the area.
2. Provision of special educational and rehabilitative measures.
3. Determination of best way to meet the needs of the hard of hearing children in the district including consideration of:
  - a. Tutoring in vocabulary and language
  - b. Assistance with school subjects
  - c. Speech and auditory training
  - d. Special day class
  - e. Special provisions to be made by classroom teacher

#### B. Establishing Areas of Responsibility

1. The governing board must provide special educational services for children with hearing handicaps severe enough to interfere with acquisition of an adequate education. These special services may be in the form of speech and hearing therapy in special day classes and/or remedial classes.

The governing board may contract with other school districts or the County Superintendent of Schools for such services. If such services are not provided by districts with fewer than 8,000 A.D.A., the County Superintendent is authorized to provide them and levy the taxes necessary for their support.

2. The District Superintendent shall establish procedures for identifying hearing handicapped children and provide the necessary facilities and personnel for their educational needs. He is responsible for coordinating the program so that all persons involved in the child's education (parent, teacher, therapist, nurse, psychologist, etc.) are fully informed on educational goals and objectives toward accomplishment of such goals.

#### 3. Teacher-Therapist Responsibilities

The teacher and/or therapist has direct responsibility for identifying the educational needs of the hard of hearing child, providing the appropriate educational techniques and utilization of the various public and community agencies to the greatest advantage for the child.

### V. Building a District Program

- A. County Office staff is available for assistance in building philosophy.
- B. Suggested Objectives: To enable the hearing handicapped child to meet his daily communication demands to the best of his ability by assessing his needs and giving him educational services and therapy that will help to prevent the development of learning and/or behavioral problems.
- C. The county consultants will be available to assist in the planning, organization, establishing and evaluation of program when any district or districts find there is a sufficient number of students to establish a class.

Building funds may be obtained under certain conditions, C.A.C.\* Title V, 2046 B from the State for a minimum of twelve children. A maximum of eighteen per class is allowable but consideration should be given to degree of loss as it is not feasible to have a class load of eighteen severely hard of hearing.

#### VI. Implementing and Conducting Programs

In establishing programs consideration should be given to direction, priorities, calendar, and reporting.

#### VII. Evaluation

Plans and procedures for evaluation and its use should be set prior to establishment of programs.

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\*C.A.C. refers to California Administrative Code

## ORTHOPEDICALLY HANDICAPPED, INCLUDING CEREBRAL PALSIED

### I. Declaratory Statement

It has been the intent of the legislature since 1927, and mandated in 1965, to make it possible for public schools to offer educational programs designed to meet the needs of orthopedically handicapped children under the Education Code provisions for physically handicapped. Additional legislation has been passed to improve and expand programs to enable the child to become as proficient as his potentiality permits. These programs encompass special classes for orthopedically handicapped, including the cerebral palsied, as well as individual instruction for those who are confined to home, hospital or sanitarium because of their problems of mobility. Well coordinated attention of both educational and medical personnel is needed to solve the numerous problems presented in education and providing the health services required in programs for the orthopedically handicapped. The code further defines rules and regulations for this program.

### II. For Salient Points of the Codes see Appendix A

### III. Services Available Through the County Office

#### A. Staffing for Program

1. The Assistant Superintendent, Educational Services, is concerned with special day programs for educating physically handicapped pupils as a part of the total educational service offered by the County Superintendent of Schools. In addition, the ultimate responsibility for the pupil personnel services required for assistance to the district for these pupils rests with the Assistant Superintendent.
2. The Director of Special Education is the administrator of all county operated programs of home and hospital instruction for orthopedically handicapped, including cerebral palsied. The director works cooperatively with the local administrator of each district to provide this service.
3. The Consultant in Nursing Service assists administrators in planning special programs for these children.
4. Pupil Personnel

Under contractual agreement pupil personnel services are available.

#### B. Coordination to Districts Over 900 A.D.A.

1. Provide coordination services to all districts for assistance in identification, referral, placement and transportation.
2. Serve on Special Admissions Committee under contractual agreement.
3. Arrange for special state consultative and counseling services.

4. Provision for psychological services for educational assessment are available at a charge to the district.
5. Plan countywide workshops for early identification and awareness of educational and medical provisions.
6. Furnish professional books and A-V materials to those districts belonging to the Library and A-V Service.

C. Consultant Services to Districts Under 900 A.D.A.

1. Provides consultative services to all districts for assistance in identification, referral, placement and transportation or room and board in lieu of transportation.
2. Serve on Admissions Committee.
3. Arrange for special state consultative services.
4. Provide psychological services.
5. Provide special consultant service.
6. Furnish professional books and A-V materials to those districts belonging to the Library and A-V Service.
7. Refer parent and pupil to State School for Cerebral Palsied and similarly handicapped children for evaluation and to assist them in meeting requirements for admission when referral from the district has been given.

D. Psychological Services

Psychological Services under contractual agreement are available when needed and requested.

E. Materials and Equipment

Professional library materials are available to those districts subscribing to these services.

IV. Initiating a Program at District Level

A. Preplanning

1. Determine the number of orthopedically handicapped children in the district. Some may be at home without any instruction. Children three years of age may be enrolled in special classes and it is possible to collect reimbursement for maintenance of special nursery school classes.
2. Designate a person or persons to gather the medical and educational information for each pupil. For purposes of educational placement, the orthopedically handicapped are those whose locomotion, according to the diagnosis of a competent physician has been severely impaired due to birth injuries, congenital anomalies, trauma, tumors, infections, developmental diseases, fragile bones, muscular dystrophy, uncontrolled epilepsy, severe cardiac, hemophilia who need special classes. Include the number of cerebral palsied children who have motor impairment.

## B. Establishing Areas of Responsibilities

1. The governing board shall provide for the orthopedically handicapped in special schools, special classes, and by home or hospital instruction.
2. The administrator or a person designated by him to take the necessary steps required for placement in the best possible program should consider:
  - a. Are educational facilities available? Is special class, special school or home instruction needed?
  - b. Will transportation be needed?
  - c. Will the parents accept placement in a special education program?
  - d. Has the child been given a medical examination and are records on file?
  - e. Has the child had psychological services for educational assessment?
  - f. Will board and room need to be provided?
  - g. Is there a principal who directs and coordinates the teams so that each member contributes to the habilitation and rehabilitation of the handicapped child?
3. The teacher is often the first one to notice that a child may be cerebral palsied upon enrollment. It is her responsibility to report such a child to the administrator and to the nurse serving the school. The educational goals are the same for all children. In special classes, qualified teachers are needed to make the variety of adaptations to meet specific needs.
4. School nurse is usually assigned by the governing board of the district and is responsible for the general health education of the pupils in the school.
5. Occupational and Physical Therapists are provided by the Department of Public Health through the local Crippled Children's Services program including the medical supervision of therapy.
6. Matrons are employed by the school to assist with physical care of children in therapy and in the classroom.

