



Toshima City Fujimidai Elementary School

Application to become a member of
International Safe Schools Network

“Let’s keep our school safe
and enlarge the circle of
security to the world!”



Aimy & Fujimy

Nov. 19, 2015

April 22, 2014

Our ISS Journey began

Toshima Municipal Fujimidai
Elementary School

Table of contents

Chapter 1 Overview of Fujimidai Elementary School	1
1 School name, school emblem, and educational goals	
2 The number of teachers, staff members, and students enrolled	
3 Daily schedule, ISS activity and extracurricular club activity	
4 Environment surrounding the School	
Chapter 2 Programs for International Safe School initiatives	4
1 Background of our initiatives	
2 Special features of our initiatives	
(1) Community safety that is built and maintained by three generations	
(2) Proactive activities of students (See p42 and p43.)	
3 History of our activities (Safe Road)	
Chapter 3 Current situations of injury and risk	7
1 Injuries at School	
(1) Occurrence situations of injuries including minor ones (Source: School Infirmary Data)	
(2) Occurrence situations of injuries that required hospital treatment (Source: Data from the Mutual Aid Disaster Insurance for School)	
(3) Emotional injuries caused by bullying	
2 Injuries outside the School	
(1) The number of bicycle accidents involving the School students that occurred in the school district	
(2) Hiyari-hatto experience (Source: "Find a danger!")	
(3) Ambulance call-out due to traffic accident (Toshima Ward)	
(4) Injuries caused by intentional factors	
3 Situations of disaster risk	
(1) Excerpt from the "Seventh Community Earthquake Risk Assessment Study"	
Chapter 4 Setting targets for prevention measures based on occurrence situation of injury & risk	17

Chapter 5 Activities based on 8 indicators 18

Indicator 1: An operational infrastructure to work on safety improvement has been established based on collaboration. 18

- 1 International Safe School steering organization
- 2 School's promotion organizations for ISS (Teachers' organization, students' organization and PTA organization)
 - (1) 3 subcommittees (Teachers' organization)
 - 1) Special Activity Subcommittee
 - 2) Lifestyle Guidance Subcommittee
 - 3) Teaching Study Promotion Subcommittee
 - (2) Student Council organization (Students' organization)
 - 1) Students' Representatives Meeting
 - 2) 8 committees
 - (3) PTA (PTA organization)
- 3 Community's Taskforce Committee for ISS
 - (1) 3 neighborhood associations
 - (2) "Citizens' Plaza Fujimidai"
 - (3) Nagasaki Branch Office of Ikebukuro Fire Dept.
 - (4) Mejiro Police Station (School Supporters of Juvenile Group, Traffic Division)

Indicator 2: There are Safe School policies that have been determined by the Safe School promotion organizations and Steering Committee in the community based on the "Safe Community" 24

- 1 "Plan for School Safety Promotion" policy of the Ministry of Education, Science, Sports and Culture
- 2 Measures taken by Tokyo Metropolitan Board of Education
 - (1) "Safety Education Program"
 - (2) "Bullying Prevention Education Program"
 - (3) "Human Rights Education Program"
 - (4) "Audiovisual educational materials (DVD)"
- 3 Toshima Ward policies
 - (1) Development of a safe and secure school based on the "Toshima

Education Vision 2015”

(2) Principles regarding the School Safety in the Safe Community

- 4 Principles of Toshima Municipal Fujimidai Elementary School
 - (1) School management policy
 - (2) Slogan for Student Council activities
 - (3) Major challenge for the in-school study
 - (4) PTA policy regarding developing a safe school

Indicator 3: Long-term, sustainable operational programs covering both sexes, all ages, environments, and situations are implemented. 27

- 1 Overall picture of the project and 7 major challenges
- 2 7 major challenges and measures to address
 - (1) Activities initiated by students
 - (2) Improving education content
 - (3) Improving the guidance system
 - (4) Environmental improvement
 - (5) Raising awareness on traffic safety
 - (6) Building friendly relations
 - (7) Awareness raising for disaster safety

Indicator 4: There are programs that target high-risk groups and environments 37

- 1 Programs targeting Grade 1 students
 - (1) Traffic Safety Training Class on the 3rd day of the School
 - (2) Walking back from school in a group throughout the year
- 2 Measures for the months with a large number of injuries (May and September)
 - (1) The number of injuries by month
- 3 Measures against heatstroke
 - (1) The number of heatstroke patients in the 23 wards of Tokyo
 - (2) Heatstroke preventive measures
- 4 Prevention of water accident
- 5 Preparedness for a large-scale earthquake
 - (1) Safety measures for the School building
 - (2) Evacuation drill
 - (3) Program of “Disaster Prevention Day” (2014) based on collaboration with

community

(4) Creation and presentation of Disaster Prevention Map

Indicator 5: All programs have been implemented based on the evidences 41

- 1 Cause analysis for identifying challenges
- 2 7 major challenges and 12 major measures
 - 1) Activities developed by Student Council on its own
 - 2) Survey on students' awareness
 - 3) Students' activities through teaching study
 - 4) Preparation of curriculum for safety education and safety guidance
 - 5) Brochure "Safety in Class" as safety guidance for teachers
 - 6) Proposal from Students' Representatives Meeting
 - 7) Three-generation Traffic Safety Class in cooperation among School, parents, and the community
 - 8) Evening patrol by PTA
 - 9) Factual survey on bullying
 - 10) Mental support in School Infirmary Room
 - 11) Different age group activity, biotope activity, experience activity to interact with animals and plants
 - 12) "Safety Day" in cooperation among School, parents, and the community

Indicator 6: Having the Programs for Keeping Records of the frequencies and Causes of Body Injury Occurrences 53

- 1 Records of the Information on the School
 - (1) Collection of data on injuries including also minor ones (Source: School infirmary data)
 - (2) Collection of data on injuries that require hospital treatment (Source: Data from the Mutual Aid Disaster Insurance for School)
 - (3) Hiyari-hatto experience
- 2 Efforts to find out the actual situation about bullying
 - (1) Questionnaire survey with all students of the School ("Let's review our everyday life")
 - (2) Personal interview with the school counselor
 - (3) Questionnaire survey with all students in Grades 5 and 6 ("Hyper-QU")

Indicator 7: Having methods for evaluating the effects of changes in the school policy,
.....

programs, and processes	60
1 Management of the Program's Running	
2 School policy and effect verification method	
3 Evaluation methods and improvements	

Indicator 8: There is ongoing participation in national and international networks	63
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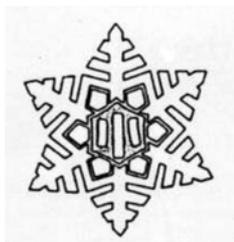
Chapter 6 Future efforts and prospects towards development of a safe school

.....	64
1 Achievements made under the ISS project	
2 Mid- and long-term goals	
3 Future development	

1 School name, school emblem, and educational goals

Toshima Municipal Fujimidai Elementary School was founded in 1950. The School with a long history celebrates its 65th anniversary this year.

As shown in the name “Fujimidai” that means the place with a good view of Mt. Fuji, the School aims to develop students to have a good personality that is as clean as snow on the top of Mt. Fuji and cultivate own brilliant individuality just like snow crystals.



School emblem

School emblem images a snow crystal that emits beautiful and clean light.

Educational goals

Let's challenge the future
With full of vitality,
With friendly smiles, and
With eyes shining.



Fujimidai Elementary School, as a school where each child can develop his/her potential and can walk hand in hand with parents and community, has been working on promotion of a well-balanced safety education by covering aspects of living, traffic, and disaster during the 6 years. The School aims to develop students who can contribute the community.

2 The number of teachers, staff members, and students enrolled

Table 1-1 The number of teachers and staff members

Job title	Number of persons	Breakdown
Principal	1	
Vice principal	1	
Senior teacher	1	Head teacher of curriculum coordination (1)
Head teacher	5	Head teacher of life style guidance (1) Head teacher of a grade Head teacher of special activity coordination Head teacher of teaching study
Teacher	9	Head teacher of health
Instructor	2	Part time teacher Ward staff members
Nutritionist	1	
School office worker	1	
School janitor, School cook		Consignment to private citizen

Table 1-2 The number of students enrolled (as of July 2015)

	Male	Female	Total	No. of class rooms
Grade 1	19	25	44	2
Grade 2	31	18	49	2
Grade 3	19	25	44	2
Grade 4	23	24	47	2
Grade 5	19	19	38	1
Grade 6	28	16	44	2
Total	139	126	265	11

Table 1-3 Change in the number of students and classes over the past 5 years

	2011	2012	2013	2014	2015
No. of students	297	288	281	272	265
No. of class rooms	12	12	11	11	11

3 Daily schedule, ISS activity and extracurricular club activity

8:20	Morning arrival time	
8:25 - 8:40	Challenge Time	
8:45 - 9:30	Period 1	<ul style="list-style-type: none"> • Time to take a good posture for learning • Silent reading • Reading aloud
9:35 - 10:20	Period 2	
10:20 - 10:40	Mid recess	
10:40 - 11:25	Period 3	
11:30 - 12:15	Period 4	
12:15 - 13:00	School lunch & tooth brushing	
13:00 - 13:15	Noon recess	
13:15 - 13:30	Cleaning	
13:35 - 14:20	Period 5	
14:30 - 15:15	Period 6	
(Monday Period 6 is for extracurricular club activity.)		

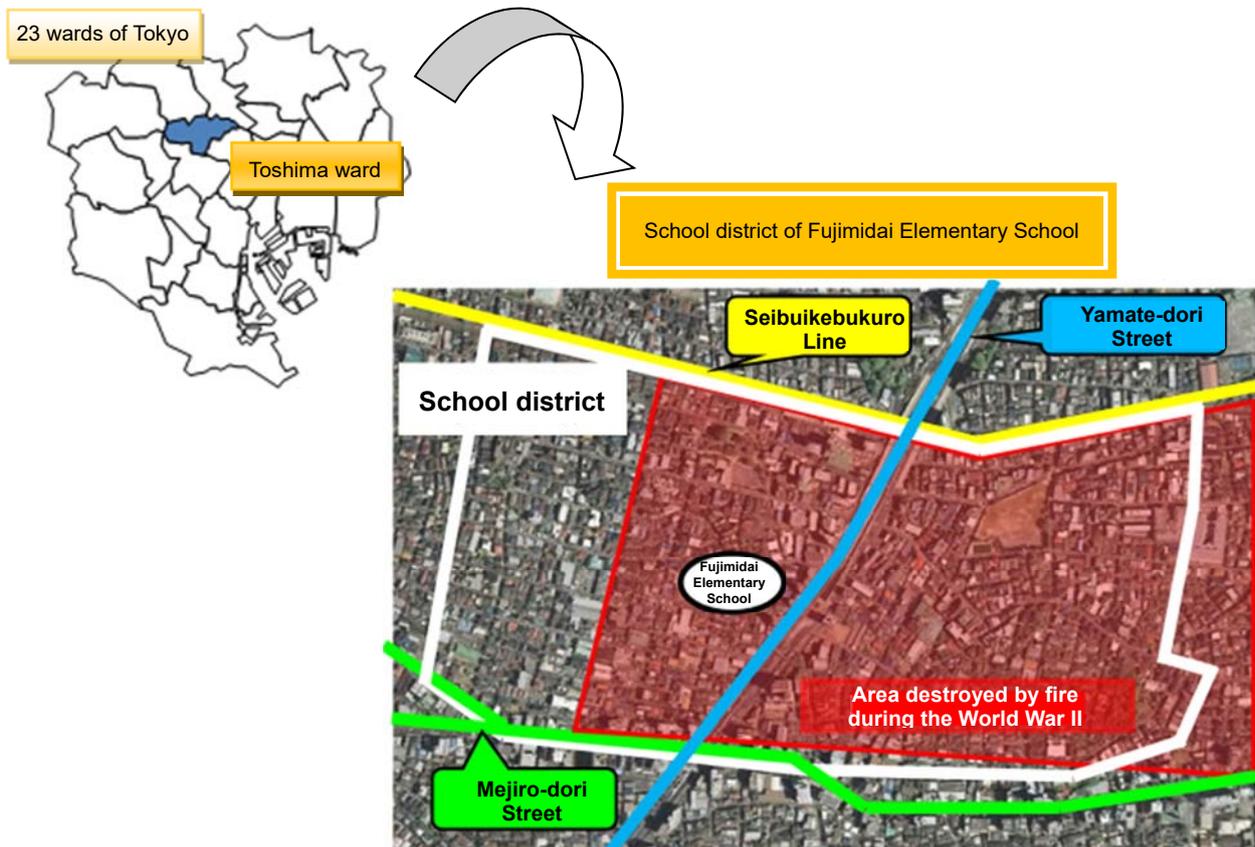
[Extracurricular club activity]	(Place of activity)
○ Sports club	
Outdoor sports clubs	(School ground)
Indoor sports clubs	(Gymnasium)
○ Cultural club	
Comics/illustration club	(Arts & Crafts Room)
Homemaking club	(Home Economics Room)
Science club	(Science Room)
PC club	(PC Room)
Music club	(Music Room)

4 Environment surrounding the School

History and overview of the area

The area comprises two districts with different backgrounds of development including the district on the west side of the School that escaped major damage in World War II and the district on the east side of the School that was burned down during the War. The area that escaped war damage still has old residential area and narrow alleys. In the other area that had been burned down, roads with large traffic have been developed. Further in recent years, a number of high-rise condominiums have been built, accelerating density growth and entry of new residents.

As above, the School district has the environment that symbolizes “High-density City Toshima”.



Locational conditions

All students walk to/from the School. There are no students who commute by bicycle or by car. (Students may use bicycles after school.)

Some school routes have a high risk in terms of traffic. There are artery roads with heavy traffic and many students walk on a road where cars travel at high speed (1). The road width is narrow and there is no guardrail (2) in most cases. The byways of main roads also have much traffic. There is an intersection with poor visibility in front of the front gate (3). Further, some students need to cross the railroad tracks where more than 40 trains pass every hour (4).

Heavy traffic with cars traveling at high speed (1)



Narrow road without a guardrail (2)



Front gate -> Crossing with poor visibility (3)



40 trains passing every hour on the way to school (4)



1 Background of our initiatives

The number of injuries occurring at School exceeded 500 cases a year in FY2013. Although the number of students involved in a traffic accident has been very small, the school routes are exposed to high risk of a traffic accident. Further, according to what was informed by the Cabinet Office and the Metropolitan Government, the area has a high risk of a major earthquake.

In view of these circumstances and through efforts to be certified as an International Safe School used as a trigger, we aim to develop students' ability to predict/avoid risks and to improve the children watch-over system in cooperation with the community and parents.

2 Special features of our initiatives

(1) Community safety that is built and maintained by three generations

Now, being the 65th anniversary since its foundation, the School has quite many households with three generations of family members who attended the School. Therefore, the School draws much interest from the community and enjoys active exchange at school events with participation of the community members and at community events with participation of the School members. One of the examples to show such active exchanges was the “Three-generation Traffic Safety Class” held in 2015.

By having not only parents and children but also grandparents participate in the traffic safety class, we are aiming to build and develop community-wide safety and security. There were 400 participants including officers from the Toshima Ward Office, the Tokyo Metropolitan Police Department, private transport companies and bicycle retailers, as well as community residents, parents, media-persons, etc.

[Three-generation Traffic Safety Class] (See p.48.)



Generation	Activities
Child generation (School students)	<ul style="list-style-type: none"> • Bicycle safety class • Driver's blind angle experience
Parent generation (Parents of the School students)	<ul style="list-style-type: none"> • Bicycle safety class instruction assistance
Grandparent generation (Senior citizens)	<ul style="list-style-type: none"> • Walking training (Walking simulator)

[Friendly exchange at “Citizens’ Plaza Fujimidai” (Hub for Safe Community activities)] (See p.22 and p.23.)

“Citizens’ Plaza Fujimidai” is located 3 minutes away on foot from the School. The School utilizes “Citizens’ Plaza Fujimidai” as the venue to display the ISS activities and make presentations on results of safety lessons. In addition, many students utilize the Plaza as a place to play and place to study after school and on holidays. In 2014, a total of 8,215 students used the Plaza.



(2) Proactive activities of students (See p.42 and p.43.)

With the aim to disseminate safety and security among the School students, many activities have been implemented proactively by students themselves.

