



School Prospectus

A school promoting understanding about children with mental and physical disabilities in the community

Tokyo Metropolitan Minato Special Needs School

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Educational targets of the school

- Function as a special needs school and as the center of special needs education in the community supporting elementary and junior high schools, etc.
 - Develop students who can live in good mental and physical health as members of the society.
1. Develop the ability to learn and think on one's own through daily learning
 2. Adapt to group life and develop a kind and considerate heart
 3. Acquire the ability to live healthily, strongly and cheerfully
 4. Develop the ability to deal with things voluntarily and complete things patiently through the end

Characteristics of the school

- The school was founded in April 1982 for children with intellectual disabilities.
- The school provides consistent education for 12 years from elementary school to high school.
- The school respects individuality and maximizes the abilities based on individual guidance plan and individual educational support.
- The school exchanges with nursery schools, kindergartens, elementary, junior high, and high schools in the neighborhood and is open to the community.

Commuting district

Minato-ward (entirely)	Shinagawa-ward (entirely)
Meguro-ward(partly)	Shibuya-ward (partly)
Chiyoda-ward (partly)	

Five school buses running

Aoyama course • Kaigan course • Meguro course
Akasaka course • Daiba course (FY2008)

Toward education to nurture precious "future dreams" of children

Elementary school



Develop the ability to act healthily and vitally

Japanese, mathematics

"We proceed and develop abilities in accordance with the individual guidance plan for each student."



Music

"Lively music with cheerful rhythm and instruments will make you dance."



Junior high school



Develop the ability to live lively

Japanese, mathematics (individual learning)

"Each student sets a theme and competes with peers while learning."



Life-unit learning

"Exchange endurance running in which children encourage each other and establish ties with students of junior high schools in the neighborhood."



High school

Jump

Develop the ability to live in the society

Practical learning

“Their eyes are so earnest. The practical learning provides the important foundation for future work.”



Friends of music

“Good friends and good music of high school. MOC Music Club.”



Grant-in-aid for encouragement of entrance

The Metropolitan government provides grant-in-aid for encouragement of entrance (costs of teaching materials, intuitions, school lunch, escort, etc.) after a child enters the school in accordance with the household income.

Course guidance

Learn about the meaning of working and social participation by experiencing tryout (internship) and field practice and move on to general corporations, sheltered workshops, rehabilitation facilities, etc. after graduation.

Open school program

Open lectures:

- Learning, cultural and sports courses for persons with disabilities
- “Volunteer training” course

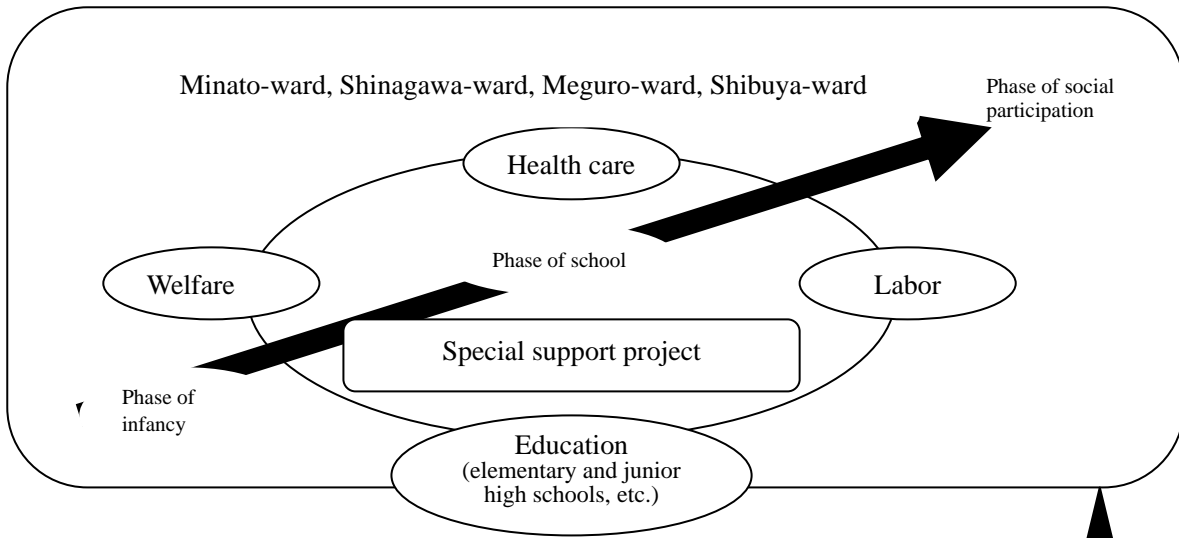
Open gym facilities: Facilities will be open to public under certain conditions upon application.

As the center school of special needs education

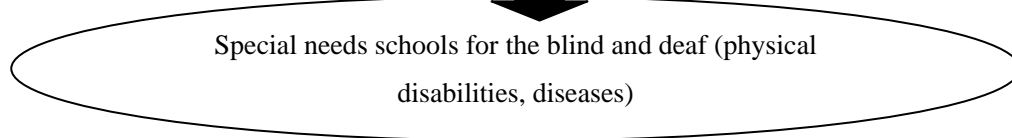
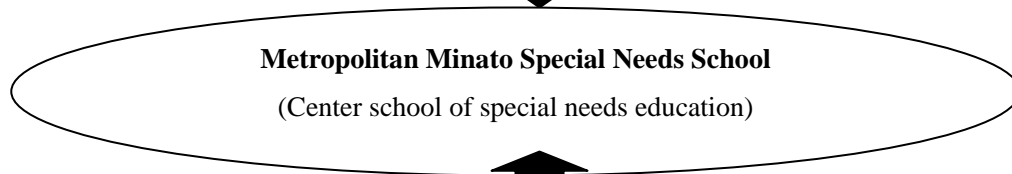
The school provides supports to kindergartens, nursery, elementary, junior high, and public high schools in the community.

The school also builds active association with educational organizations as well as other fields such as health care, welfare and labor.

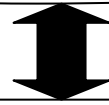
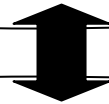
Area network



Partnership



Special Needs Education Coordination Liaison of seven wards and islands



Information on educational consultation

We provide consultation about school entrance, learning and course of children who are believed to have mental and physical disabilities. Please do not hesitate to call.

Consultation days

Monday through Friday each week

10:00-15:00 (except for holidays)

Approaches of consultation

- You can consult by visiting the school or calling on the phone.
- Please call in advance for consultation.
- No fees. Strictly confidential.

