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ABSTRACT

As new educational programs emerge and changes are made to meet the needs of pupils, appropriate adaptatcns must likewise be made in school buildings. This publication relates programs for exceptional children to the facilities that make possible the implementation of such programs. The exemplary programs and facilities described in this publication have been selected to represent all areas of the State of California so that school personnel might visit existing facilities and learn from the experiences of others. The publication demonstrates what can be accomplished when constructive, innovative ideas for the education of exceptional children are combined with flexible, imaginative school planning methods. (Photographs may reproduce poorly.) (Author/MLF)

Special Schools For Exceptional Children

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Special Schools For Exceptional Children

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Prepared by the
BUREAU OF SCHOOL FACILITIES PLANNING



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1973

Foreword

The process of planning school facilities is constantly in flux. As new educational programs emerge and changes are made to meet the needs of pupils, appropriate adaptations must likewise be made in school buildings.

Such flexibility is especially important in the planning of facilities for exceptional children. In recent years we have witnessed a shift in enrollment of exceptional children from special schools to regular schools; in addition, resource personnel working in a media center located in the regular school have provided specialized individual help for these children. New programs have also been established that involve special day classes and development centers for multihandicapped children.

I believe that the trend to integrate exceptional children as much as possible into regular school programs is beneficial to both exceptional and normal children. If changes in our concepts of school facilities are necessary to implement this idea, it is my strong belief that these changes should – indeed must – be made. This publication shows us what can be accomplished when constructive, innovative ideas for the education of exceptional children are combined with flexible, imaginative school planning methods.



Superintendent of Public Instruction

Preface

The Bureau of School Facilities Planning has traditionally disseminated information to school districts regarding exemplary educational programs that are implemented with specially designed school facilities. This publication -- the first of its kind from the California State Department of Education -- relates exemplary programs for exceptional children to the facilities that make possible the implementation of such programs. This kind of harmony between facility and program is accomplished through a systematic procedure involving as many resources as possible in the planning process.

The exemplary programs and facilities described in this publication have been selected to represent all areas of the state so that personnel from school districts and offices of county superintendents of schools may visit existing facilities and learn from the experiences of others. It is hoped that this will result in the extension of innovative concepts and increase the quality of facilities for exceptional children.

The Bureau of School Facilities Planning staff is available to assist school districts in the solution of their planning problems. It is hoped that districts will call on the bureau for assistance in the utilization of this document.

EDWIN H. HARPER
*Deputy Superintendent of
Public Instruction for Administration*

AUBREY W. CALVERT
Chief, Bureau of School Facilities Planning



COVER CREDITS

William S. Kist
University of Illinois at Chicago
Department of Educational Psychology
Chicago, Illinois

Contents

Foreword iii
Preface v

Aphasic

SELBY GROVE ELEMENTARY SCHOOL 1

Deaf and Hard of Hearing

ARROYO ELEMENTARY SCHOOL 7
MARLTON SCHOOL 13
SAN MARINO ELEMENTARY SCHOOL 19

Educationally and Visually Handicapped

E. O. GREEN ELEMENTARY SCHOOL 25

Multihandicapped

ROGER WALTON DEVELOPMENT CENTER 31

Orthopedically Handicapped

DANBURY SCHOOL 37
EL PORTAL DEL NORTE SCHOOL 43
NEWCASTLE SCHOOL FOR EXCEPTIONAL CHILDREN 49
OLDER ELEMENTARY SCHOOL 55
ORCHARD ELEMENTARY SCHOOL 61
PARK VIEW ELEMENTARY SCHOOL 67

Trainable Mentally Retarded

BUENA VISTA ELEMENTARY SCHOOL 73
BUTTE VISTA ELEMENTARY SCHOOL 79
GEORGE MILLER, Jr., MEMORIAL CENTER-EAST 85
GLADYS STONE SCHOOL 91
GRANT SPECIAL EDUCATION CENTER 97
HOPE SCHOOL 103
LOUISIANA SCHNELL ELEMENTARY SCHOOL 109
NEWCASTLE SCHOOL FOR EXCEPTIONAL CHILDREN 115
PINEHAVEN ELEMENTARY SCHOOL 121
RUTH E. SUMNEY SCHOOL 127
SEQUOIA JUNIOR HIGH SCHOOL 133
SPECIAL TRAINING FARM 139
VINELAND ELEMENTARY SCHOOL 145

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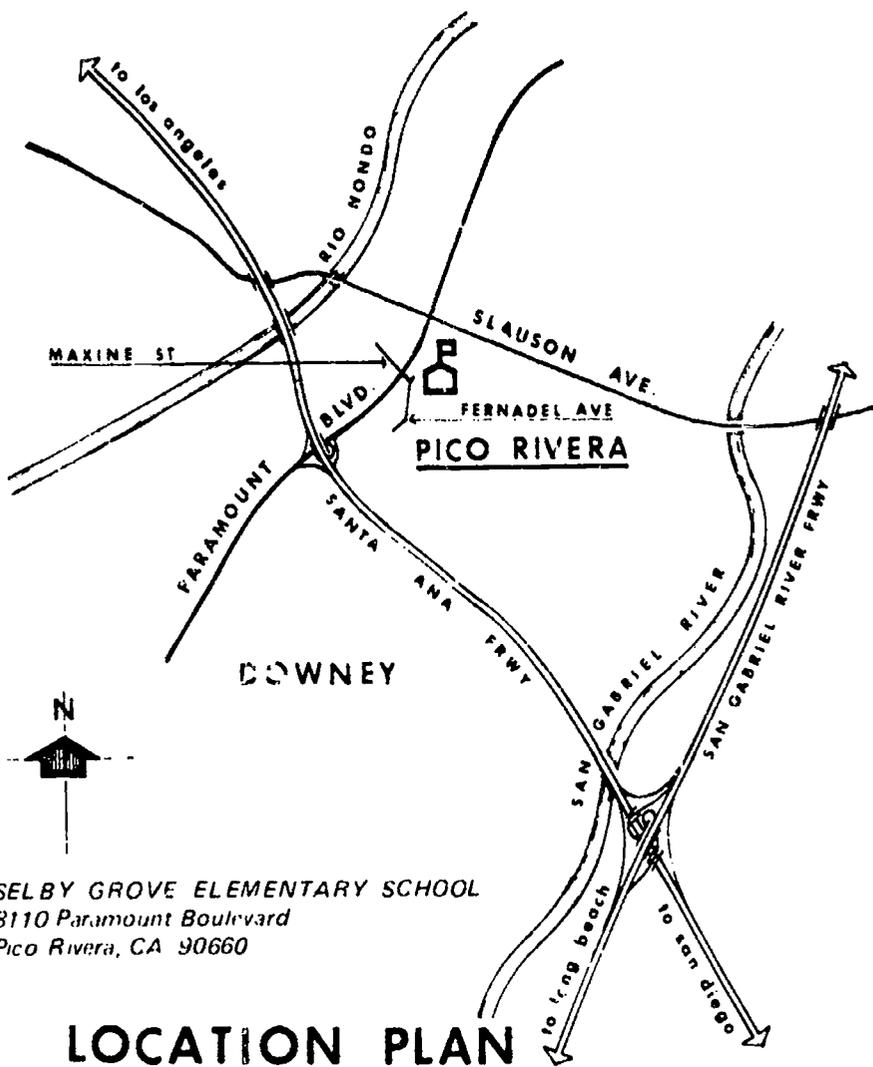
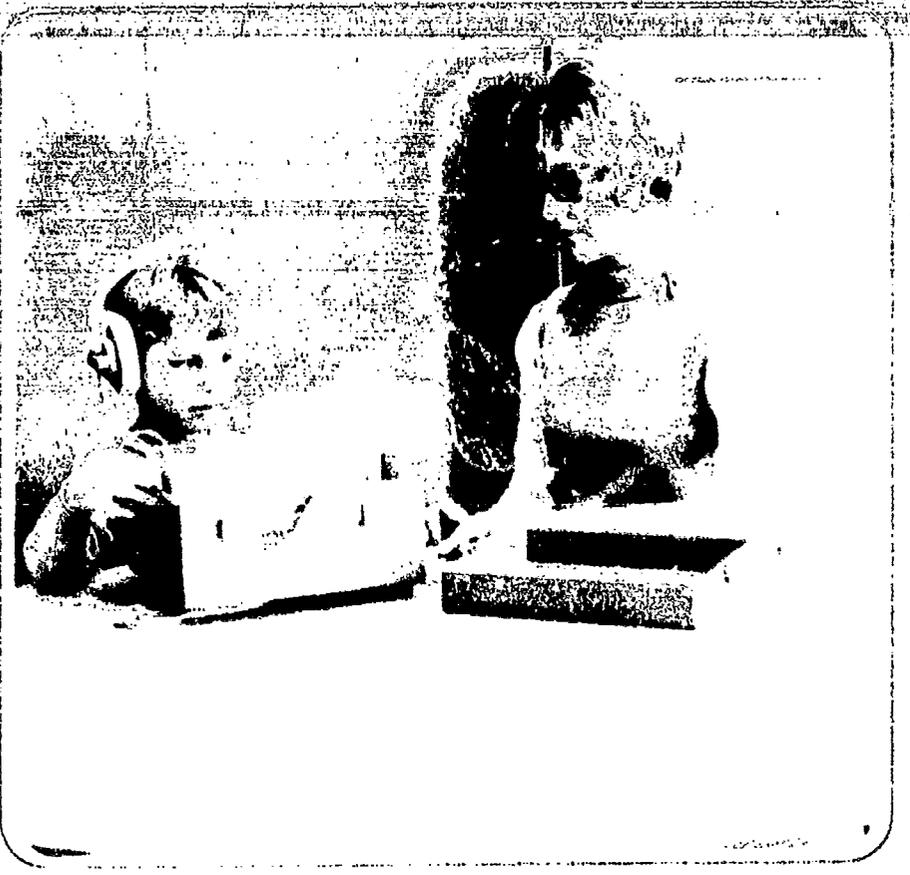
SELBY GROVE ELEMENTARY SCHOOL

El Rancho Unified School District
John P. Jones, Superintendent
William A. McNaught, Principal

Architect: Harold Gimeno
Field representative: Charles H. Ambellan
Source of funding: State School Building Aid
Date building first occupied: 1967
Age range of pupils: Eight through twelve years
Maximum capacity of building: 16



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SELBY GROVE ELEMENTARY SCHOOL
8110 Paramount Boulevard
Pico Rivera, CA 90660

LOCATION PLAN



Educational Program

Distractibility is a common characteristic of aphasic children—children who find it difficult to interpret sounds. Individual therapy for these children is essential and requires housing and equipment that create a quiet environment with specialized equipment for amplification of sound. Some of the regular classrooms at Selby Grove Elementary School were converted to provide such facilities for aphasic children.

Essential to the aphasic program is the recreation area, which is conducive to integrating the aphasic children with the regular pupils. The area provides adequate space for play activities and full self-expression.

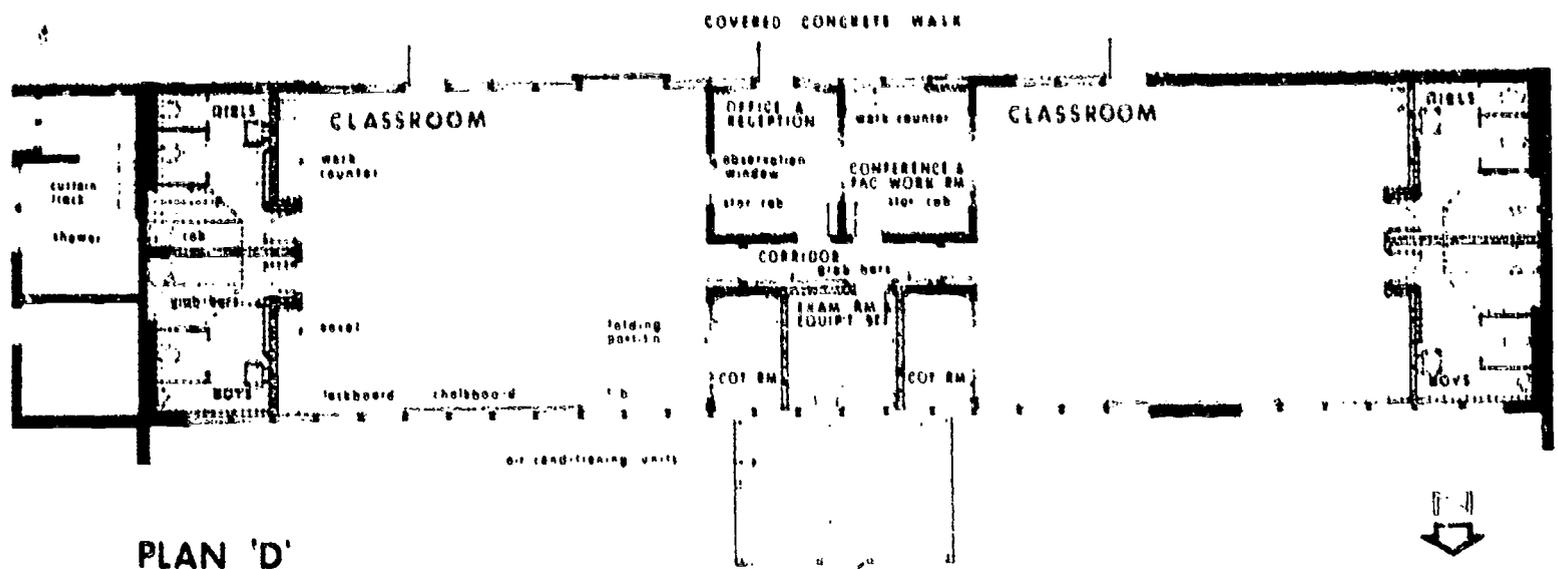
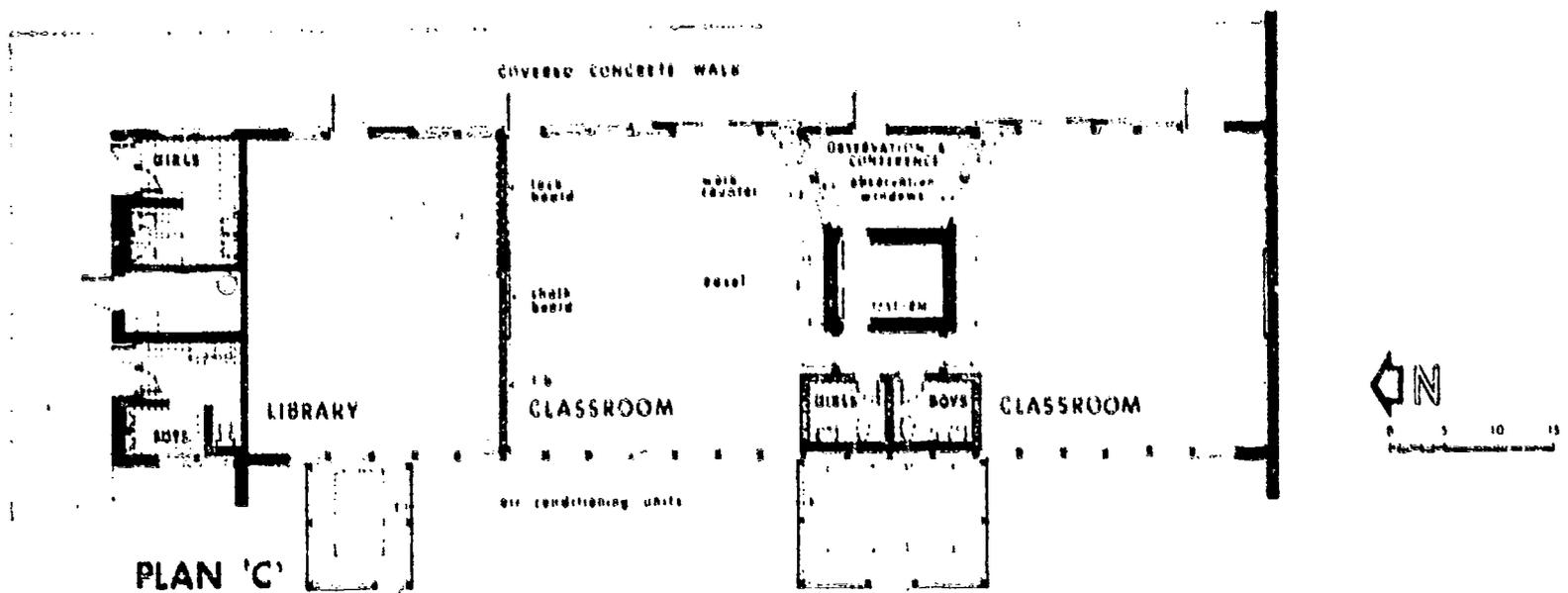
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Facility Design

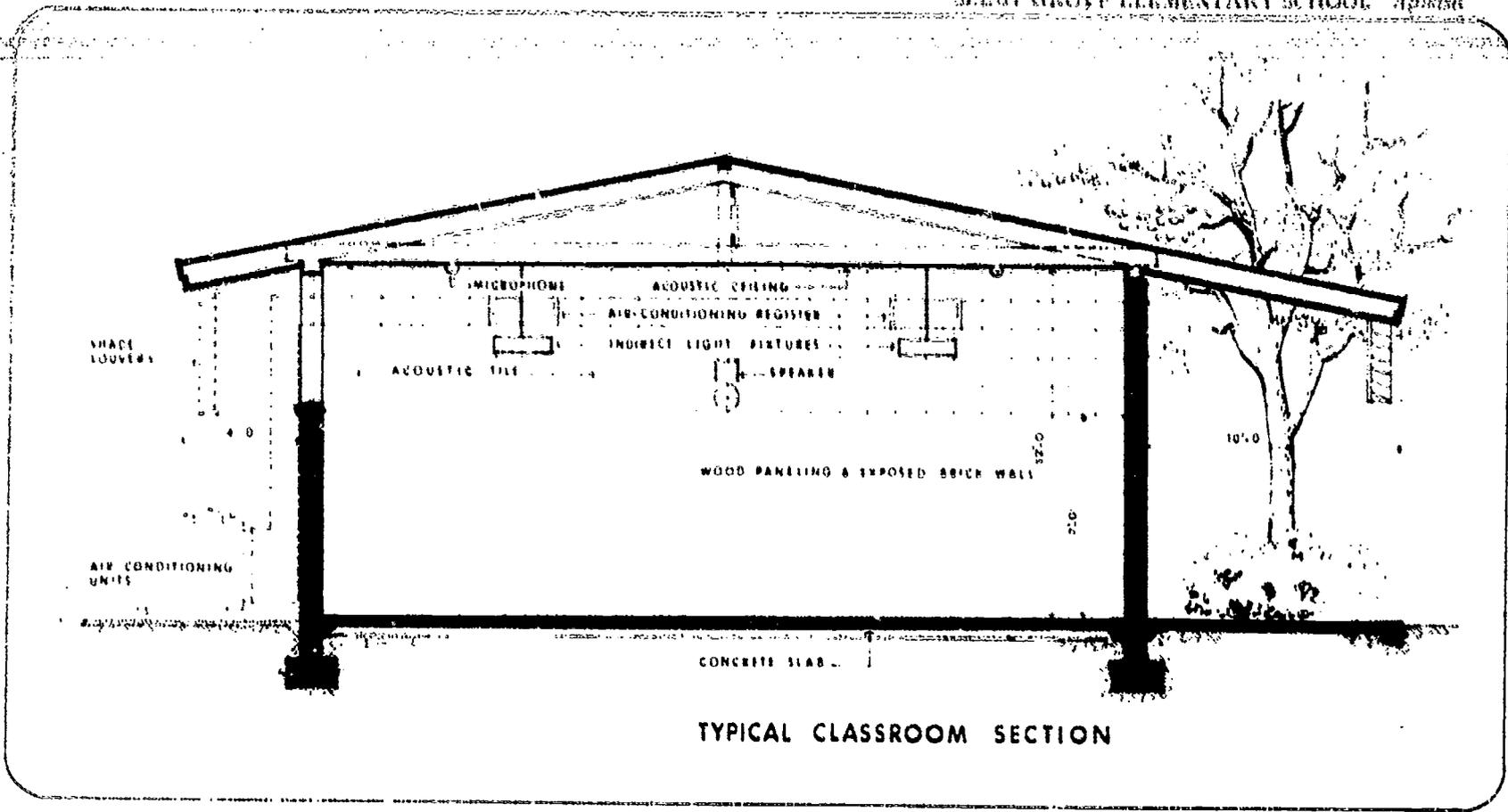
To minimize learning difficulties and to help establish better learning patterns for aphasic pupils, the special facilities at Selby Grove include complete interior thermal control, carpeting, and acoustically treated walls and ceilings. Special features are a soundproof testing room and an observation room equipped with earphones connected to microphones mounted in the classrooms.

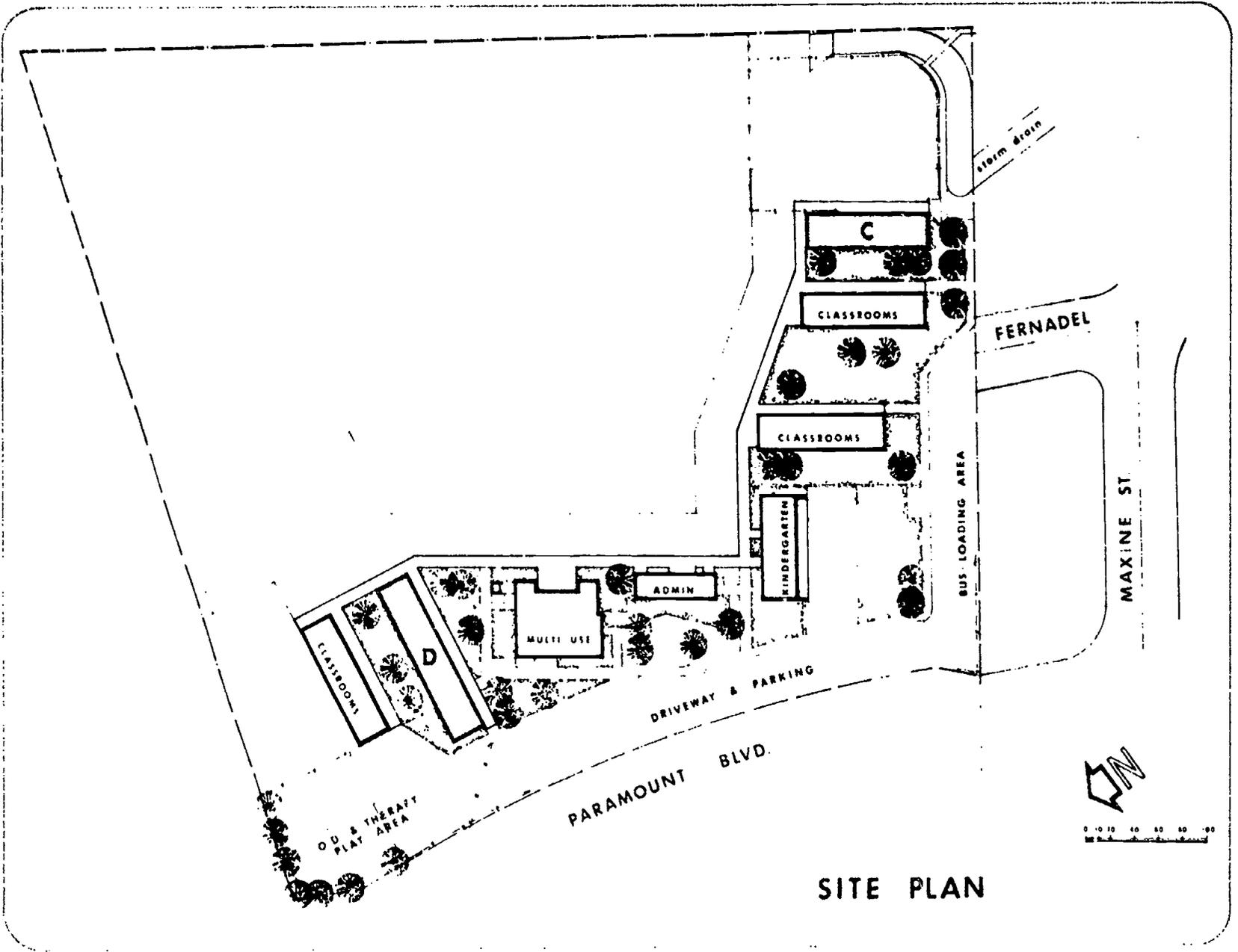
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SELBY GROVE ELEMENTARY SCHOOL - Appendix





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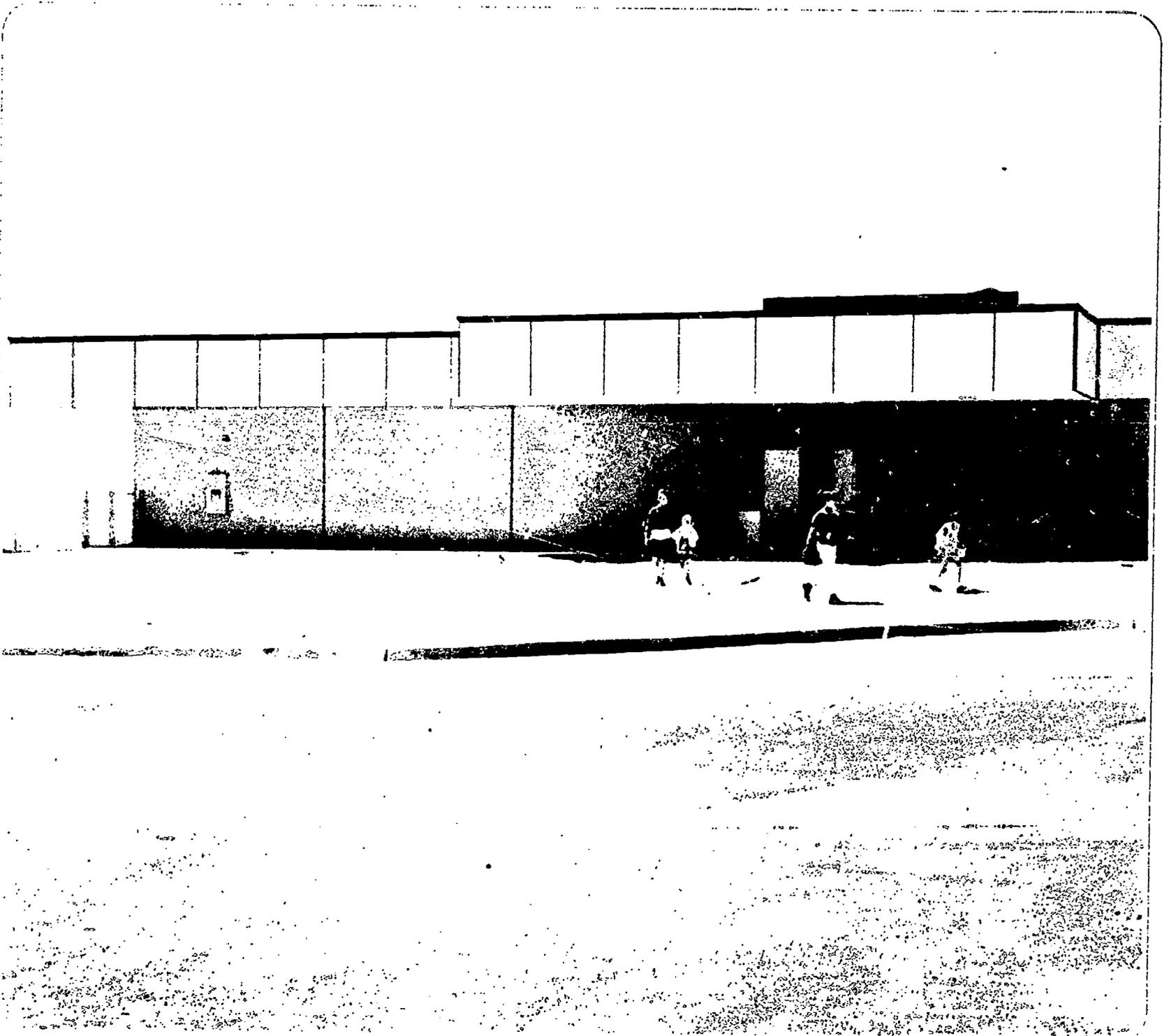
SITE PLAN

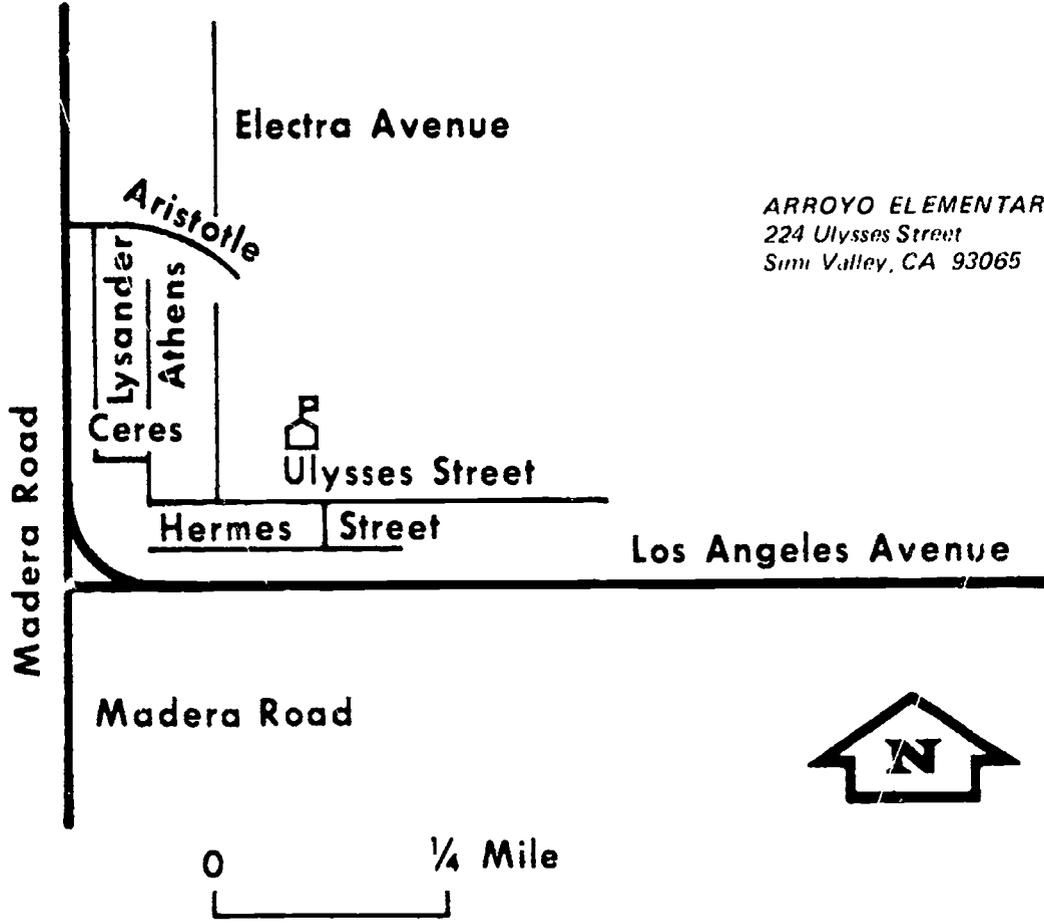
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ARROYO ELEMENTARY SCHOOL

Simi Valley Unified School District
Walter J. Ziegler, Superintendent
William Myers, Principal

Architect: Daniel, Mann, Johnson & Mendenhall
Field representative: Charles H. Ambellan
Source of funding: State School Building Aid
Date building first occupied: 1967
Age range of pupils: Three through twelve years
Maximum capacity of building: 409





ARROYO ELEMENTARY SCHOOL
224 Ulysses Street
Simi Valley, CA 93065

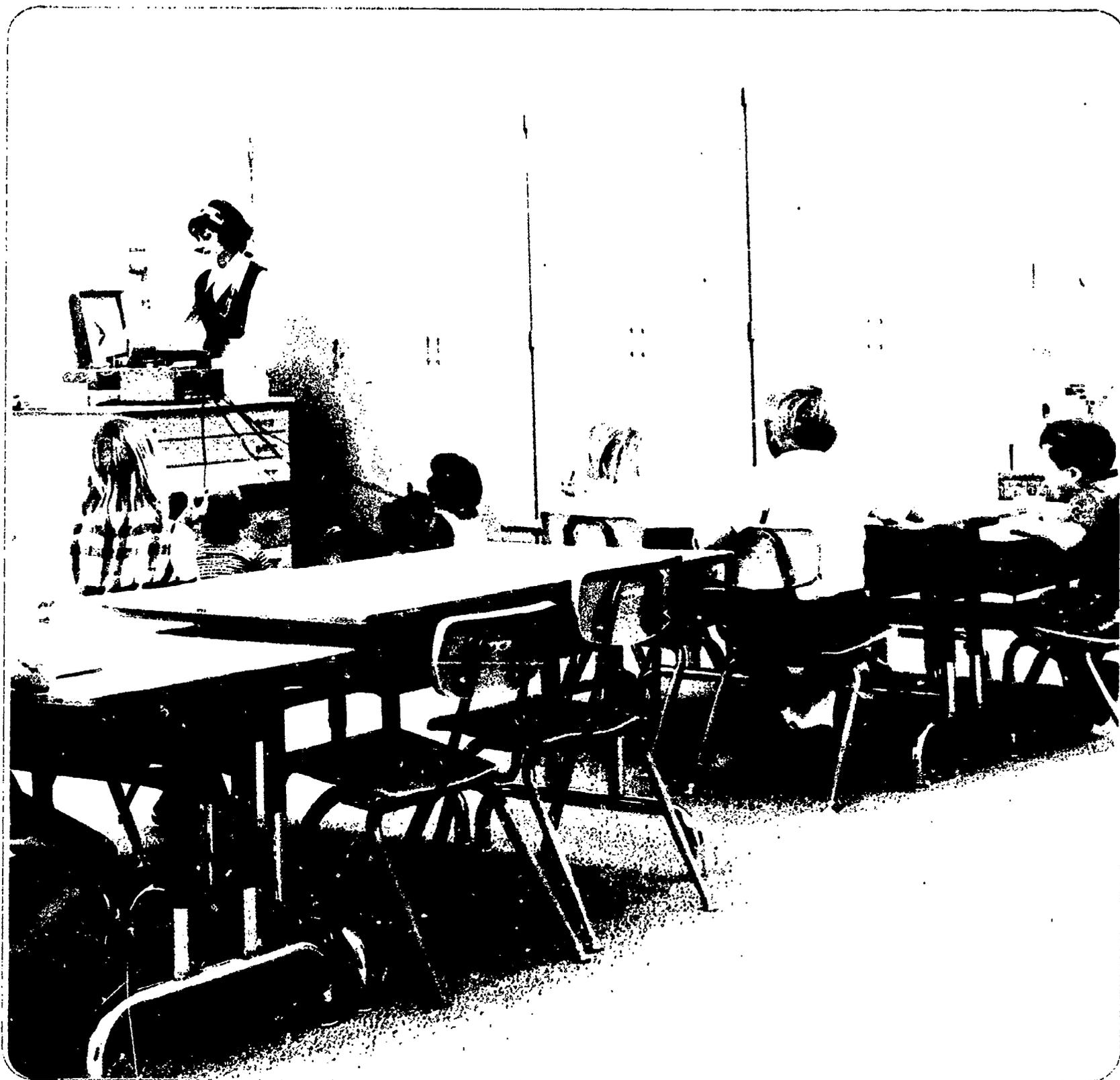
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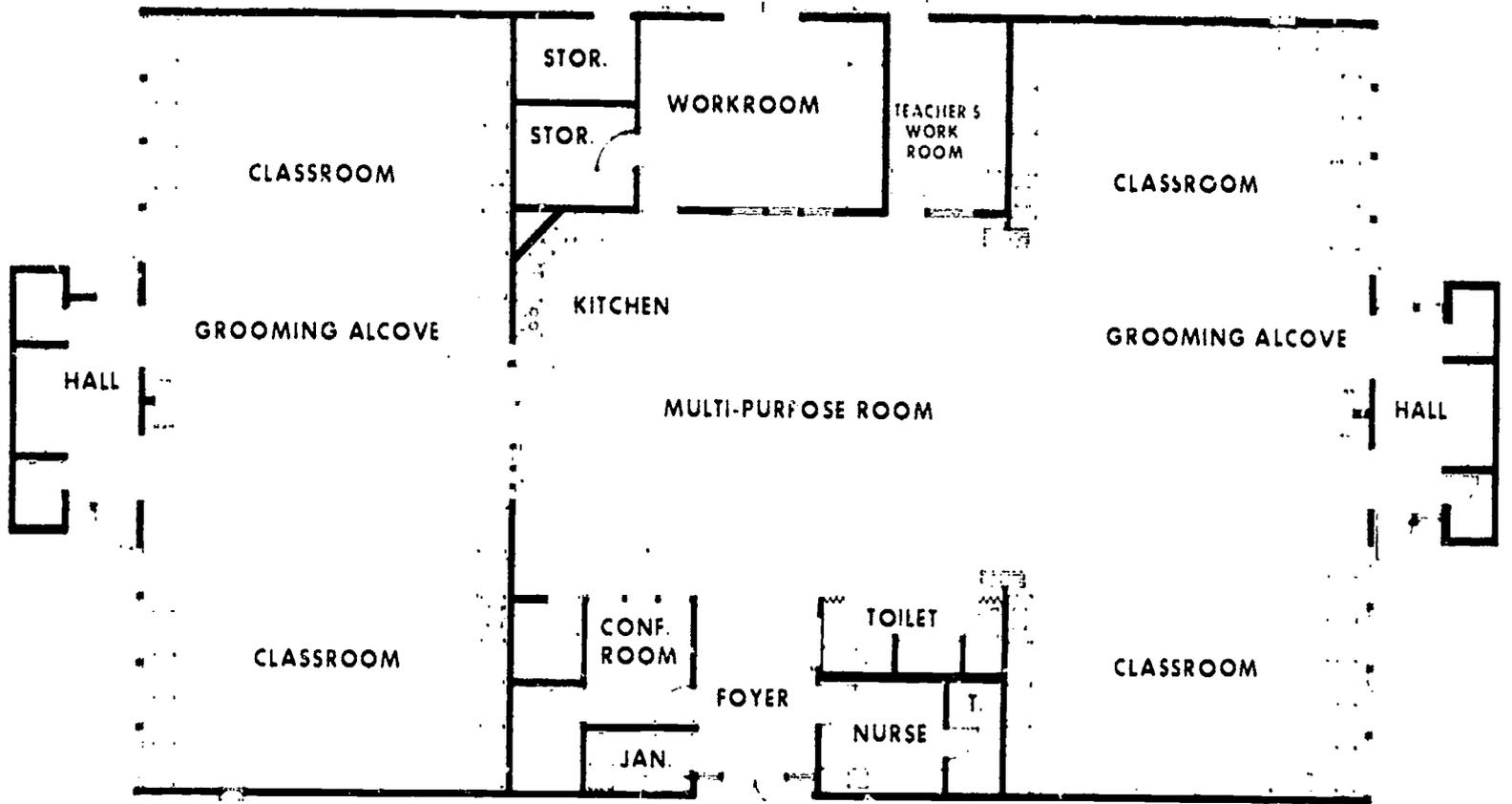
Educational Program

The facility for the deaf and hard-of-hearing at Arroyo Elementary School is located near bus loading areas and administrative facilities and is adjacent to sheltered and protected play yards and restrooms. The facility houses approximately 350 hearing-impaired children. They are bussed to Arroyo Elementary from five nearby school districts and are greeted by teacher aides when they arrive. The children play on outdoor play equip-

ment before school, at noon, and during recess periods.

The primary concept underlying the physical facility for teaching the deaf involves the elimination of all outside noise by means of a soundproof room. Various sounds are then introduced to the pupils to teach them to discriminate between meaningful and insignificant sounds.





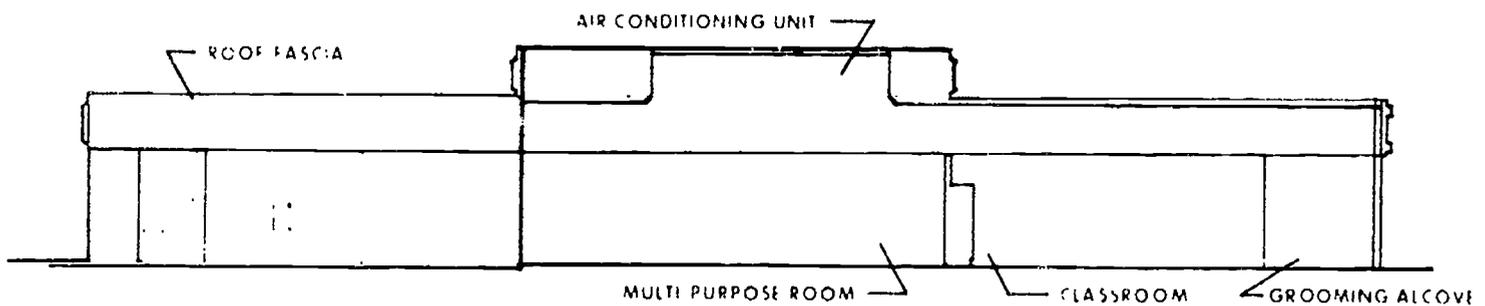
Facility Design

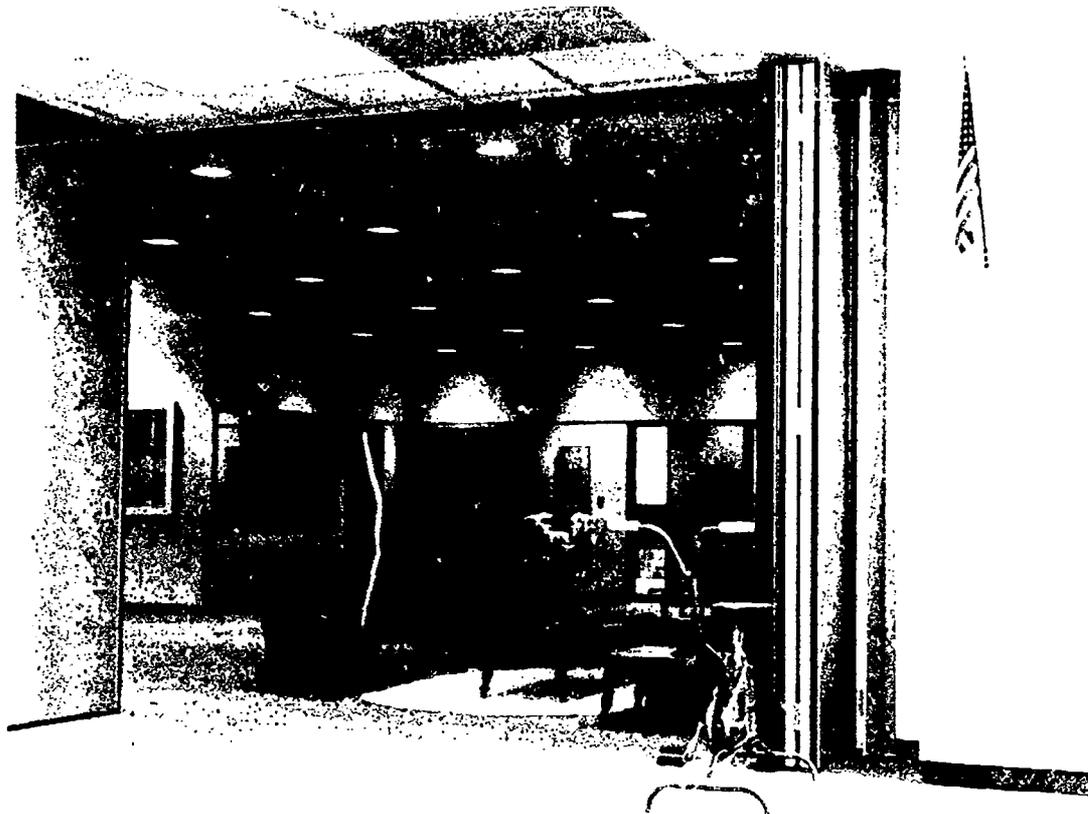
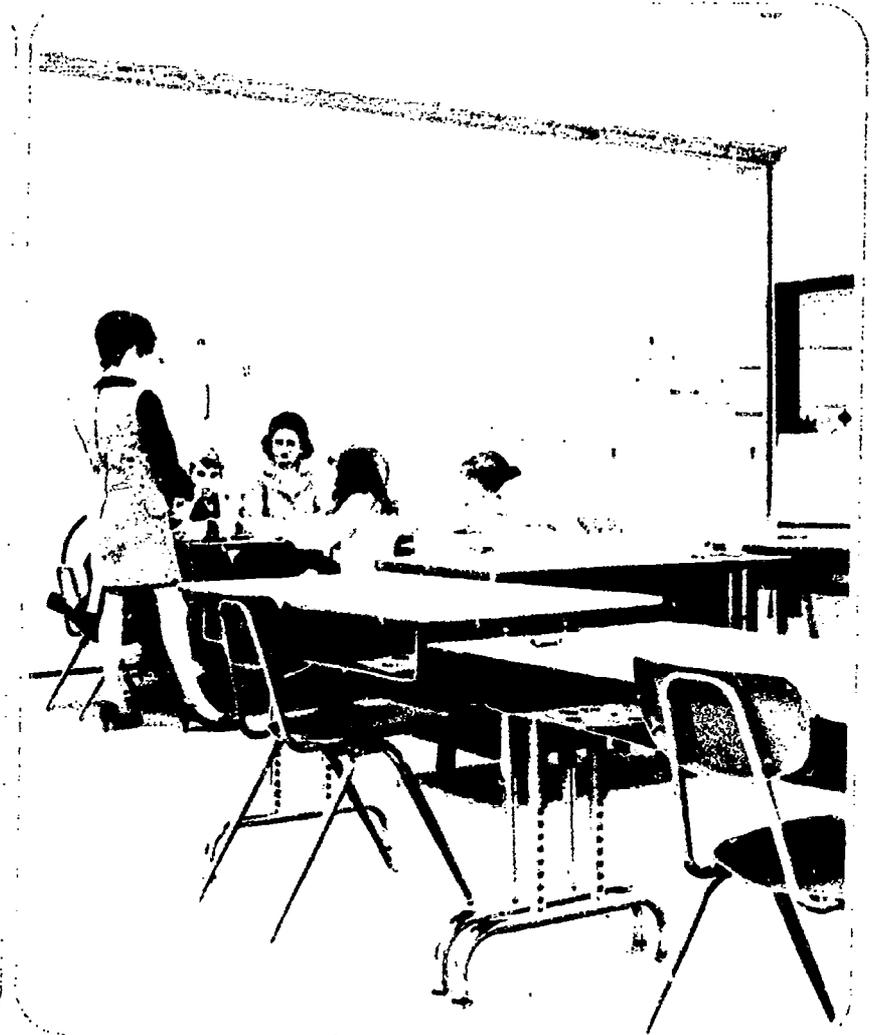
The facility for the deaf at Arroyo Elementary School contains four classrooms with six teaching stations — one for preschool children, one for kindergarten children, and four for children in grades one through six. The classrooms are designed for children who learn primarily through their visual sense. The rooms feature mirrored tutoring corners, interior lighting from flush mounted fluorescent fixtures, and a large chalkboard surrounded by tackboard walls extending from the floor to two feet from the ceiling.

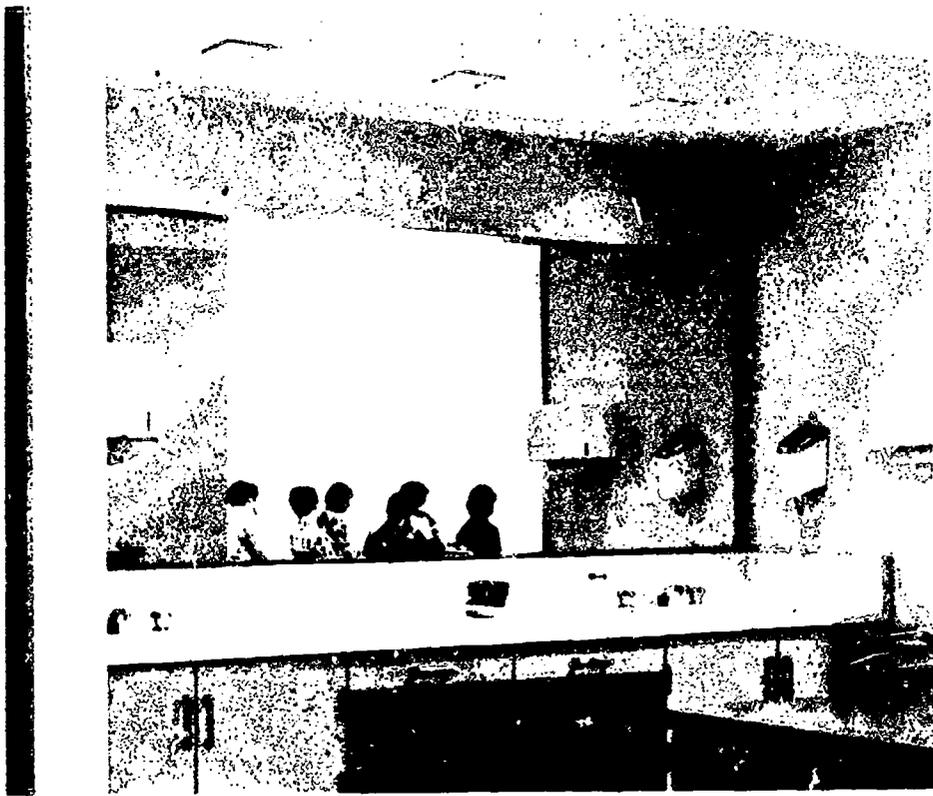
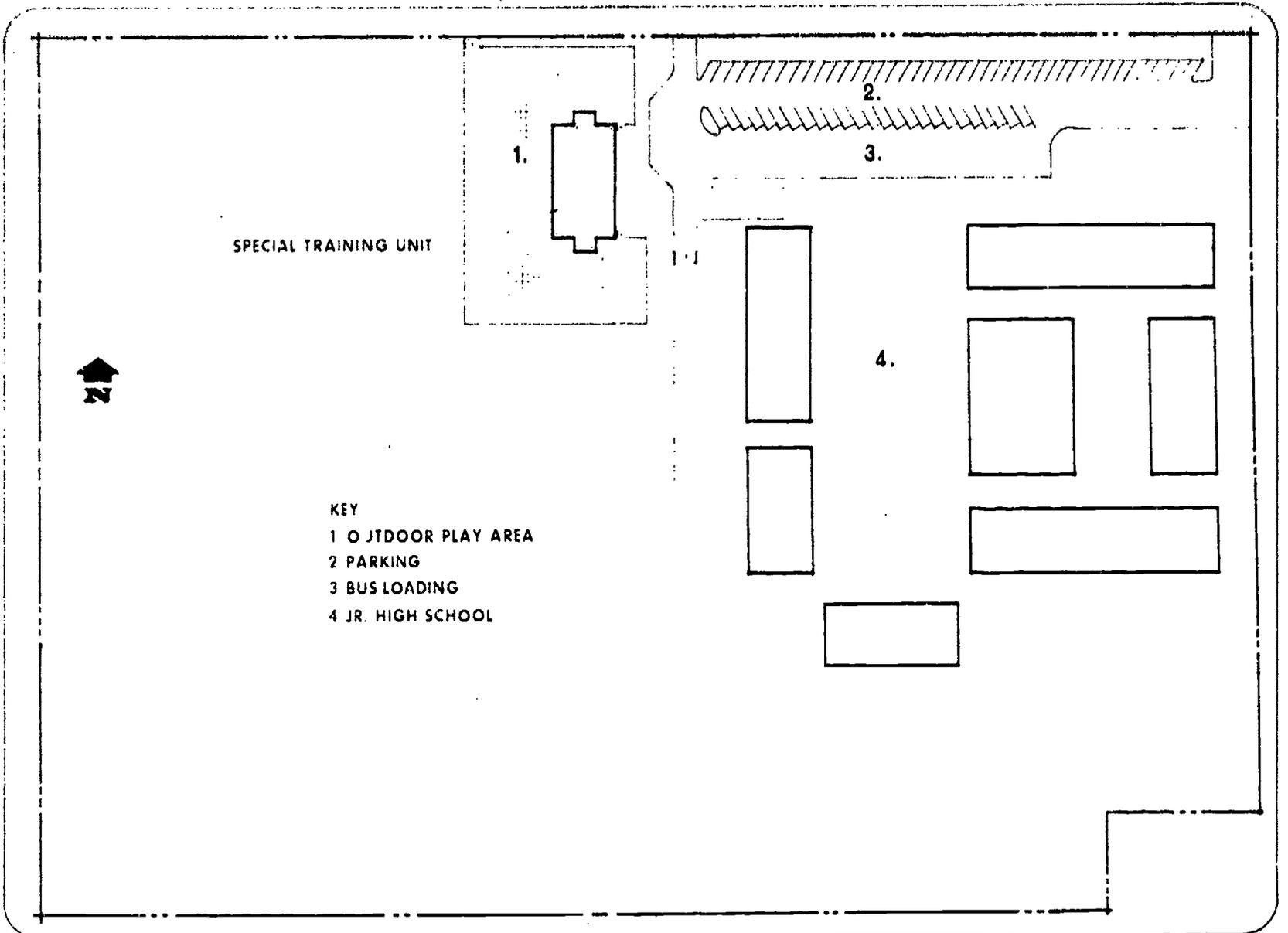
A teachers' resource material center serves all teaching stations. A large white opaque acoustic

glass window at each teaching station is used for back screen projection. Captioned films, in the form of 35mm transparencies and filmstrips, are used extensively. One-way mirror glass windows from the material center to each teaching station permit observation by parents, student teachers, and visitors.

Folding walls between some of the teaching stations can be opened easily, thus allowing flexibility in the use of "shared space."





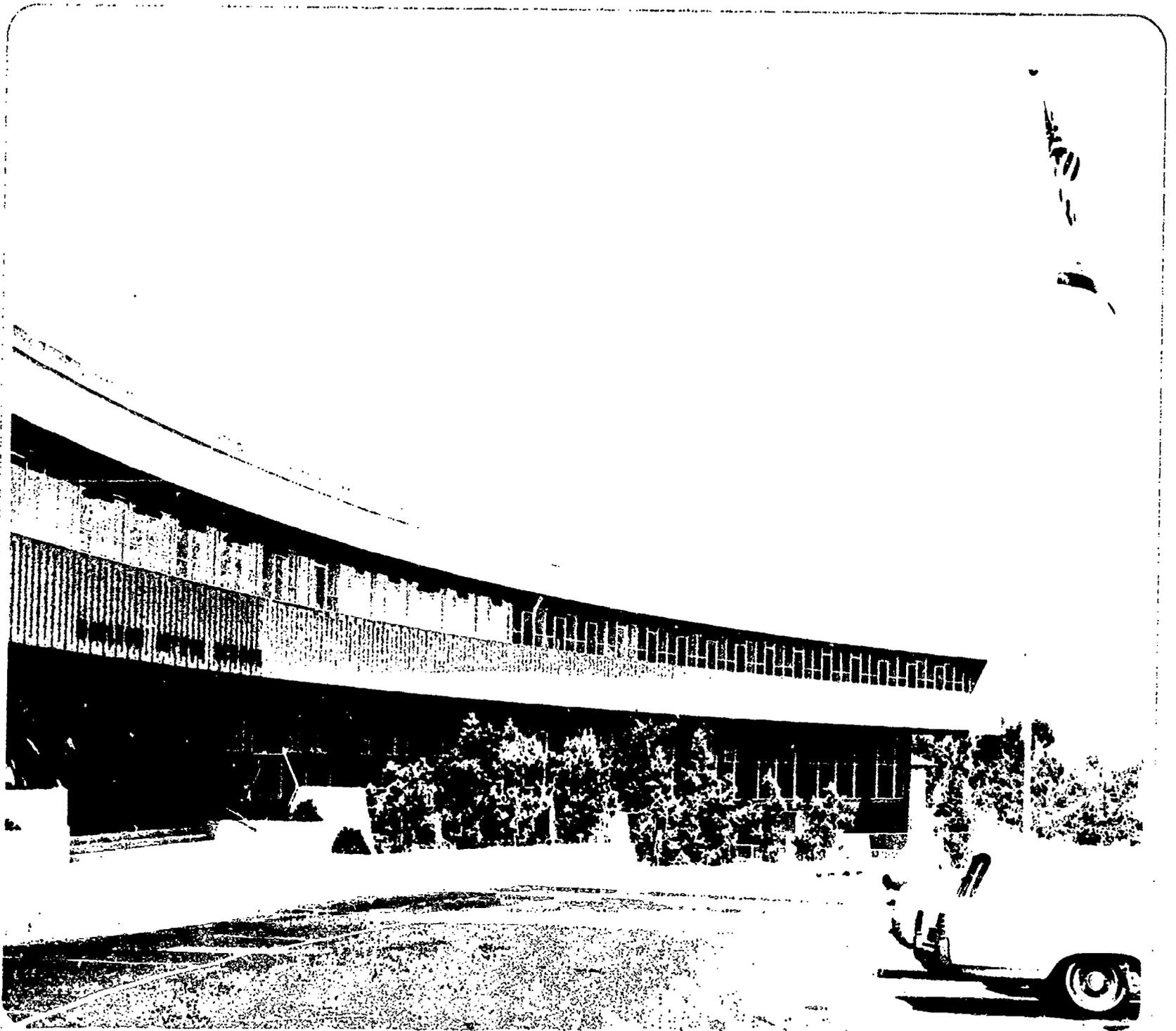


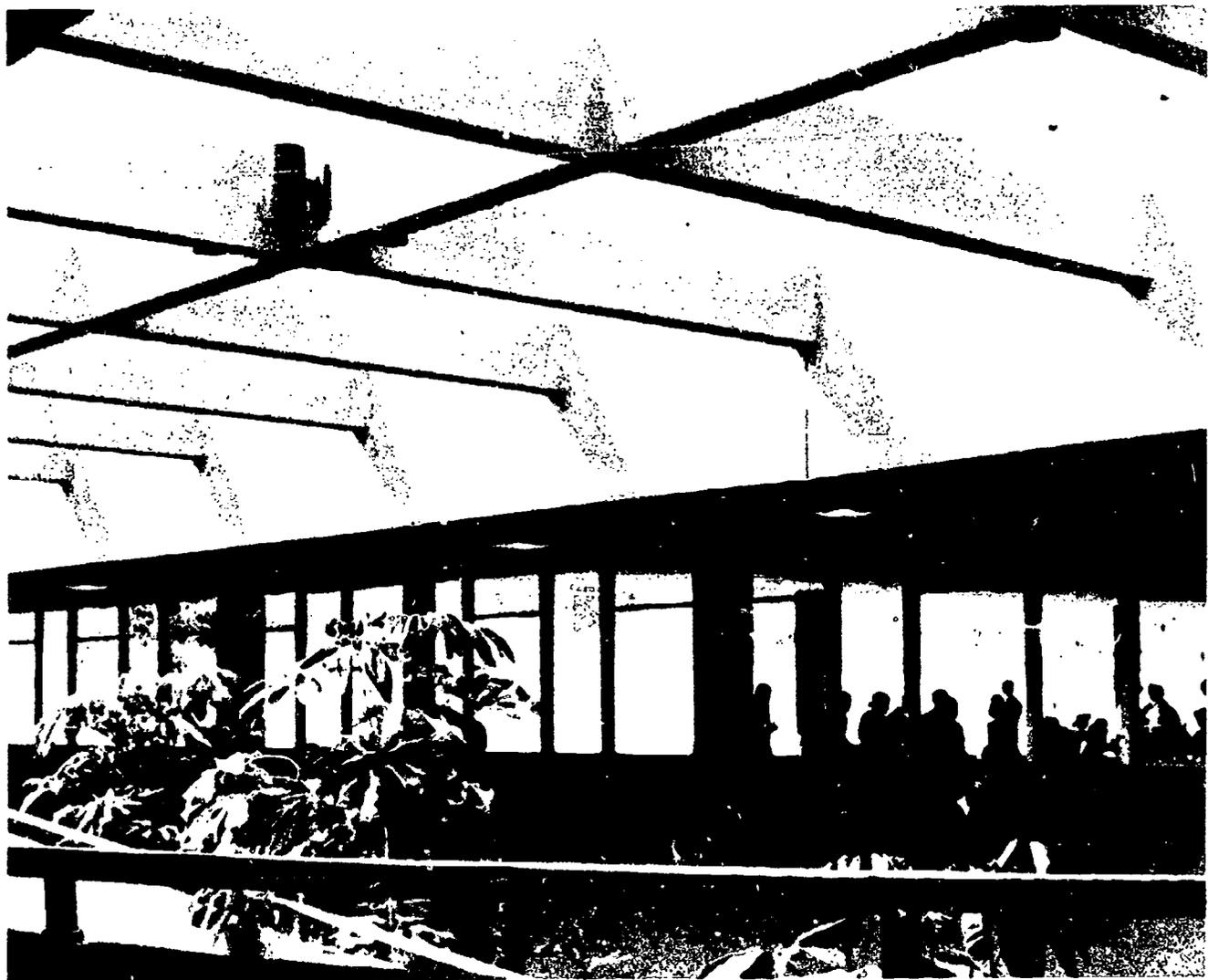
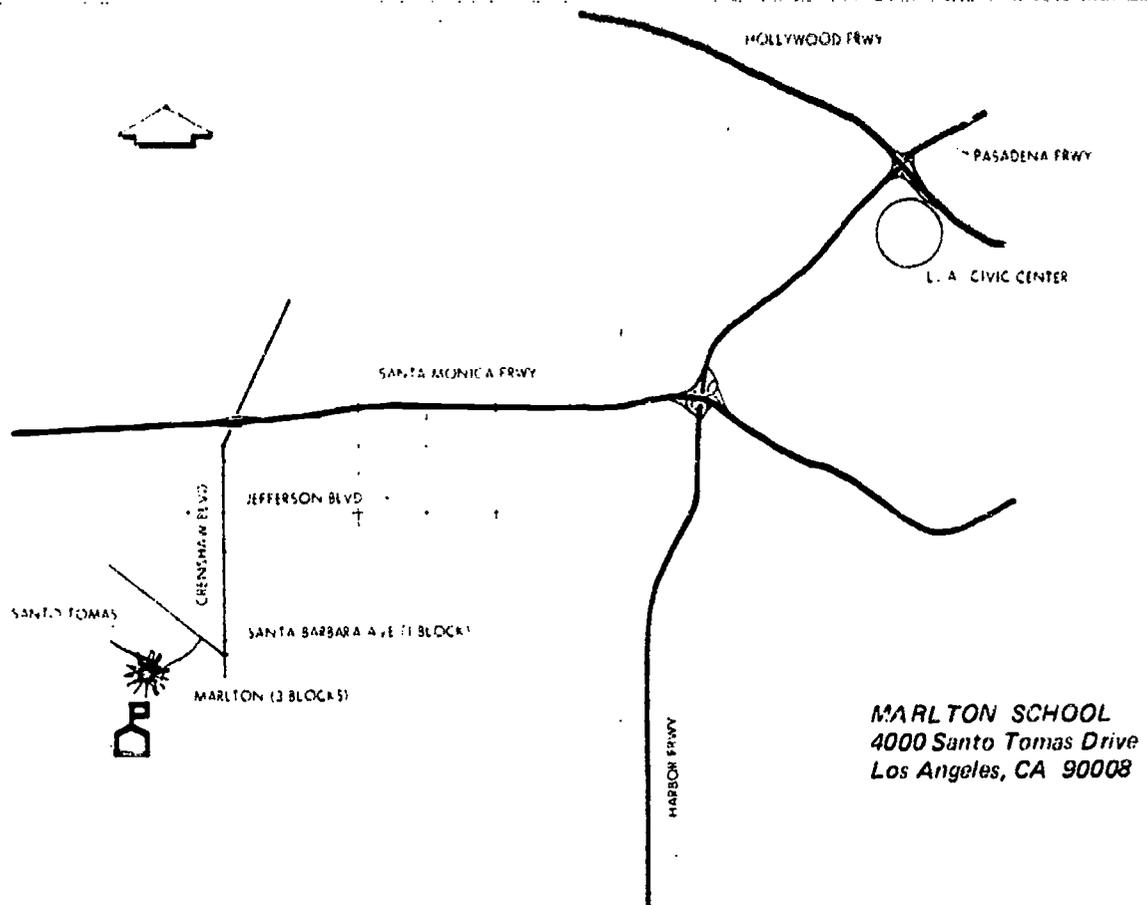
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MARLTON SCHOOL

Los Angeles Unified School District
William J. Johnston, Superintendent
Mrs. Rhoda Freeman, Principal

Architect: Sidney Eisenshtat & Associates
Field representative: Charles H. Ambellan
Source of funding: State School Building Aid
Date building first occupied: 1968
Age range of pupils: Three through twenty-one years
Maximum capacity of building: 355



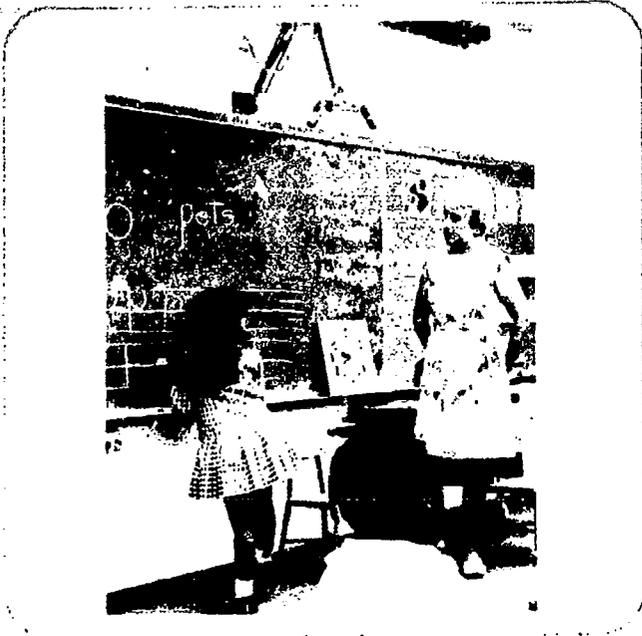


Educational Program

There are three major goals for pupils in the facility for deaf and hard-of-hearing children located on the site of Marlton Elementary School and Marlton Junior High School: (1) to provide an optimum educational environment in which these pupils can develop their individual abilities, talents, and interests; (2) to equip them to take their places in society as literate adults with mature personalities; and (3) to help them gain the ability to express themselves through some media of communication.

A critical component of the educational program is that of communication. It is essential that deaf and hard-of-hearing pupils be provided opportunities to communicate through as many channels as possible. A combination of fingerspelling and signs with speech and speech reading is taught to pupils in grades three through nine who have failed to make measurable progress in purely oral communication.







GROUND FLOOR

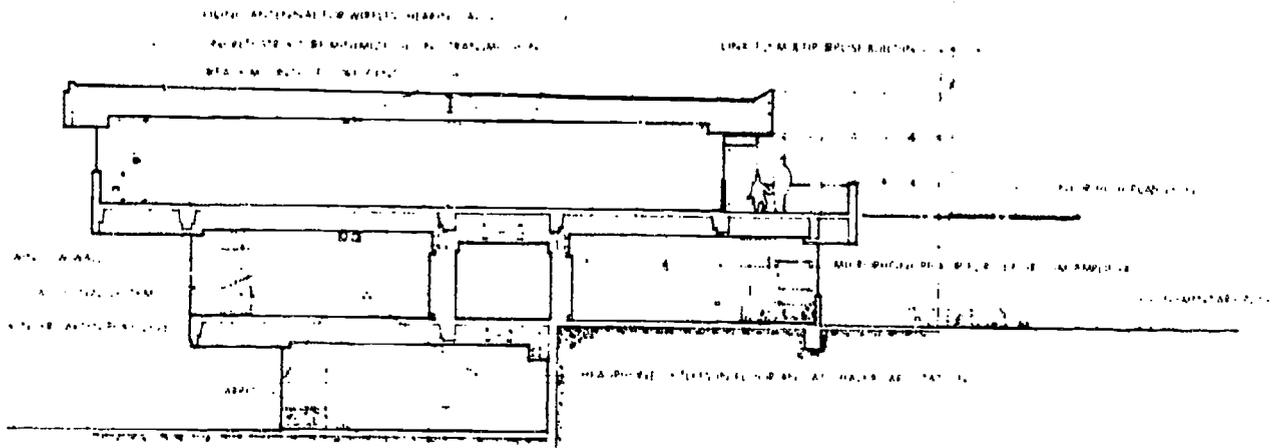
Facility Design

The plant is designed to create a friendly rather than an institutional atmosphere. It provides for a maximum of 400 pupils from preschool through junior high school age who are deaf and severely hard-of-hearing, deaf with multiple physical handicaps, or deaf with learning and emotional problems.

The kindergarten, elementary, and junior high areas of each facility should have separate outdoor facilities, and the junior high school students have

an enclosed physical education facility. Side doors and ramps provide easy access for pupils in wheelchairs.