[ISS mascot character created]

[ISS slogan created]

[ISS song created]



3 History of our activities (Safe Road)

	School activities	Proactive activities of students
2014		Mar. Friendly exchange with Hoyu Elementary School (Designated ISS member)
	Apr. Declaration of commitment to the International Safe School project (See p.62)	Apr. Start of committee organization and activity Apr. The 1st ISS Exchange Meeting Students' declaration of commitment "Safety News" Issue No. 1 (ISS Committee)
	May Emergency first aid training session (Teachers and staff members: See p.30)	[As of September 2015: Issue No. 15] May Establishment of the "Let's Walk without Rush" survey team (ISS Committee: See p.42)
		May Start of display of a poster on trash separation (Eco Committee: See p.42)
		Jun. Establishment of Students' Representative Meeting (See p.19)
		Jun. The 2nd ISS Exchange Meeting Presentation of ISS activities (Each Committee chairman)
		Jun. Awareness raising for prevention of heat stroke (Sports Committee: See p.43)
	Jul. Safety of School ("Suspicious Person Drill")	Jul. Announcement of the slogan (ISS Committee: See p.5)
	Jul. Morning Meeting for safety awareness (Correct way of riding a bicycle)	Jul. Start of Rabbit Caring Gathering (Rearing/Cultivation Committee: See p.43 and p.50)
	Jul. School Health Committee (Teachers and staff members, Community)	Jul. Luncheon meeting for students' representatives (See p.48)
	Aug. Visit to a designated ISS member (Hoyu Elementary School)	
	Sep. Creation of Safe School mascot (See p.5)	Sep. A bingo game assembly on disaster prevention goods (Assembly Committee: See p.42)
	Sep. Fire Prevention Day	Sep. Announcement of Community Exploration (Citizens' Plaza: See p.23)
	Sep. Announcement of Safe School mascot	
Oct. Bicycle Safe Riding Class	Oct. Safety and Security Parade	

	<p>Dec. Issuance of a PR brochure Issue No. 1 “Challenge Safe School Fujimidai Elementary”</p> <p>Dec. Visit to a designated ISS member (Atsugi Municipal Shimizu Elementary School)</p> <p>Dec. Toshima Ward SC Steering Committee report</p>	<p>Oct. Presentation of the slogan (Citizens’ Plaza: See p.23)</p> <p>Oct. Announcement of Disaster Prevention Map (Citizens’ Plaza: See p.23)</p> <p>Oct. “Shaberi-ba (chatting place) in Fujimidai” (Grade 5, Community)</p> <p>Nov. ISS Exchange Meeting</p> <p>Nov. Announcement of Community Safety Map (Citizens’ Plaza: See p.23)</p>
2015	<p>Feb. Research presentation meeting</p> <p>May Three-generation Traffic Safety Class (See p.48)</p> <p>Jun. Pre-evaluation</p> <p>Jul. School Health Committee (Teachers and staff members, Community)</p> <p>Oct. Issuance of a PR brochure Issue No. 2 “Challenge Safe School Fujimidai Elementary”</p> <p>Nov. On-site evaluation</p>	<p>Feb. Assembly of “Search Misunderstanding on Safety” (Assembly Committee)</p> <p>Feb. Full-of-flowers campaign (Rearing/Cultivation Committee)</p> <p>Feb. ISS handing-over ceremony (Farewell gathering for Grade 6 students)</p> <p>Mar. Safety Assembly (Grade 5)</p> <p>Apr. Start of committee organization and activity</p> <p>May Each Committee’s declaration of commitment to the project</p> <p>May Establishment of the ISS song chorus (See p.5)</p> <p>Jun. Students exchange meeting with Hoyu Elementary School</p> <p>Jul. Presentation of the ISS song (Whole school, Citizens’ Plaza, Posted on the homepage)</p> <p>Sep. Students exchange meeting with Hoyu Elementary School</p> <p>Oct. Safety and Security Parade</p>

▼ The above progress is displayed on the wall in front of the staff room under the title of “Safe Road”.
(Activities implemented up to now)

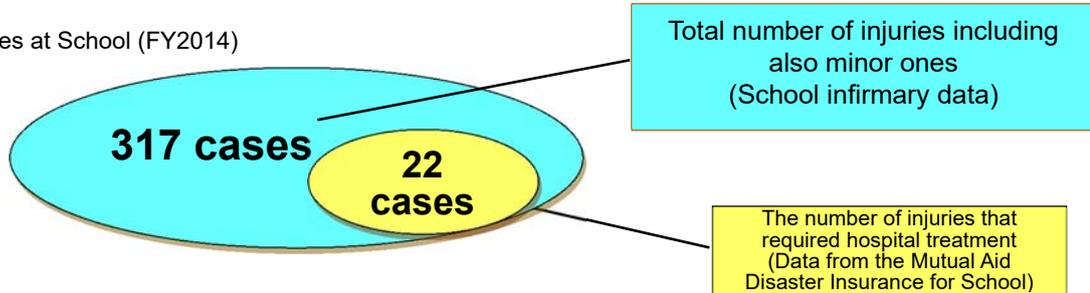


Chapter 3 Current situations of injury and

1 Injuries at School

Data of injuries that occur at the School are collected as the school infirmary data. As for severe injuries that require hospital treatment, the data are taken from the Mutual Aid Disaster Insurance for School (*).

Fig 3-1 Injuries at School (FY2014)



* The Mutual Aid Disaster Insurance for School is the system through which benefits (insurance benefit money) are paid to the parents in case that a child/student is injured, etc. under the supervision of the school. All the municipal elementary and junior high schools keep a record of situations, types, and causes of injuries and analyze them once every term.

Fig 3-2 Cases including minor injuries (Source: School Infirmary Data in FY2013 and FY2014)

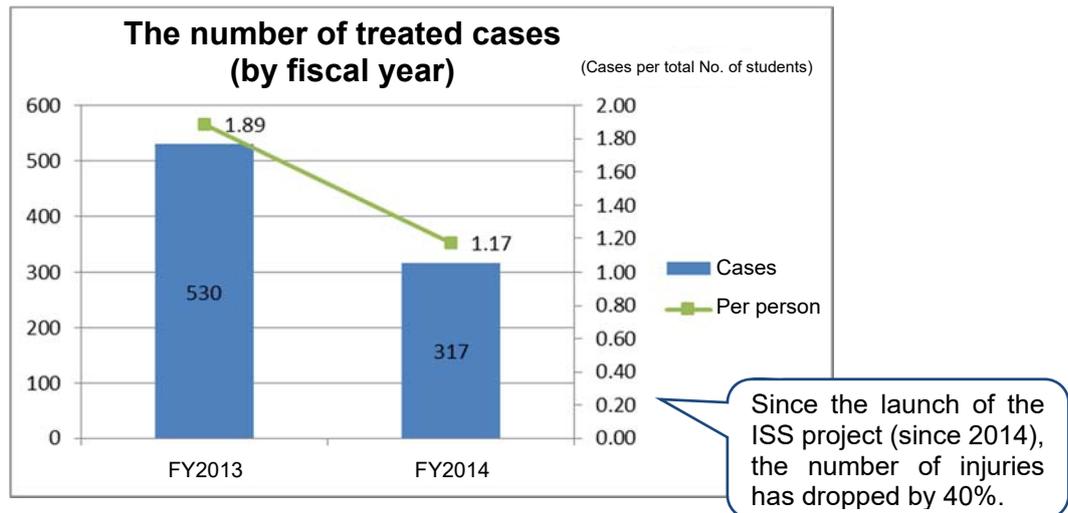
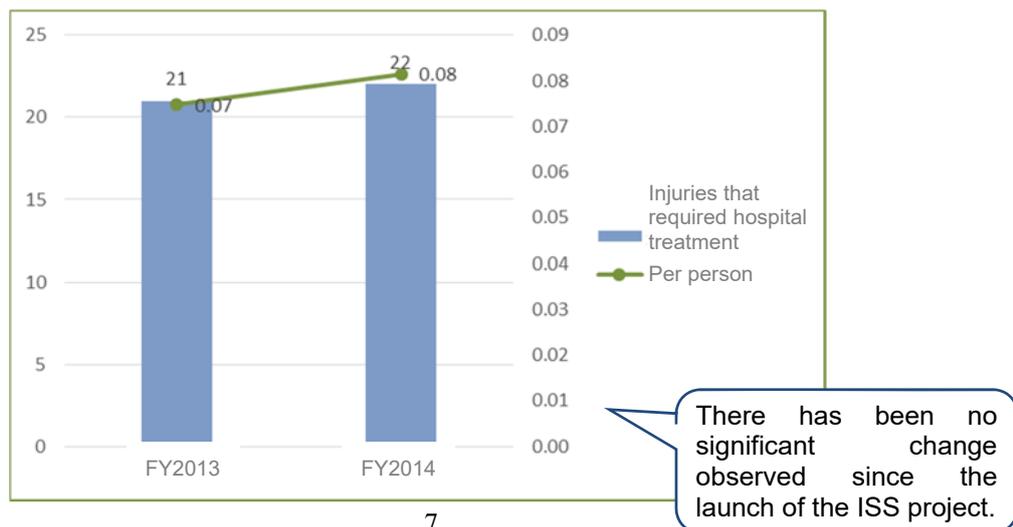


Fig 3-3 Injuries that required hospital treatment

(Source: Data from the Mutual Aid Disaster Insurance for School, FY2013 and FY2014)



(1) Occurrence situations of injuries including minor ones (Source: School Infirmary Data)

Fig 3-4 Change in the number of treated injuries in a year (FY2013, FY2014, and FY2015)

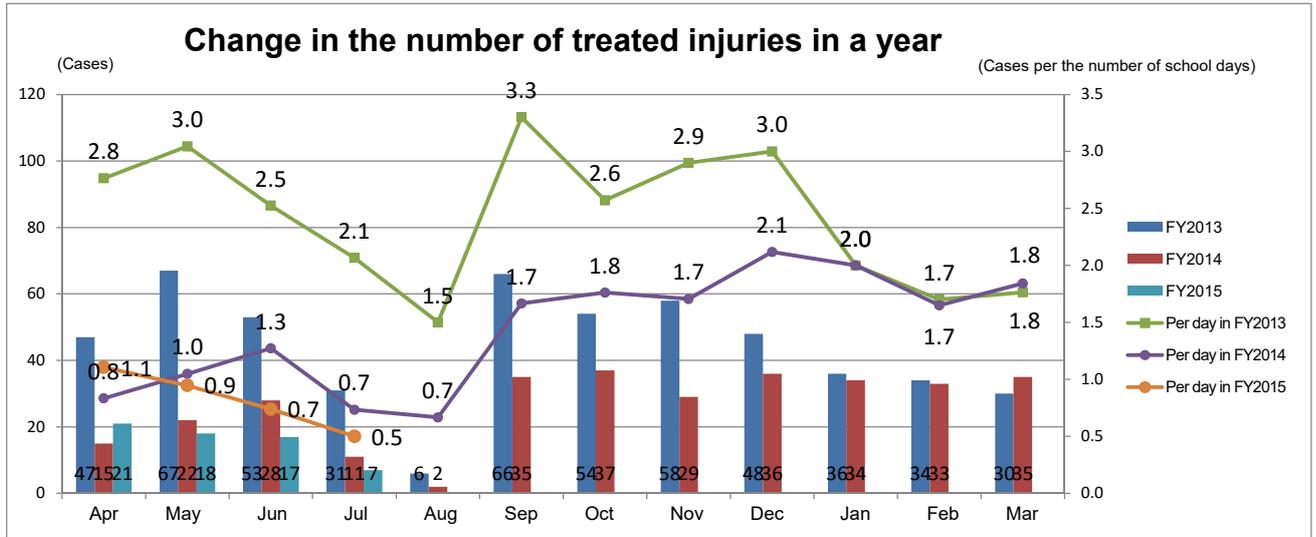


Fig 3-5 Injuries by place of occurrence (FY2013 and FY2014)

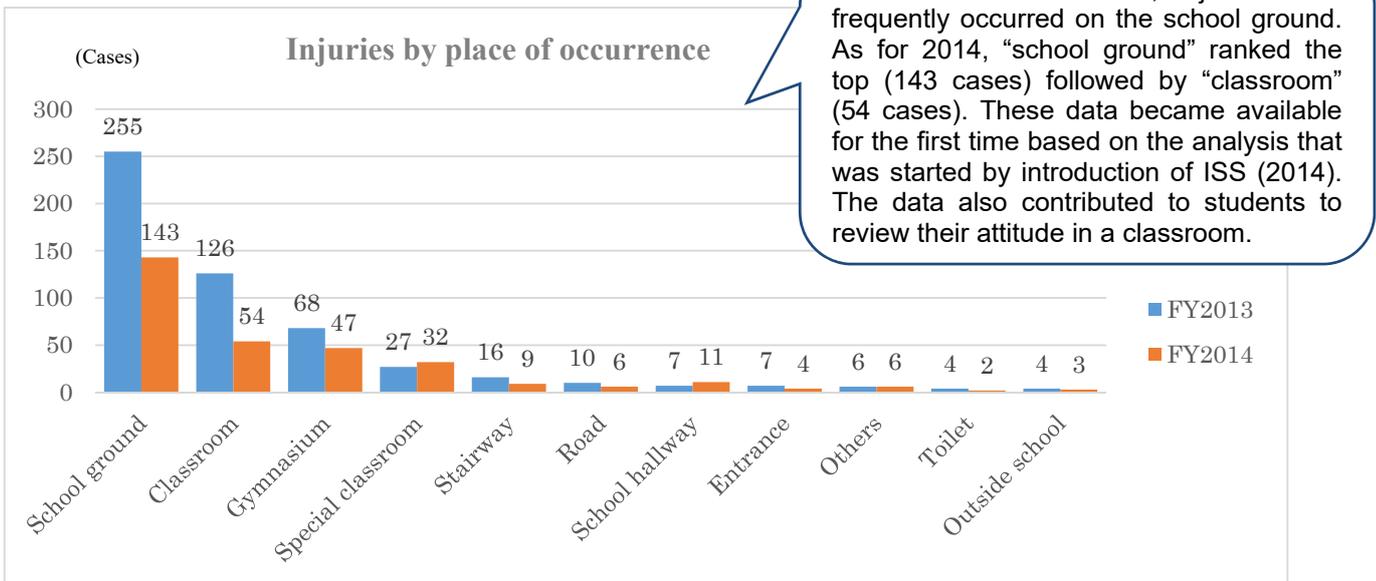


Fig 3-6 Injuries by grade (FY2013 and FY2014)

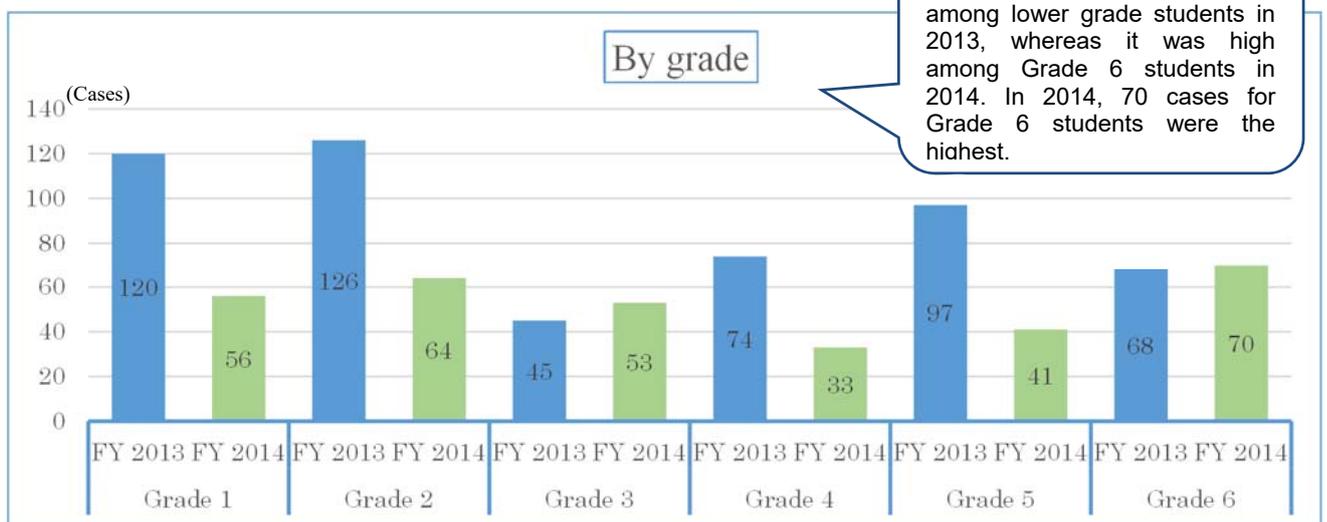


Fig 3-7 Injuries by time zone (FY2013 and FY2014)

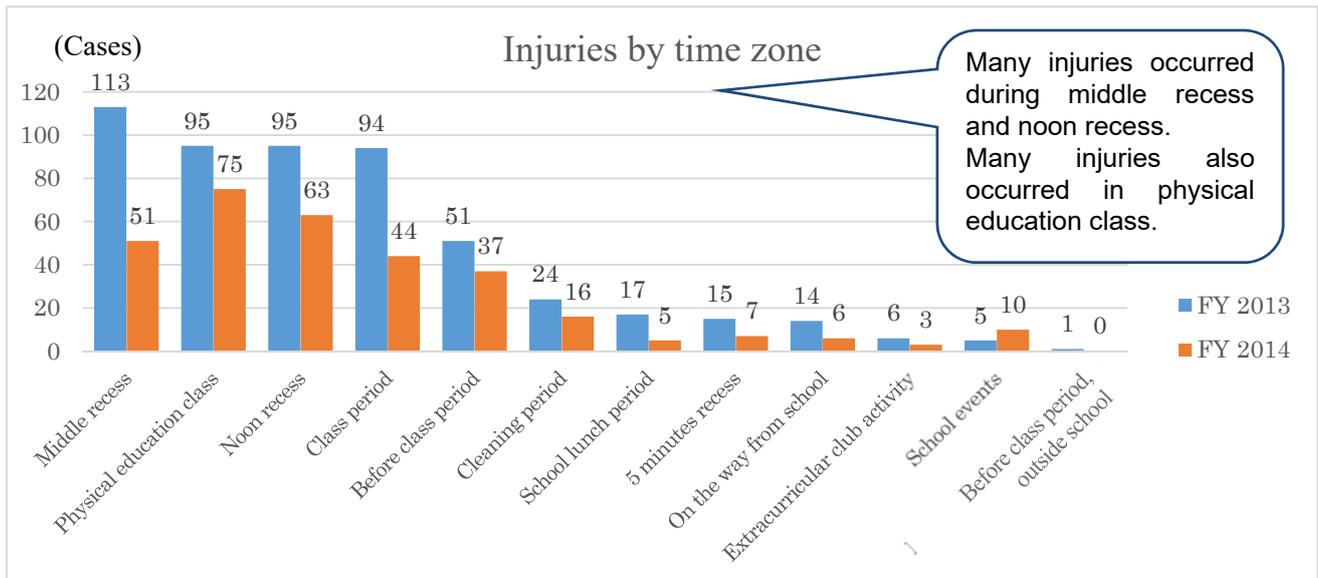
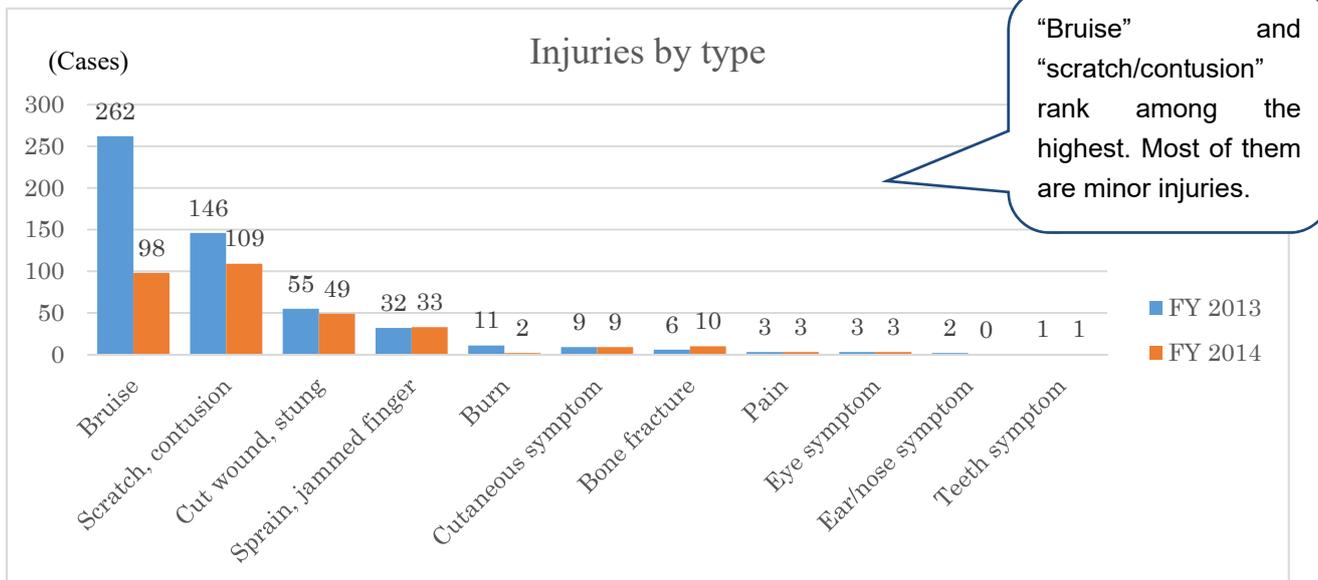


Fig 3-8 Injuries by type (FY2013 and FY2014)



* "Pain" is counted based on a pain complaint made by the person who are not injured.