Staff room

03-3471-9191

Contact educational consultants or the vice-principal

II. School management plan

School management plan FY2008

Yutaka Oki,
Principal of Tokyo Metropolitan Minato Special Needs School

I. Targeted school image

1. A school that respects human rights and provides guidance in accordance with the needs of each student
2. A school where one can acquire knowledge and skills that are necessary to live independently and participate in the society
3. A school that functions as a special needs school and contributes to the community in association with different organizations
4. A school operating in compliance with laws and regulations and thus trusted by the community
5. A school with rational and efficient management

II. Medium-term targets and policies

1. Establish and utilize “individualized education program” and “individualized educational support program”
 - ① Establish “individualized education program” and “individualized educational support plan” together with guardians and incorporate them in the school report
 - ② Develop guidance based on medium and long-term support plans in association with welfare, health care and labor
 - ③ Know, assess and reflect the actual situation of each student
 - ④ Define the function of each of elementary, junior high and high schools to promote consistency of guidance
2. Organize learning environments in accordance with characteristics of disabilities
 - ① Make sure that students can act in a planned manner using “schedule card”, “work system”, “structurization of classroom”, etc.
3. Establish and implement community support plans
 - ① Organize a liaison meeting for school entrance support, and strengthen cooperation with pre-school facilities
 - ② Improve course guidance and enhance association with related organizations
 - ③ Review and improve “course guidance” and “work learning” with external specialists and improve vocational education

- ④ Assign a full-time coordinator in the Department of Special Needs Education to associate with the community and play the role of center
 - ⑤ Review about creation of after-school space and leisure activities during weekends and long vacations in order to “create a structure to support special support schools utilizing external educational resources”
4. Promote organizationally planned school management in compliance with laws and regulations
- ① Clarify roles of vice-principal and senior teacher who are in charge of each division and committee, etc. and set, control, evaluate and improve targets of organizations such as divisions
 - ② Associate sufficiently with guardians, medical and welfare organizations in problem solving
5. Improve the function of the Management Planning Office
- ① Execute the budget for independent management promotion properly
 - ② Execute and proceed grant-in-aid, fees collected by the school, etc. properly

III. Draft of targets and policies for this school year

(1) Learning guidance

- ① All teachers shall perform at least one lesson study in order to improve teaching skills.
- ② Organize a section meeting for the theme of each study and improve lessons in an organized manner.
- ③ Develop lessons based on “individualized education program” and “individualized educational support program” in order to improve education to satisfy each student’s needs.
- ④ Establish classes for autistic students in elementary and junior high schools to promote guidance considering characteristics of disabilities.
- ⑤ Evaluate and improve lessons based on the cycle of “teaching material library”.
- ⑥ Make the “teaching material library” available to the community and utilize it for support.
- ⑦ Improve teaching skills of teachers and their competence as public servants of education through planned implementation of compulsory trainings

(2) Life guidance

- ① Promote independent commuting. Enlighten for understanding of guardians about the educational significance of independent commuting and promote organizational guidance toward independent commuting with the leadership of the Department of Life Guidance in order to improve the current situation in which more than 40% of high school students are using school bus.
- ② Strengthen association with the community and police related organizations in order to secure safe educational environments. Organize a safety class and promote guidance and

enlightenment for students, the staff and guardians.

(3) Course guidance

- ① Issue and distribute “Newsletter on Future Course” to teachers, guardians and related organizations for enlightenment.
- ② Improve contents of guidance taking into consideration future lives of students of elementary, junior high and high schools.
- ③ Incorporate trial work teams in high school to acquire knowledge, skills and attitudes to respond to the needs of the community and the trend of time.
- ④ Implement tryout (one day experience at workplace) in the first grade of high school to elevate interests of students and guardians in future course and improve employment.
- ⑤ Develop “individual shifting support plan for” and construct a network to support the community life in different ways in order to improve the community life after graduation and to support for staying in the future course. In order for that, the Department of Course Guidance shall take leadership and function as the coordinator among organizations concerned with support. Hold a shifting support meeting upon graduation.

(4) Special activities, club activities

- ① Improve class activities, which are the foundation of the school life, in association with guardians.
- ② Promote club activities of high school.
- ③ Review the contents of school events in view of 12 years from elementary school through high school.

(5) Health activities

- ① Improve guidance for maintenance and improvement of health based on “school health plan”.

(6) Recruitment and PR activities (community exchange, etc.)

- ① Implement the secondary school registration project smoothly and efficiently in association with the Board of Education of each ward.

(7) School management, organizational system

- ① Strengthen the functions of communication and coordination among different divisions through efforts of senior teachers and head teachers. Clarify the role of each teacher in order to cut down meetings participated by everyone and thus increase the time for teachers to prepare for lessons or engage in case studies.
- ② Head teachers shall take leadership in improving the function of class as the foundation of school life for students, and establish the basic morality of school life as well as the social norms.
- ③ Utilize the decision-making manual and enhance establishment of the decision-making

system.

- ④ Secure the information management based on "the safety control standards of personal information".
- ⑤ Construct a cooperation system of the entire staff so that the services of the Management Planning Office can be smoothly conducted.

IV. Key targets and policies

- (1) Establishment and improvement of "individualized education program" and "individualized educational support program", and improvement of teaching skills

Policy	In charge	Target
1) Guardians' participation rate in establishment of individualized education program and individualized educational support program	Class teachers	100%
2) Collection rate of questionnaire on school evaluation from guardians	Senior teachers, head teachers	90%
3) Guardians' satisfaction rate presented by school evaluation of questionnaire	Senior teachers, head teachers	85%
4) Implementation of lessons based on the cycle of "plan", "implementation", "evaluation" and "improvement"	All teachers	100%
5) Review and organization of educational environments considering characteristics of disabilities	All teachers	Once per tem
6) All teachers perform at least one lesson study	All teachers	100%
7) Organize a section meeting for the theme of each study theme to improve lessons	All teachers	3 times a year or more

- (2) Improvement of health/safety guidance

1) Implementation of safety class	Department of Life Guidance	3 times a year
2) Improvement of guidance for maintenance and improvement of health	School Health Committee	3 times a year

- (3) Improvement of course guidance in accordance with individuals

1) Securing of diverse future courses in accordance with abilities and competence of students	Department of Course Guidance	100%
2) Employment support conference	Department of Course Guidance	3 times a year or more
3) Facility conference	Department of Course Guidance	Twice a year or more
4) Future course conference of guardians of each ward	Department of Course Guidance	Once a year or more
5) Implementation of tryout (one day experience at workplace)	Department of Course Guidance, class teacher	Once a year or more

6) Implementation of shifting support meeting (for 3 rd grade of high school)	Department of Course Guidance, class teacher	Once a year or more
7) Corporate employment rate	Department of Course Guidance, class teacher	25% or more
8) Issue of newsletter on future course	Department of Course Guidance	Bimonthly or more

(4) Improvement of the function as the center

1) Number of participants in open school	Department of School Affairs	200 persons or more
2) Municipal Board of Education, liaison meeting of elementary and junior high schools	Department of Educational Consultation	Once a year or more
3) Implementation of exchange education	Elementary, junior high and high schools	3 times a year or more
4) Open school program	Open School Committee	9 times a year or more
5) Volunteer training lecture	Open School Committee	5 times a year or more
6) Lecture for children with disabilities	Open School Committee	6 times a year or more
7) Liaison meeting of pre-school facilities, etc.	Department of Educational Consultation	Twice a year or more
8) Implementation of the secondary school registration project in elementary and junior high schools	Department of Special Support Education, class teacher	All volunteers
9) Implementation of community support by coordinators	Department of Special Support Education	Depending on the situation of each ward

(5) Improvement of school management and organizational system

1) Review of the school system based on “the safety standards on personal information”	Department of Information Education	Once a month or more
2) Improvement of the function of the Management Planning Office	Management Planning Office	

Report of School Management SY2007

1. Targets and self-evaluation in SY2007

1. Targets and policies of educational activities

(1) Learning guidance

In order to improve teaching skills, every teacher performed at least one lesson study within the school year and summarized individual research or ideas about lessons in a research journal. Lessons were implemented based on individual plans of educational support and guidance in order to improve education in accordance with needs of each student.