## V. Building a District Program

Because the number of children in a district is small, the County Office and/or larger districts usually provide for these pupils. If there are no facilities, the Legislature provides for education in any suitable school at the expense of the district. Preschool or nursery programs provide parents, educators, and medical personnel an opportunity to teach and to treat the child early in order to reap greater dividends later.

#### A. Suggested Philosophy

We believe that physically handicapped children require the services of many specialists simultaneously for the development of physical and mental potentials to the fullest.

#### B. Objectives

1. To improve and expand programs to enable the child to become as proficient as his potentiality.
2. To provide early identification and opportunity to insure greater benefits.
3. To provide adequate guidance and counseling.
4. To take advantage of all resources for the habilitation and rehabilitation of each child.

#### C. Procedures

1. Housing requirements for special classes are stated in the Education Code and these facilities must be approved by the State Department of Education.
2. The school district appoints an admissions committee composed of representatives of school administration, Crippled Children's Services, physician assigned to orthopedically handicapped unit, guidance and counseling. Teachers and therapists meet with the group but they may or may not be official members. Children are admitted on a trial basis and assigned to the program by the administrator.
3. Class enrollment is dependent upon age and mobility. No more than 15 C.P.\* children should be enrolled in a class whose age spread is less than 4 years; if age spread is greater than 4 years, the number should be 12. No more than 18 orthopedically handicapped should be included in a class.
4. Scholarships and grants for interested, experienced teachers in good physical health are available. Refer to Appendix, Sources of Information.

### VI. Implementing and Conducting the Program

#### A. The appointed Director of Program should be aware of the following:

1. Fresno City Unified Schools conducts the only special class program in the county for orthopedically handicapped, including the cerebral palsied. Some pupils live with relatives or at the Nutritional Home in order to attend special classes.

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\*C.P. refers to Cerebral Palsied

2. Home instruction is provided by the district or the County Superintendent of Schools. Individual instruction is given to pupils confined to the hospitals in Fresno by the Fresno City Unified School District.
  3. Occupational therapy, physical therapy, and speech therapy are given to those children in the school or in the home as needed. Refer to Appendix, Agencies for Assistance.
  4. Medical and therapeutic services for those children enrolled in special classes are supervised and provided by the Fresno County Department of Public Health, Crippled Children's Services. Refer to Appendix, Agencies for Assistance.
  5. Orthopedically handicapped children may be enrolled in remedial physical (Special P.E.)\*\* education with the written referral from a physician.
  6. Long range educational planning and closely integrated program of medical services is imperative for maximum total development of these children. Some students return to the special school for therapy on an out-patient basis and transportation is provided by the school district.
  7. Consultative services from the State Department of Education are available. See Appendix, Agencies for Assistance.
- B. Priorities for program should be established.
- C. A calendar for evaluation, conferences and reporting needs to be planned.

## VII. Evaluating the Program

- A. Case studies are kept on each child enrolled in special class. Periodic evaluations in conferences are made by the teachers, school staff, parents, physician. Pupils are placed in regular classes for part of the day when possible. Physical and psychological re-evaluation is given when indicated.
- B. Uses of the evaluations need to be planned.

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\*\*P.E. Refers to Physical Education

## SPEECH AND HEARING HANDICAPPED

### I. Declaratory Statement

It is the intent of the California State Legislature that special provisions be made for children with speech and/or hearing handicaps. The state requires and has made it mandatory that each school district provide for the special educational needs of these children. In districts of fewer than 8,000 A.D.A. the County Superintendent of Schools is authorized to provide services where the district does not provide services and to levy the taxes necessary for financial support. The codes further define rules and regulations for these programs.

II. See Appendix A for salient points of the code and The California Program for Speech and Hearing Handicapped Children, Bulletin of the California State Department of Education, Vol. XXXIII, No. 4, December 1964.

### III. Services Available Through the County Office

#### A. Staffing Pattern

##### 1. Assistant Superintendent of Educational Services

The Assistant Superintendent of Education Services is concerned with both special day programs and remedial classes for educating children with speech and/or hearing disorders as a part of the total educational service offered by the Office of the County Superintendent of Schools. In addition the ultimate responsibility for the pupil personnel services required for establishing and maintaining programs for physically handicapped minors residing in districts of less than 8,000 A.D.A. (whenever such districts have not provided nor entered into a contract with other districts to provide such a program) rests with the Assistant Superintendent.

##### 2. Director of Special Education

The Director of Special Education is the administrator of all such county operated programs and is responsible for any and all administrative functions related to these special programs. The director works cooperatively with the local administrators of each district maintaining such programs.

##### 3. Speech and Hearing Consultants

The Consultants act in both coordinative and consultative capacities to districts in establishing and maintaining and evaluating programs for speech and/or hearing handicapped children.

##### 4. Psychologists

- a. Individual psychological testing.
- b. Interpretation of testing when requested.

B. Coordination Services provided are:

1. Coordinative service to all districts, including assistance in organizing speech and hearing programs and referring qualified speech therapists for employment.
2. Service in the form of procedures for identification, assessment and referral for speech and hearing handicapped provided upon request of a district.
3. Workshops for speech therapists employed in the school districts of Fresno County.

C. Consultant Services (under contractual agreement when necessary) are:

1. Assistance to therapists in setting up speech and hearing programs within districts.
2. Assistance and suggestions for specific evaluation of children with severe language communication disorders.
3. Assistance to speech specialists and administrators in evaluating programs. (A written evaluation form is available for this purpose.)
4. Scheduling of audiometric evaluations and hearing aid fitting and selection for school children served by the Fresno State College Speech and Hearing Clinic. (Contact the speech and hearing consultants for this service.)
5. In-service education for classroom teachers on speech improvement in the classroom, choral speaking and oral communication skills in their broader aspects.
6. Audiometric tests for hard-of-hearing children not otherwise served are available by appointment with the county speech and hearing consultant.
7. Service in the form of identification, assessment, and referral procedures for speech and hearing handicapped is provided upon request of the district.
8. Conference may be held with parents of children with speech and hearing problems upon request of district.

D. Materials and Equipment

1. Professional books and films through the Library and A-V for member districts in these service areas.
2. Equipment available for evaluative purposes through the A-V and/or speech and hearing consultants.

### III. Initiating a Program at the District Level

#### A. Preplanning

1. Identify through a survey the number of children with speech and hearing disorders as well as the types of disorders present. Consultants from the County Schools Office provide assistance with such a survey.
2. Obtain approval of the district Board of Education to employ a speech and hearing specialist(s) (or to obtain such services from the County Superintendent of Schools, E.C. 8901).
3. Determine the amount of service from a Speech Therapist needed by the district.
4. Consider the necessary financial expenditures and the amount of reimbursement to be expected from the state.
5. Consider and plan for adequate housing and facilities, including furniture, equipment, supplies, etc.