Fig 3-9 Time zone and place where injury occurred (FY2014)

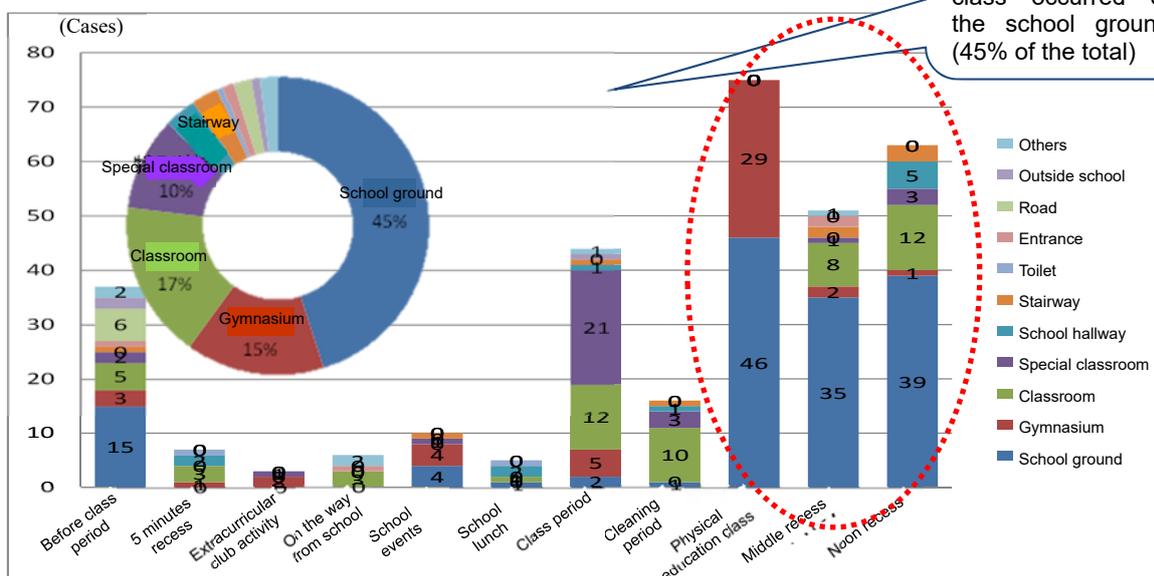


Fig 3-10 The number of injuries (by source/object) (FY2014)

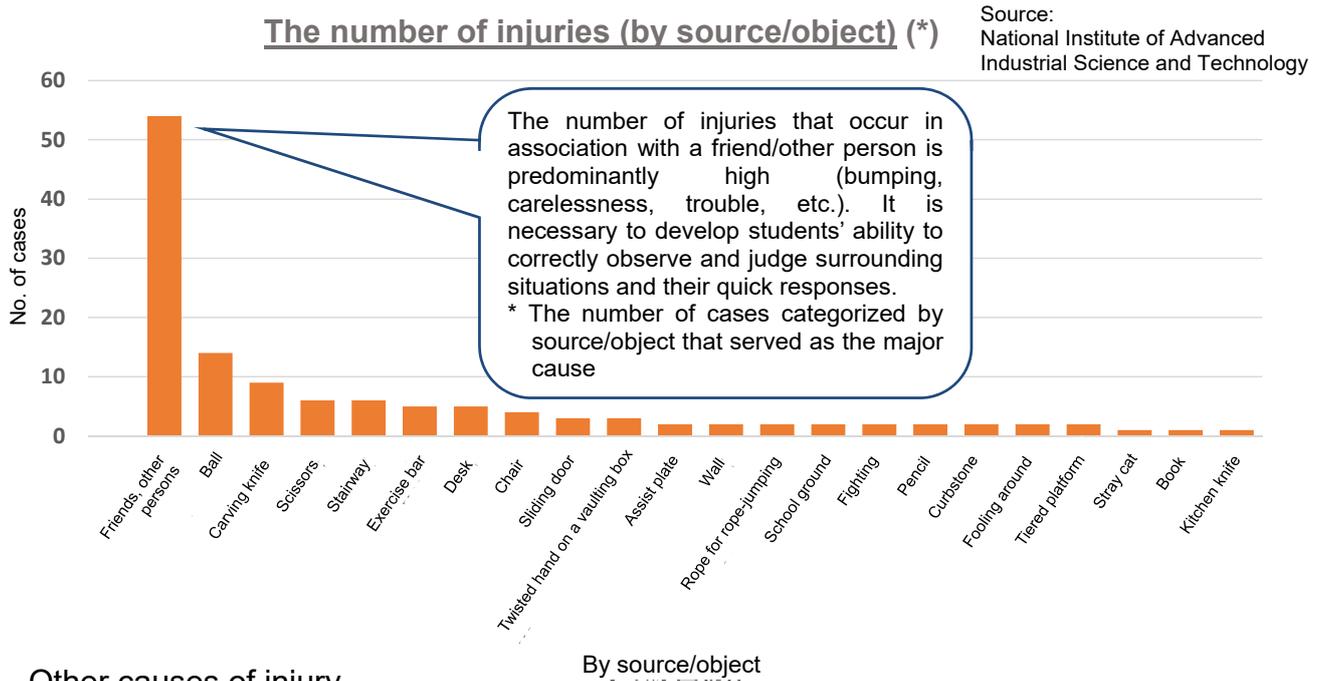
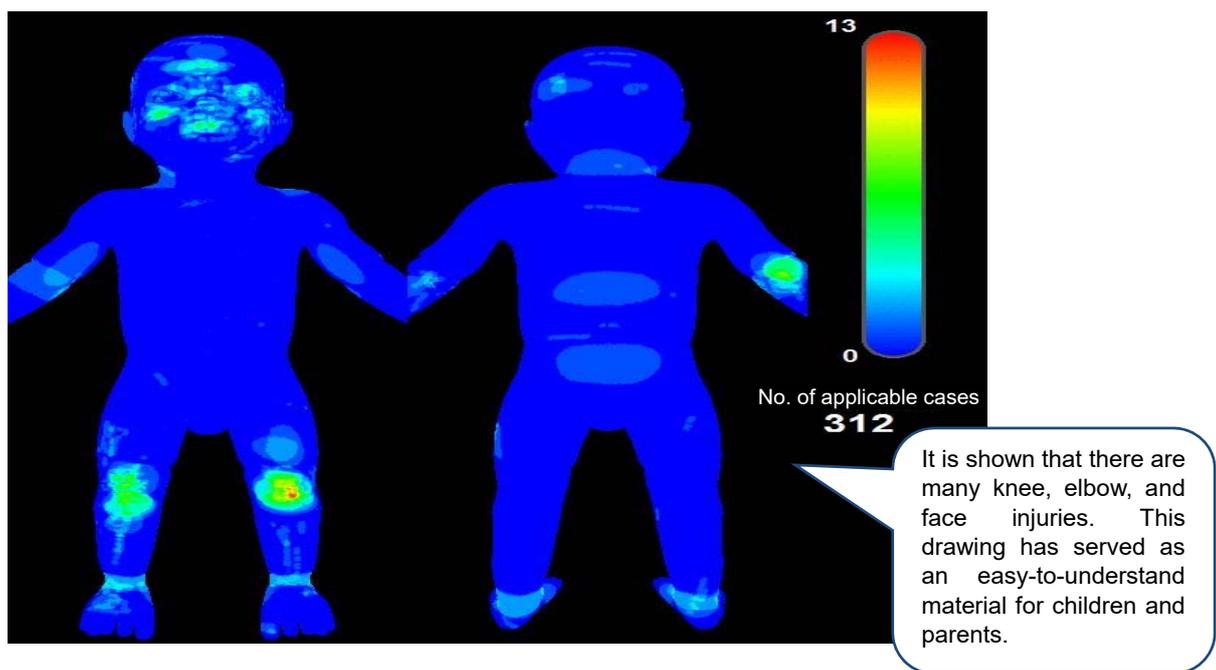


Fig 3-11 Injuries by part of the body (FY2014)

Source: National Institute of Advanced Industrial Science and Technology



(2) Occurrence situations of injuries that required hospital treatment (Source: Data from the Mutual Aid Disaster Insurance for School)

* Incidence rate of injury = No. of injuries that required hospital treatment / Total No. of students

Fig 3-12 Incidence rate of injury that required hospital treatment in the past 2 years (by time zone) (21 cases in FY2013, 22 cases in FY2014)

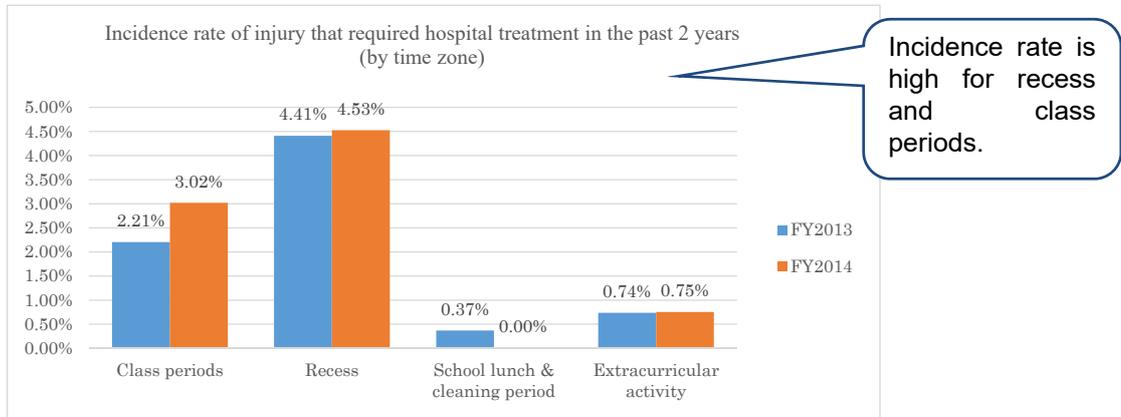


Fig 3-13 Incidence rate of injury that required hospital treatment in the past 2 years (by grade) (21 cases in FY2013, 22 cases in FY2014)

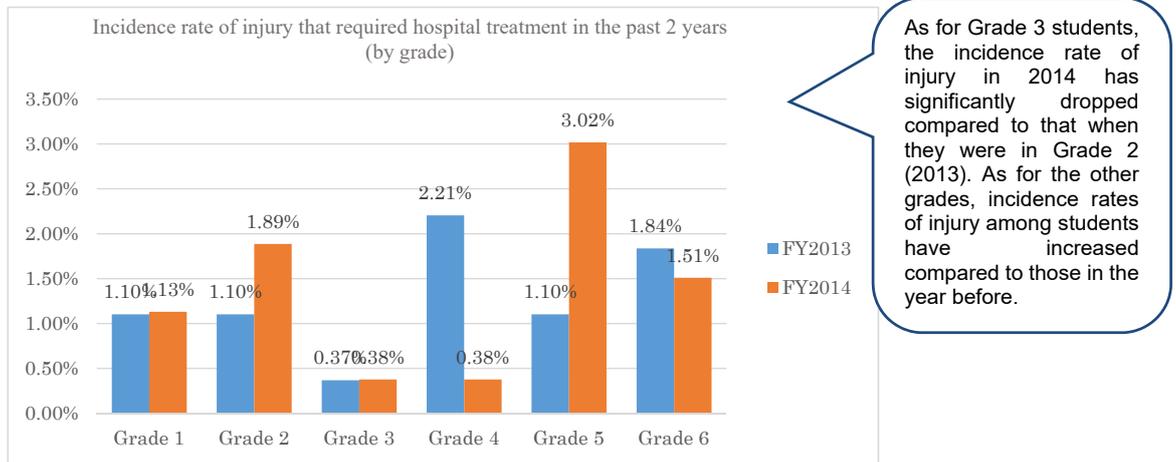
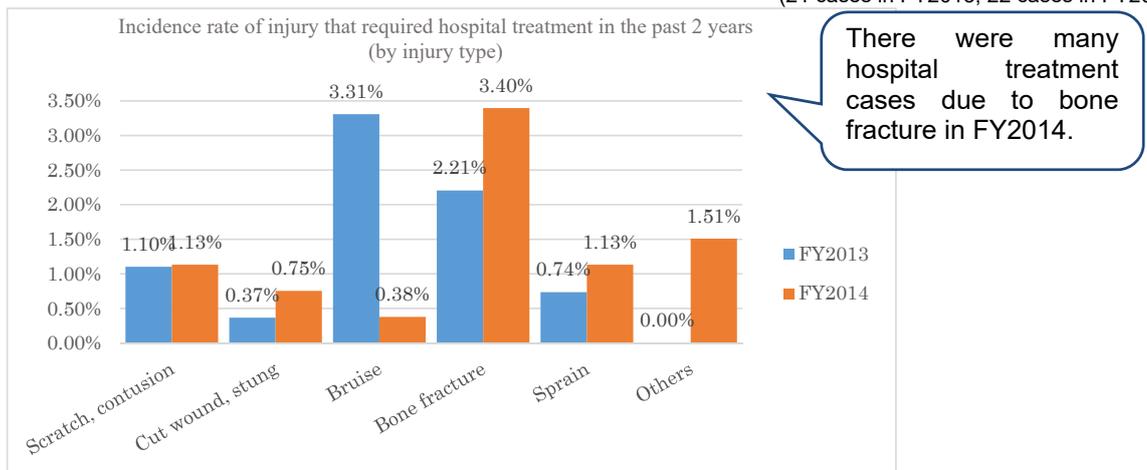


Fig 3-14 Incidence rate of injury that required hospital treatment in the past 2 years (by injury type) (21 cases in FY2013, 22 cases in FY2014)



- (Fig 3-12) By time zone, the percentage of injury that occurred during recess was high. Because of change in class composition, etc., there are characteristics between both fiscal years.
- (Fig 3-13) Grade 5 students in FY2014 showed a higher incidence rate than when they were in Grade 4 (FY2013).
- (Fig 3-14) By injury type, the incidence rate of bone fracture has slightly increased compared to FY2013.

(3) Emotional injuries caused by bullying

Bullying can occur in any school and in any class. Any student can be a victim of bullying.

Bullying is a behavior in which a group or an individual uses physical/emotional attack in a unilateral and persistent way against someone who is less powerful than themselves, causing the victim serious pain/suffering. Further, bullying leaves scars so severe in mind, which is a violation of human rights that cannot be allowed under any circumstances.

In the School, bullying is recognized not as physical injury but as “emotional injury” and the preventive measures have been emphasized.

By a questionnaire survey “Let’s review our everyday life” that is conducted each term with all students, the bullying situations and the students’ mutual relationship is known. (For details, see p.56 Indicator 6-2.)

Table 3-1 Occurrence situations of bullying cases (Source: Questionnaire survey “Let’s review our everyday life”)

	FY2013	FY2014	FY2015 As of July
No. of bullying occurrences	1	2	0
No. of bullying cases resolved	1	2	0
Kept under guidance	0	0	0

* In FY2013 and FY2014, bullying cases were resolved after a few months of guidance.

Further, for Grade 5 and 6 students with whom bullying tends to get more serious, potential bullying situations are identified by early-detection through use of the Hyper-QU having been introduced by Toshima Ward.

(As for details, see p.56 – p.58 Indicator 6-2.)

In addition, personal interview of all Grade 5 and 6 students with the school counselor is conducted to deepen understanding students’ situations.

(As for details, see p.56 Indicator 6-(2).)

The School has formulated the “bullying prevention basic policy”, has been holding regular meetings of Taskforce Committee for Bullying Prevention, collecting information, and taking necessary responsive measures.

2 Injuries outside the School

(1) The number of bicycle accidents involving the School students that occurred in the school district

During the past 3 years, 5 traffic accidents occurred in the school district involving students of Fujimidai Elementary School and most of them were due to dashing-out while riding a bicycle.

Table 3-2 Bicycle accidents during the past 3 years (Source: Data in Toshima Ward Board of Education report)

	FY2013	FY2014	FY2015 As of July
No. of cases	2	2	1
Situations	<ul style="list-style-type: none"> · Dashing-out while riding a bicycle · Dashing-out while walking 	<ul style="list-style-type: none"> · Dashing-out while riding a bicycle · 2 cases 	<ul style="list-style-type: none"> · Dashing-out while riding a bicycle

(2) Hiyari-hatto experience (Source: “Find a danger!”) (See p.55)

In December 2014, a questionnaire survey was conducted with all students in the School on traffic accident and hiyari-hatto that the students actually experienced in the last 12 months.

[Questionnaire sheets distributed: 253 sheets, No. of respondents: 253 persons (Response rate: 100%)]

Of the 136 students who experienced a traffic accident/hiyari-hatto, 58 persons (43%) responded that they experienced it while riding a bicycle.