Attempts were made to improve classroom environments and teaching methods in order to provide guidance in accordance with characteristics of disabilities such as autism. Autism classes shall be established in SY2008 for the 1st grade of elementary school and the 3rd grade of junior high school.

“Teaching material library” has been open to the school and the community and utilized for support.

(2) Life guidance

The school appealed to guardians to understand the educational significance of independent commuting during guardians’ meetings and school entrance consultation of high school.

In order to maintain the safety of the school, association with the community and police related organizations shall be strengthened. Safety class was held three times.

(3) Course guidance

Information on the situation of each ward and about the Services and Supports for Persons with Disabilities Act was provided to guardians with participation of welfare workers and facility presidents from in each ward. Individual shifting support plan was established for every graduate and shifting support meeting was held whenever necessary. “Newsletter on Future Course” was issued bimonthly and distributed to teachers, guardians and related organizations for enlightenment.

Guidance contents were reviewed and summarized in elementary, junior high and high schools taking into consideration future lives of students, which shall be organized and used to improve future guidance of all schools.

(4) Special activities, club activities

Attempts have been made to improve class activities as the foundation of school life in association with guardians. With the leadership of class teachers, attempts have been made to improve class activities, establish the fundamental life habits, develop basic morality and establish social norms.

(5) Health activities

Attempts have been made to improve guidance for maintenance and improvement of health based on “school health plan”.

(6) Recruitment and PR activities (community exchange, etc.)

The secondary school registration project was implemented on 24 students out of 26 applicants in association with the Board of Education, and elementary and junior high schools in each ward. The future issues are to have all applicants accepted and to improve the quality of exchanges taking each ward’s situation into consideration.

(7) School management, organizational system

Taking advantage of the posts of vice-principal and senior teacher, communication and coordination among schools, grades and divisions have been strengthened in the school management. The role of each teacher was clearly defined and actually played responsibly, which successfully cut down the number of meetings and allowed teachers more time for lesson preparations, case studies, etc.

2. Key targets and evaluation

Target	Evaluation
(1) Establishment and improvement of “individual educational support plan” and “individual guidance plan” and improvement of teaching skills	
① Guardians’ participation rate in establishment of individual educational support plan and individual guidance plan 100%	Done
② Collection rate of questionnaire on school evaluation from guardians 90%	82.5%
③ Guardians’ satisfaction rate presented by school evaluation of questionnaire 85%	88.3%
④ Implementation of lessons based on the cycle of “plan”, “implementation”, “evaluation” and “improvement” 100%	Done
⑤ Organization of educational environments taking advantage of characteristics of disabilities One check per term	Done
⑥ All teachers shall perform lesson study and record the results in study journal 100%	Done
(2) Improvement of health/safety guidance	
① Implementation of safety class 3 times a year or more	Done
② Improvement of guidance for maintenance and improvement of health 3 times a year, School Health Committee	Twice

(3) Improvement of course guidance in accordance with individuals		
① Securing of diverse future courses in accordance with abilities and competence of students	100%	100%
② Employment support conference	3 times a year or more	Done
③ Facility conference	Twice a year or more	Done
④ Future course conference of guardians of each ward	Once a year or more	Done
⑤ Implementation of tryout (one day experience at workplace)	Once a year or more	Done
⑥ Corporate employment rate	25%	19%
(4) Improvement of the function as the center		
① Number of participants in open school	230 or more	175
② Municipal Board of Education, liaison meeting of elementary and junior high schools	Once a year or more	Done
③ Implementation of exchange education	3 times a year or more for each of elementary, junior high and high	Done
④ Open school program	9 times a year or more	Done
⑤ Volunteer training lecture	5 times a year or more	Done
⑥ Lecture for children with disabilities	6 times a year or more	Done
⑦ Liaison meeting of pre-school facilities, etc.	Twice a year or more	Done
⑧ Implementation of the secondary school registration project in elementary and junior high schools	Acceptance of all applicants	92%
⑨ Implementation of community support by coordinators	Depending on each ward's situation	Done

III. Curriculum

1. Education of elementary school

(1) Educational targets of elementary school

“Develop the ability to think independently, learn independently, and act vitally and lively.”

- a. Develop healthy and strong body
- b. Acquire the fundamental life habits and the ability to take care of one’s own personal needs
- c. Enhance communication with others and acquire the ability to get along with friends
- d. Develop the ability to understand words and things
- e. Develop broad mind and the ability of expression

(2) Basic policies in order to achieve the targets

- a. Develop individual educational support plans in association with homes and the community as a special support school, and promote special support education rooted in the community.
- b. Help children to live with a relaxed and stable state of mind and express their abilities voluntarily.
- c. Provide guidance so that children can enhance interests in people and things through play, group activities and individual learning, and develop willingness and skills to communicate with others.
- d. Identify individual goals in accordance with the situation of disabilities, life experiences, abilities of recognition, etc. to develop individual guidance plan, improve the quality of individual guidance, and enhance individualities and abilities. Review for better implementation when developing individual guidance plan.
- e. Make association with junior high and high schools closer, utilize facilities efficiently, and improve guidance.
- f. Establish curriculum effectively considering educational targets of each subject, area, etc. as well as the situation of children. Organize study groups for subject, area, etc. flexibly in order to deal with differences among children.
- g. The entire school shall promote career education in order to improve vocational education and course guidance.
- h. Establish educational curriculum adapted to characteristics of autism in regular classes of elementary school, and establish “learning of social skills” as a form of guidance combining different subjects, etc.

(3) Weekly schedule (regular class, class for children with severe/multiple disabilities)

Weekly schedule of regular class of elementary school SY2009

Day	Mon						Tue						Wed						Thu						Fri					
Grade	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Time																														
8:40	Arrival						Arrival						Arrival						Arrival						Arrival					
8:50	Guidance on daily life						Guidance on daily life						Guidance on daily life						Guidance on daily life						Guidance on daily life					
9:15																														
9:30	Physical education						Physical education						Physical education						Physical education						Physical education					
9:50																														
9:55	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Learning of social skills	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Learning of social skills	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics
10:40																														
10:45	Japanese/Mathematics	Japanese/Mathematics	Drawing and manual arts	Physical education	Physical education	Physical education	Life-unit	Life-unit	Music	Music	Music	Music	Drawing and manual arts	Music	Life-unit	Japanese/Mathematics	Drawing and manual arts	Life-unit	Physical education	Japanese/Mathematics	Japanese/Mathematics	Drawing and manual arts	Japanese/Mathematics	Japanese/Mathematics	Music	Drawing and manual arts	Japanese/Mathematics	Life-unit	Life-unit	Life-unit
11:20																														
11:25	Guidance on daily life						Guidance on daily life						Guidance on daily life						Guidance on daily life						Guidance on daily life					
11:55	Lunch						Lunch						Lunch						Lunch						Lunch					
12:25	Lunch break	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Lunch break	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Lunch break	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Lunch break	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Lunch break	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life		
12:45	Guidance on play	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break	Guidance on play	Lunch break	Lunch break	Lunch break	Lunch break	Guidance on play	Lunch break	Lunch break	Lunch break	Lunch break	Guidance on play	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break	Guidance on play	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break		
13:05																														
13:10	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Life-unit	Life-unit	Life-unit	Physical education	Life-unit	Life-unit	Guidance on daily life	Life-unit	Life-unit	Life-unit	Life-unit	Music	Guidance on daily life	Life-unit	Life-unit	Life-unit	Life-unit	Music	
13:50																														
14:00	Going Home	Life-unit	Physical education	Drawing and manual arts	Drawing and manual arts	Drawing and manual arts	Going Home	Going Home	Going Home	Going Home	Going Home	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Going Home	Life-unit	Life-unit	Life-unit	Physical education	Physical education	Going Home	Life-unit	Life-unit	Life-unit	Life-unit	Physical education		
14:35																														
14:40																														
15:20																														
15:30	Going Home																								Going Home					