#### B. Areas of Responsibility

##### 1. Governing Board

Should be aware of possible program, the purposes and the needs of districts for it, and should enable administrators to set up and provide for its financial support.

##### 2. Administrator

- a. Employs speech and hearing specialist (or makes contractual arrangements with the County Superintendent of Schools).
- b. Assists the specialist in acquainting school personnel, board members and parents with the service to be provided.

##### 3. District Speech and Hearing Specialist

- a. Initiates program, conducts survey, solicits referrals and selects cases for therapy.
- b. Complies with district and state regulations regarding case-load limitations, etc. (The maximum caseload for a specialist employed full time is 90 students per week - Title V, C.A.C.\* Section 193.2)
- c. Complies with district and state regulations regarding submission of reports of attendance, etc.
- d. Is the only person legally certificated to identify and select students for enrollment in the speech and hearing program.

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\*C.A.C. refers to California Administrative Code

#### 4. Other School Personnel

- a. Cooperation of teachers, specialists, nurse administrators and other school personnel is essential if necessary remedial procedures for the speech and hearing handicapped are to be successful.

### IV. Building a District Speech and Hearing Program

#### A. Philosophy

Believing that the ability to communicate effectively is necessary if a child is to progress in his educational program, we desire to provide speech and hearing services that will enable him to achieve this objective to the best of his ability.

#### B. Objectives for a Speech and Hearing Program

1. To identify, as early as possible, children with speech and hearing disorders.
2. To help each child, insofar as is possible, to obtain a wholesome and satisfying solution to his speech and/or hearing program.
3. To aid parents, teachers and others within the child's communication environment in gaining an understanding of the child and his special needs.
4. To provide assistance to the child with a speech and/or hearing disorder through every avenue available to obtain and utilize his optimum communication skills.

### V. Building a District Program

- A. The director needs to be aware of the responsibilities of the speech specialist.
- B. Priorities need to be established to enable personnel to work efficiently and effectively.

The speech specialist determines which children to include in the program.

- C. A calendar for evaluation, screening, conferencing and reporting should be set.

### VI. Evaluating the Speech and Hearing Program

#### A. Methods or Techniques

1. Periodic evaluation of the individual child's progress as well as the total effect and value of the speech and hearing program upon and to the school and its curriculum is professionally sound and imperative.

2. A written evaluation tool for the speech and hearing program is available from the County Schools Office upon request.
3. The evaluation of the speech and hearing program should be a cooperative endeavor involving all members of the staff concerned with the education of children admitted to the program.

B. Use of Evaluation

1. Decide whether service is adequate (time, methods, etc.).
2. Decisions concerning dismissal and/or other referral.
3. Is communication with other members of the staff adequate concerning the needs of the children.

## THE VISUALLY HANDICAPPED BLIND

### I. Declaratory Statement

It is the intent of the State Legislature to provide for educational assistance to the blind under the Education Code provisions for the physically handicapped which were mandated by the 1965 legislature. Other sections of the Education Code specifically provide for educational assistance to the visually handicapped and Title V of the California Administrative Code deals with identification, eligibility, availability of materials, state reimbursement and teacher preparation.

### II. Salient Points of Education Code and C.A.C.\* Title V, see Appendix A - BLIND.

### III. Services Available Through the County Office

#### A. Staffing for Program

1. The Assistant Superintendent, Educational Services, is concerned with special day programs for educating physically handicapped pupils as a part of the total educational service offered by the County Superintendent of Schools. In addition, the ultimate responsibility for the pupil personnel services required for assistance to the district for these pupils rests with the Assistant Superintendent.
2. The Director of Special Education is the administrator of all county operated programs of home and hospital instruction for blind. The director works cooperatively with the local administrator of each district to provide this service.
3. The Consultant in Nursing Services assists administrators in planning special programs for visually handicapped.

#### B. Coordination to Districts over 900 A.D.A.

1. Provide coordination services to all districts for assistance in identification, referral, placement and transportation.
2. Serve on the Special Admissions Committee.
3. Arrange for special state consultative and counseling services.
4. Provide psychological services for educational assessment at a charge to the district.
5. Plan countywide workshops for early identification and awareness of educational and medical provisions.
6. Furnish professional books and A-V\*\* materials to those districts belonging to the Library and A-V service.

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\*C.A.C. refers to California Administrative Code

\*\*A-V refers to Audio-Visual

7. Maintain a supply of graded large print textbooks to be sent to the teacher upon request.
  8. Maintain a file of catalogs for supplementary materials.
  9. Provide special consultant services on county and district administrative level.
  10. Maintain a file of eligible health service personnel for referral to school district for employment.
  11. Assist the placement of minors in special classes (Inter-district).
- C. Consultant Services to Districts Under 900 A.D.A.
1. Provide consultant services to all districts for assistance in identification, referral, placement and transportation.
  2. Serve on Special Admissions Committee.
  3. Arrange for special state consultative and counseling services for blind.
  4. Provide special consultant service.
  5. Furnish professional books and A-V materials to those districts belonging to the Library and A-V Service.
  6. Refer parent and pupil to State School for the Blind for evaluation and assist them in meeting requirements for admission.
  7. Maintain a file of eligible health service personnel for referral to school districts for employment.
- D. Psychological Services Are Available Under Contract
- E. Materials and Equipment
1. Professional books and magazines are available through the County Schools Office.
  2. Large print textbooks are available from the Library of the County Schools Office.

#### IV. Initiating a Program at District Level

##### A. Preplanning

1. A committee to evaluate the vision screening program to determine the number of blind children in the school which may include:
  - a. How many pupils failed to have an eye examination after referral?
  - b. What is the visual acuity of pupils wearing glasses? Are records on file to indicate the visual acuity of 20/200 in the better eye after correction?

- c. How many pupils have been referred for special education from an eye specialist and a qualified educator?
  - d. Is vision screening done in the kindergarten? In what other grades?
  - e. Has the vision program been reported to the district board?
2. Do personnel giving the vision test thoroughly understand the criteria for referral? Are there personnel for parent conferences of pupils who fail the eye test? Are there sufficient resources for those who cannot afford an eye examination?
  3. Based upon the findings, the committee should make recommendations to meet the special educational needs discovered in the screening process and from eye examination reports.

#### B. Establishing Areas of Responsibilities

1. The governing board shall provide for eye screening and programs for the blind.
2. The administrator or a person designated by him to take the necessary steps required for providing the best program should consider:
  - a. Is there a clearly defined district procedure to provide the special education needed?
  - b. Has the child been given an eye examination and where are the records on file?
  - c. Has the child had psychological services for educational placement?
  - d. Is a special teacher or placement in a special school needed? Is it possible to provide the special educational service in the district?
  - e. Will transportation be needed? Who shall make arrangements?
  - f. What special educational materials and devices are needed?
  - g. Is a reader or special material needed?
  - h. Have the state reports been filed?