Fig 3-15 Percentage of persons who experienced feelings of danger within the last 12 months (n=253)

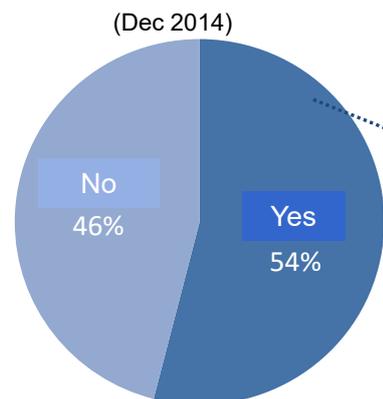


Fig 3-16 Breakdown of the “Yes” responses (n=132, Multiple choice) (Dec 2014)

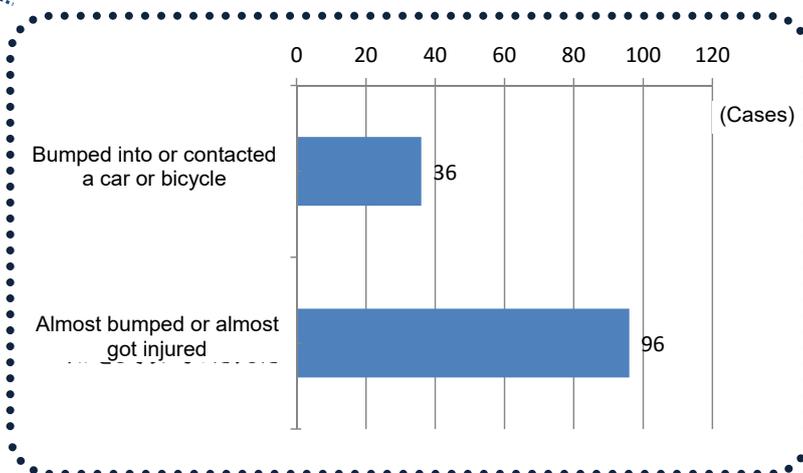


Fig 3-17 When was it?
(n=136) (Dec. 2014)

"I felt a danger when riding a bicycle" accounted for the largest number of responses.

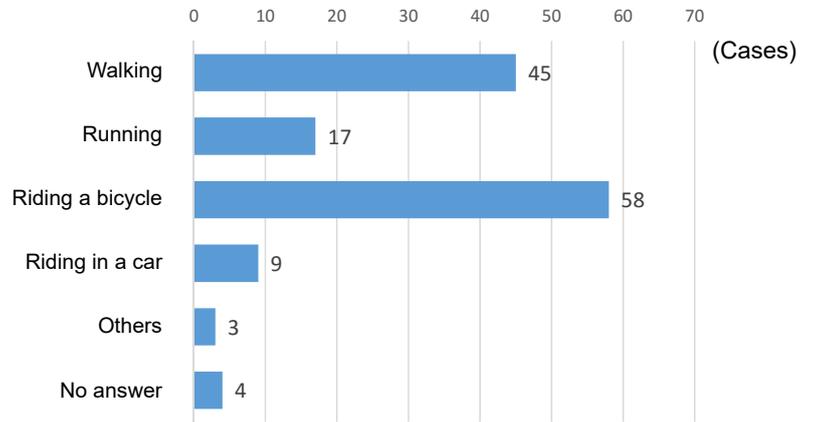
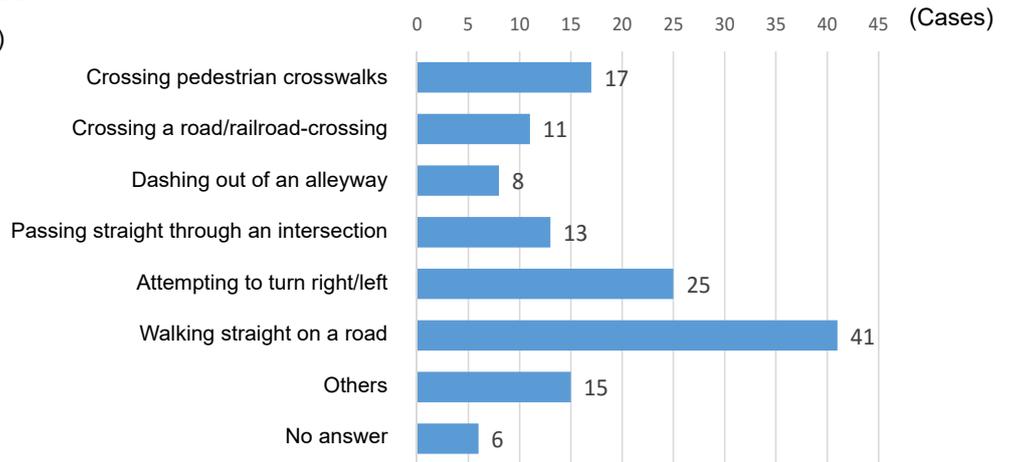


Fig 3-18 What was the situation?
(n=136) (Dec. 2014)

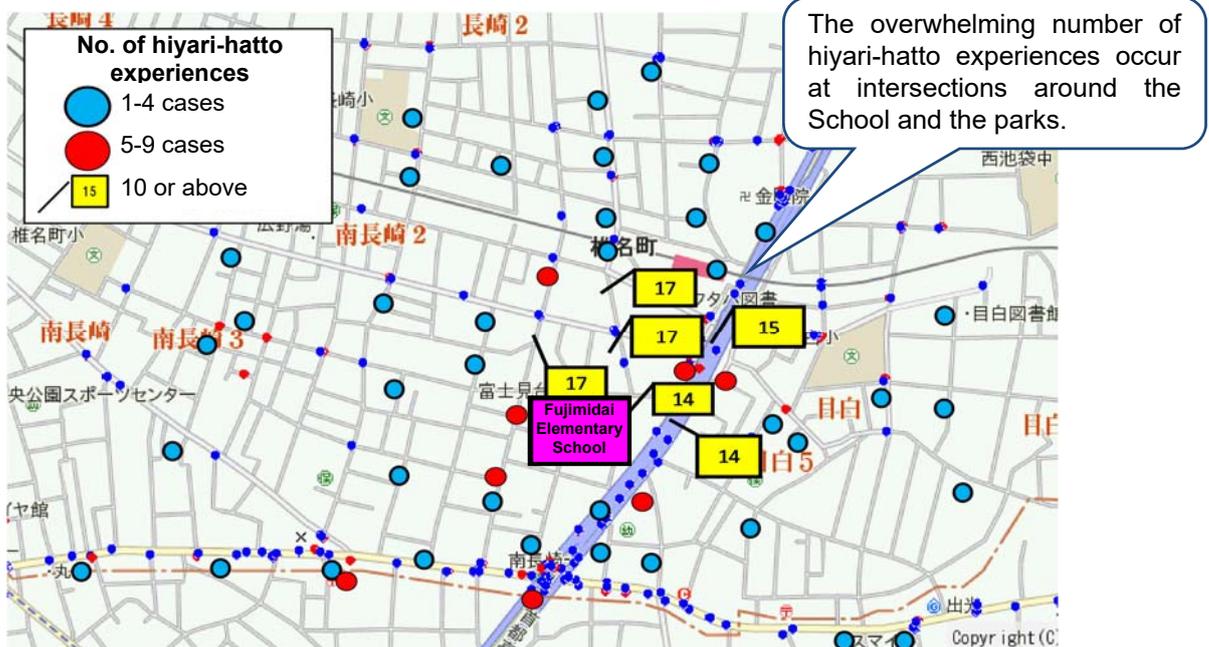


Of the 136 students who experienced feeling of danger, when "riding a bicycle" accounted for the largest number of responses (58 persons) and when "walking straight on a road" accounted for 41 cases.

Fig 3-19 Map of Hiyari-hatto Experience (n=220 parents)

A questionnaire survey was conducted on spots/places in the school district where parents felt unsafe during the year of 2013. The places with 1 to 4 hiyari-hatto experiences were marked in blue, 5 to 9 in red, and 10 or above in yellow.

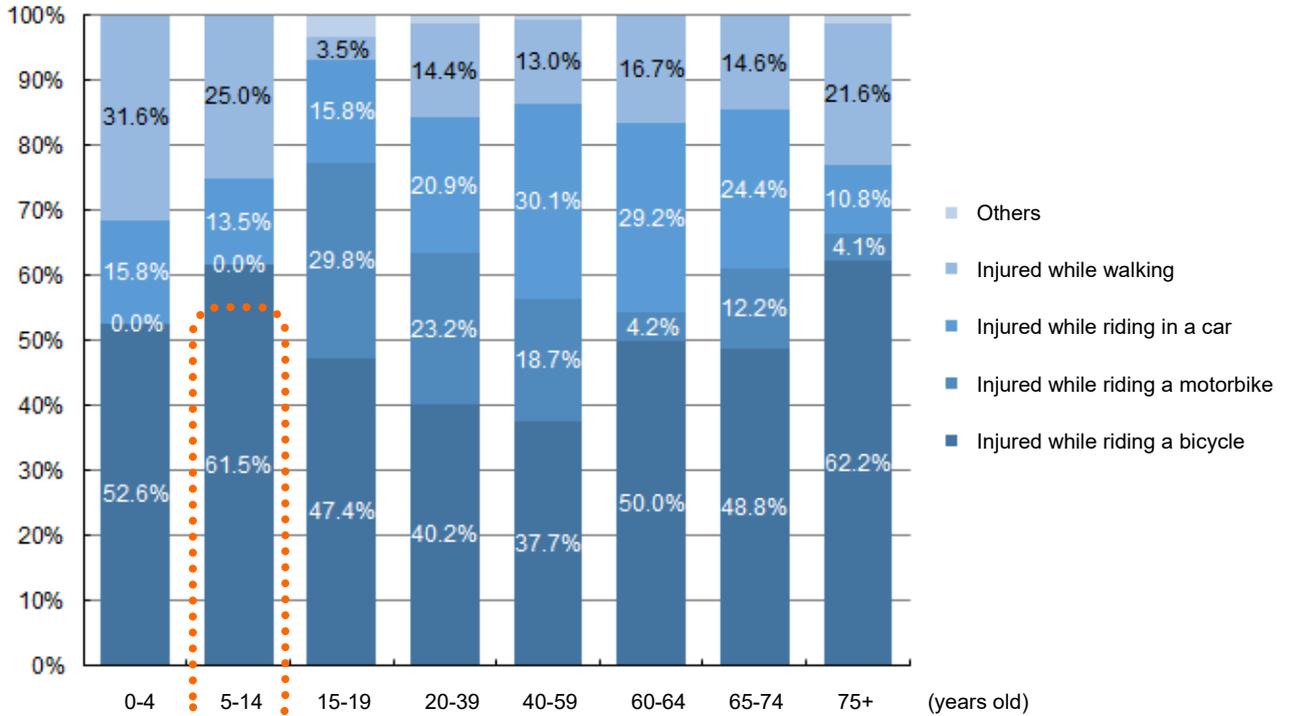
The hiyari-hatto experiences within the school district occur mainly around intersections.



(3) Ambulance call-out due to traffic accident (Toshima Ward)

According to the data by age group of the traffic accidents in Toshima Ward in FY2014, the percentage of accidents while riding a bicycle is high (61.5%) among persons aged 5-14 years old.

Fig 3-20 Occurrence situations of traffic accidents by age group (Source: "Ambulance call-out data") (FY2014)



* Occurrence situations of traffic accidents among persons aged 5-14 yrs old: n=52

(4) Injuries caused by intentional factors

In case that a violent act or abuse is suspected, urgent transaction is taken in collaboration with related organizations (Tokyo Child Guidance Center, Child Home Support Center, Toshima Ward Education Board, Police Station, etc.) However, as there has hardly been any such injury, it is not designated as the major problem to be addressed.

* "Violent act" means a behavior of "a student of the School intentionally uses tangible force (visible physical force) violence on somebody", which is categorized into 4 forms according to the target of the violent act including "violence against a teacher", "violence between students", "violence to other person(s)" (excluding teachers and students), and "damage to property". However, violent acts against family members/housemates are not included here.

3 Situations of disaster risk

(1) Excerpt from the “Seventh Community Earthquake Risk Assessment Study”

(released in September 2013) (Tokyo Metropolitan Government Bureau of Urban Development)

According to the earthquake risk assessment study, the School district area in the event of an earthquake is assessed to be exposed to:

High risk of building collapse

High risk of fire spread when a fire starts

Table 3-3 Tokyo Metropolitan Gov.: Assessment Study of Earthquake Risk by Community (Sep. 2013)

Town name and block No.	Soil type	Risk of building collapse		Risk of fire		Combined risk		Risk in consideration of difficulty of disaster rescue/relief		
		Rank			Rank			Rank		
		Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	
Minami-Nagasaki 1-chome	Highland 1	2	2	2	2	2	2	2	2	
Minami-Nagasaki 2-chome	Highland 1	3	3	3	4	4	4	4		
Minami-Nagasaki 3-chome	Highland 1	3	4	3	3	4	4	4		
Minami-Nagasaki 4-chome	Highland 1	2	3	2	2	3	3	3		
Mejiro 1-chome	Highland 1	1	1	1	1	1	1	1		
Mejiro 5-chome	Valley plain3	3	3	3	3	3	3	3		



Source: Website of the Tokyo Metropolitan Government Bureau of Urban Development

(<http://www.toshiseibi.metro.tokyo.jp/img/header/logo.png>)

Community earthquake risk is a relative assessment that rates communities on a scale from 1 to 5 as above according to the community’s degree of vulnerability to the hazard.

School district area of Fujiidai ES :

Minami-Nagasaki 2-chome: Risk of building collapse = 4, Risk of fire = 4, Combined risk = 4

Minami-Nagasaki 3-chome: Risk of building collapse = 4, Combined risk = 4

There are some places with the risk degree of Rank 4 in terms of “risk of building collapse” and “risk of fire” within the School district. (Rank 4 is the next highest level to the highest risk Rank 5). Among 5133 town blocks of central area of Tokyo Metropolitan, the area assigned to Rank 5 account for 1.6% while ones assigned to Rank 4 account for 5.6%.

Chapter 4 Setting targets for prevention measures based on occurrence situation of injury & risk

Based on occurrence situation of injury, targets for prevention measures are set inside/outside School for implementation of prevention activities.

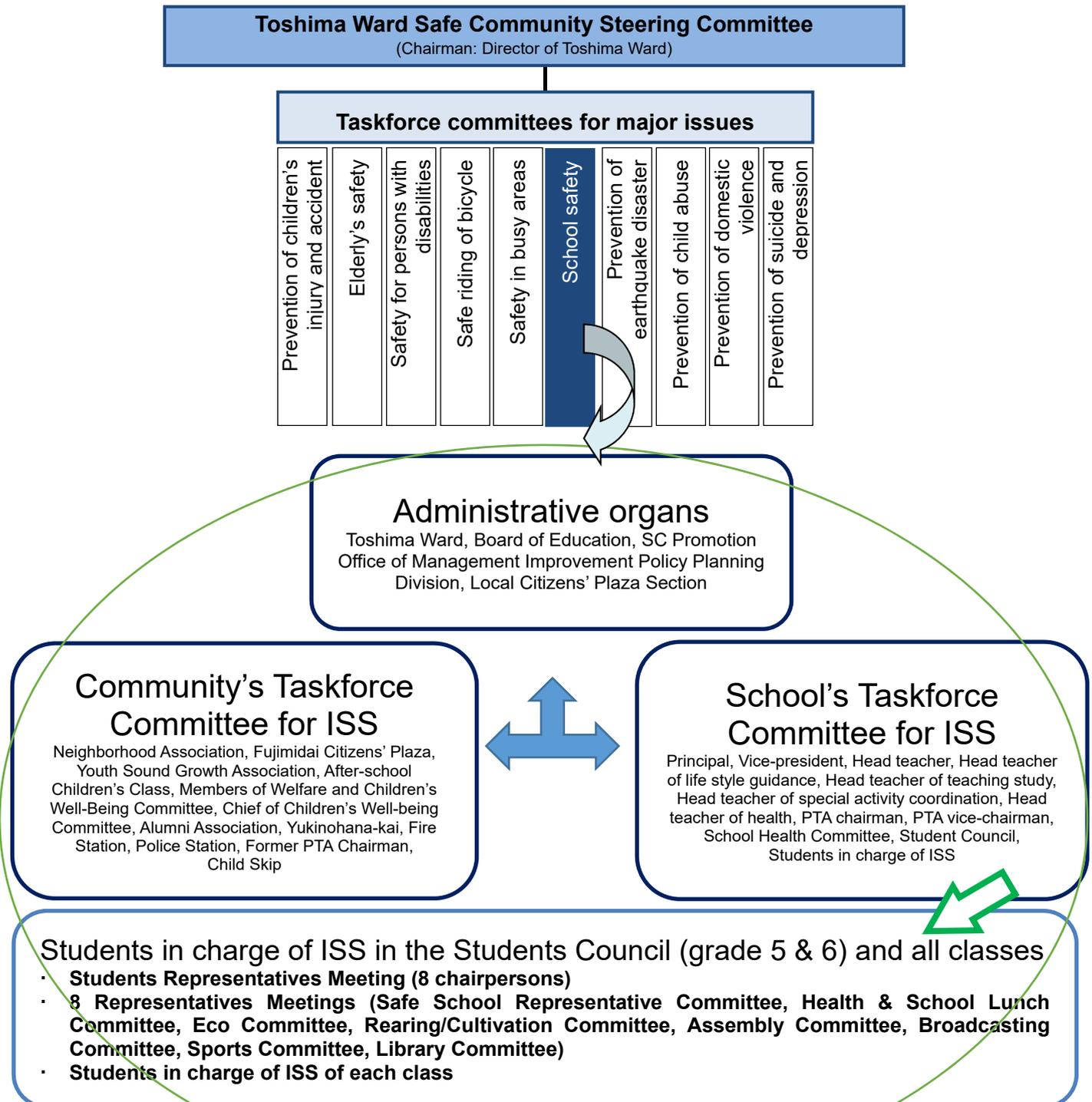
Occurrence situation of injury and risk			Target for prevention measures	
Physical injury	Inside School	Inside school building	<p>Situation 1: Many injuries occur in a classroom during recess. (Fig 3-9 on p.9)</p> <p>FY2013: 45 cases (9.4%)</p> <p>FY2014: 23 cases (8.8%)</p>	<ul style="list-style-type: none"> Injury in a classroom during recess
		Outside school building	<p>Situation 1: Many injuries occur on the school ground during recess. (Fig 3-9 on p.9)</p> <p>FY2013: 150 cases (33.2%)</p> <p>FY2014: 74 cases (28.0%)</p> <p>Situation 3: Many injuries occur in physical education class. (Fig 3-7 on p.9)</p>	<ul style="list-style-type: none"> Injury on the school ground during recess Injury in physical education class
	Outside School	School routes	<p>Situation 4: There are many "dashing-out" accidents of a bicycle.</p> <p>In the past 2 years: 4 cases (Table 3-2 on p.13)</p> <p>Situation 5: Children with hiyari-hatto experience with regard to traffic accident</p> <p>136 persons (54%) (Fig 3-15 on p.13)</p>	<ul style="list-style-type: none"> Traffic accident while riding a bicycle Traffic safety while walking on a road
Emotional injury		<p>Situation 6: There are bullying acts in the School.</p> <p>FY2013 --- 2 cases (Table 3-1 on p.12)</p> <p>FY2014 --- 2 cases</p> <p>Situation 7: Preventive measures and immediate measures are needed to be taken for some students.</p> <p>Students for whom measures are needed to be taken --- 50% (Sept 2015) (P.40)</p> <p>(Analysis by means of Hyper-QU)</p>	<ul style="list-style-type: none"> Students who have dissatisfaction/complaint with their class 	
Disaster response	Inside School	<p>Situation 8: There is a high risk of a large earthquake that would cause collapse of buildings.</p> <p>(Fig 3-3 on p.16)</p>	<ul style="list-style-type: none"> Behavior in the event of an earthquake 	
Outside School				

Indicator 1: An operational infrastructure to work on safety improvement has been established based on collaboration.