Special visual systems are employed in lieu of normal bells and alarms, and accommodation for plugging in binaural group sound equipment in floors and walls is provided throughout the facility. Shielding to prevent electronic interference between classrooms is incorporated in the structure.



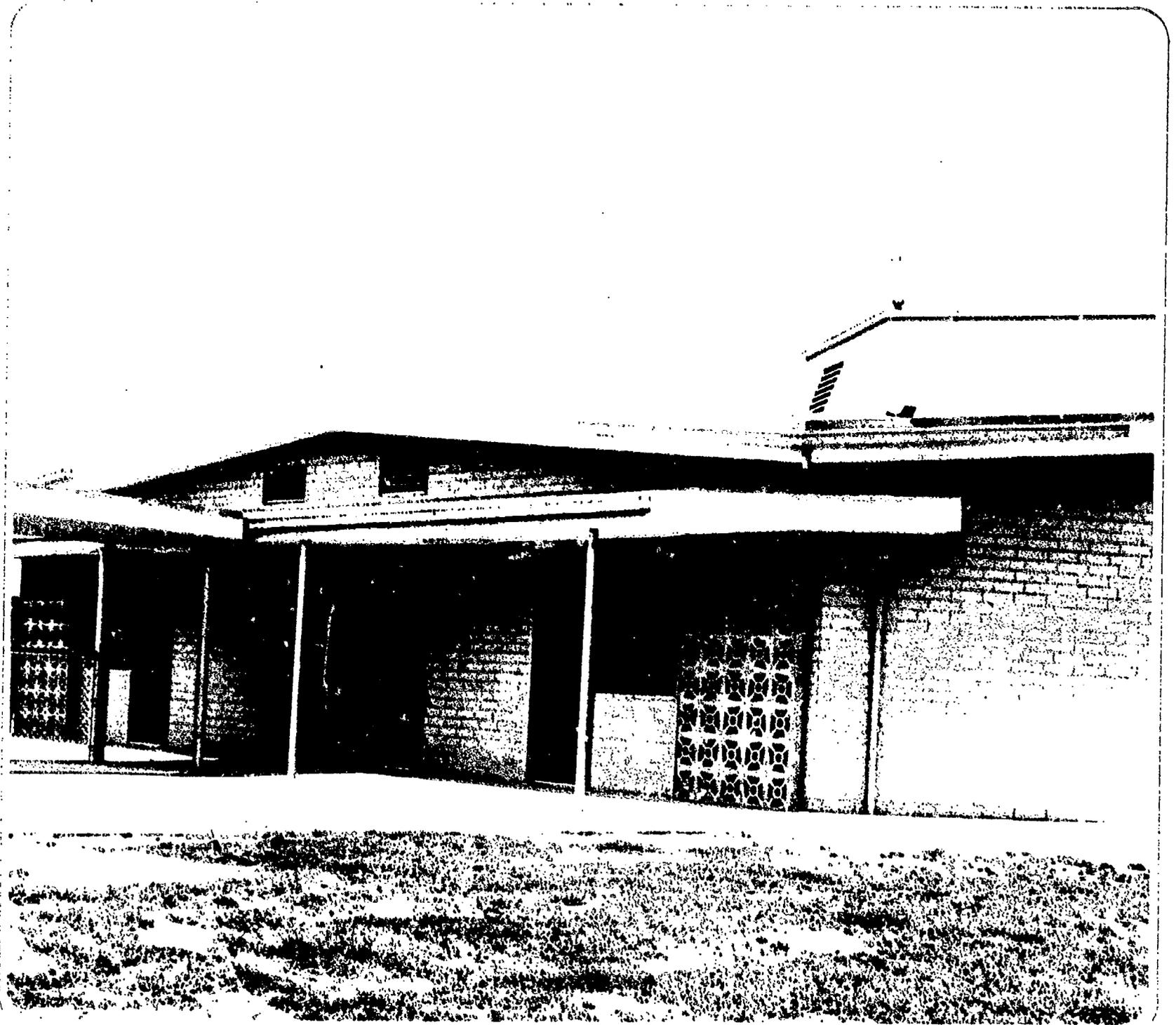
SECTION

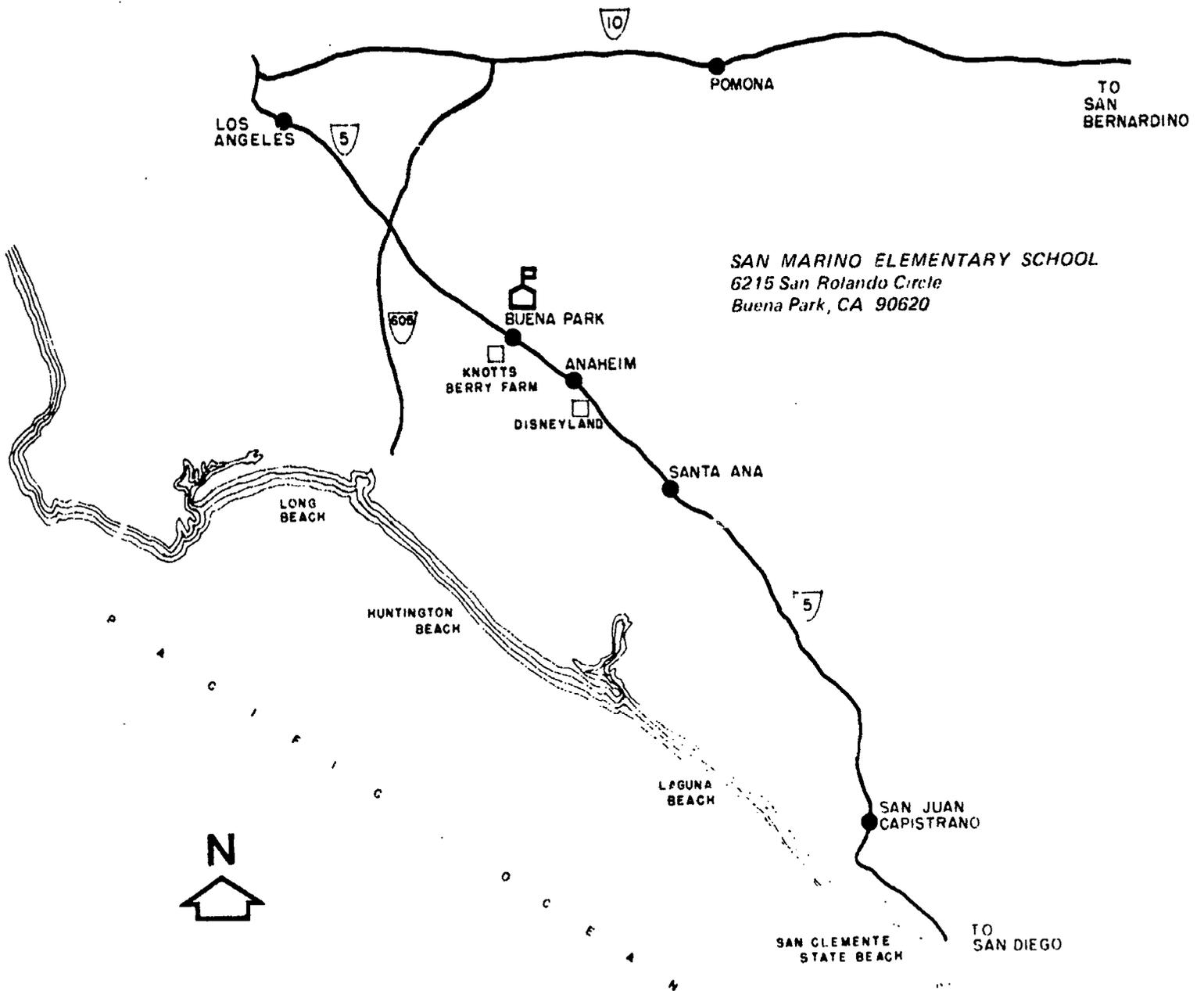
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SAN MARINO ELEMENTARY SCHOOL

Centralia Elementary School District
Paul Doss, Superintendent
William H. Potter, Principal

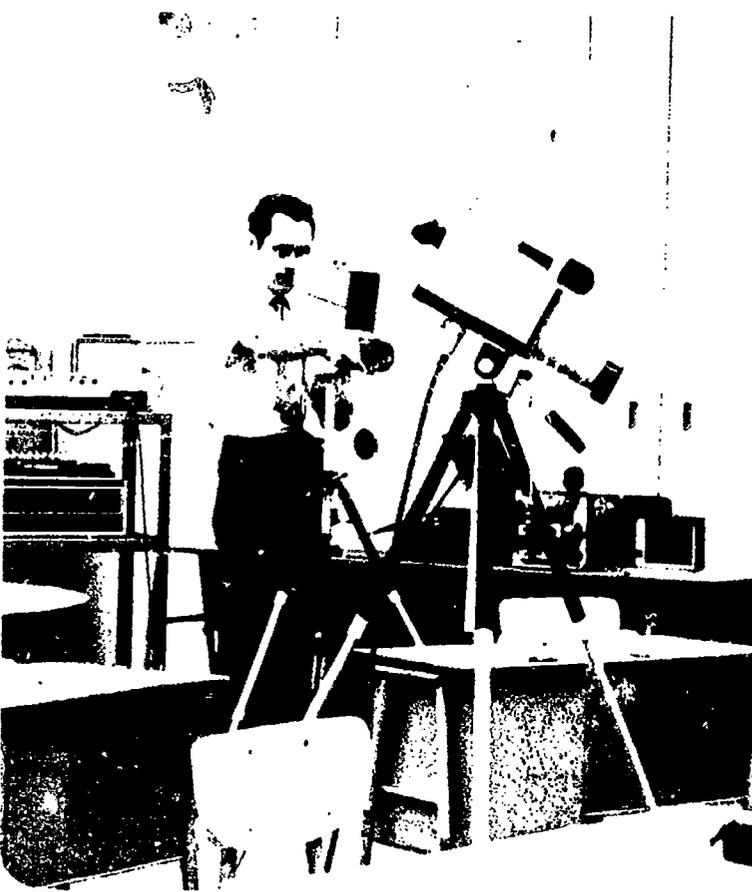
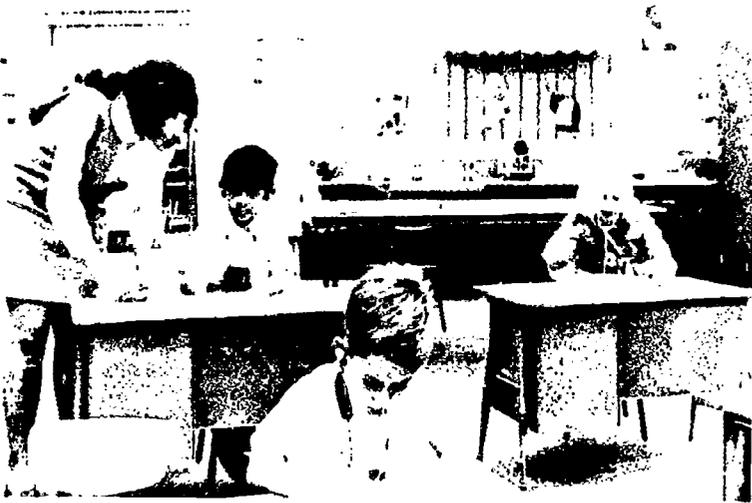
Architect: Frick, Frick and Jette
Field Representative: Harry C. Schwilke
Source of funding: State School Building Aid
Date building first occupied: 1969
Age range of pupils: Eighteen months through thirteen years
Maximum capacity of building: 48

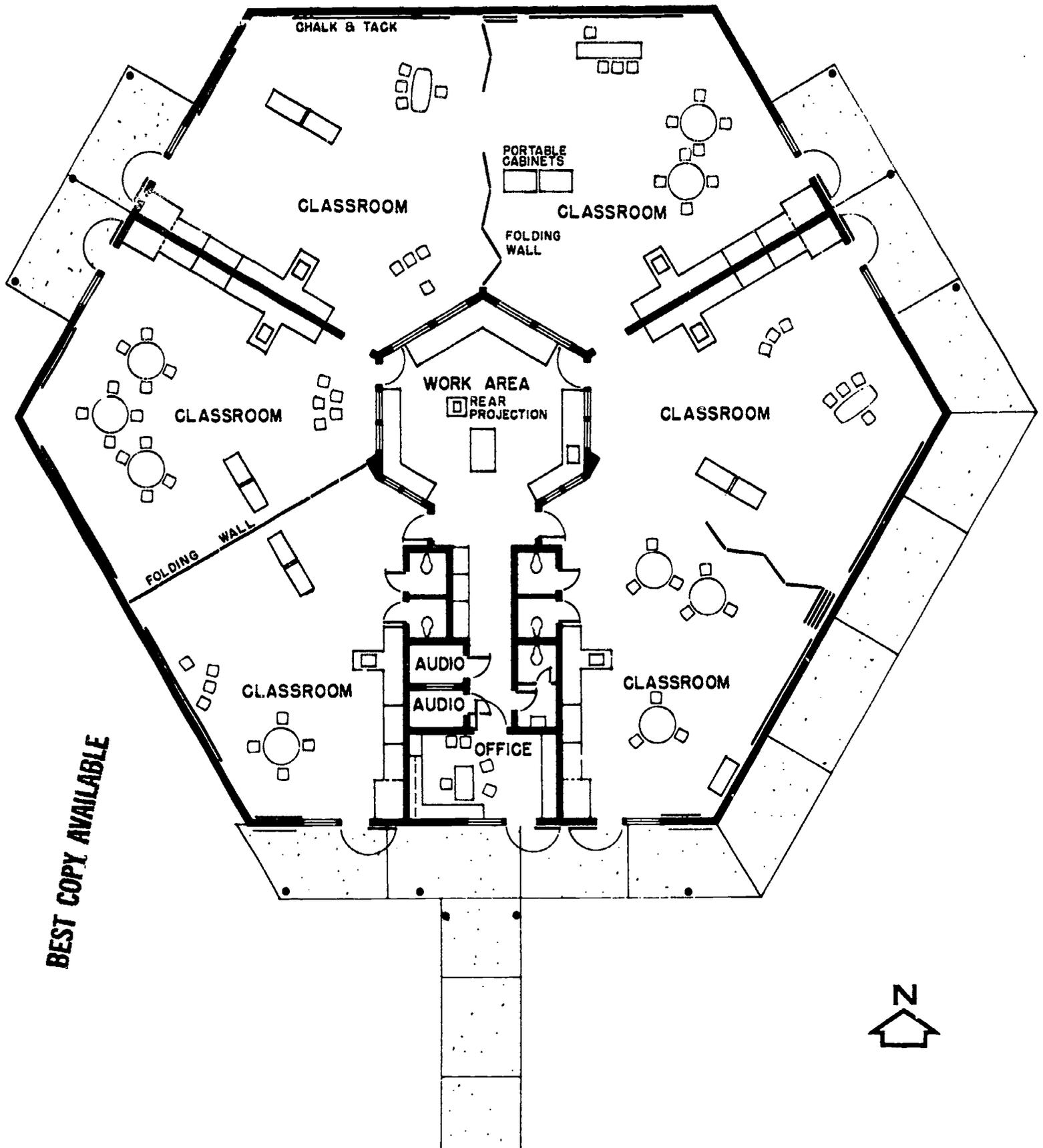




Educational Program

The educational goal for deaf children in the aural education program at San Marino Elementary School is essentially the same as that for pupils in the regular program: to develop a competent individual who will maintain and improve society according to his ability and capacity. Achievement of this goal is sought through provision of an instructional program that will help the child develop certain skills, knowledge, and attributes that will enable him to function as a contributing citizen in our society.





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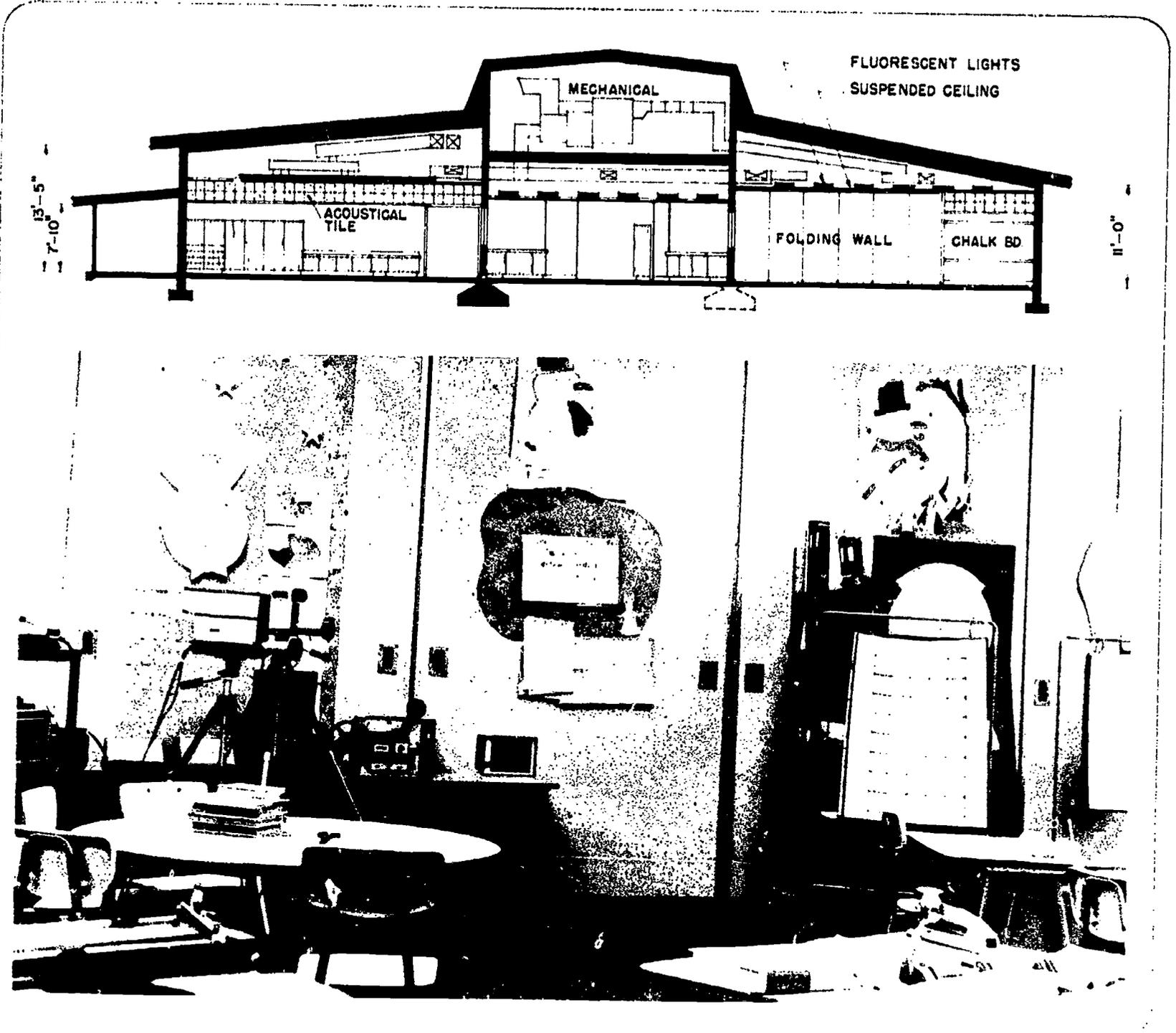


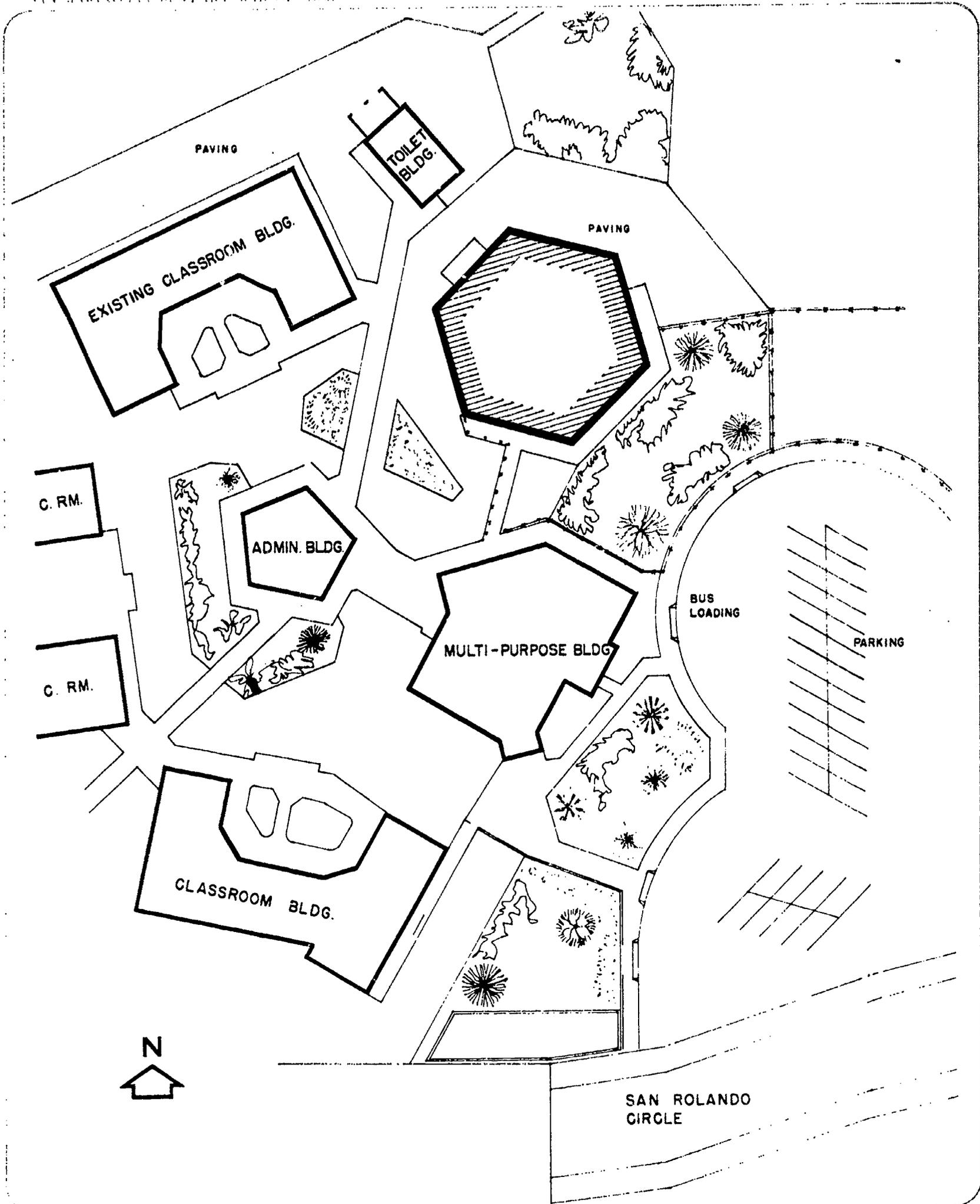
Facility Design

The main components of the facility for deaf children at San Marino Elementary School are (1) office space for the program supervisor; (2) a well-equipped testing suite for auditory assessment and hearing aid evaluations; and (3) a media center for the development and storage of educational materials.

The media center, located in the heart of the facility, provides an area in which services to deaf children may be developed and coordinated. Because it is equipped with one-way mirror glass, the center is also suitable for use as an observation room by student teachers, education specialists, visitors, and parents.

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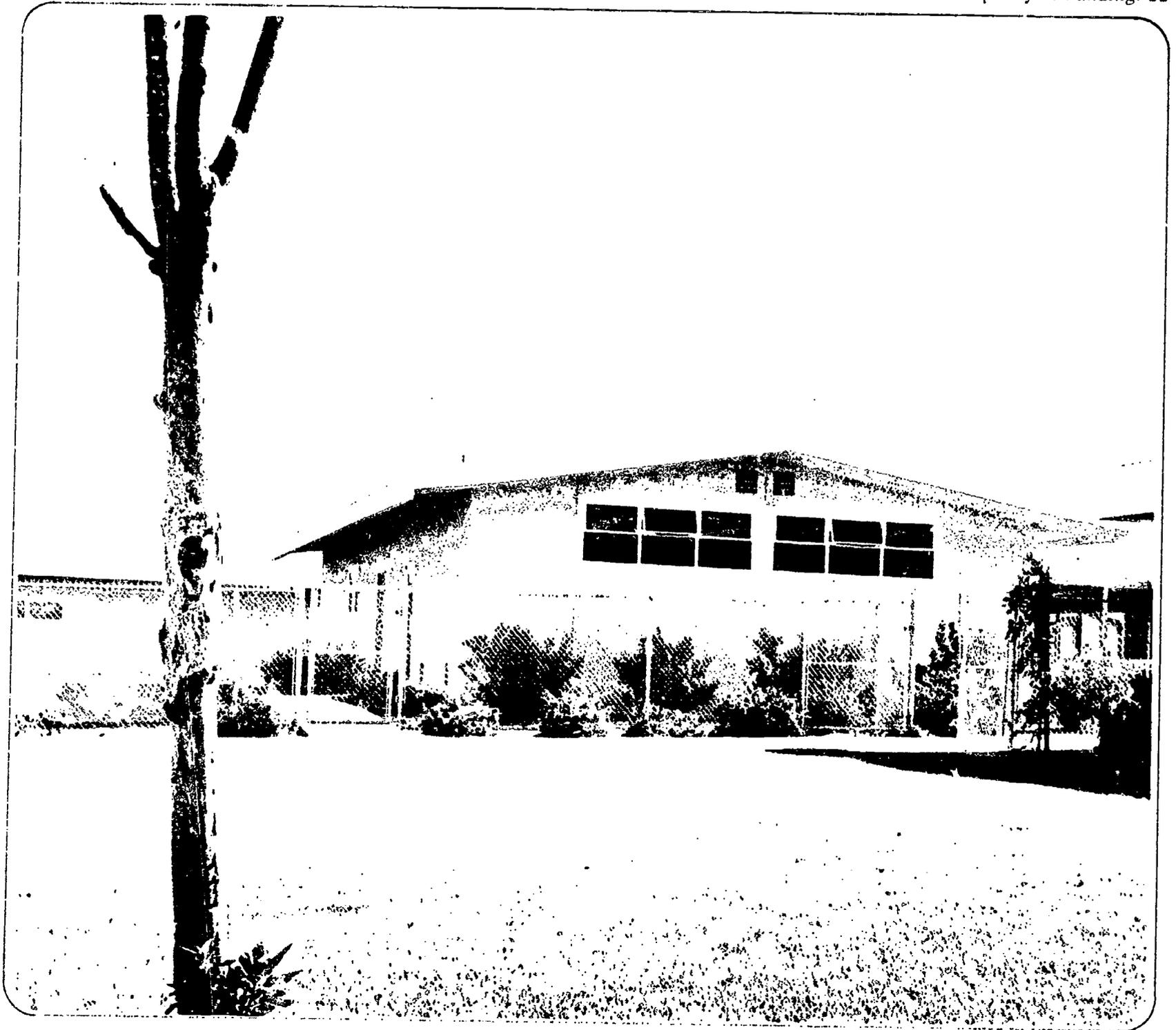
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E. O. GREEN ELEMENTARY SCHOOL

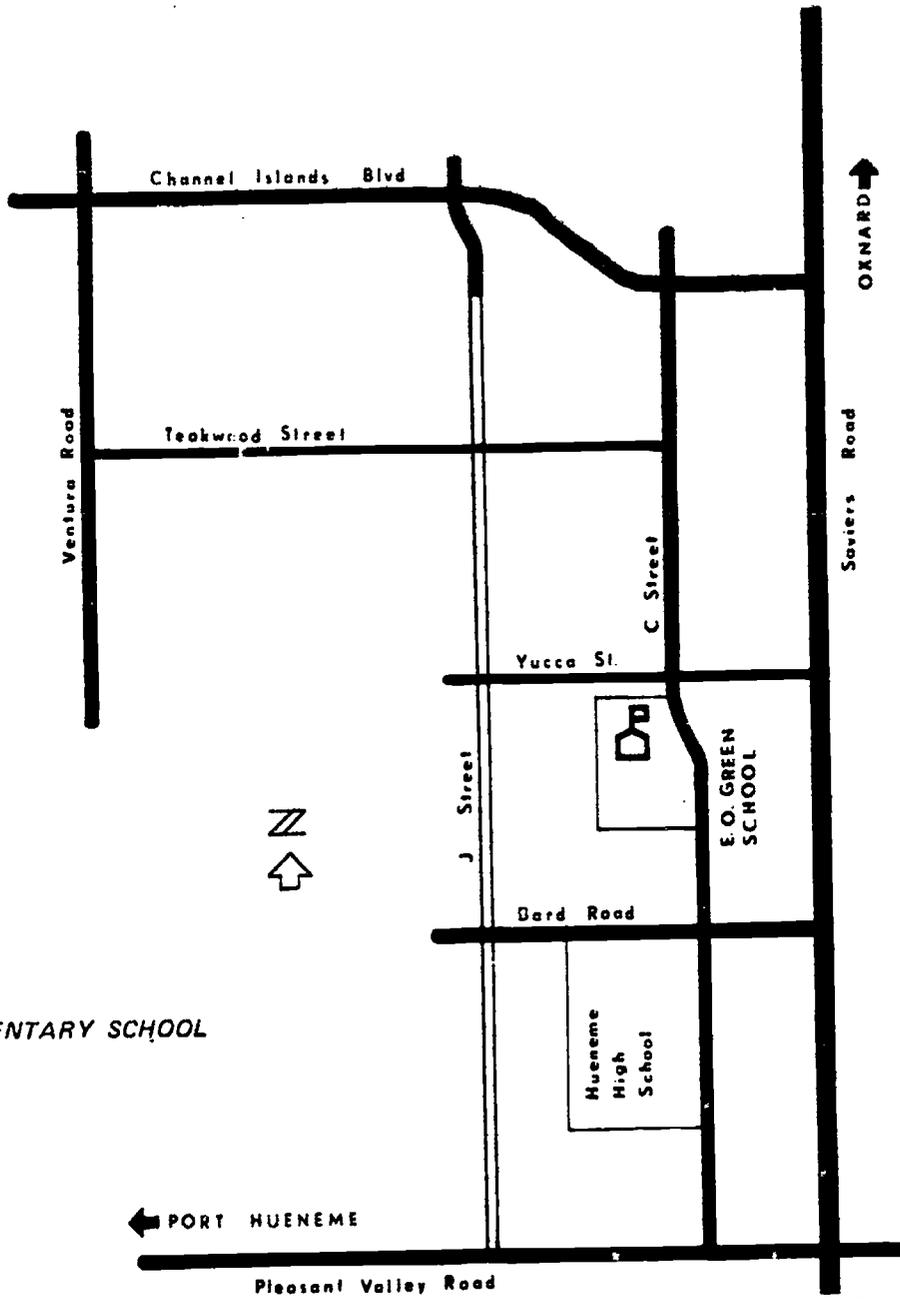
Hueneme Elementary School District
O. Dean Green, Superintendent
Allan E. Berg, Principal

Architect: Wilson, Stroh, and Wilson
Field representative: Charles H. Ambellan
Source of funding: State School Building Aid
Date building first occupied: 1967
Age range of pupils: Eleven through fourteen years
Maximum capacity of building: 22



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HARBOR BLVD
VENTURA



E. O. GREEN ELEMENTARY SCHOOL
3739 S. C Street
Oxnard, CA 93030



Educational Program

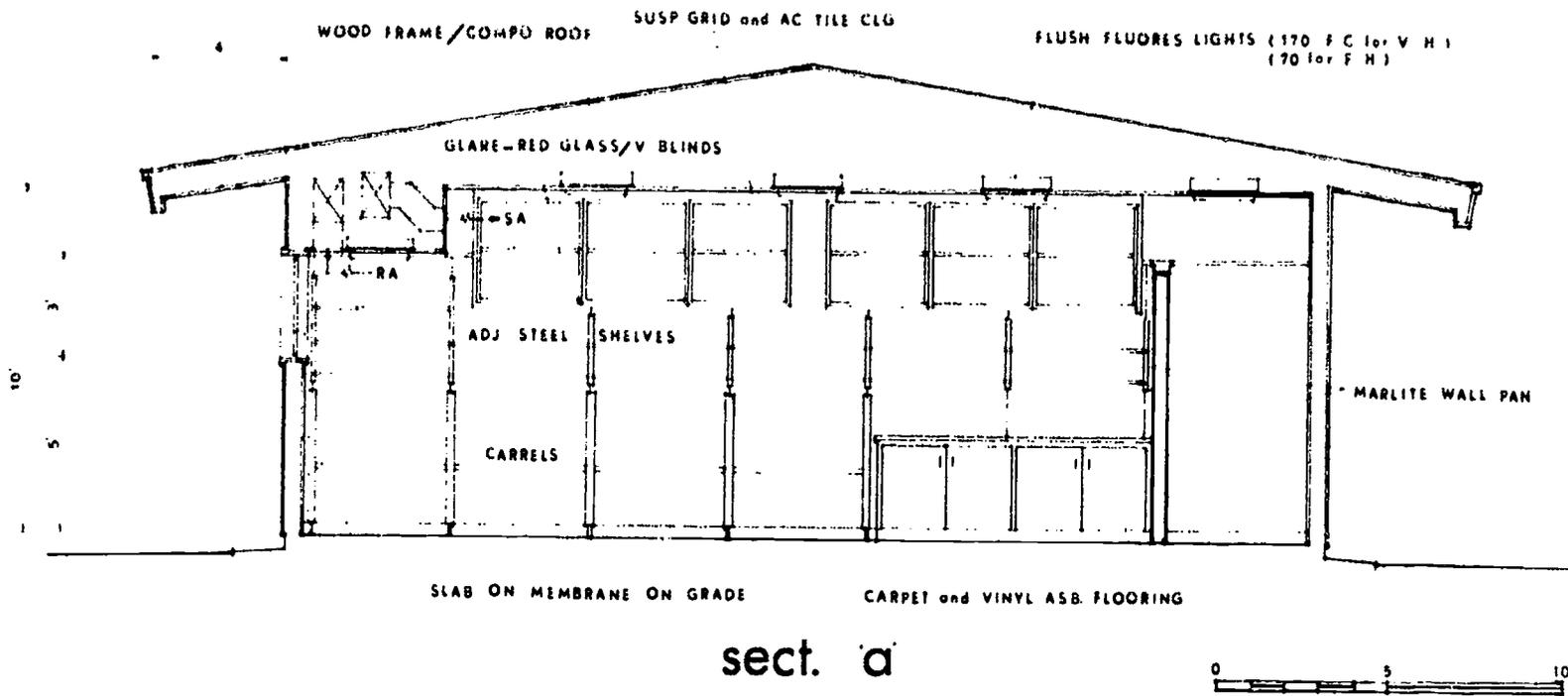
The program for visually handicapped children at E. O. Green Elementary School serves pupils in kindergarten through grade eight. Sixth, seventh, and eighth grade pupils are integrated into regular classes with normal schedules as much as possible. As much as their visual impairment will permit, the children in kindergarten and grades one through five are integrated into one of the elementary schools in the district and transported to E. O. Green Elementary for special help.

Emphasis in the program for the visually handicapped is on development of skill in the use of braille; typewriters; tapes, records, and recording equipment; special pencils and papers; and large-print books. The facility also offers pupils supple-

mental help with work from their regular classes.

The program for the educationally handicapped at E. O. Green Elementary School offers special instruction to pupils with learning disabilities during one or two periods a day or when they require specific educational attention. The balance of the educational program for these pupils is provided through the regular elementary school facilities. The goal of the program is to increase the productivity of the pupils enrolled to the limits of their learning abilities and functioning levels. They receive assistance individually or in small groups in the subject areas in which they experience the most difficulty.



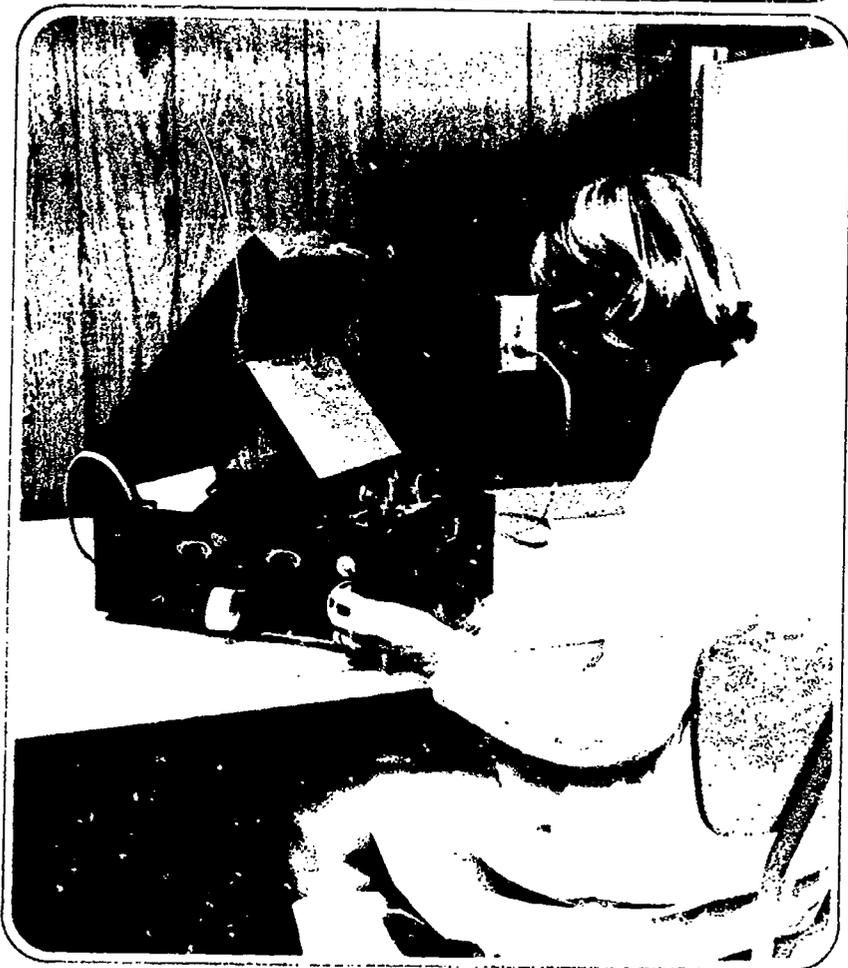


Facility Design

The addition to E. O. Green Elementary School, which is shared by educationally and visually handicapped children, is located at the front of the school site adjacent to the administration office, the library, and restrooms. Its convenience to the street facilitates student pick-up and delivery, and its distance from the playground minimizes distracting noises.

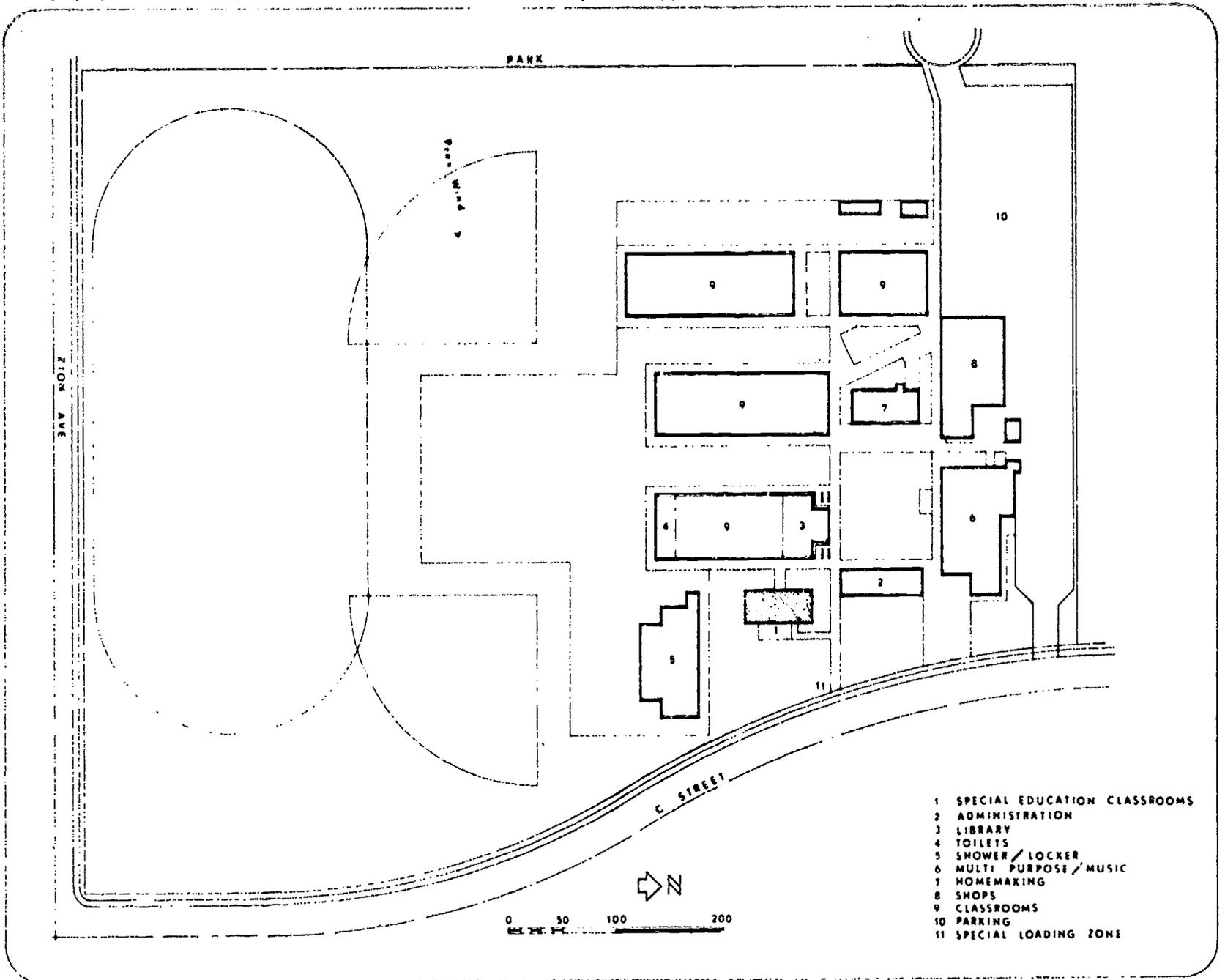
The needs of the visually handicapped pupils dictated special attention to acoustical, lighting, and solar problems; accessibility and storage of teaching aids, material, and equipment; accessibility and storage of bulky braille and other books; and soft colors and textures of room surfaces.

The interior of the facility features desks, tables, and adjustable wall-mounted study carrels which together allow flexibility of instruction by the teacher and in the use of electronic aids. A small room with a folding door may be used by one or two students at a time for concentrated visual learning.



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F. O. GREEN ELEMENTARY SCHOOL *Educationally and Visually Handicapped*

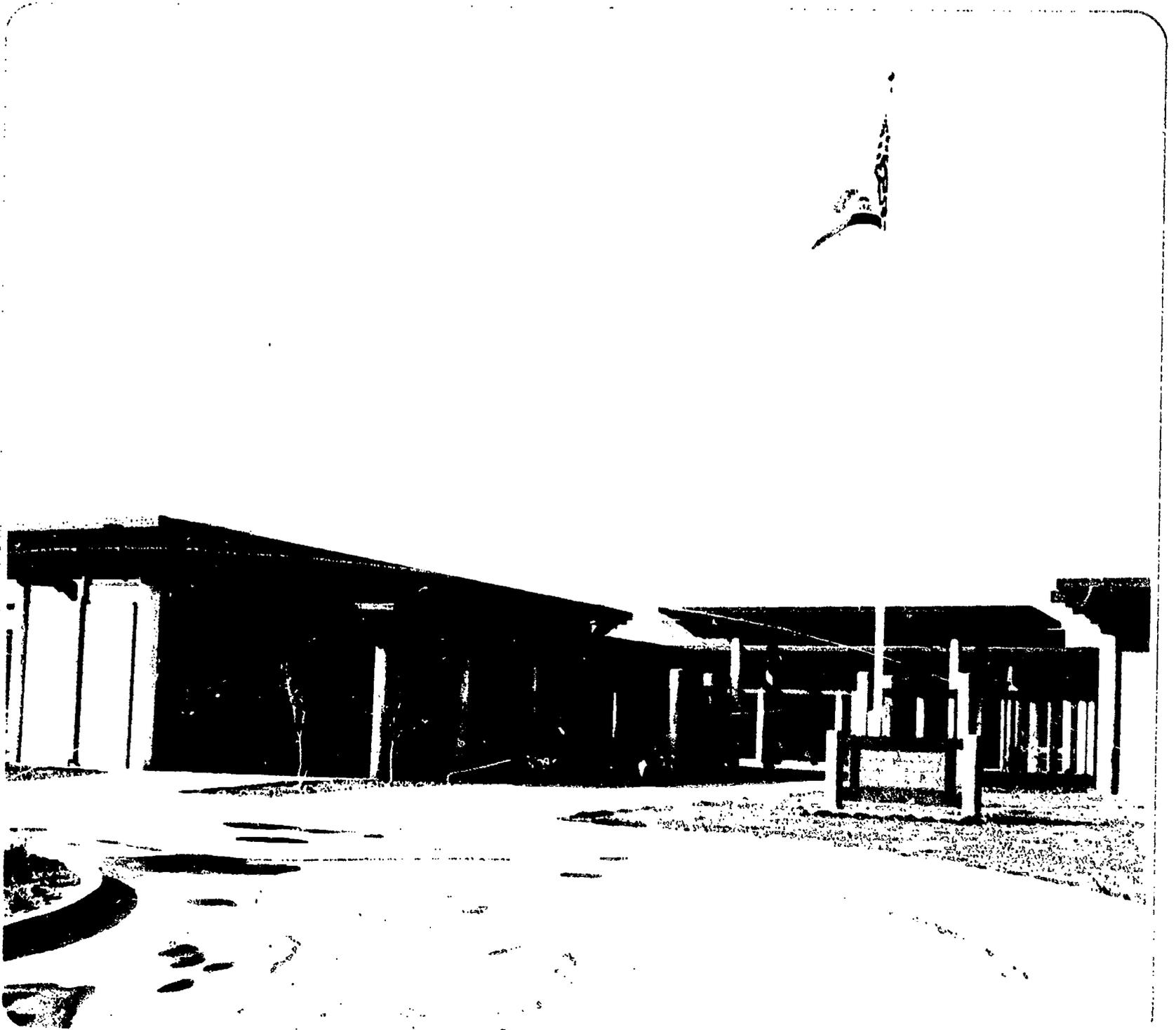


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ROGER WALTON DEVELOPMENT CENTER

Stockton City Unified School District
J. Roland Ingraham Jr., Superintendent
Mrs. Ann Trujillo, Director

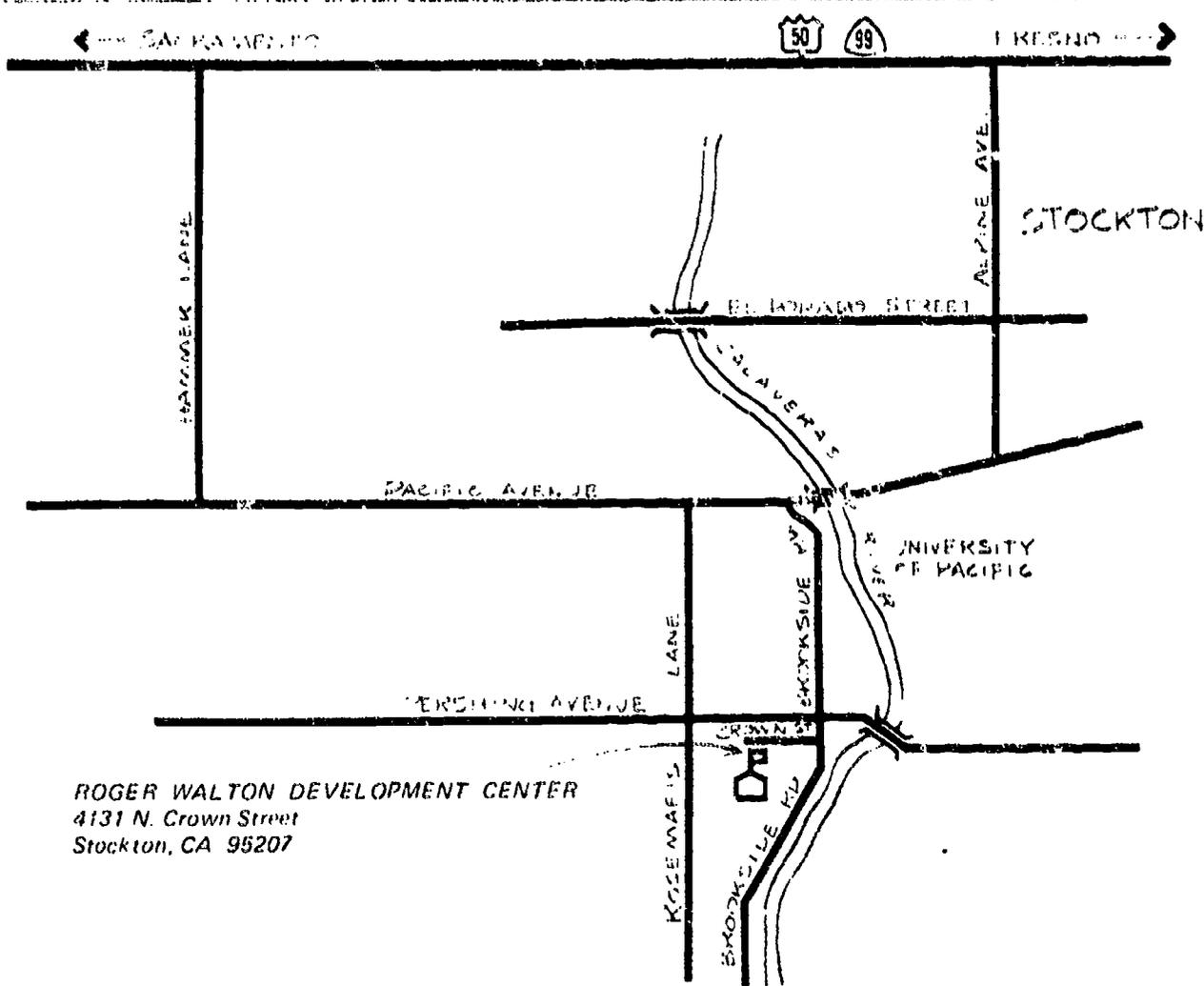
Architect: Stafford, King & Associates
Field representative: William G. Knife
Source of funding: State School Building Aid
Date building first occupied: 1971
Age range of pupils: Three through twenty-one years
Maximum capacity of building: 100

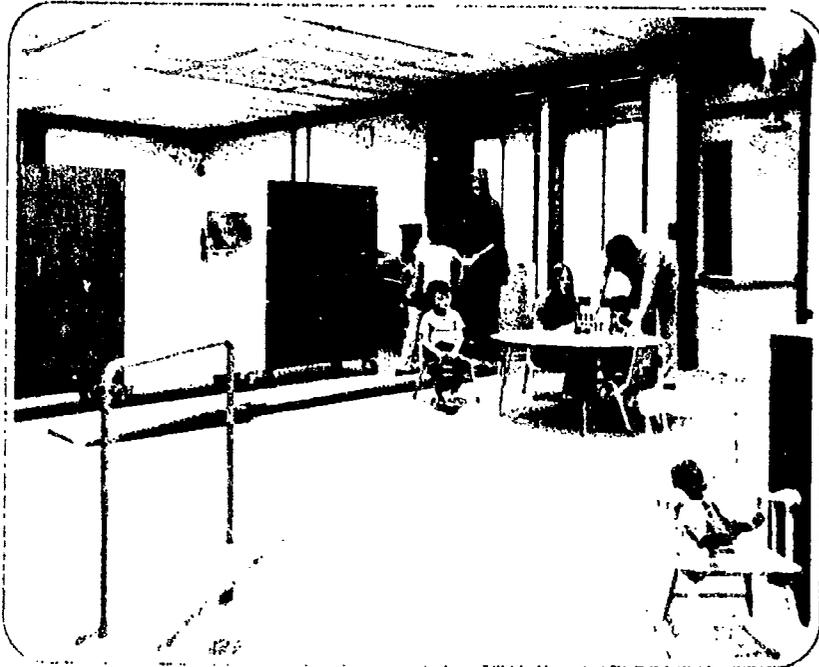
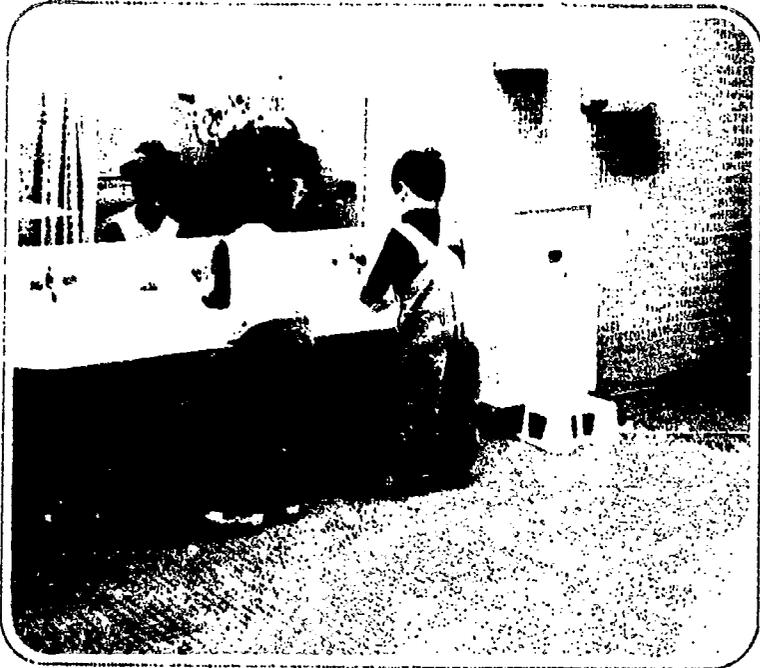
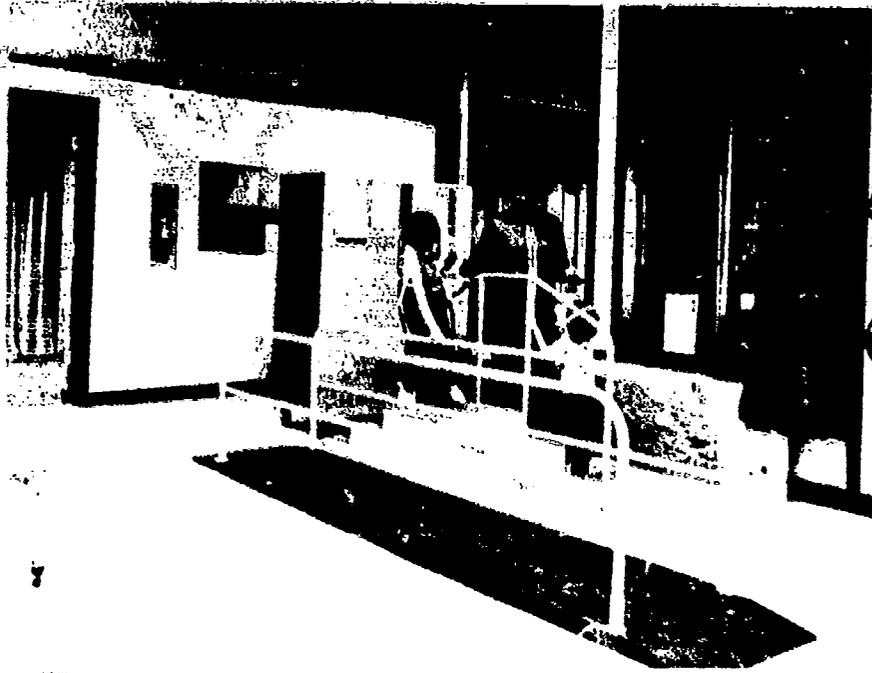


Educational Program

The Roger Walton Development Center offers instruction and training for multihandicapped minors and their parents in a community setting. One objective of the program is to provide both structured and unstructured experiences in a flexible setting through the efforts of teams composed of teachers, psychologists, therapists, and aides. Pupils are taught individually or grouped and regrouped as necessary.

The program calls for a number of indoor and outdoor interest centers so that maximum educational use may be made of sensory experiences. In addition, each learning group is provided quiet and activity areas served by offices, team workrooms, observation areas, toilets, and storage facilities. A common administrative, counseling, and guidance center serves the public, the pupils, and the staff.

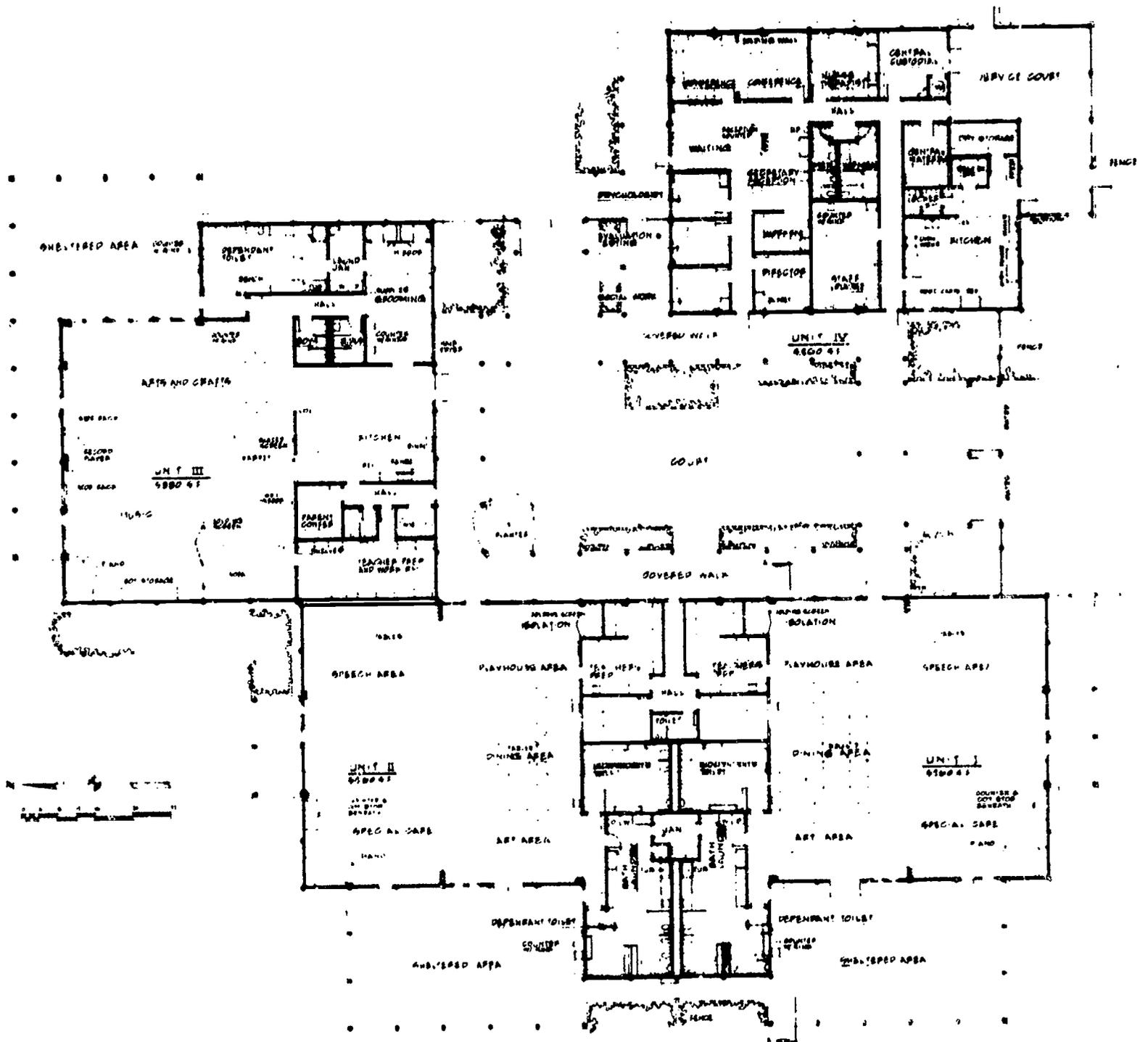


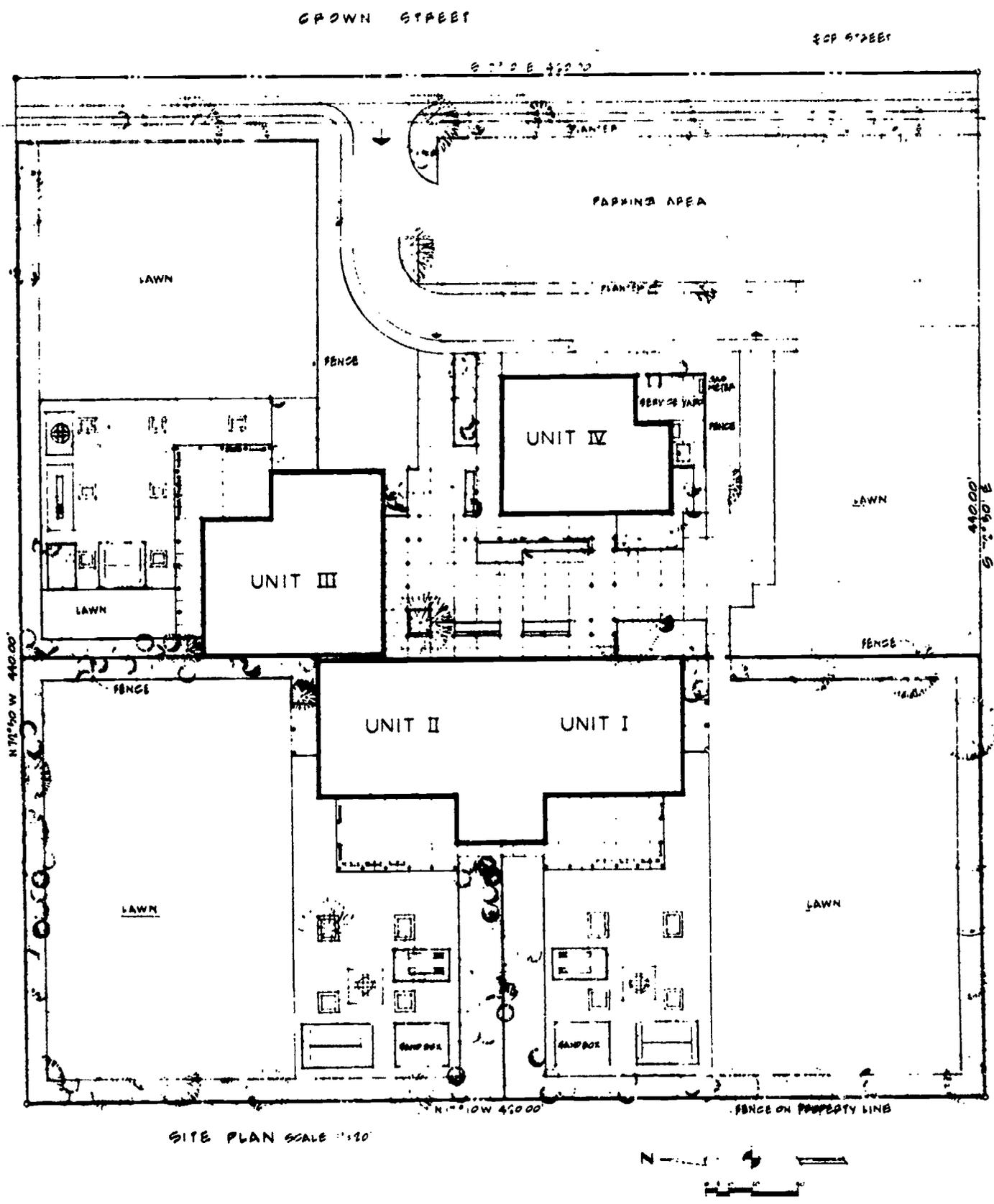


Facility Design

The Roger Walton Development Center contains a centralized administrative, service and kitchen unit and three instructional units. The instructional units are divided into three large flexible loft spaces, two of them with back-to-back support areas. One of these spaces is currently used for younger mobile children, and another is designed for younger nonmobile children. The third unit,

which has both the general support area and some special experience areas, is currently used for older mobile and nonmobile students. Each building pod has its articulately developed and controlled outdoor instruction area augmenting the indoor area. All service spaces, such as toilets, isolation, and staff areas, are specially designed for the multi-handicapped.