#### V. Building a District Program

##### A. Philosophy

A cooperative statement should be planned with staff and Board of Education.

##### B. Objectives

1. To provide education in keeping with special needs.
2. To provide counseling services.
3. To utilize the services of social, vocational and health agencies which can contribute to the development and happiness of blind pupils.

## C. Procedures

1. Many of the blind pupils are enrolled in the regular classroom or in a school with a resource teacher for the visually handicapped who works with the regular teacher and the pupil. Class should not exceed 15. If the age span is greater than 4 years, the number should be reduced to 12.
2. Blind pupils need one or more of the special aids available and provided for them. They can function with sighted children and are better adjusted when they attend regular classes if the teacher and classmates understand the adjustments in the program which are needed. Understanding of the district philosophy and objectives by the faculty with clearly defined responsibilities and procedures will simplify this rather complex program for a small number of students.
3. Educational evaluation and counseling services are needed for guidance in placement.
4. The legislature has provided \$910 for excess cost and an additional \$910 for reader and special materials for the blind if necessary.

## VI. Implementation

### A. The director should be aware of the following:

1. Qualified personnel for assistance with identification and follow through to obtain the needed care is basic to this program as an eye doctor's report must be on file in the school before a program can be instituted.
2. An awareness of the kind of assistance or special school program available which includes:
  - a. The only special school is in Fresno City Unified District which provides resource teachers for the blind enrolled in regular classes.
  - b. Large print textbooks are available from the Library of the County Schools Office. Districts with A.D.A.\* over 40,000 may obtain these from the State Department of Education.
  - c. Talking books and recordings may be obtained from the State Library, Sacramento. Postal regulations provide for free postage.
  - d. Catalogs of magnifying equipment and possible sources for local purchase are available from the County Schools Office.
  - e. Sources of large print and Braille materials. See Appendix B for sources of assistance and/or information.
  - f. Reader service for blind students may be obtained.
  - g. Financial assistance for blind students 16 years of age. See Appendix B, Agencies for Assistance.

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\*A.D.A. refers to Average Daily Attendance

3. Arrange transportation or board and room to attend regular or special school by contacting Fresno County Schools Office or Fresno City Unified, Department of Special Education.
4. Assist parent to apply for admission to State School for the Blind, if needed.
5. File reports as required by the State Department of Education under Public Law 922 to determine the quota for Braille and other materials provided by American Printing House for the Blind.
6. Utilize the counseling services of Vocational Rehabilitation.
7. Return to the State Department of Education, Director of State Depository for the Blind, all appliances and materials purchased by state funds when student no longer uses them.

B. Priorities for program need to be set

C. Calendar for evaluation, conference and reporting should be set

## VII. Evaluation

### A. Method

1. Periodic evaluation of pupil progress in school is made through parent conferences, psychological re-evaluation, and by special education staff and teachers.
2. Eye examination should be given annually unless other recommendations have been made to determine visual acuity which may improve or decrease.

### B. Results

Evaluation of the total vision program is needed for direction in future planning, for assessment of the extent of the vision deviation and the unmet needs of pupils.

THE VISUALLY HANDICAPPED  
PARTIALLY SEEING

I. Declaratory Statement

It is the intent of the legislature to provide for educational assistance to the partially sighted, frequently called visually handicapped, under the Education Code provisions for the physically handicapped which were mandated by the 1965 legislature. Other sections of the Education Code specifically provide for educational assistance to the visually handicapped and Title V of the Administrative Code deals with identification, eligibility, availability of materials, state reimbursement and teacher preparation.

II. For salient points of Education Code and C.A.C.\* Title V, see Appendix A - Partially Seeing

III. Services Available Through the County Office

A. Staffing for Program

1. The Assistant Superintendent, Educational Services, is concerned with special day programs for educating physically handicapped pupils as a part of the total educational service offered by the County Superintendent of Schools. In addition, the ultimate responsibility for the pupil personnel services required for assistance to the district for these pupils rests with the Assistant Superintendent.
2. The Consultant in Nursing Services assists administrators in planning special programs for visually handicapped and directs the use of large print books.

B. Coordination to Districts Over 900 A.D.A.

1. Provide coordination services to all districts for assistance in identification and referral.
2. Arrange for special state consultant and counseling services as needed for partially seeing.
3. Provide psychological services for educational assessment at a charge to the district.
4. Plan countywide workshops for early identification and awareness of educational and medical provisions.
5. Furnish professional books and A-V\*\* materials to those districts belonging to the Library and A-V service.
6. Maintain a supply of graded large print textbooks to be sent to the teacher upon request.

\*C.A.C. refers to California Administrative Code  
\*\*A-V refers to Audio-Visual

7. Provide special consultant services on county and district administrative level.
8. Maintain a file of eligible health service personnel for referral to school district for employment.

C. Consultant Services to Districts Under 900 A.D.A.

1. Provide consultant services to all districts for assistance in identification and referral.
2. Arrange for special state consultant and counseling services for partially seeing.
3. Provide special consultant service.
4. Maintain a file of eligible health service personnel for referral to school districts for employment.

D. Psychological services for educational assessment are available under contractual agreement.

E. Materials and Equipment

1. Professional books, magazines and A-V materials are available to districts subscribing to these areas of service.
2. Large print textbooks are available.

IV. Initiating a Program at District Level

A. Preplanning

1. A committee should be appointed to evaluate the vision screening program to determine the number of partially seeing children in the school which may include:
  - a. How many pupils failed to have an eye examination after referral?
  - b. What is the visual acuity of pupils wearing glasses? Are records on file to indicate the visual acuity of 20/70 (partially seeing) in the better eye after correction?
  - c. For how many partially seeing pupils have large print books been recommended by an eye specialist and a qualified educator?
  - d. Is vision screening done in the kindergarten? In what other grades?
  - e. Has the vision program been reported to the district board?
2. Do personnel giving the vision test thoroughly understand the criteria for referral? Are there personnel for parent conferences of pupils who fail the eye test? Are there sufficient resources for those who cannot afford an eye examination?

3. Based upon the findings, the committee should make recommendations to meet the special educational needs discovered in the screening process and from eye examination reports.

#### B. Establishing Areas of Responsibilities

1. The governing board shall provide for eye screening and programs for the partially seeing.
2. The administrator or a person designated by him to take the necessary steps required for providing the best program should consider:
  - a. Is there a clearly defined district procedure to provide the special education needed?
  - b. Has the child been given an eye examination and are the records on file?
  - c. Has the child had psychological services for educational placement?
  - d. Is a special teacher or placement in a special school needed? Is it possible to provide the special educational service in the district?
  - e. What special educational materials and adjustments are needed?
  - f. Have the state reports been filed?

#### V. Building a District Program

##### A. Philosophy

Develop a statement cooperatively with staff and Board of Education.