Weekly schedule of class for students with severe and multiple disabilities of elementary school SY2009

Day	Mon						Tue						Wed						Thu						Fri					
Grade	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Time																														
8:40	Arrival						Arrival						Arrival						Arrival						Arrival					
8:50	Guidance on daily life						Guidance on daily life						Guidance on daily life						Guidance on daily life						Guidance on daily life					
9:25																														
9:55	Independent activities						Independent activities						Independent activities						Independent activities						Independent activities					
9:50																														
9:55	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics
10:40																														
10:45	Japanese/Mathematics	Drawing and manual arts	Physical education	Physical education	Physical education	Physical education	Life-unit	Music	Music	Music	Music	Music	Drawing and manual arts	Life-unit	Japanese/Mathematics	Life-unit	Life-unit	Physical education	Drawing and manual arts	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Music	Japanese/Mathematics	Life-unit	Life-unit	Life-unit	Life-unit	
11:30																														
11:35	Guidance on daily life						Guidance on daily life						Guidance on daily life						Guidance on daily life						Guidance on daily life					
11:55	Lunch						Lunch						Lunch						Lunch						Lunch					
12:25	Lunch break	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Lunch break	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Lunch break	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Lunch break	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Lunch break	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life		
12:45	Guidance on play	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break	Guidance on play	Lunch break	Lunch break	Lunch break	Lunch break	Guidance on play	Lunch break	Lunch break	Lunch break	Guidance on play	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break	Guidance on play	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break			
13:05																														
13:10	Guidance on daily life	Guidance on daily life	Music	Drawing and manual arts	Drawing and manual arts	Drawing and manual arts	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Life-unit	Life-unit	Life-unit	Physical education	Life-unit	Guidance on daily life	Life-unit	Unit	Unit	Unit	Unit	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life		
13:50																														
14:00	Going Home	Life-unit	Drawing and manual arts	Drawing and manual arts	Drawing and manual arts	Drawing and manual arts	Going Home	Going Home	Going Home	Going Home	Going Home	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Guidance on daily life	Going Home	Life-unit	Life-unit	Physical education	Physical education	Physical education	Going Home	Going Home	Going Home	Going Home	Going Home	Going Home		
14:35																														
14:40																														
15:20																														
15:30																														

(4) About lessons

Guidance on daily life

- Acquire life habits by repeating them in daily school life.
- ☆ Taking care of personal needs such as dressing and undressing, excretion, meals, etc., guidance for commuting, activities for assigned duties, morning meeting, etc.

Guidance for play activities

- Stabilize mind, enhance interests in people and things, and develop voluntary willingness toward activities.
- ☆ Swinging play, play with toys, play with playground equipments, make-believe play, hand play, etc.

Japanese, mathematics

(Individual)

- Set goals in accordance with the situation of children and develop basic abilities of Japanese and mathematics in association with daily life.
- Teach individually or in a small group of similar development level.
- ☆ Reading and writing, picture books, karuta cards, etc. Size, number, and position relationship of things, shape selection, puzzles, matching of shapes and colors, etc.

(Group)

- Teach in groups. Develop the abilities to see and listen, enhance the ability of imagination, and increase the number of understandable words. Develop the ability to imitate and express.
- ☆ Reading and writing, picture books, drama play, panel theatre, make-believe play, etc.

Drawing and manual arts

- Enjoy textures and changes of materials using the entire body including fingers and arms, and cultivate a sense of shape creation.
- ☆ Drawing, paper mosaic images, manual arts (paper craft, clay work), etc.

Life-unit learning

(Learning of cooking)

- Develop the ability to help with daily chores voluntarily and tidy up afterward.
- ☆ Making of simple snacks, cooking of light meal, help and tidying, etc.

(Learning of walking)

- Improve physical abilities and develop an attitude of doing group activities through learning of walking. Notice and abide by simple rules in daily life through utilization of public facilities in the

neighborhood.

☆Utilization of public facilities, nature observation, simple shopping, etc.

(School events)

- Develop social skills and a sense of humanity through seasonal events, etc.

☆Birthday party, seasonal events, etc.

(Exchange meeting)

- Exchange meetings with nursery schools, kindergartens and elementary schools in the neighborhood.

☆Exchange meeting, exchange in swimming pool, rice cake making party, etc.

(Event-related)

- Get used to events and learn how to enjoy participation.

☆Learning before and after school excursion, the Minato Festival, theatre going, athletic meet, overnight learning, etc.

Learning of social skills

- Learn about human relations and social skills in accordance with characteristics of autism.

Physical education

- Acquire the ability to move one's own body through experiences of different exercises.

☆Rhythm exercise, gym, exercise in water, ball exercise, etc.

Music

- Learn to enjoy activities of expression through playing musical instruments and singing.

☆Singing, playing musical instruments, hand play, panel theatre, etc.

2. Education of junior high school

(1) Educational targets of junior high school

Regular class: "Develop the ability to act independently and live vitally"

Class for children with severe and multiple disabilities: "Develop the ability to live cheerfully, strongly and lively."

- a. Pay attention to health and develop a strong body.
- b. Acquire the fundamental life habits and enhance the ability to take care of one's own personal needs.
- c. Enhance the ability to communicate with others and develop considerate and broad mind to get along with friends.
- d. Have interests in the community life and develop basic knowledge and abilities

that are necessary for life.

- e. Cultivate the foundation of willingness and abilities for working.
- f. Have interests in leisure activities and develop the ability to make a choice.

(2) Basic policies in order to achieve the targets

- a. Establish the fundamental life habits, stabilize mentally and physically, and develop willingness to voluntarily play one's own role in daily learning and life.
- b. Provide guidance featuring advantages of school unit, grade unit and class unit respectively, and improve human relations and communication skills effectively.
- c. Identify individual goals in accordance with disabilities, life experiences and recognition levels of students, establish and utilize individual guidance plan with sufficient understanding of guardians gained through support plan consultation and individual interviews.
- d. Make association among schools closer, establish consistent curriculum for all of elementary, junior high and high schools, utilize the facilities effectively, and improve guidance.
- e. Construct a guidance system taking advantage of specialties and characteristics of teachers, and establish easy-to-understand classroom environments.
- f. Improve educational activities taking advantage of external evaluation by the school management liaison conference in order to enhance the nature of open school.
- g. Associate with related organizations and guardians and establish and utilize individual educational support plan in order to contribute the community for special support education.