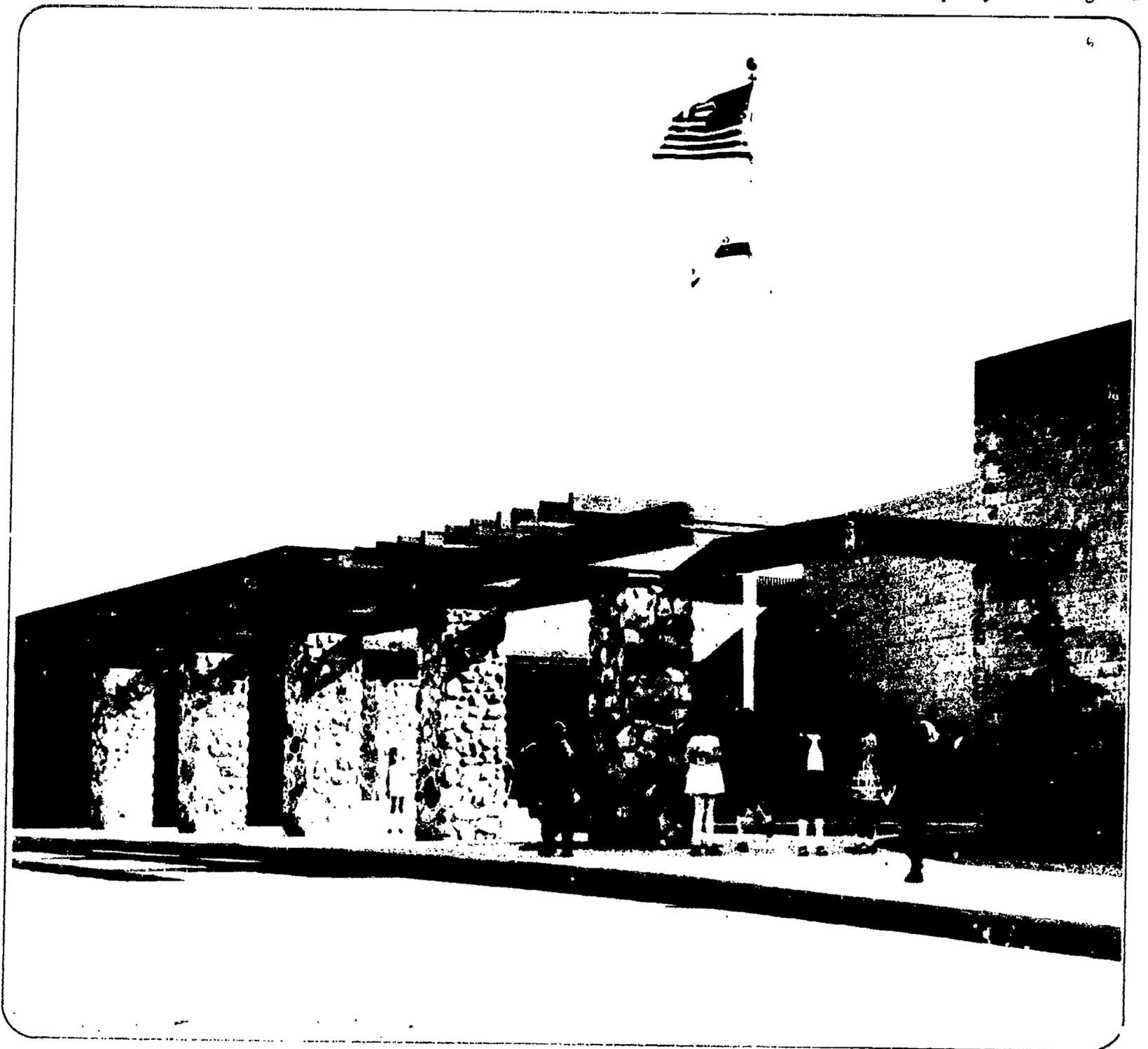


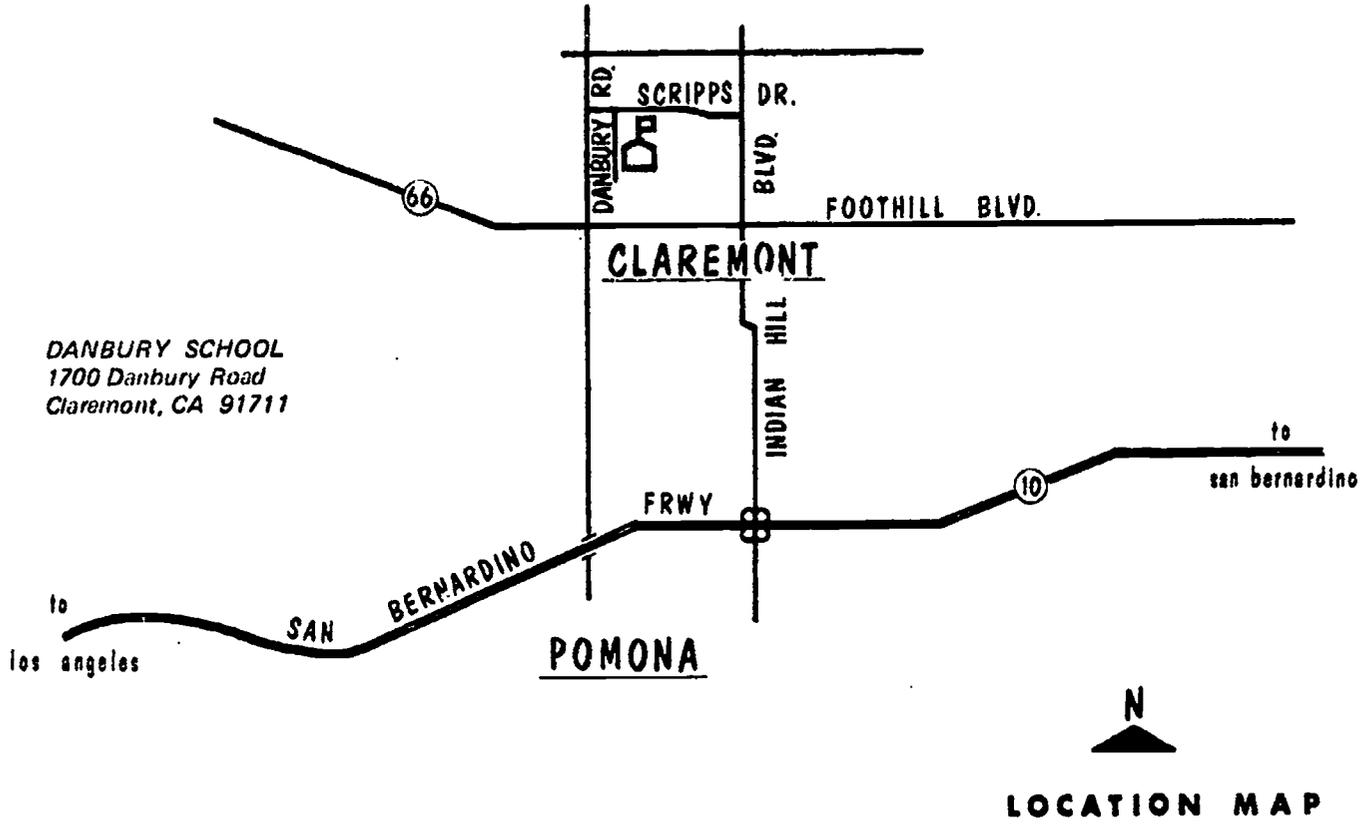
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DANBURY SCHOOL

Claremont Unified School District
Richard S. Kirkendall, Superintendent
L. Edward Gaylord, Principal

Architect: Willis K. Hutchason
Field representative: Aubrey W. Calvert
Source of funding: State School Building Aid
Date building first occupied: 1968
Age range of pupils: Three through twelve years
Maximum capacity of building: 382

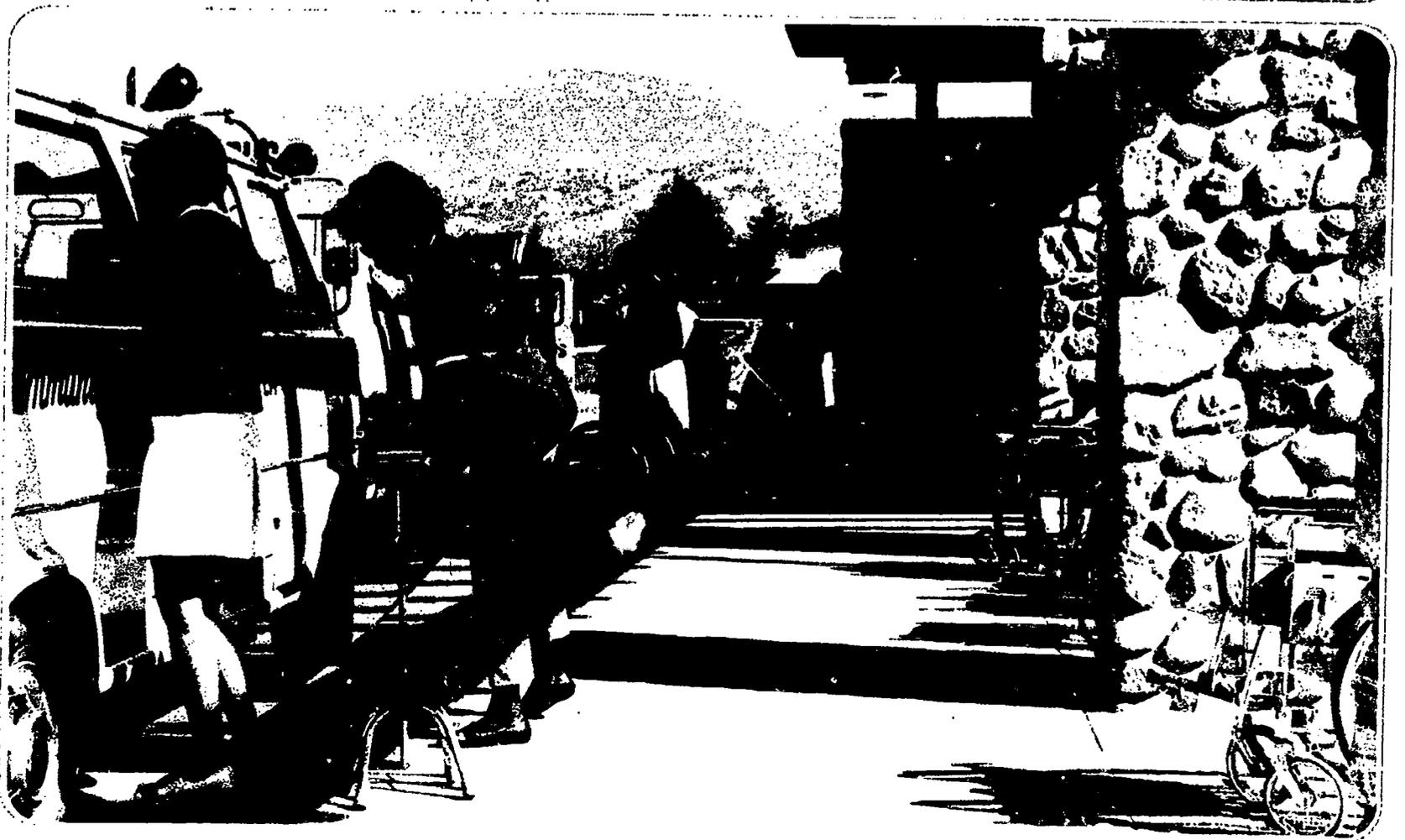




Educational Program

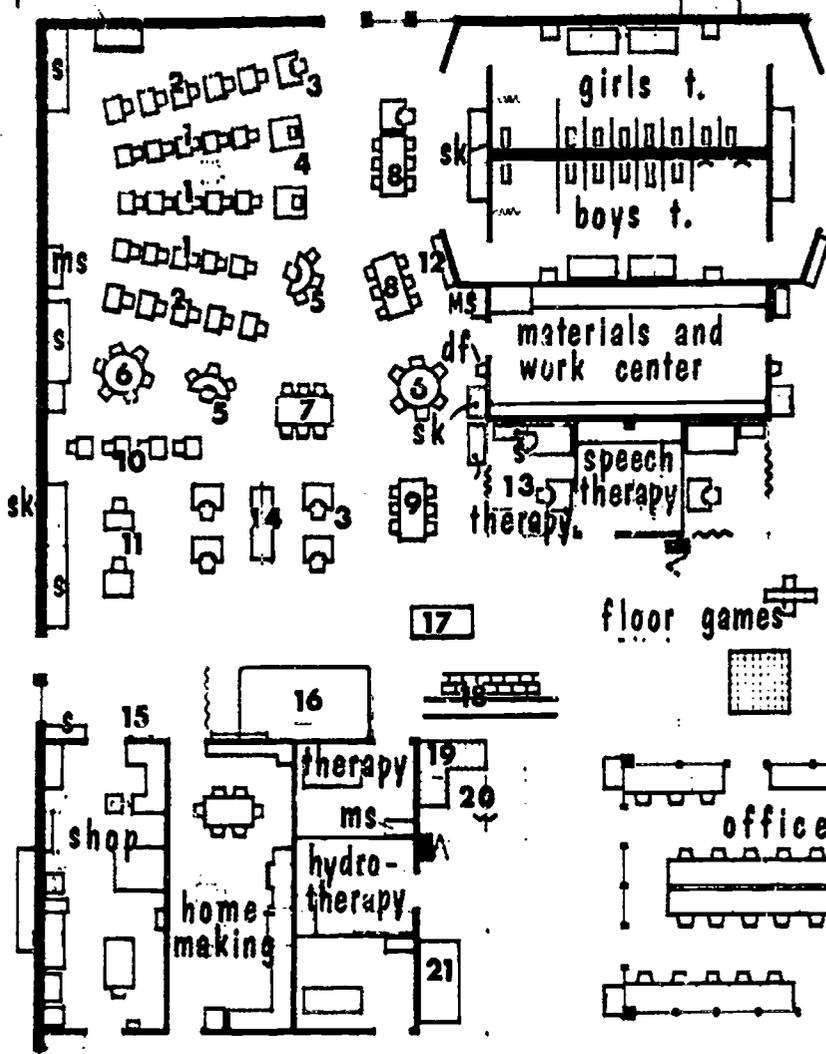
Danbury School represents California's first effort to apply the "open space" concept to an educational facility for the orthopedically handicapped. The entire program at this school, including occupational and physical therapy, is conducted essentially in open space.

Each open space accommodates 24 pupils and a team of two teachers, two matrons, one physical therapist, one occupational therapist, a part-time speech therapist, and a psychologist. Each specialist is thus enabled to observe each child first hand for the entire school day as opposed to the traditional 15 or 20 minutes in a clinical situation.



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piano



- 1 desks - fixed
 - 2 desks - movable
 - 3 cutout tables
 - 4 standup tables
 - 5 circle tables
 - 6 round tables
 - 7 library table
 - 8 utility tables
 - 9 o.t. table
 - 10 typing stations
 - 11 loom tables
 - 12 art easel
 - 13 movable wardrobe
 - 14 " divider (cb., tb., stor.) unit
 - 15 pulley weights
 - 16 mat and stahl bars
 - 17 balance board
 - 18 parallel bars, floor ladder
 - 19 stairs
 - 20 bike
 - 21 ramp
-
- s storage - fixed
 - ms storage - movable
 - sk sink and cabinet

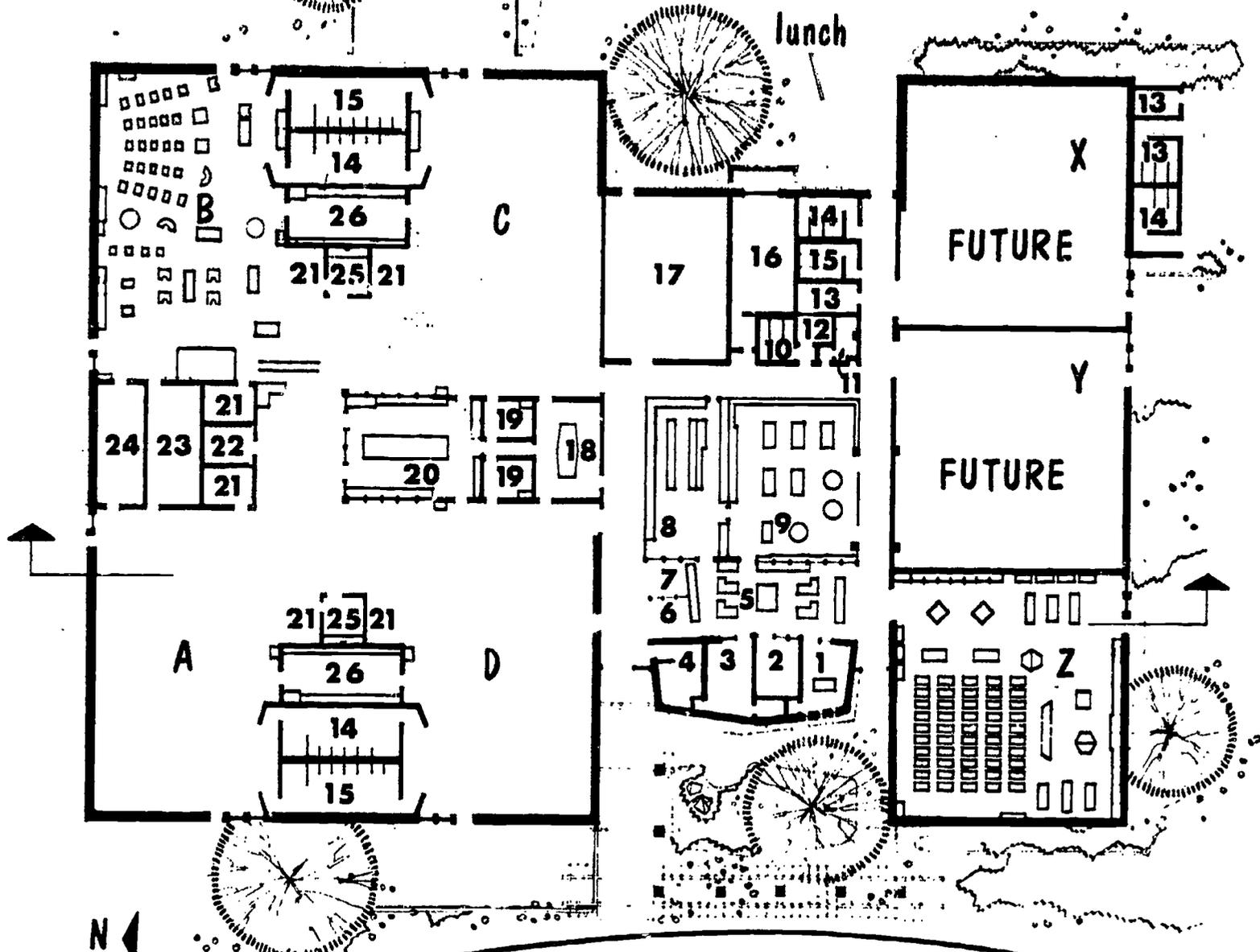
PARTIAL PLAN
 N ← 0 10 20ft

Facility Design

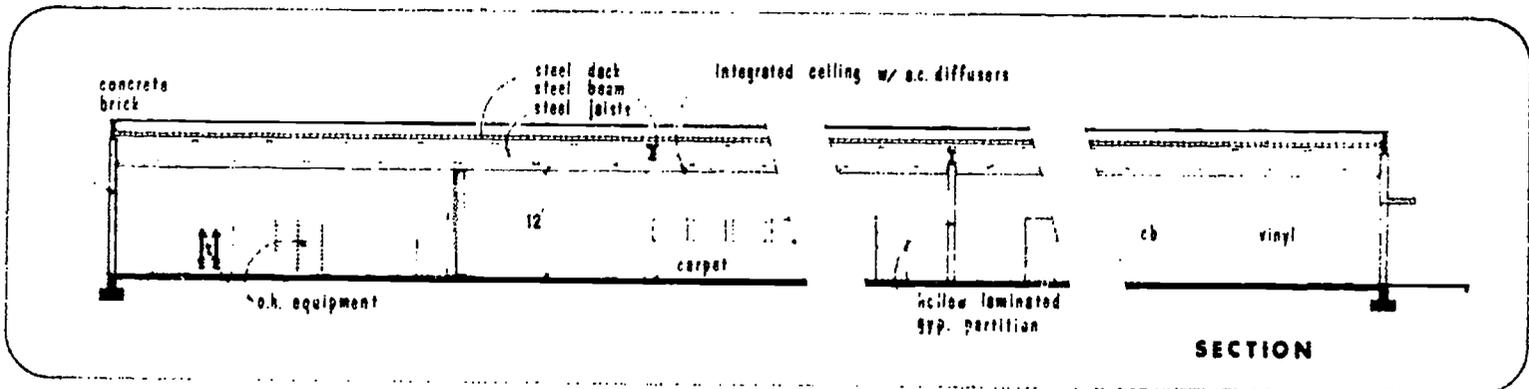
Danbury School has a capacity of approximately 270 regular pupils in kindergarten through grade four and approximately 112 orthopedically handicapped pupils in preschool through grade six. A single administrative unit serves both programs. An instructional media center and food services are also shared by orthopedically handicapped and regular pupils.

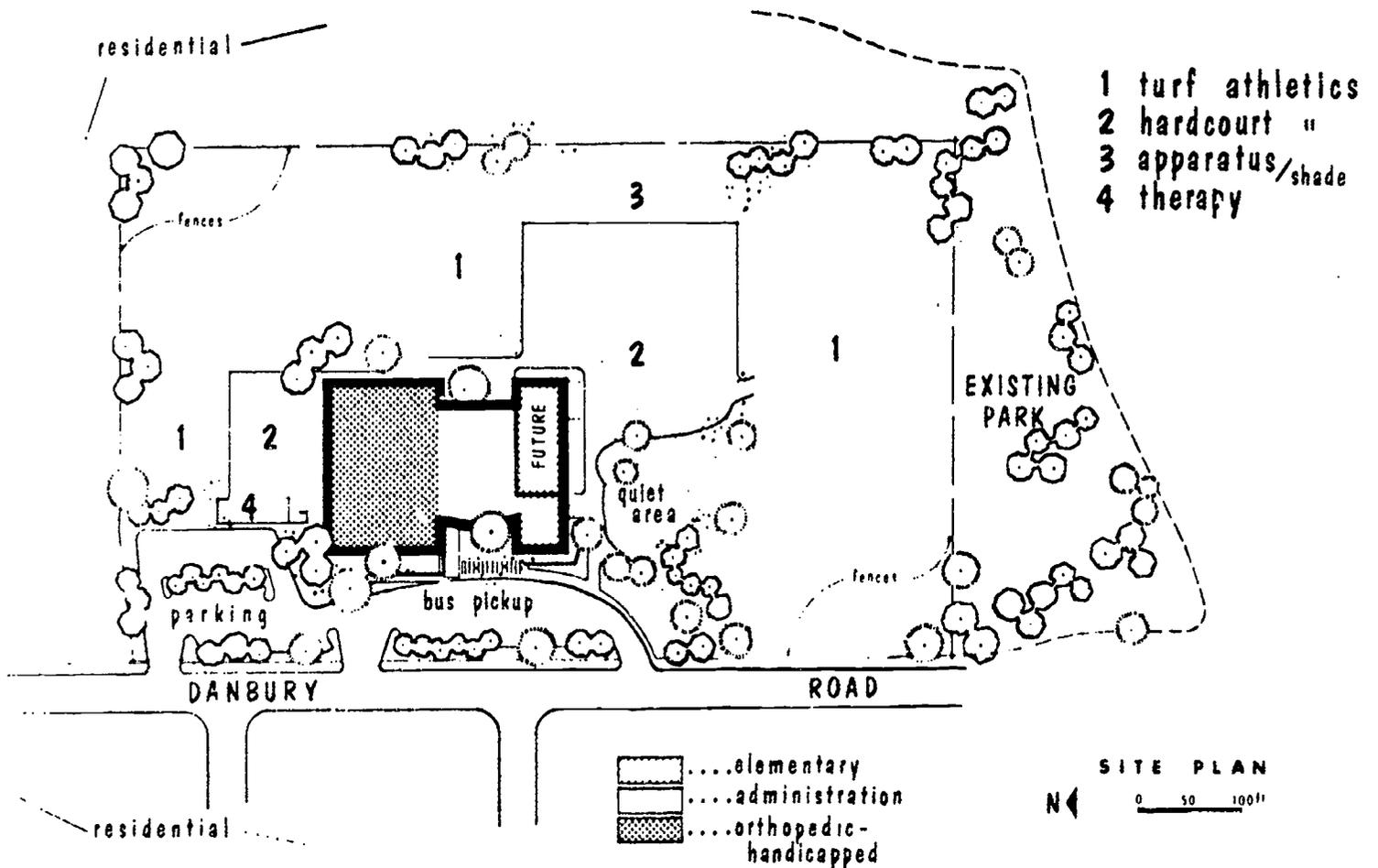
Construction follows the latest techniques in loft space planning. To solve the problem of the box-like factory appearance of the typical loft-type building, the exterior is broken in form.





- | | |
|-----------------------------|--------------------------------|
| 1 principal | 16 faculty lunch and work room |
| 2 conference | 17 50 db activity center |
| 3 health | 18 conference |
| 4 wheelchair storage | 19 examination room |
| 5 clerical | 20 office |
| 6 reception | 21 therapy room |
| 7 waiting alcove | 22 hydrotherapy |
| 8 teaching material storage | 23 homemaking |
| 9 library | 24 workshop |
| 10 woman faculty toilet | 25 speech therapy |
| 11 men | 26 materials and work center |
| 12 cat room | |
| 13 custodian | ABCD OH. TEAM ROOMS |
| 14 boys toilet | X,Y,Z ELE. CLASSROOMS |
| 15 girls | |



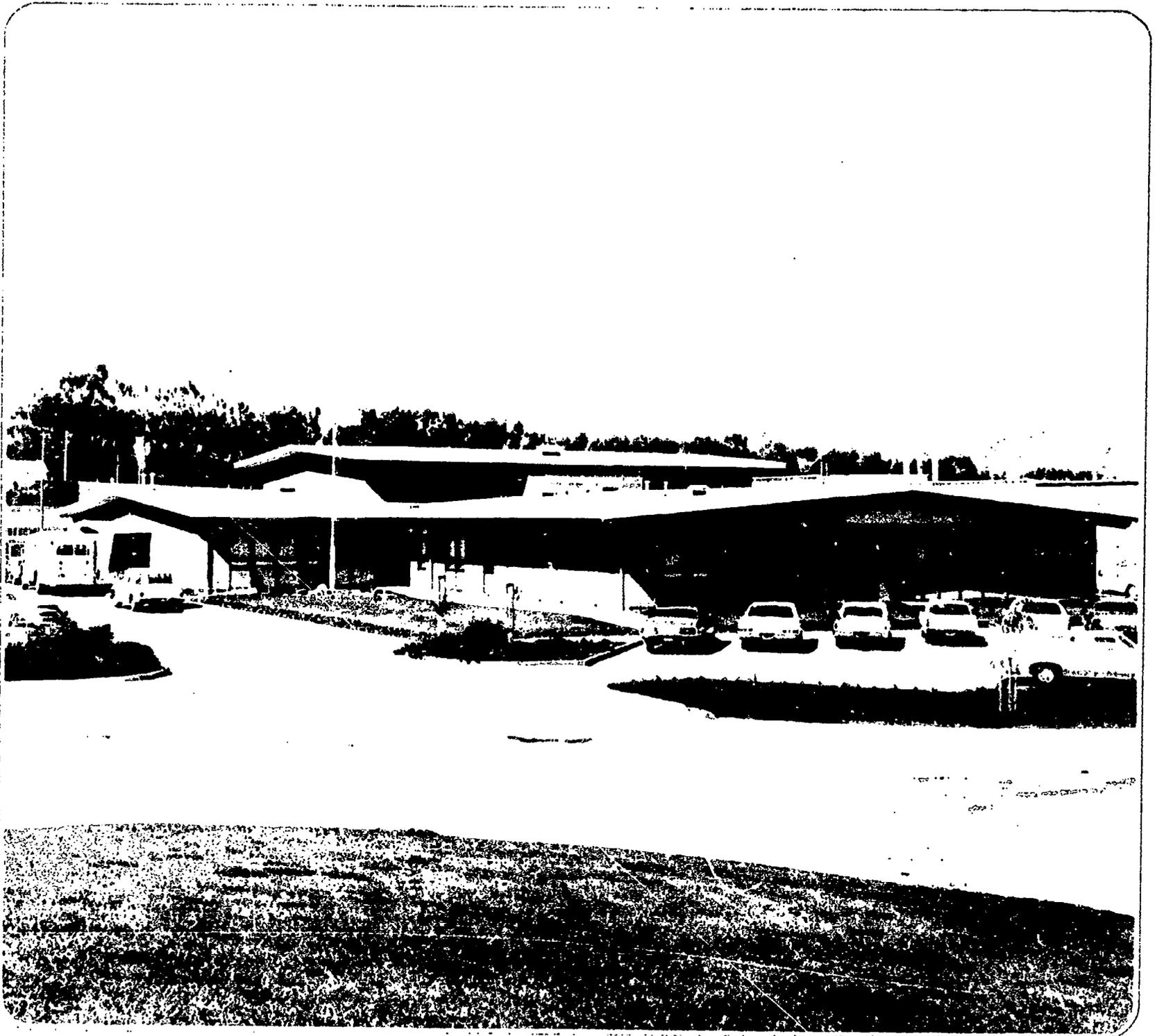


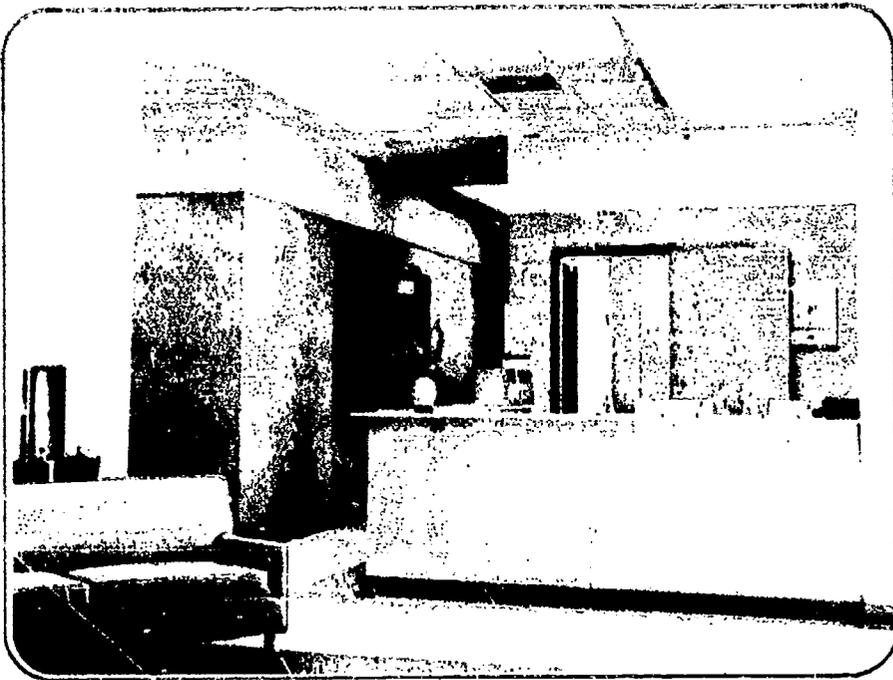
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EL PORTAL DEL NORTE SCHOOL

Office of the San Mateo County Superintendent of Schools
J. Russell Kent, Superintendent
Mrs. Elizabeth Sekreta, Principal

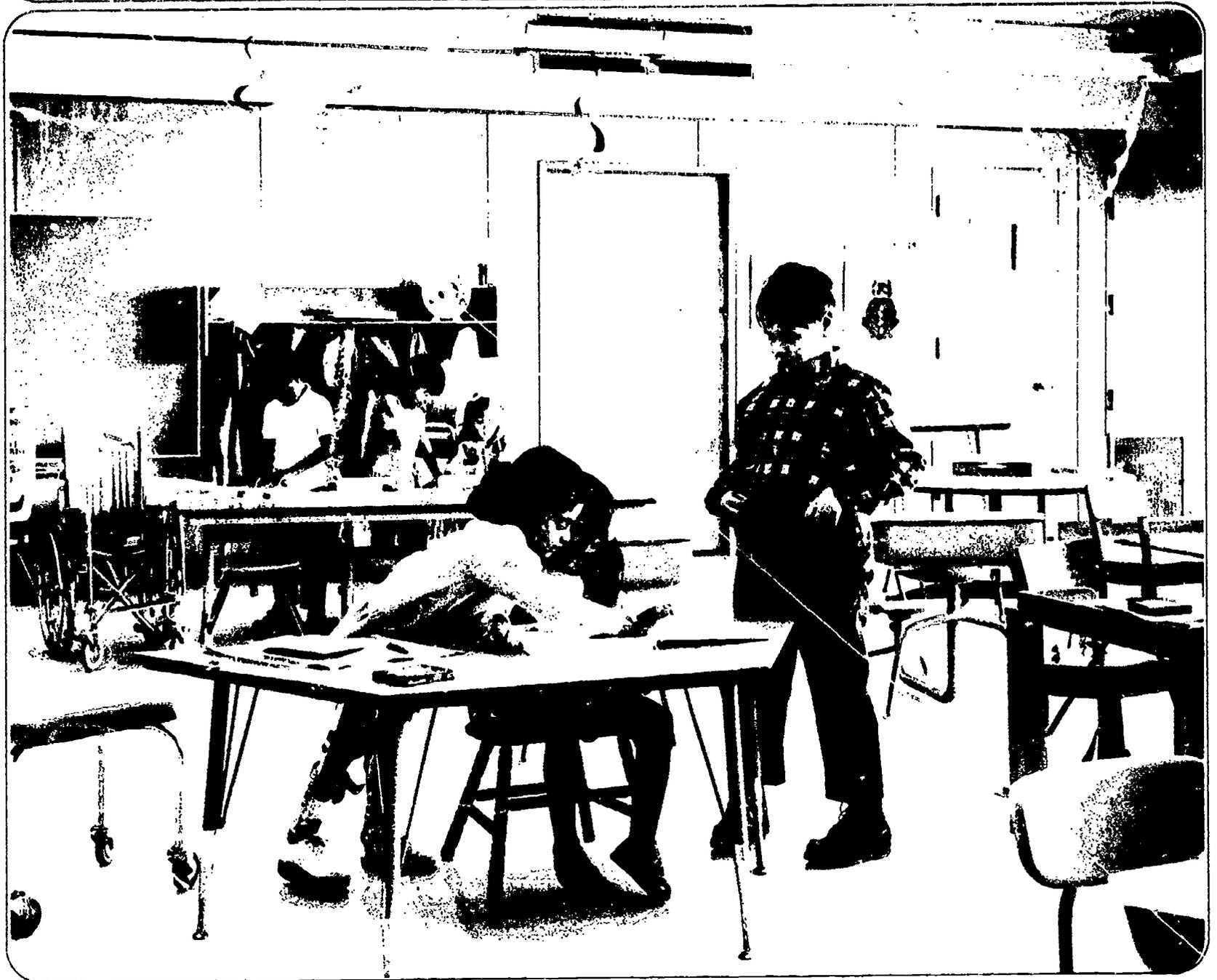
Architect: Worsley & Rankin
Field representative: James Orsburn
Source of funding: State School Building Aid
Date building first occupied: 1966
Age range of pupils: Three through twenty-one years
Maximum capacity of building: 72

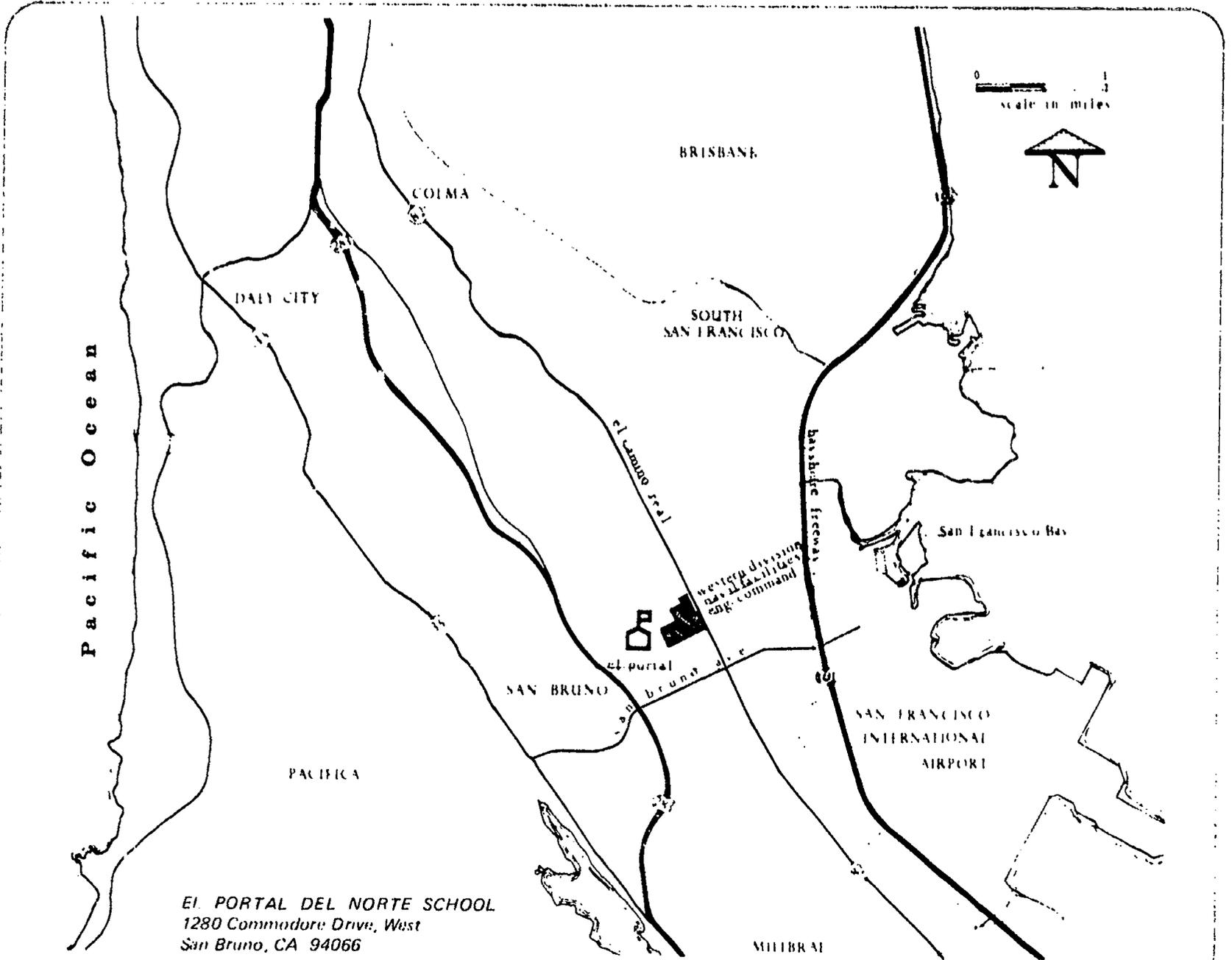
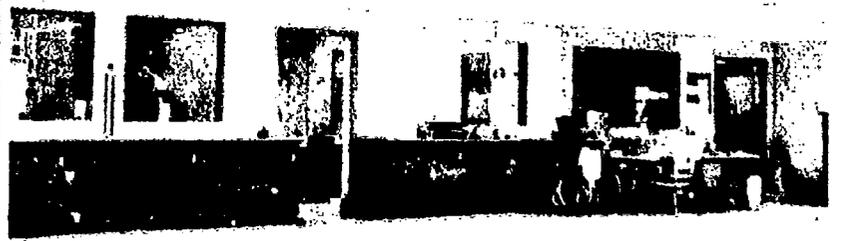
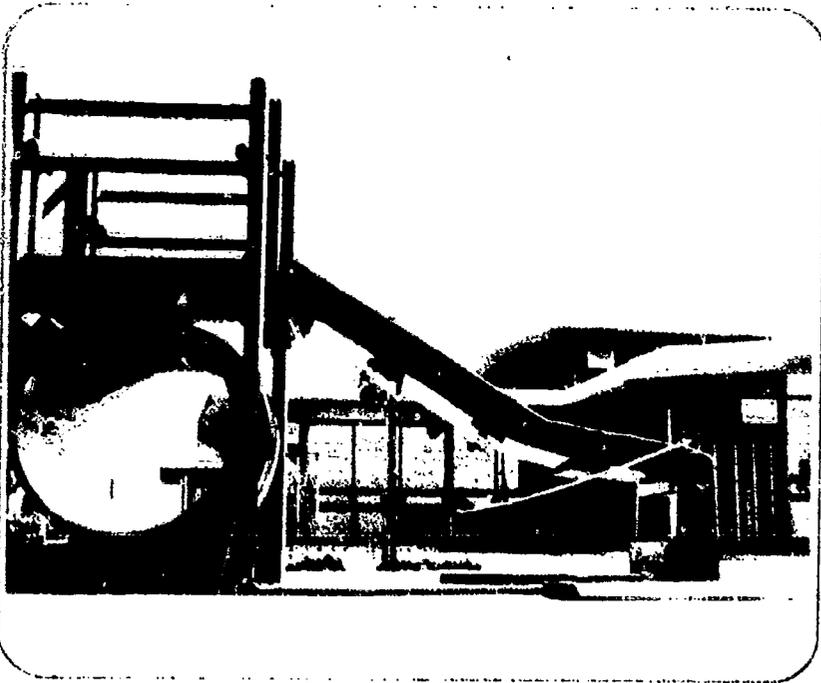




Educational Program

A prime objective of the orthopedic program at El Portal Del Norte School is to train, teach, and apply therapy so that each orthopedically handicapped pupil will be enabled to function in a regular school situation as soon as possible. The school was designed to facilitate a team teaching approach so that each pupil would receive specialized help in his areas of need.



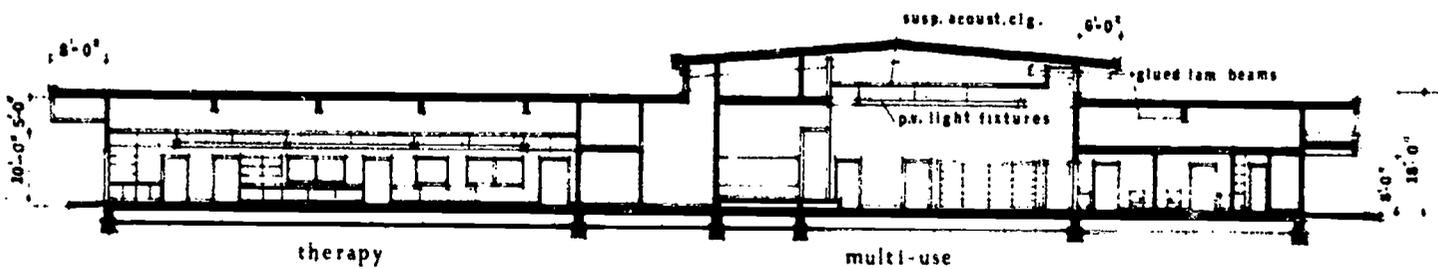


Facility Design

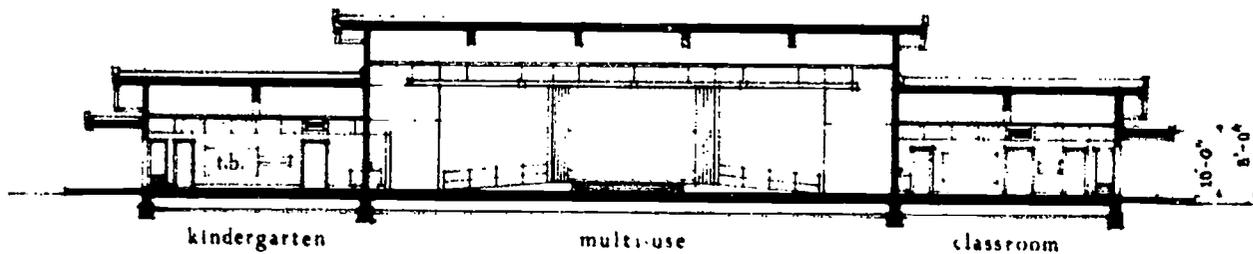
Classrooms at El Portal Del Norte are arranged so that a multipurpose room is readily accessible for library work, homemaking projects, rainy-day activities, and food services. The arrangement also makes possible bus delivery and pick up of each pupil at his classroom area. A therapy unit features

one large room in which both the occupational therapist and the physical therapist can work together with the pupils.

The orthopedically handicapped pupils share a playground area with mentally retarded pupils from Palos Verdes School.

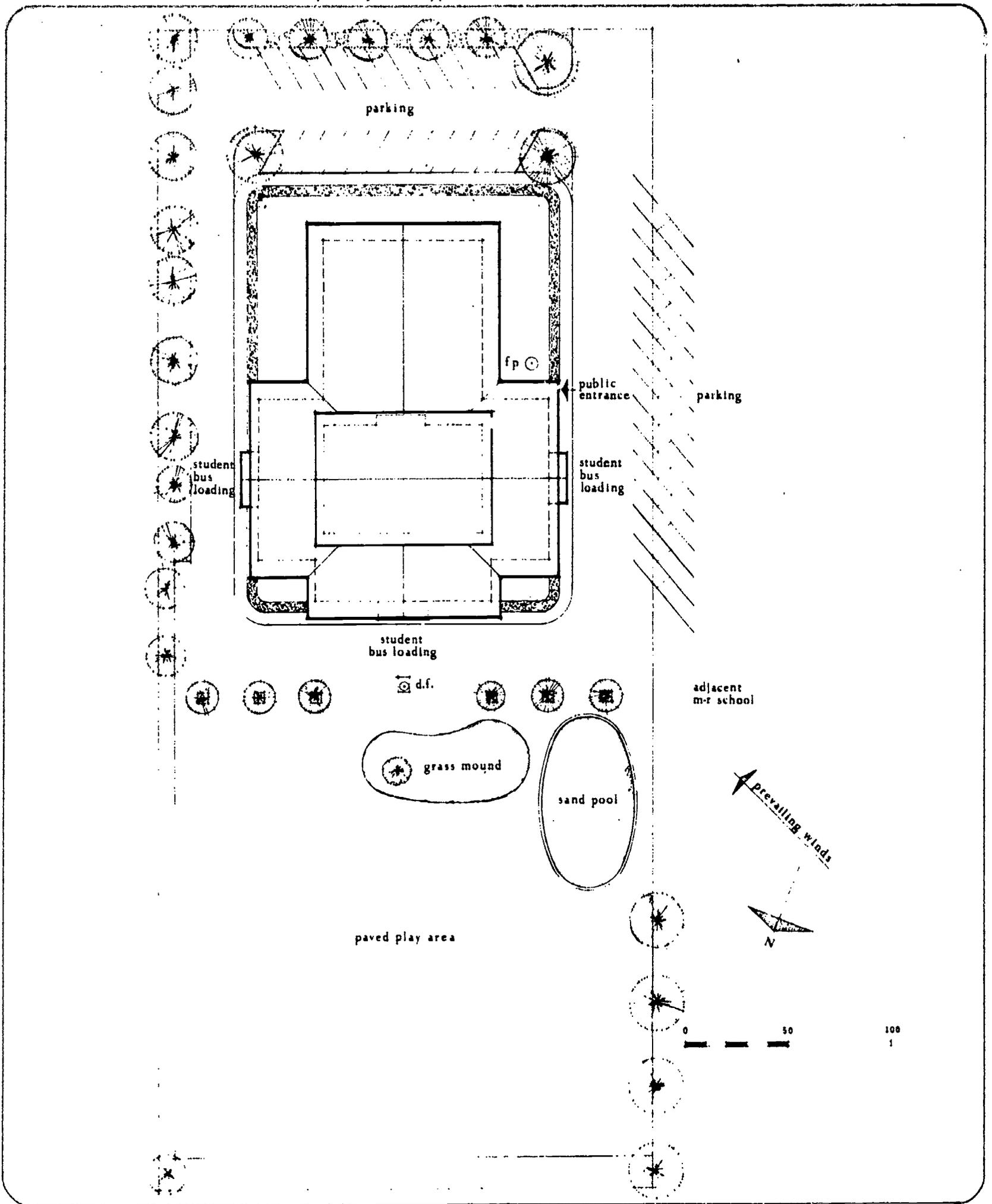


Section A



Section B

EL PORTAL DEL NORTE SCHOOL *Orthopedically Handicapped*

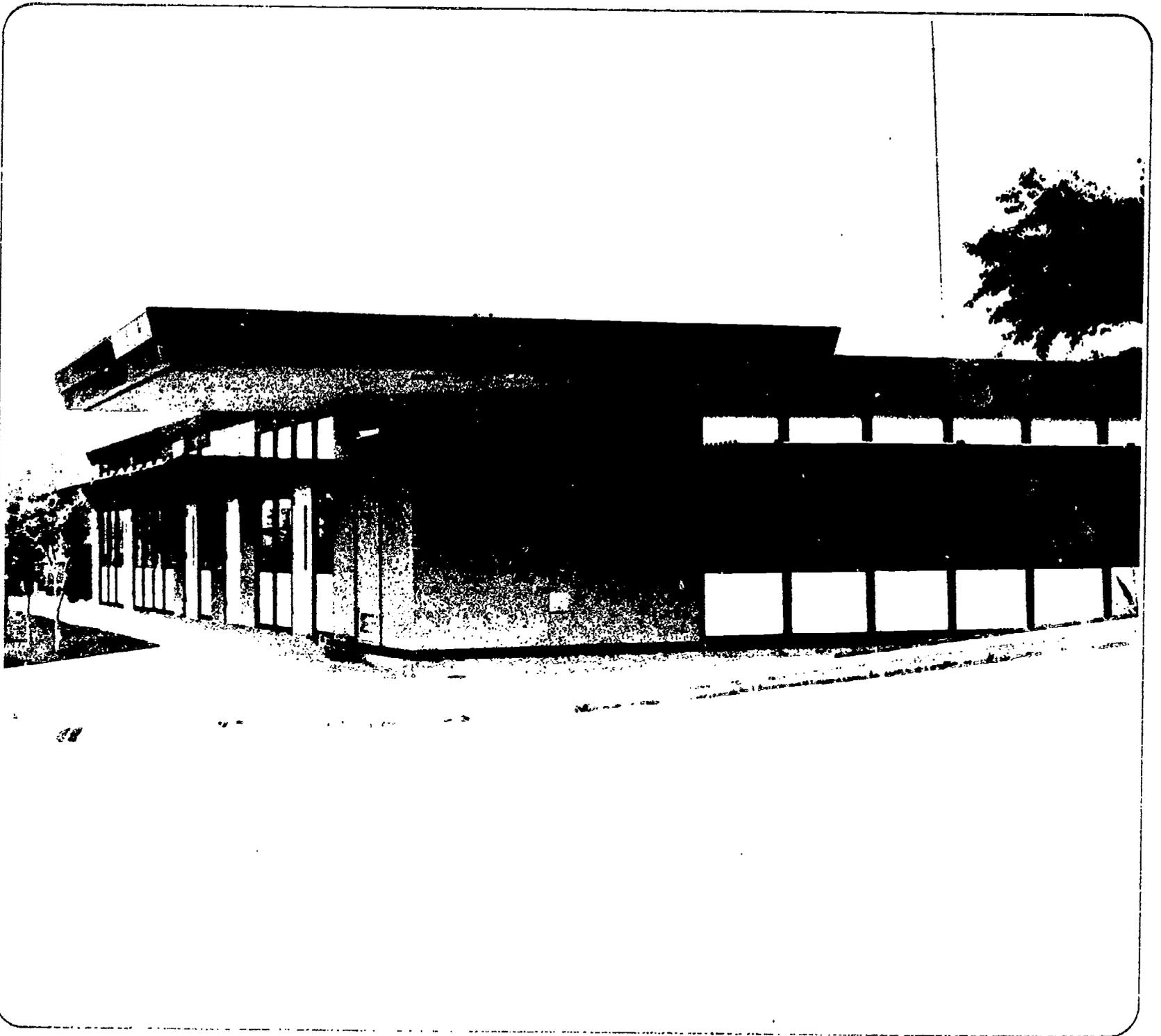


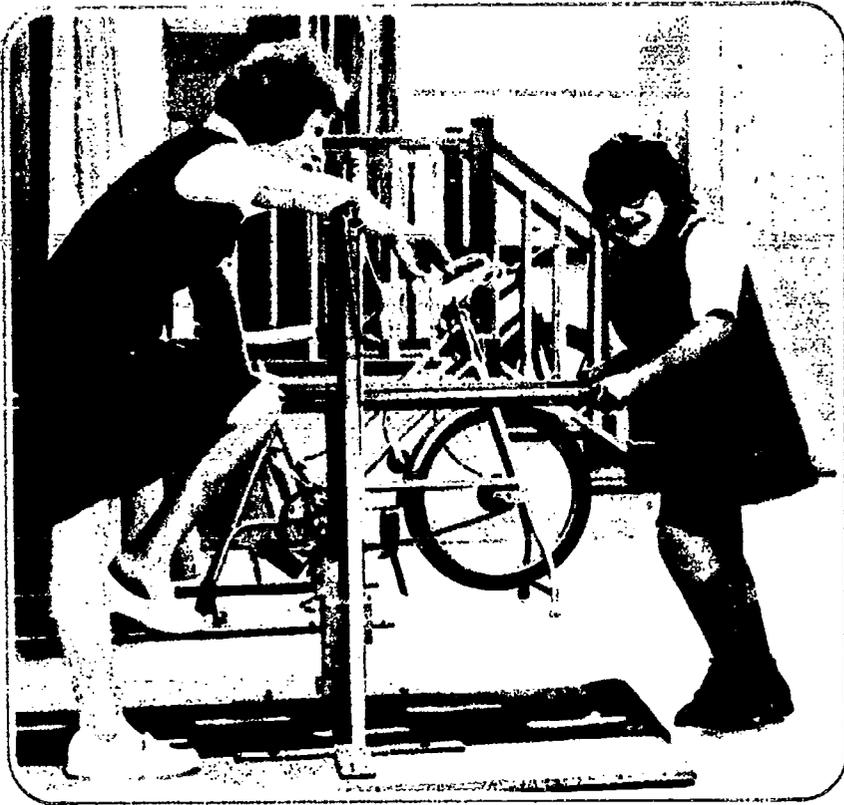
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NEWCASTLE SCHOOL FOR EXCEPTIONAL CHILDREN

Office of the Placer County Superintendent of Schools
Kenneth L. Lonergan, Superintendent
Bruce Becker, Principal

Architect: John Harvey Carter
Field representative: Claude Rupel
Source of funding: State School Building Aid
Date building first occupied: 1963
Age range of pupils: Three through fourteen years
Maximum capacity of building: 48





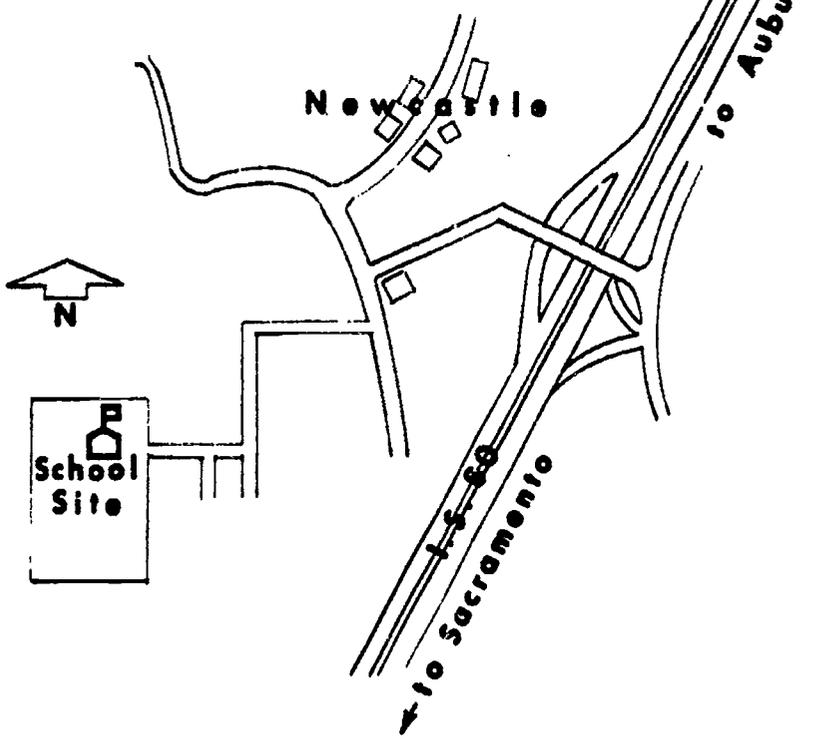
Educational Program

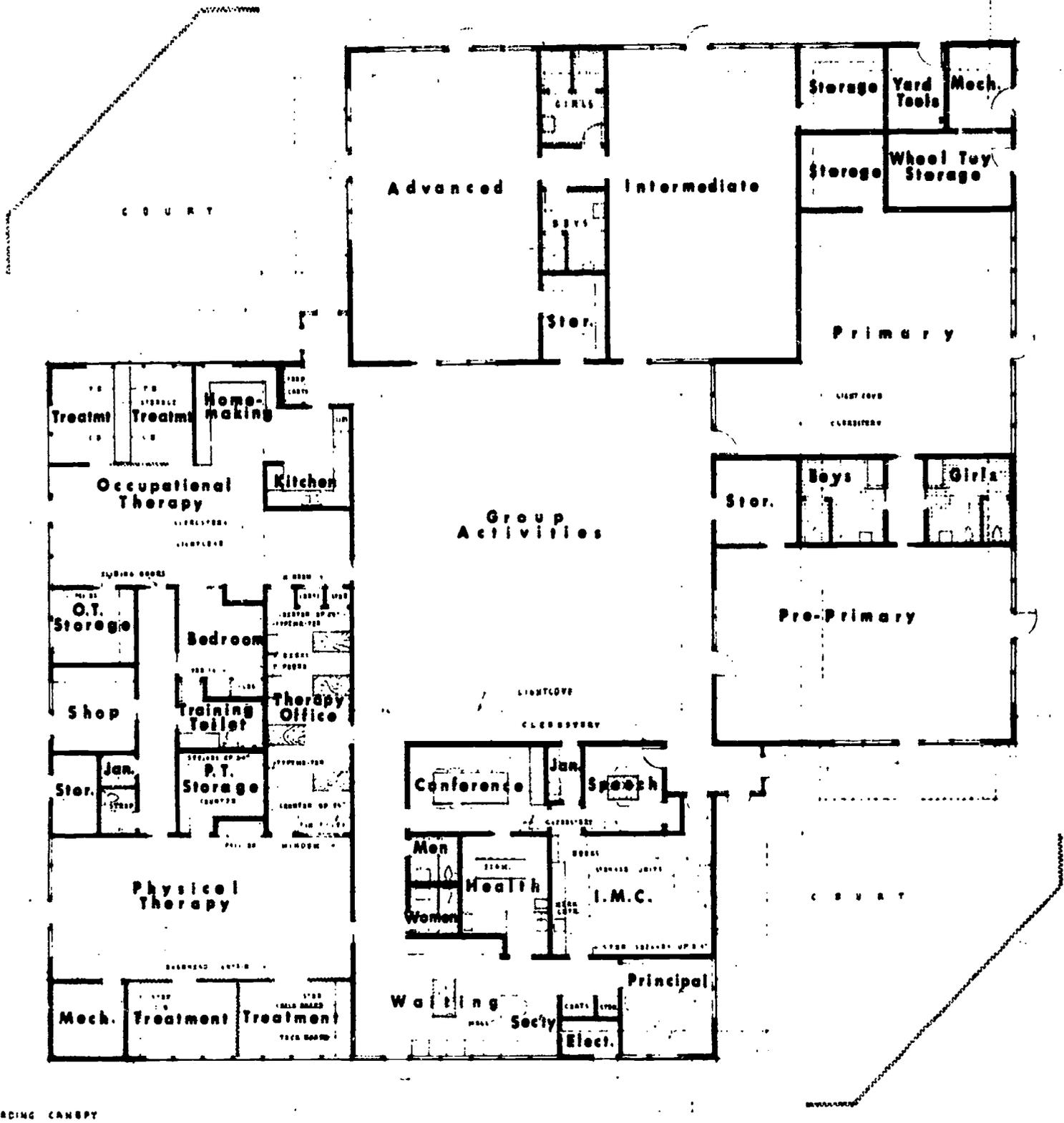
A school for orthopedically handicapped and hard-of-hearing children from age three to approximately fourteen is located on the site of Newcastle Elementary School. Both programs are well housed and include excellent equipment. They are conducted in cooperation with the Bureau of Crippled Children's Services in the California State Department of Public Health and with the Placer County Health Department.

The educational programs include activities designed to promote academic, emotional, social, and physical development. Physical and occupational therapy are provided. There are treatment rooms that may be used by doctors from the Bureau of Crippled Children Services who visit the school for clinical purposes.



NEWCASTLE SCHOOL FOR EXCEPTIONAL CHILDREN
Valley View Drive
P.O. Box 58
Newcastle, CA 95658

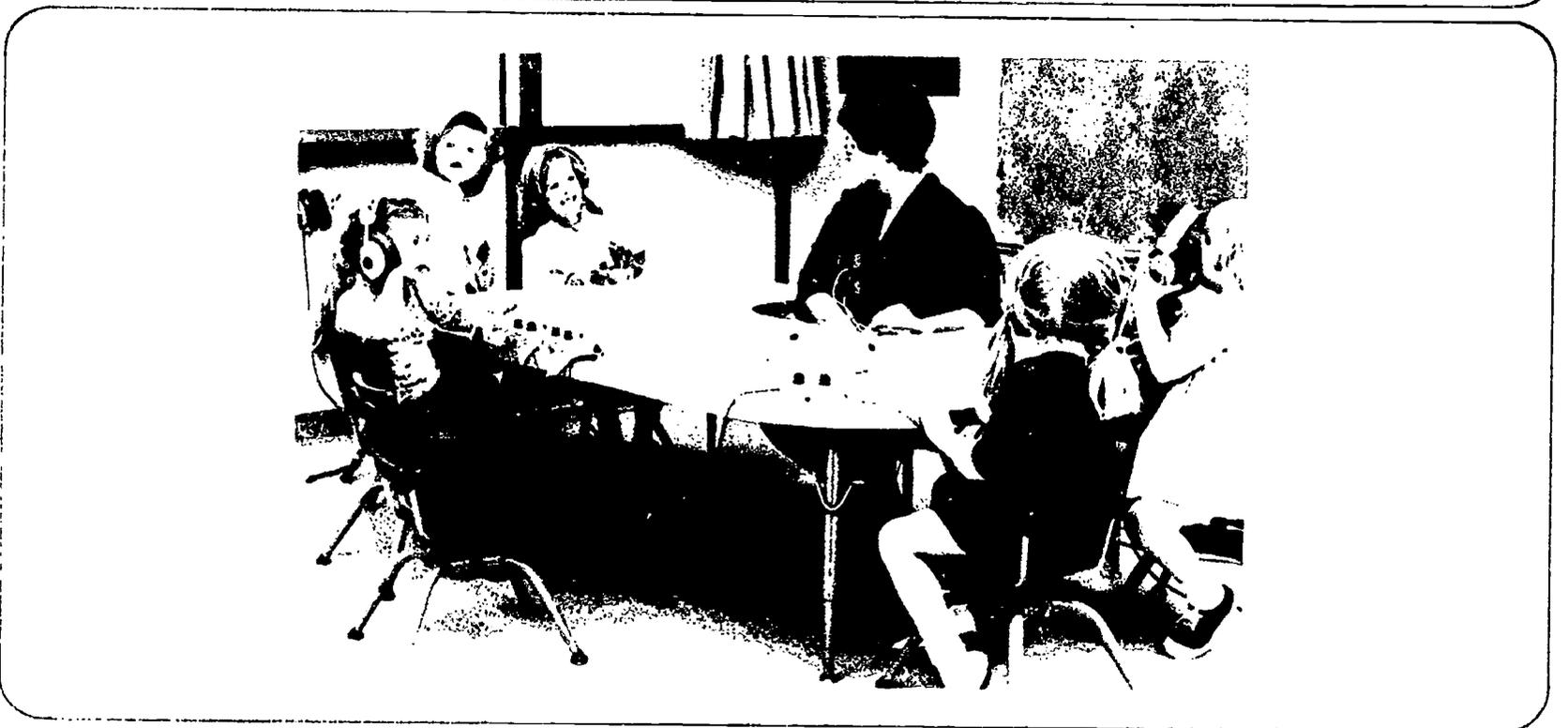
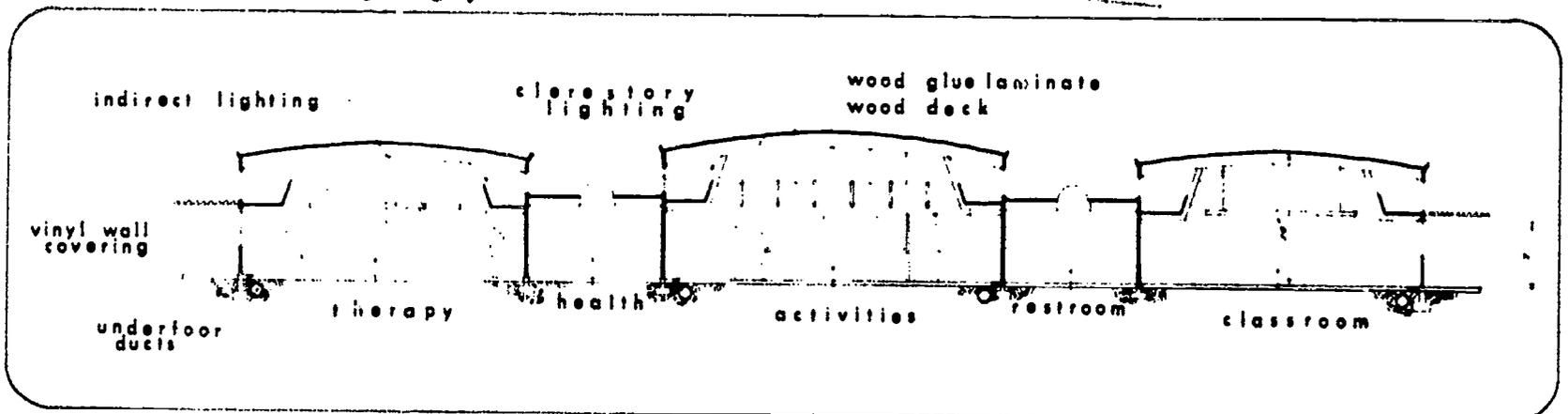


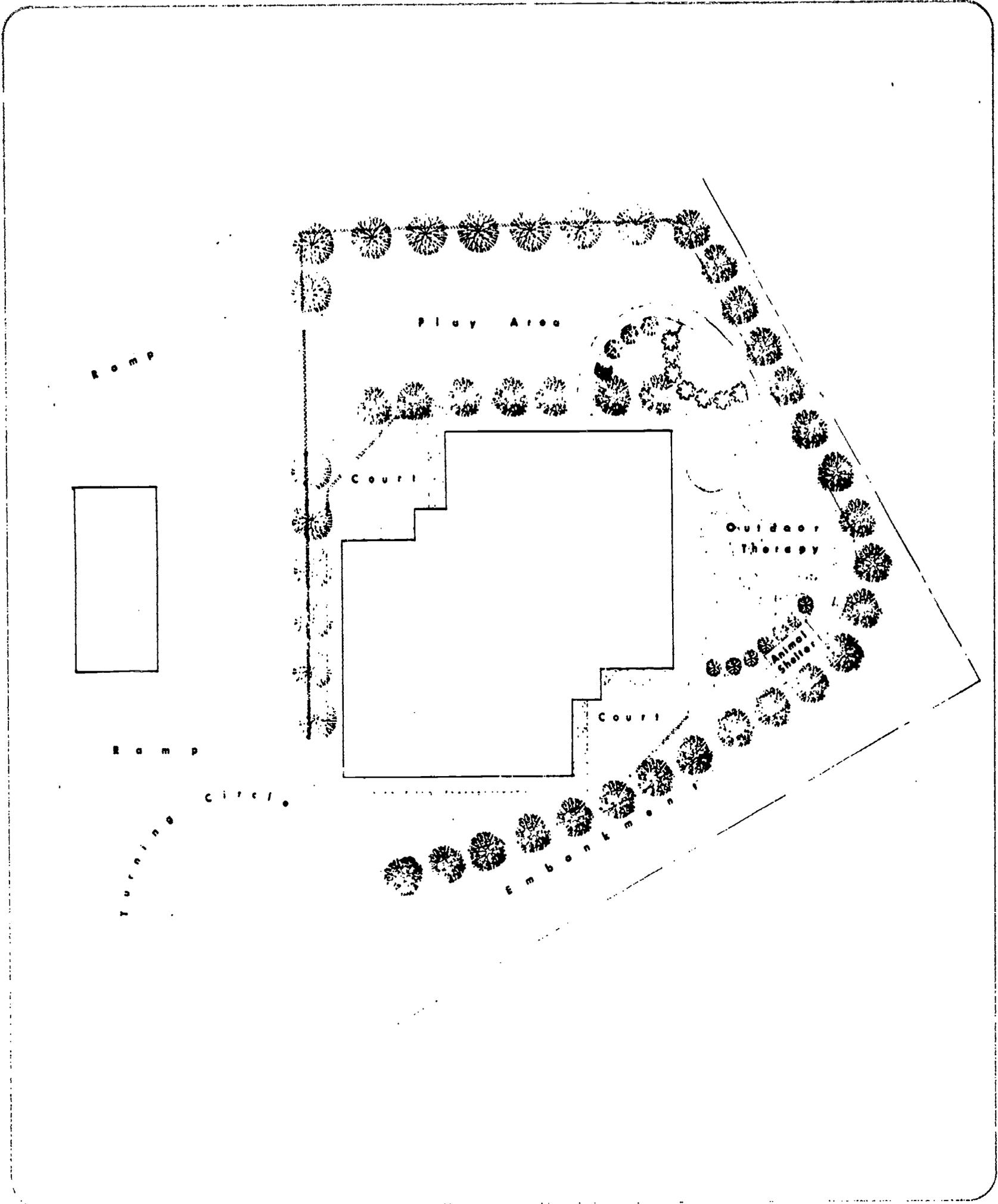


Facility Design

The facility for the orthopedically handicapped and hard of hearing at Newcastle Elementary School was designed after a three-month study of all existing California schools of this type. The school's innovative features include the following:

1. A large activities area
2. A typical residential bedroom and bathroom designed for training purposes
3. Many sliding doors to prevent injury to crawling children
4. Spaces designed around and for the use of the wheel chair
5. Special outdoor therapy area for the use of wheeled toys
6. Restrooms and storage areas immediately adjacent to all classrooms
7. Therapy office with visual control over therapy areas
8. A combination of natural and artificial light in an indirect lighting system



