

Hiroshima Prefectural Hatsukaichi School for Special Needs Education

I. History

1974	January 1	Establishment of Hiroshima Prefectural Hatsukaichi Special School for Children with Disabilities
	April 1	Opening of School (Elementary Department: 13 classes, 68 students)
	April 22	Commencement of visiting education at six different places
	September 13	Completion of Buildings 1 and 2; transfer of the school to the present site
1975	March 5	Completion of Building 3
	April 1	Establishment of the Junior High Department (Elementary Department: 13 classes, 83 students; Junior High Department: 7 classes, 45 students)
1976	March 31	Completion of gymnasium/auditorium
	April 1	Establishment of the Senior High Department (Elementary Department: 13 classes, 95 students; Junior High Department: 7 classes, 46 students; Senior High Department: 2 classes, 20 students)
1979	April 1	Opening of the Yoshijima Branch of the Hiroshima Prefectural Hatsukaichi Special School for Children with Disabilities Commencement of visiting education
1981	March 31	Completion of the expansion of Building 4
	April 1	Completion of the Yoshijima Branch's Junior High Ward
1983	March 31	Closure of the Yoshijima Branch (Opening of the Hiroshima Municipal Hiroshima Special School for Children with Disabilities) Completion of the swimming pool construction
1984	March 31	Completion of the laundry room
1986	March 25	Completion of the storehouse
	March 31	Completion of the workshop ward

	June 18	Completion of the regular-type of classrooms in the Senior High Department
1990	March 31	Completion of the ramp of Building 4
1997	March 13	Construction of the elevator shaft; completion of the corridor expansion connecting the buildings
2007	April 1	Renamed as Hiroshima Prefectural Hatsukaichi School for Special Needs Education

II. School Management Policy

1. Educational Objective of the School

To provide education according to each student's characteristics, enhance their potentials, and develop their power to live a fulfilled life.

2. Educational Objectives of Each Department

A. Elementary Department

- (1) To realize the enjoyment of exercising the body, maintain and improve their physical strength.
- (2) To acquire basic living habits.
- (3) To value the relationship with other people and develop ability to express their thoughts and feelings.
- (4) To take interests in various things and develop their motivation to become involved on their own initiative.
- (5) To know the enjoyment of living as a group through interaction with friends.

B. Junior High Department

- (1) To learn about physical condition, maintain and improve physical strength.
- (2) To acquire basic living habits, and develop ability to act independently.
- (3) To value the relationship with other people and develop ability to express their thoughts and feelings.
- (4) To realize the enjoyment of studying and improve the basic scholastic ability.
- (5) To gain a wider range of experiences in life and enhance their interest in living in a society.

C. Senior High Department

- (1) To build a healthy body as a basis of life, through physical exercises and work activities, and maintain and improve their physical strength.
- (2) To acquire basic living habits necessary for daily living and living in a society.
- (3) To value the relationship with other people and develop ability to express their thoughts and feelings.
- (4) To develop motivation to learn and acquire ability necessary for living in a society.
- (5) To improve ability to open up the future path through experiences at work places etc.

3. Daily Schedule

(1) Elementary Department
1st Grade

9:15	Arrival of Bus
	Guidance of Daily Living
10:00	
10:05	Guidance of Playing
10:50	Activities for Independence
10:55	*
11:40	
12:00	Guidance of Daily Living
13:00	
14:20	Guidance of Daily Living
14:50	
15:00	Departure of Bus

2nd to 6th Grades

9:15	Arrival of Bus
	Guidance of Daily Living
10:00	
10:05	Guidance of Playing
	Activities for Independence
10:50	
10:55	*
11:40	
12:00	Guidance of Daily Living
13:00	
13:20	Guidance of Playing
14:05	
14:40	Guidance of Daily Living
	*
14:50	Departure of Bus
15:00	

* Guidance of particular area or subject, combination of the two.
Class hours depend on the day of the week.

(2) Junior High Department

9:15	Arrival of Bus
	Guidance of Daily Living
10:05	Study of Issues in Living
10:55	Activities for Independence
11:00	
	*
11:50	Guidance of Daily Living
12:50	
13:20	
	*
14:10	
14:30	Guidance of Daily Living
14:50	
15:00	Departure of Bus

(3) Senior High Department

9:15	Arrival of Bus
	Guidance of Daily Living
9:35	Study of Issues in Living
10:05	Activities for Independence
10:10	*
11:50	
12:00	Guidance of Daily Living
12:50	
13:10	*
14:00	
14:05	Study of Issues in Living
14:25	Activities for Independence
	Guidance of Daily Living
14:55	
15:00	Departure of Bus

* Guidance of particular area or subject, combination of the two.

IV. Students

1. Number of students and classes As of May 1, 2007

Department	Elementary							Junior High				Senior High				Grand total
	1	2	3	4	5	6	Total	1	2	3	Total	1	2	3	Total	
Male	3	9	2	5	3	5	27	7	10	5	22	17	14	18	49	98
Female	3	3	3	0	1	1	11	4	3	4	11	10	8	5	23	45
Total	6	12	5	5	4	6	38	11	13	9	33	27	22	23	72	143
Number of classes	13							10				15				38

2. Statistics on Attendance

	Elementary							Junior High				Senior High				Grand total
	1	2	3	4	5	6	Total	1	2	3	Total	1	2	3	Total	
Commuting from institutions	0	2	0	1	2	2	7	4	6	4	14	6	3	8	17	38
Commuting from home	5	10	4	3	2	3	27	6	5	5	16	21	18	15	54	97
Visiting Education	1	0	1	1	0	1	4	1	2	0	3	0	1	0	1	8
Total	6	12	5	5	4	6	38	11	13	9	33	27	22	23	72	143

V. Organization/Management

1. Number of Faculty Member As of May 1, 2007

Principal	1
Assistant Principal	1
Department Heads	3
Teachers	73 (3)
Teachers for Special Education	2
Teachers for Practical Training	2
Head of Clerical Staff	1
Clerical Staff	3
Dietitian	1
Technical Staff for School Meal	2
Technical Staff for School Affair	1
Cooking staff for School Meal	4
Personal assistants	2
Nurse	1
Doctors of the school	5
Dentist of the school	1
Pharmacist of the school	1
Total	104 (3)

* The number in the parentheses indicates those on sick leave, etc., out of the total number.