1 International Safe School steering organization

Toshima Ward was designated as an International Safe Community in 2012. The International Safe School project has been supported by the “Toshima Ward International Safe Community Steering Committee”; especially its “Committee of School Safety”, “Community’s Taskforce Committee for ISS”, and “School’s Taskforce Committee for ISS” all in an integrated manner.

Further, collaboration with “Citizens’ Plaza Fujimidai” has also been established.



2 School's promotion organizations for ISS (Teachers' organization, students' organization and PTA organization)

Under the leadership of the School principal, three subcommittees (Special Activity Subcommittee, Lifestyle Guidance Subcommittee, and Teaching Study Promotion Subcommittee) are organized to commonly share problems to be addressed and to plan/coordinate steering programs.

(1) 3 subcommittees (Teachers' organization)

1) Special Activity Subcommittee

Efforts are made based on injury data to raise safety and security awareness among students and to support students' proactive activities.

Each committee raises issues for activity that are implemented with a sense of purpose. Each class discusses and actually implements safety and security activities.

It is expected to eventually develop these activities into friendly exchange with domestic and overseas ISS certified schools.

2) Lifestyle Guidance Subcommittee

School infirmary data are collected, analyzed, and discussed, based on which information is provided.

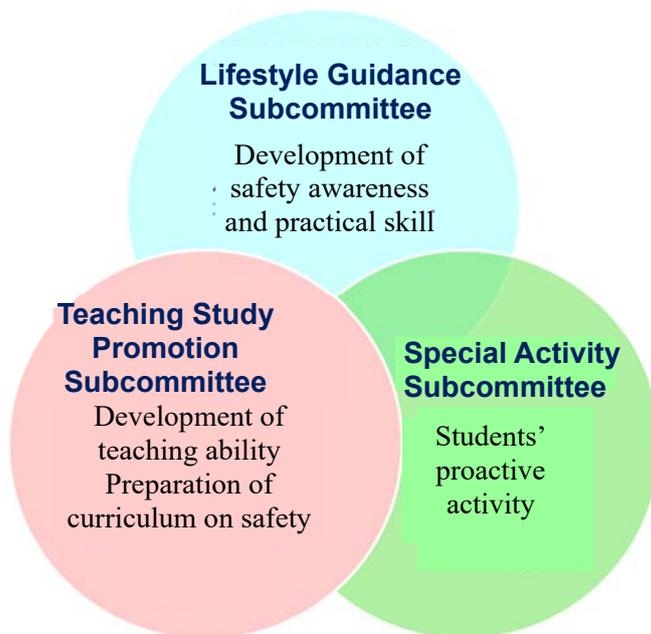
This subcommittee presents issues on Student Council's activity and in-school study to Special Activity Subcommittee and Teaching Study Promotion Subcommittee.

Lifestyle Guidance Evening Meeting (Thursday) is held attended by all teachers to develop common understanding about the issues to be promoted.

3) Teaching Study Promotion Subcommittee

The theme of the study was set as "development of students' ability to proactively predict and avoid danger". Under this theme, teaching study has been carried out to develop students' ability of problem-solving, while introducing experience-based activities regarding life safety, traffic safety, and disaster safety that are issues closely concerned with students.

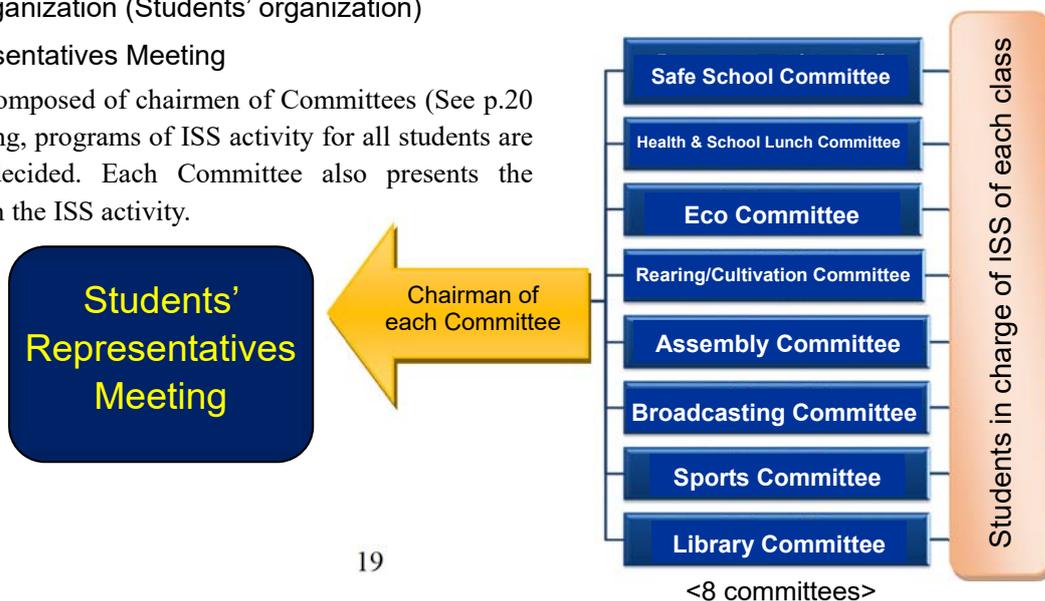
Through these studies, the curriculum for safety education is prepared.



(2) Student Council organization (Students' organization)

1) Students' Representatives Meeting

The Meeting is composed of chairmen of Committees (See p.20 2)). At the Meeting, programs of ISS activity for all students are discussed and decided. Each Committee also presents the progress report on the ISS activity.



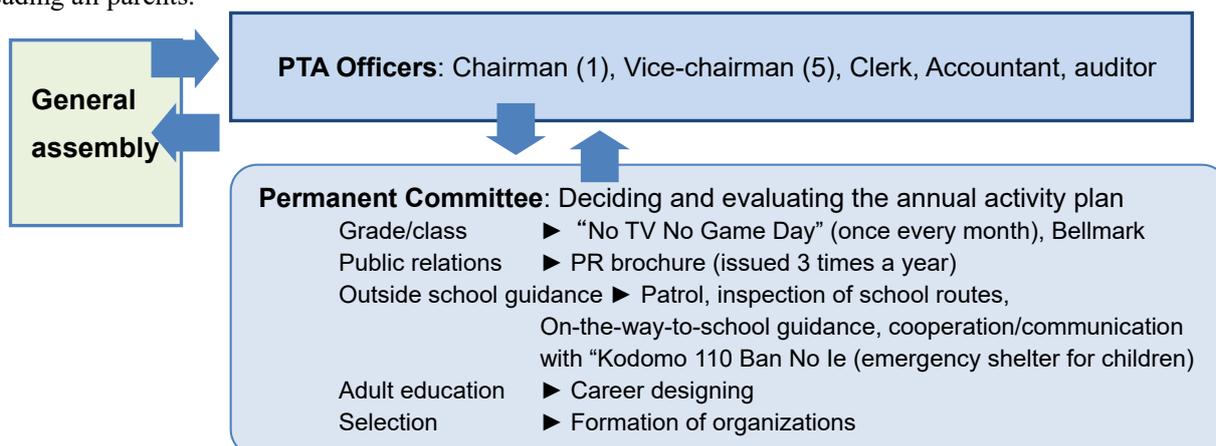
2) 8 committees

All students in Grade 5 and 6 belong to either one of the following 8 committees. Initiatives for ISS have been started in the committee activity that is scheduled once a month for 45 minutes.

Safe School Representative Committee	This committee serves as the core of the ISS initiatives. The Committee consists of 10 students in Grade 5 and 6. Placing the ISS activity as the main pillar, the Committee plays the central role in students' matters and school events, aiming at better (safer and more secure) school life. Using the Safe School News, bulletin boards, etc., it informs all students of details of the activity for "development of safe and secure school" and collects important issues from other committees and classes. Further, by forming the "Let's Walk without Rush" survey team, the Committee members check whether or not the walking rules are observed during recess inside the school building and safe school life is carried out.
Health and School Lunch Committee	Based on the data of place where injuries occurred at school and the injured person's grade, a seal is put on the "Injury hiyari-hatto map". In addition, the Committee promotes practice of gargling, hand-washing and tooth brushing, announces the menu of school lunches on the "nutrition chalk board" and on the school radio, and encourages all students to work for better health. (Daily activities included)
Sports Committee	Under the motto of "Watch out for your action when you are playing" that aims students' safety on the school ground, the Committee members inspect and teach other students how to use and store play equipment during recess. In June, posters to prevent heatstroke are displayed for awareness raising. (Daily activities included)
Rearing/Cultivation Committee	Through the Rabbit Caring Gathering with rabbits and cultivation of flowers, the Committee encourages students to realize importance of life and to develop kind heart. (Daily activities included)
Eco Committee	Through the nature observation gathering at the School biotope and the Green Fund-Raising Activity, the Committee works on encouraging students to wash nature around themselves and to realize importance of life.
Library Committee	At the Book Assembly, a book on safety was read to students by the Committee members. Posters were created to disseminate the library rules and lending of books is made possible also during recess. (Daily activities included)
Assembly Committee	The Committee aims to develop a safe and secure school by hosting joyous events such as the disaster prevention bingo assembly and by planning the safety assembly where students can learn about safety in an enjoyable manner.
Broadcasting Committee	As the lunch time program, quizzes on safety and weekly safety targets are announced on the school radio, aiming that all students of the School can live in safety. (Daily activities included)

(3) PTA (PTA organization)

Parents elected at the general assembly of PTA serve as officers, who work on promoting ISS activity and leading all parents.



3 Community's Taskforce Committee for ISS

The Committee is composed of the director of “Citizens’ Plaza Fujimidai” as the committee chairman, Mejiro Kyowa-kai neighborhood association, Minami Nagasaki 1-chome Midori-kai neighborhood association, Minami Nagasaki 2-chome neighborhood association, Youth Sound Growth Association members, After-school Childrens’ Class, Members of Welfare and Children’s Well-being Committee, Chief of Children’s Well-being Committee, Alumni Association, Yukinohana-kai, Nagasaki Fire Department Branch Office, Ikebukuro Fire Dept., Mejiro Police Station, Former PTA chairman, PTA officers, and the Child Skip.

The Committee holds meetings on a regular basis, issues PR brochure “Challenge Safe School Fujimidai Elementary”, and promotes collaboration between the Safe Community project (Citizens’ Plaza Fujimidai) and the Safe School project (Fujimidai Elementary School)

	Date	Topic
2014	23 Jun.	Policies of the initiatives
	14 Jul.	Report on activities of the 1st term
	24 Jul.	Activities of the 2nd term and after 1)
	8 Sep.	Activities of the 2nd term and after 2)
	25 Sep.	Activities of the 2nd term and after 3)
	16 Jan.	Assessment of activities of the 2nd term
	16 Mar.	Review of annual efforts
2015	25 Jun.	Preparation for the pre-evaluation
		Preparation for the application
		Preparation for the on-site evaluation

(1) 3 neighborhood associations

Mejiro Kyowa-kai neighborhood association, Minami Nagasaki 1-chome Midori-kai neighborhood association, and Minami Nagasaki 2-chome neighborhood association have been supporting the ISS program of Fujimidai Elementary School.

	Month	Activity
2014	May	Fire drill
	Jun.	Community joint disaster drill
	Sep.	Disaster prevention learning for Grade 6 students (Visit to the disaster prevention warehouse in the community)
	Oct.	Participation in “Shaberi-ba (chatting place)”
	Dec.	Night patrol
2015	Jun.	Community joint disaster drill

<Community joint disaster drill>



<Disaster prevention workshop>



(2) “Citizens’ Plaza Fujimidai”

1) What is Citizens' Plaza?

- Citizens' Plaza serves as the activity base of a local community basically provided in the unit of school district, working on development of an advanced local society. It also serves as the activity base of International Safe Community.
- The Plaza serves as a place of cross-generational interchange for infants to the elderly, aiming to activate the local community.
- The Plaza serves as the base where residents proactively work on addressing community issues and building the community through joint cooperation of residents, business sector, etc.
- 5 functions

Function	Target	Contents
"Iki-iki (lively) Plaza"	Elderly citizens	Place for relaxation and health promotion
"Childcare Plaza"	Infants & parents	Play space and place for mutual interchange
"Active Plaza"	All residents	Base for voluntarily activities
"Learning Plaza"	All residents	Place for lifelong education
"Child Skip"	Elementary school students	Place for the after-school measures project

2) Questionnaire survey on safety and security conducted by "Citizens' Plaza Fujimidai"

As the base for Community activity, the Citizens' Plaza Fujimidai conducted a questionnaire survey on safety and security with 962 residents in the School's district. "Number of questionnaires recovered was 534 (Recovery rate 55.5%)"

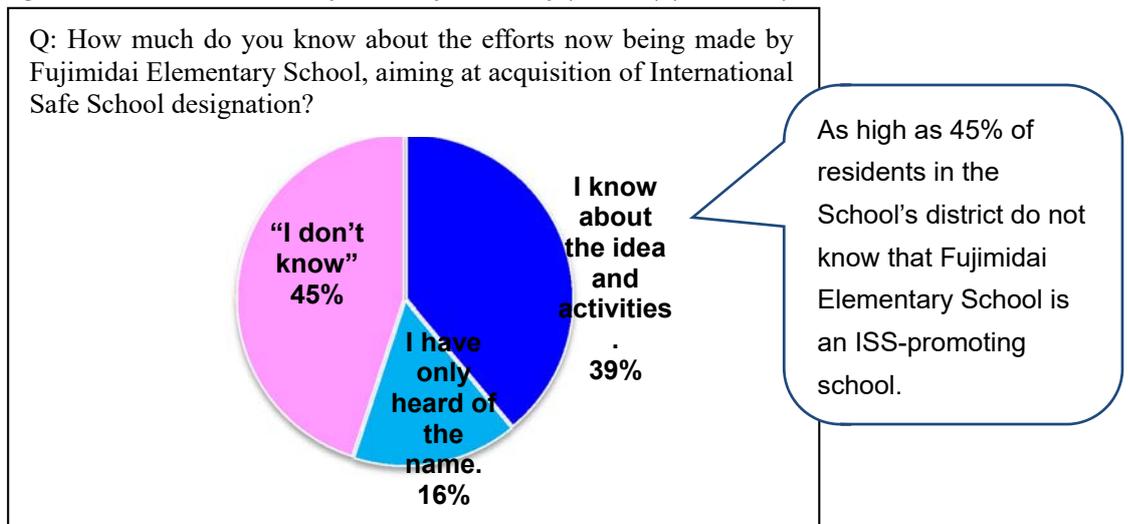
Question: How much are you interested in activity to improve community's safety & security?

- Concerning traffic accidents of children: 98% (Very interested / Interested)
- Concerning prevention of earthquake disaster: 98% (Very interested / Interested)

From the above results, residents' interest/awareness about traffic accident and disaster prevention are extremely high, both showing near 100%. It is clear that there is a community-wide high interest in safety and security.

On the other hand, as for the recognition degree (in the graph below) of them to the ISS project of Fujimidai Elementary School, the largest number of respondents mentioned "I didn't know" (45%). How to effectively disseminate information to the community is one of our future issues.

Fig 4-1 Questionnaire survey on safety & security (n = 534) (Oct. 2014)



To address the above, it has been aimed to disseminate the School's efforts through using various exchange activities.

3) Close exchange between "Citizens' Plaza Fujimidai" and Fujimidai Elementary School

Students of Fujimidai Elementary School enjoy close exchange with “Citizens’ Plaza Fujimidai” where they give presentations on the ISS activities and results of the safety lessons. Further, many students use the Plaza as a play space and study place after school and on holidays.

	Month	Contents
2014	May	Let's draw a portrait of your grandpa and grandma!
	Sep.	Grade 2 students: Presentation of community learning (ISS activities)
	Oct.	Members of the Safe School Representative Meeting: Presentation of slogan (ISS activities)
	Oct.	Grad 6 students: Presentation of Community Disaster Prevention Map (ISS activities)
	Dec.	Grade 3 students: Presentation of Safety Map (ISS initiatives)
2015	May	Let's draw a portrait of your grandpa and grandma!

Total No. of students of Fujimidai Elementary School who used the Plaza during FY2014: 8215 persons

<Presentation of slogan>



<Presentation of Community Disaster Prevention Map>



(3) Nagasaki Branch Office of Ikebukuro Fire Dept.

Cooperation and support are given to the School activities such as ISS “awareness raising for disaster safety” at the School evacuation drill and “Disaster Prevention Day”.

(For details, see each corresponding page.)

2014 School “Disaster Prevention Day”	(p.39)
Evacuation drill	(p.38)
2015 School “Safety Day”	(p.51)

(4) Mejiro Police Station (School Supporters of Juvenile Group, Traffic Division)

Cooperation and support are given to the School through the traffic safety training class, etc. for “awareness raising for traffic safety”.