Junior high school schedule of class for students with severe and multiple disabilities SY2009

Day	Mon			Tue			Wed			Thu			Fri		
Grade	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
8:40~8:50															
8:50~9:25 (35)	Guidance on daily life														
9:25~9:30															
9:30~10:10 (40)	Japanese/Mathematics and independence	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics and independence	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics and independence	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics and independence	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics and independence	Japanese/Mathematics	Japanese/Mathematics
10:10~10:15															
10:15~10:50 (35)	Vocational education and home economics	Health and physical education	Life-unit learning	Health and physical education	Health and physical education	Health and physical education	Health and physical education	Health and physical education	Health and physical education	Health and physical education	Health and physical education	Vocational education and home economics	Health and physical education	Vocational education and home economics	Health and physical education
10:50~10:55															
10:55~11:45 (50)	Vocational education and home economics	Arts/Music	Life-unit learning	Life-unit learning	Life-unit learning	Arts	Health and physical education	Health and physical education	Health and physical education	Music	Japanese/Mathematics	Vocational education and home economics	Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics
11:45~11:50															
11:50~12:30	Lunch														
12:30~12:45 (15)	Guidance on daily life														
12:45~13:10	Lunch break														
13:10~14:00 (50)	Japanese/Mathematics	Arts/Music	Life-unit learning	Work learning	Work learning	Work learning	Japanese/Mathematics (musical instruments) 13:50 (40)	Japanese/Mathematics (musical instruments) 13:50 (40)	Japanese/Mathematics (musical instruments) 13:50 (40)	Time of synthetic study / Life-unit learning	Time of synthetic study / Life-unit learning	Arts	Vocational education and home economics	Vocational education and home economics	Music
14:00~14:05															
14:05~14:50 (45)	Independence activities	Class activities	Vocational education and home economics	Work learning	Work learning	Work learning	Guidance on daily life 14:25 (30)	Guidance on daily life 14:25 (30)	Guidance on daily life 14:25 (30)	Life-unit learning	Life-unit learning	Class activities	Vocational education and home economics	Vocational education and home economics	Class activities
14:50~14:55															
14:55~15:20 (25)	Guidance on daily life			Guidance on daily life			14:35			Guidance on daily life			Guidance on daily life		
15:20~15:30															
	15:30			15:30						16:30			16:30		

28.0 hours

(4) About lessons

<Each subject>

Japanese, mathematics

(Group)

Divide students into 7 vertical groups based on assessment in order to facilitate development of recognition level.

(Individual)

Learn with individual goals based on interests, needs and assessment of each student. Letters, numbers, interaction between eyes and hands, communication, etc.

Music

Develop abundant sensitivity and a sense of music through various activities of musical expression such as singing, musical instruments and physical expressions.

Arts

Develop willingness and interests about expression by enjoying textures of different materials.

Health and physical education

(Physical strength)

Implement physical exercises, marathon, stretching, etc. in the morning timeframe 3-4 times a week in order to maintain and improve physical strength.

Health and physical education

(Physical education)

Experience different exercises and improve physical abilities and physical strength. Jointly held for all schools.

April - May: Development of physical strength, practice for athletic meet

June – September: Swimming

October – March: Group physical education divided by goals into 3 groups

Vocational education and home economics

Acquire basic cooking skills useful in daily life through cooking practice. Enhance understanding about materials and their natures, volume, time, etc. in order to acquire skills of life. Learn about handicraft, cleaning, laundry, etc. as well.

<Special activities, independent activities>

Class activities

Duties assignment in class, gathering activities, birthday parties, games, classroom organization, etc.

Events

Ceremonies, mobile classroom, school excursion, off-the-campus learning, social tours, athletic meet, Minato Festival, etc.

Independent activities

Provide guidance through daily learning activities and life in general based on individual needs.

<Guidance combining areas and subjects>

Guidance of daily life

Acquire the fundamental life habits through daily life. Taking care of personal needs, morning meeting, conclusion meeting, functional activities, etc.

Life-unit learning

Learning before and after school event, seasonal units, play with English, etc.

(School meeting)

Establish exchanges crossing classes and grades through gathering activities of all schools. Cultivate attitude to positively participate in group activities through duty activities during the gathering.

(Social learning)

Learn about utilization of social resources and the community such as convenience store, fast food shop, library, park, etc. in accordance with the grade level.

Work learning

Improve dexterousness of fingers through various types of work. Improve communication skills and cultivate the ability to solve a problem independently through activities.

Divide the entire school into 4 work teams vertically. The 4 types of work are dyeing, paper craft, food processing and ceramic art.

Learning of social skills

Learn about human relations and social skills in accordance with characteristics of autism in the autism class of the 3rd grade.

<Time of synthetic study>

Challenge time

Develop the ability to make a choice on one's own and expand the range of interests in order to enhance leisure activities. Divide into 3 groups of outdoor activities, gym activities and game/music activities. Implement employment simulation in order to improve vocational education.

3. Education of high school

(1) Educational targets of high school

Regular class: "Develop the ability to live lively in the society."

Class for children with severe and multiple disabilities: "Develop the ability to live independently as a member of the society."

- a. Pay attention to health, and improve physical strength.
- b. Acquire the fundamental life habits and a regular lifestyle.
- c. Develop communication skills and cooperation spirits in group life, and the ability to act independently.
- d. Acquire basic knowledge and skills that are useful in life.
- e. Develop willingness and abilities for working.
- f. Develop broad mind and the ability to enjoy life.
- g. Enhance individuality and develop the ability of self-expression

(2) Basic policies in order to achieve the targets

- a. Understand the situation of each student, establish guidance plan based on the chronological age, individual guidance plan and individual educational support plan and provide education to promote self-consciousness as a high school student.
- b. Improve learning activities in order to establish the fundamental life habits, and to improve knowledge and skills necessary for life as well as knowledge, skills and attitude necessary for vocational life.
- c. Develop communication skills and cooperation spirits through group life and activities, and provide guidance to promote the best use of independent self-expression and the level of abilities.
- d. Establish a class for children with severe and multiple disabilities, support them individually, and encourage participation in group at the same time.
- e. Organize groups in order to improve guidance in accordance with personal issues of each student.
- f. Improve course guidance in accordance with the competence of each student in association with related organizations.
- g. Improve guidance on "vocational education" and "independent activities" that are

established during learning of personal issues (morning learning) in accordance with the needs.

(3) Weekly schedule (regular classes, classes of severe/multiple disabilities)

Weekly schedule of high school (regular class) SY2009

Day	Mon			Tue			Wed			Thu			Fri		
Grade	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	Arrival 8:40 (arrival of school bus)														
8:50	Guidance of daily life														
9:15	Vocational education														
9:40															
9:45	1	Work		Life-unit			Health and physical education (development of physical strength)			Health and physical education (development of physical strength)			Health and physical education (development of physical strength)		
10:20															
10:25	2	Work		Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Arts	Home economics	Home economics	Work			Music	Arts	Vocational education
11:15															
11:20	3	Work		Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Arts	Home economics	Home economics	Work			Health and physical education	Arts	Music
12:10															
12:15	Lunch														
12:45	Lunch break														
13:05	4	Home room		Health and physical education	Vocational education	Arts	Japanese/Mathematics	Music	Health and physical education	Work			Home economics	Health and physical education	Japanese/Mathematics
13:55															
14:00	5	Time of synthetic study		Vocational education	Health and physical education	Arts	Guidance on daily life 14:25			Work			Home economics	Japanese/Mathematics	Health and physical education
							School bus leaves at 14:35								
14:50															
14:55	Guidance on daily life														
15:20															
15:30	School bus leaves at 15:30														

Weekly schedule of high school (class for students with severe and multiple disabilities) SY2009