III Curriculum

1. Educational Contents

October 25, 2007

Category		Elementary Department						Junior High Department				Senior High Department					
		Visit	1	2	3	4	5	6	Visit	1	2	3	Visit	1	2	3	
Subjects	Daily Living Activities		8	8.6	8.6	8.6	8.6	8.6									
			5.5	6	6	6	6	6									
	Japanese Language		1.5	2	2	2	2	2		2	2	2		1.4	1.4	1.4	
			1.5	2	2	2	2	2		1.6	1.6	1.6		1	1	1	
	Social Studies									1.8	1.8	1.8		1	1	1	
										1.2	1.2	1.2		1	1	1	
	Arithmetic Mathematics		1	1.4	1.4	1.4	1.4	1.4		2	2	2		1.4	1.4	1.4	
			1	1.4	1.4	1.4	1.4	1.4		1.4	1.4	1.4		1	1	1	
	Science									1.8	1.8	1.8		1	1	1	
										1.2	1.2	1.2		1	1	1	
	Music		2	2	2	2	2	2		2	2	2		2	2	2	
			2	2	2	2	2	2		2	2	2		2	2	2	
	Drawing and Crafts Art		1.5	2	2	2	2	2		2	2	2		2	2	2	
			1.5	2	2	2	2	2		2	2	2		2	2	2	
	Gymnastics Health and Physical Education		2	2	2	2	2	2		2	2	2		3	3	3	
			1.5	1.6	1.6	1.6	1.6	1.6		2	2	2		2	2	2	
Vocational Activities/ Home Economics									3.4	3.4	3.4						
									1.8	1.8	1.8						
Vocational Activities													5	5	5		
													4	4	4		
Home Economics													2	2	2		
													1.6	1.6	1.6		
Foreign Language									1	1	1		1	1	1		
									1	1	1		1	1	1		
Moral Education		1	1	1	1	1	1		1	1	1		1	1	1		
		1	1	1	1	1	1		1	1	1		1	1	1		
Special Activities		1	1	1	1	1	1		1	1	1		1	1	1		
		1	1	1	1	1	1		1	1	1		1	1	1		
Activities for Independence		7	7	7	7	7	7		7	7	7		7.2	7.2	7.2		
		10	10	10	10	10	10		10.8	10.8	10.8		10.4	10.4	10.4		
Comprehensive Studies									1	1	1		1	1	1		
									1	1	1		1	1	1		
Total		6	25	27	27	27	27	27	6	28	28	28	6	30	30	30	

In the above table, the upper line of each category shows figures for classrooms of children with intellectual disabilities (who are issued with Certificate of Children/Adults with Intellectual Disabilities), and the lower line shows figures for classrooms of children with multiple disabilities (who are issued with both Certificate of Children/Adults with Intellectual Disabilities and Certificate of Persons with Physical Disabilities).

2. Form of Guidance

October 25, 2007

Category		Elementary Department						Junior High Department				Senior High Department				
		Visit	1	2	3	4	5	6	Visit	1	2	3	Visit	1	2	3
Guidance Combining Subjects and Areas*	Guidance of Daily living		15	13	13	13	13	13		13	13	13		10	10	10
			15	13	13	13	13	13		13	13	13		10	10	10
	Guidance of Playing	3	7	10	10	10	9	9								
			3	5	5	5	4	4								
	Unit Study of Matters Related to Living			1	1	1	2	2	3	4	4	4	3	2.8	2.8	2.8
				1	1	1	2	2		4	4	4		2.8	2.8	2.8
	Study of Work Related Activities									2	2	2		6	6	6
														5	5	5
	Study of Issues in Living									5	5	5		6	6	6
Subjects	Music		1	1	1	1	1	1		1	1	1		1	1	1
			1	1	1	1	1	1		1	1	1		1	1	1
	Drawing and Crafts Art													1	1	1
														1	1	1
	Gymnastics Health and Physical Education		1	1	1	1	1	1		1	1	1		1.2	1.2	1.2
			1	1	1	1	1	1		1	1	1		1.2	1.2	1.2
Special Activities			1	1	1	1	1	1		1	1	1		1	1	1
			1	1	1	1	1	1		1	1	1		1	1	1
Activities for Independence	3								3				3			
			5	5	5	5	5	5		7	7	7		7	7	7
Comprehensive Studies										1	1	1		1	1	1
										1	1	1		1	1	1
Total		6	25	27	27	27	27	6	28	28	28	6	30	30	30	

In the above table, the upper line of each category shows figures for classrooms of children with intellectual disabilities (who are issued with Certificate for Children/Adults with Intellectual Disabilities), and the lower line shows figures for calssrooms of children with multiple disabilities (who are issued with both Certificate of Children/Adults with Intellectual Disabilities and Cerfcate of Persons with Physical Disabilities).

* Area includes Moral Education, Special Activities, and Activities for Independent Living