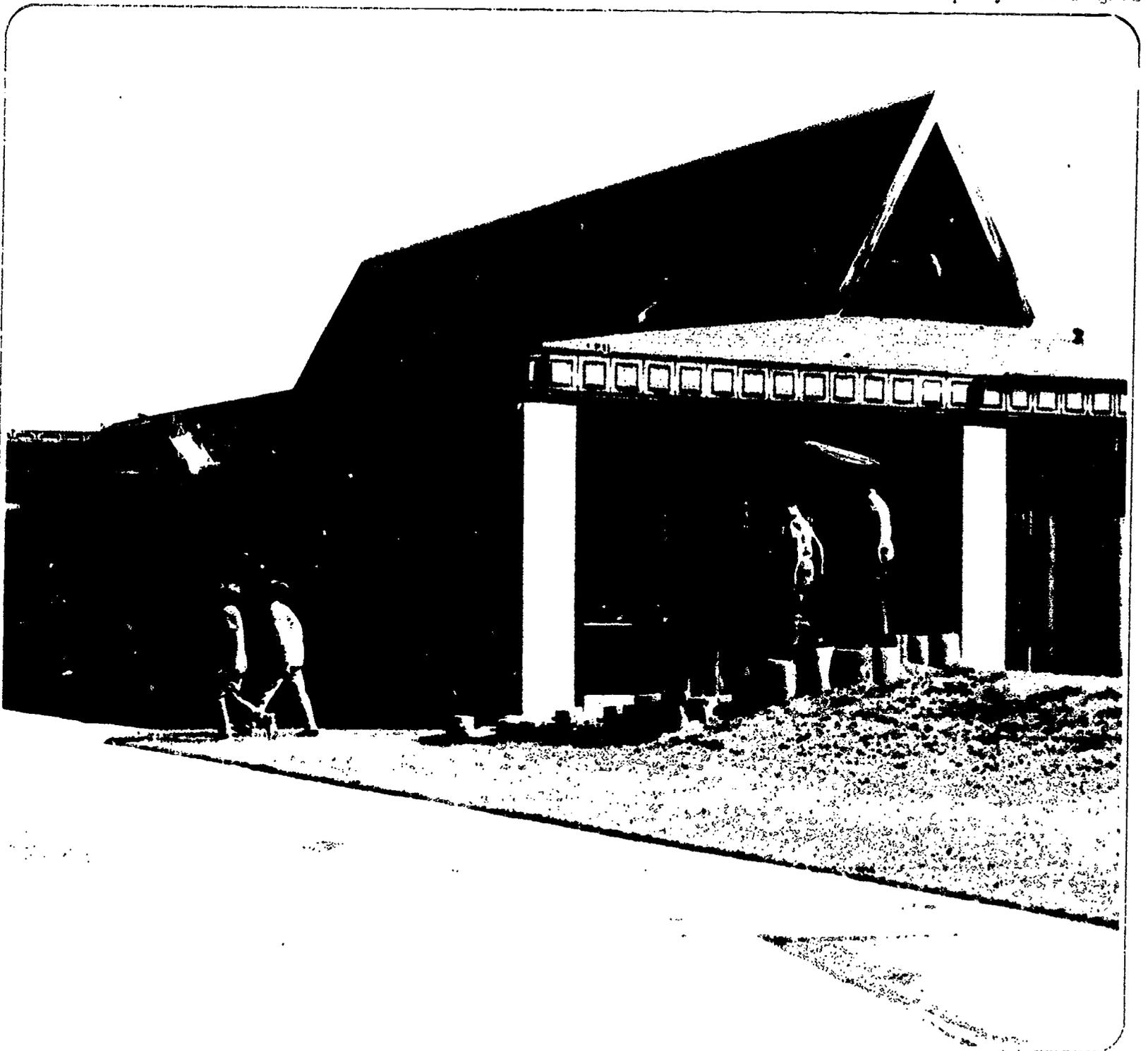


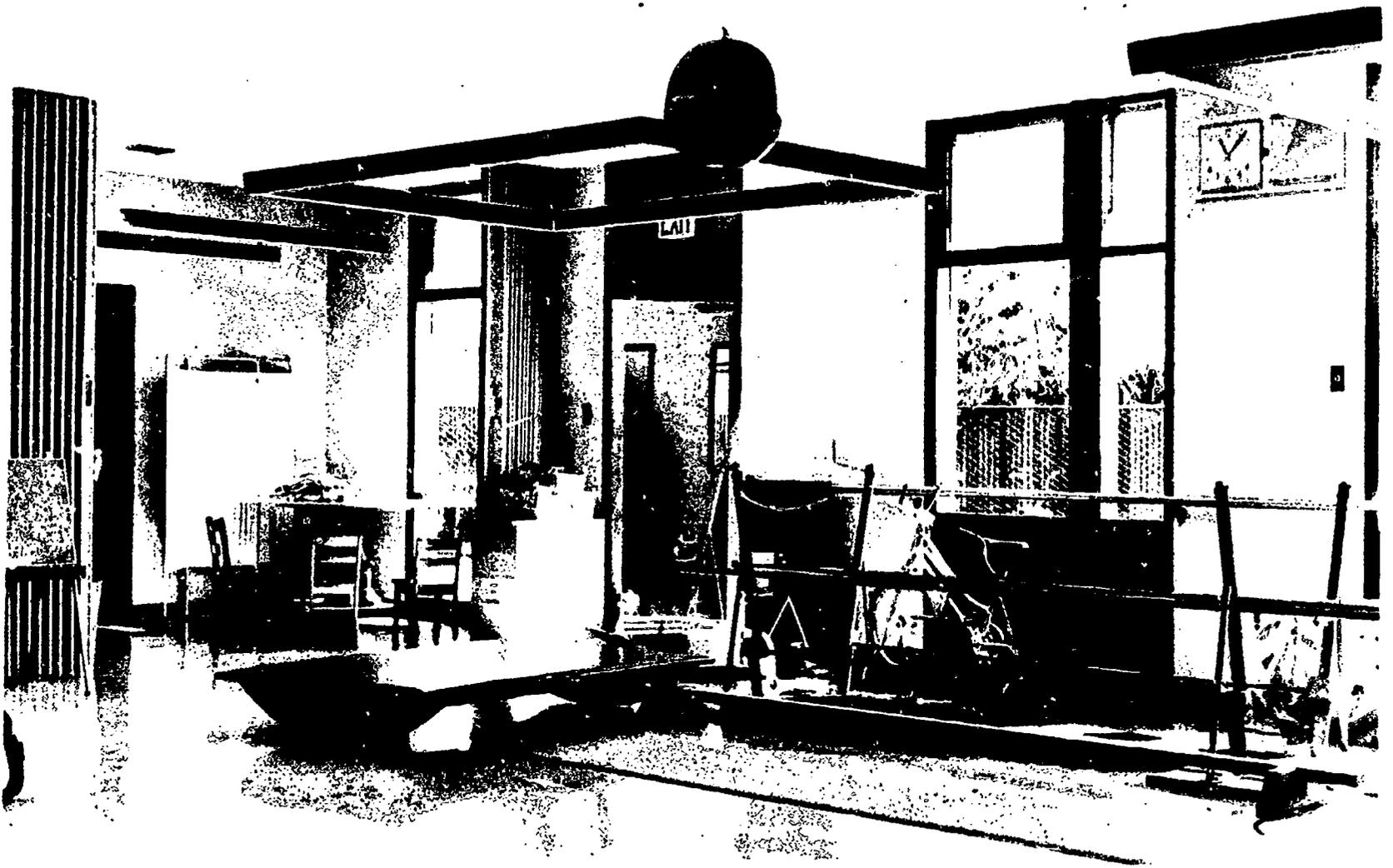
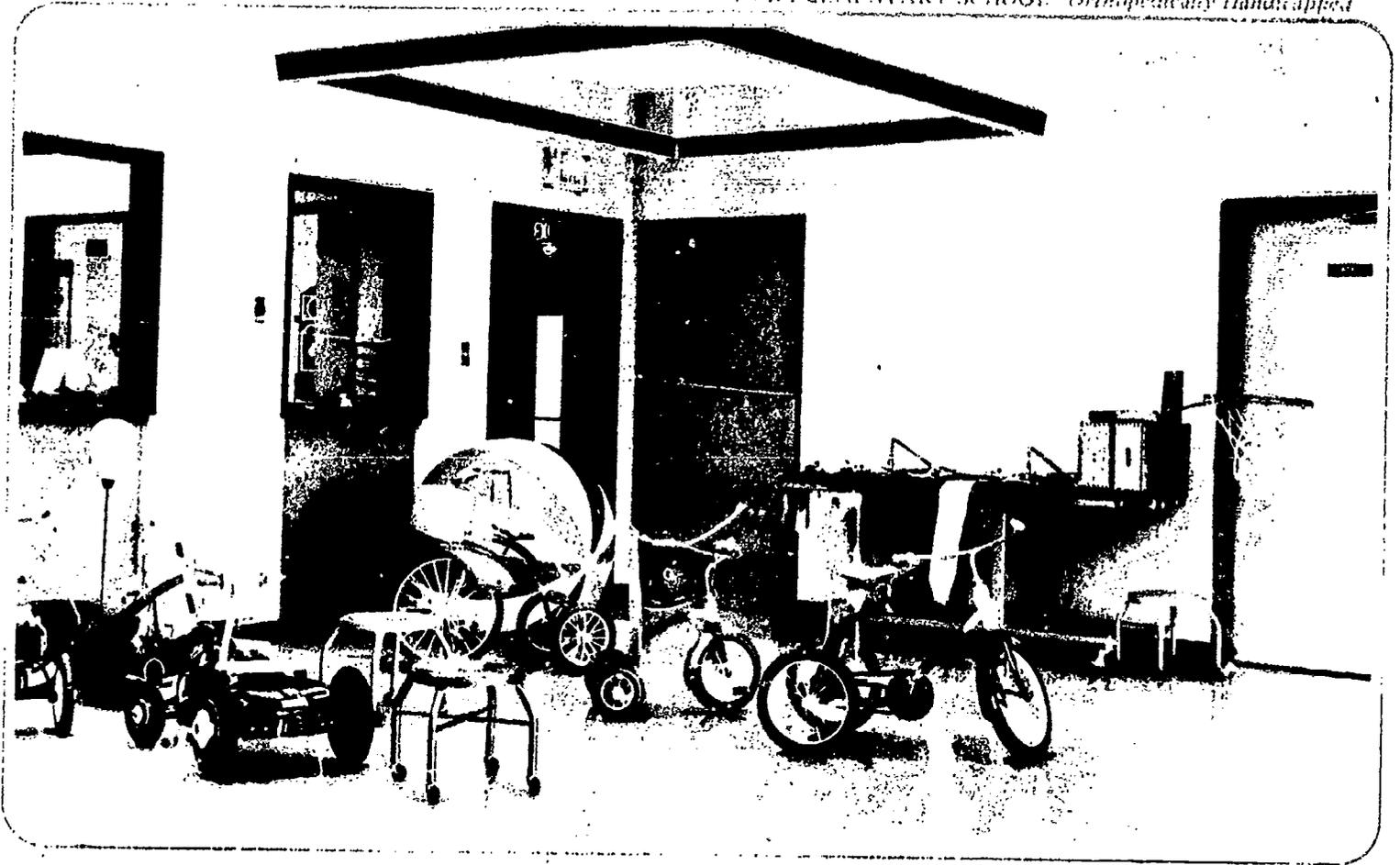
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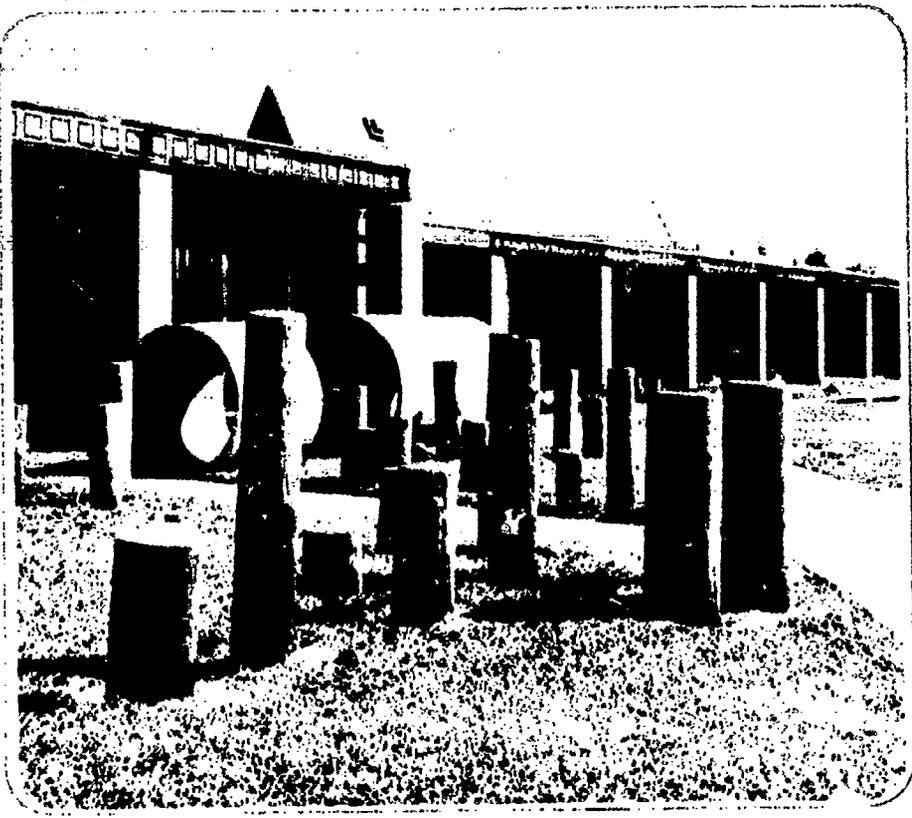
OLDER ELEMENTARY SCHOOL

Cupertino Union Elementary School District
A. Stanley Corey, Superintendent
Philips Kemp, Principal
Tom Koep, Principal, Orthopedic Unit

Architect: Dean Price
Field representative: James Orsburn
Source of funding: State School Building Aid
Date building first occupied: 1966
Age range of pupils: Three through twenty-one years
Maximum capacity of building: 72





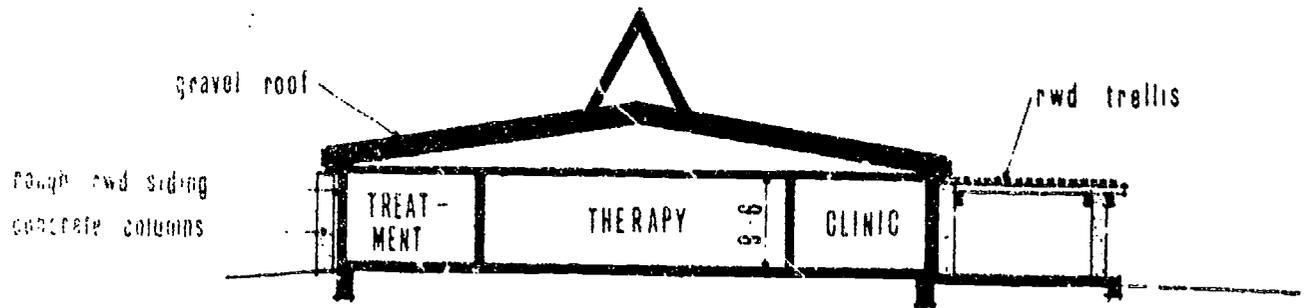
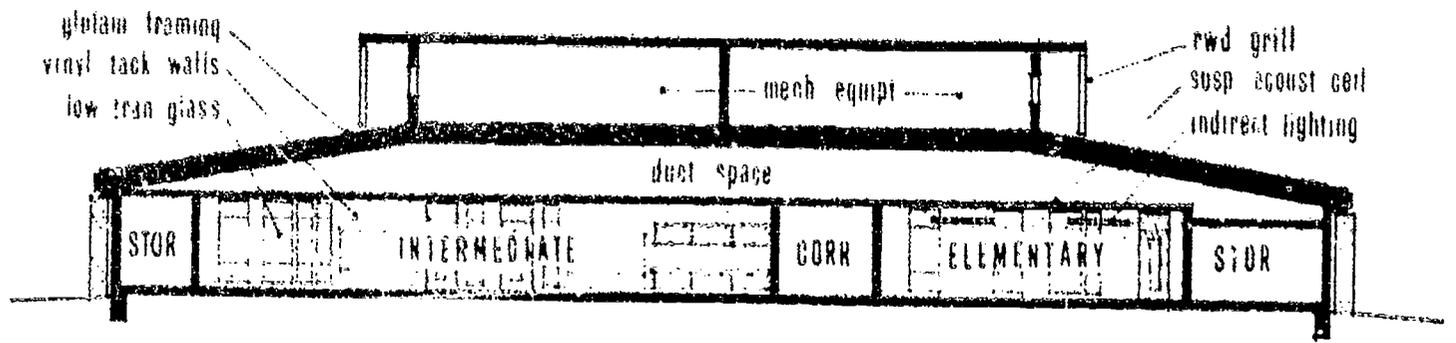


Facility Design

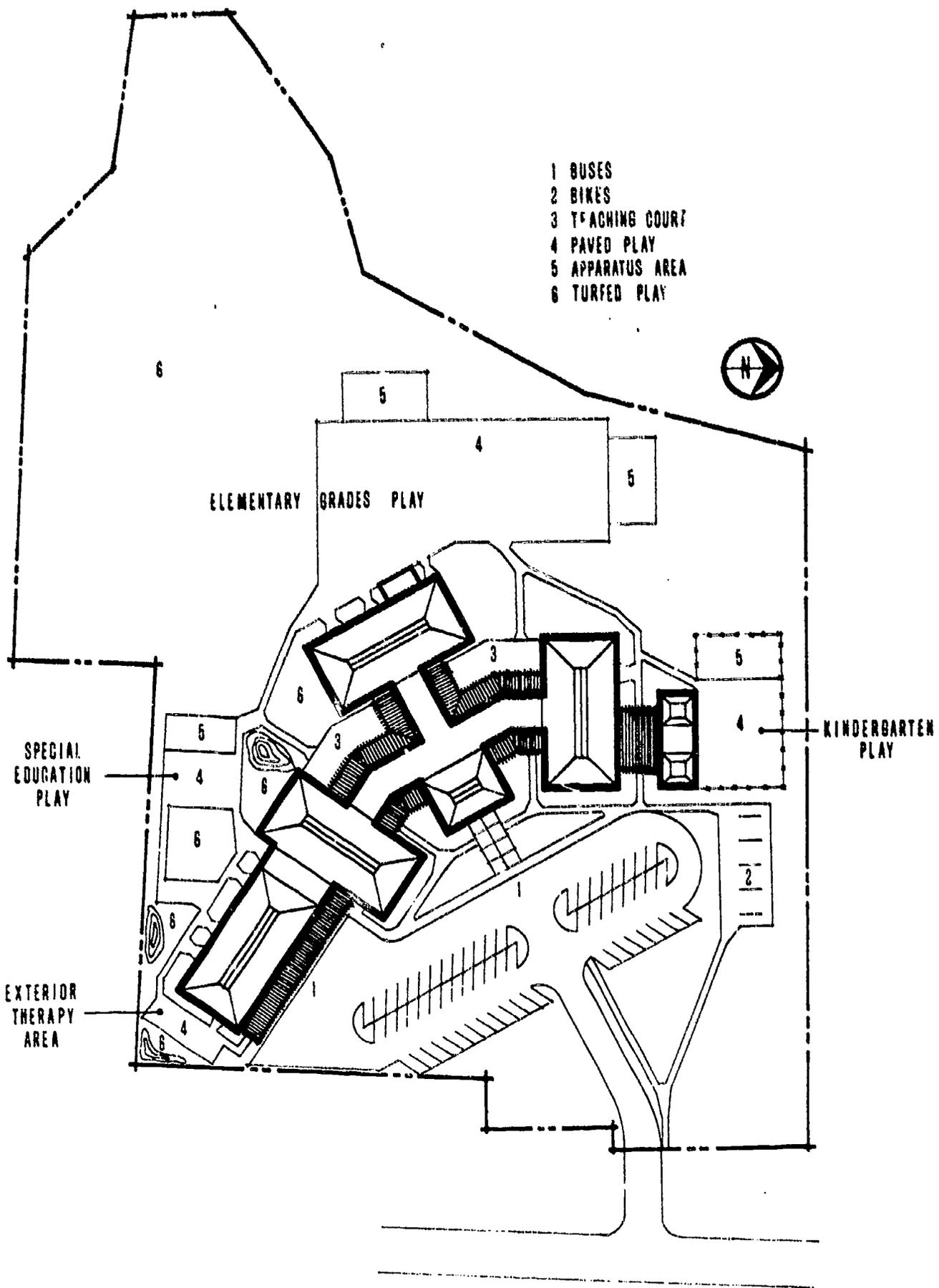
Older Elementary School consists of three institutions in one building - an elementary school, a special education school with five classrooms for orthopedically handicapped minors, and a therapy facility that serves outpatients as well as the orthopedically handicapped pupils enrolled in the school. All instructional areas are carpeted for acoustical purposes, and the walls are vinyl-covered, tackable surfaces.

The simplicity and consistency of the materials and details evident in this school have resulted in an aesthetically pleasing educational facility that is a great asset to the community.





OLDER ELEMENTARY SCHOOL *Orthopedically Handicapped*

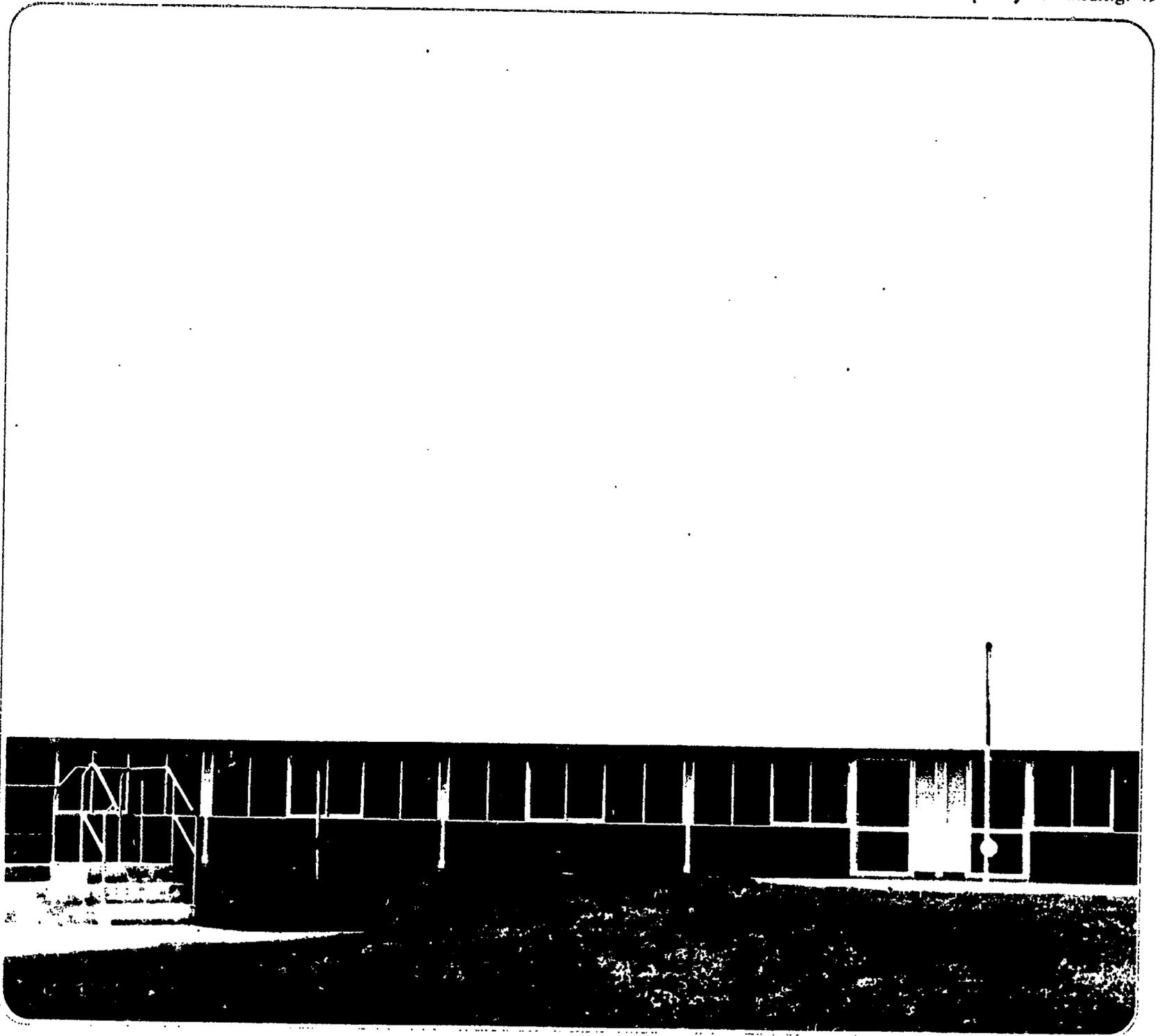


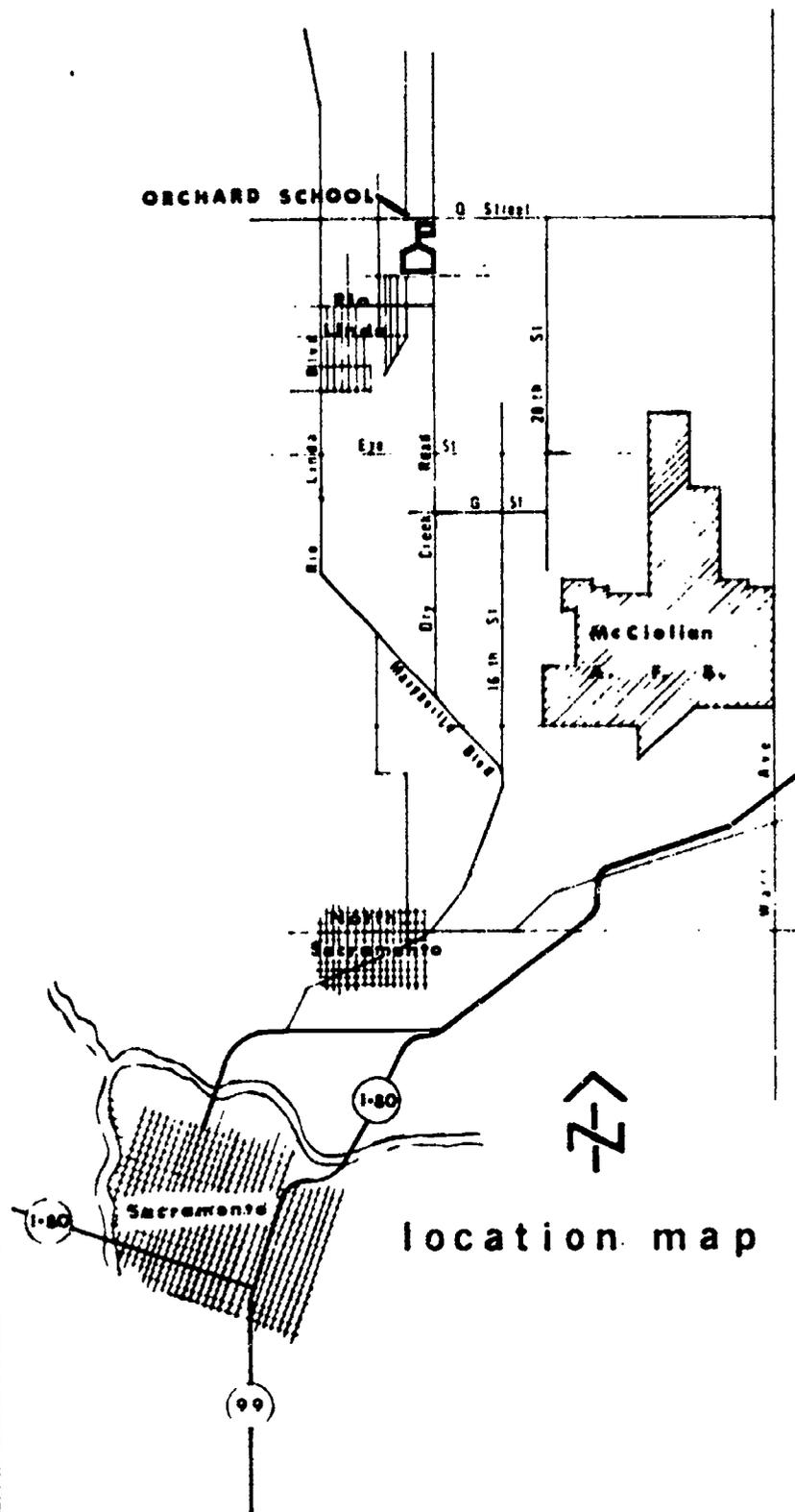
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ORCHARD ELEMENTARY SCHOOL

Rio Linda Union Elementary School District
Frederick C. Joyce, Superintendent
John Long, Principal

Architect: Cox, Liske, Lionakis & Beaumont
Field representative: Wilho Martin
Source of funding: State School Building Aid
Date building first occupied: 1966
Age range of pupils: Five through twelve years
Maximum capacity of building: 49



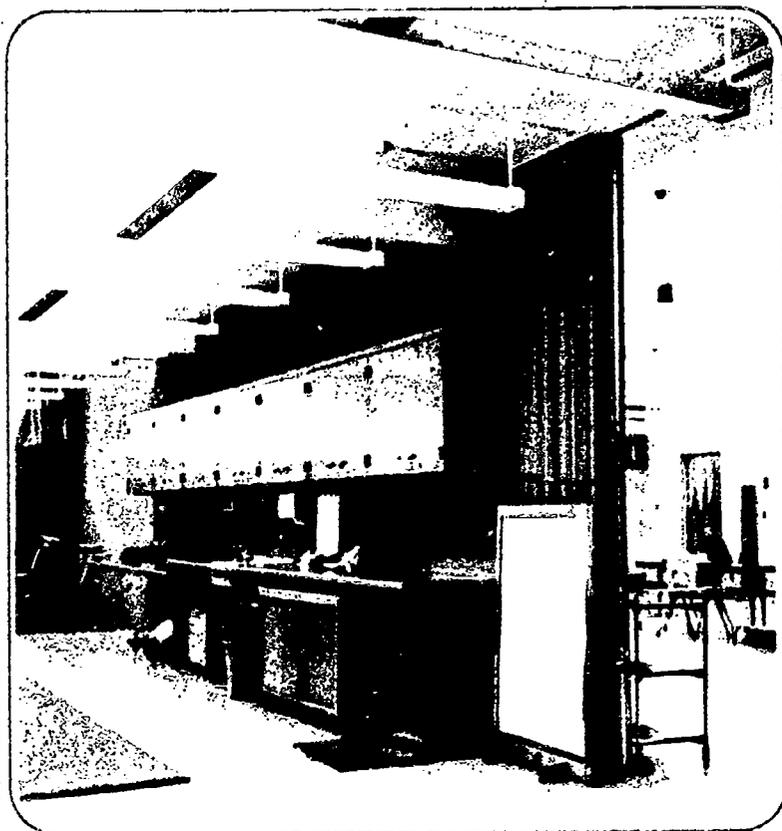


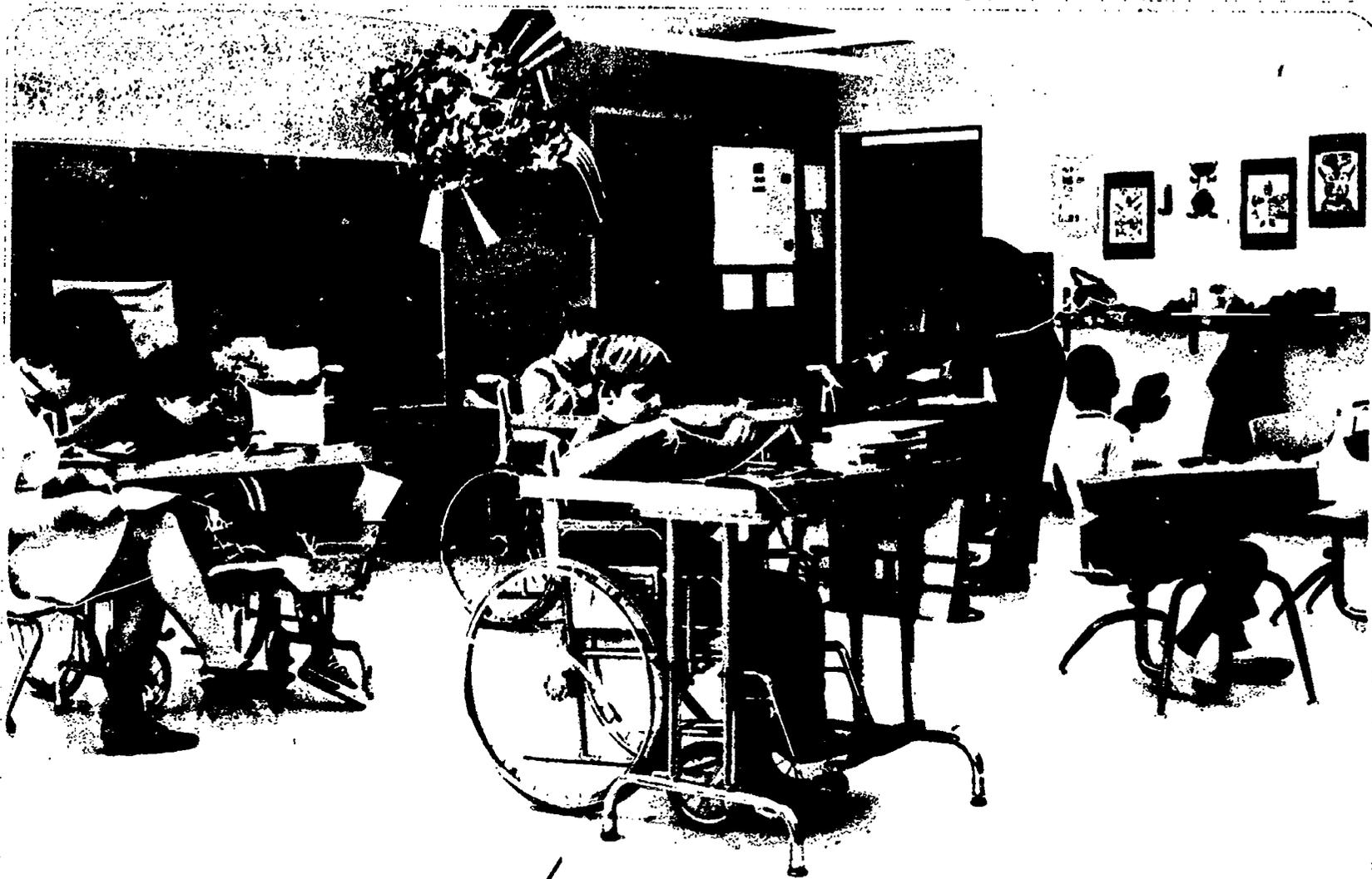
ORCHARD ELEMENTARY SCHOOL
1040 Q Street
Rio Linda, CA 95673

Educational Program

In addition to facilities for nonhandicapped pupils, Orchard School contains five classrooms and a large therapy area for the orthopedically handicapped. Both school units are administered as a single complex.

The emphasis at Orchard School is on the needs common to all children rather than on the uniqueness of the handicapped child; for example, a multipurpose room is shared with nonhandicapped pupils in accordance with the capacity of the handicapped children to use this type of space. A central area has been planned for therapists, special consultants, and teachers to implement a "team approach." There is a workshop area in which handicapped children are trained to use their hands and arms.

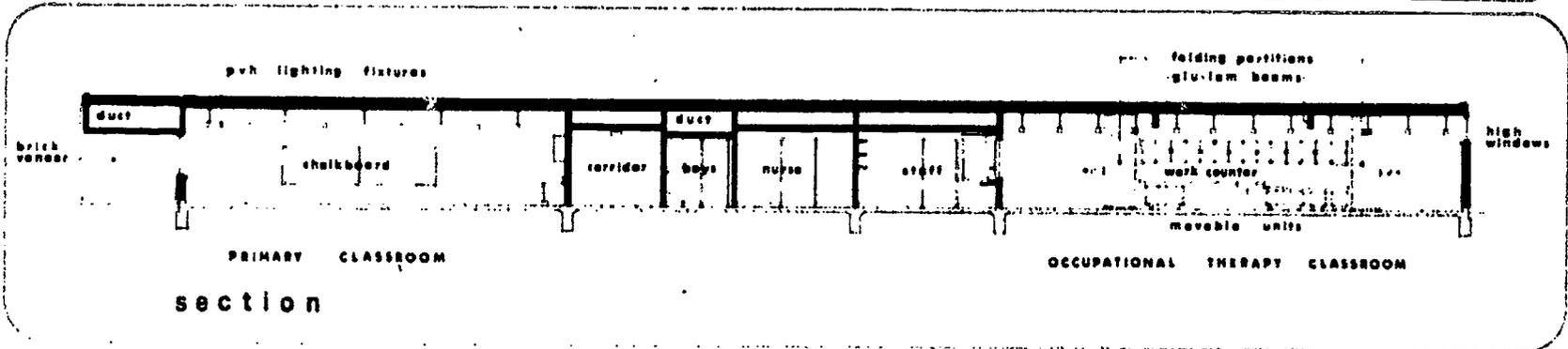
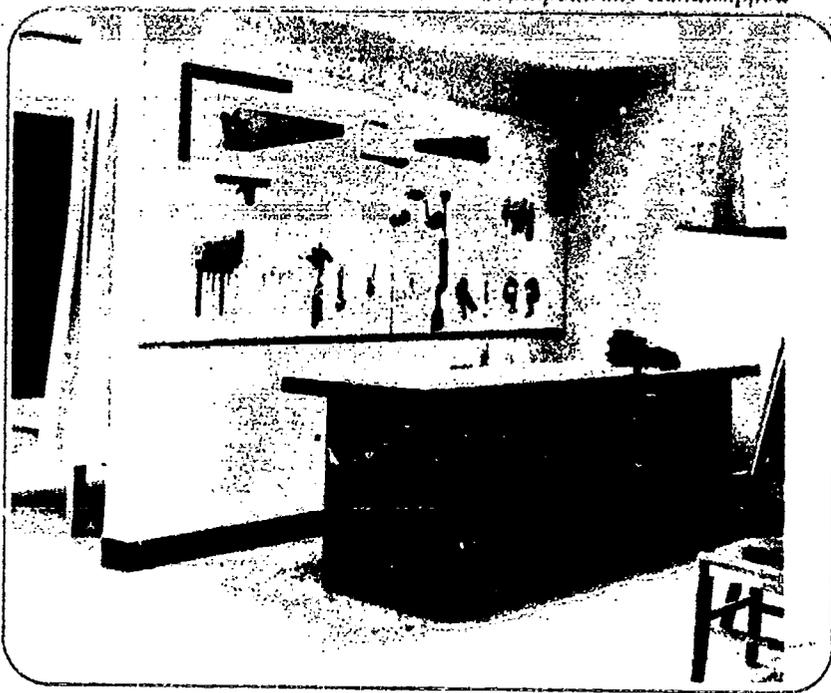




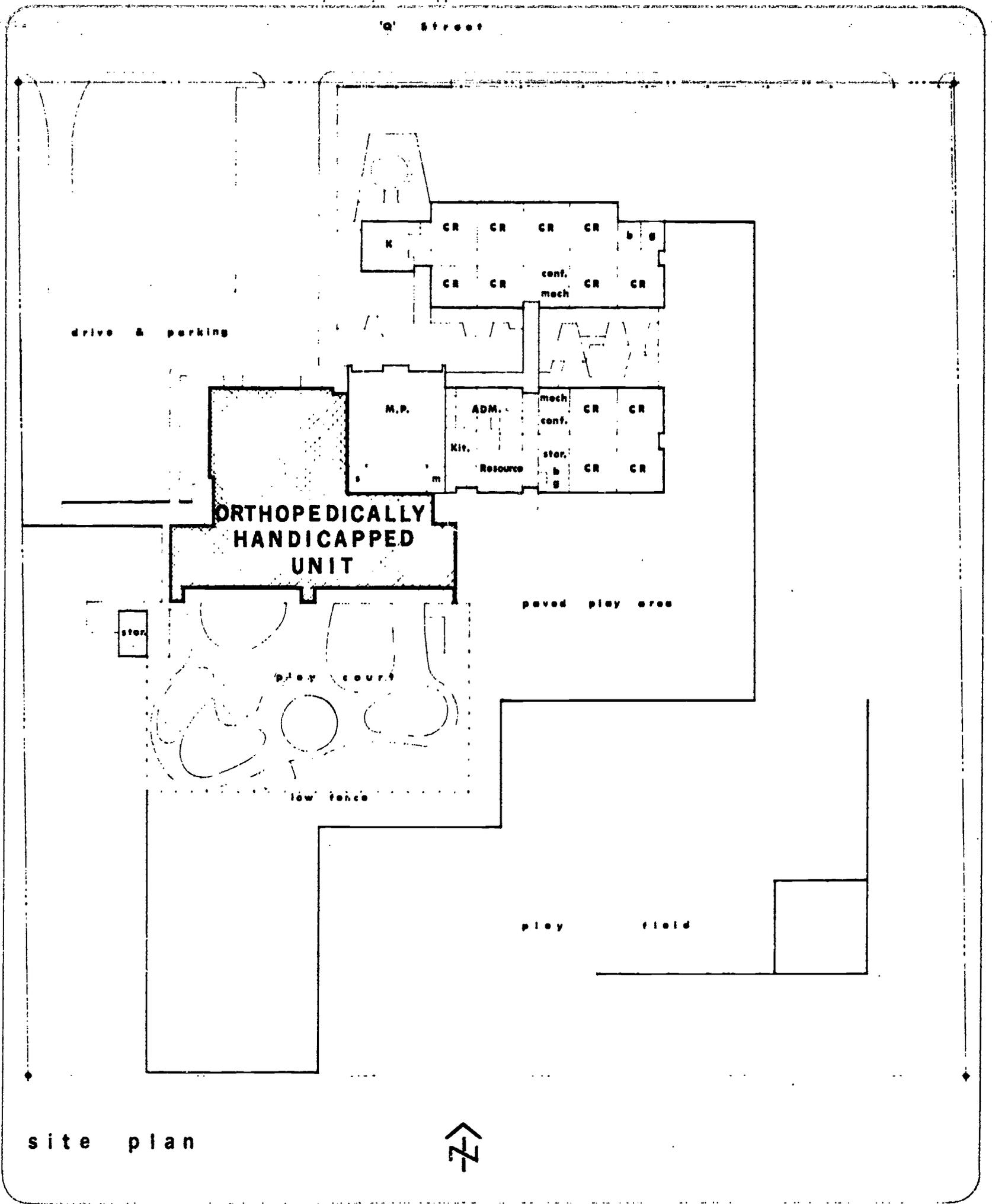
ORCHARD ELEMENTARY SCHOOL *Orthopedically Handicapped*

Facility Design

Orchard School was constructed in two steps. The portion designed for nonhandicapped pupils was built in 1964, and additional facilities to serve orthopedically handicapped children were constructed in 1965. Adjustable tables and plentiful floor space allow wheelchair pupils freedom of movement so that they may participate in a variety of educational activities. An interior lighting system provides evenly balanced light, and a generous supply of windows creates a pleasant indoor-outdoor effect.



ORCHARD ELEMENTARY SCHOOL, *Orthopedically Handicapped*



site plan

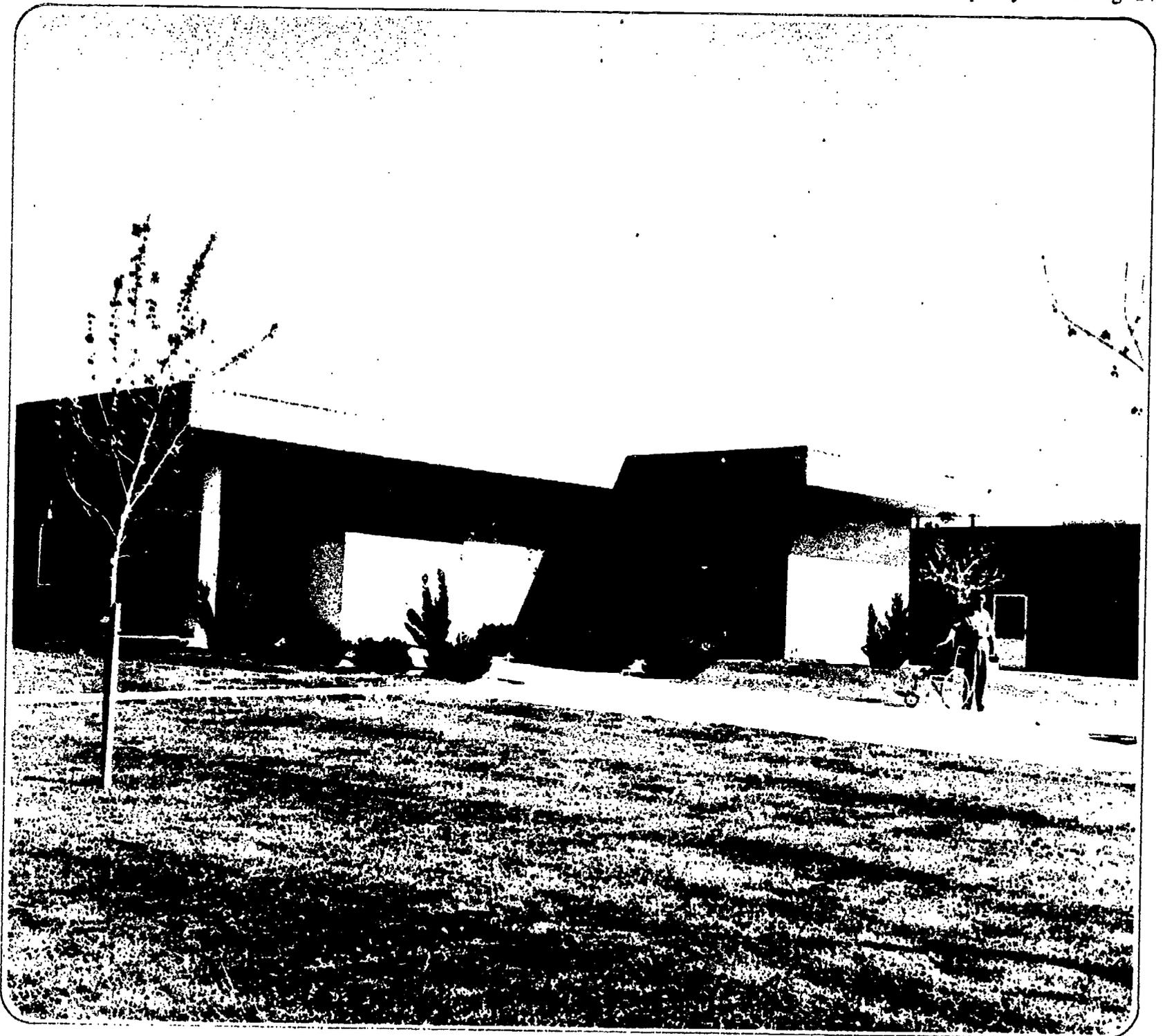


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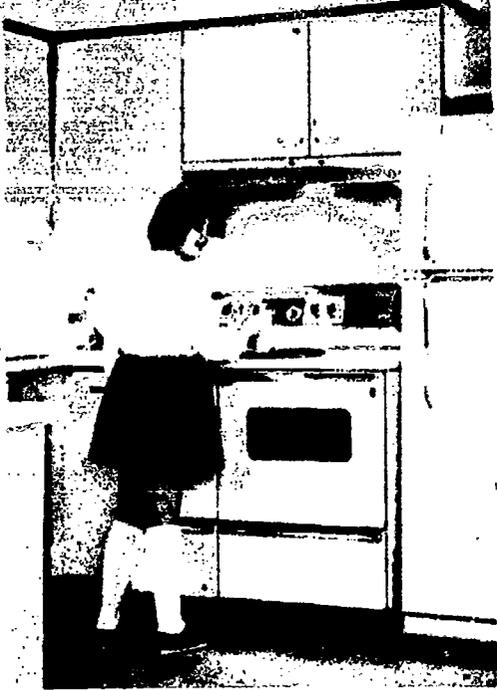
PARK VIEW ELEMENTARY SCHOOL

Lancaster Elementary School District
Bruce C. Newlin, Superintendent
Dwight J. Stapley, Principal

Architect: Donley, Bundy & Associates
Field representative: Charles H. Ambellan
Source of funding: State School Building Aid
Date building first occupied: 1967
Age range of pupils: Three through twenty-one years
Maximum capacity of building: 24

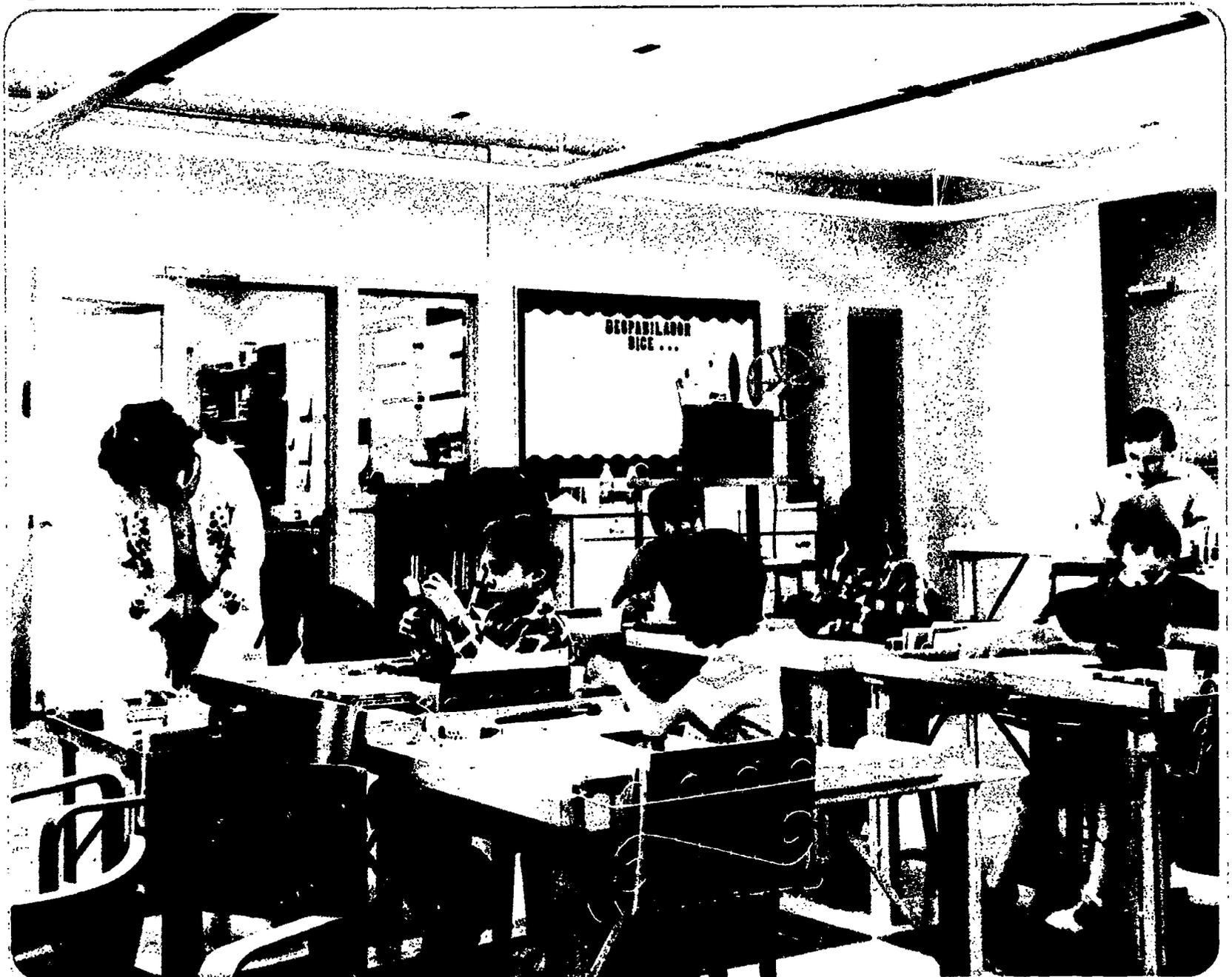


PARK VIEW ELEMENTARY SCHOOL - *Orthopedically Handicapped*

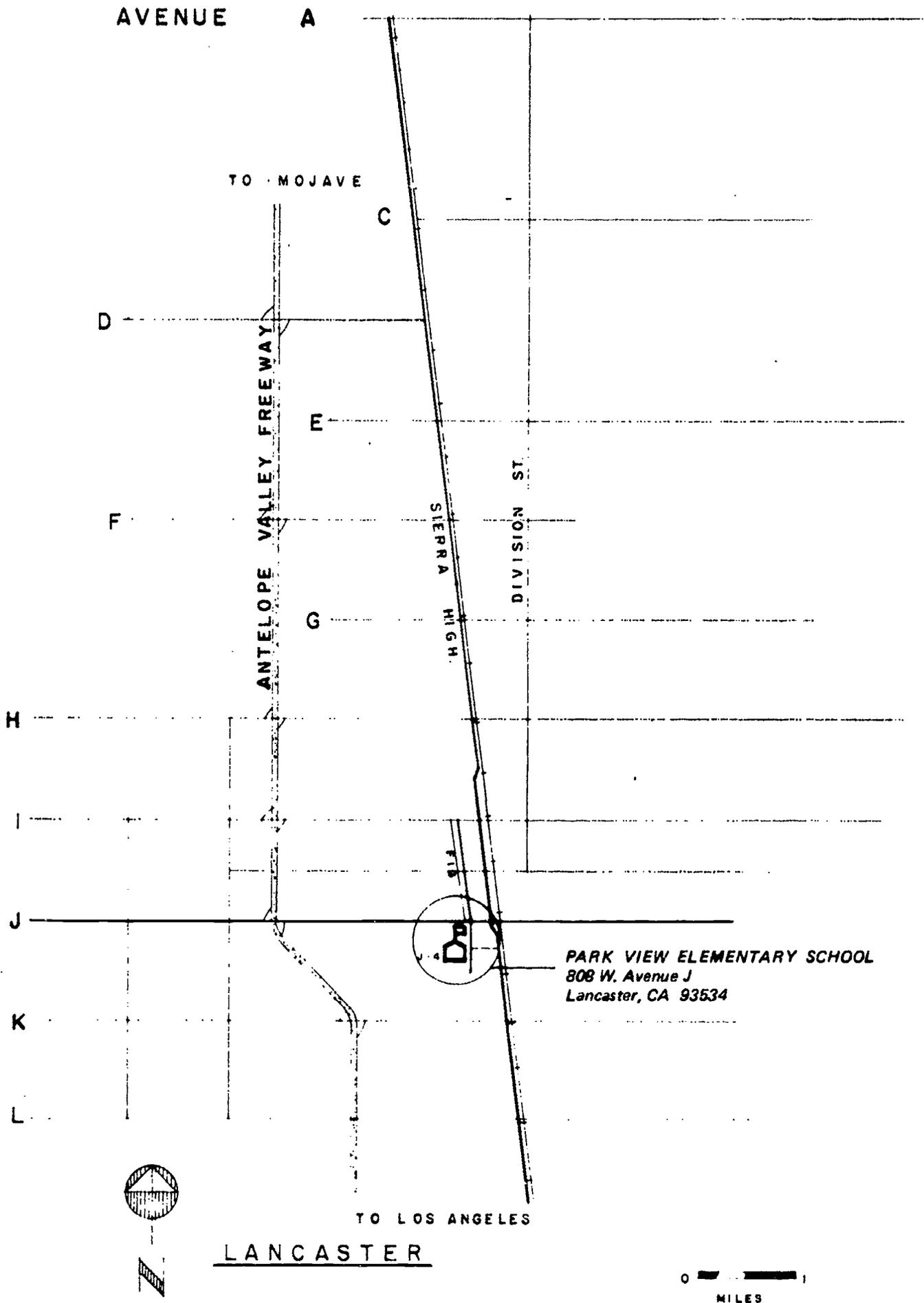


Educational Program

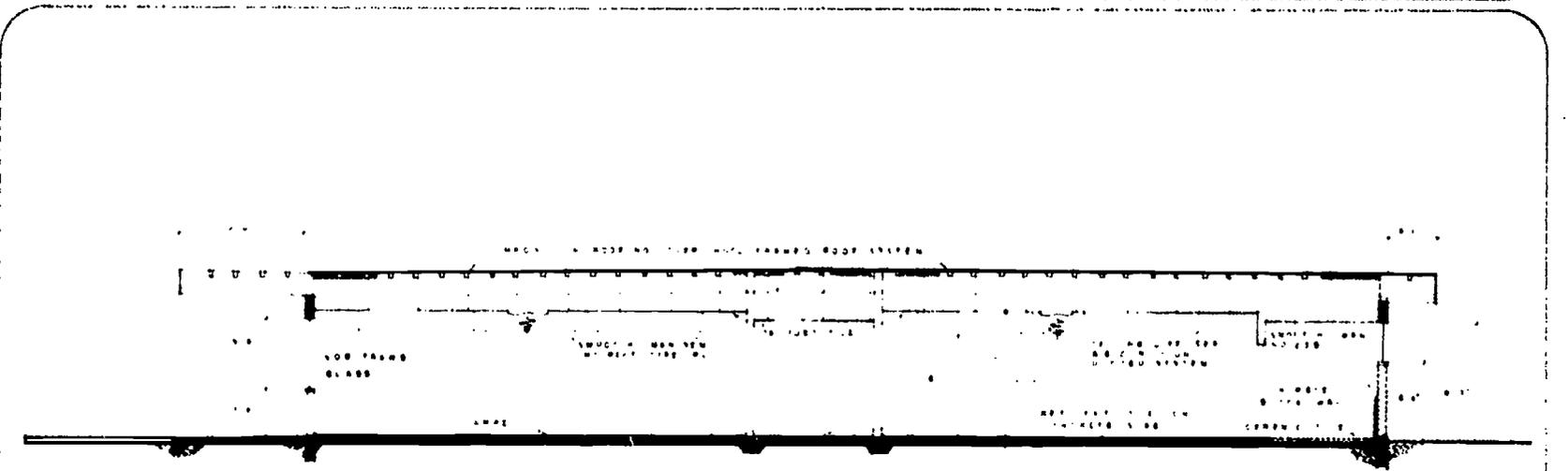
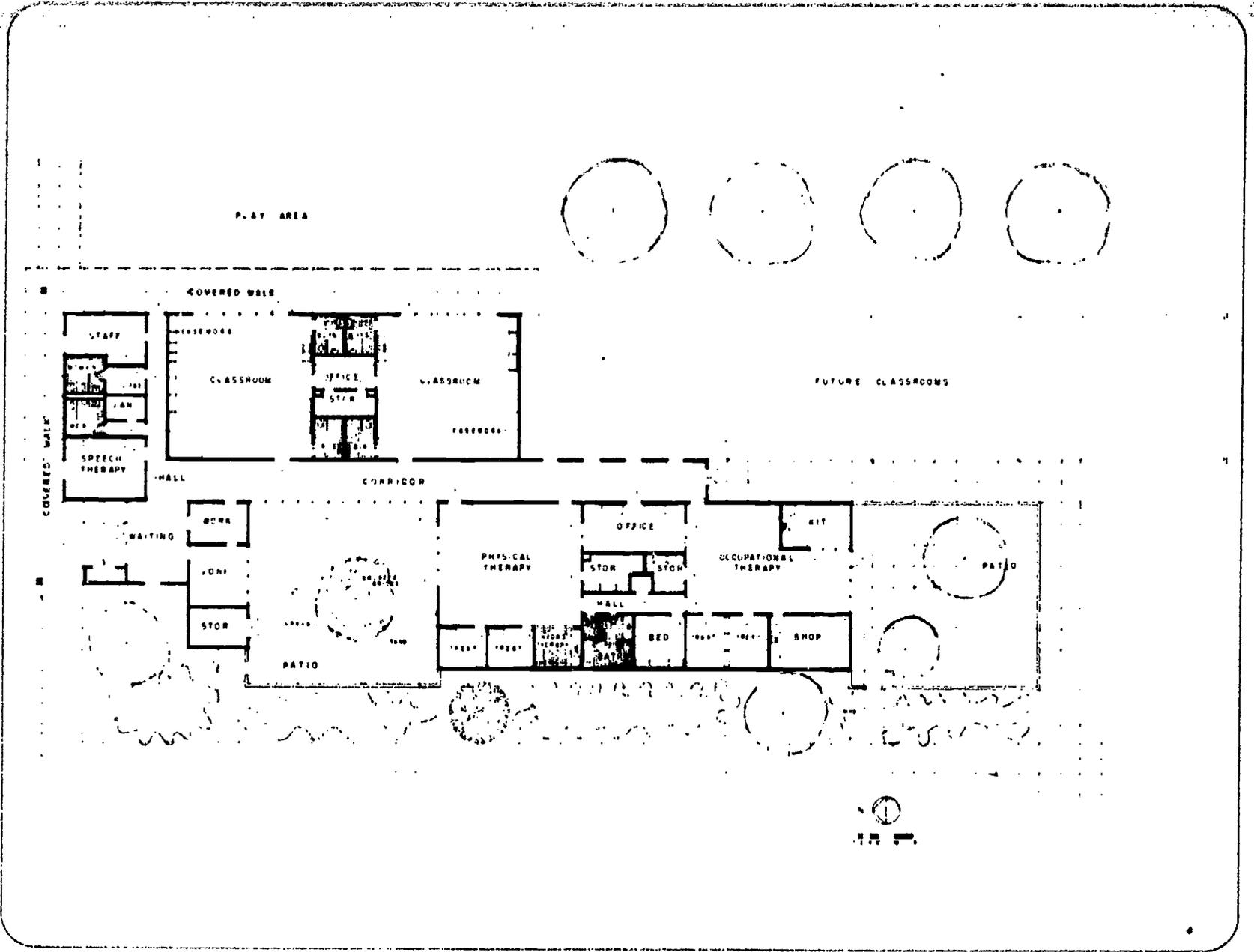
The facility for orthopedically handicapped children at Park View Elementary School operates in conjunction with the regular elementary school program there. The facility will ultimately have the capacity to house approximately 72 pupils. Outdoor play areas are conveniently arranged for ready access. Parking and bus loading areas are integrated to simplify transporting pupils to and from school.



PARK VIEW ELEMENTARY SCHOOL. *Orthopedically Handicapped*



PARK VIEW ELEMENTARY SCHOOL *Orthopedically Handicapped*



Facility Design

The building that houses the orthopedically handicapped program is of informal character to establish a reassuring atmosphere for the pupils. A centralized, protected corridor area provides access to all areas of the school. Interior spaces and window areas provide visitors facilities to view outdoor, landscaped play yards. The building is completely air conditioned, and sun-shielding devices extending from the roof over window areas serve as protection against high summer temperatures.