	Month	Activity
2014	Apr.	Newly-enrolled students: Safe walking (ISS activities)
	Apr.	Grade 4 students: Work at a police station and citizens' cooperation (ISS activities)
	Jul.	Grade 3 students: Let's create Fujimidai Safety Map! (ISS activities)
	Jul.	Safety Class (ISS activities)
	Oct.	Bicycle Safety Class (ISS activities)
	Jan.	Evaluation of activities during 2nd term (ISS activities)
	Mar.	Review of annual activities
2015	Apr.	Traffic Safety Class (ISS activities)
	May	Three-generation Traffic Safety Class (ISS activities)
	Jun.	Bicycle simulators (ISS activities)

Indicator 2: There are Safe School policies that have been determined by the Safe School promotion organizations and Steering Committee in the community based on the “Safe Community”

The School has been working on developing a safe school based on the “safety policies of the National Government, Tokyo Metropolitan Government, and Toshima Ward Government.”

1 “Plan for School Safety Promotion” policy of the Ministry of Education, Science, Sports and Culture (April 2012)

In April 2012, the Ministry of Education, Science, Sports and Culture issued the basic plan for measures on promotion of school safety for the next 5 years (2012 to 2016) and recommended the Safe School project in order to promote evidence-based and scientific initiatives for school safety.

- Development of measures based on the idea of safety promotion
 - Preparation and improvement of a system to gather information about incident and accident hazards
 - Reinforcement of analytical survey function to realize evidence-based safety management
 - Recommendation of outstanding initiatives (ISS, etc.)

2 Measures taken by Tokyo Metropolitan Board of Education

(1) “Safety Education Program” (2015)

In order to promote safety education that aims to have all students acquire ability to predict and avoid danger and quality/capability to contribute to other people and society, the Tokyo Metropolitan Board of Education created the “safety education program” as the material for comprehensive guidance in FY2009 and has been distributing it to all teachers of the municipal schools in Tokyo. The materials distributed are utilized at each school for development of safety education.



(2) “Bullying Prevention Education Program” (2014)

As a part of the anti-bullying comprehensive measures addressed by the Tokyo Metropolitan Board of Education, the Tokyo Metropolitan School Personnel in Service Training Center started to work on “study concerning bullying problems” in October FY2012. Tokyo Metropolitan Board of Education issued “For developing ability to address bullying incidents – Bullying prevention education program –”, mentioning detailed practice examples. It is distributed to all teachers of the municipal schools in Tokyo and is utilized at each school.

(3) “Human Rights Education Program” (2015)

“Human Rights Education Program (School Education Edition)” is a practical guidebook on human rights education for teachers of municipal kindergartens and schools in Tokyo. This guidebook covers attitude to promote human rights, preparation of comprehensive plan and annual educational programs for human rights education, practice/guidance examples for each human rights issue, relevant materials on human rights education, etc. and is utilized at each school.



(4) “Audiovisual educational materials (DVD) 2013: “STOP Bullying”

- Guidance when aiming to prevent and eliminate bullying (Elementary School Students Edition, Parents Edition)
- 2012 “Let’s follow the rules and manners for proper use of Internet!”
- Guidance on acquiring rules and manners of information morality (Elementary School Students Edition, Teachers Edition)
- 2007 “Words of Life”
- DVD to convey importance of human rights education and people’s lives

3 Toshima Ward policies

(1) Development of a safe and secure school based on the “Toshima Education Vision 2015”

Excerpt from [3 Development of “sound mind and body” 3-III Safe & secure school]

A school is a place where young children, pupils, and students can carry out learning activity for their sound growth and self-fulfillment in peace. As the basis to achieve this goal, it is necessary that safe & secure environment is maintained. Toshima Ward has been proactively working on establishing safety & security of young children, pupils, and students in cooperation with schools, parents, and communities. Aiming to develop various measures for school safety, the Ward continues its efforts to develop peaceful classes & schools based on mutual trust, to share accomplishments of activities of Hoyu Elementary School (a designated ISS member) and Fujimidai Elementary School (now working toward designation of ISS) among all the elementary and junior high schools, and to collaborate with police stations & fire departments within the Ward, Public Safety Section & Disaster Prevention Section of Toshima Ward Office, etc..

(2) Principles regarding the School Safety in the Safe Community (2010)

The Committee of School Safety (Community’s Taskforce Committee for ISS), which is under management of the Toshima Ward Safe Community Steering Committee, discusses basic policies to promote the activities for the Safe School.

What to prevent	Subject	Measures for prevention
Injuries on the school premises (injuries on school grounds during recess) (injuries in class)	Developing students’ ability to predict and avoid dangers	Efforts by ISS Committee based on the initiative of students
	Improvement and enhancement of the guidance systems at school	Creating curricula for safety education
	Prevention of bullying	Promotion of education of the heart
Injuries outside the school (Traffic accidents by bicycles)	Raising awareness of traffic safety	Providing bicycle safety classes
		Activities to watch over students by parents and the local community

4 Principles of Toshima Municipal Fujimidai Elementary School

(1) School management policy (2015)

“Aiming to be a school that can develop a rich spirit, solid academic capability, and healthy body of the students”

The School makes efforts with a focus on “establishment of basic academic skills”, “education of the heart”, and “safety education” appropriate to each student. Further, Fujimidai Elementary School endeavors to firmly establish school education, aiming to be “a school to develop each student’s ability”, “a school that progresses along with families and communities”, and “a school that promotes and disseminates safety education”.

- Celebrating the 65th anniversary since its foundation, the School once again expresses its commitment to continuously work to be “a school to develop each student’s ability, a school that progresses along with families and communities, and a school that promotes and disseminates safety education” as stated in the School vision by developing a safe & secure school system through cooperation among the School, the parents, and the community and establishment of the safe & secure school system.

- Efforts are made to develop students' ability and acting power to predict and avoid dangers. Efforts are also made to develop students' independence and autonomy in which students themselves contemplate and solve problems on safe environments based on data.
- Efforts are made to improve the "education of the heart" and introduce contents that can contribute to students to develop kind and rich personalities.

(2) Slogan for Student Council activities (July 2014)

"Let's keep our school safe and enlarge the circle of security to the world!"

From among nice words called for from all students, a slogan to represent the objective of Student Council activities was decided and presented by the Safe School Representative Meeting.

The slogan was written down on a banner of 7m wide and shown to be introduced to all students at the students' assembly.

It has been displayed in the School building as the motto of the activities initiated by students.

<Students' assembly where the slogan was presented>



(3) Major challenge for the in-school study (April 2014 ~)

"Developing students' ability to avoid dangers based on proactive learning of each individual student"

~ Safety awareness that is improved in friendly relations with the community ~

While utilizing the community's educational power called the community cooperation, we aim to develop students' ability to avoid dangers. Efforts have been made to systematically plan and implement teaching material/methods and guidance system so that students can become to learn in a proactive way and to value safe and secure environments. Every grade and specialized subject develops and implements a class program relating to safety education at least once every term and discussions are held attended by all teachers and staff to develop common understanding.

The following 3 points have been defined for implementation of safety education in the teaching study:

- (1) Efforts to reduce injuries (physical and emotional) at school
- (2) Efforts to raise safety awareness to prevent traffic accidents
- (3) Efforts to raise awareness of disaster prevention

(4) PTA policy regarding developing a safe school

Through our ISS designation initiatives, let's make efforts to raise students' independence and build safer and more secure environments!

PTA decided the above policy at its annual assembly. Based on the policy, the following programs are now ongoing:

- "Community patrol" in the evening to nighttime and "safety guidance at intersections" during the commuting hours: Outside-school Guidance Committee
- "School Guard Training Session" held once a year by officers in charge of safety measures of Police Station/Ward Office as lecturers: Outside-school Guidance Committee
- "No TV No Game Day" (the 10th day of each month): Adult Education Committee
- "Book-reading to children" held once every month
- Visiting to "Kodomo 110 Ban No Ie (emergency shelter for children)"

Indicator 3: Long-term, sustainable operational programs covering both sexes, all ages, environments, and situations are implemented.

The following is the overall picture of the long-term and sustainable programs towards an International Safe School.

The table below shows the programs categorized by targeted parties including children, teachers, parents, and the community.

Based on the prevention targets, the following 7 major challenges from (1) to (7) were fixed and the safety measures programs have been worked on.

1 Overall picture of the project and 7 major challenges

Prevention targets		Challenges	Students						Teachers	Parents	Community	
			Grade 1	Grade 1	Grade 1	Grade 4	Grade 5	Grade 6				
Physical safety	Inside school	Inside school building	(1) Activities initiated by students	Activities of Student Council "Indicator 5 2(1)-1"								
			(2) Improving education content	Survey on students' awareness "Indicator 5 2(1)-2"								
	Outside school building	(3) Improving the guidance system	Safety education curriculum "Indicator 5 2(3)-4"									
		(4) Environmental improvement	Environmental improvement "Indicator 5 2(4)-6"									
Outside of school	School route	(5) Raising awareness on traffic safety	Traffic safety training class "Indicator 5 2(5)-7"									
			School route patrol by PTA "Indicator 3 2(5)-7"									
Mental safety		(6) Building friendly relations	Questionnaire survey "Indicator 6 2(1)(3)"									
			Different age group activity "Indicator 5 2(6)-11"									
			Moral education, open class "Indicator 3 2(6)-4"									
Disaster safety	Inside school	(7) Awareness raising for disaster safety	Evacuation drill "Indicator 4 5(2)"									
	Outside school		Disaster Prevention Day "Indicator 4 5(3)"									

- : Activities initiated mainly by students
- : Activities implemented mainly by teachers, PTA, and the community
- : Activities for environmental improvement based on students' proposition

2 7 major challenges and measures to address

(1) Activities initiated by students (See p.42 and p.43)

(2) Improving education content: “Challenges worked on in everyday class”

Contents (performer of the activity)	Target				Cooperator
	Students	Teachers	Parents	Community	
2-1 “Let’s prevent injury ~ Let’s beat out “Monster Danger”! ~ (Grade 1)	○	○			<ul style="list-style-type: none"> • Citizens’ plaza • Police station • Traffic safety guide of police station • National Institute of Advanced Industrial Science and Technology • Fire station
2-2 Safety in Community Exploration (Grade 2)	○	○	○	○	
2-3 “Let’s make the community safety map!” (Grade 3)	○	○			
2-4 “Safe living, work of policemen, and people’s cooperation” (Grade 4)	○	○			
2-5 “Prevention of injury” (Grade 5)	○	○			
2-6 “Disaster prevention project” (Grade 6)	○	○	○	○	
2-7 Physical/mental safety “Let’s look into yourself!” (Grade 4)	○	○			

Explanatory note: 1) Target of prevention 2) Objective

2-1	Prevent injury ~ Let’s beat out “Monster Danger”! ~ (Grade 1)
1)	Activity for reducing injuries at school
2)	<ul style="list-style-type: none"> ▪ Efforts are made to have students understand danger such as accidents occurring at school and have them acquire safe behavior. (Source: Safety Education Program I-2) ▪ Efforts are made to have students think about how to act safely and spend good time at school by avoiding dangerous behavior and play. (Source: Common Matters (2) F in Special Activities - Class Activities: Education Ministry Guidelines,)



2-2	“Explore wonders and explore friendly relations!” (Grade 2)
1)	Activity to raise safety awareness to prevent traffic accidents
2)	<ul style="list-style-type: none"> ▪ Efforts are made to have students plan visits to shops and public facilities in their community and implement the exploration based on the program all by themselves. ▪ Efforts are made to have students observe/make research about people working in the community and other aspects of the community so that students take interest in their community and experience joy of friendly relations with people. ▪ Efforts are made to have students know about people who work in dangerous places to protect safety of their school and community so that students can think what they should do to live safely.

2-3	“Let’s make the community safety map!” (Grade 3)
1)	Activity to prevent traffic accidents and to raise safety awareness
2)	<ul style="list-style-type: none"> ▪ Efforts are made to have students realize dangers and traffic safety in everyday life and learn how to protect themselves. ▪ Efforts are made to have students make research about their community and know the ongoing activities. ▪ Efforts are made to have students acquire ability to predict danger by themselves and to utilize it in practice.



2-4	“Safe living, work of policemen, and people’s cooperation” (Grade 4)
1)	Activity to prevent traffic accidents and to raise safety awareness
2)	<ul style="list-style-type: none"> ▪ Efforts are made to have students understand activities and efforts to protect community people from accidents and crimes and to secure safe living. ▪ Efforts are made to have students make a report based on actual research and use of materials. ▪ Efforts are made to have students know about collaboration among the police, related organizations, and community people to protect safe living so that students can start thinking what they should do for it.

2-5	“Prevention of injury” (Grade 5)
1)	Activity to reduce injuries (physical and mental) at school
2)	<ul style="list-style-type: none"> ▪ Efforts are made to have students understand risk factors of injuries caused by traffic accident and other dangers in daily life and the method how to prevent such accidents and dangers. ▪ Efforts are made to develop students to be capable to promptly provide simple treatment to prevent the symptom from getting worse in the event of an injury. ▪ Efforts are made to have students realize risks in the surrounding environments and become capable to improve them.



2-6	“Disaster prevention project” (Grade 6)
1)	Activity to raise awareness of disaster prevention
2)	<ul style="list-style-type: none"> ▪ Efforts are made to have students understand characteristics of disasters in the area and the disaster prevention systems. ▪ Efforts are made to have students acquire ability to predict dangers of a disaster and to avoid risks by themselves during a disaster. ▪ Efforts are made to develop students’ ability to be attentive to safety of their family, friends, and other people during a disaster and to be willing to take actions to help others.

2-7	Physical/mental safety “Let’s look into yourself!” (Music class, Grade 4)
1)	Activity to learn methods to reduce injuries at school and to address anxieties and worries
2)	<ul style="list-style-type: none"> ▪ Efforts are made to have students use the singing activity that they have acquired in school life and use it in practice as a method to switch the state of mind when they are discouraged without self-confidence. (In view of physical and mental safety) ▪ Efforts are made to have students understand message of a song and meaning of each word and, based on it, develop a way of singing that suits the melody ▪ Students can increase interest and motivation in group singing by getting to know beautiful unison and harmony while listening each other’s singing.

(3) Improving the guidance system “Guidance conducted weekly/monthly/annually on a regular basis”

Activity (performer of the activity)	Target				Cooperator
	Students	Teachers	Parents	Community	
3-1 Sharing of data of injuries during the week (Lifestyle Guidance Evening Meeting)	○	○			<ul style="list-style-type: none"> ▪ Citizens' plaza ▪ Police station ▪ National Institute of Advanced Industrial Science and Technology ▪ Fire station
3-2 Safety Guidance Day	○	○			
3-3 Emergency first aid training session (Teachers)	○	○			
3-4 Use of Safety Check Sheet	○	○	○	○	
3-5 Safe handling of teaching materials, etc	○	○	○	○	

Explanatory note: 1) Target of prevention 2) Content of guidance

3-1 Sharing of data of injuries during the week (Lifestyle Guidance Evening Meeting)	
1)	Students--- Inside/outside school building
2)	For 15 minutes from 16:30 on Thursday every week and under the leadership of Head Teacher of Lifestyle Guidance, teachers exchange information on occurrence situations of students' injuries and relevant problems in lifestyle guidance. Based on the data shown in the Evening Meeting, preventive measures are developed and used in classroom guidance and Student Council activities.

3-2 Safety Guidance Day	
1)	Students --- Inside/outside school building, School route, and School district
2)	Once a month before class period, class teachers give the safety guidance. The guidance helps students to learn potential dangers outside/inside school and develop their ability to avoid risks based on the annual guidance plan. After each guidance, students review what they have learned by using the ISS Notebook.

3-3 Emergency first aid training session (for teachers)	
1)	Students and teachers --- School pool
2)	The training session is held for teachers every year prior to start of the swimming guidance. The School nurse who is a qualified Instructor of Emergency First Aid gives practical skills-based training of 1 hour and 30 minutes.

3-4 Use of Safety Check Sheet	
1)	Students and teachers --- Inside/outside school building
2)	Once every month, play equipment, facilities, etc. on the School premises are checked for any breakage and faults. For this checking, Safety Check Sheet is used. Any abnormality, defect, etc. that are found are written down in details, for which repair or replacement is carried out.

3-5 Safe handling of teaching tools, etc.	
1)	Students and teachers --- Inside/outside school building
2)	With the aim to develop learning curriculum by taking safety in consideration, a pamphlet has been prepared that includes a list of examples of possible accidents and injuries by subject. Efforts are made to reduce injuries especially in the subjects involving hand working activities such as physical education, science subjects, arts and craft subjects, and domestic science.

(4) Environmental improvement “Improvement of facilities and environment mainly through awareness-raising of students”

Activity (performer of the activity)	Target				Cooperator
	Students	Teachers	Parents	Community	
4-1 Replacement of the side ditch covers on the school ground (Students' Representatives Meeting)	○	○	○	○	Toshima Ward
4-2 Provision of handrails on the stairway (Students' Representatives Meeting)	○	○	○	○	
4-3 Display of posters to improve walking manners in the school hallway/stairway (ISS Committee)	○	○	○	○	
4-4 Repairs of the school ground (Teachers)	○	○	○	○	

Explanatory note: 1) Target of prevention 2) Improvements 3) Proposer

4-1	Replacement of the side ditch covers on the school ground
1)	Students and teachers --- School ground
2)	It was reported at the luncheon meeting with the Principal that the side ditch covers on the school ground are slippery. Corrective measures have been taken promptly to avoid risks of injury.
3)	Students' Representatives Meeting



4-2	Provision of handrails on the stairway
1)	Students, teachers, parents, and community --- Stairway
2)	A proposal to build handrails on the stairway was made by the Grade 1 students. Measures were taken promptly to avoid risks of injury.
3)	Students' Representatives Meeting



4-3	Display of posters to improve walking manners in the school hallway/stairway
1)	Students and teachers --- Hallway and stairway
2)	With the aim to improve walking manners in the hallway/stairway, awareness-raising posters are displayed in the hallway/stairway.
3)	ISS Committee



4-4	Repairs of the school ground
1)	Students, teachers, parents, and community --- School ground
2)	In order to prevent tumbling accidents, about half of the area adjacent to the school building was renovated and flattened, where invisible slope and unevenness on the school ground were mitigated. There has been no tumbling accident since completion of the renovation work. (January to March 2015)
3)	Toshima Ward, teachers

(5) Raising awareness on traffic safety “Traffic safety disseminated community-wide in collaboration with the community (Police, PTA, etc.)”