Day	Mon			Tue			Wed			Thu			Fri		
Grade	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	Arrival 8:40 (arrival of school bus)														
8:50	Guidance on daily life														
9:15	Independence activities														
9:40															
9:45	1	Work		Life-unit			Health and physical education (physical strength)			Health and physical education (physical strength)			Health and physical education (physical strength)		
10:20															
10:25	2	Work		Arts	Home economics	Japanese/Mathematics	Home economics	Arts	Arts	Work			Life-unit	Life-unit	Home economics
11:15															
11:20	3	Work		Arts	Home economics	Health and physical education	Home economics	Arts	Arts	Work			Health and physical education	Life-unit	Home economics
12:10															
12:15	Lunch														
12:45	Lunch break														
13:05	4	Home room		Health and physical education	Independence activities	Health and physical education	Japanese/Mathematics	Japanese/Mathematics	Health and physical education	Independence activities	Independence activities	Independence activities	Music	Health and physical education	Independence activities
13:55															
14:00	5	Time of synthetic study		Independence activities	Health and physical education	Independence activities	Guidance on daily life 14 : 25			Japanese/Mathematics	Japanese/Mathematics	Japanese/Mathematics	Life-unit	Music	Health and physical education
							School bus leaves at 14:35								
14:50															
14:55	Guidance on daily life														
15:20															
15:30															

School bus leaves at 15:30

(4) About lessons

Guidance of daily life

- Acquire the fundamental life habits.
 - Learn in accordance with each student's issues.
- <Dressing and undressing, taking care of personal needs, classroom cleaning, diary of daily work, individual issues, etc.>

Homeroom

Independent activities

(1 group)

- Develop the ability to recognize one's role and responsibility as a member of the class and act in cooperation with friends.
 - Understand and respect individualities and create a group respecting each other.
 - Concerning students with severe disabilities, establish the abilities to maintain health, make physical movements, understand the environment and communicate with others, and provide detailed guidance for improvement of recognition abilities in accordance with the situation.
 - Encourage for willingness to enhance independence and develop the attitude to do things on one's own.
- <Eurhythmics and stretch, shape selection, distinguishing of colors and things, card matching, string passing, etc>

Life-unit learning

(1 group)

- Acquire the abilities needed for independent life through organized experiences of a series of purposeful activities for solving issues and problems in life.
- <Off-the-campus walking, meal party, shopping, cooking, games, etc.>

Vocational education

(Individual theme)

- Improve social life skills in accordance with educational needs of each student in the class.
- <Learning of future course>

Vocational education

(2 groups)

- Acquire social skills through learning of future course.

<Learning of future course>

Vocational education

(3 groups)

- Think about future course independently and have motivations to carve out one's own future.

<Learning of future course>

Life-unit learning

(Grade)

- Continue activities throughout the year with subjects that interest students based on the unit of grade.
- Make use of what have been learned through activities in individual lives.

<Seasonal events, Minato Festival, creative activities, cooking, etc.>

(School)

- Develop the individual ability to participate voluntarily in a large group and experience organization of school events.

<Practice before athletic meet and Minato Festival, musical activities>

Japanese, mathematics

(1 group)

- Listen to others and communicate what one wants to do.
- Distinguish colors, shapes and sizes.

<Learning of language (speaking, listening), learning of shapes and sizes>

Japanese, mathematics

(2 groups)

- Acquire the foundation of Japanese and mathematics that are useful in life.
- Expand interests and acquire the abilities of expression.

<Learning of language (speaking, writing, listening), learning of numbers, etc.>

Japanese, mathematics

(3 groups)

- Cultivate sensitivity, broaden the outlook, acquire the ability to use words appropriately and make use in the social life.
- Acquire practical skills about quantity and utilize in life.
- Research and learn about events and enhance knowledge.

<Fundamental learning of subjects of Japanese and mathematics, learning before and after events, etc.>

Music

- Enjoy singing songs and playing musical instruments and acquire abundant powers of expression.
- Know different kinds of music and enhance appreciation.
- Acquire the attitude to enjoy music together with others in the company.

<Singing, musical instruments, appreciation, Eurhythmics>

Arts

- Enjoy creative activities and cultivate creativity.
- Develop the ability to see and feel things as well as aesthetic sensitivity.
- Touch different materials and develop independent creativity.

<Pictures (water, acryl, collage, etc.), dimensional arts (paper clay, objects, etc.), designs (flat structure, wood craft, etc.), appreciation (slides, video)>

Health and physical education

- Enjoy exercising and develop willingness to move the body.
- Acquire and improve physical skills in accordance with individual issues of each student.
- Learn about health and life, and think about the significance of “being alive”.

<Endurance running, mat exercise and horse vaulting, swimming, ball sports, track and field, etc.>

Home economics

- Acquire basic knowledge and skills necessary for domestic life, and develop skills and attitudes to utilize in actual life.
- Acquire basic knowledge and skills of cooking and utilize in actual life.
- Enjoy cooking and develop voluntary attitudes.

<Clothes (repairing, laundry), house (separation of waste, electricity, handling of tools)>

<Cooking (rice, miso soup, dishes, noodles, lunch box), nutrition, domestic life (consumer issues)>

Work

- Develop willingness and attitudes for working and get to know the joy of working.
- Develop the ability and attitude to work continuously in a group.

<Gardening, cleaning, food processing, textile, basic course of production>

Challenge time

- Develop the competence and abilities to learn, think and carve one's way to life independently.
 - Stimulate interests in what one wants to learn and establish the foundation of lifelong learning.
- <Karaoke, drawing and manual arts, music, recreation, personal computer>

Activities of students' council

- Acquire the ability to act independently in order to improve the school life.
 - Develop creative thinking from the viewpoint of representing students.
 - Make friends crossing classes, grades and even schools.
- <Welcome party for freshmen, reelection of council members, project and implementation of farewell party of high school, daily environmental beautification activities, etc.>

IV. Data of students

1. Breakdown of students SY2009 (severe/multiple disabilities)

Grade	Elementary							Junior high				High				Total
	1	2	3	4	5	6	Total	1	2	3	Total	1	2	3	Total	
Male	12	4	7	3	6	9	41	11	20	11	42	27	16	18	61	144
Female	1	3	5	3	3	2	17	4	8	7	19	10	13	17	40	76
(Severe/multiple)	3		5	2		3	13	3	3	3	9	5	3	6	14	36
Total	13	7	12	6	9	11	58	15	28	18	61	37	29	35	101	220

2. Number of classes

Grade	Elementary							Junior high				High				Total
	1	2	3	4	5	6	Total	1	2	3	Total	1	2	3	Total	
Regular class	2	2	2	1	2	2	11	2	5	3	10	4	4	4	12	33
Severe/multiple	1		2	1		1	5	1	1	1	3	2	1	2	5	13
Total	3	2	4	2	2	3	16	3	6	4	13	6	5	6	17	46

3. Number of students by commuting areas

Ward	Elementary							Junior high				High				Total	%
	1	2	3	4	5	6	Total	1	2	3	Total	1	2	3	Total		
Minato	7	3	6	1	2	6	25	6	11	4	21	16	4	9	29	75	34
Shinagawa	5	2	3	2	3	3	18	3	6	7	16	16	15	19	50	84	38
Meguro	1	1	1	0	2	1	6	5	7	4	16	1	2	3	6	28	13
Shibuya	0	1	2	2	2	1	8	1	3	3	7	3	8	3	14	29	13