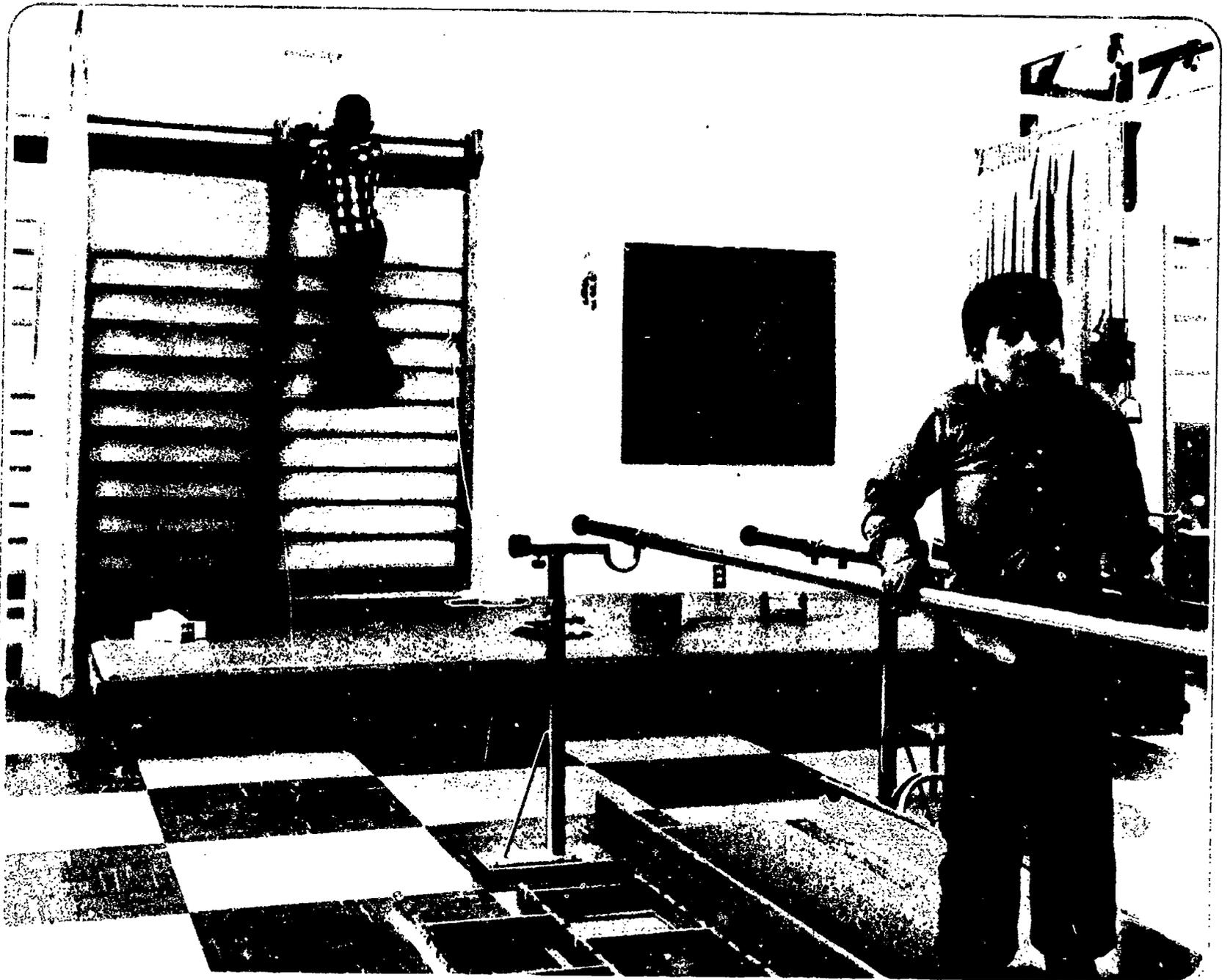
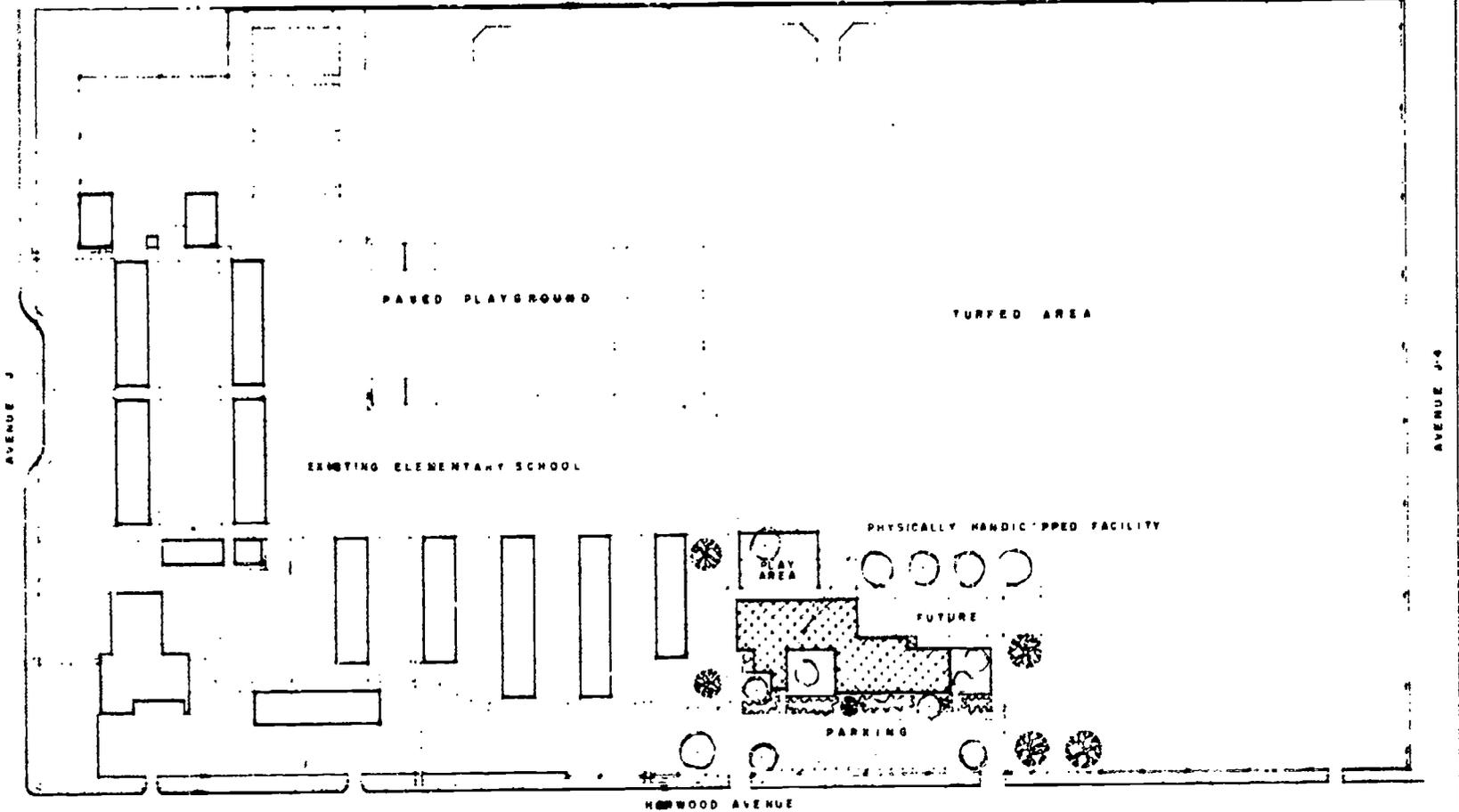




FIG AVENUE



HERWOOD AVENUE

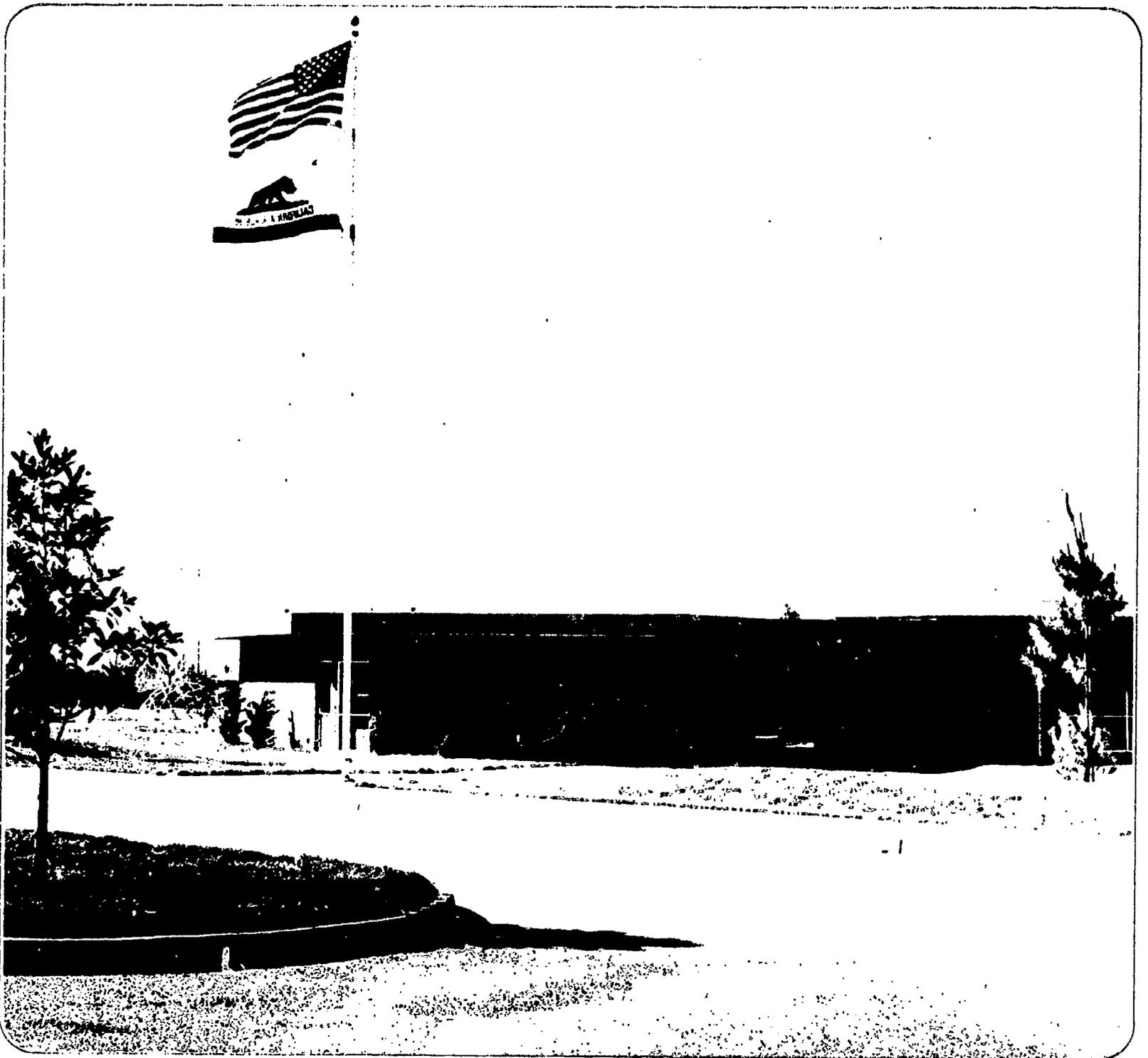


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BUENA VISTA ELEMENTARY SCHOOL

Ontario-Montclair Elementary School District
Jack J. Jones, Superintendent
Irene McAdoo, Principal

Architect: Hamish, Morgan & Causey
Field representative: Darrell H. Slocum
Source of funding: State School Building Aid
Date building first occupied: 1968
Age range of pupils: Four through fifteen years
Maximum capacity of building: 108



BUENA VISTA ELEMENTARY SCHOOL. *Trainable Mentally Retarded*



LOCATION MAP

BUENA VISTA ELEMENTARY SCHOOL
5685 San Bernardino Road
Montclair, CA 91761

LOS ANGELES

SAN BERNARDINO FREEWAY

POMONA

CLAREMONT

UPLAND

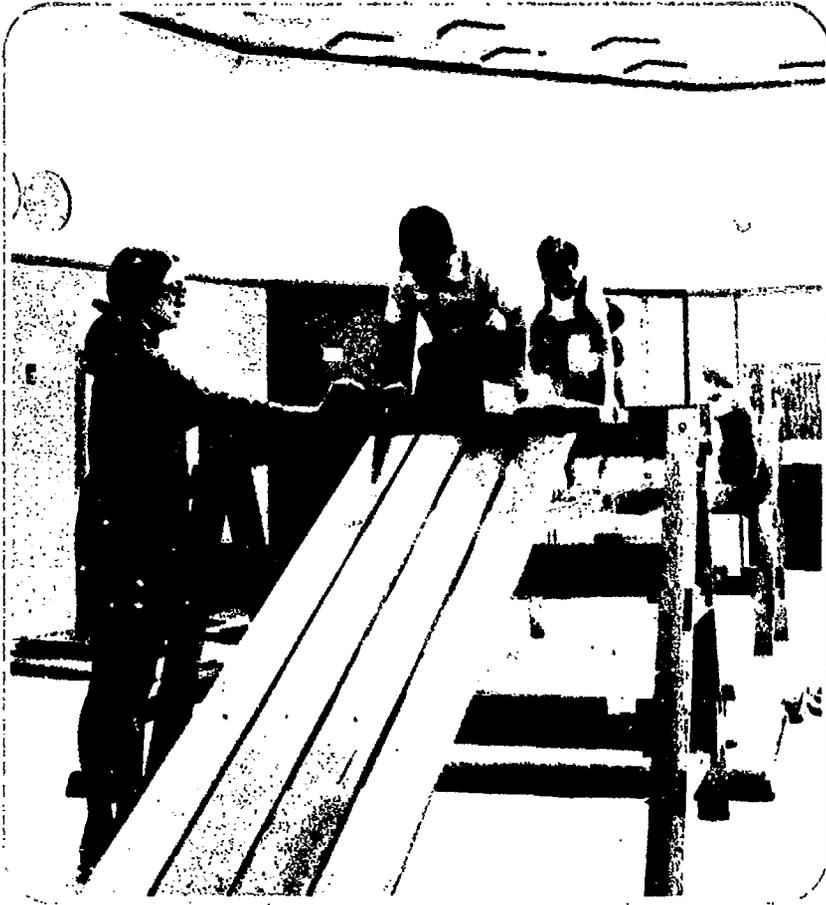
SAN BERNARDINO ROAD

4TH ST

BUENA VISTA SCHOOL

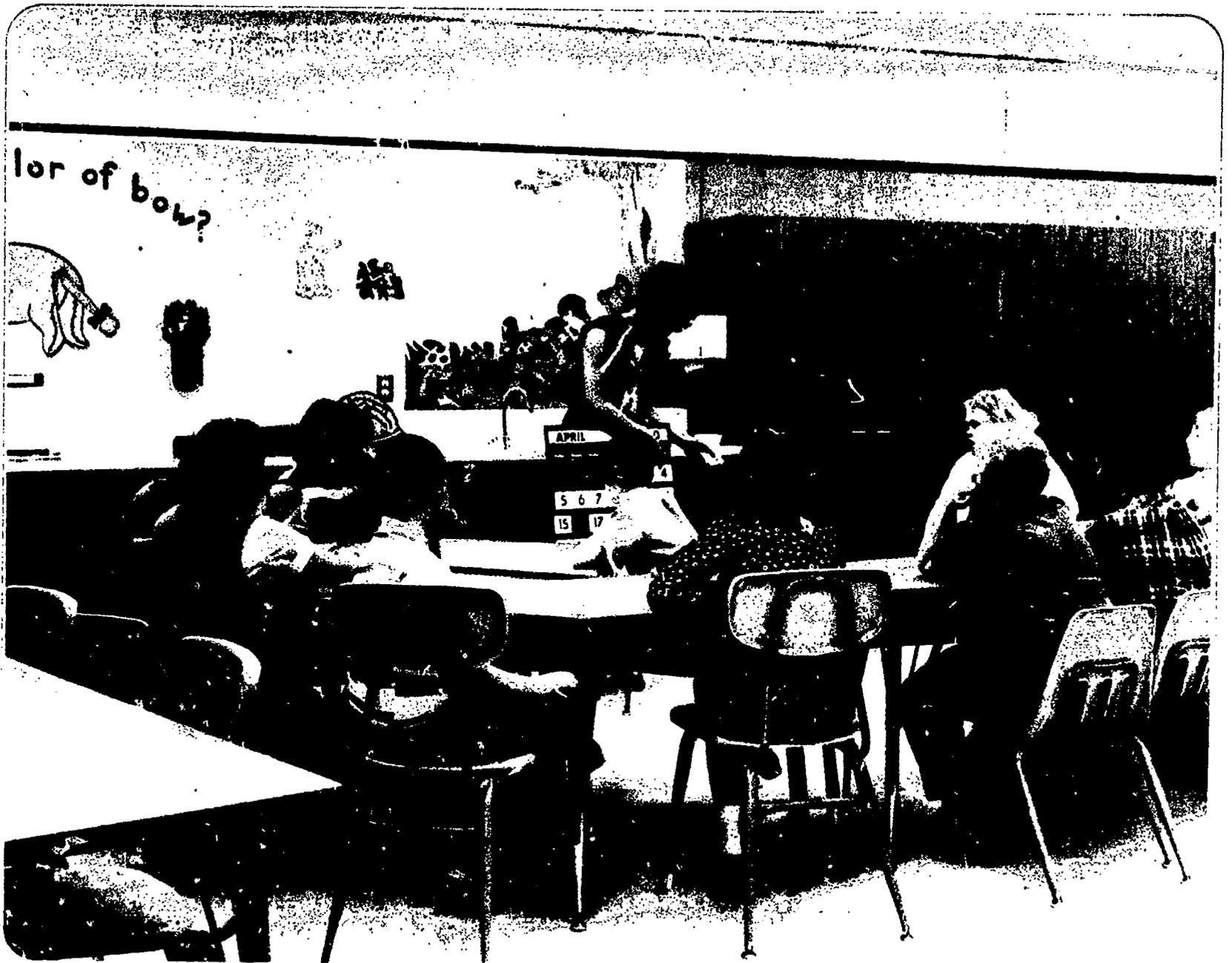
MONTCLAIR

ONTARIO



Educational Program

The Buena Vista School is a center for the trainable mentally retarded (TMR) with six teaching stations. The school's primary objective is to teach students skills that will help them to function successfully in the home and in the community. Training is provided in language development, customs and manners, social adjustment, self-care, physical development, and arts and crafts.

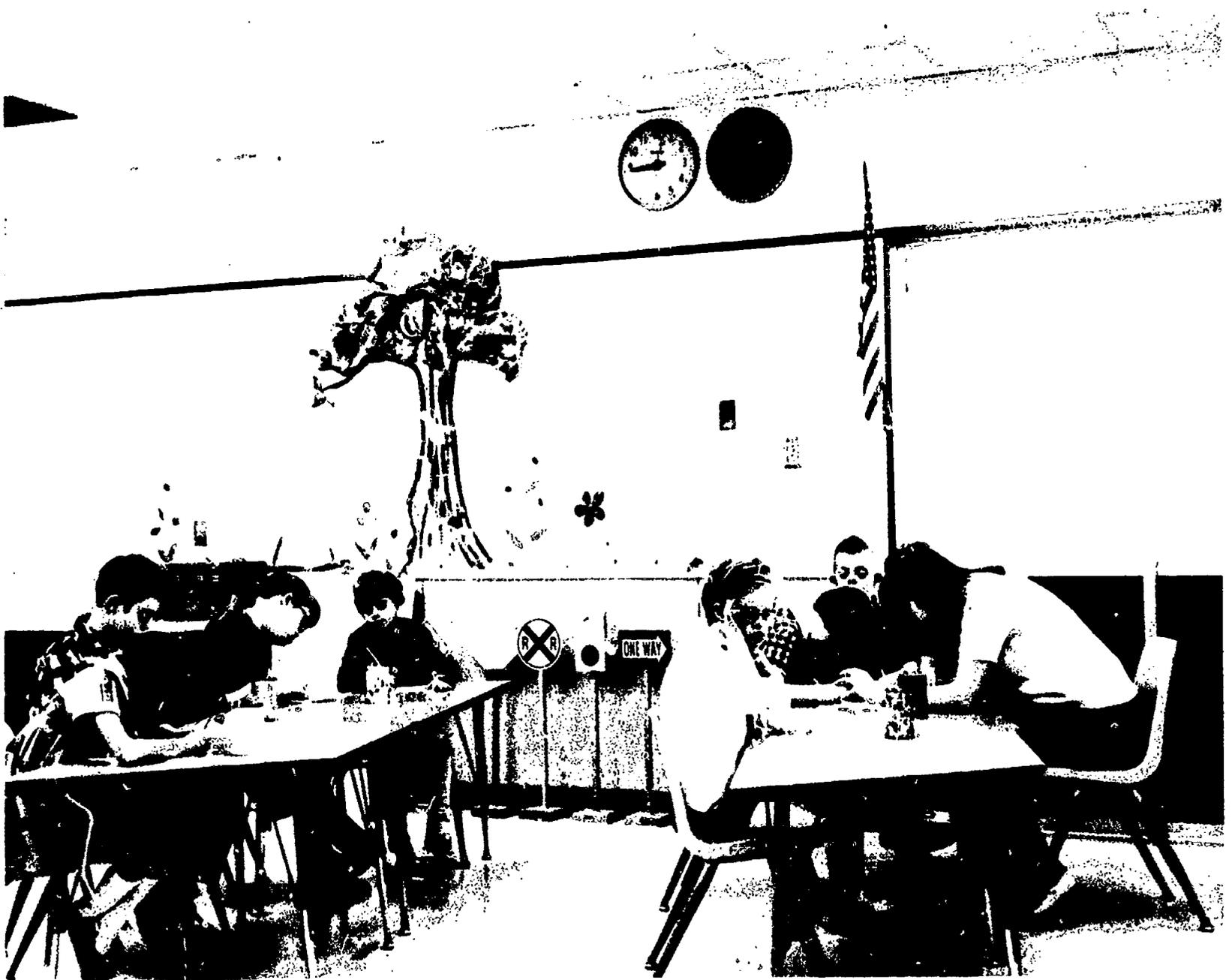


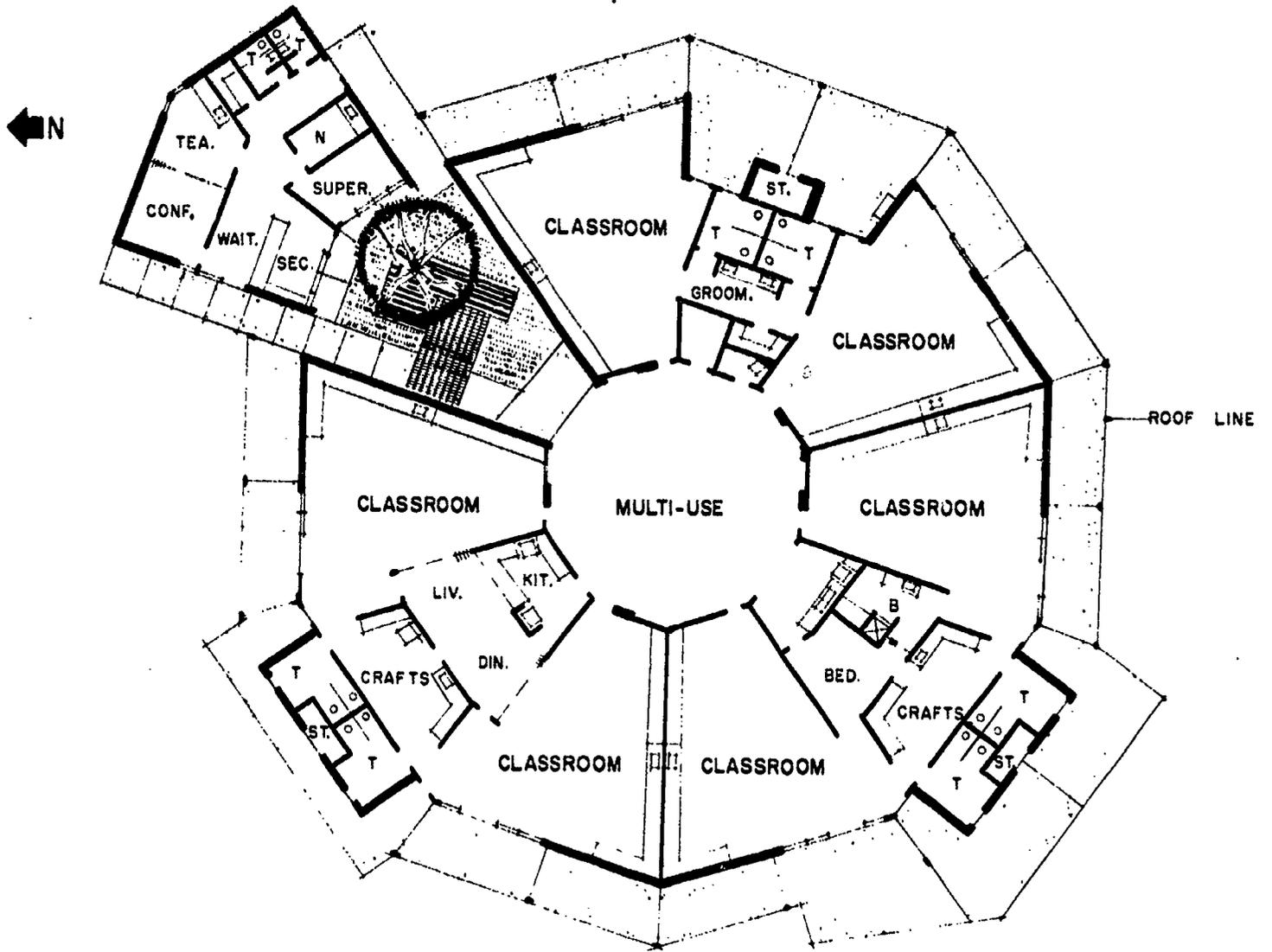
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Facility Design

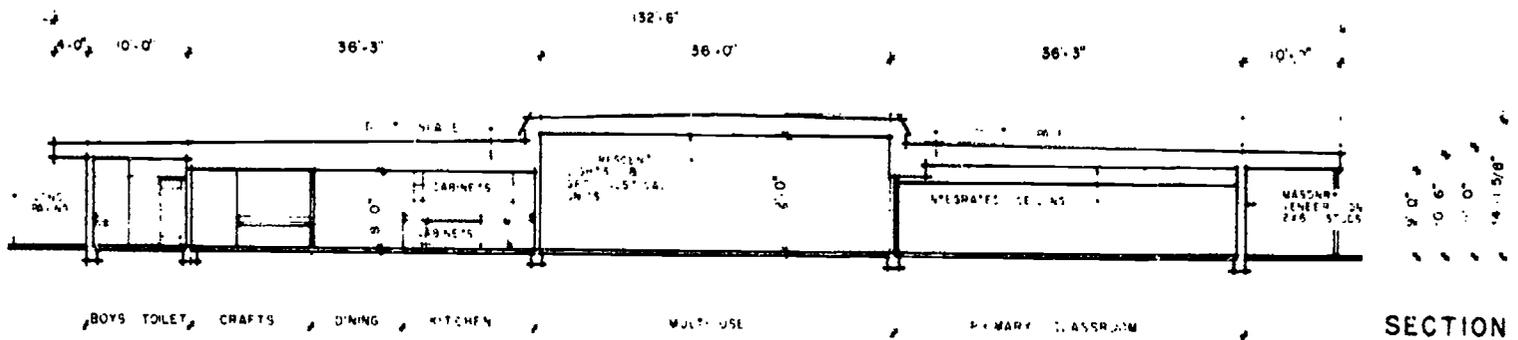
Buena Vista Elementary School consists of a single building with six classrooms grouped around a multipurpose classroom. There are two separate outside activity areas on either side of the building. The school is carpeted and air conditioned throughout. There is a training kitchen and a simulated living room and bedroom area to be used in connection with instruction in personal health care and simple duties pertaining to home life.

The multipurpose classroom is used for those activities that cannot be carried on in the classroom. It serves as an extension of the classrooms and the other learning centers to provide extra space for coordination training and motor development as well as for instruction in academically oriented subjects.

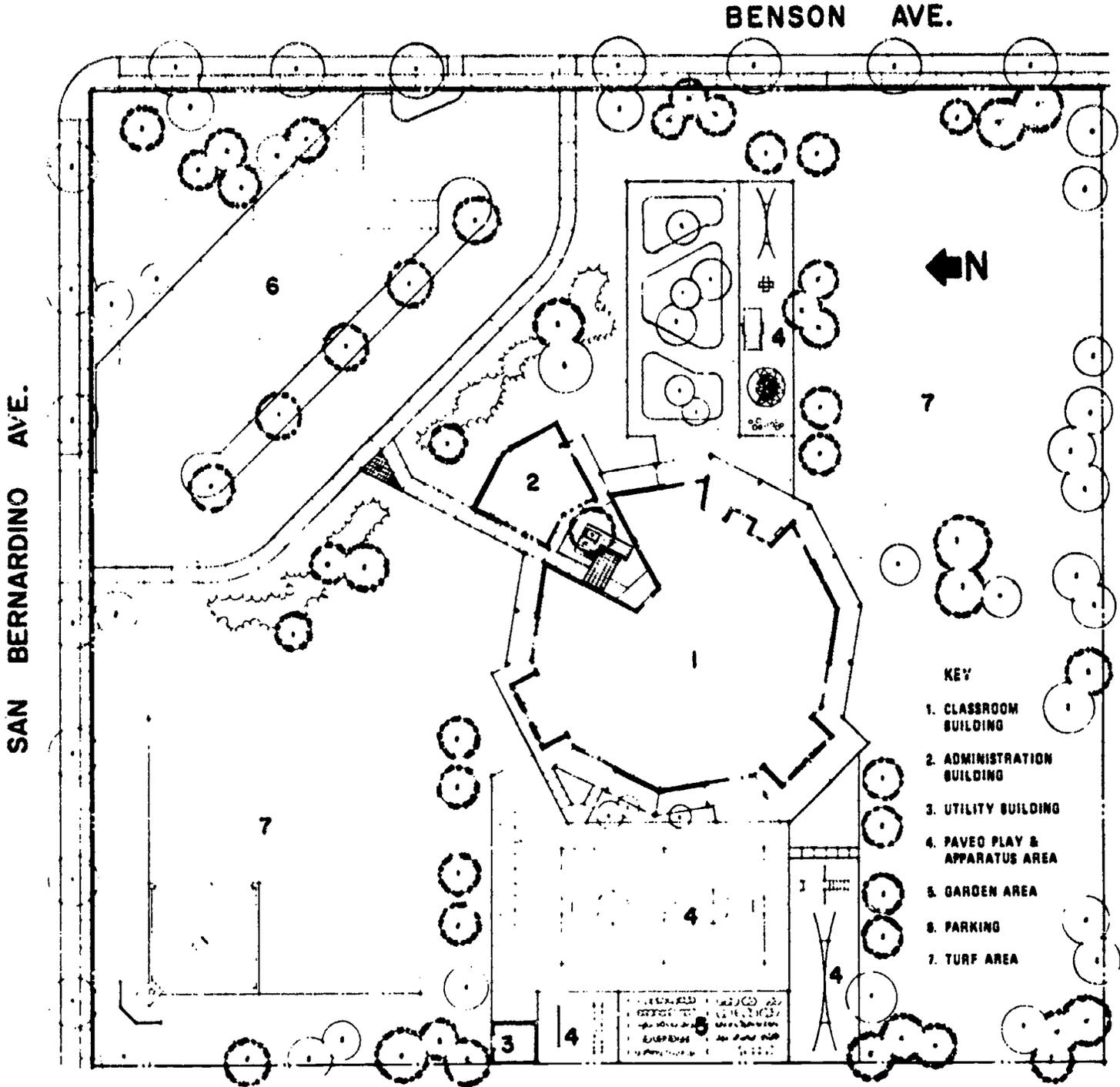




PLAN



SECTION



SITE PLAN

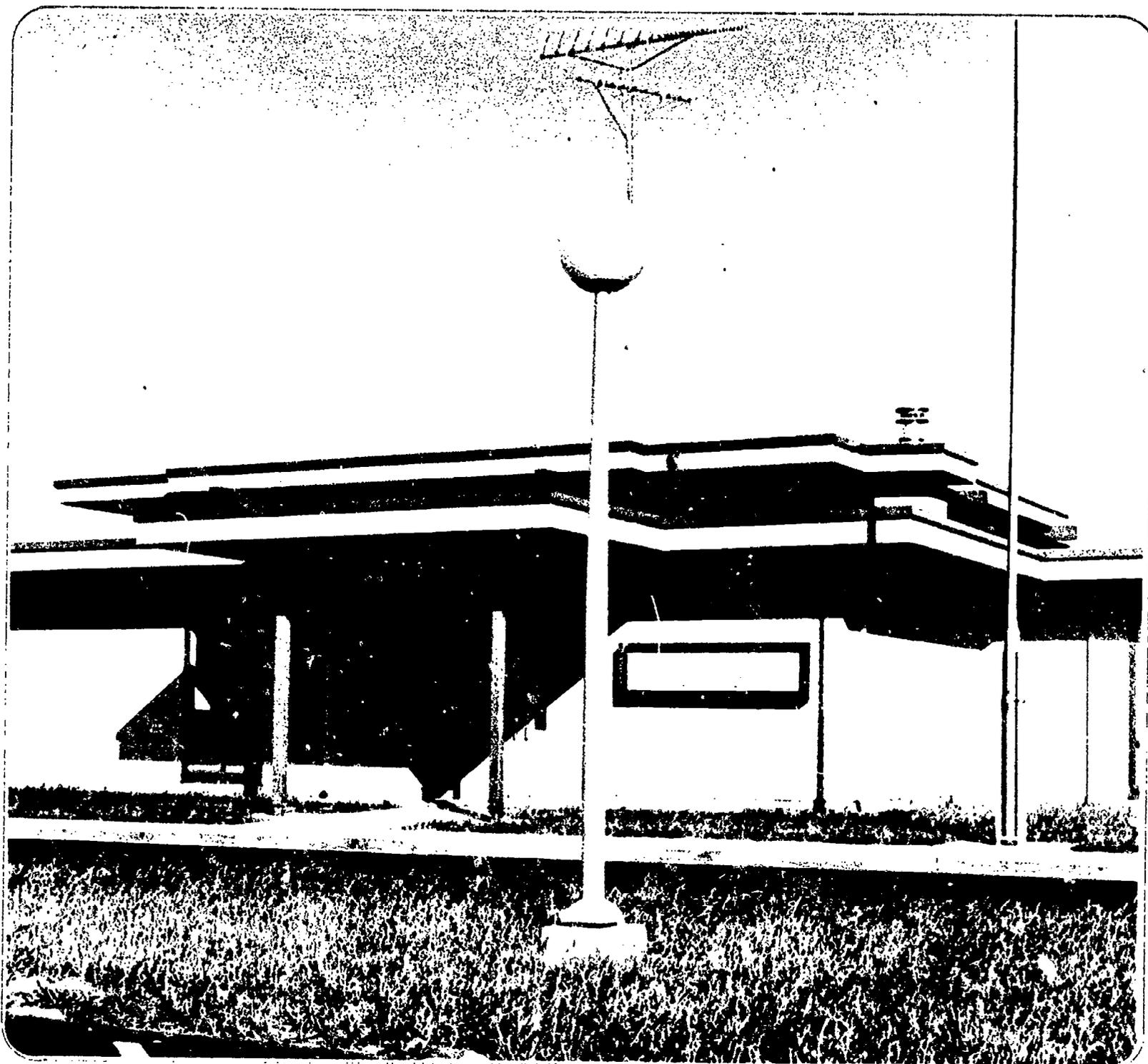


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BUTTE VISTA SCHOOL

Office of the Sutter County Superintendent of Schools
William E. Robinson, Superintendent
Mrs. Leona Van Antwirp, Principal

Architect: Gillett, Harris, Duranceau, and Associates
Field representative: Claude M. Rupel
Source of funding: County General Fund
Date building first occupied: 1969
Age range of pupils: Twelve through seventeen years
Maximum capacity of building: 48



BUTTE VISTA SCHOOL *Trainable Mentally Retarded*



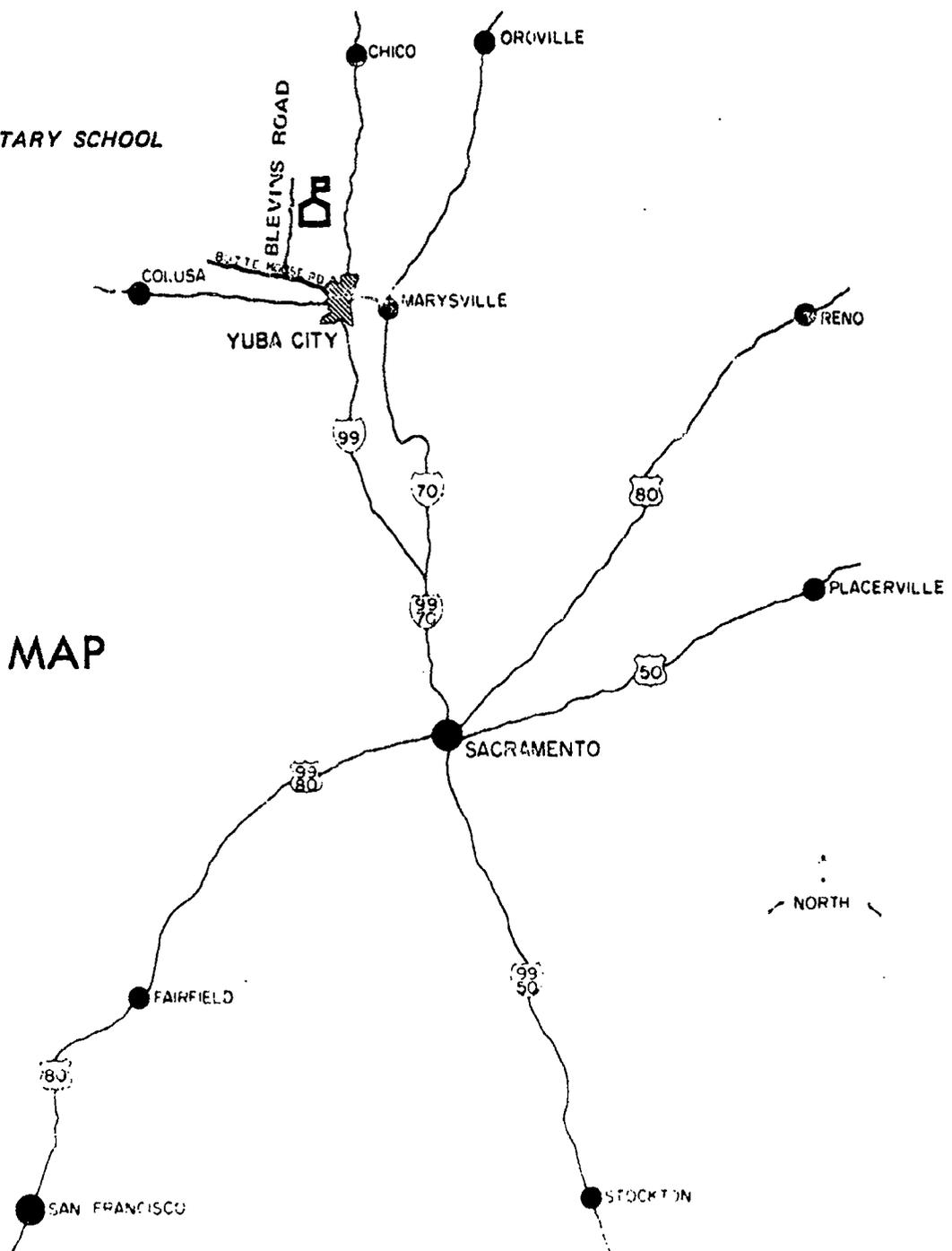
Educational Program

Butte Vista School was designed to meet the educational needs of upper-grade TMR children from all areas of Sutter County. The school's program emphasizes training in homemaking skills, sewing, art, shop skills, and grooming and hygiene.

The program features much self-help and interchanging of students. Although it is not possible to integrate the TMR students into a regular school program because of the location of this school, some of the older students do participate in a "sheltered workshop" program on another site.

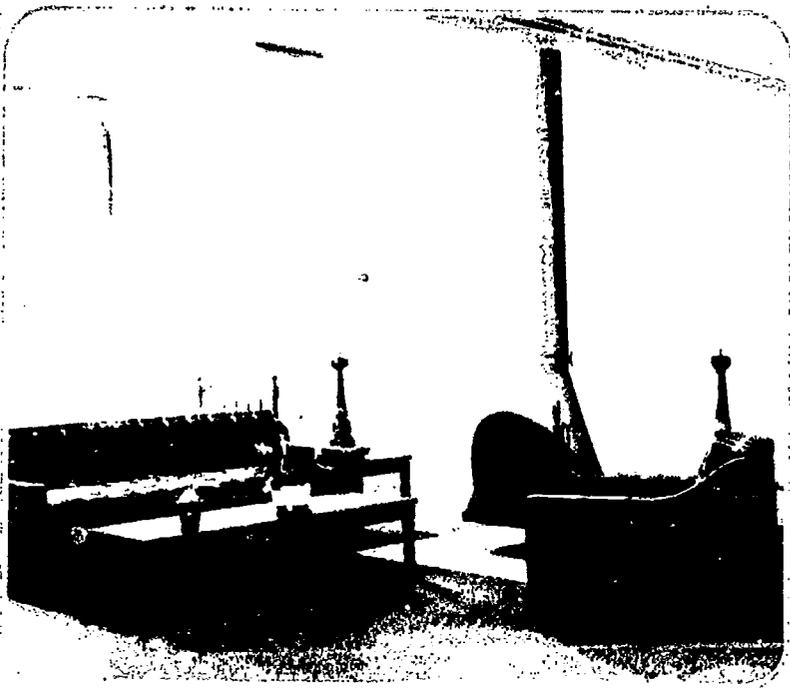
BUTTE VISTA ELEMENTARY SCHOOL
Blevins Road
Yuba City, CA 95991

LOCATION MAP



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HOTEL VISTA (MICHIGAN) - Available Monthly Rental



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ROUTE VISTA SCHOOL *Available Mentally Retarded*

Facility Design

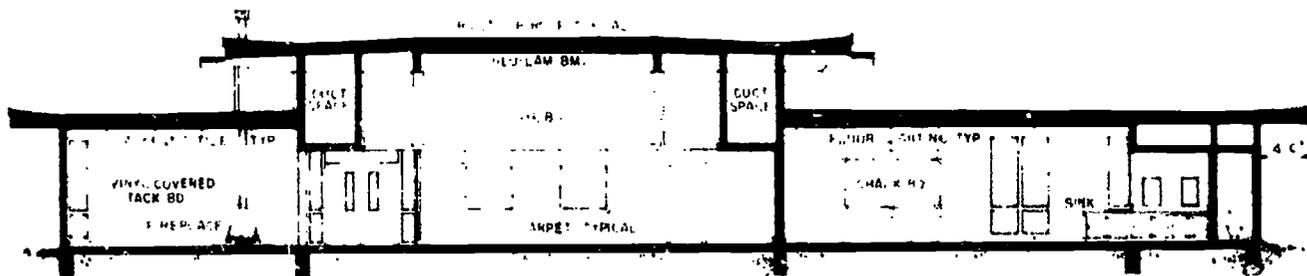
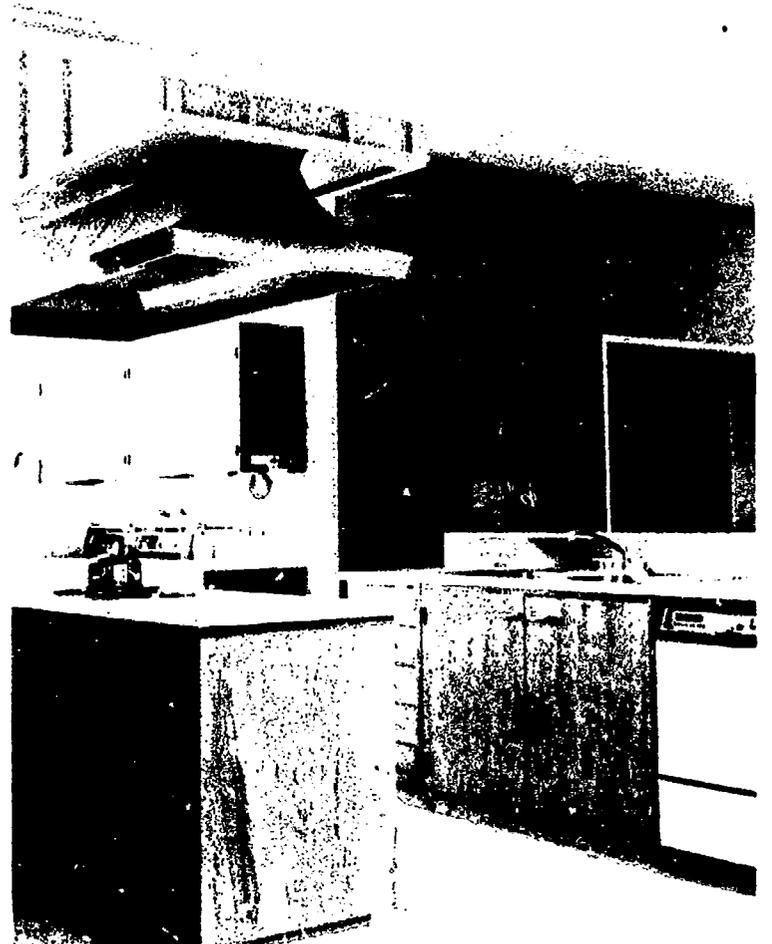
Among the general features of the school building are fluorescent lighting, zoned heating and air conditioning, carpets, floor to ceiling vinyl tackboards, acoustic tile, adjustable chalkboards, plexiglass windows, and intercom and speaker systems.

The facility includes a homemaking area consisting of a kitchen, a utility room, a dining room, a living room, and a bathroom and bedroom area.

Classrooms are designed to accommodate specialized activities, such as sewing and art and shop projects.

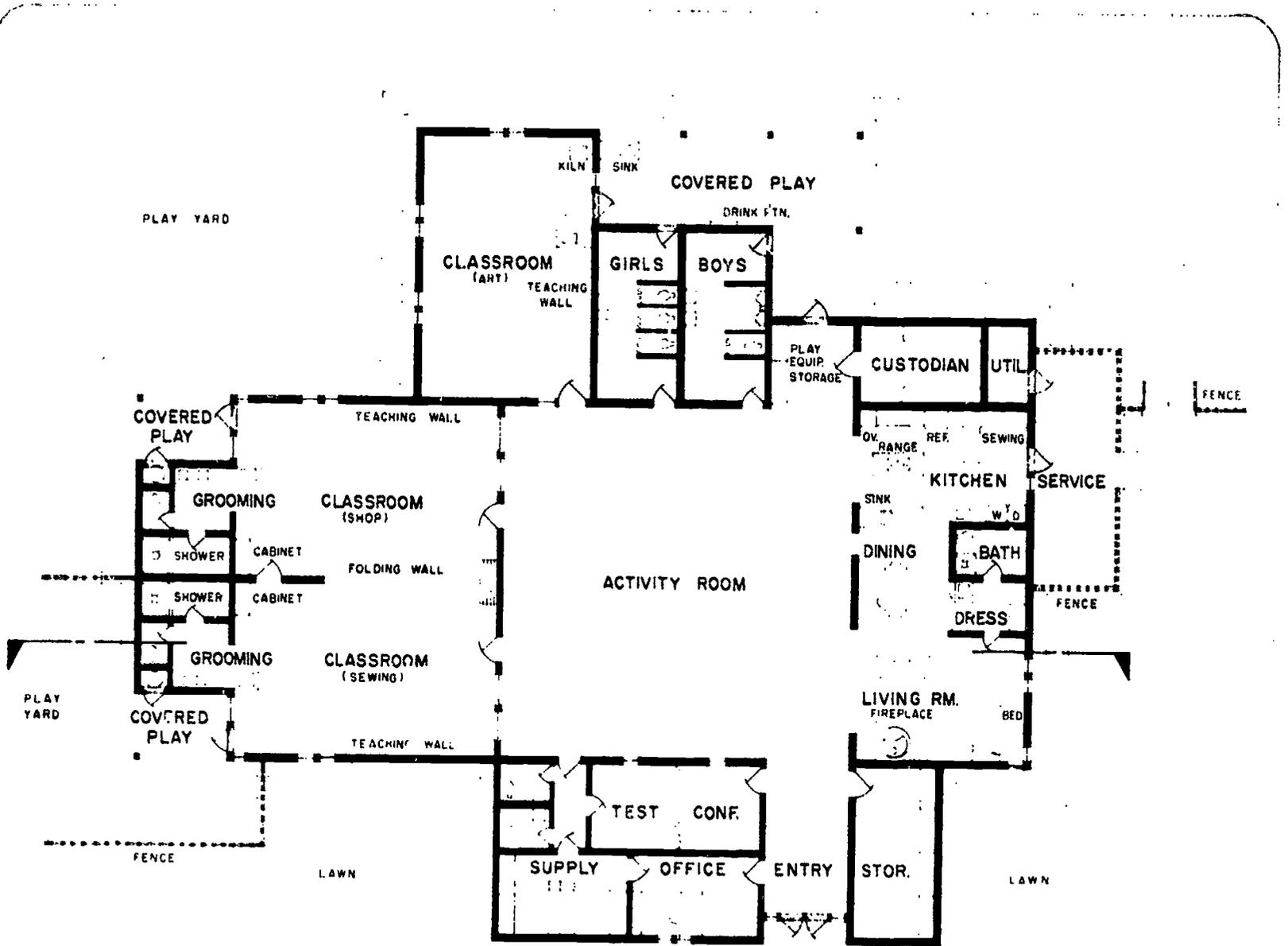
Boys' and girls' grooming areas feature separate toilet and shower rooms.

Visual access between a central activity room and all the other major rooms in the school and between the rooms and outdoor areas conveys an open feeling and ensures ease of supervision.



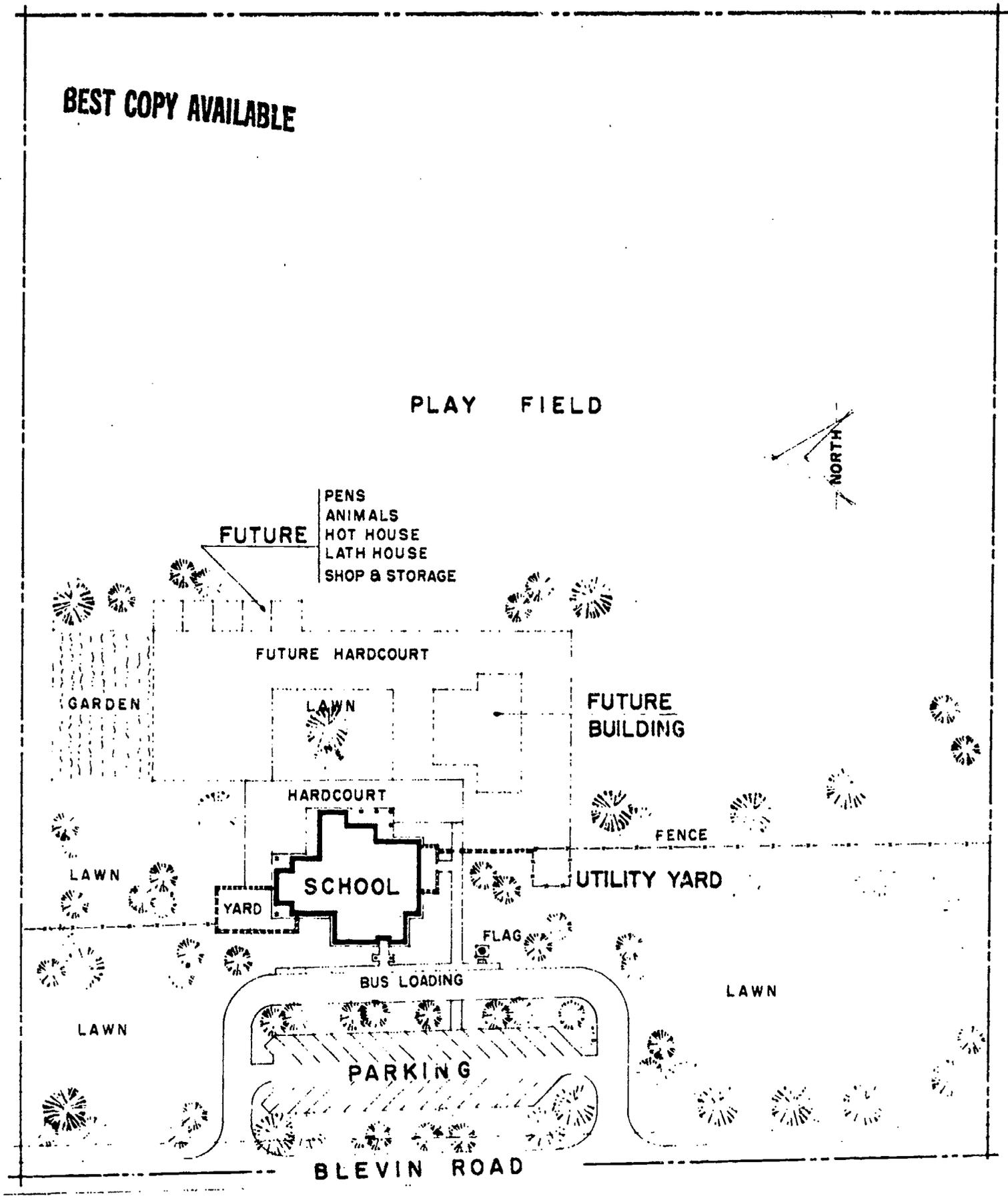
SECTION

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PLAN

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SITE

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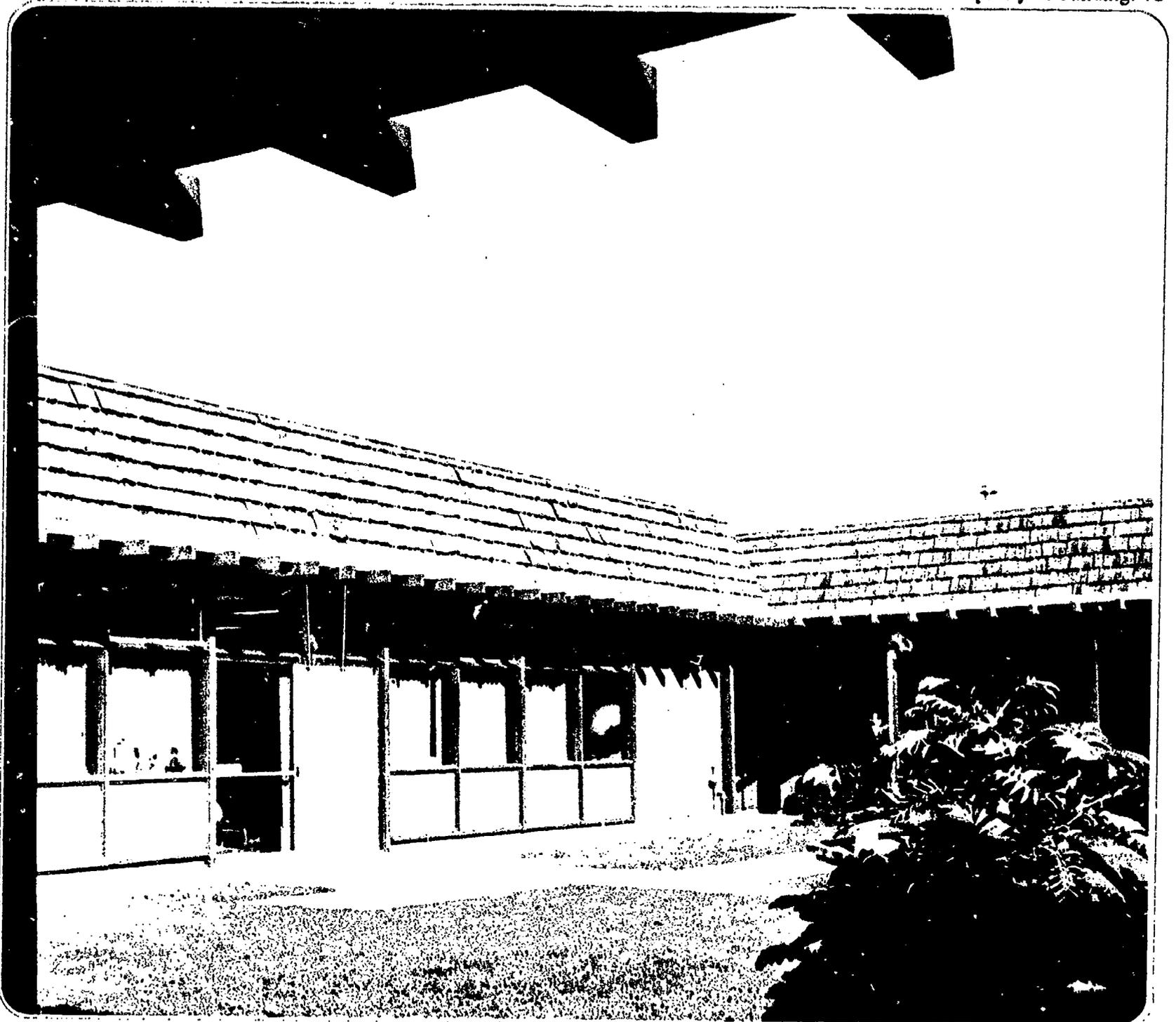
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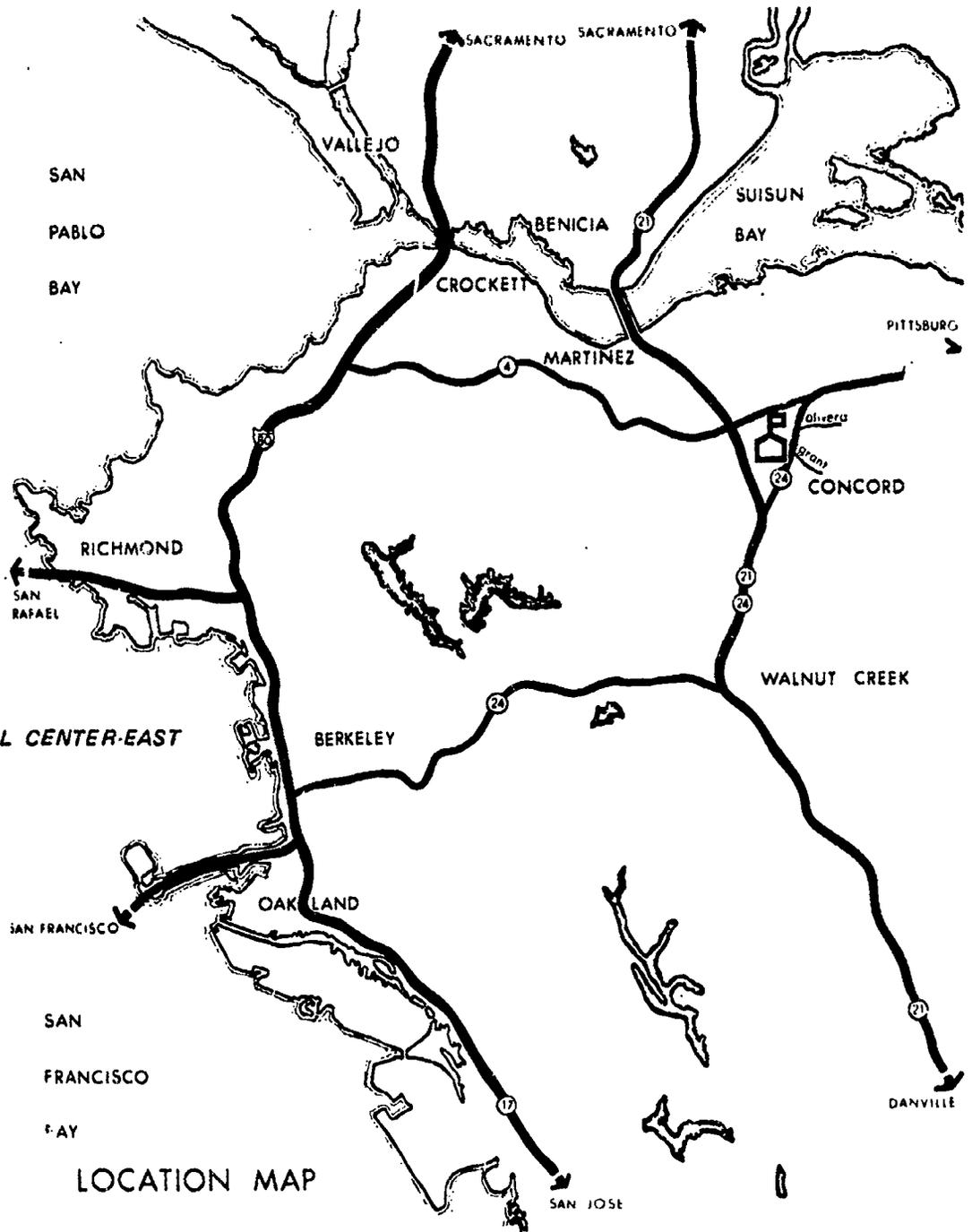
GEORGE MILLER, JR., MEMORIAL CENTER-EAST

Office of the Contra Costa County Superintendent of Schools
Floyd Marchus, Superintendent
Mrs. Georgia Thomas, Principal

Architect: State Office of Architecture and Construction
Field representative: Albert L. Kempton
Source of funding: Short-Doyle Act, County General Fund,
State School Building Aid
Date building first occupied: 1968
Age range of pupils: Three years through adult
Maximum capacity of building: 70



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GEORGE MILLER, JR., MEMORIAL CENTER-EAST
3020 Grant Street
Concord, CA 94520

LOCATION MAP



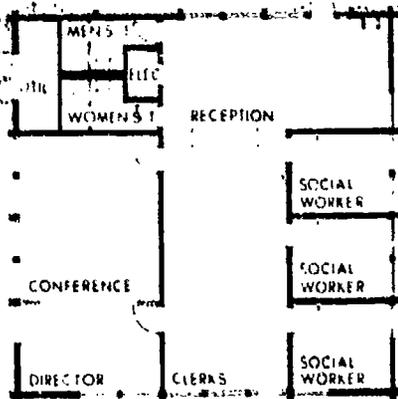
Educational Program

The George Miller, Jr., Memorial Center serves 30 school-age children, 12 preschool children, and 16 adults. The adult-pupil ratio, excluding medical and therapy personnel, is one to three. Volunteers, members of the Neighborhood Youth Corps, and students from area colleges all help to make this ratio possible.

Learning activities cover the areas of arts and crafts, language, motor skills, dressing and body image, dramatic play, and cognitive skills. Pupils move from one activity to another every half hour. Feeding and toilet training are integral parts of the curriculum, and at least half of the children receive individual physical or occupational therapy. The entire program is based on team teaching methods.

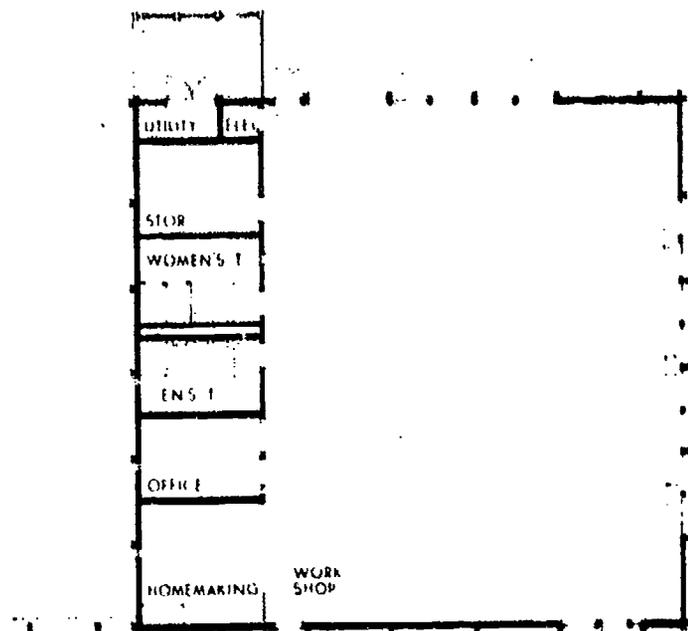


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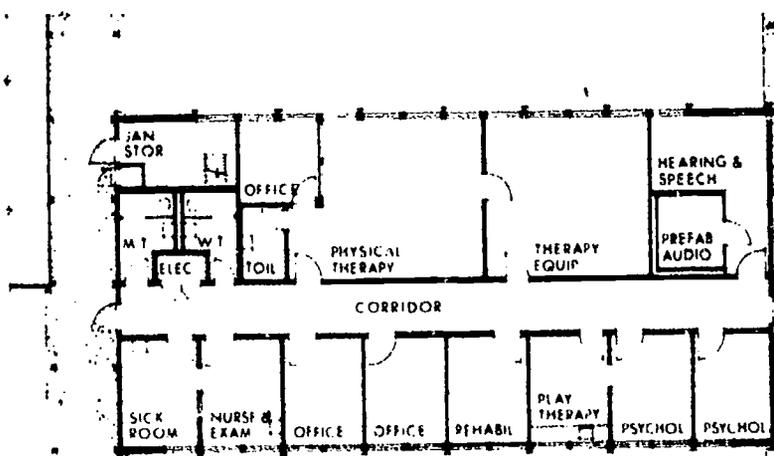
FLOOR PLAN

ADMINISTRATION



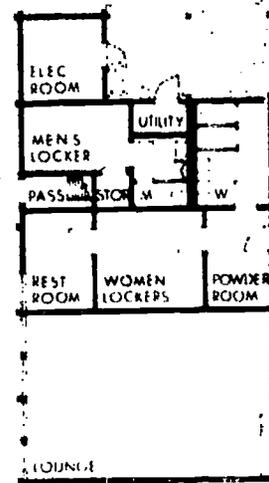
FLOOR PLAN

WORKSHOP ACTIVITY



FLOOR PLAN

TREATMENT



FLOOR PLAN

STAFF

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GLADYS STONE SCHOOL

Office of the Monterey County Superintendent of Schools
Ray P. Charlson, Superintendent
William C. Oliver, Principal

Architect: Wallace Holm & Associates

Field representative: James Orsburn

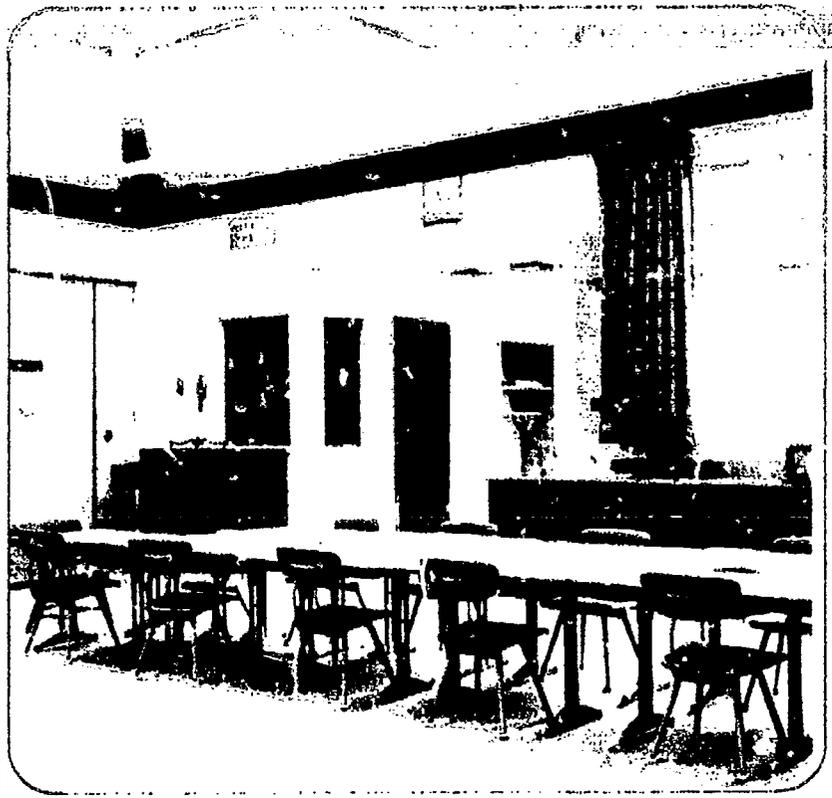
Source of funding: State School Building Aid

Date building first occupied: 1968

Age range of pupils: Three through twenty-one years

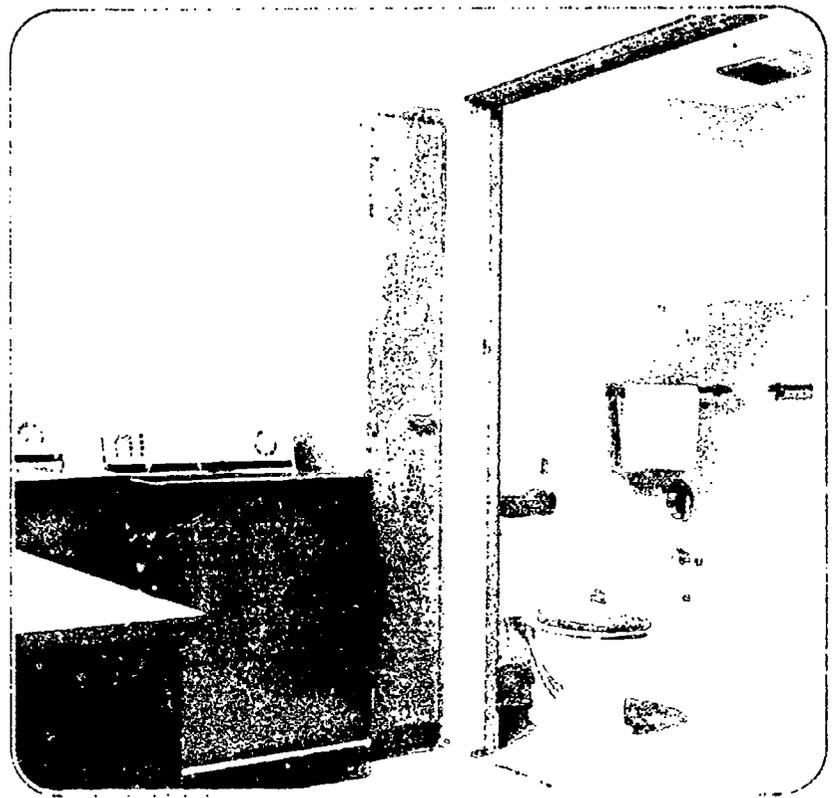
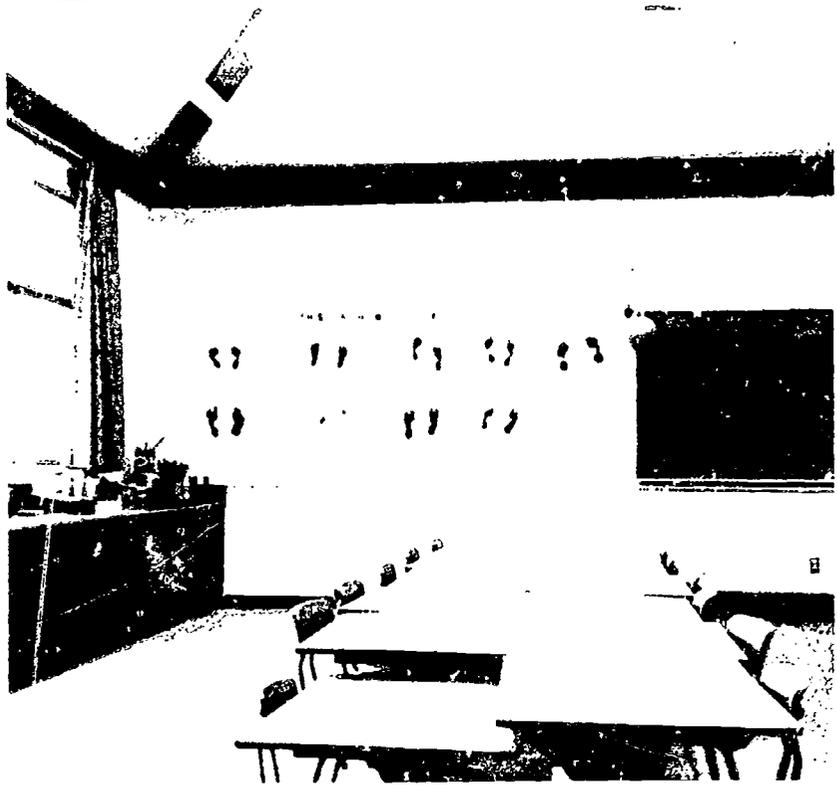
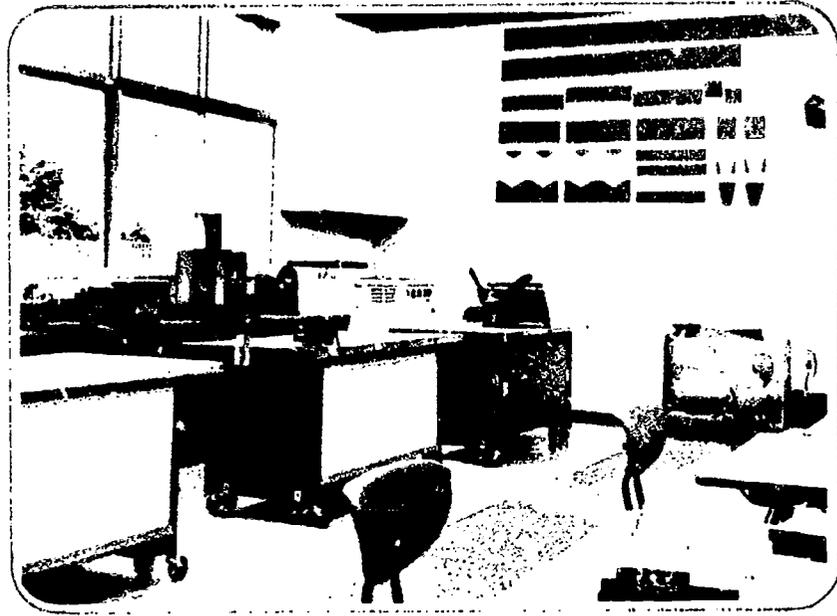
Maximum capacity of building: 48





Educational Program

The major goals of the TMR program at Gladys Stone School are to (1) provide a home-type environment in which pupils can perform the tasks and handle the problems typical of life in the home; (2) provide for specialized activities involving pupils in groups of various sizes as well as for pupil-parent-community activities; and (3) emphasize personal care and grooming.