##### B. Objectives

1. To furnish program and materials that provide the best educational program to meet individual needs.
2. To provide counseling services.
3. To utilize the services of social, vocational and health agencies that contribute to their development and happiness.

##### C. Procedures

1. Most partially seeing pupils are enrolled in the regular classroom or in a school with a resource teacher for the visually handicapped who works with the regular teacher and the pupil. Class size is not limited.
2. Many partially seeing pupils need large print books which are available and provided for them. They can function with sighted children and are better adjusted when they attend regular classes if the teacher and classmates understand the adjustments in the program which are needed.

Understanding of the district philosophy and objectives by the faculty with clearly defined responsibilities and procedures will simplify this program for a small number of students.

3. Educational evaluation and counseling services are needed for guidance of partially seeing.

## VI. Implementing and Conducting

### A. The director should be aware of the following:

1. Qualified personnel for assistance with identification and follow through to obtain the needed care is basic to this program as an eye doctor's report must be on file in the school before a program can be instituted.
2. Of the kind of assistance or special school program available which includes:
  - a. The only district which provides resource teachers for the partially seeing enrolled in regular classes is Fresno City Unified Schools.
  - b. Large print textbooks are available from the Library of the County Schools Office. Districts with A.D.A. over 40,000 may obtain these from the State Department of Education.
  - c. Sources of large print. See Appendix B, Sources for Assistance and/or Information.

### B. Priorities for program need to be established

### C. Calendar for evaluation, conferencing, and reporting should be set.

## VII. Evaluation

### A. Method

1. Periodic evaluation of pupil progress in school is made through parent conferences, psychological re-evaluation, and by special education staff and teachers.
2. Eye examination should be given annually unless other recommendations have been made, to determine visual acuity which may improve or decrease.

### B. Utilization of Results

Evaluation of the total vision program is needed for direction in future planning, for assessment of the extent of the vision deviation and the unmet needs of pupils.

PART III

PROGRAMS FOR OTHER EXCEPTIONAL CHILDREN

## COMPENSATORY EDUCATION

### I. Declaratory Statement

It was the intent of the legislature upon the passage of AB 1331 and EC 6450-6461 (The McAteer Act) to encourage the establishment and development of programs by local officers and agencies of the public school system directed to identifying those pupils affected by language, cultural and economic disadvantages who are potentially capable of completing the regular courses of instruction leading to graduation, and by special services, techniques and activities to stimulate their interest in intellectual, cultural and educational attainment.

### II. Salient Points of the Code

#### A. Section 6452. Definitions:

1. A "culturally disadvantaged minor" is one who:
  - a. Is enrolled or required to be enrolled in any one of grades K through 12 in the public schools.
  - b. Is potentially capable of successfully completing a regular educational program leading to graduation from the public elementary or secondary school in which he is enrolled or required to be enrolled.
  - c. Is because of home and community environment, subject to such language, cultural, economic and like disadvantages as will make improbable his completion of the regular program leading to graduation without special efforts on the part of public school authorities over, above and in addition to those involved in providing the regular educational programs, directed to the positive stimulation of his educational and cultural propensities.
2. A "program for compensatory education" is an undertaking by any school district which is over, above and in addition to the regular educational programs of the district, having the purpose of providing positive stimulation of the educational and cultural propensities of culturally disadvantaged minors, and which embodies a positive plan for the identification of culturally disadvantaged minors and any one or more of the following elements:
  - a. Individual psychological evaluation.
  - b. Individual instruction.
  - c. Remedial assistance.
  - d. Dissemination of educational and career information.
  - e. Broadening cultural experience.
  - f. Working with persons in the homes of such minors.
  - g. Teaching English as a second language.
  - h. Intensified guidance and counseling.
  - i. Liaison with community and non-school agencies.
  - j. Activities involving motivation and stimulation of the minors' cultural and educational propensities.
  - k. Developing community leadership aimed at achieving cooperation with the school district among those for whom the program is designed.

- B. Section 6453. Outlines the standards to be used to evaluate a program for Compensatory Education.
- C. Section 6454. Establishes the office of Consultant on Compensatory Education within the State Department of Education.
- D. Section 6455. Outlines the duties of the Consultant in Compensatory Education.
- E. Section 6456. Makes it permissive that a school district may provide Compensatory Education programs.
- F. Section 6457. Outlines the participating role of the Superintendent of Public Instruction in conducting and evaluating projects related to Compensatory Education programs. Places a per pupil limit on the amount the state will reimburse the school district per year.
- G. Section 6458. Requires the State Department of Education to adopt rules and regulations regarding identification procedures, standards for programs and required reports.
- H. Section 6459. Rules and regulations of Superintendent of Public Instruction.
- I. Section 6460. Establishes the Advisory Committee on Compensatory Education and outlines the membership of such committee.

### III. Compensatory Services Available

#### A. Staffing for Program

- 1. Assistant Superintendent may be available as a coordinator of program.
- 2. Contract services may be available for other personnel needed.
- 3. Consultants
  - a. To classes in County Schools at the request of the Administrator.
  - b. Assistance in surveying fields, initiating and maintaining programs.
  - c. Special consultant service - Music, Art, Health, Speech and Hearing, etc.

#### B. Coordination Services

- 1. Maintain a file of all programs available for reference.
- 2. Provide information and guidelines as required for programs.
- 3. Assist in processing of applications to conduct projects.
- 4. Maintain liaison with all agencies providing educational programs with federal assistance.
- 5. Prepare and distribute materials as appropriate.
- 6. Conduct area meetings for coordination of programs.
- 7. Plan and conduct in-service education.

C. Consultant Service

1. Provide staff personnel through contractual agreement for:
  - a. In-service education
  - b. Psychological service
  - c. Pupil personnel services
  - d. Cultural enrichment
  - e. Coordination services

D. Psychological Services (a charge will be reflected)

1. Psychological and diagnostic evaluations of students who are referred.
2. Provide assistance in counseling with students and families.
3. Provide guidance to teachers on specific learning problems.
4. Assist with psychological re-evaluation.

E. Maintain Services for Provision of Instructional Materials, Catalogs, and Publications

IV. Initiating a Program at the District Level

- A. Preplanning. Since this is permissive legislation and there are such a variety of possibilities, it is suggested that a committee or a person be made responsible for studying district needs, programs and possibilities.
- B. Areas of responsibility should be specifically planned and designated.

V. Building a District Program

- A. Sample Philosophy. It is our belief and desire to provide for those children having cultural and/or economic handicaps a program which will compensate for the inadequacies of their environment through special educational opportunities.
- B. Objectives
  1. To discover areas of need in relation to each pupil in program.
  2. To develop suitable programs for meeting these needs.
- C. Procedures
  1. Set procedures which will enable the staff and other personnel to function efficiently in program.
  2. Set areas of responsibility.