Activity (performer of the activity)	Target				Cooperator
	Students	Teachers	Parents	Community	
5-1 Bicycle-riding drill using bicycle simulators	○	○	○	○	PTA
5-2 Safety Guidance Day (Traffic safety)	○	○	○	○	Citizens' Plaza
5-3 Securing of safety by Traffic Safety Guides on the way to/from school	○	○	○	○	Police station
5-4 Checking of school routes together with the police station, PTA, and Toshima Ward	○	○	○	○	Traffic Safety Guide
5-5 Request for provision of a traffic signboard at dangerous sites such as intersections	○	○	○	○	National Institute of Advanced Industrial Science and Technology
5-6 Issuance of PR brochure “Challenge Safe School Fujimidai Elementary School”	○	○	○	○	Toshima Ward
5-7 Traffic safety guidance in the morning and patrol in the evening by PTA	○	○	○	○	

Explanatory note: 1) Target of prevention 2) Content 3) Party in charge

5-1	Bicycle-riding drill using bicycle simulators
1)	Students (Grade 4 – 6)
2)	By means of simulated experience of possible risks in bicycle ride, students started to think of correct way of riding a bicycle.
3)	Traffic Policy Division of Tokyo Metropolitan Government



5-2	Safety Guidance Day (Traffic safety)
1)	Students --- School routes and School district
2)	Teachers and students inspect commutation of students by standing at fixed sites once every month in the morning. The class teachers also give guidance on traffic rules that should be observed outside School. According to the annual guidance plan, themes are decided each time such as commutation, walking manners and road traffic signs.
3)	Teachers, Students

5-3	Securing of safety by Traffic Safety Guides on the way to/from school
1)	Students --- School routes
2)	Safety guidance of the school route has been conducted by 2 Traffic Safety Guides aiming to prevent a traffic accidents/crime/disaster on the way to/from school.
3)	Traffic Safety Guide, School

5-4	Checking of school routes together with the police station, PTA, and Toshima Ward
1)	Community --- School district
2)	With the aim to secure safety of school routes where students use on their way to/from school, the police station, PTA, and School Management Division of Toshima Ward Office conduct joint inspection twice a year. As for hazardous spots found out, a request for improvement is submitted to the authority concerned.
3)	Police station, PTA, School Management Division of Toshima Ward Office, School



5-5	Request for provision of a traffic signboard at dangerous sites such as intersections
1)	Students, parents, and community – School routes and School district
2)	The front gate of the School is faced with an intersection and there is a potential danger of accidents. Therefore, we submitted a request for provision of a traffic signboard to Mejiro Police Station. A signboard to warn drivers of students crossing was installed.
3)	School, Police station

5-6	Issuance of PR brochure “Challenge Safe School Fujimidai Elementary School”
1)	Community, parents, students, and teachers --- Inside/outside school building, School routes, and School district
2)	Community’s Taskforce Committee for ISS has been issuing the PR brochure that introduces School activities for the ISS project. Ever since Issue No.1 was released in December 2014, efforts have been made to convey information in a comprehensible way so that active efforts of Student Council and supports of community people can be shared widely among various age groups.
3)	School

5-7	Traffic safety guidance in the morning and patrol in the evening by PTA
1)	Community, parents, students, and teachers --- School routes and School district
2)	On every Monday throughout the year, parents conduct guidance at intersections on the way to school. Further, parents patrol parks, shopping area, and roads with heavy traffic once a month
3)	PTA

(6) Building friendly relations “Building human relationship and developing heart to value lives that help prevent bullying”

Activity (performer of the activity)	Target				Cooperator
	Students	Teachers	Parents	Community	
6-1 Fujimidai Elementary School Taskforce Committee for Bullying Prevention	○	○	○		<ul style="list-style-type: none"> • Citizens' Plaza • Police station • Lawyer • National Institute of Advanced Industrial Science and Technology • School Librarian • Fire station • PTA
6-2 Mental support in the school infirmary room	○	○	○	○	
6-3 Student activity in a different age group (Vertically-structured group)	○	○	○	○	
6-4 Open class of moral education for the community	○	○	○		
6-5 School-wide challenge ~ Reading-aloud Time ~	○	○	○		
6-6 Awareness raising activity by teachers and parents to promote book reading	○	○	○		
6-7 Enforcement of friendly greetings at school entrance	○	○	○	○	
6-8 No TV No Game Day	○		○		

Explanatory note: 1) Target of prevention 2) Content 3) Party in

6-1	Fujimidai Elementary School Taskforce Committee for Bullying Prevention
1)	Students --- Inside/outside school building, School routes, and School district
2)	Following formulation of the “bullying prevention basic policy of Fujimidai Elementary School”, the Taskforce Committee was established to effectively implement the policy by holding its meetings at least 6 times per year. In addition, when a bullying case is identified, a meeting is held without delay and systematic measures are taken necessary for early elimination of bullying.
3)	Teachers, Various related organs

6-2	Mental support in the school infirmary room
1)	Students --- Inside/outside school building, School routes, and School district
2)	Records are taken on the number of visits to the school infirmary room for each student. As for students with a large number of visits, emotional/mental support is provided in collaboration with the class teacher, counselor, parents, etc.
3)	Teachers (School nurse)

6-3	Student activity in a different age group (Vertically-structured group)
1)	Students --- Inside/outside school building
2)	Activity is held in units of a vertically-structured group composed of students of different ages. Each group includes students from all grades and holds vertical-structured playtime and outdoor school lunch once a month where the Grade 6 students serve as the leader. School excursions also utilize the vertically-structured group to promote friendly exchange among different grades.
3)	Students, Teachers



6-4	Open class of moral education for the community
1)	Students, teachers, parents, and community --- Inside/outside school building, School routes, and School district
2)	With the aim to promote emotional education through cooperation among families, School, and community people, moral education classes of all grades are opened to the public once a year. The subjects dealt with include, for example, “charitable consideration and kindness”, “trust, friendship, and harmony”, “respect for life”, “gratitude and social service”, and “courage” that can help prevent bullying.
3)	Teachers, Lawyer

6-5	School-wide challenge ~ Reading-aloud Time ~ (All the students make oral presentation at the study report meeting)
1)	Students, parents, and community --- Inside School building
2)	Prior to the summer vacation and at the end of a school year, the whole school or each grade independently holds a group oral presentation meeting. By using this as an opportunity where students can encounter warm words, learn rich feeling, and express themselves, it is intended to develop emotional education to respect others.
3)	Students, Teachers



6-6	Awareness raising activity by teachers and parents to promote book reading
1)	Students --- Inside school building
2)	Every morning, in Challenge Time before class periods, class teachers and parents read books to students. Further, at the book-reading assembly, books recommended by teachers are introduced and read aloud, helping deepen relationship among teachers and students.
3)	Teachers



6-7	Enforcement of friendly greetings at school entrance
1)	Students --- Inside/outside school building, School routes, and School district
2)	Aiming to develop students to be self-reliant equipped with good basic life habits, every month by rotation, we enforce “morning greetings” in which students of each grade greet others at the entrance with smile. It is aimed that mutual emotional exchange be promoted through proactively greeting others.
3)	Students, Parents, Teachers

6-8	No TV No Game Day
1)	Students and parents --- Home
2)	We have designated the 10th day of every month as “No TV No Game Day” and students do not watch TV or play games on that day. This is intended to increase interaction among family members and to develop healthy family environment. The activity has been continuing for more than 10 years.
3)	Students, Parents, Teachers

(7) Awareness raising for disaster safety “Traffic safety disseminated community-wide in collaboration with community organizations (fire station, PTA, etc.)”

Activity (performer of the activity)	Target				Cooperator
	Students	Teachers	Parents	Community	
7-1 “Disaster Prevention Project” (Grade 6)	○	○	○	○	<ul style="list-style-type: none"> ▪ Citizens’ Plaza ▪ Police station ▪ Fire station ▪ Japanese Red Cross Society
7-2 “Safety Day” in cooperation among School, parents, and the community	○	○	○	○	
7-3 Evacuation drill (See p.38)	○	○	○	○	
7-4 Emergency first aid training session (Grade 5 and 6 students)	○	○	○	○	

Explanatory note: 1) Target of prevention 2) Content 3) Party in charge/cooperator

7-1	“Disaster Prevention Project” (Grade 6)
1)	Students, community, and family --- Inside/outside school building and home
2)	In consideration of what we can do in preparation for/during/after a possible large scale disaster, we carry out a survey of the stockpile warehouse, fire hydrants, vending machines, public telephones and safe places within the School district in cooperation with people of the Neighborhood Associations and parents. Further, various knowledge and skills acquired here are announced at the Citizens’ Plaza and to all students.
3)	Grade 6 students, persons engaged in disaster prevention (Neighborhood Association), fire brigade officers, volunteer fire corps, Citizens’ Plaza

7-2	“Safety Day” in cooperation among School, parents, and the community
1)	Students, parents, and community --- Inside/outside building and home
2)	All students by grade participate in the experience-based activity. Grade 1 students learn “safe walking on a road”, Grade 2 students “helmet-wearing and safe bicycle riding”, Grade 3 students “food distribution drill”, Grade 4 students “experience of evacuation center”, and Grade 5 and 6 students “emergency first aid/AED drill”.
3)	Students, parents, Police Station, Fire Station, Japanese Red Cross Society, Disaster Prevention Division of Toshima Ward Office, National Institute of Advanced Industrial Science and Technology

7-4	Emergency first aid training session (Grade 5 and 6)
1)	Students, teachers, community --- Inside/outside school building and home
2)	Under instructions from officers of Nagasaki Branch Office of Ikebukuro Fire Dept., Grade 5 and 6 students undergo the “emergency first aid training session (cardio-pulmonary resuscitation/AED drill)” every year on the “Safety Day”. After participating in the training session twice (2 years), students receive “Basic Life-saving Training Course Certificate” from the Fire Dept. The elementary school students acquire knowledge and skills that protect lives of their family and precious persons.
3)	Fire Department

Indicator 4: There are programs that target high-risk groups and environments

1 Programs targeting Grade 1 students

(1) Traffic Safety Training Class on the 3rd day of the School (Mejiro Police Station)

Traffic Safety Training Class is held on the 3rd day of the School for Grade 1 students who are in the high-risk group. With the cooperation of Mejiro Police Station, students learn how to safely cross a road, how to behave on walkways, how to cross a pedestrian crosswalk with traffic signals. The Seibuikubukuro Line runs near the Fujimidai Elementary School district and there are railroad crossings. On-site guidance is also provided in the school route to teach how to safely cross a railroad crossing.

<New grade-1 students are encouraged to learn safe way of walking.>



(2) Walking back from school in a group throughout the year

New Grade 1 students are grouped into 5 courses for walking back from school and walk back from school in a group. During the 1st term, Grade 1 students in all classes walk back together. In and after the 2nd term, they walk back by class. This group walk is enforced throughout the year.

Through this activity, students are encouraged to observe traffic rules for safely walking back home.

2 Measures for the months with a large number of injuries (May and September)

(1) The number of injuries by month (No. of cases treated in the school infirmary room)

The number of cases treated in the school infirmary room tends to increase in May, June and September and after. The following efforts have been made to reduce injuries especially in these months.



New grade-1 students are encouraged to learn safe way of walking.

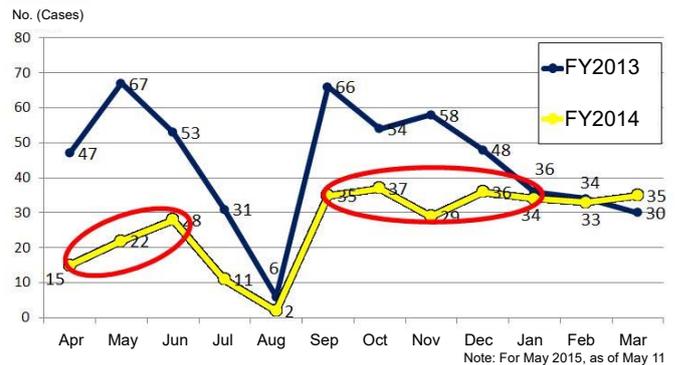


Fig 6-1 (2013 & 2014)

1) Checking of instructions based on “Safety in Class” (See p47)

In the subjects of “science, physical education, domestic science, arts and craft, and life environment”, equipment (teaching tools) is frequently used. Therefore, a brochure has been prepared covering safety instructions on use of such equipment and tools. For this purpose, materials were gathered by the working group of each subject and common understanding was developed among all teachers and staff members. Further, as for the subjects teaching practical skills, the safety key points are displayed at the use site to call students’ attention.

2) Guidance on playtime rules

As various kinds of games were played at the same time on the school ground, many injuries tended to occur during the 20-minutes recess and the noon recess. Therefore, with the aim to prevent injuries, the ground was divided into areas according to games and students discussed in each class about how to predict risks on their own.



3 Measures against heatstroke

(1) The number of heatstroke patients in the 23 wards of Tokyo

According to the data of Tokyo Fire Department, the number of persons transported by ambulance due to heatstroke increases in July and August every year. In addition, there are also ambulance transport cases in June during rainy season and in September with lingering summer heat.

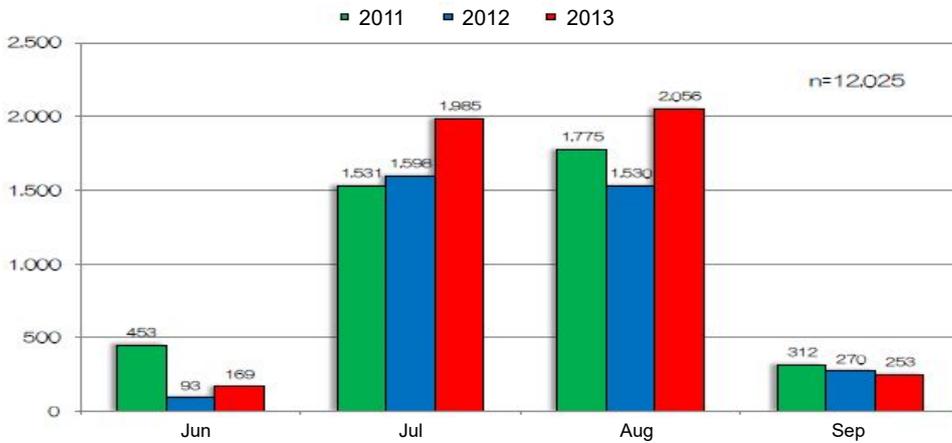


Fig 6-2 The number of persons transported by ambulance due to heatstroke in Tokyo (by month) (FY2011, 2012, & 2013)

(2) Heatstroke preventive measures

Sports Committee make posters on prevention of heatstroke in July when heatstroke patients rapidly increase and in September when practice for the athletic meet is held. The Committee works on prevention of heatstroke specifically by calling attention to all students at the School morning assembly, raising awareness in each class, and displaying posters. (See p.43)

Further, based on the following temperature guideline, teachers decide on risk degree based on temperature and humidity and give students common instructions to replace water and take a rest under the shade every 30 minutes. Through these efforts, there has been no patient transported by ambulance due to heatstroke in the School. (as of September 2015)

Temperature (dry-bulb temperature) guideline	
• 35 °C and above:	In principle, physical exercise should not be allowed.
• 31 °C and above:	Strict alert (Heavy physical exercise should be suspended.)
• 28 °C and above:	Alert (Frequent rest should be scheduled.)
• 24 °C and above:	Caution (Frequent water replacement should be scheduled.)
• If humidity is high, the above level should be increased each by one rank.	

Source: Japan Amateur Sport Association
"Guidebook on prevention of heatstroke during sports activity" (2013)

4 Prevention of water accident

No. of water accident victims in Tokyo (2014)

Month	Total
Jul	18
Aug	

Source: Metropolitan Police Dept.

Although the School has had no case of water accident among students, water accidents occur every year in various places in Japan during summer vacation. To address this problem, every year in July before summer vacation, the School implements a fully-clothed swimming lesson for all grade

students in cooperation with the Japanese Red Cross Society. Students learn on an experience base how they should behave in case of falling into water and acquire skills and mental attitude in the case of a water accident. Further, parents also participated in the training class as observers and had good opportunity to learn safety on rivers and at sea.



5 Preparedness for a large-scale earthquake

(1) Safety measures for the School building

The School building underwent an antiseismic reinforcing work from 2004 to 2005.

Window glasses of all classrooms are now shatter-proof type which can minimize earthquake damage.

The stockpile warehouse in the school building keeps stock of food, water, blankets, and portable toilets enough for 500 people to survive for 3 days.

(2) Evacuation drill

Once every month throughout the year, a drill is conducted in preparation for an earthquake, any emergency, fire, and encounter with a suspicious person.

Basic actions in the event of a disaster are trained in a repetitive manner through this drill.