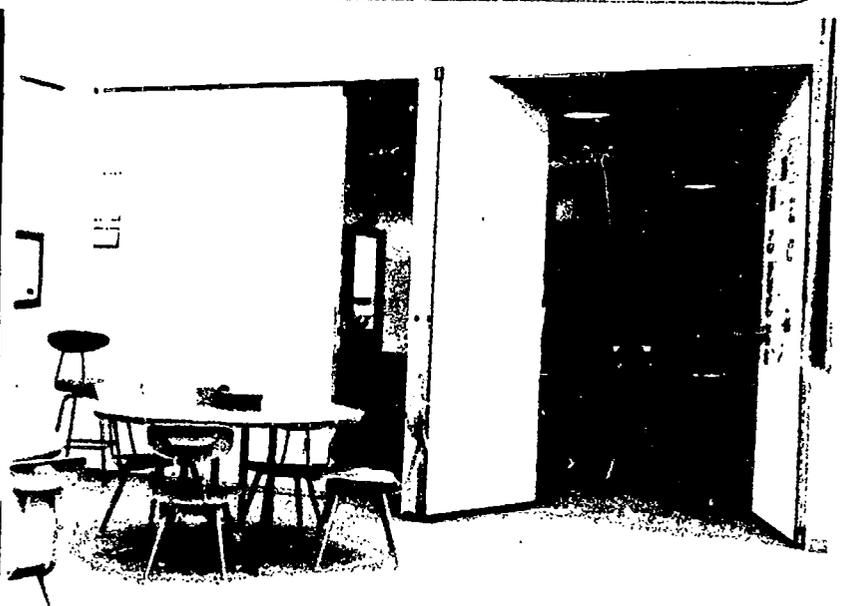
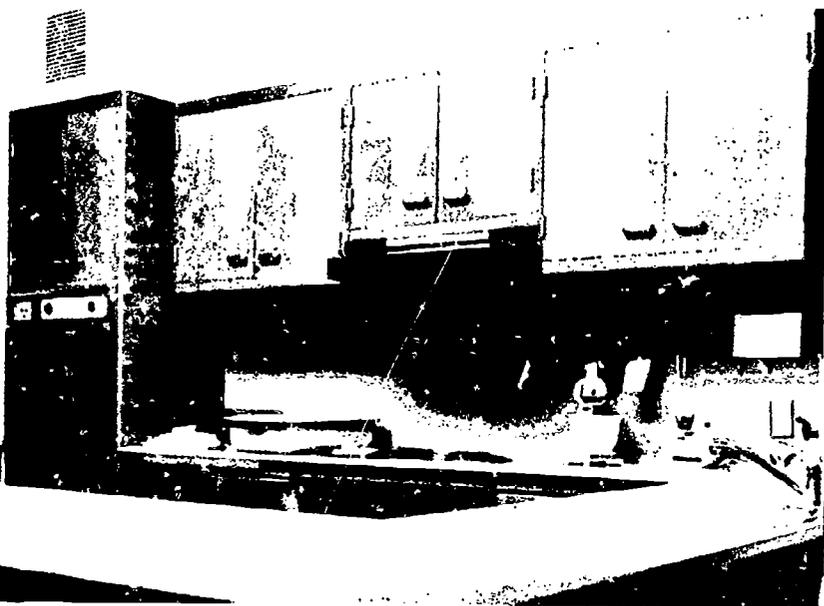
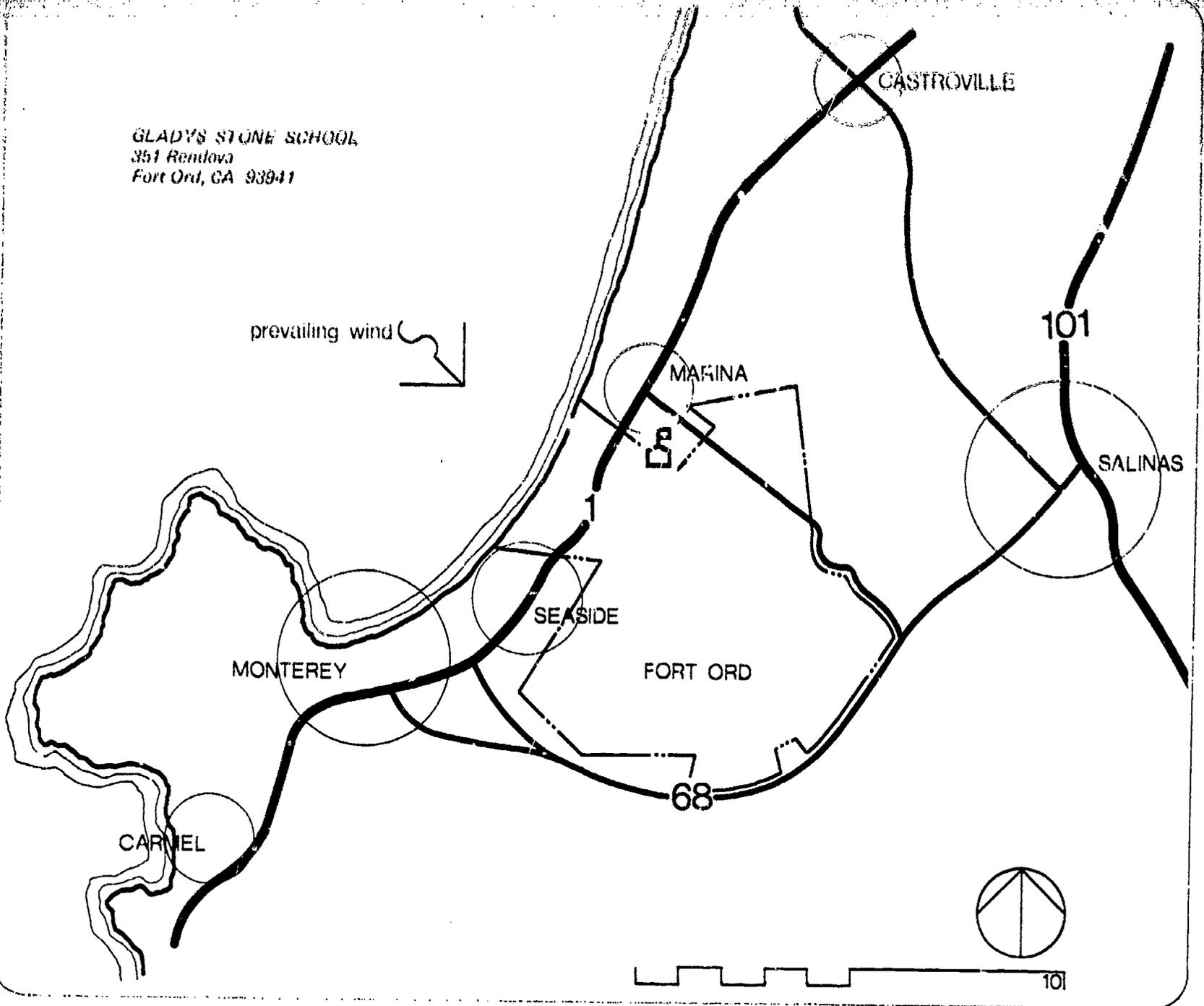


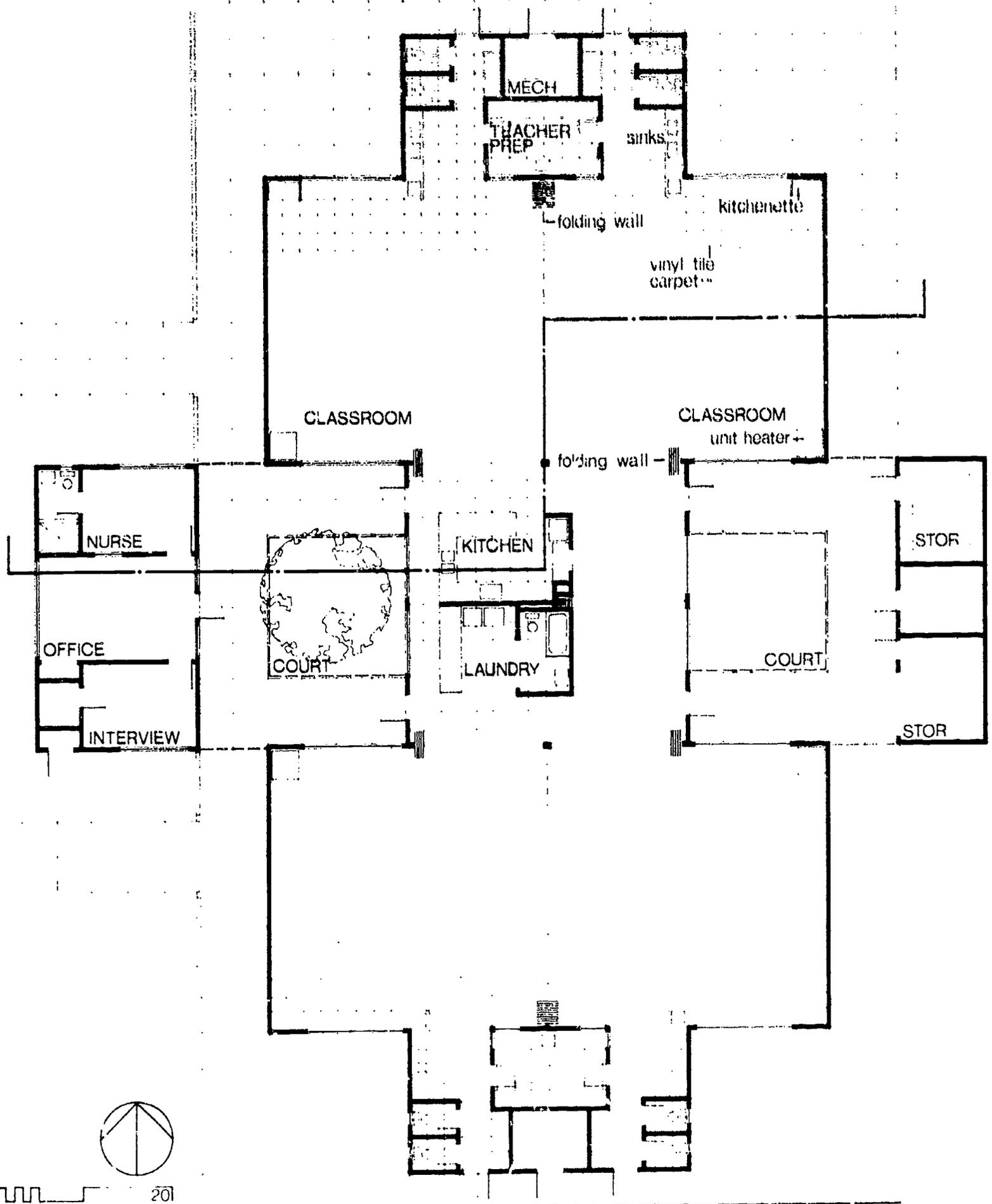
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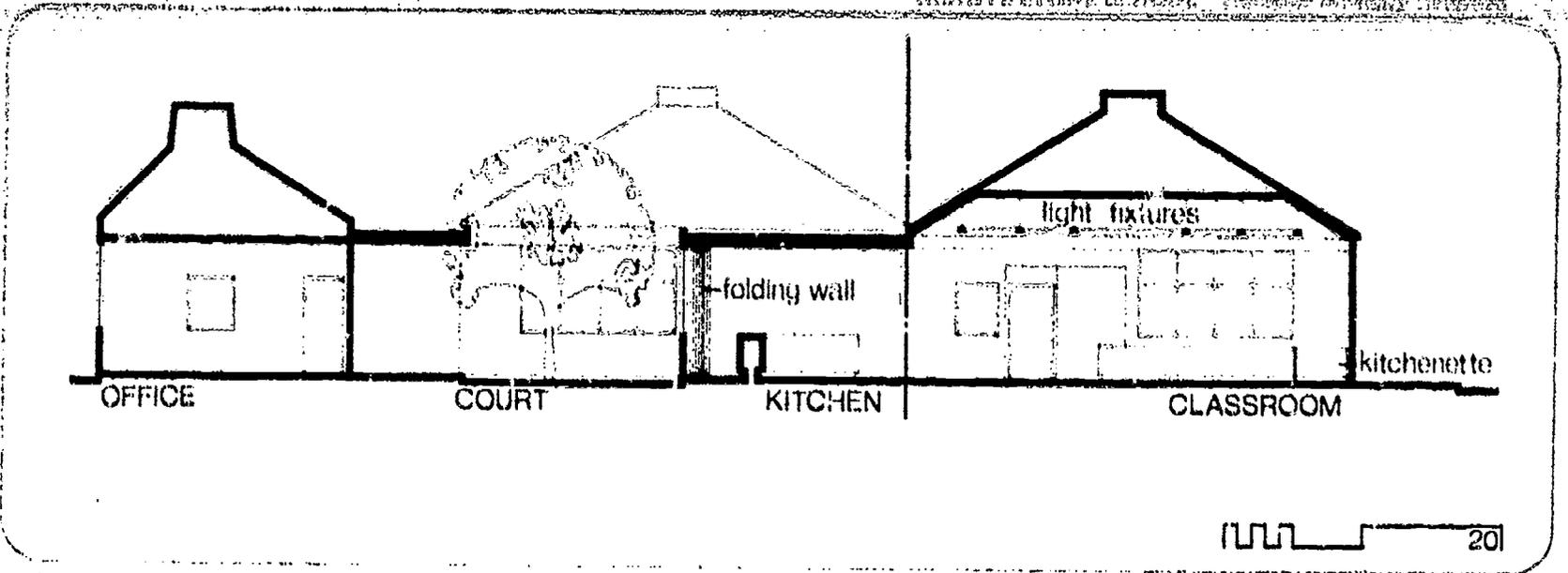
GLADYS STONE SCHOOL *Trabuco Mentally Retarded*

GLADYS STONE SCHOOL
351 Rendova
Fort Ord, CA 93941

prevailing wind 



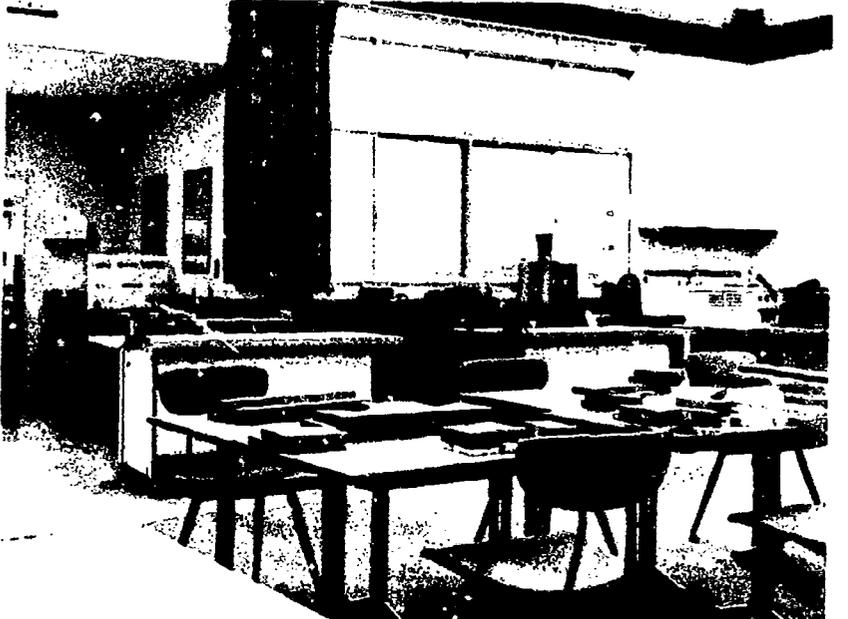
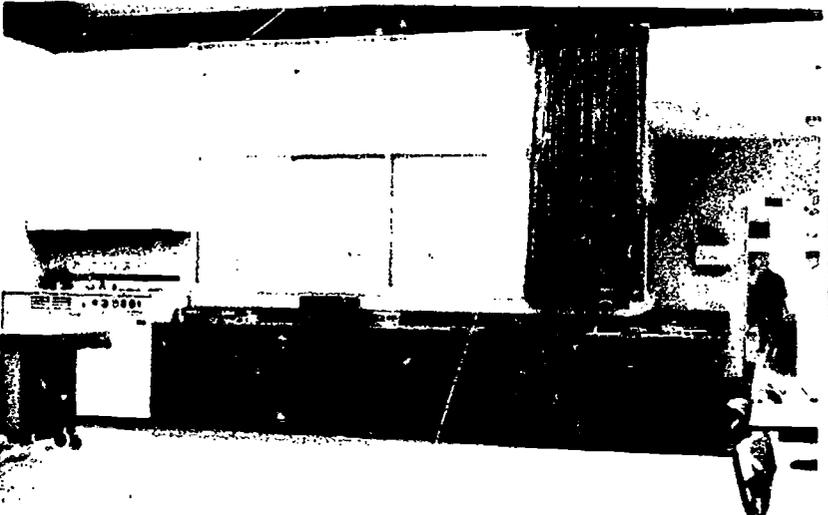
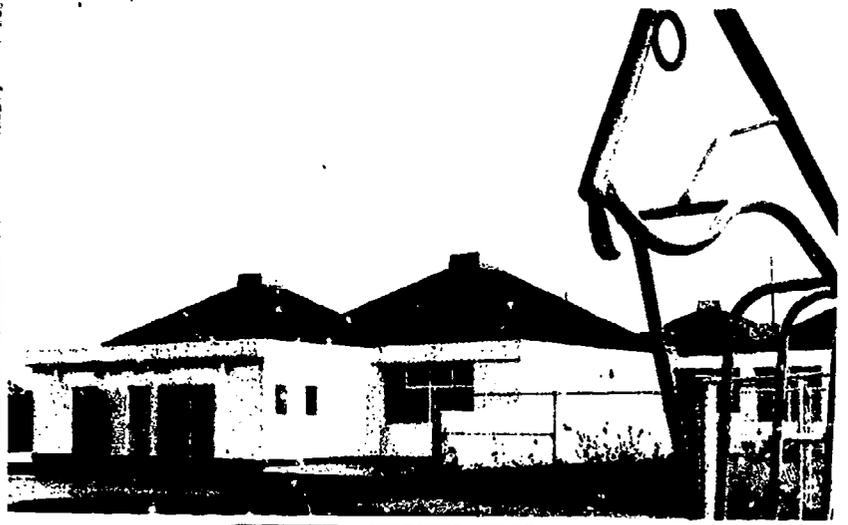
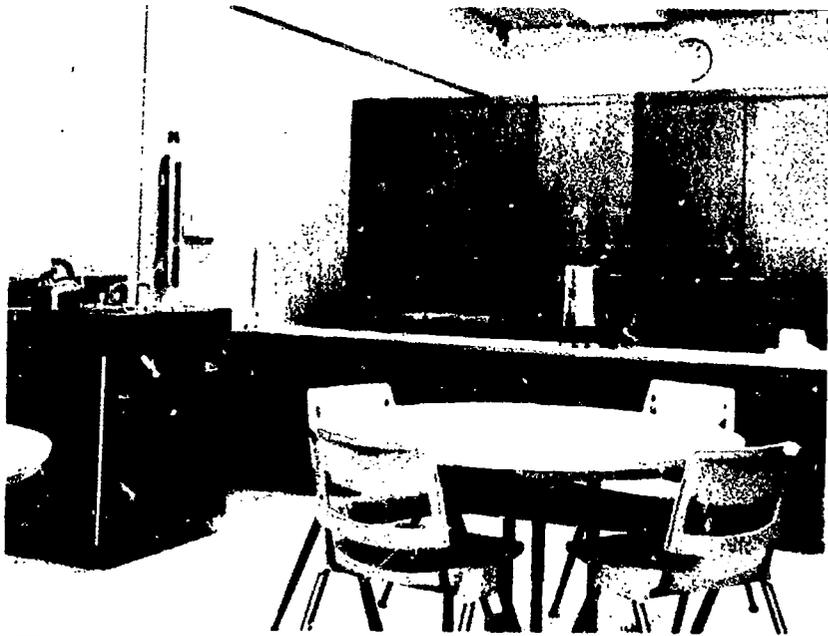


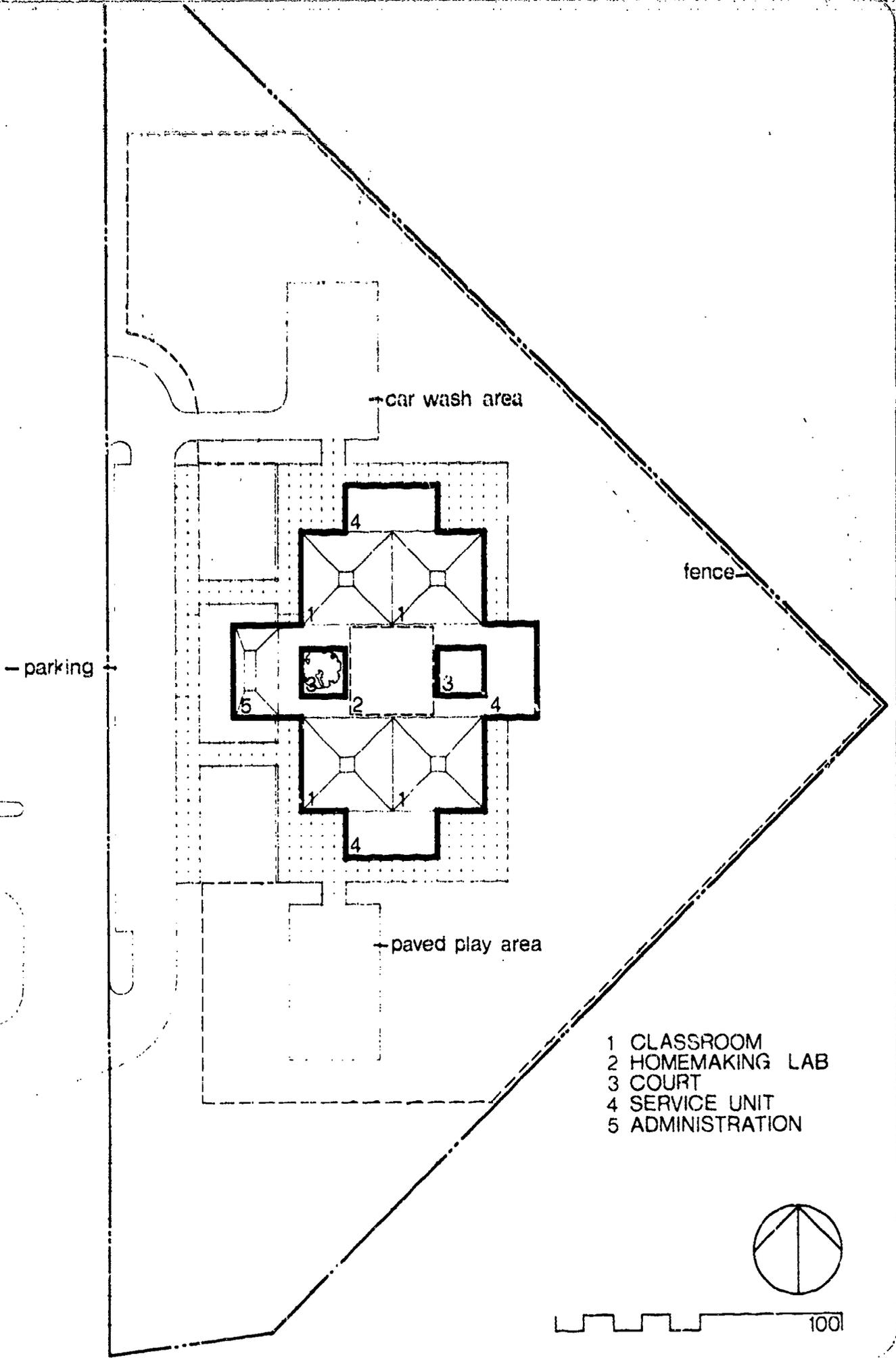


Facility Design

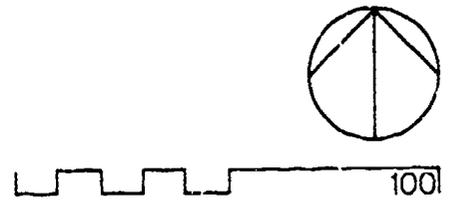
The facility design at Gladys Stone School features folding interior walls, which allow for a variety of activities and group sizes. The floors are a combination of carpeted and vinyl asbestos areas.

The kitchen and the laundry rooms are planned for learning experiences as well as for practical use. Mirrors, counters, and basins are conveniently located for instruction in personal grooming.





- 1 CLASSROOM
- 2 HOMEMAKING LAB
- 3 COURT
- 4 SERVICE UNIT
- 5 ADMINISTRATION



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GRANT SPECIAL EDUCATION CENTER

Grant Joint Union High School District
Edward T. Walsh, Superintendent
Miles Richmond, Principal

Architect: Starks, Jozens, Nach & Lewis

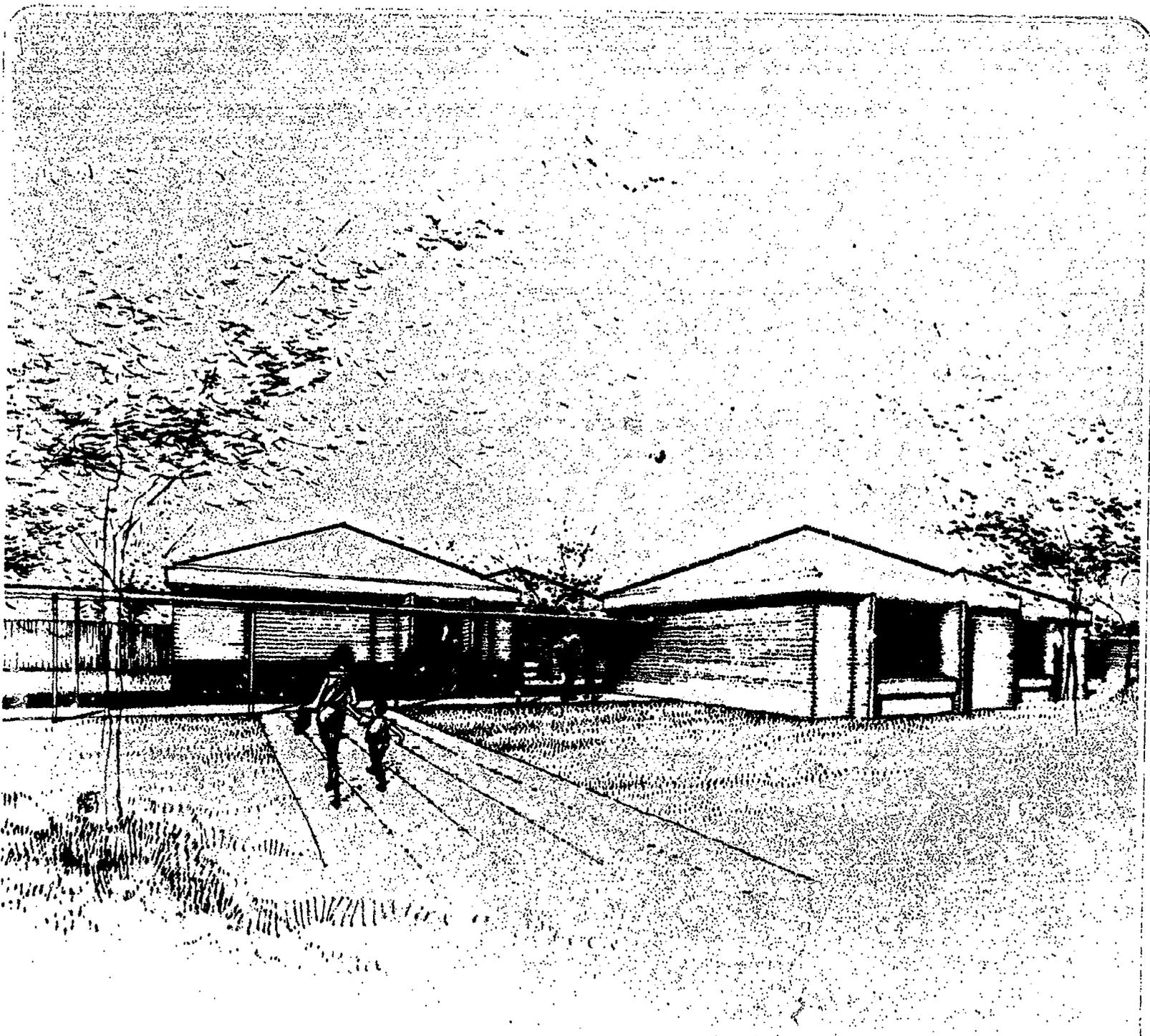
Field Representative: Wilho J. Martin

Source of funding: State School Building Aid

Date building first occupied: 1969

Age range of pupils: Fourteen through twenty-one years

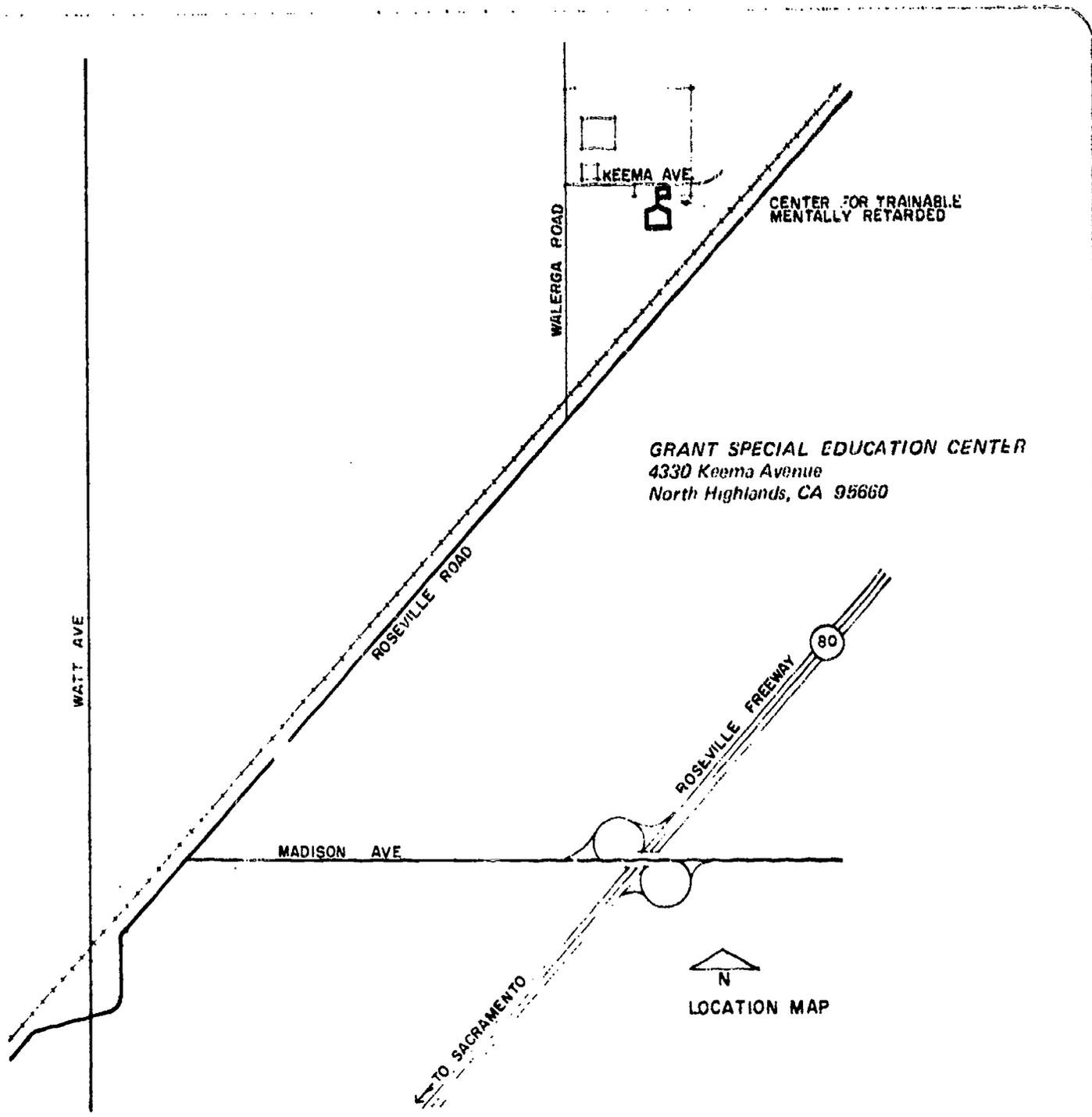
Maximum capacity of building: 72



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Educational Program

The major goal of the Special Education Center is to provide TMR pupils with (1) a friendly, warm, intimate environment that reflects the activities of daily living; (2) a series of interior and exterior spaces sufficiently complex to encourage learning experiences; and (3) basic skill centers.



GRANT SPECIAL EDUCATION CENTER
4330 Keema Avenue
North Highlands, CA 95660

**CENTER FOR TRAINABLE
MENTALLY RETARDED**

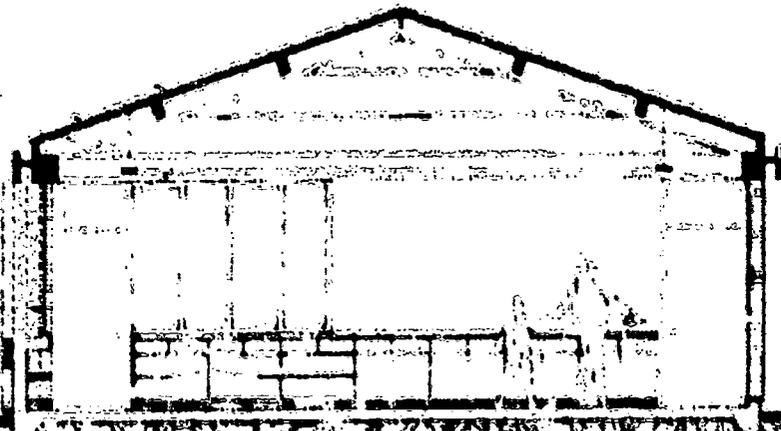
SMALL BUSINESS ADMINISTRATION FEDERAL BUREAU OF INVESTIGATION



ALUMINUM SIDING
MEDIUM SPRUCE
SEVEN BAN BEAMS

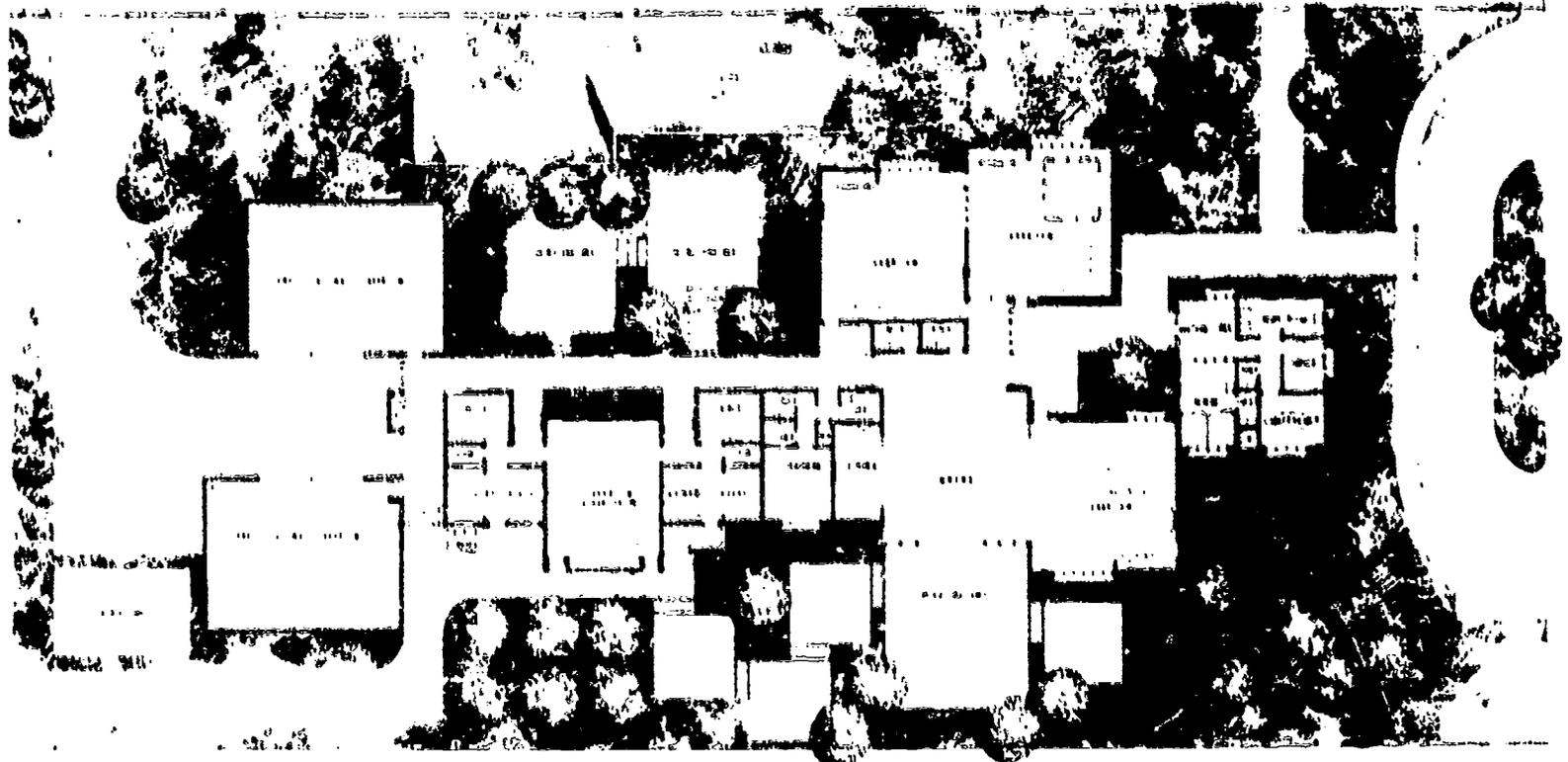
RYE GRASS TURF

CONCRETE SLAB



SECTION

SCALE

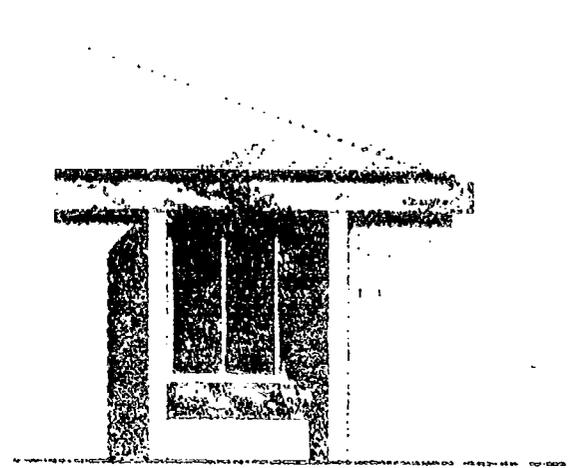
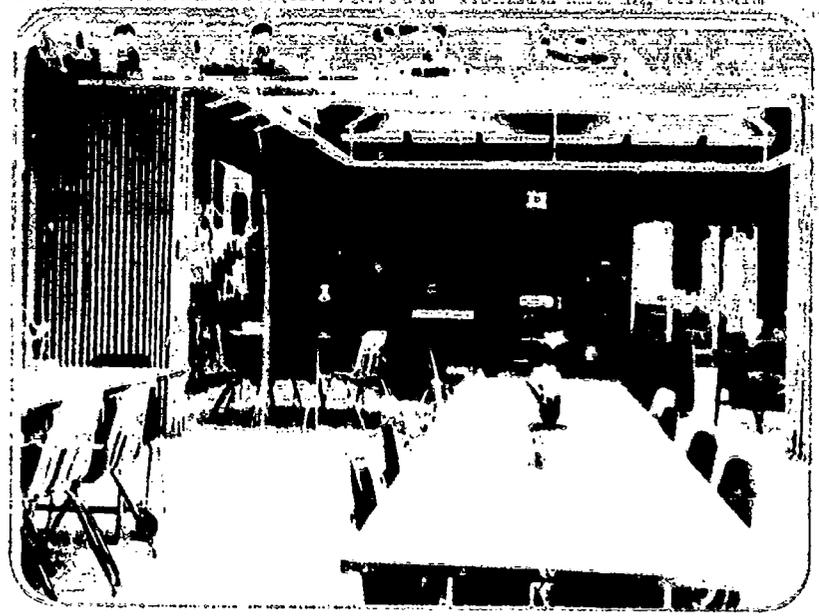


FLOOR PLAN DATE

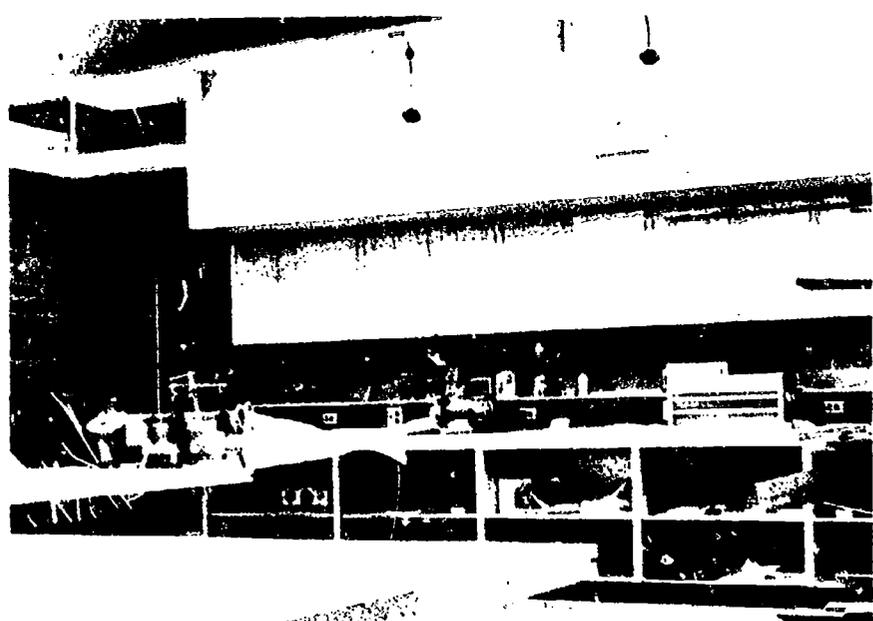


Facility Design

The oddly shaped site (110' x 1,300') of the Special Education Center is adjacent to Don Julio Junior High School. The center comprises three basic skills centers, two prevocational centers to provide opportunities for manipulative experiences, a physical education room with showers and lockers, a common room, a kitchen, and facilities for the faculty.



DETAIL ELEVATION



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HOPE SCHOOL

Anaheim Union High School District
R. Ken Wines, Superintendent
C. Warren Bratcher, Principal
Harley Smith, Head Teacher

Architect: Arbogast, Jones, Theiss Associates

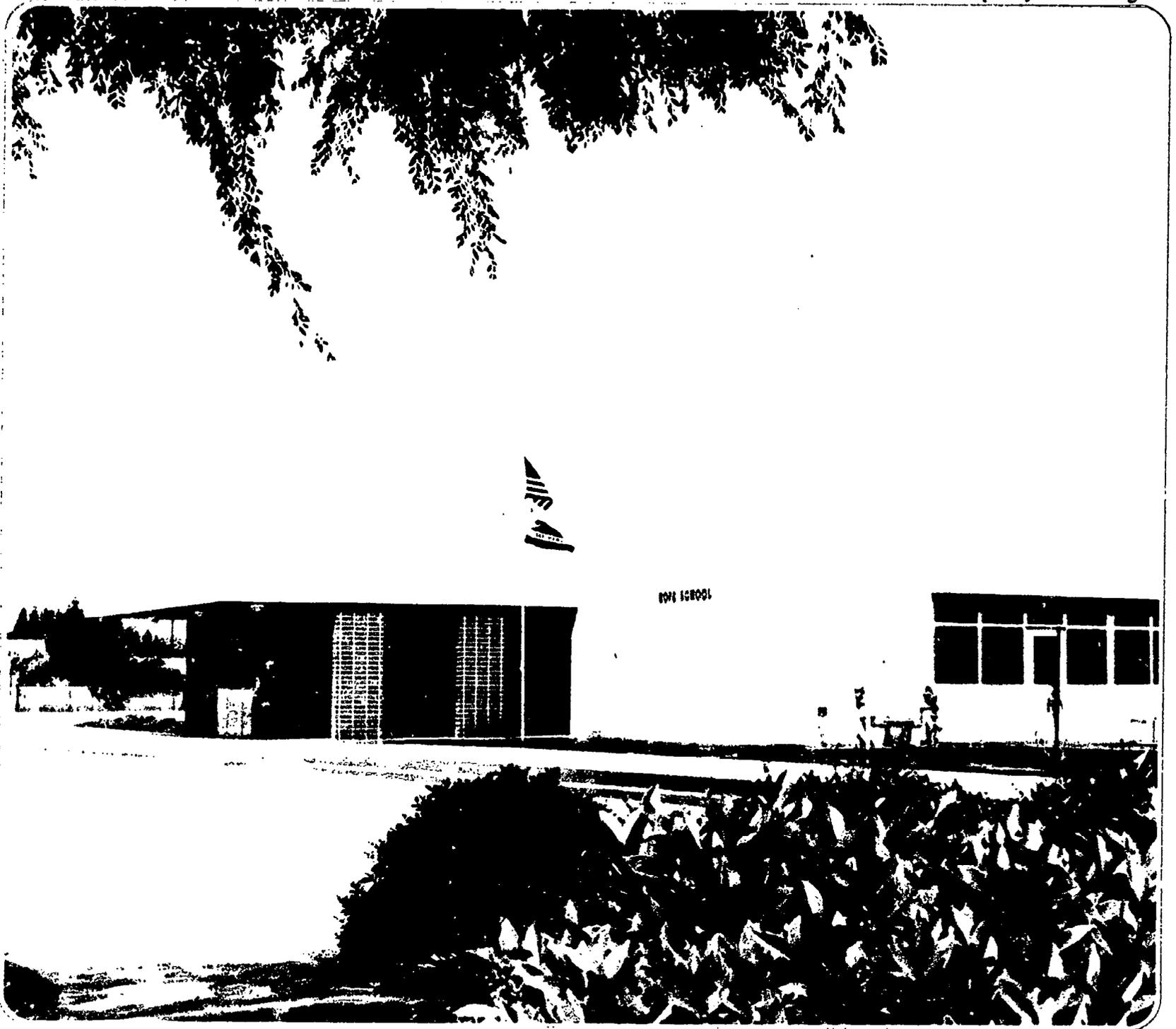
Field representative: Harry C. Schwilke

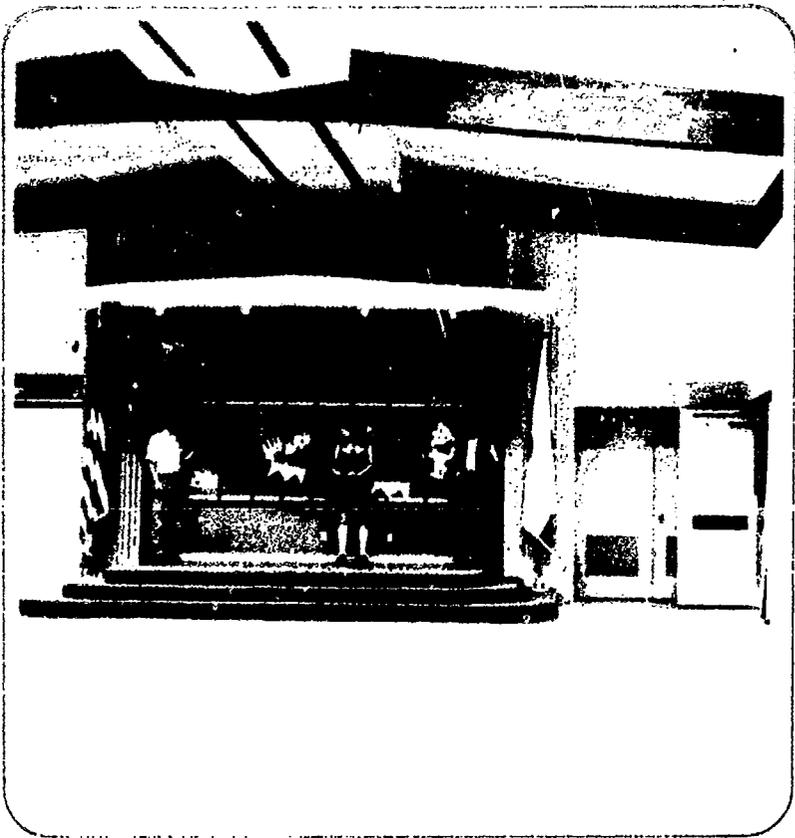
Source of funding: Local bonds

Date building first occupied: 1970

Age range of pupils: Fifteen through twenty-one years

Maximum capacity of building: 72



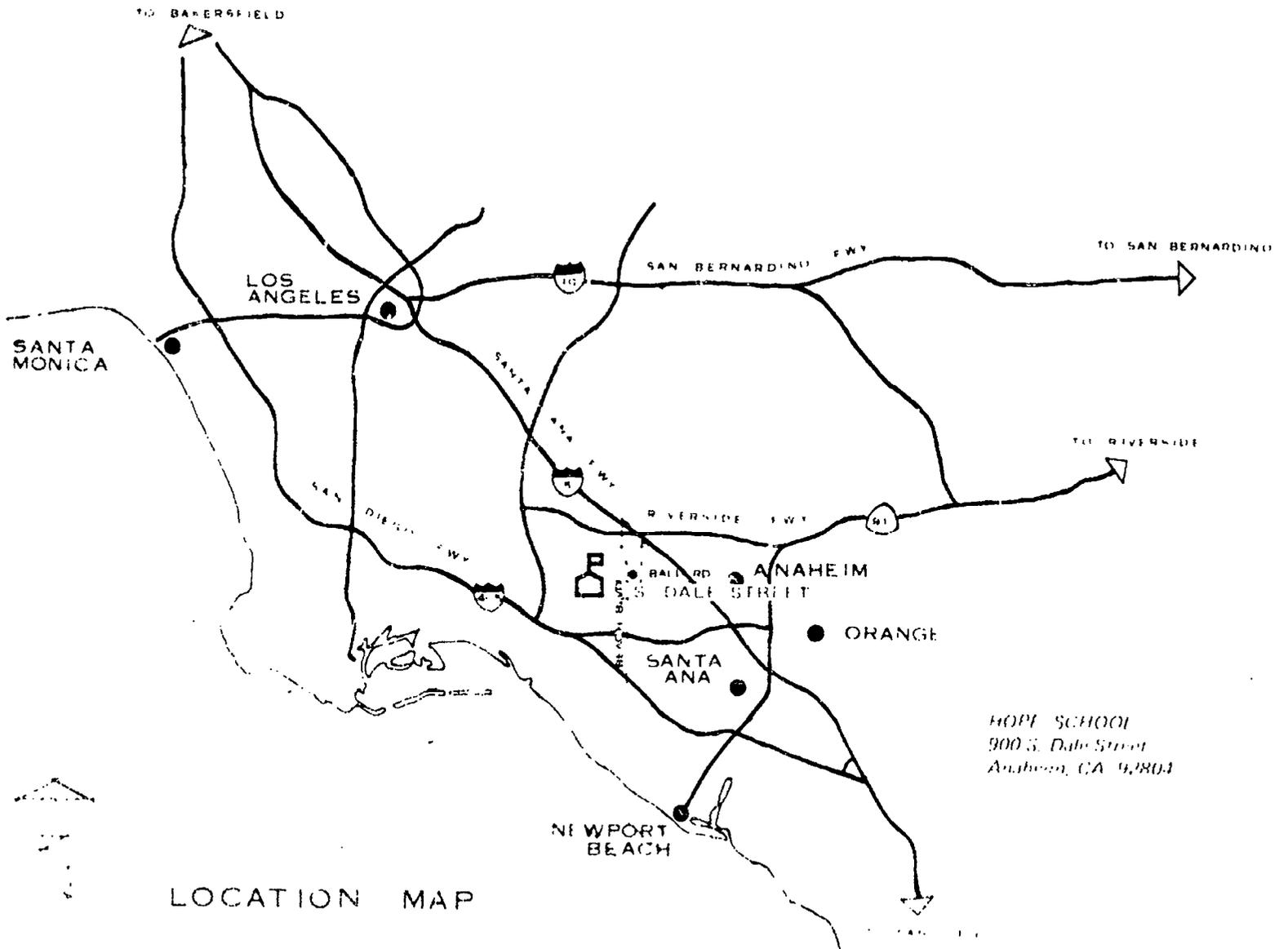


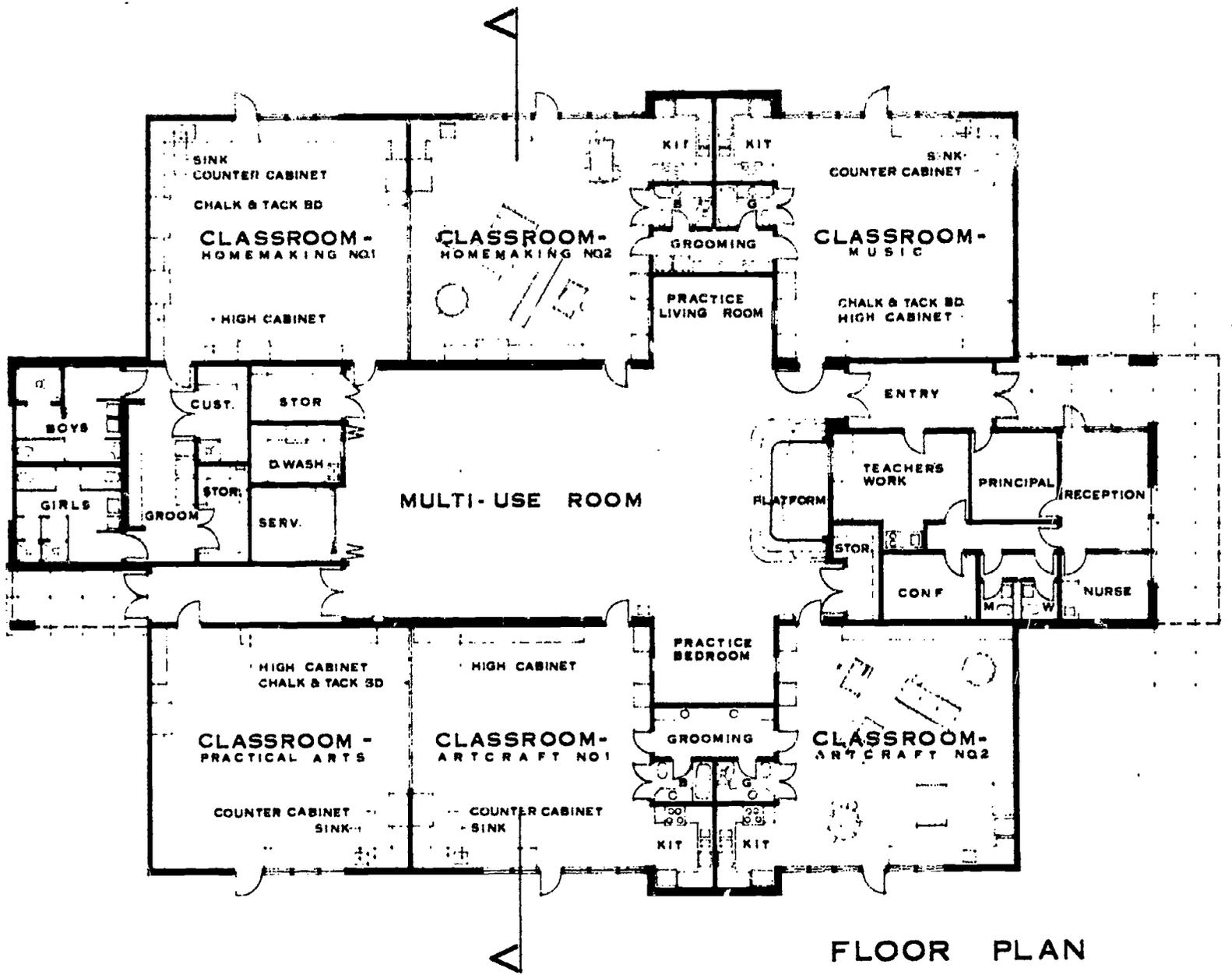
Educational Program

The goal of the Hope School program is to develop in TMR students a level of independent behavior that increases self-esteem, encourages the development of motor and self-care skills, and promotes social adjustment. The program includes (1) an individualized adaptive physical education program; (2) exposure to the concepts of time, money, measurement, vocabulary, and writing; and (3) training in work experience skills preparatory to possible work in the community.

The school is departmentalized to include general academics, arts and crafts, music, homemaking and grooming, adaptive physical education, practical arts, and vocational training. Students are grouped in classes according to their ability to function effectively.



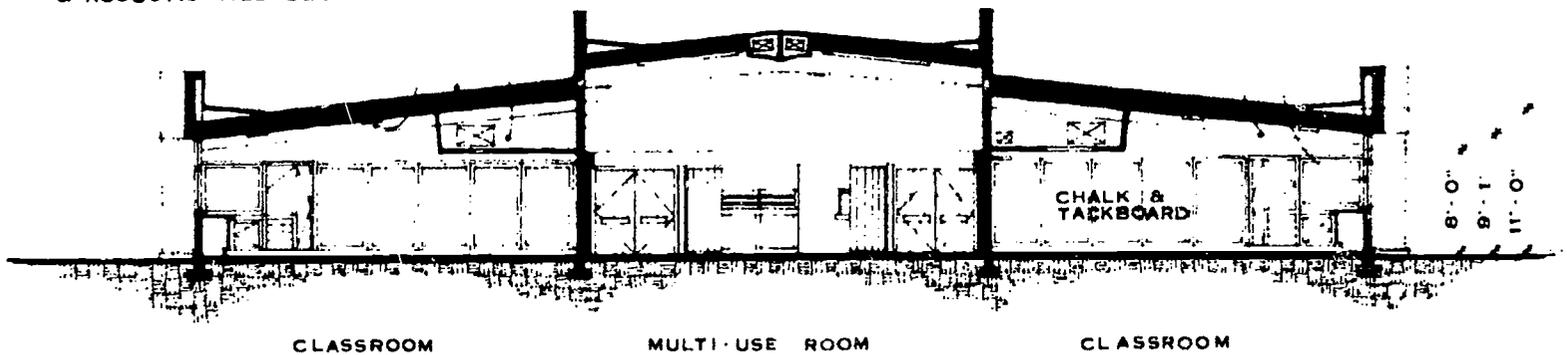




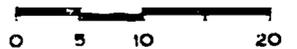
FLOOR PLAN

DUCT SPACE & RETURN AIR PLENUM
 WOOD ROOF STRUCTURE
 SURFACE LIGHT FIXTURE & ACOUSTIC TILE CLG

GLU-LAM BEAM
 LOW-TRAN GLASS



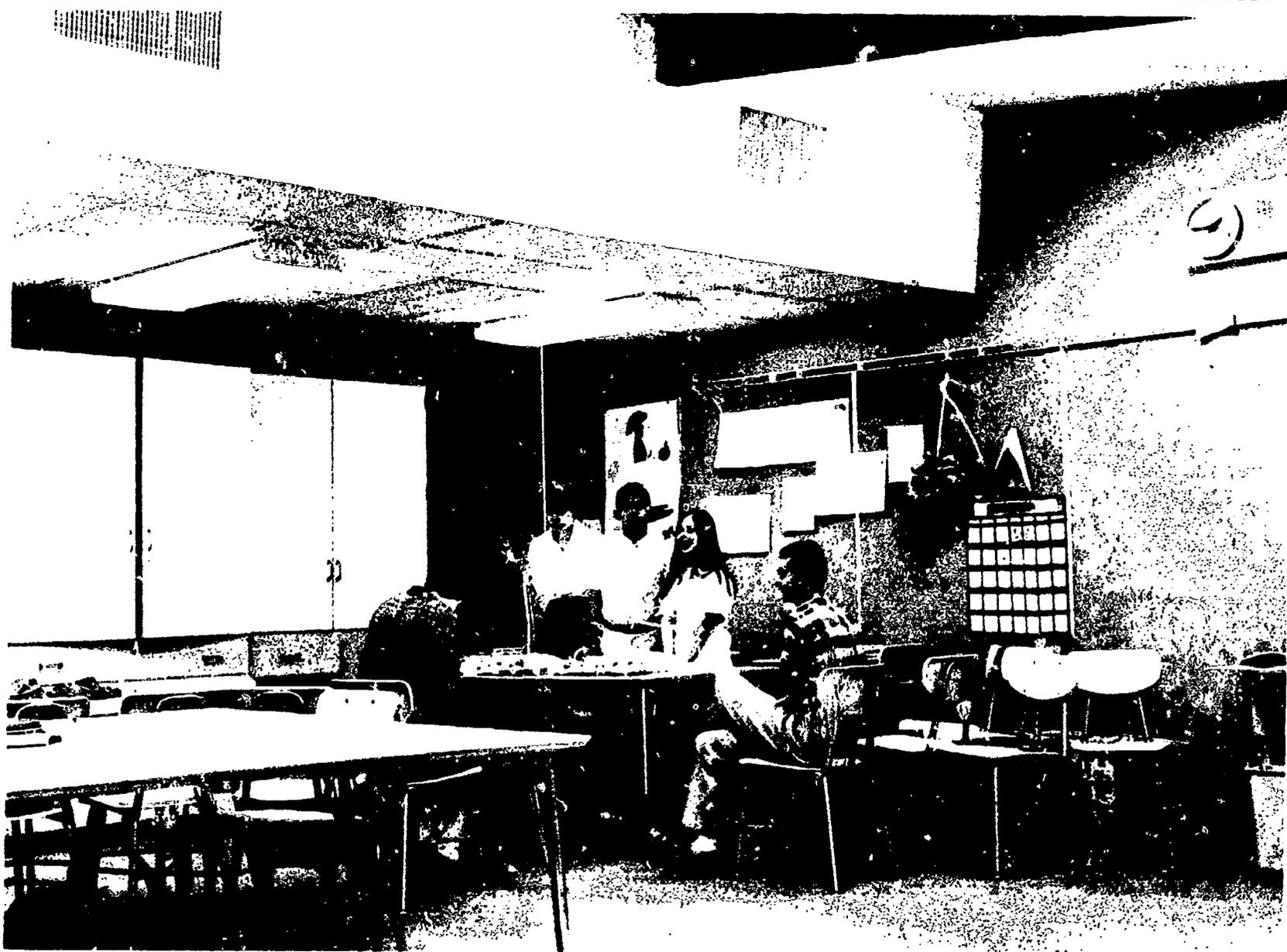
SECTION



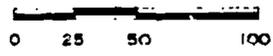
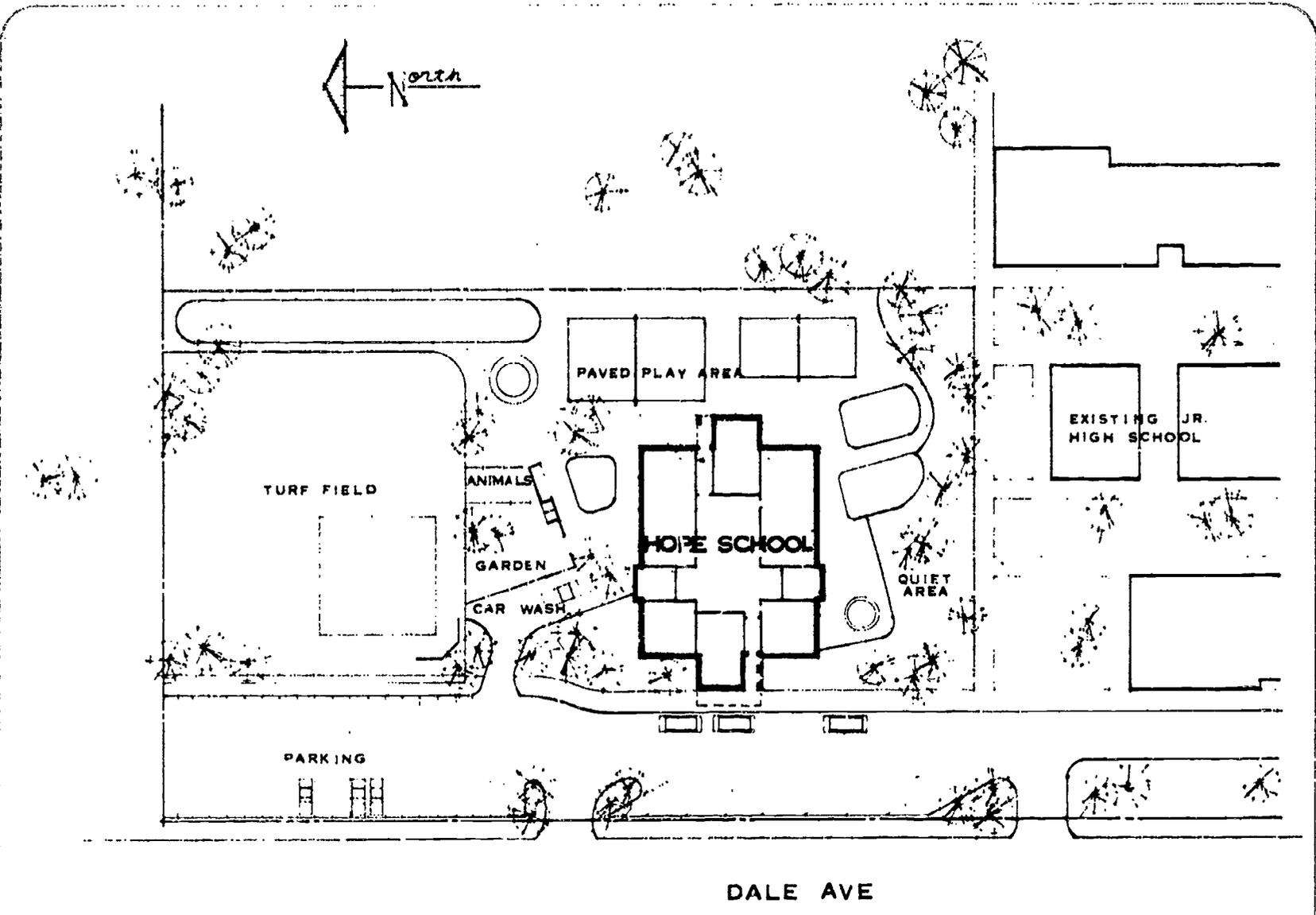
Facility Design

Hope School is situated on approximately two and a half acres adjacent to a junior high school. It includes a total of 11,116 square feet of usable floor space. Each of six classrooms opens into a multipurpose room with a capacity of 250 persons. There is an alcove on either side of the centralized multipurpose room. One is furnished as a bedroom and the other as a living room to provide students the opportunity to learn to function in a home situation. The food service area opens into the multipurpose room through folding doors.

Complete bathrooms are accessible from the four classrooms. Students are taught how to care for and clean them. Boys' and girls' showers and dressing rooms are used daily in the school's instructional program.



HOPE SCHOOL - Fairhope, Mobile, Alabama



SITE PLAN



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LOUISIANA SCHNELL ELEMENTARY SCHOOL

Placerville Union Elementary School District
Clarence L. Dilts, Superintendent
Bruce Norville, Principal

Architect: Raymond R. Franceschi
Field representative: William J. Wynn
Source of funding: State School Building Aid
Date building first occupied: 1966
Age range of pupils: Five through twenty-one years
Maximum capacity of building: 24



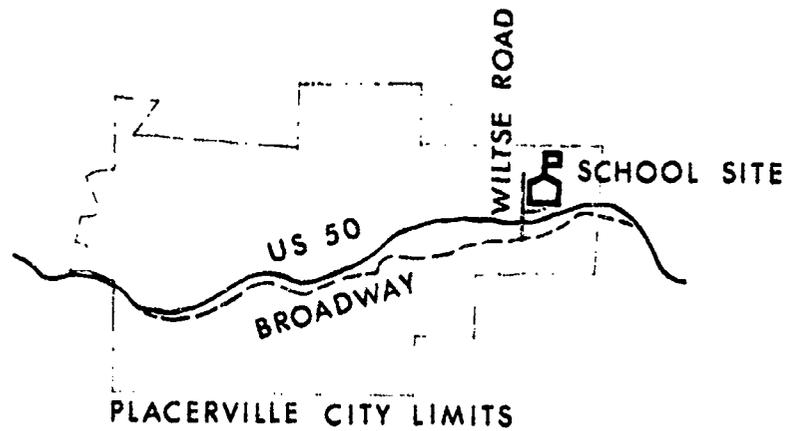
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Educational Program

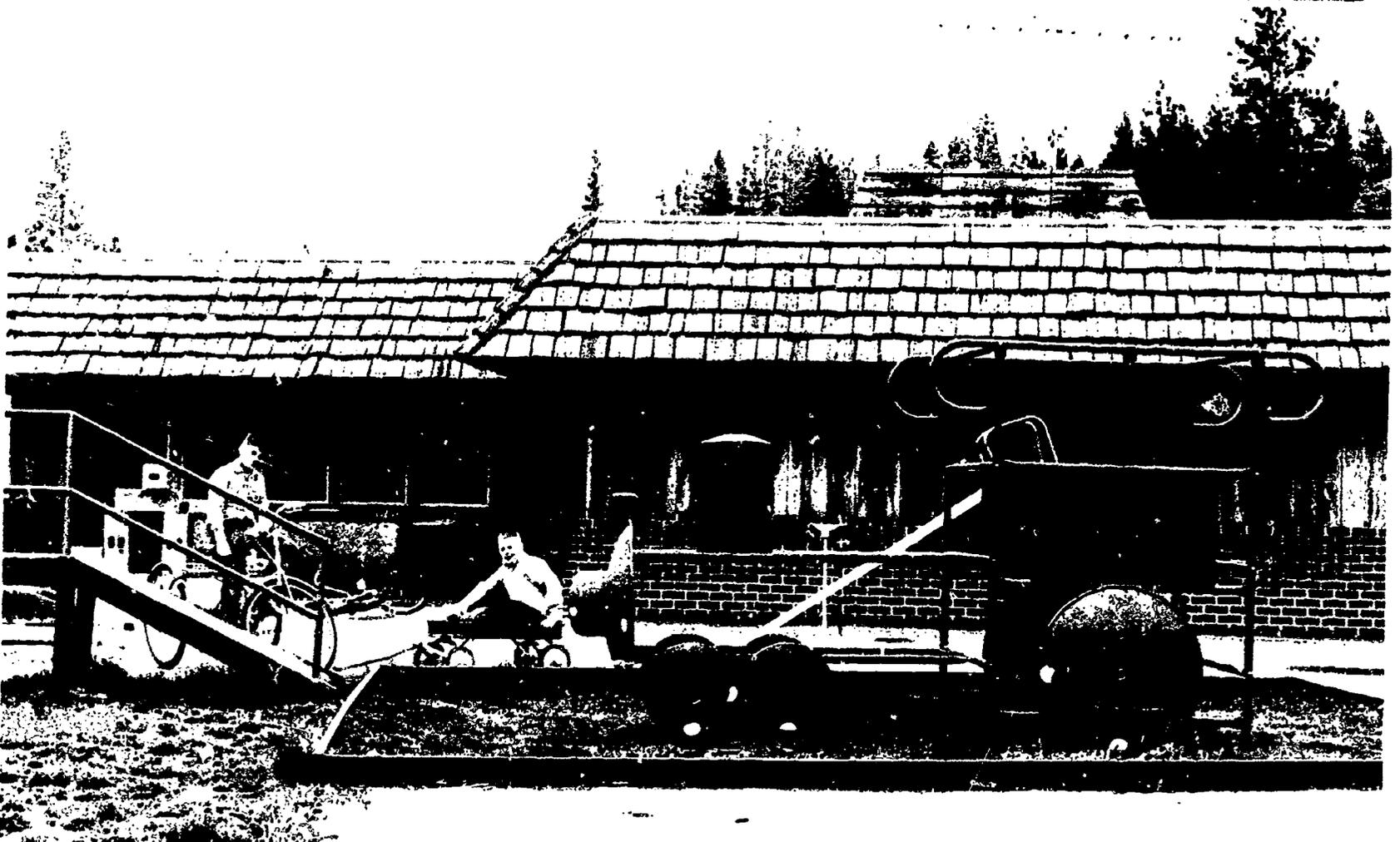
The goal of the TMR program at Louisiana Schnell Elementary School is to provide training, living, and educational experiences that will enable each participating pupil to develop to his optimum potential.