Chuo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ota	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2	2	0.9
Chiyoda	0	0	0	1	0	0	1	0	1	0	1	0	0	0	2	0.9	

4. Situation before entrance

grade	Elementary								Junior high						High				
	Commuting facility	Nursery school	Kindergarten	Special support school	Special support class	Welfare facility	Regular class	Others	Grade	Minato elementary school	Special support school	Special support class	Regular class	Others	Minato junior high school	Special support school	Special Support class	Regular class	Others
1	2	2	1	0	0	0	0	1	1	8	2	17	1	0	13	1	9	6	0
2	5	6	1	1	0	0	1	0	2	7	1	8	0	0	18	1	9	7	0
3	0	4	1	0	0	0	0	0	3	6	2	11	1	1	12	1	10	1	0
4	1	2	2	2	2	0	0	0	Total	23	5	36	2	1	43	3	28	14	1
5	3	4	0	0	2	0	0	2											
6	3	2	0	0	0	0	0	0											
Total	14	20	5	3	4	0	1	3											

5. Situation of holding certificates of mental and physical disabilities

	Certificate of mental disabilities						Certificate of physical disabilities					
	Grade 1	Grade 2	Grade 3	Grade 4	Applying	Not applied	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Elementary	1	23	13	3	0	10	3	1	3	0	0	1
Junior high	0	44	13	9	0	1	2	2	0	0	0	1
High	2	32	24	22	0	8	2	2	1	0	0	1
Total	3	99	50	34	0	19	5	3	4	0	0	1

6. Course after graduation

(Elementary and junior high schools)

SY	School	Sex	Course			Total
			Minato	Other schools	Others	
2006	Elementary	M	6	0	0	6
		F	4	0	0	4
	Junior high	M	10	0	0	10
		F	3	0	0	3
2007	Elementary	M	7	0	0	7
		F	1	0	0	1
	Junior high	M	8	3	0	11
		F	5	0	0	5

(High school)

SY	Sex	Course				Total
		Corporate employment	Commuting facility	Residential facility	Others	
2006	M	3	13	1	3	20
	F	5	11	0	0	16
2007	M	4	13	1	0	18
	F	1	5	2	0	8

7. Situation of disabilities

Type of disability	Elementary							Junior high				High				Total
	1	2	3	4	5	6	Total	1	2	3	Total	1	2	3	Total	
Intellectual only	4	2	3	2	3	1	15	7	7	5	19	20	11	15	46	80
Autism (including tendency and emotional disturbance)	0	7	0	5	3	2	17	11	6	12	29	6	8	4	18	64
Epilepsy	0	1	0	0	1	2	4	7	1	1	9	1	11	4	16	29
Down syndrome	2	2	1	0	3	0	8	2	3	4	9	1	1	1	3	20
Cerebral palsy	0	0	0	0	0	0	0	1	1	0	2	0	0	1	1	3
Hearing impairment	0	1	0	0	0	0	1	2	0	0	2	0	1	1	2	5
Others	0	3	2	0	2	0	7	3	0	0	3	1	5	0	6	16

V. School bus

VI. Staff (as of May 1, 2008)

1. Number of staff members

Staff	Principal	Vice-principal	Senior teacher	Teacher	Nursing teacher	Chief of the Management Planning Office	In charge of the Management Planning Office	Superintendent		Chief		Superintendent	Sub-total	Contracted	Rehired	Temporarily hired	Substitute for maternity leave	Part-time lecturer	School doctor					School pharmacist	Industrial doctor	Sub-total	Total
								General clerical work	Dietician	General technical work	General technical work								Internal medicine	Ophthalmology	Otolaryngology	Psychiatry	Dentist				
M	1	2	4	29	0	1	0	2	0	0	0	39	2	2	0	1	6	1	1	1	1	1	1	0	17	56	
F	0	1	0	52	2	0	1	2	0	1	1	60	0	1	0	1	1	0	0	0	0	0	0	1	4	64	
total	1	3	4	81	2	1	1	4	0	1	1	99	2	3	0	2	7	1	1	1	1	1	1	1	21	120	

IX. Outline of budget

Expenses concerning management

(Unit: ¥,000)

Division		SY2008 (budget)	SY2007 (settlement)	Memo	
Expenditure	Project cost				
	Breakdown	Expenses concerning management (budget for independent management promotion)	112,114 (17,685)	109,251 (15,493)	Teaching materials and tools, maintenance of the buildings (utilities, contracted maintenance, repairing, etc.), staff travel, etc.
		School entrance encouragement project	13,200	13,177	
		Expenses concerning training on educational guidance	307	307	Honorariums for lecturers, Education for understanding, Cost of printing project reports, etc.
		Expenses concerning open school project	365	365	Honorariums for open lectures, consumables for open school
	Expenses concerning health and school lunch	21,328	21,328	Medicines for the	

				nurse's office, contracted services for school lunch, etc.	
		Expenses concerning facility maintenance	2,393	1,754	Urgent repairs on the facilities
		Total	149,707	146,182	
Revenue (specific purpose)		Fees and commissions	2,152	2,152	Fees of land use, commissions for certificate issuance, etc.
		Income from assets	450	447	Income from produced goods
		Miscellaneous incomes	3	358	Reimbursement of overpayment (SY2006), electricity fees of public telephones
		Total	2,605	2,957	
Balance of general source of revenue			147,103	143,225	

*The budget of SY2008 is the originally estimated amount.

*The settlement of SY2007 is the estimated amount as of the end of May 2008.

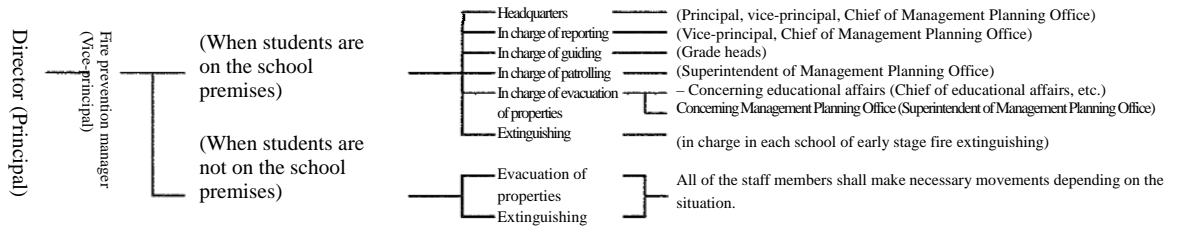
(Unit: ¥,000)

Staff cost 2007	779,824
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*Personnel cost for permanent employees, rehired employees and part-time lecturers excluding costs borne by business operators.

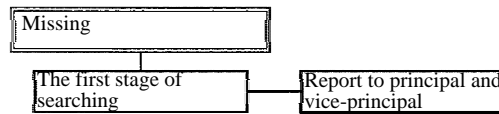
X. Disaster prevention and safety measures

1. Disaster prevention chart

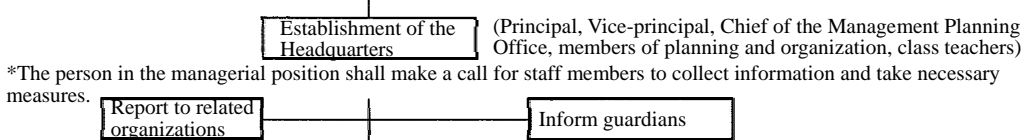


2. Measures on missing children and persons

(1) Missing but still on the school premises

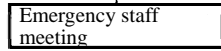


- *If notice someone is missing, start searching in cooperation with staff members who are around.
- *Secure safety of other students. Use broadcast announcement as necessary to ask for help from the entire staff.