VI. Implementing and Conducting a Program

- A. The director should be aware that:
  1. The State Department of Education is required to adopt the rules and regulations regarding identification procedures, standards for programs and required reports.

2. A consultant on compensatory education is a required office within the State Department of Education.
  3. Community leadership should be tapped for the purpose of achieving cooperation with the school district among those for whom the program is designed.
- B. Priorities for involving personnel, facilities, procedures, etc. need to be established.
- C. A calendar for pupil evaluation, conferences, and reporting in accordance with the rules and regulations outlined needs to be set.

## VII. Evaluation

- A. Evaluative techniques should be developed prior to establishing a program. Specific methods and techniques should be planned.
- B. How will the results be used?

## CHILDREN'S CENTERS

New rules and regulations are to be adopted in March, 1966 repealing current information.

This section will be developed as an insert after legislation and changes have been established.

SPECIAL PHYSICAL EDUCATION CLASSES  
FOR PHYSICALLY HANDICAPPED MINORS

I. Declaratory Statement

It is the intent of the California State Legislature that provision be made for special physical education classes for pupils who have handicapping conditions so severe that they cannot profit by the regular instruction or any modification of activities in the regular class period or in classes for those of moderate handicaps.

The Education Code and the California Administrative Code, Title V, make it permissive to provide special physical education programs for educating the severely physically handicapped minor. It defines the rules and regulations and provides for excess cost reimbursement for such programs to a district.

II. Salient Points of C.A.C.\* Title V and E.C.\*\*

Article 20.1

Section 194 defines special physical education classes for severely physically handicapped minors.

194.1 defines and limits eligibility of pupils.

194.2 provides for an admissions and dismissal committee of people with special skills and/or professional training.

194.3 limits maximum size of class.

194.4 defines excess cost.

194.5 defines maximum reimbursement allowed to districts.

III. Services Available Through the Office of the County Superintendent of Schools

A. Staffing for Program

1. Assistant Superintendent, Educational Services, as directed by the County Superintendent of Schools, is concerned with special day physical education classes or programs for the severely physically handicapped minor as a part of the total educational service offered by the office of the County Superintendent of Schools. In addition, the ultimate responsibility for the pupil personnel services that may be needed from the County Superintendent's Office for establishing and maintaining these classes rests with the Assistant Superintendent.
2. Physical Education Coordinator is available as a resource person to the district for planning, organizing, conducting, and evaluating special physical education classes.

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\* C.A.C. refers to California Administrative Code

\*\* E.C. refers to Education Code

3. Nurse is available as a resource person in planning, organizing, conducting, and evaluating health services to such classes.
4. Pupil personnel services as assigned and available are possible for counseling or guidance in the special physical education programs under contractual agreement.

B. Coordination services are to:

1. Provide information concerning rules and regulations for programs of physical education for severely physically handicapped minors.
2. Maintain a file of all available programs for reference.

C. Consultant services are to:

1. Provide County Office personnel through contractual agreement for:
  - a. In-service education.
  - b. Psychological services.
  - c. Guidance from nurse in working out schedules and experiences as prescribed by the physician.
  - d. Service on the Admissions and Dismissal Committee.
2. Maintain services for providing library and audio-visual materials where districts are members of the Library and Audio-Visual Services.

IV. Initiation of Special Physical Education Classes for the Severely Physically Handicapped at the District Level

A. Preplanning

1. A person or committee should be appointed to study needs and possibilities for program; such committee to report to the administrative head of the district.
2. Determine the incidence of the severely physically handicapped among the pupils.
  - a. Study health records and referral information.
  - b. Obtain referrals from nurse, counselors, physical education teachers and home teachers.
  - c. Confer with family or school physician on cases of questionable severity.

B. Set Areas of Responsibility

1. Governing Board
  - a. Should be made aware of needs and possibilities.
  - b. Should enable the administrator to proceed with program if desired by authorization of responsibility and financial arrangement.

## 2. The Administrator

- a. If program is possible according to need and authority established, the administrator appoints an Admissions and Dismissals Committee consisting of at least one person from the individual school staff of each of the categories that follow:
  - (1) Physician (full time or consultant physician)
  - (2) Physical education teacher
  - (3) Nurse or health coordinator, or chairman of the school health committee
  - (4) Special education teacher or counselor or a representative of the school guidance service

The principal may appoint any other member of the certificated staff within the school. Members from a district office would serve as liaison members.

- b. He identifies and hires an interested, qualified teacher.
- c. He locates a suitable teaching station with a possibility of 20 individual working areas, both moveable and permanent.
- d. He presents plan to Board of Education for final approval, including budget needed for teacher time, equipment, supplies, and additional nurse and physician service.
- e. He selects adequate supplies and equipment. Each school district (or county superintendent) must initiate the program with adequate supplies and equipment and with a suitable teaching station for the class. Only instructional supplies (no equipment) may be reported as current expense for educating physically handicapped minors in special physical education classes.

## V. Building a District Program

### A. Philosophy

A statement needs to be made in cooperation with staff and governing board.

### B. Objectives

1. To plan and maintain special education programs to meet the needs of the severely physically handicapped and which will aid them in developing to their optimal potential and to be able to participate safely in recreation and work.
2. To build rules and regulations which will expedite placement and removal from class of pupils as their needs change.
3. To facilitate efficient and cooperative operation of staff in program.

### C. Procedures

1. For the Admissions and Dismissal Committee. Successful operation of the committee on admissions and dismissals is enhanced by utilizing the procedures that follow:

- a. A team approach should be followed by all members of the committee. The physician views the pupil from one frame of reference. The teacher and counselor see the pupil from other frames of reference. All points of view are important and must be considered. The committee makes the decision--not one member.
- b. Placement of a pupil must take into account each of the needs of the pupil: physical, mental, emotional, and social.
- c. A flexible policy must operate concerning class placements. Each pupil with a physical handicap represents an individual set of problems which must be dealt with accordingly. Some pupils may need the services of a special physical education class during the entire period of their school enrollment while other pupils may need such a placement for the minimum of six weeks.

2. Procedures for Referral. Establish procedure for referral to family physician and his relationship to school physician, if there is one, and to the Admissions and Dismissals Committee.

## VI. Implementing and Conducting the Program

- A. Special Physical Education Classes for Severely Physically Handicapped Minors must meet certain standards before the current expense for conducting such classes may be reported as excess current expense.
- B. Experiences for these students must be specifically designed to assist them physically, mentally, emotionally and socially to participate safely in recreation and work.

## VII. Evaluation of the Program

- A. Evaluative techniques should be developed prior to establishing a program.
- B. The Admissions and Dismissal Committee needs to evaluate each student before termination date, inclusion in continued program, adjusting present program.
- C. Planned use for evaluation results should be made.