The training program includes assessment of each pupil and a sequential program of activities to help each pupil develop social competence and self-help, domestic, community-related, and communication skills. The program also provides opportunities for modified work experiences, encourages good health and safety practices, and fosters positive attitudes based on physical and mental well being.



LOCATION MAP

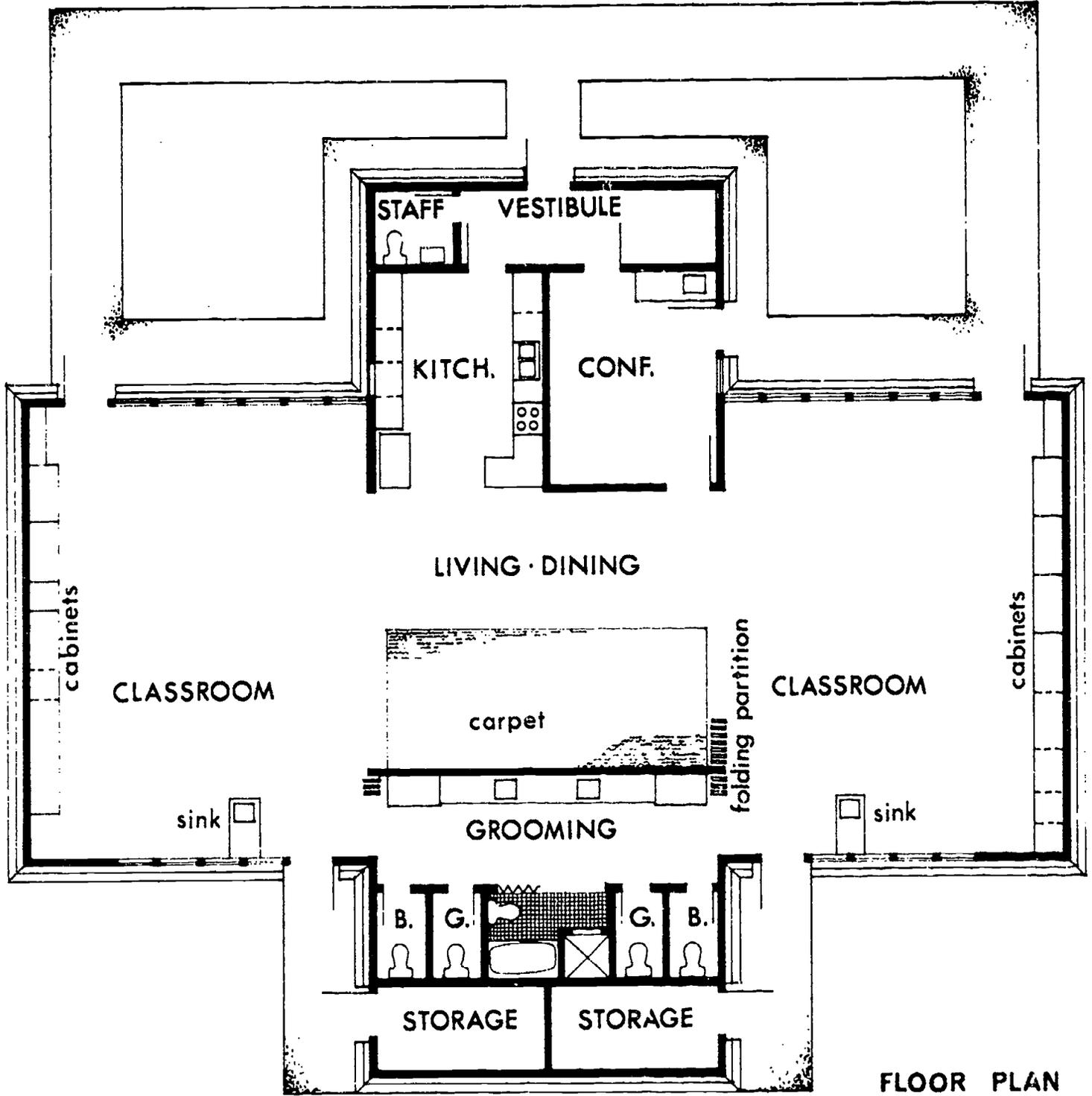
LOUISIANA SCHNELL ELEMENTARY SCHOOL
2870 Schnell School Road
Placerville, CA 95667



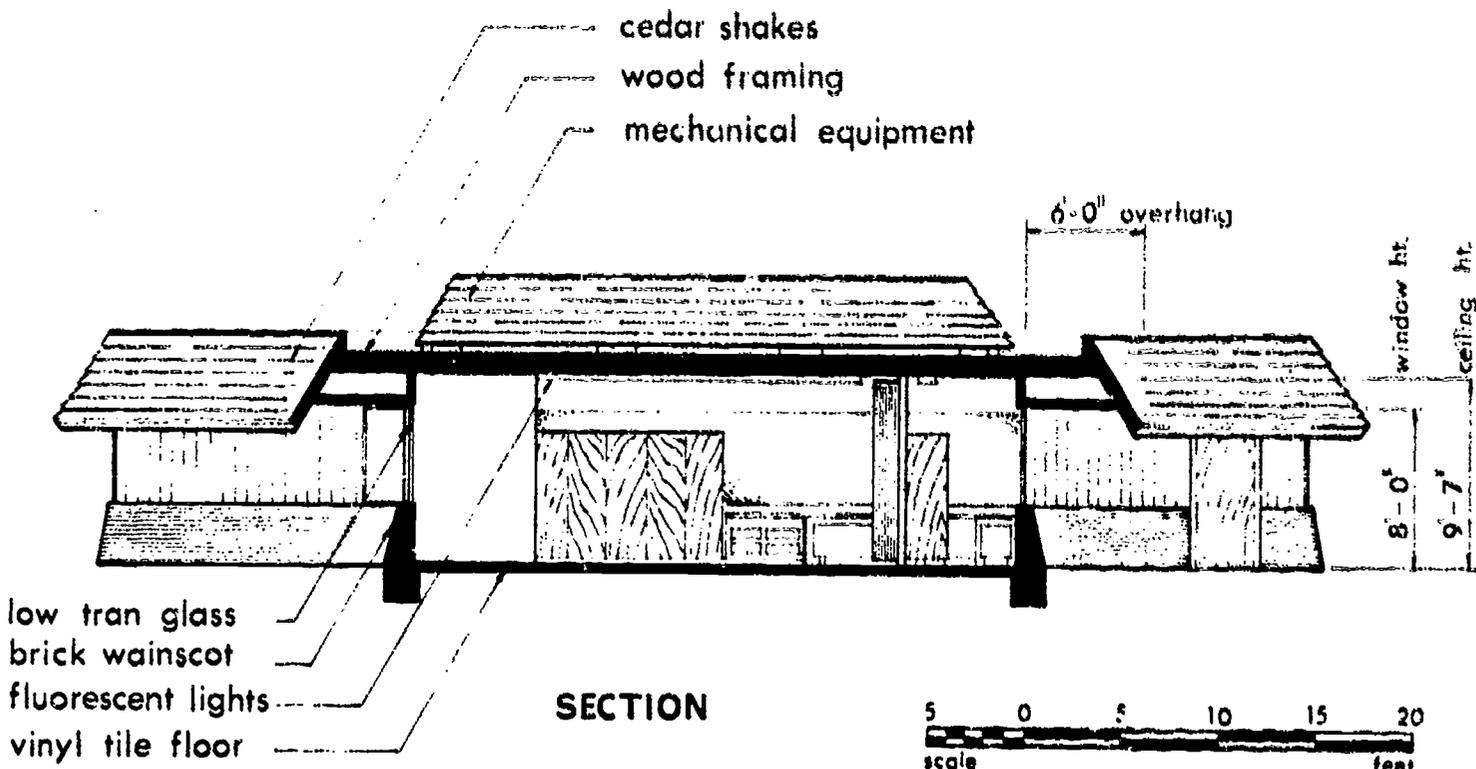
Facility Design

The two-classroom TMR facility, located on the site of Louisiana Schnell Elementary School, has a basically residential and open character. The classrooms and the kitchen and the living-dining and grooming spaces are defined only by a change in floor materials or by folding partitions.

In addition to the main building, there is a small animal shelter that includes storage space for yard equipment. The site also features a wheeled toy area, a small basketball court, a tan bark play area, a turfed play area, and a vegetable garden.

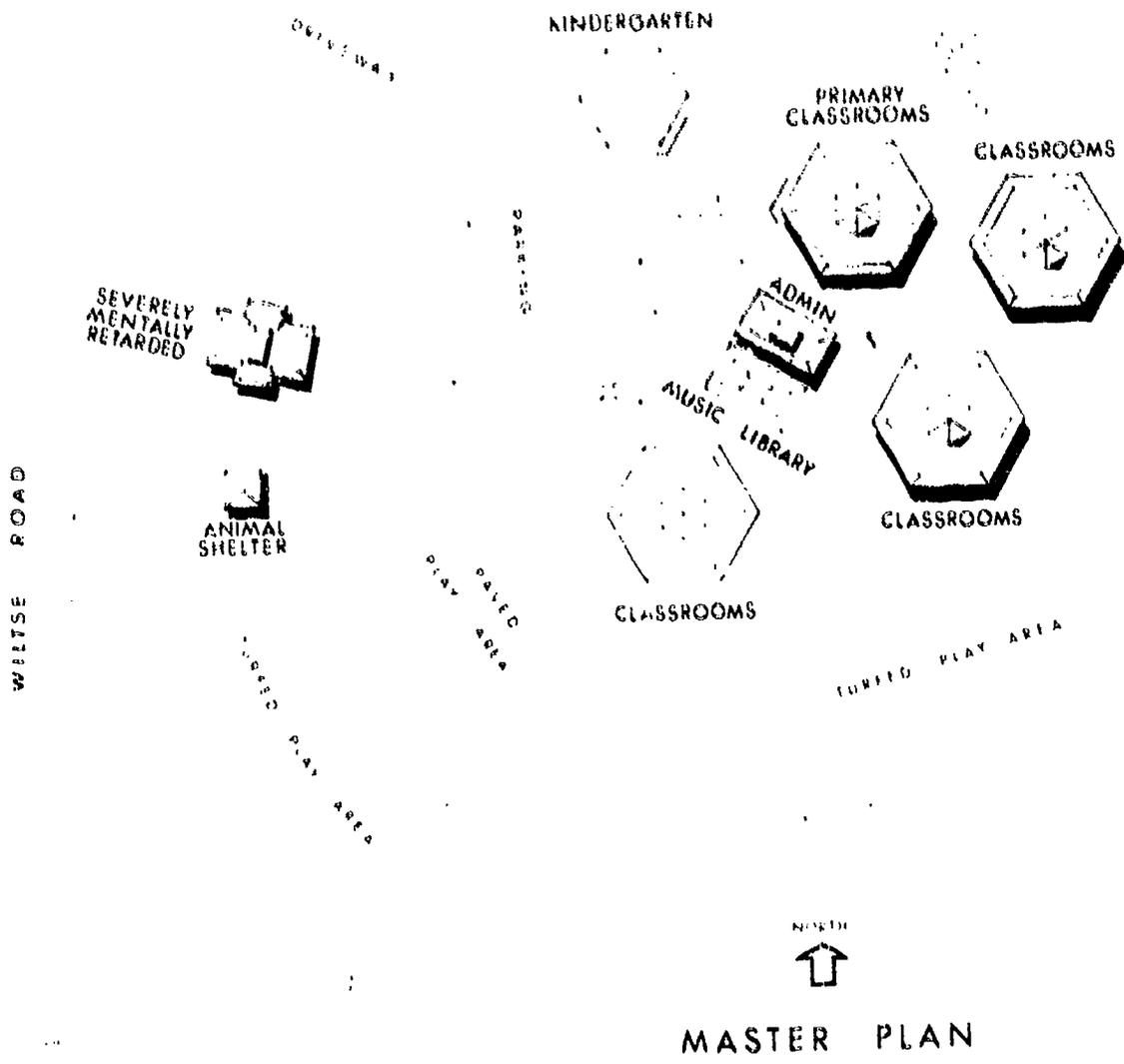


FLOOR PLAN



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THE UNIVERSITY OF MICHIGAN LIBRARY SERIALS ACQUISITION DEPARTMENT



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NEWCASTLE SCHOOL FOR EXCEPTIONAL CHILDREN

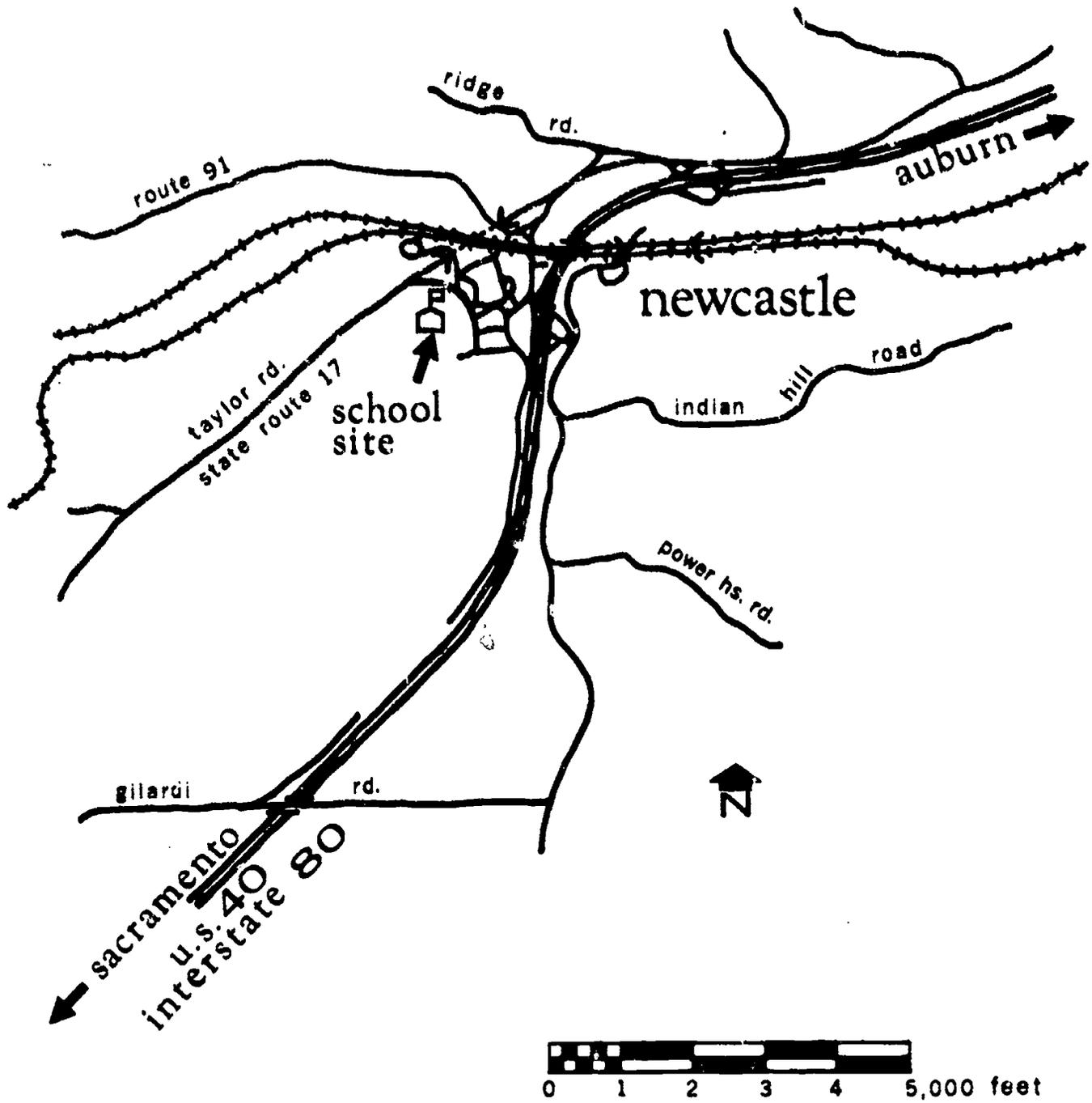
Office of the Placer County Superintendent of Schools
Kenneth L. Lonergan, Superintendent
Bruce Becker, Principal

Architect: Stafford, King and Associates
Field Representative: Claude Rupel
Source of funding: State School Building Aid
Date building first occupied: 1966
Age range of pupils: Five through fourteen years
Maximum capacity of building: 60



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NEWCASTLE SCHOOL FOR EXCEPTIONAL CHILDREN *Formerly Mentally Retarded*



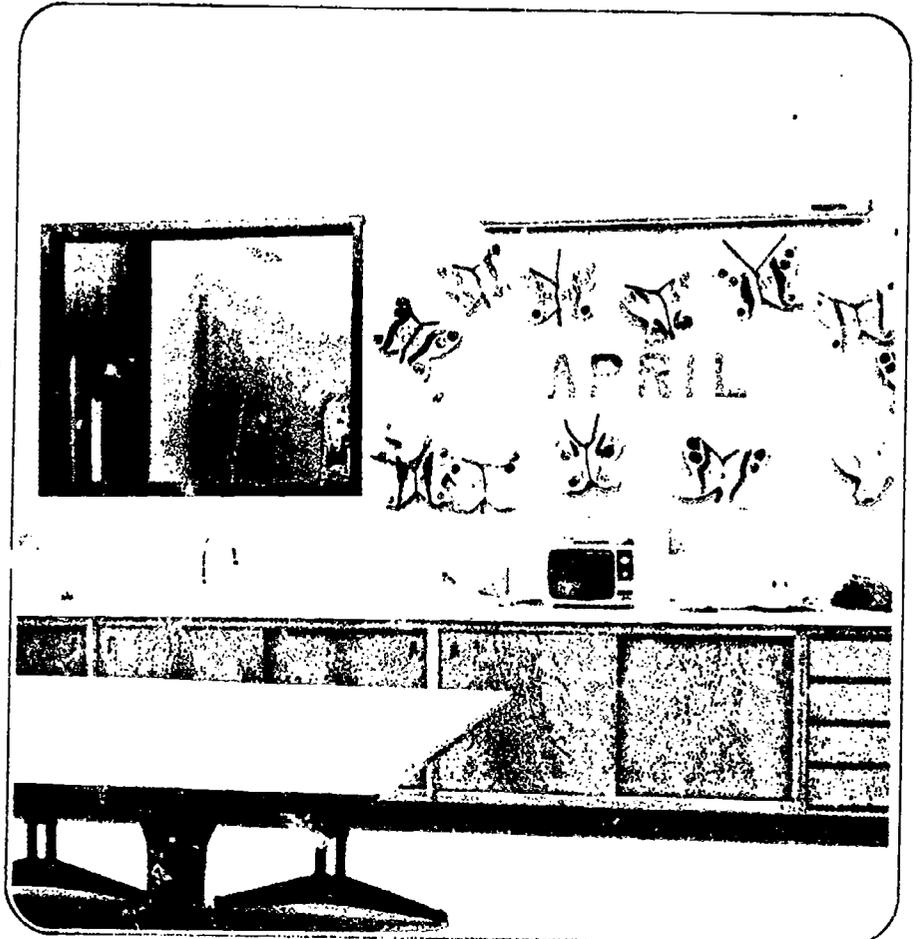
NEWCASTLE SCHOOL FOR EXCEPTIONAL CHILDREN
Valley View Drive
P.O. Box 58
Newcastle, CA 95658

Educational Program

The Newcastle School for Exceptional Children is housed in two buildings. The building designed for physically handicapped children was completed December 1, 1963, and is currently used for programs for the orthopedically handicapped and deaf and severely hard of hearing. The building

described here serves as a facility for the trainable mentally retarded and was first occupied in 1966.

The TMR program at the Newcastle School emphasizes the development of good personal hygiene habits and simple domestic, gardening, and mechanical skills.

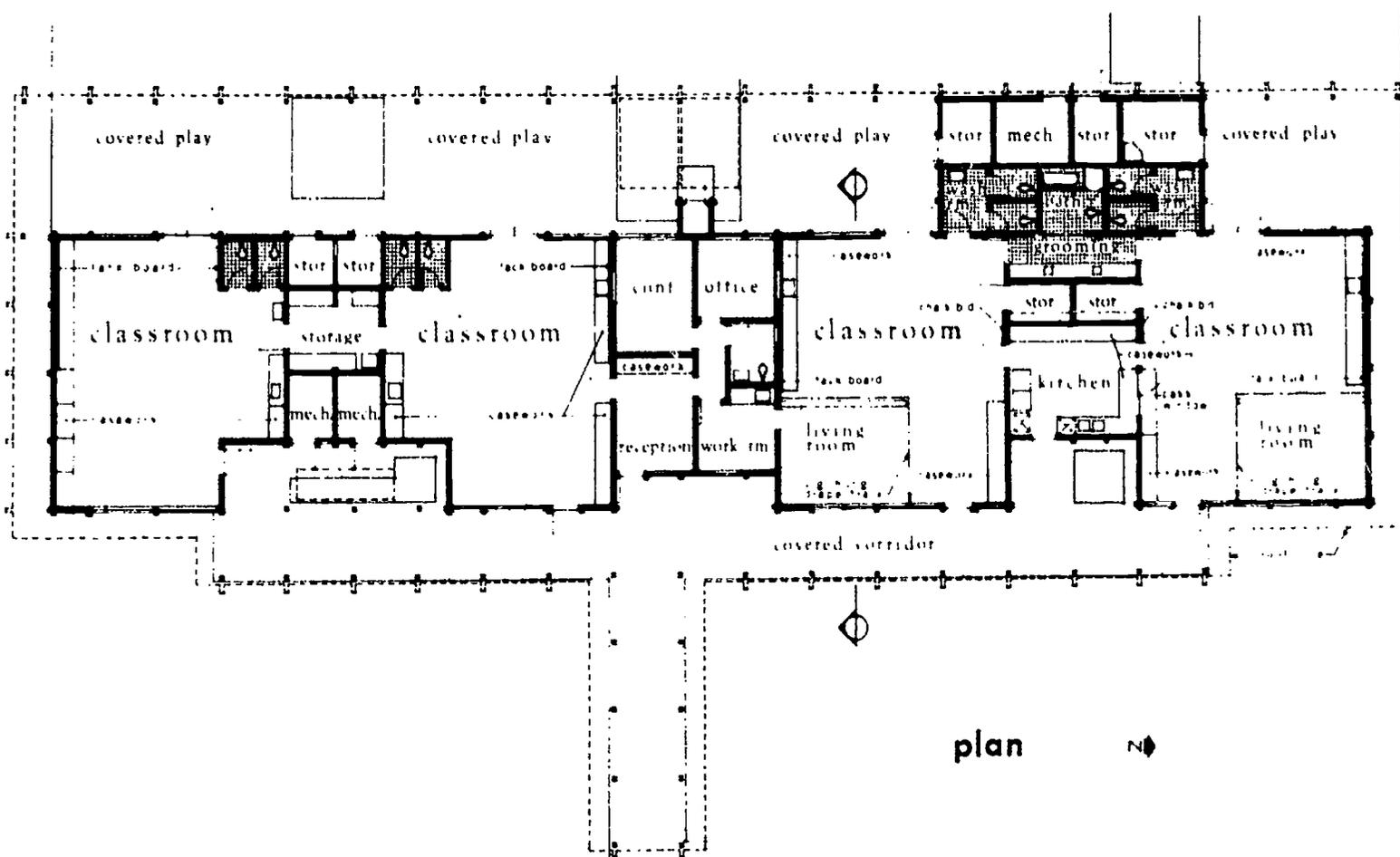


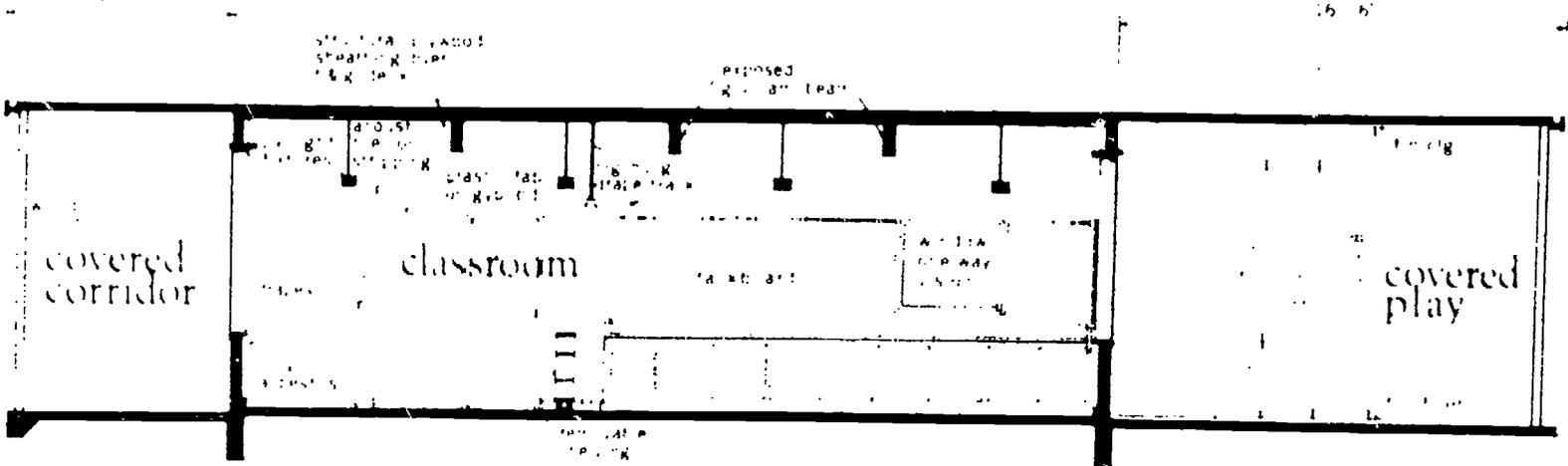
Facility Design

The site of the Newcastle facility for trainable mentally retarded children is small, and it is at a steep gradient so that only about one-half the total acreage was usable. The air-conditioned building comprises four classrooms, each with easily supervised individual toilet facilities for boys and girls. Cabinets and storage rooms, which are close to activity areas, provide storage space for equipment. Two of the classrooms serve the upper grades and have their own training kitchen-laundry and grooming-bath facilities. Residential-type fur-

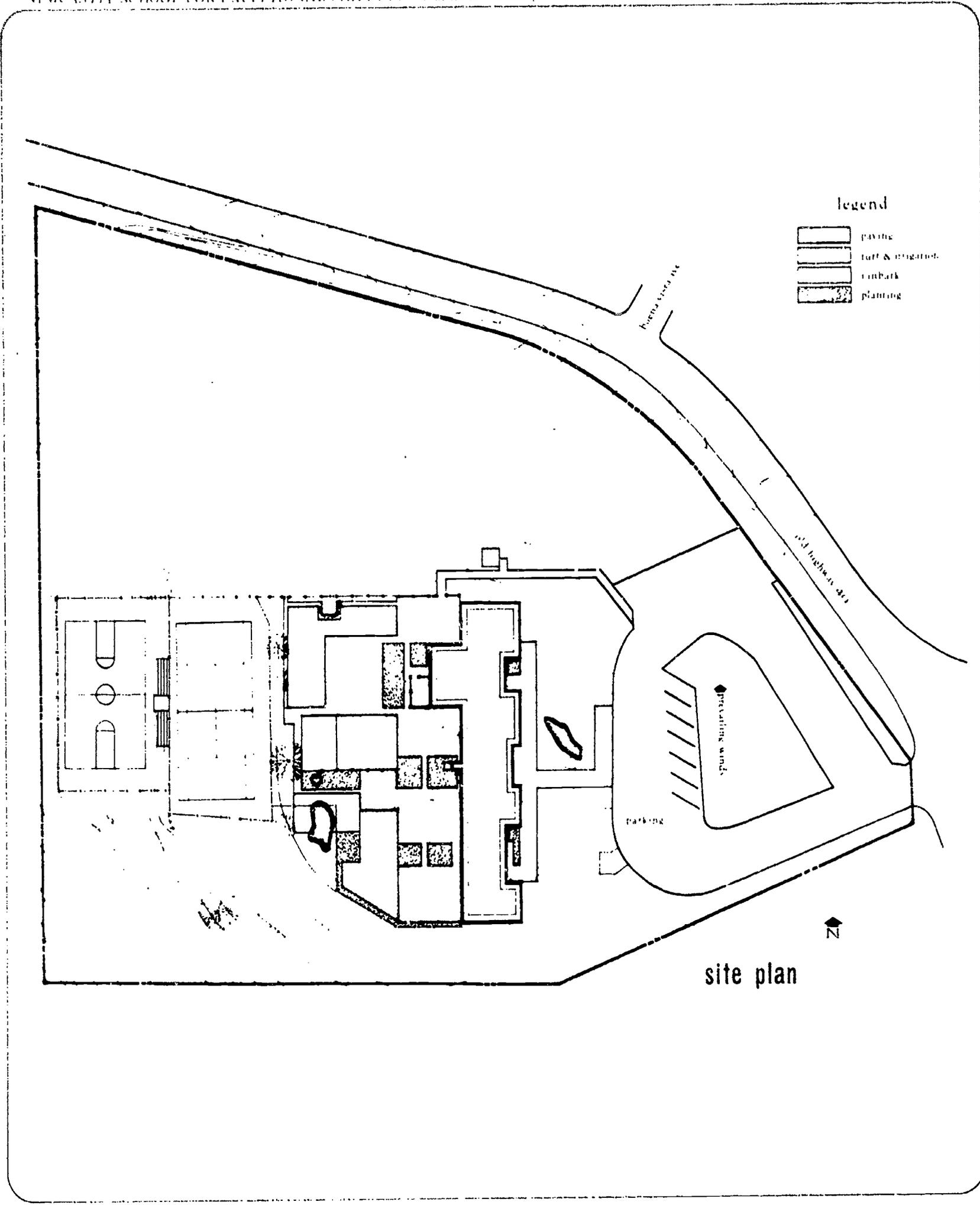
nishings and equipment are used in these areas, as well as in living room areas, to create a homelike environment.

A sheltered patio at each classroom opens to a yard that provides space for varied individual and group activities. The yard includes areas for wheeled and fixed play equipment, turfed areas, and areas for pupil planting projects. The small administration area is located in the center of the complex to allow observation of classroom and yard activities.





section



legend

-  paving
-  turf & engaged
-  embank
-  planting

site plan

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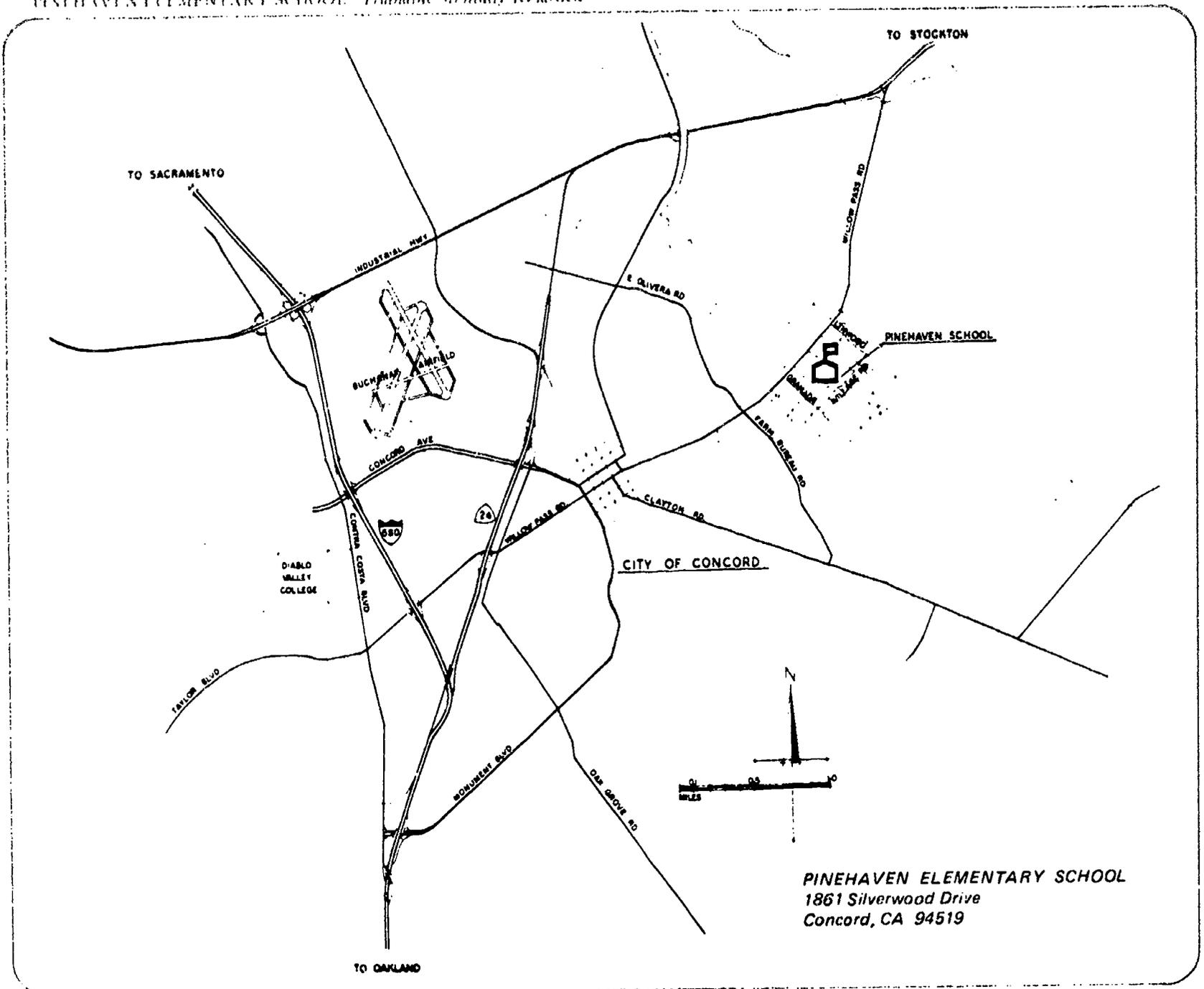
PINEHAVEN ELEMENTARY SCHOOL

Mt. Diablo Unified School District
James L. Merrihew, Superintendent
Hetty Johnson, Principal

Architect: Anderson, Simonds, Dusel, Carapini & Milhous
Field representative: Albert L. Kempton
Source of funding: State School Building Aid
Date building first occupied: 1967
Age range of pupils: Five through sixteen years
Maximum capacity of building: 68



PINEHAVEN ELEMENTARY SCHOOL *trainable Mentally Retarded*

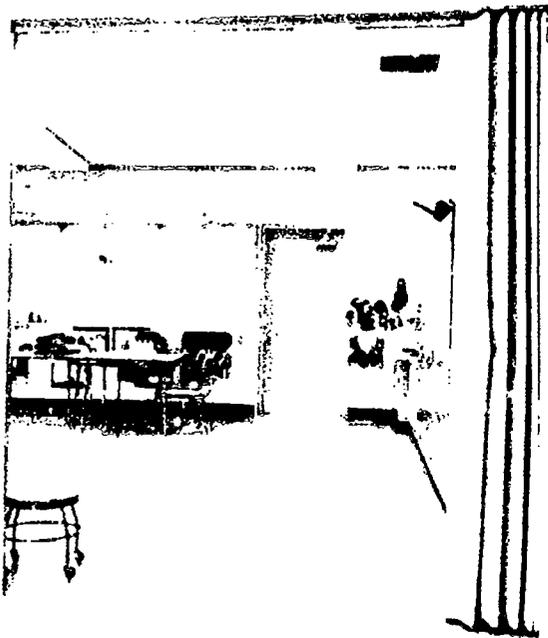




Educational Program

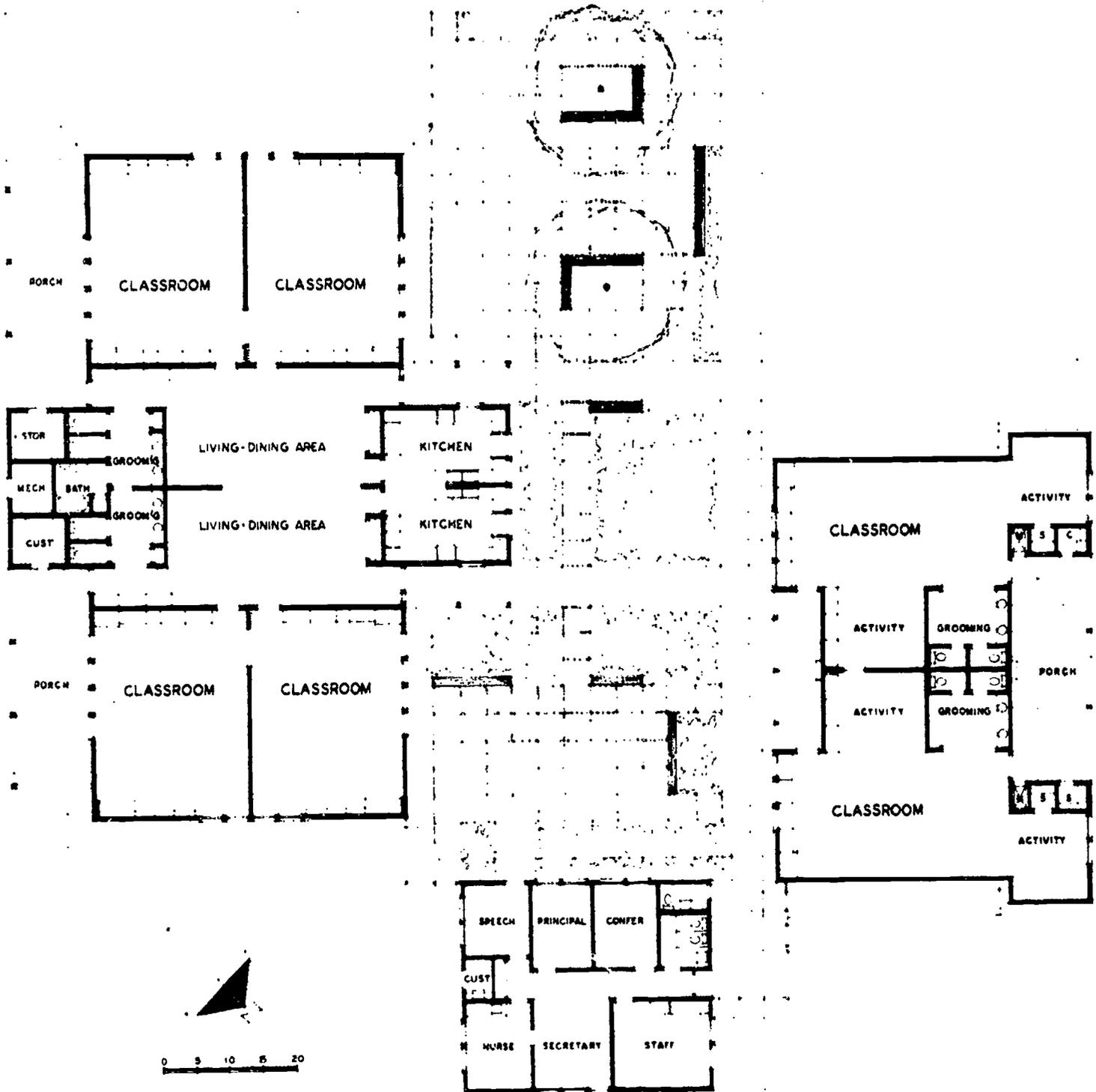
Pinhaven Elementary School provides a program for trainable mentally retarded pupils that is designed to teach them to help themselves and to provide useful services to others in the pupils' homes or in a sheltered environment. Pupils are given highly individualized training in social and physical development and in communication, self-help, and vocational skills. Grouping is based on social competence.

The educational staff consists of six teachers, a part-time speech therapist, five special education aides, and a school nurse.



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PINEHAVEN ELEMENTARY SCHOOL *Trainable Mentally Retarded*



Facility Design

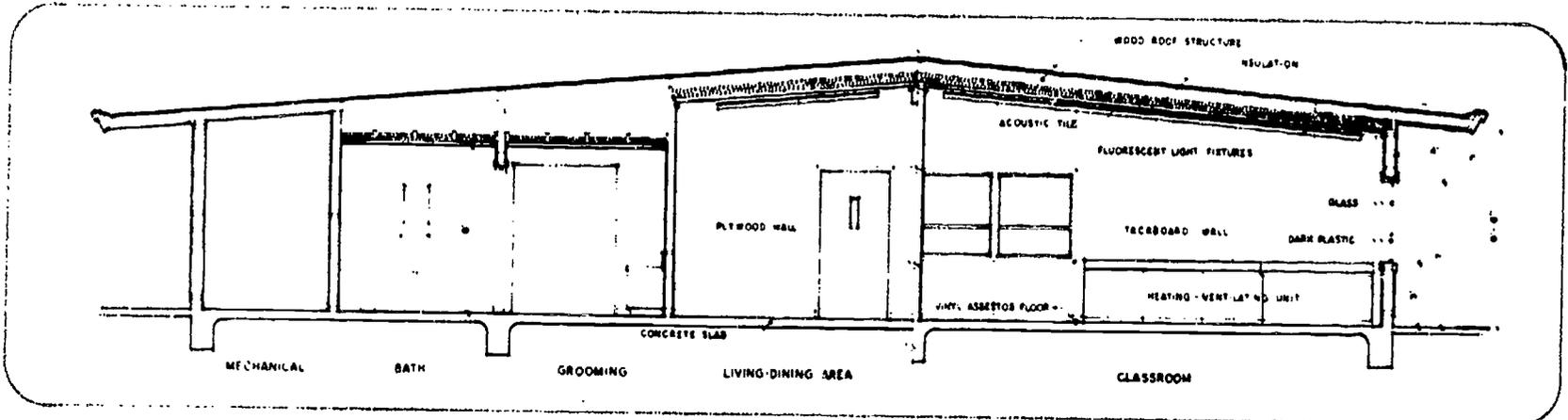
PINEHAVEN ELEMENTARY SCHOOL *Trainable Mentally Retarded*

Pinehaven Elementary School is located in a walnut orchard that is surrounded by a residential area in the city of Concord. The planning concept was based upon maintaining, as nearly as possible, an informal residential character in the buildings and a natural environment on the grounds. The school consists of three separate buildings - one to house administrative activities, another to serve four groups of older pupils, and a third to provide space for two groups of younger children.

The buildings - with their stained cedar exterior siding and beam-supported, low-pitched, broad-eaved roofs are tastefully grouped around a

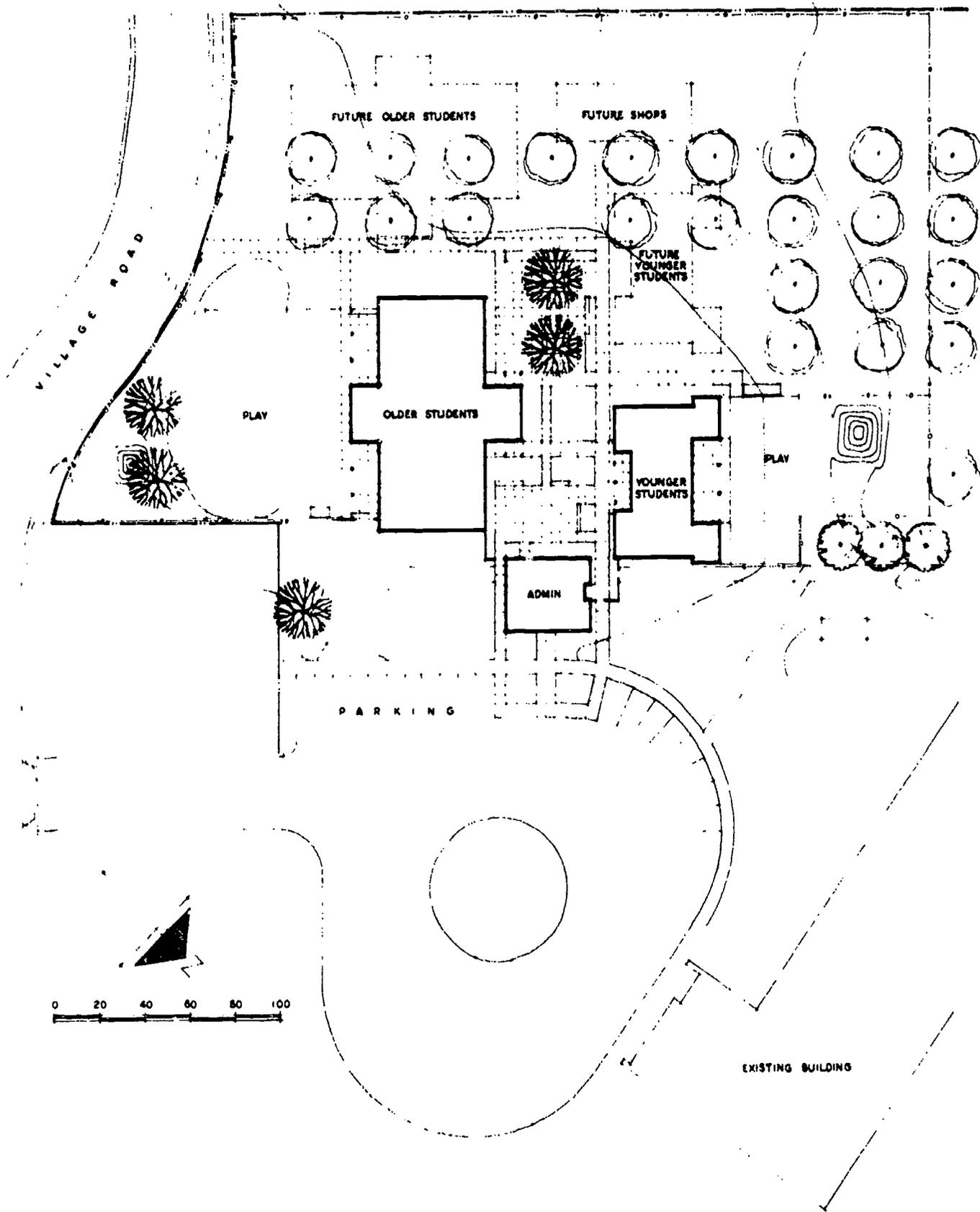
pleasant landscaped court. This court provides opportunities both for instruction and for student participation in gardening activities.

The classrooms in the building that houses the older students are grouped around an area designed for a variety of activities. Instruction in domestic skills is also provided in this area, which is served by a kitchen that includes facilities suitable for use by the pupils. The interior of the building for the younger children is arranged to allow areas of activity and quiet, all of which can be supervised easily.



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PINEHAVEN ELEMENTARY SCHOOL *Trainable Mentally Retarded*



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RUTH E. SUMNEY SCHOOL

Office of the San Bernardino County Superintendent of Schools
Roy C. Hill, Superintendent
Charles Loy, Principal

Architect: Frick, Frick & Jette
Field representative: Darrel H. Slocum
Source of funding: State School Building Aid
Date building first occupied: 1970
Age range of pupils: Five through eighteen years
Maximum capacity of building: 72



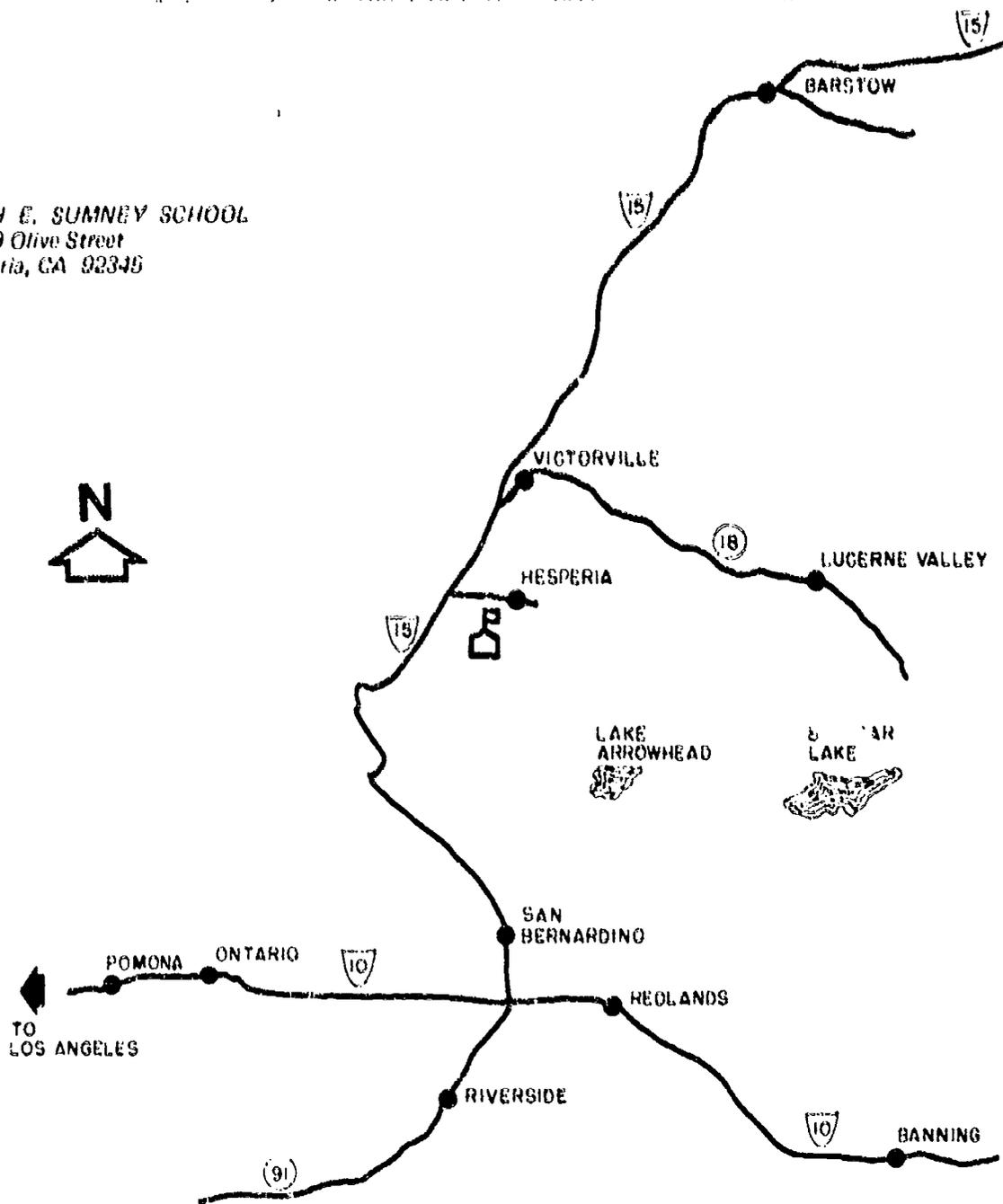
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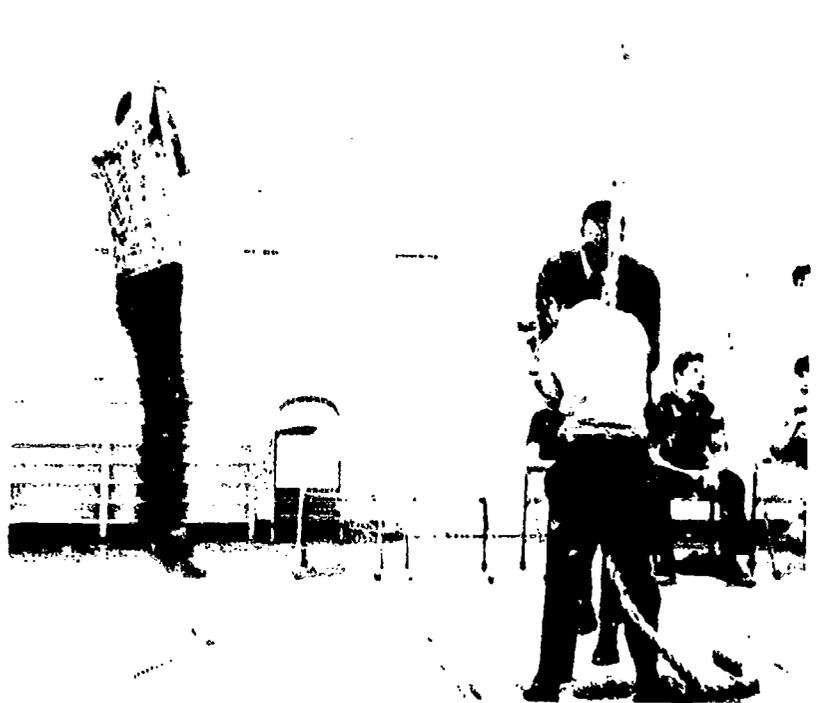


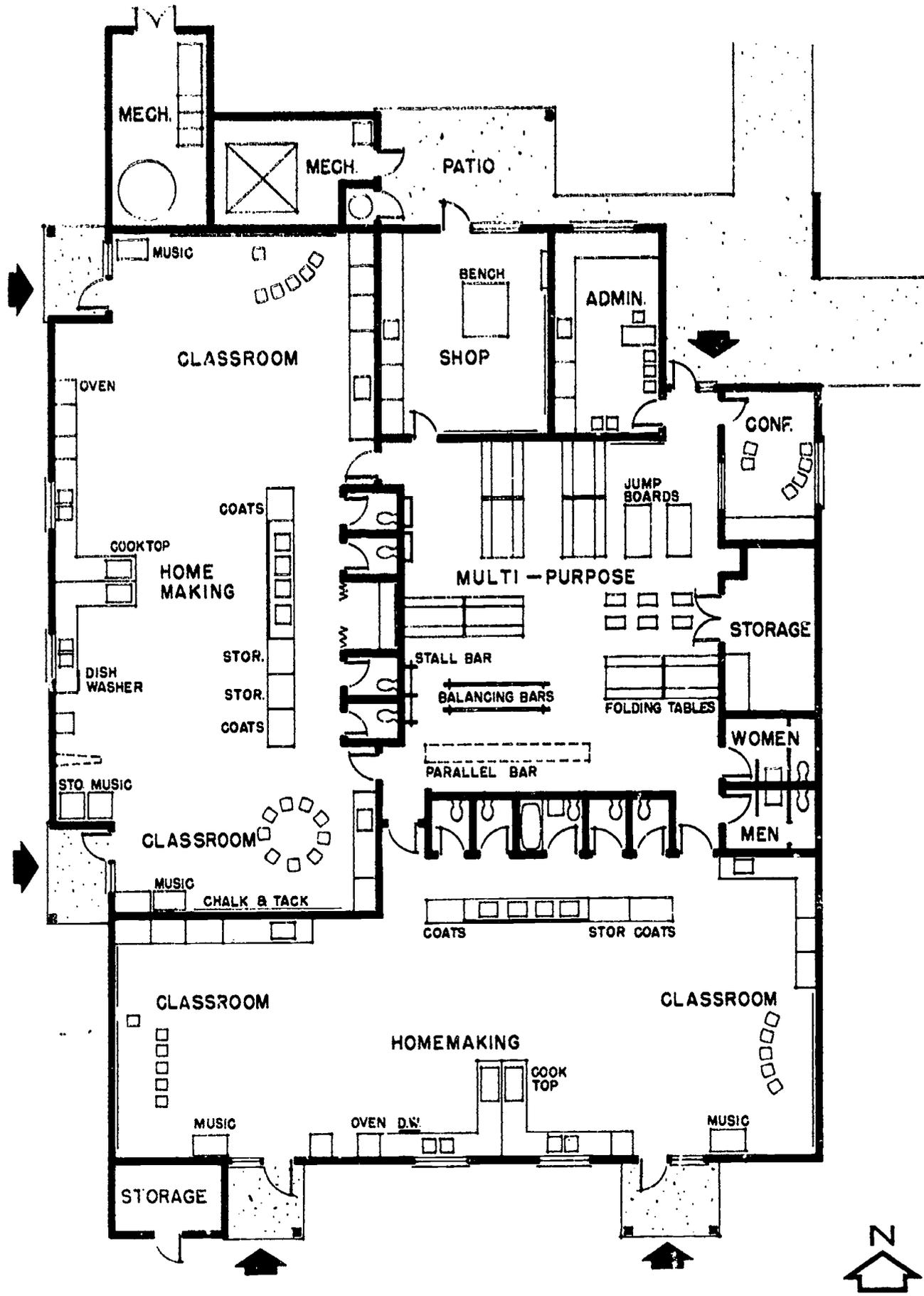
Educational Program

The classroom environment at Ruth E. Sunney School is a home-type environment. The TMR pupils are thus afforded an opportunity to integrate their social development with the development of simple skills and habits pertaining to their daily lives. Instruction involves personal health care, home duties, and domestic work, such as cooking, making beds, simple repairs, car washing, and gardening. Activities vary in accordance with each pupil's ability and age.

RUTH E. SUMNEY SCHOOL
16199 Olive Street
Hesperia, CA 92346





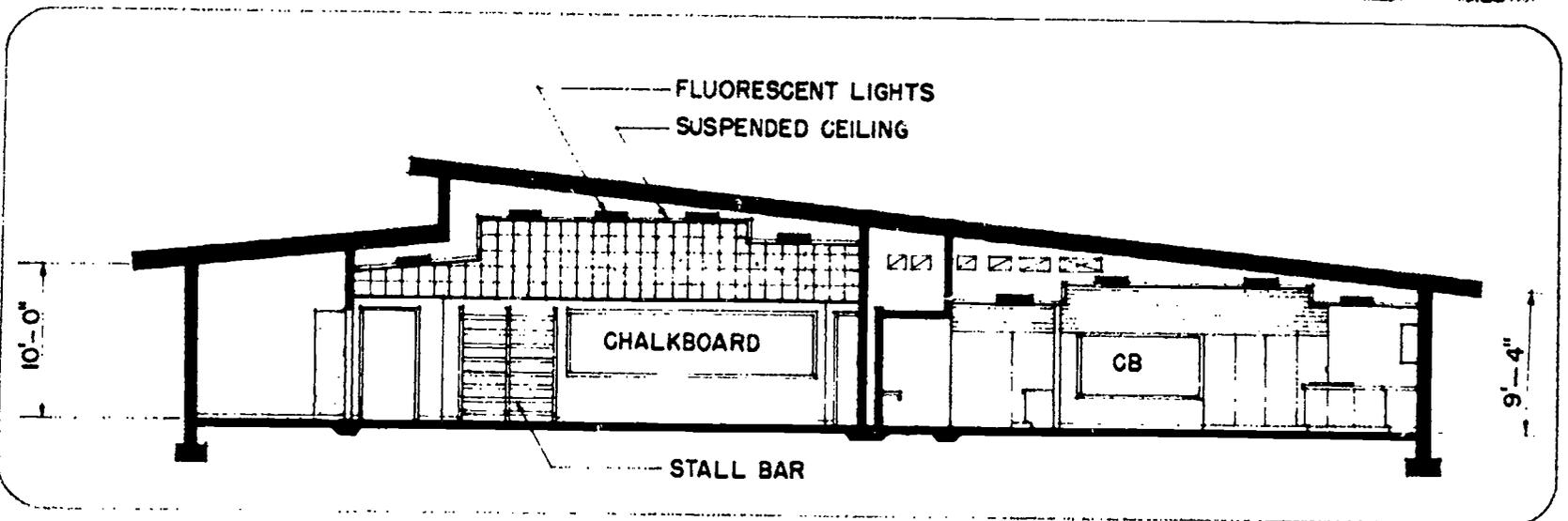


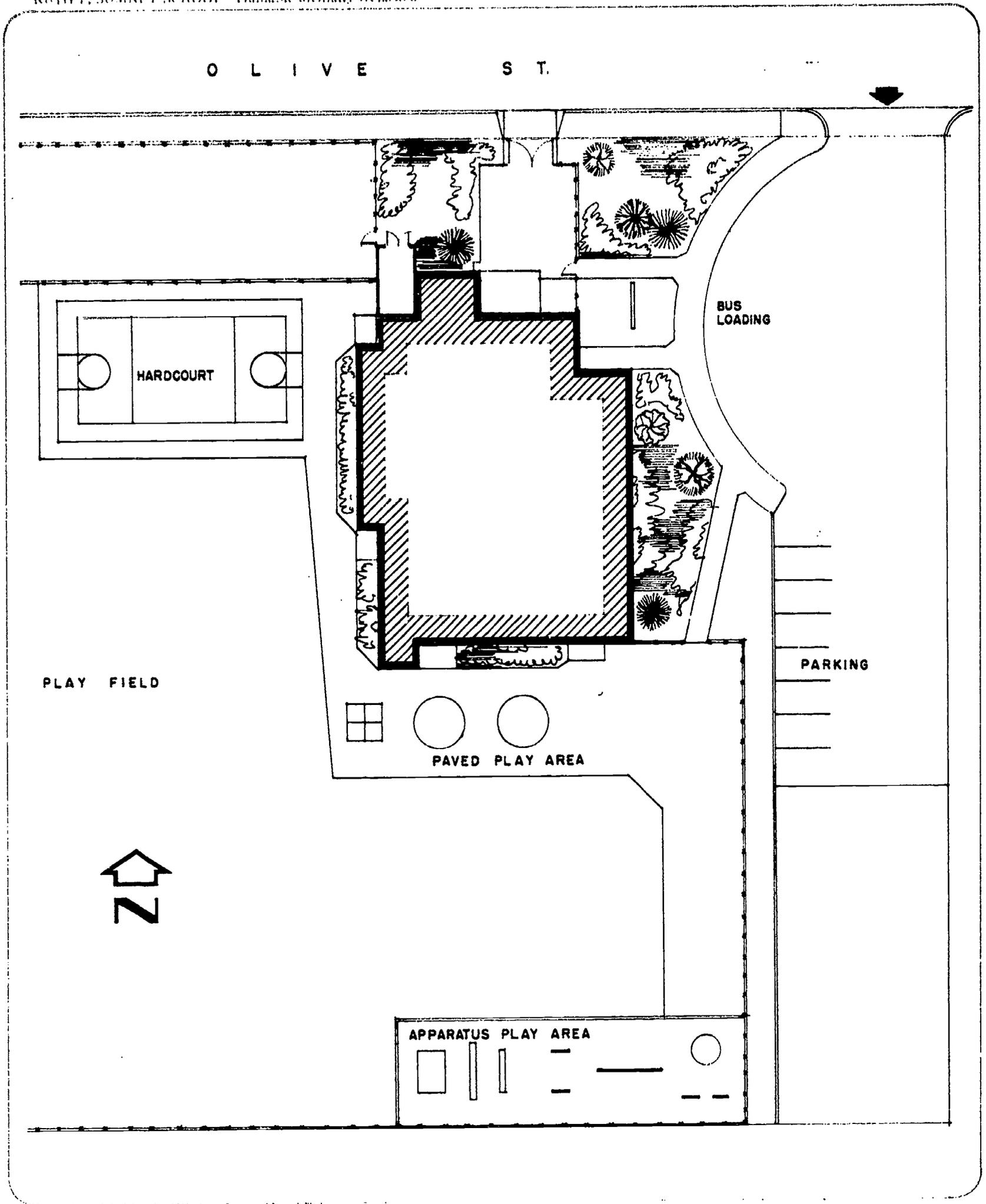


Facility Design

Ruth E. Sumney School consists of a single building that contains four classrooms grouped around a multipurpose room with visual aid facilities and an adjacent storage room. The building separates two outside activity areas. The facility includes a home-type kitchen with a dishwasher and laundry equipment, a simulated bedroom and living room, and a functional training bathroom with adjacent wash basins and a shielded grooming area. Space was also allowed for equipment designed for coordination training and motor development. A separate vocational room is used for training in simple household repairs. The school is carpeted and air conditioned throughout.

An outside storage area provides space for wheeled toys, outdoor equipment, and garden tools. There is direct access from all classrooms to play area, car wash, garden area, and bus loading area.