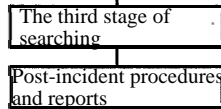


*The person in the managerial position shall make a call for staff members to collect information and take necessary measures.

- *Assuming that the missing person is off the premises, search in the vicinity following instructions from the Headquarters for search areas and methods.



- *Confirm orders from the Headquarters.

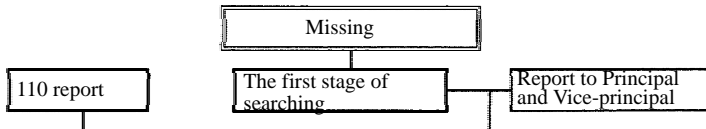


Related organizations

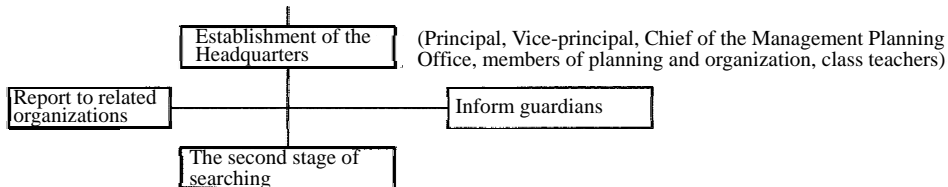
- The Takanawa Police Station: 3440-0110
- The Tokyo Wangan Police Station: 3570-0110
- JR Shinagawa: 3441-4703
- Keikyu Shinagawa: 3441-2451
- Metropolitan Bus Shinagawa Office: 3471-3146
- Takanawa Fire Department: 3458-0119
- East Branch of the School Management Support Center: 3630-9181
- Tokyo Board of Education (Department of Guidance): 5320-6847

- *Cancellation of the 110 call (by the person who originally made the call)
- Report to other organizations that received the report

(2) Missing person off the school premises

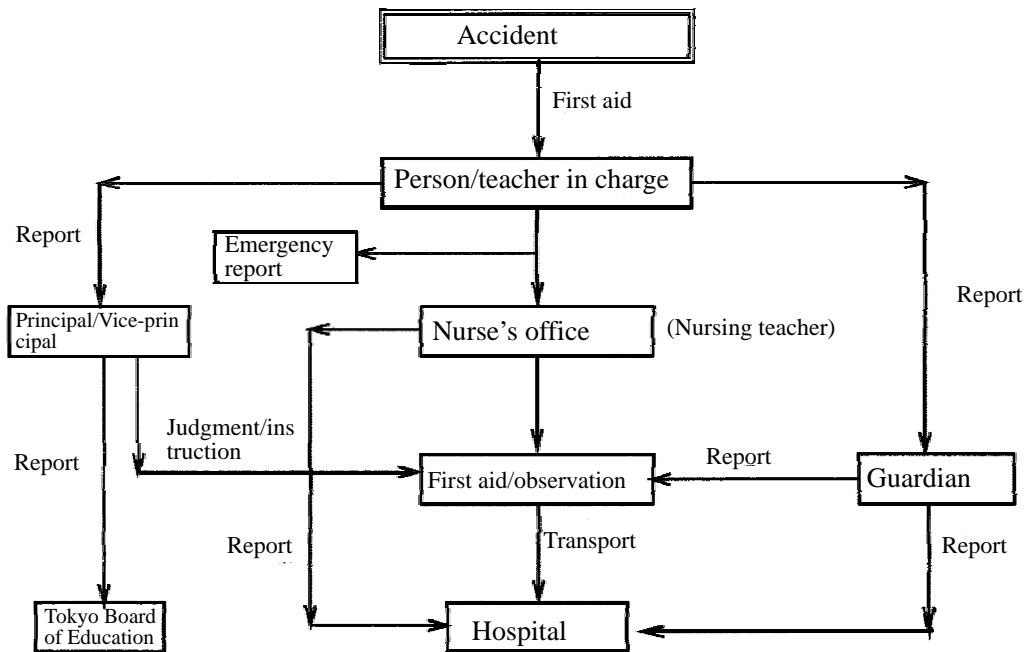


- *Teachers in charge of the grade and group shall try and search.
- *Secure safety of other students (at the teachers' own discretion on whether waiting on the spot or returning to the school).
- *Teachers in charge of the grade/group shall call 110 upon order from management.
- *Teachers of the Life Guidance Department and all other teachers might be requested to come for help



- *Same as “ Missing person on the school premises” for the rest.

3. Response to accidents



XI. Open school program

1. Minato Kamome no kai - Chart ①

Open the school facilities on holidays to adults with intellectual disabilities in the community.

2. Open lectures (open lectures of public schools)

(1) Volunteer training lectures (capacity of 20) - Chart ②

The purpose is to enlighten understanding about persons and children with mental and physical disabilities and to develop volunteers in the community. The lectures mainly focus on practice for acquiring knowledge and skills that are necessary for volunteering.

3. “Open facility program for children with disabilities”

Open the school facilities on weekends and organize recreation, sports and cultural activities in which children and students with disabilities can participate. To be implemented twice this school year.

<Plan for SY2008>

① Minato Kamome no Kai

Date	Event
June 7	Opening ceremony Cooking: Curry and fruit punch
July 12	Sports (mini games)
September 13	Woodcraft (pot holder)
November 8	Live music of Samba
December 20	Rice cake ceremony
February 14	Recreation, closing ceremony

② Volunteer training lecture

Date	Event
October 18	Opening ceremony, lecture
October 18	Simulation
November 8	Volunteer experience
December 20	Volunteer experience, closing ceremony

4. Open gym facilities (the open gym program of the metropolitan high schools)

☆Application for group registration is accepted any time of the school year.

☆There are two programs of tennis and flying disc.

<Plan for SY2008>

Approximately 4 times per month, 48 times per year

XII. Facilities

1. Outline of the facilities

Site area: 10,386.97m² (figure on the asset register)

Building area: 3,849m²

Floor area: 9,107m² (1F 3664m², 2F 3,629m², 3F 1,696m²)

Penthouse 71m², attached buildings 47m² (gym warehouse, toilets)

Building: Three story building of reinforced concrete (totally aireconditioned)

(1) School buildings

1F: Entrance, hall, Management Planning Office, Principal's office, staff room, locker rooms, practice room, senior teachers' room, guard post, drivers' room, central monitor room, pump room, boiler room, nurse's office, regular classrooms, playroom, toilets, life training room, dining/kitchen, slopes (1F/2F)

2F: Regular classrooms, educational consultation room, ceramic art room, cooking room, toilets, PC room, sawing room, music room, gymnasium (with stage), tool room, indoor swimming pool (with locker rooms, shower rooms, etc.)

3F: Air conditioning maintenance room, converter room, generation room, 1 elevator, regular classrooms, cooking room, practice room, music room #2

(2) Other facilities

Sports ground (2,824m²)

School ground (track 100m)

Yard (play yard, jungle gym, swings, miniature mountain, etc.)

(3) Environment organization

Trees surrounding the building and planted in the yard

Fence (with nets 6m high)

One set of flag pole