APPENDIX A

Adopted from the State Department of Education  
as of December 1965

SALIENT POINTS OF THE EDUCATION CODE

AND

THE CALIFORNIA ADMINISTRATIVE CODE, TITLE V

BUREAU FOR EDUCATIONALLY HANDICAPPED AND MENTALLY EXCEPTIONAL CHILDREN -- BUREAU FOR PHYSICALLY EXCEPTIONAL CHILDREN  
PROGRAM COMPARISON CHART

(Prepared to assist in answering frequently asked questions concerning program provisions)

Legal Basis	Definition	Programs Authorized	District Enrollment Limitation	Prior Approval Required	Permissive or Mandatory	Parental Consent	Diagnosis or Identification
Ed. Code 6751	Ed. Code 6750, Title 5, Art. 27, par. 221	1) Special day class 2) Learning disability group 3) Home, hospital or children's institution Ed. Code 6751	2% of district enrollment except by prior approval Ed. Code 6752	Yes Ed. Code 6751	Permissive--Ed. Code 6751	Required in writing Ed. Code 6751	Eligibility determined by Admissions Committee without label or certification--Ed. Code 6755, Title 5, Art. 27, par. 225.
Ed. Code 6902	Ed. Code 6901-2	Special training classes (or schools)--Ed. Code 6901-5 County Office--Ed. Code 8951		No	Mandatory--Ed. Code 6903-4 (except high school districts under 900 a.d.a.) County Office Ed. Code 8951	Parent conference required Ed. Code 6908	Eligibility established by Certificated School Psychologist Title 5, C.A.C. 182
Ed. Code 6903	Ed. Code 6903	Special training classes (or schools)--Ed. Code 6903 County Office--Ed. Code 8951		No	Mandatory--Ed. Code 6903-4 County Office Ed. Code 8951-2	Parent conference required Ed. Code 6908	Eligibility determined by psychologist. (Medical examination if advisable.) Title 5, C.A.C. 197, 198
Ed. Code 6421-34	Ed. Code 6421	1) Enrichment in regular classes 2) Correspondence classes and tutoring 3) Acceleration 4) High school students in college classes 5) Instruction or counseling outside regular classes 6) Special classes 7) Other programs approved by the Superintendent of Public Instruction Art. 23, Chap. 1, Title 5, C.A.C. 199.12(e) (1-6) 199.13(b)	Limited as defined by Ed. Code 6421(a)	No	Permissive Ed. Code 6423	Yes--Art. 23, Chap. 1, Title 5, C.A.C. Sec. 199.12(c)	Eligibility determined by committee consisting of school principal, classroom teacher, and school psychologist Art. 23, Chap. 1, Title 5, C.A.C. 199.11(a)

PROGRAM

EDUCATIONALLY  
HANDICAPPED  
MINOR

EDUCABLE  
MENTALLY  
RETARDED  
MINOR

TRAINABLE  
MENTALLY  
RETARDED  
MINOR

MENTALLY  
GIFTED  
MINOR

PROGRAM

EDUCATIONALLY  
HANDICAPPED  
MINOR

EDUCABLE  
MENTALLY  
RETARDED  
MINOR

TRAINABLE  
MENTALLY  
RETARDED  
MINOR

MENTALLY  
GIFTED  
MINOR

Admissions Committee	Class Size	State School Building Aid for Exceptional Children	Special Credential	Excess Cost	Transportation Allowance	Tax Authorized
Required Ed. Code 6755, Title 5, Art. 27, par. 224	1 to 12 pupils depending upon program and ages Title 5, Art. 27, par. 227	Yes--Ed. Code 19693 or 19685	None Required	\$910 per a.d.a. plus \$20 consultant Ed. Code 18221	None	Yes--Ed. Code 20807
Yes--"Group Conference" Title 5, C.A.C. 183	Maximum of 15 to 18 pupils depending upon age spread Title 5, C.A.C. 184	Yes--Ed. Code 19683 or 19685	Yes Ed. Code 6912	Yes--\$375 per a.d.a. Ed. Code 18152	Not in addition to normal excess expense --may be included as a part of excess expense	Yes--Ed. Code 6913.1 Ed. Code 8955
Yes--"Group Conference" Title 5, C.A.C. 198	Maximum of 12 Title 5, C.A.C. 199	Yes--Ed. Code 19683 or 19685	Yes Ed. Code 6912	Yes--\$670 per a.d.a. Ed. Code 18202	Yes--Ed. Code 18060 \$4.75 per a.d.a.	Yes--Ed. Code 6913.1 County Office Ed. Code 8955.1
Art. 23, Chap. 1, Title 5, C.A.C. 199.11	No Limit	None	None	\$40/mentally gifted minor in a program for a school year or \$20/mentally gifted minor for each of 2 semesters. Title 5, Chap. 1, C.A.C. 199.14 Ed. Code 6426 A summer program of 20 days (within one fiscal year) may count as one of the 2 semesters	Excess transportation expense may be claimed on part of the \$40 excess cost reimbursement	No

PROGRAM COMPARISON CHART  
BUREAU FOR EDUCATIONALLY HANDICAPPED AND MENTALLY EXCEPTIONAL CHILDREN -- BUREAU FOR PHYSICALLY EXCEPTIONAL CHILDREN

PROGRAM	Legal Basis	Definition	Programs Authorized	District Enrollment Limitation	Prior Approval Required	Permissive or Mandatory	Parental Consent	Diagnosis or Identification
APHASIC MINDER	Ed. Code 6801-6822, 8901-8906	Ed. Code 6801-6802 CAC-V, Sec. 1320(e)	Ed. Code 6812: 1) Special schools 2) Special classes 3) In hospitals, sanatoriums, preventoriums 4) In the home through the employment of home instructors 5) By cooperative arrangement with the Department of Rehabilitation 6) By any other means approved by the State Department of Education 7) Individual instruction at school for minors 3 years of age with speech disorders 8) Individual instruction at school or in the home for minors who are deaf between the ages of 3 and 6 years providing there are fewer than five in the community	None	No	Mandatory--Ed. Code 6806, 6809, 8901	No--Exemption statement Ed. Code 6814	CAC-V, Sec. 1320(e)
DEAF	Ed. Code 6801-6822, 8901-8906, 12801	Ed. Code 6801-6802 CAC-V, Sec. 1320(a)	Ed. Code 12060.2 1) Integrated program of instruction for physically handicapped children including those handicapped in vision or hearing	None	No	Mandatory--Ed. Code 6806, 6809, 8901, 12801	Ditto	Ed. Code 11903, 25653 CAC-V, Sec. 1320(a)