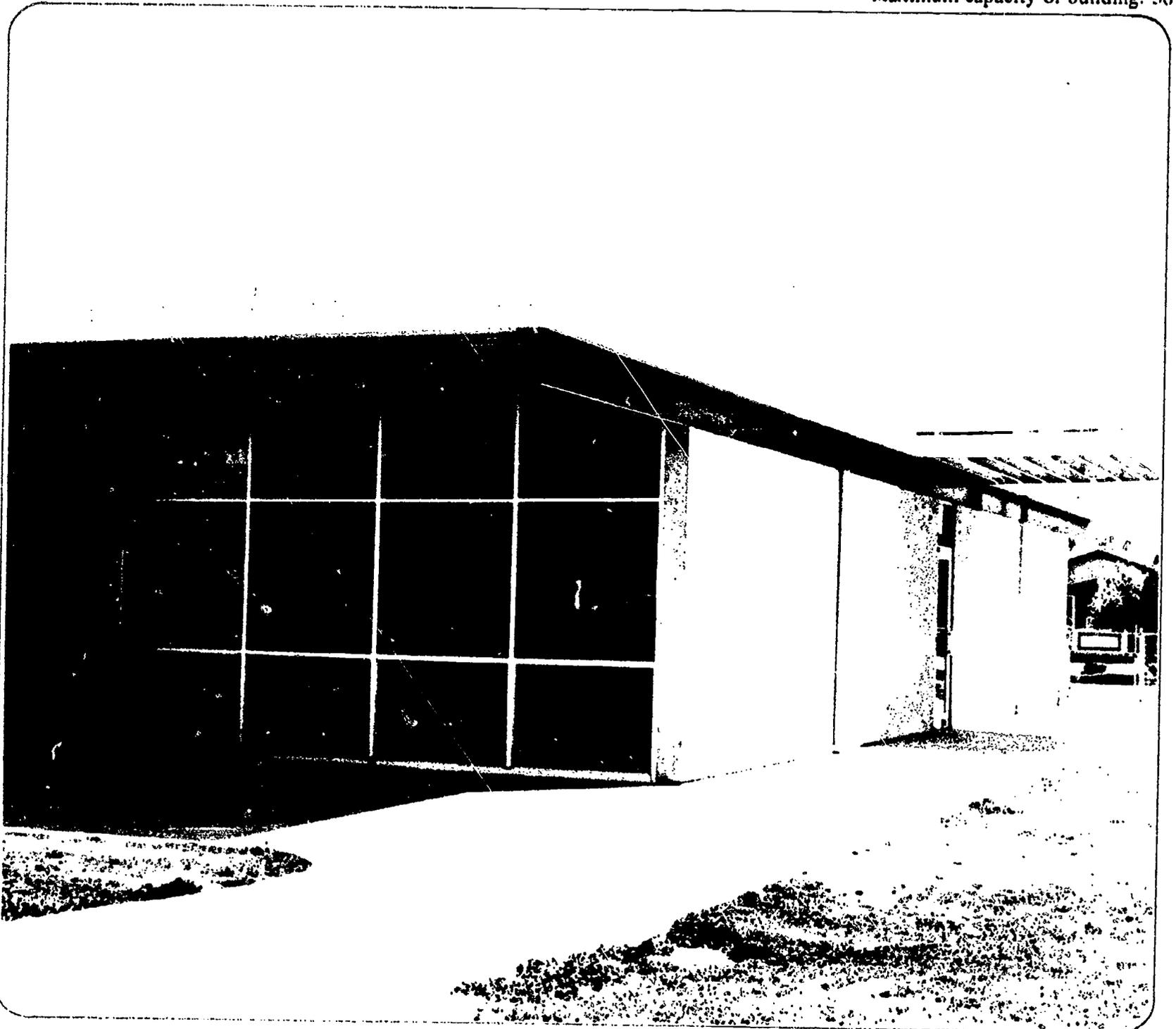


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SEQUOIA JUNIOR HIGH SCHOOL

Simi Valley Unified School District
Walter J. Ziegler, Superintendent
Frank Finch, Principal
Brian Ross, Lead Teacher

Architect: Daniel, Mann, Johnson & Mendenhall
Field representative: Charles H. Ambellan
Source of funding: State School Building Aid
Date building first occupied: 1969
Age range of pupils: Six through twenty-one years
Maximum capacity of building: 36

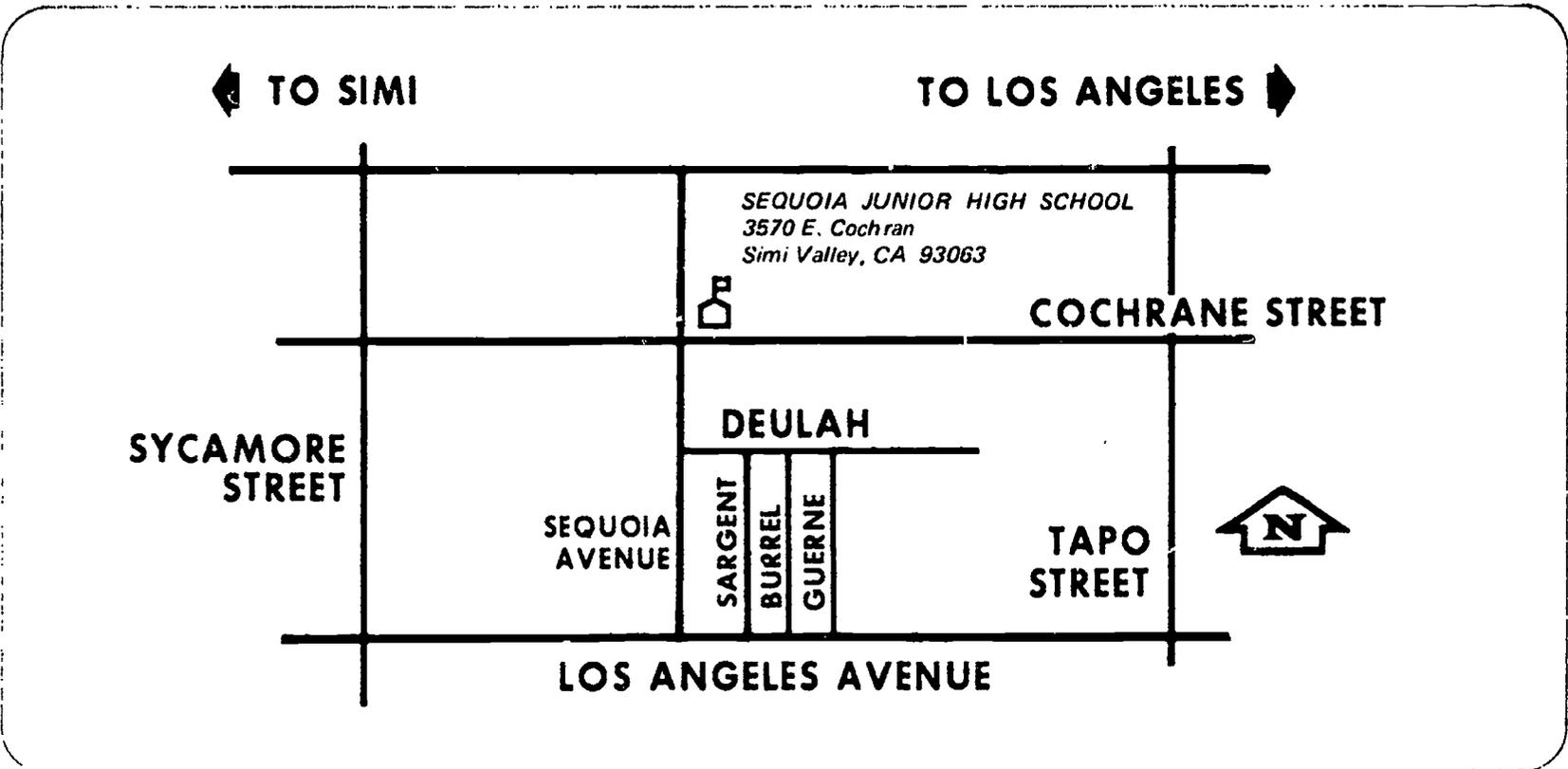
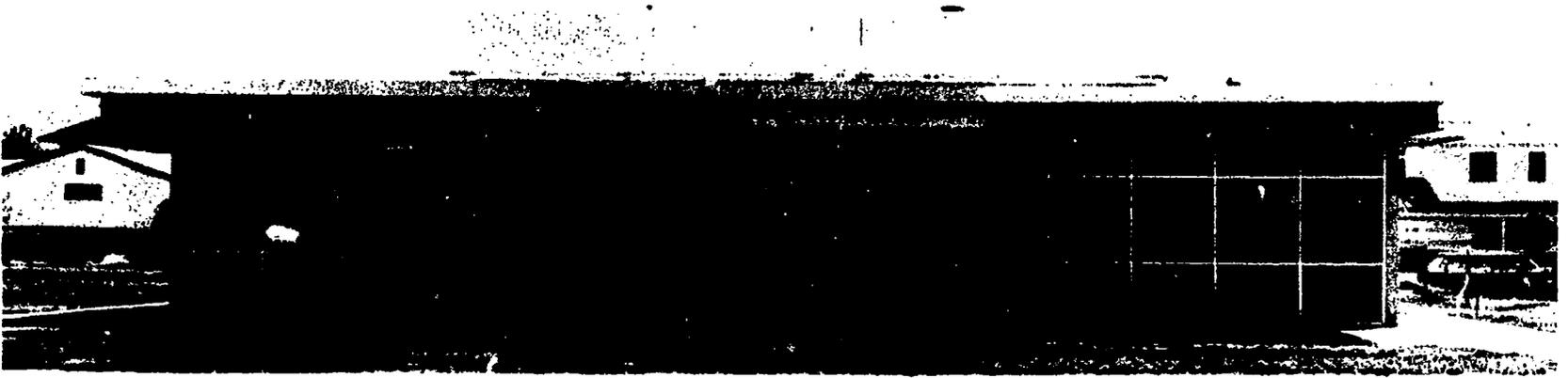


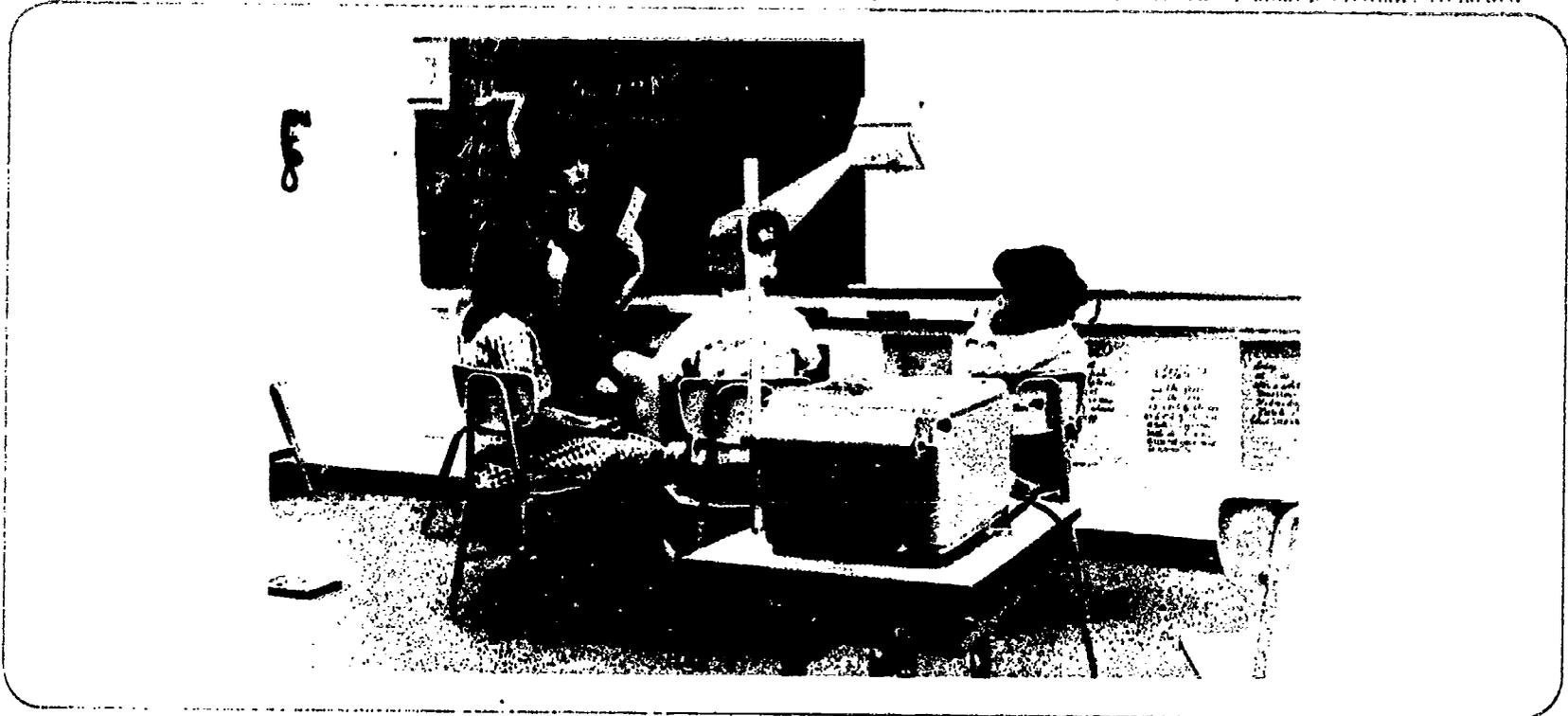
Educational Program

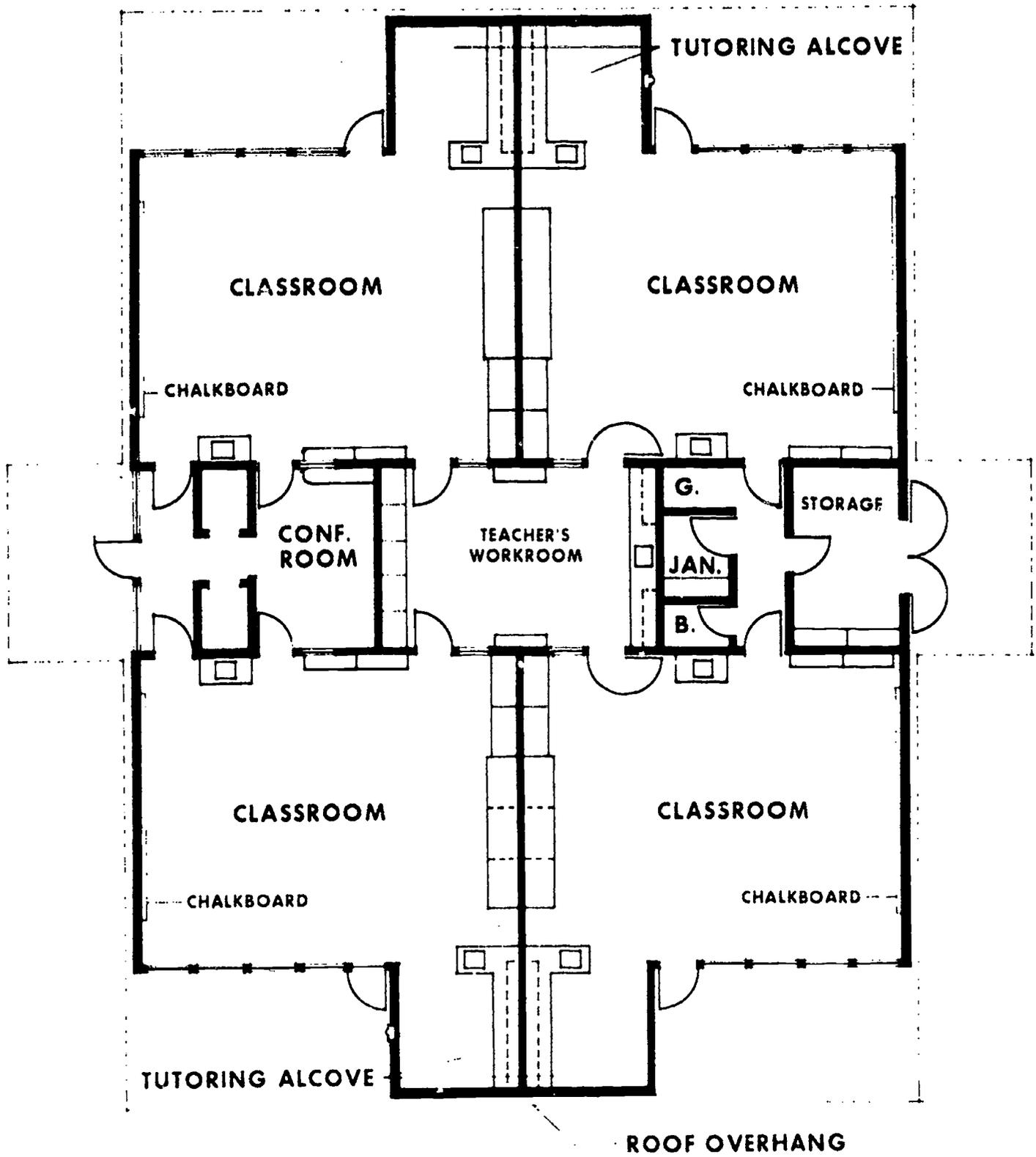
The facility for trainable mentally retarded minors at Sequoia Junior High School allows for social and educational interaction between regular and special education pupils, teachers, and administrators. Team teaching techniques are used at the facility, and there are group activities as well as individual instruction.

The facility offers TMR pupils the opportunity

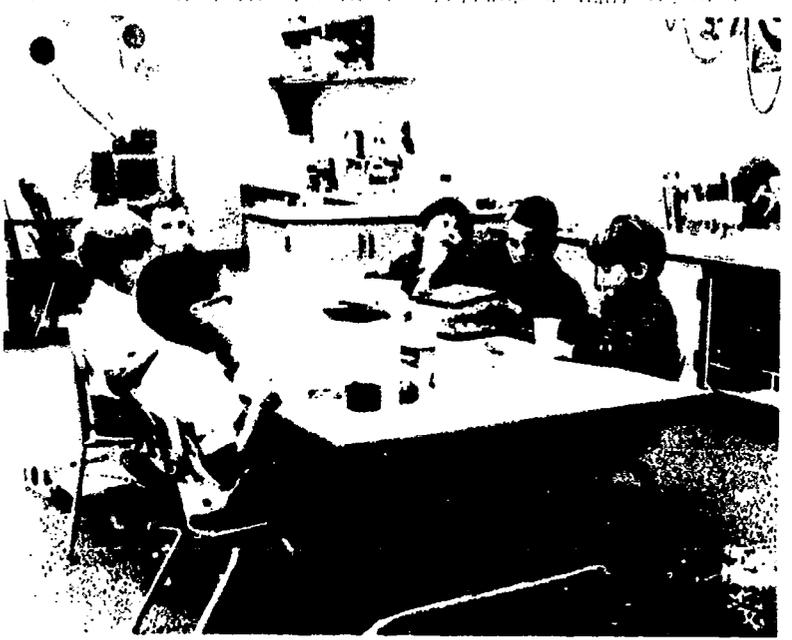
to learn to function effectively in the home and emphasizes such activities as table setting, preparation and serving of meals, and care and maintenance of household furnishings. Grooming and personal hygiene are also covered. Training is provided in the use of shop equipment and tools, gardening, and car washing.





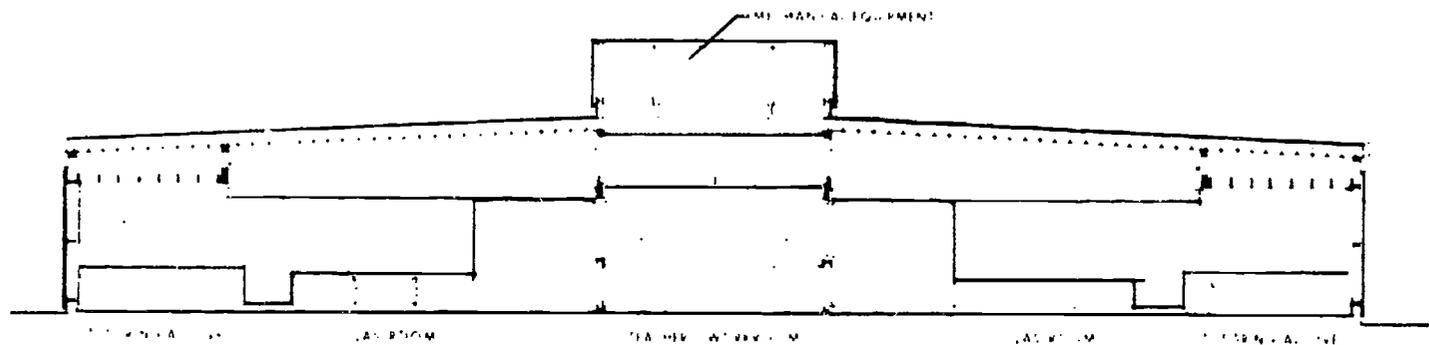


STUDENTS IN THE TMR FACILITY - Possible Materials



Facility Design

The TMR facility at Sequoia Junior High School consists of a four-classroom complex and an easily accessible home living-training center in which movable walls provide flexibility. The center has all the basic characteristics of a modern, fully furnished home. Auxiliary areas include a workshop, a conference room, a nurse's office, and a staff room.

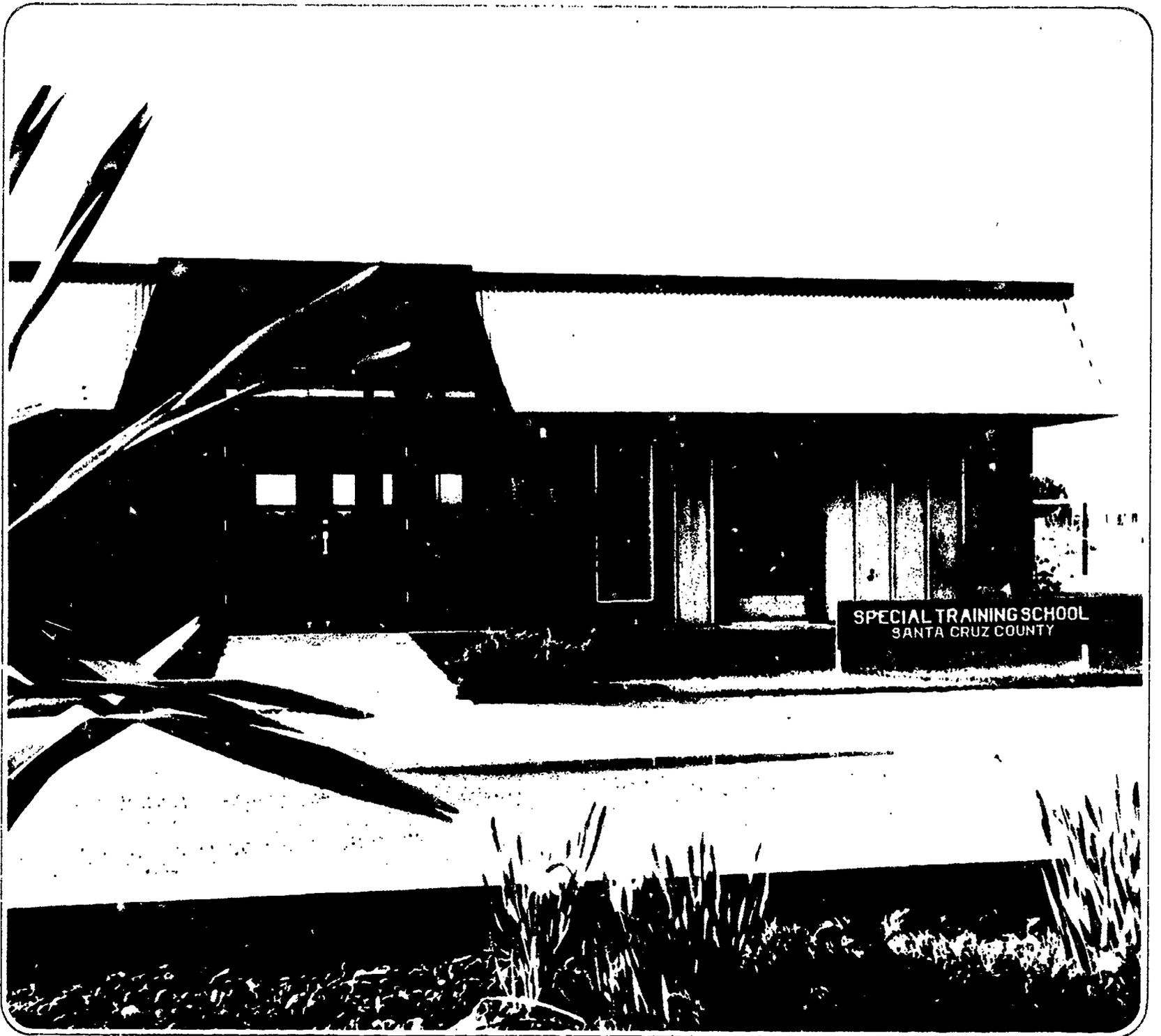


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SPECIAL TRAINING FARM

Pajaro Valley Joint Unified School District
John W. Duncan, Superintendent
Mrs. Eve Pecchenino, Principal

Architect: Warren Wong
Field representative: James Orsburn
Source of funding: State School Building Aid
Date building first occupied: 1966
Age range of pupils: Twelve through twenty-one years
Maximum capacity of building: 48

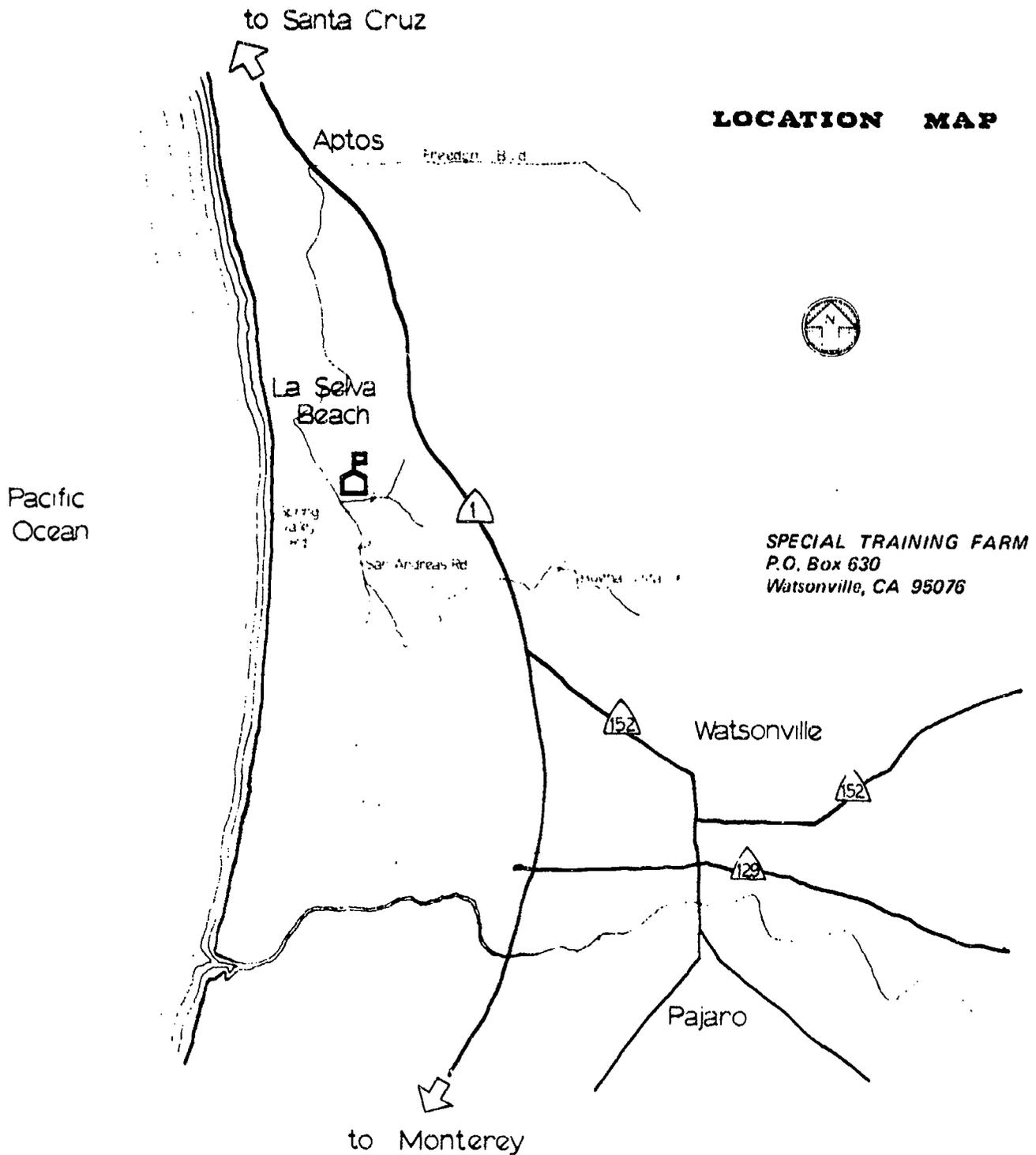


Educational Program

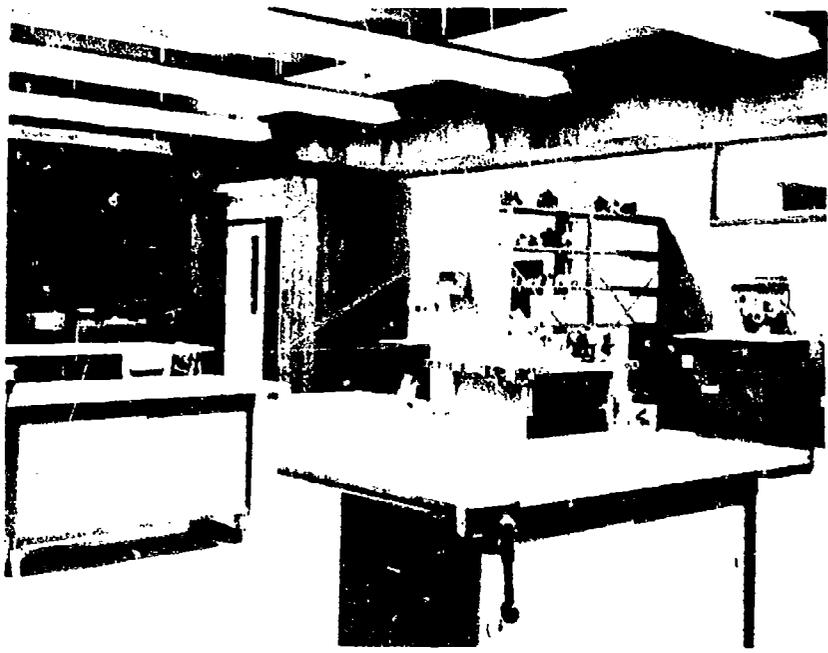
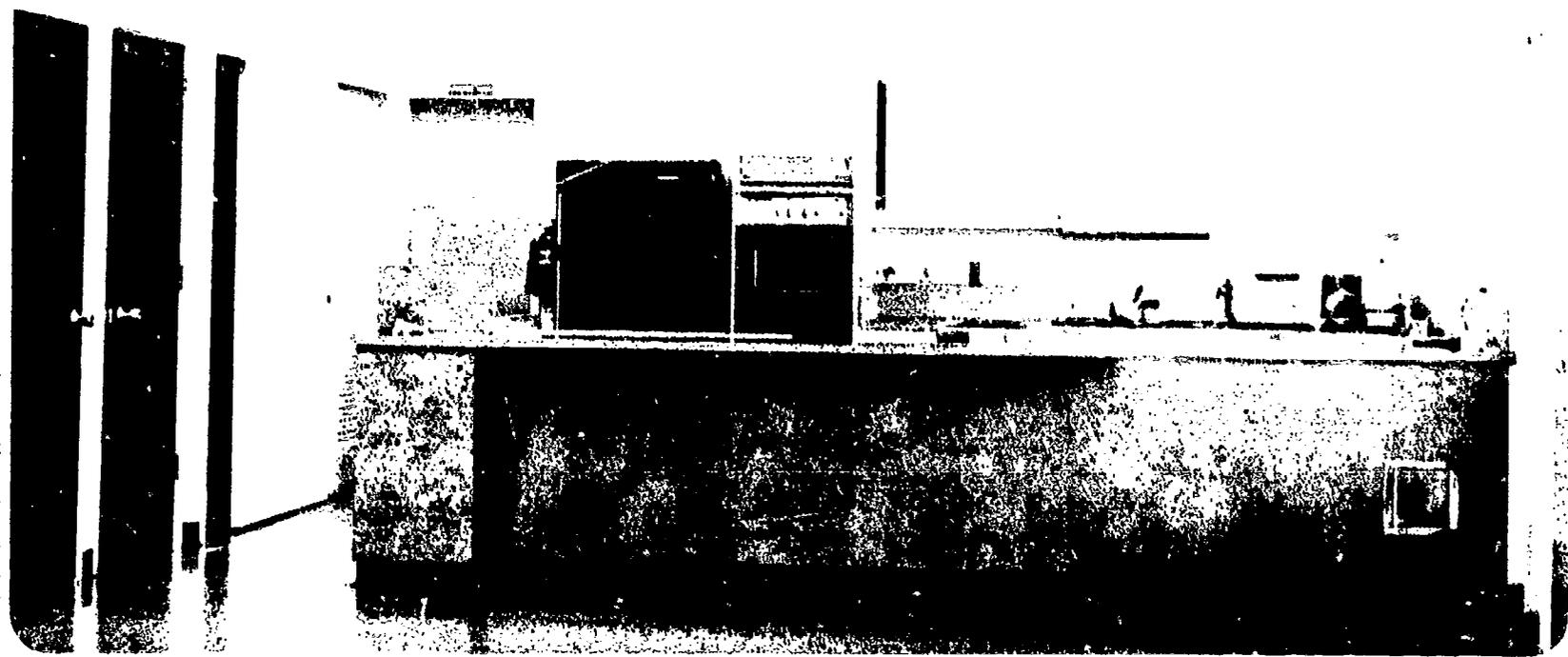
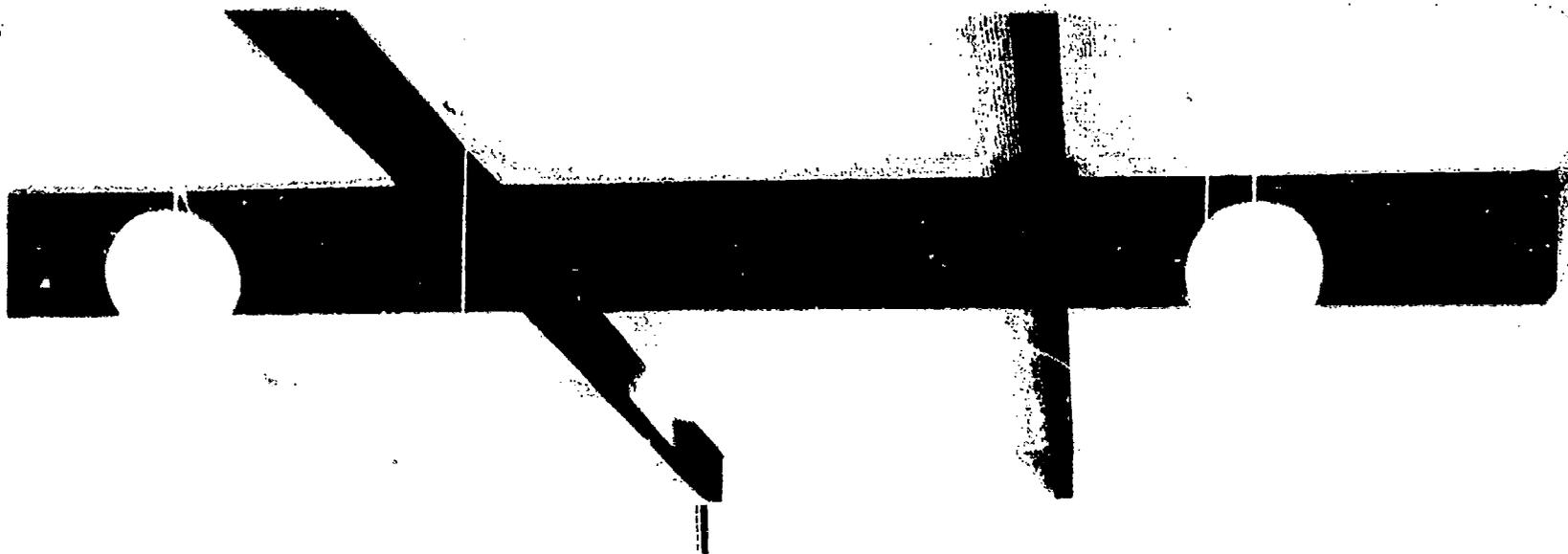
The Special Training Farm is open to trainable mentally retarded children from San Benito and Santa Cruz counties and the northern area of Monterey County.

The curriculum of the Special Training Farm is oriented to prevocational training in agriculture for trainable mentally retarded minors, aged twelve through twenty-one years. It covers the following areas: (1) social behavior; (2) self-care; (3) communications; (4) basic knowledge; (5) practical skills; and (6) body usage. Each instructional unit

is designed to encourage development in these areas; for instance, the homemaking unit is designed to train both girls and boys in the skills of home management; and the ornamental horticulture unit, facilities for which include a greenhouse, a lathhouse, and individual plots for pupil projects, provides opportunities for experiences in basic labor skills, such as plant identification and control, soil management, propagation of plants, and uses of fertilizers and insecticides.



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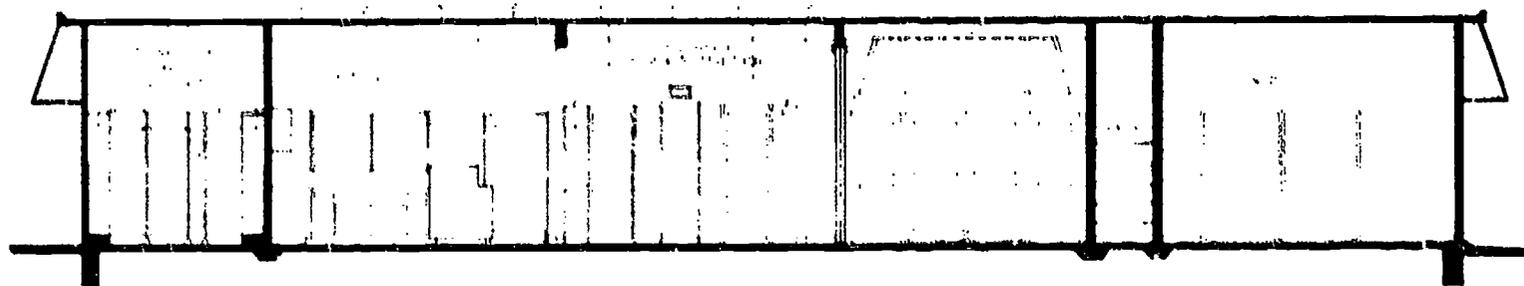
HOMEMAKING BUILDING - FLOOR PLAN

Facility Design

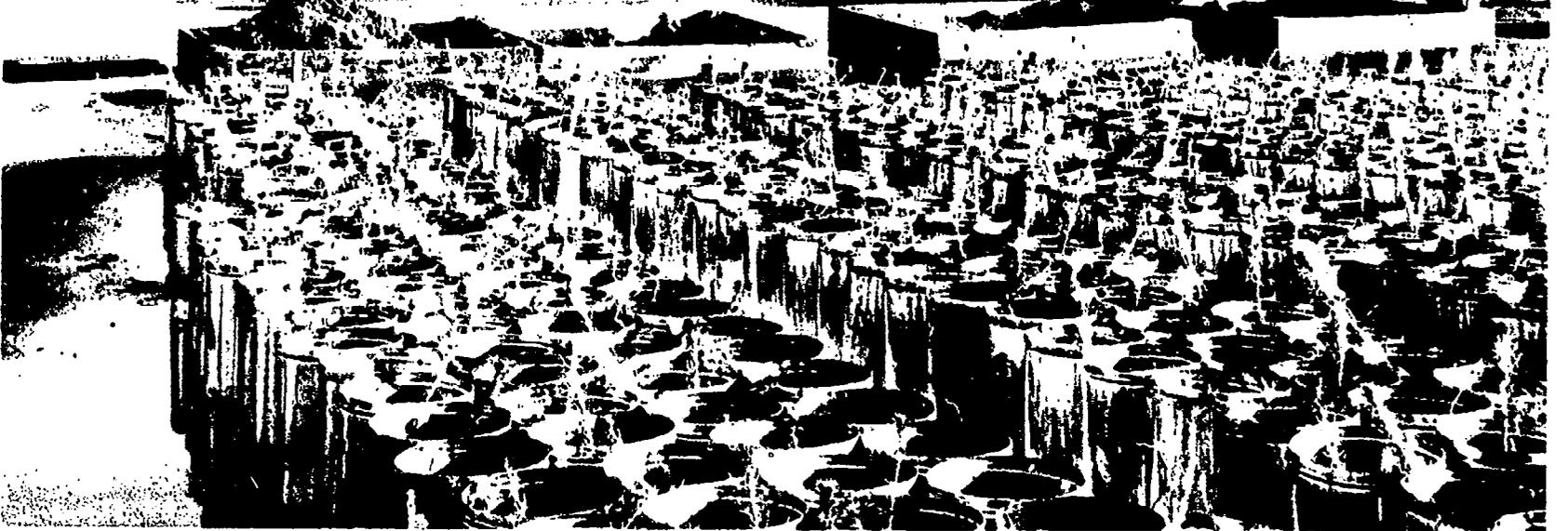
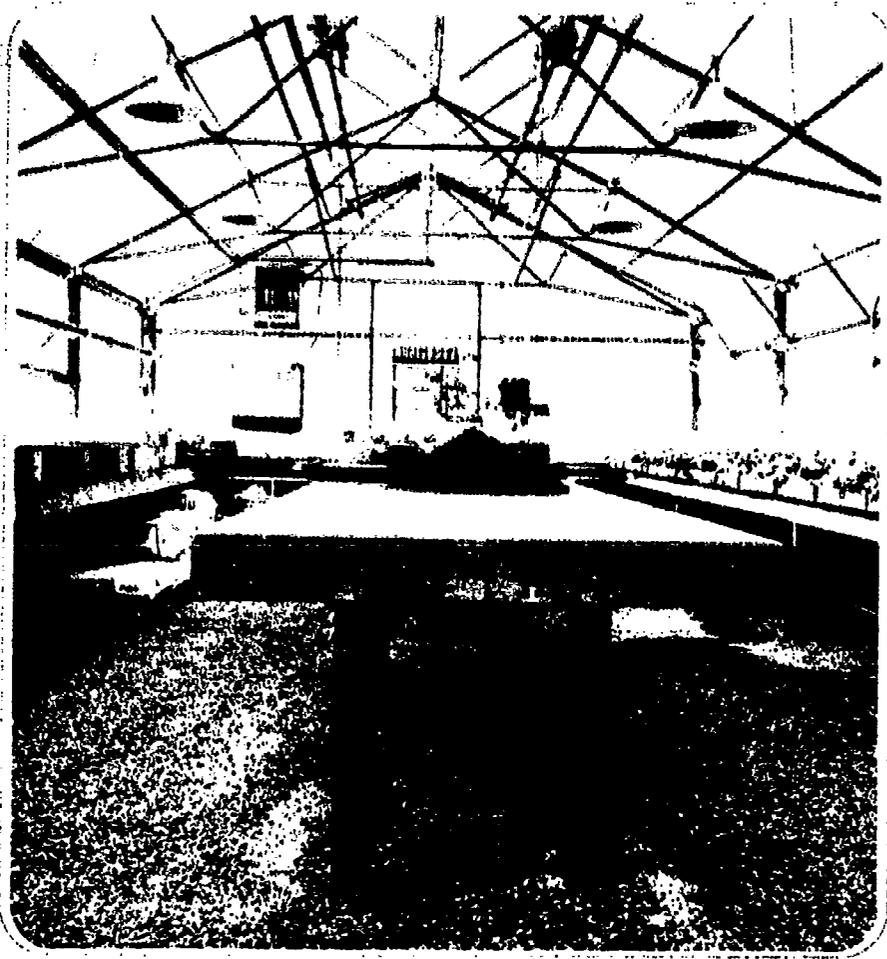
The training farm consists of two main buildings and outdoor work areas that include a permanent pasture area, a field crop area, and an ornamental horticulture area.

The processing and faculty at the Special Training Farm houses a diagnostic and counseling center and a sheltered workshop whose services are cooperative interagency operations coordinated by the Office of the Santa Cruz County Superintendent of Schools.

Pupils use the shop and agriculture building to learn woodworking and packaging. They also attend lectures and group discussions here on ornamental horticulture and animal husbandry. This building is also used for training pupils to do maid, motel, and hotel matron work. There is a grooming area for the pupils.

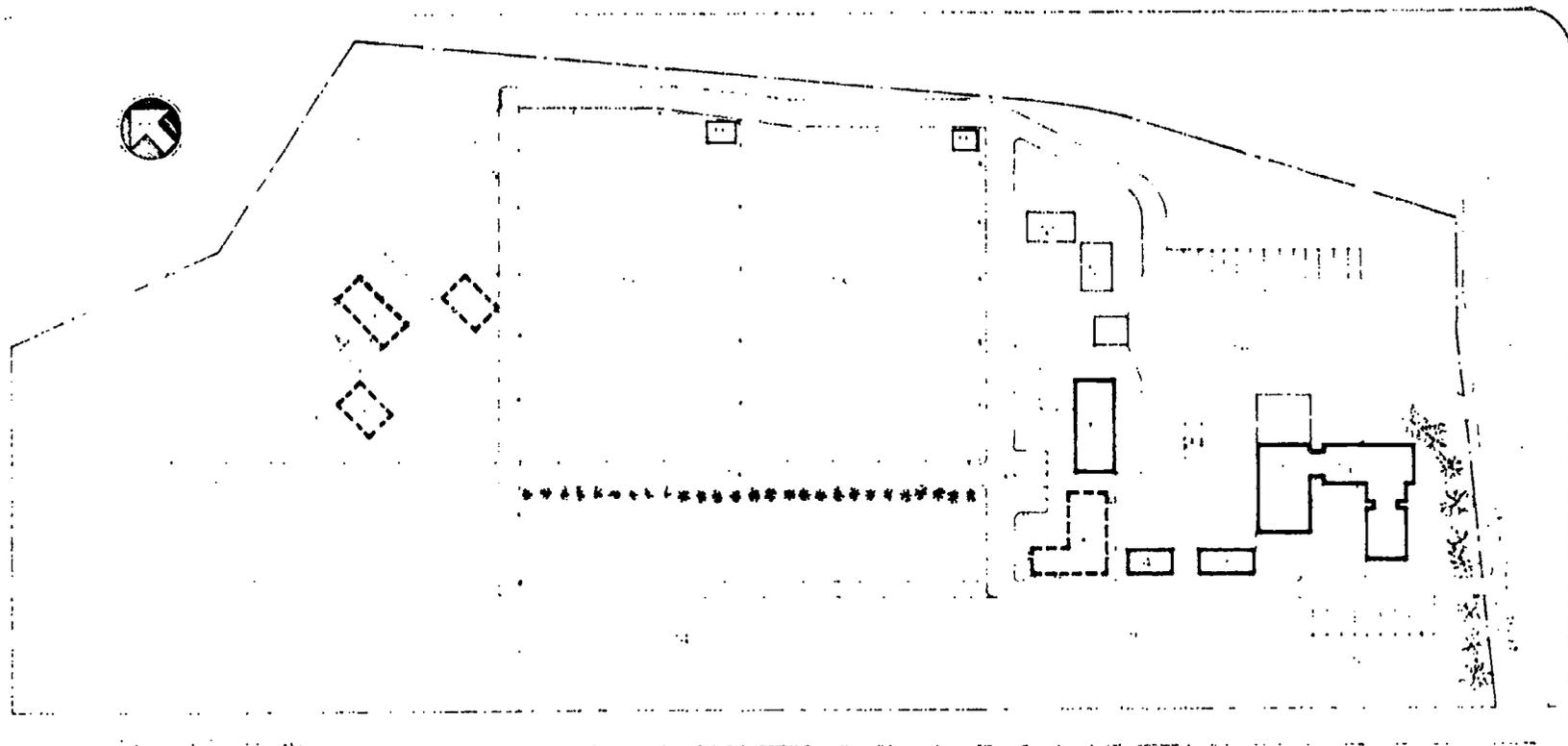


SECTION



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GENERAL LAYOUT PLAN - *Project: Monthly 12-10-10*



Key

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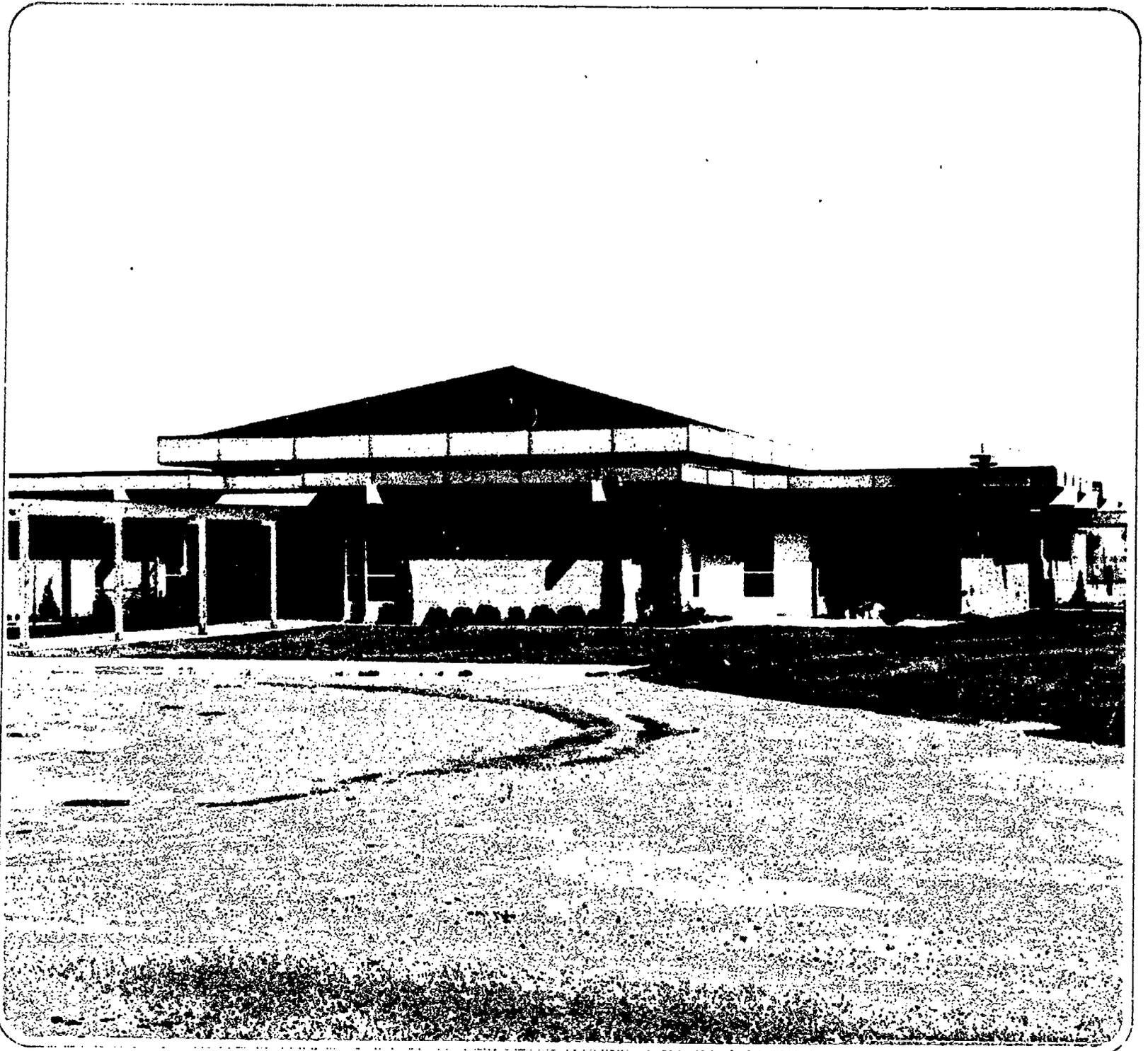
SITE PLAN

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VINELAND ELEMENTARY SCHOOL

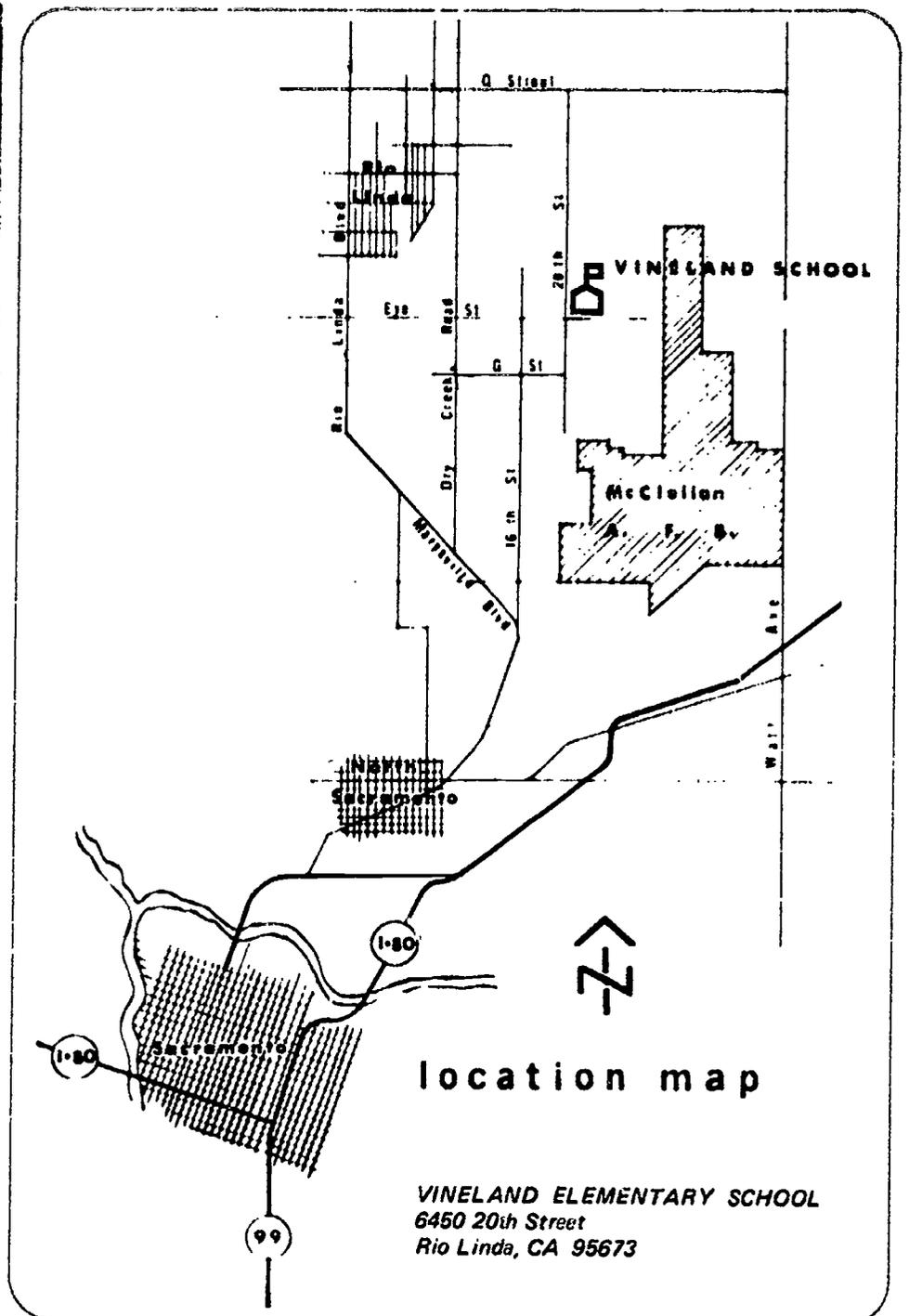
Rio Linda Union Elementary School District
Frederick C. Joyce, Superintendent
Donal Jassel, Principal

Architect: Cox and Liske
Field representative: Wilho Martin
Source of funding: State School Building Aid
Date building first occupied: 1967
Age range of pupils: Five through twelve years
Maximum capacity of building: 60



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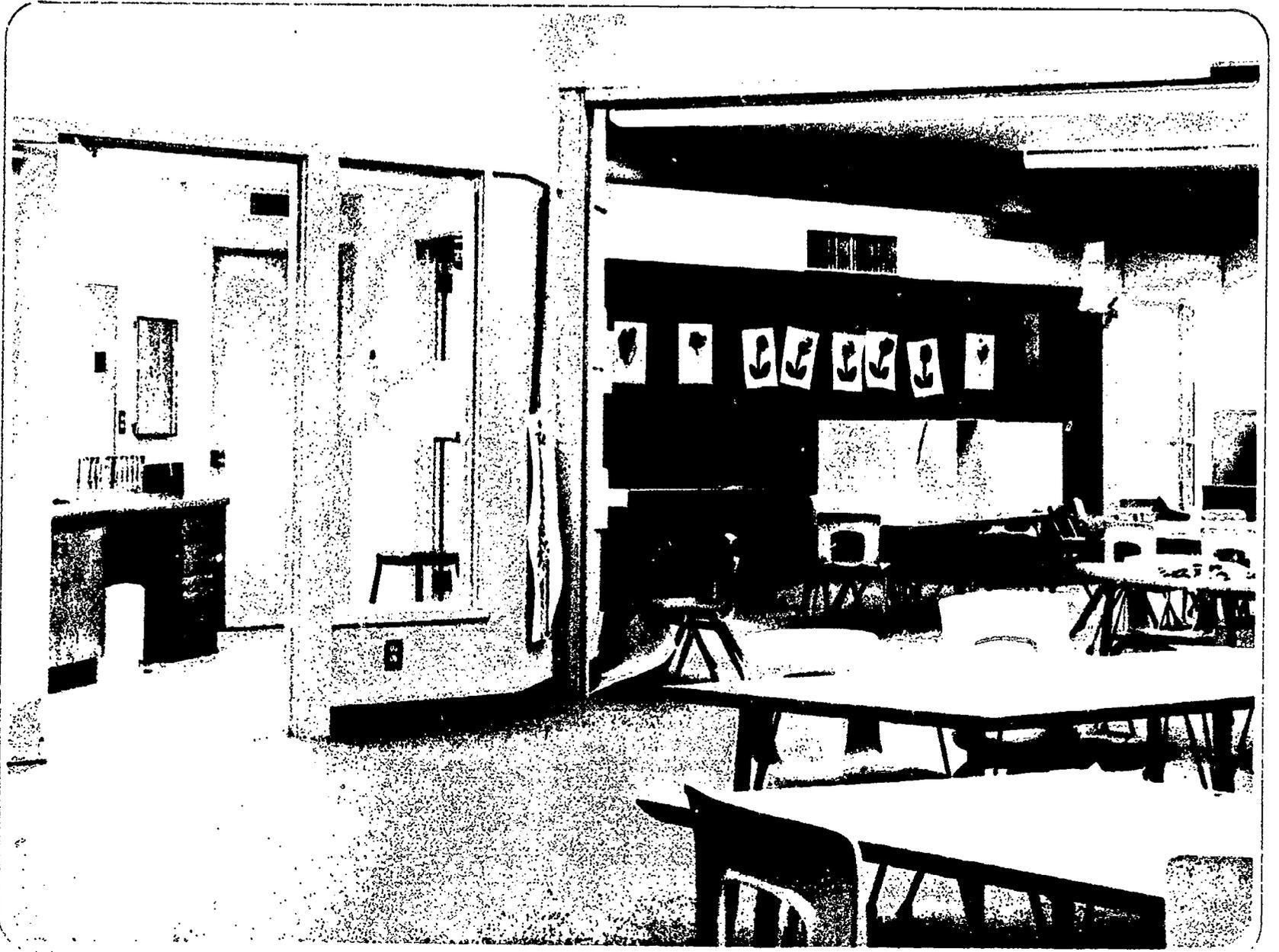
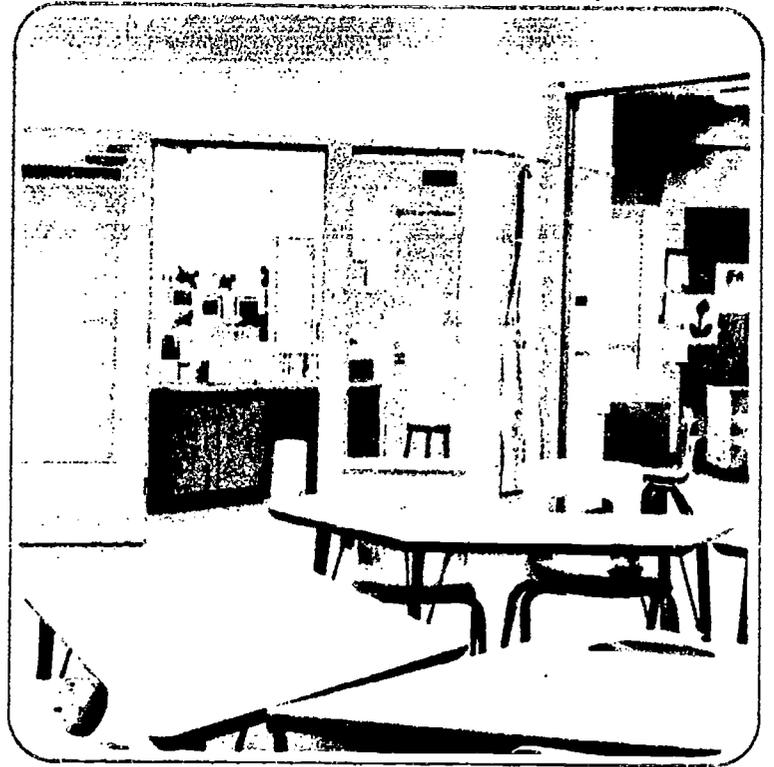
VINELAND ELEMENTARY SCHOOL - *trainable Mentally Retarded*



Educational Program

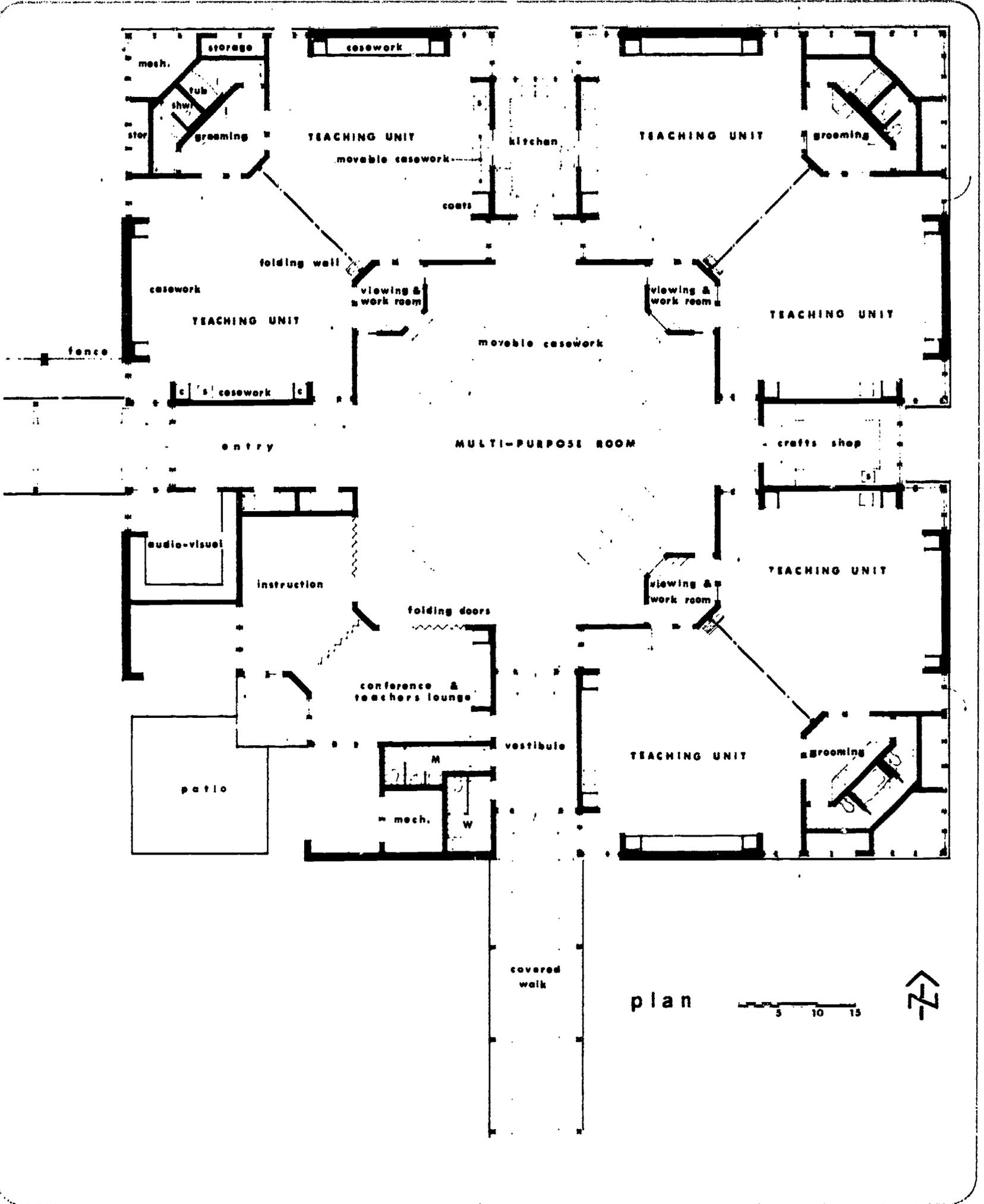
The theory behind the construction of a special education facility at Vineland Elementary School holds that integration of special education pupils with regular pupils is beneficial to both. The TMR pupils at Vineland Elementary share some of the school's space and facilities with the regular pupils in attendance there. In addition, the location of the teachers' lounge in the special education addition to the school encourages interaction among regular and special education faculty members.

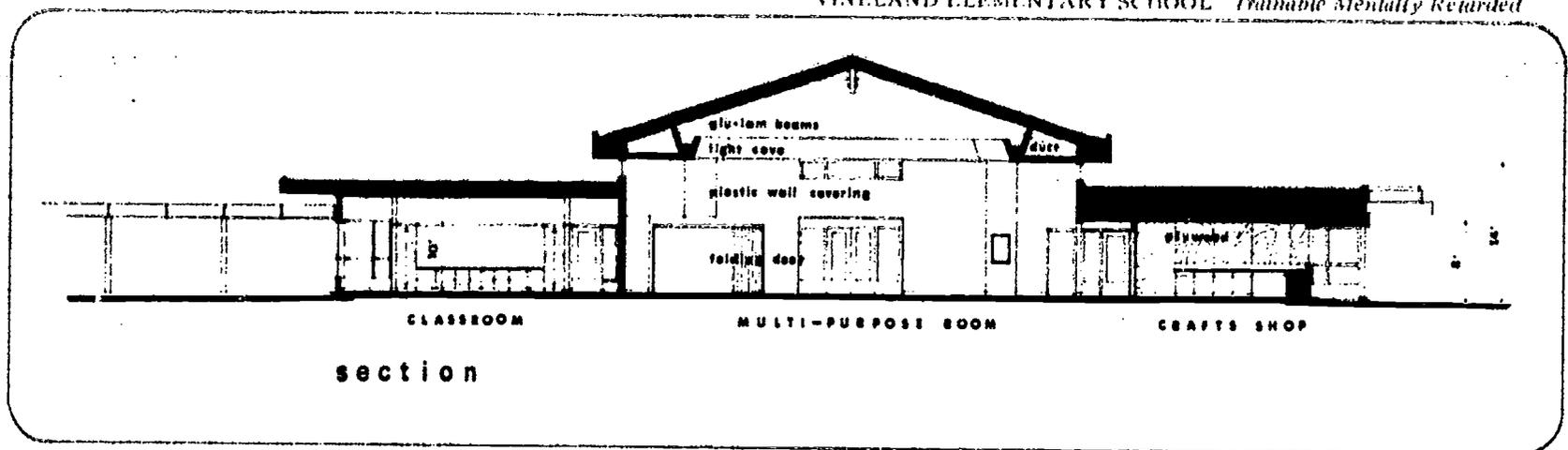
A commons area is used extensively for group activity and for plays and performances by the special students before an audience of regular students. Parent and community meetings and many other activities that stimulate understanding of the program for the retarded are also conducted in this area.



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VINELAND ELEMENTARY SCHOOL *Trainable Mentally Retarded*



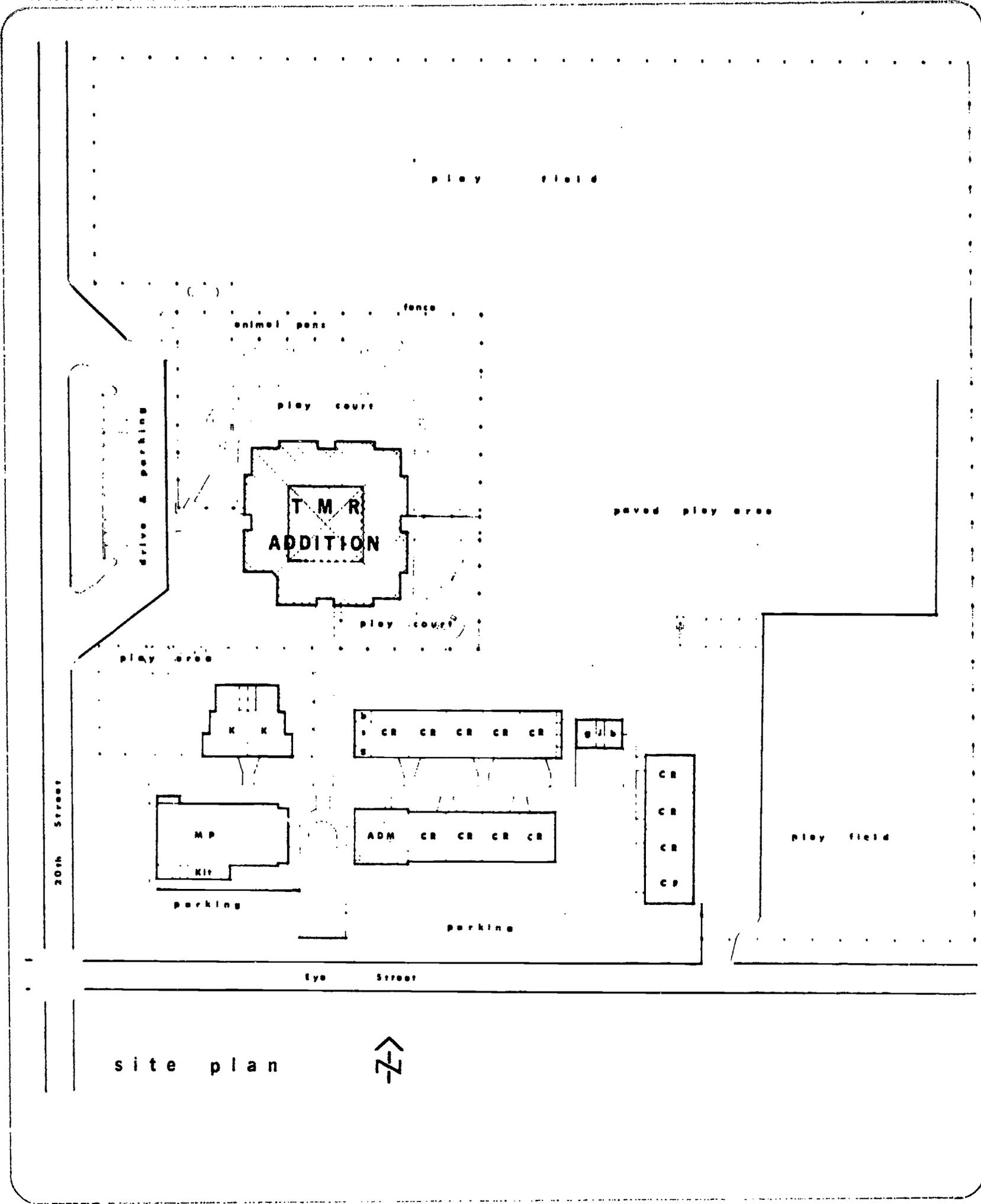


Facility Design

The facility includes six classrooms, a conference room, an audiovisual room, a crafts shop, three grooming areas including bathtubs and showers, three workrooms and viewing areas with one-way glass, a large multiuse room, and a kitchen. There is also a fully equipped home living area and dining room. Several walls are movable, allowing free flow of activities from instruction areas into the large multiuse space.

Educational playground equipment and outdoor instructional equipment is installed in the large playground, which is used by both regular and special education pupils.





site plan