Admissions Committee	Class Size	State School Building Aid for Exceptional Children	Special Credential	Excess Cost	Transportation Allowance	Tax Authorized
None	6 to 8 pupils CAC-V, Sec. 193(e)	Yes--Ed. Code 19681-19689	Ed. Code 6820, 13190, 13197.55 CAC-V, 6264, 6266(d)	Yes--up to \$910 per a.d.a. Ed. Code 18102-18103	Yes--up to \$475 per a.d.a. Ed. Code 18060	Ed. Code 8955.2
None	8 to 10 pupils CAC-V, Sec. 193(a)	Ditto	Ed. Code 6820, 13190, 13197.55 CAC-V, 6261, 6266(a), 6632.3(e)(2), 6646(b)(1)	Yes--up to \$910 per a.d.a. Ed. Code 18102-18103	Ditto	Ditto

PROGRAM

ALPHASIS  
MINOR

DEAF

PROGRAM COMPARISON CHART  
BUREAU FOR EDUCATIONALLY HANDICAPPED AND MENTALLY EXCEPTIONAL CHILDREN -- BUREAU FOR PHYSICALLY EXCEPTIONAL CHILDREN

Legal Basis	Definition	Programs Authorized	District Enrollment Limitation	Prior Approval Required	Permissive or Mandatory	Parental Consent	Diagnosis or Identification
<u>PROGRAM</u>  SEVERELY HEARD OF HEARING	Ed. Code 6801-6802 CAC-V, Sec. 1320(a)	Ditto	None	No	Ditto	Ditto	Ditto
ORTHOPEDICALLY HANDICAPPED INCLUDING THE CEREBRAL PALSED	Ed. Code 6801-6802 CAC-V, Sec. 1320(c)(d)	Ditto	None	No	Mandatory--Ed. Code 6806, 6809, 8901	Ditto	CAC-V, Sec. 1320(c)(d)
SPEECH AND HEARING HANDICAPPED MIXED	Ed. Code 6801-6802	Ditto	None	No	Mandatory--Ed. Code 6806, 6809, 8901	Ditto	Function of credentialled speech and hearing specialist
VISUALLY HANDICAPPED Blind Partially Seeing	Ed. Code 6801-6802 CAC-V, Sec. 1320(b)  CAC-V, Sec. 44.2	Ditto	None	No	Mandatory--Ed. Code 6806, 6809, 8901	Ditto	Ed. Code 11903 CAC-V, Sec. 44.2, 1320(b)
CLEARINGHOUSE- DEPOSITORY FOR THE VISUALLY HANDICAPPED	Ed. Code 10301-10303	Ed. Code 10301-10303	None	No	Mandatory--Ed. Code 10301	No	Ditto

PROGRAM	Admissions Committee	Class Size	State School Building Aid for Exceptional Children	Special Credential	Excess Cost	Transportation Allowance	Tax Authorized
SEVERELY HEARD OF HEARING	None	Ditto	Ditto	Ed. Code 6820, 13190, 13197.55 CAC-V, 6261, 6266(a), 6632.3(e)(2), 6646(b)(1)	Yes--up to \$910 per a.d.a. Ed. Code 18102-18103	Ditto	Ditto
ORTHOPEDICALLY HANDICAPPED INCLUDING THE GENERAL PAISIED	None	12 to 18 pupils CAC-V, Sec. 193(c)(1)	Ditto	Ed. Code 6820, 13190, 13197.55 CAC-V, 6263, 6266(c), 6632.3(e)(2), 6646(b)(3)	Yes--up to \$910 per a.d.a. Ed. Code 18102-18103	Ditto	Ditto
SPEECH AND HEARING HANDICAPPED MINOR	None	Caseload of 90 pupils per week CAC-V, Sec. 193.2	None	Ed. Code 6820, 13190, 13197.55 CAC-V, 6264, 6266(d)	Yes--up to \$910 per a.d.a. Ed. Code 18102-18103	Ditto	Ditto
VISUALLY HANDICAPPED Blind Partially Seeing	None	10 to 12 pupils CAC-V, Sec. 193(b)	Yes--Ed. Code 19681-19689	Ed. Code 6820, 13190, 13197.55 CAC-V, 6265, 6266(e), 6632.3(e)(2), 6646(b)(4)	Yes--up to \$910 per a.d.a. Ed. Code 18102-18103 (An additional amount up to \$910 per a.i.a. for blind pupils for reader service, transcription of materials, etc., subject to Ed. Code 18106.)	Ditto	Ditto
CLEARINGHOUSE-DEPOSITORY FOR THE VISUALLY HANDICAPPED	None	None	None	None	None	None	None

APPENDIX B

SOURCES OF AGENCIES AND ORGANIZATIONS FOR SERVICE AND INFORMATION

SOURCES OF AGENCIES AND ORGANIZATIONS  
INFORMATION AND/OR SERVICES  
FOR EXCEPTIONAL CHILDREN

A Directory of Community Services lists all local agencies to which referral for assistance with educational programs may be made. It is available from:

The Fresno Community Council  
402 Crocker-Citizens Bank Building  
Fresno, California 93721  
Phone 237-8359

Files of special agencies and organizations for referral and/or for information are maintained at:

The Office of the Fresno County Superintendent of Schools  
2314 Mariposa Street  
Fresno, California 93721  
Phone 268-6011

Special classes, programs and/or assistance within Fresno County.

	Yes	No	Assistance
Educationally Handicapped	X		
Educable Mentally Retarded	X		
Trainable Mentally Retarded	X		
Mentally Gifted	X		
Aphasic			X
Deaf	X		
Severely Hard of Hearing			X
Orthopedically Handicapped Including Cerebral Palsied	X		
Speech and Hearing Handicapped	X		
Blind and Partially Sighted	X		
Compensatory Education	X		
Children's Centers	X		
Special Physical Education	X		

## SOURCES OF PUBLICATIONS WITH INFORMATION

1. The Library of the Fresno County Schools  
2314 Mariposa Street  
Fresno, California

- a. Current magazines and professional books dealing with various areas of exceptionality
- b. Houses a depository for curriculum and guidance guides and courses of study

2. The State Department of Education  
721 Capitol Mall  
Sacramento, California

- a. Many bulletins concerning each area of exceptional children
- b. California School Accounting Manual  
School Business Administration Accounting Manual, Publication No. 8  
Volume XXXIII, No. 2, June, 1964

A guide for determining excess cost.

- c. Special Physical Education Classes for Physically Handicapped Minors
- d. Files of Special Education Programs in California

FORMS COMMONLY USED IN SPECIAL EDUCATION PROGRAMS  
AVAILABLE FROM THE FRESNO COUNTY SCHOOLS

1. Psychological Ed - Referral

2. Case Study

Mentally Retarded - Elementary

Mentally Gifted - Elementary

Mentally Gifted - Secondary

3. Continuing Case Record

4. Certification

5. Evaluation forms for most all programs for exceptionalities

6. Referral form (face sheet) for Crippled Children's Services

7. General forms for Physically Handicapped

8. Admission forms for Special Education

9. Transportation forms

10. Release of Medical Information

11. Form for exchange of information

BL:jb/rk/nb  
3/2/66