No. of times of evacuation drills: 11

Date	Objective	Assumed situation	Major contents	Shelter
Apr. 25 10:50	Communication to parents in the case of emergency Students handing-over drill	Students handing-over drill when "official warning" has been issued	1. Handing students over to their parents 2. Taking care of remaining students	School ground
May 22 9:35	Acknowledging the buzzer sound of Earthquake Early Warning Basic action in the event of an earthquake How to carry out Secondary evacuation to the School ground	Earthquake Early Warning Occurrence of a large-scale earthquake	1. Listening to the warning of earthquake occurrence 2. Evacuating to the School ground, while taking precaution to aftershocks 3. Organizing neighborhood groups and confirming a classroom to assemble in	School ground
Jun. 22 8:40	Safe evacuation to the secondary shelter (Shiinamachi Park)	Fire	1. Listening to broadcast about occurrence of fire 2. Evacuating to Shiinamachi Park	Shiinamachi Park
Jul. 15 13:40	Checking/reviewing how to walk back from school in a neighborhood group to prevent a crime of a suspicious person	Walking back from school in a neighborhood group to prevent a crime of a suspicious person	1. Checking/reviewing commitments and rules 2. Checking/reviewing how to walk in a line in a walk group back to home	Neighborhood group Classroom
Sep. 1 10:00	Safe evacuation to the tertiary shelter (Yamate-dori Street)	Fire	1. Checking/reviewing evacuation route	Yamate-dori Street
Oct. 16 9:50	Checking/reviewing how to evacuate when broadcasting system is not useable	Fire Fire breaking out in the staff room	1. Listening to instructions under siren sounds and loud shouting voices 2. Following instructions of nearby teachers	School ground
Nov. 13 8:12	Evacuation on the way to school Calling over students when attendants are not confirmed	Occurrence of an earthquake When aftershocks are over	1. Checking/reviewing how to evacuate	School ground
Dec. 11 11:10	Responsive measures in the event of intrusion of a suspicious person	Entry of a suspicious person	1. Simulating reporting to the police 2. Checking/reviewing how to move desks and make a shelter	Gymnasium
Jan. 20 13:25	Evacuation during cleaning period Evacuation when obstacles are blocking the way	Earthquake	1. Listening correctly to instructions 2. Checking/reviewing how to store cleaning tools and how to act	School ground
Feb. 16 10:25	Evacuation during recess/when everyone is scattering Evacuation when school managers are away from the School	Fire Fire breaking out in the school kitchen	1. Listening to instructions under siren sounds and loud shouting voices 2. Following instructions of nearby teachers	School ground
Mar. 10 10:05	Summary of evacuation drills Checking/reviewing how to evacuate when broadcasting system is not useable	Summary of evacuation drills Fire breaking out from a house after an earthquake	1. Taking quick action responding to sudden warning 2. Taking evacuation behavior by making best use of drills	School ground

(3) Program of “Disaster Prevention Day” (2014) based on collaboration with community

[Date] September 13 (Sat) 2014 8:30 to 10:00

[Objectives]

- To have students understand seriousness of a disaster, learn how to behave in the event of a disaster, and develop preparedness for protecting their life by themselves.
- To have students learn what they can do during disaster and develop attitude to make the best of themselves in the community.
- To create a learning opportunity for both parents and students by calling for participation of parents.

[Experience learning by grade in collaboration with the community]



Grade 1 & 2: Learning furniture tipping prevention
“Ikebukuro Fire Dept., Tokyo Fire Dept.”



Grade 4: Simulation of living in an evacuation center
“Disaster Prevention Division, Toshima Ward Office”



Grade 3: Food distribution drill
“Japanese Red Cross Society”



Grade 5 & 6: Emergency first aid training session
“Nagasaki Branch Office of Ikebukuro Fire Dept.”

(4) Creation and presentation of

Disaster Prevention Map

In the “disaster prevention project” within the integrated study period of Grade 6, students created the disaster prevention map and made presentations as a part of programs on the Disaster Prevention Day to all students and parents.

At a later date, aiming also to raise awareness among community people, presentations were also made at the Citizens’ Plaza Fujimidai.



Indicator 5: All programs have been implemented based on the evidences

1 Cause analysis for identifying challenges

Cause analysis for identifying challenges																													
Physical safety	Inside school	<ul style="list-style-type: none"> ◆ In 2014, a total of 317 injuries (including also minor ones) occurred in the School. By time zone, many injuries occurred in physical education (24%), during noon recess (20%) and mid recess (16%). Injuries that occurred in the above 3 time zones accounted for 60%. "Fig 3-2 on p.7, Fig 3-7 on p.9" ◆ In 2014, the incidence rate of injuries that required hospital treatment was 6.9%. The injuries that required hospital treatment mostly included bone fracture, scratched wound, and cut wound. "Fig 3-3 on p.7, Fig 3-8 on p.9" 																											
	Outside school	<ul style="list-style-type: none"> ◆ The numbers of traffic accidents involving students of the School were 2 cases in FY2013, 2 cases in FY2014, and 1 case in FY2015 (as of July). Except one case, all occurred while students were riding a bicycle. "Table 3-2 on p.13" Among the children aged 5-14 years who were transported by ambulance due to a traffic accident in the Ward, 51.7% of them were riding a bicycle at the time of accident. <p style="text-align: center;">Occurrence situations of traffic accidents among children aged 5-14 years (Toshima Ward n=58) Ambulance call-out data in 2010</p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr> <td style="width: 25%;">While riding a bicycle</td> <td style="width: 25%;">While riding in a car</td> <td style="width: 25%;">While walking</td> <td style="width: 25%;">Others</td> </tr> <tr> <td>51.7%</td> <td>6.9%</td> <td>36.2%</td> <td>5.2%</td> </tr> </table>	While riding a bicycle	While riding in a car	While walking	Others	51.7%	6.9%	36.2%	5.2%																			
While riding a bicycle	While riding in a car	While walking	Others																										
51.7%	6.9%	36.2%	5.2%																										
Mental safety	Common to inside and outside School	<ul style="list-style-type: none"> ◆ Bullying that can trigger mental injury may reoccur after it is once stopped. <p style="text-align: center;">Bullying occurrence situation Source: "Factual investigation on bullying" Fujimidai Elementary School)</p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;">2013</th> <th style="width: 15%;">2014</th> <th style="width: 15%;">2015 * as of July</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;">No. of bullying cases</td> <td>1</td> <td>2</td> <td>0</td> </tr> <tr> <td style="background-color: #fce4d6;">No. of cases resolved</td> <td>1</td> <td>2</td> <td>0</td> </tr> <tr> <td style="background-color: #fff2cc;">Under continuing guidance</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		2013	2014	2015 * as of July	No. of bullying cases	1	2	0	No. of cases resolved	1	2	0	Under continuing guidance	0	0	0											
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<ul style="list-style-type: none"> ◆ According to the result of the students' satisfaction survey with their class and friends by means of Hyper-QU, students who felt a sense of alienation accounted for 22%. <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;">2013</th> <th style="width: 15%;">2014</th> <th style="width: 15%;">2015 as of Sept.</th> </tr> </thead> <tbody> <tr> <td style="background-color: #fff2cc;">No. of Grade 6 students</td> <td>111 persons</td> <td>92 persons</td> <td>81 persons</td> </tr> <tr> <td style="background-color: #fff2cc;">No. of students who required preventive measures</td> <td>52 persons</td> <td>34 persons</td> <td>40 persons</td> </tr> <tr> <td style="background-color: #fff2cc;">Incidence rate among students who required preventive measures</td> <td>47%</td> <td>37%</td> <td>49%</td> </tr> </tbody> </table>		2013	2014	2015 as of Sept.	No. of Grade 6 students	111 persons	92 persons	81 persons	No. of students who required preventive measures	52 persons	34 persons	40 persons	Incidence rate among students who required preventive measures	47%	37%	49%													
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2 7 major challenges and 12 major measures

Prevention targets	Challenges		Major measures
Physical safety	Inside school	(1) Activities initiated by students	(1) Activities developed by Student Council on its own (2) Survey on students' awareness
		(2) Improving education content	(3) Students' activities through the teaching study (*)
		(3) Improving the guidance system	(4) Preparation of curriculum for safety education and safety guidance (5) Brochure on safety guidance for teachers
		(4) Environmental improvement	(6) Proposal from the Students' Representatives Meeting
	Outside school	(5) Raising awareness on traffic safety	(7) Traffic safety training class in cooperation among School, parents, and the community (8) Evening patrol by PTA
Mental safety	Common	(6) Building friendly relations	(9) Factual investigation on bullying and responsive measures by using Hyper-QU (10) Mental support in the school infirmary room (11) Different age group activity, biotope activity, experience activity to interact with animals and plants
Disaster safety	Common	(7) Awareness raising for disaster safety	(12) "Safety Day" in cooperation among School, parents, and the community

(* Teaching study --- Study in which educational effects of the lesson are observed, discussed, and verified by all teachers)

(1) Activities initiated by students

1) Activities developed by Student Council on its own

Discussions are held in the committee activities once every month and students work on activities for a safe and secure school.

Safe School Representative Committee

Objective

To make efforts so that all students of the School can lead safe and secure school life towards designation of ISS.

“Let’s walk without rush” survey team (See p.44 Fig 7-1.)



Committee members count the number of students who are running in the hallway and work on awareness raising for students to walk without rushing.

Assembly Committee

Objective

Assembly Committee for safe and secure ISS and for everybody’s joy

“Safety Assembly”



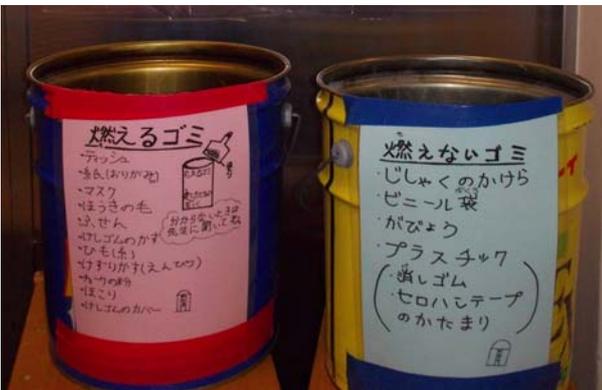
Committee members work to raise awareness of safety and security through using safety and security quizzes.

Eco Committee

Objective

Let’s save the world through developing ecological awareness! First step from Fujimidai

“Separate rubbish boxes”



Committee members help protect safety of waste disposal workers by attaching sheets to explain separation methods on rubbish boxes.

Library Committee

Objective

To work on the committee activity so that all the students become fond of reading

“Book-reading Assembly”



Library Committee members introduce books on disaster prevention and books that help enrich students’ heart.

Rearing/Cultivation Committee

Objective

Let's make efforts so that all students make friends with and get interested in animals and plants!

“Rabbit (Yuki) Caring Gathering” (See p.50)



Once every term, “Rabbit (Yuki) Caring Gathering” is held as an activity for enriching students’ heart.

Health and School Lunch Committee

Objective

Let's build healthy body by eating school lunch leaving nothing left over and let's aim to reduce injuries!

Appealing for “Eat-leaving-nothing-left-over Day”



On the 10th day of each month, Committee members encourage students to eat school lunch leaving nothing left over.

Sports Committee

Objective

To make efforts to develop a school where everybody can enjoy sports in safety

“Poster on prevention of heatstroke” (See p.37)



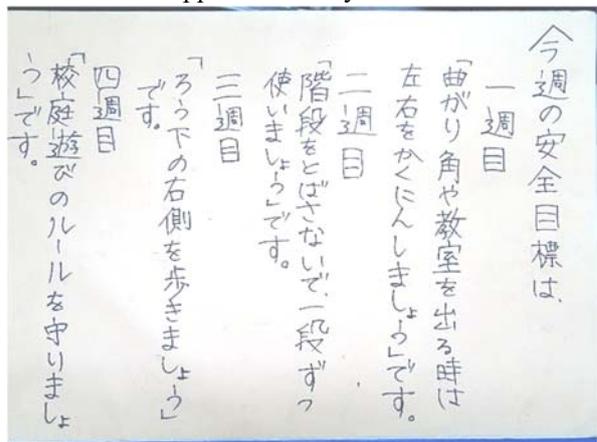
Committee members make posters on how to safely use the school ground, how to prevent heatstroke, etc. and display them in each class for awareness raising.

Broadcasting Committee

Objective

To convey safety to all students

“Broadcast to appeal for safety”



As a lunchtime program, quizzes on safety/security are broadcasted. At the end of the program, a weekly safety target is announced to raise awareness in all students.

2) Survey on students' awareness

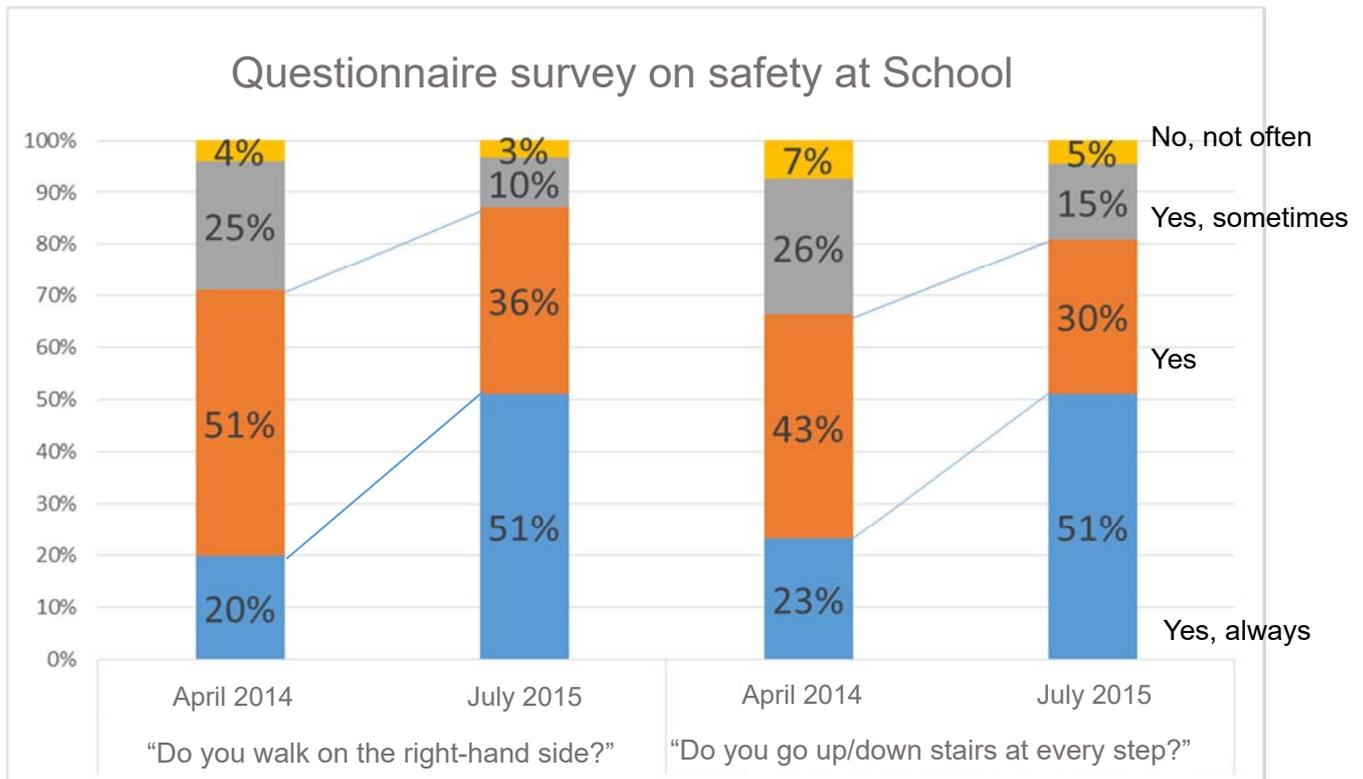
In April and July every year, a “questionnaire survey on safety” is conducted with all students, asking about their safety inside/outside School. The survey results are compiled by teachers and utilized in students guidance on the monthly Safety Guidance Day, through class activity, etc.

<Items in the questionnaire survey>

1. Do you walk in the hallway in a quiet manner?
2. Do you walk on the right-hand side?
3. Do you always pay attention at a corner while walking?
4. Do you go up/down stairs at every step?
5. Do you walk in a line when moving to a different room?
6. Do you walk in a line, not side by side when you walk with friends?
7. Have you felt any danger when moving to a different room?

Fig 7-1 Questionnaire survey on students' safety awareness (April 2014 n=266) (July 2015 n=265)

“Do you walk on the right-hand side?” “Do you go up/down stairs at every step?”



<Discussion>

- From a comparison in results between 2014 and 2015, the number of students who replied “Yes, always” to the question “Do you walk on the right-hand side?” increased by about 2.5 times. This is much owing to the “Let’s Walk without Rush” survey team of ISS Committee who were supervising during recess. As for the question “Do you go up/down stairs at every step”, the number of positive responses also increased by about 2.2 times. This is because the character of “Let’s beat out Monster Danger: Dandan” created by students for awareness raising of injury prevention at school has penetrated among students.

(2) Improvement of education content

3) Students' activities through teaching study

Teaching study is a program in which educational effects of the lesson are observed, discussed, and verified by all teachers.

In the form of study lesson, class on safety has been implemented in a systematic and planned way.

○ Study progress (2014-2015) (See Indicator 3)

Date	Participants	No. of participants	Content
Apr. 5	Students, teachers & staff members	18	Studies planned in this fiscal year
Apr. 18	Teachers & staff members	18	Study schedule, annual lesson plan for each grade, etc.
Jun. 4	Students, teachers & staff members, lecturers	70	Study lesson 1): Life Environmental Study for Grade 2 “Explore wonders and explore friendly relations!”
Jun. 25	Students, teachers & staff members, lecturers	60	Study lesson 2): Social Study for Grade 4 “Work at a police station and citizens' cooperation”
Jul. 11	Students, teachers & staff members, lecturers	70	Study lesson 3): Comprehensive Study for Grade 3 “Let's make the community safety map!”
Aug. 26	Teachers & staff members, lecturers	20	Study seminar “Preparation of safety guidance plan in each subject”
Sep. 3	Students, teachers & staff members, lecturers	60	Study lesson 4): Comprehensive Study for Grade 6 “Disaster prevention project”
Sep. 18	Students, teachers & staff members, lecturers	70	Study lesson 5): Class activity “Let's prevent injury!” for Grade 1”
Oct. 8	Students, teachers & staff members, lecturers	60	Study lesson 6): Music class “Let's look into yourself!”
Oct. 29	Students, teachers & staff members, lecturers	50	Study lesson 7): Young teachers' group Science “Role of wind”
Nov. 5	Students, teachers & staff members, lecturers	50	Study lesson 8): Young teachers' group Japanese Language subject “Introducing the hardworking vehicles in a picture book”
Dec. 15	Students, teachers & staff members, lecturers	20	Study lesson 9): Health subject “Prevention of injury”
Feb. 14	Teachers & staff members, lecturers, parents, all students, community, Education Guidance Division, experts from various fields	500	Research presentation meeting
Mar. 18	Teachers & staff members, lecturers	20	Study seminar: “Development of students' ability to think independently and to avoid risks”

○ Class lesson (2014 – 2015)



Students learnt about safe places and danger places and have become willing to put their learning in practice in daily life.



Students discussed what they can do for traffic safety together with officers from Mejiro Police Station.



Students learnt key aspects for injury prevention, discussed injury preventive methods, and have become willing to put them into practice.



Students discussed with members of neighborhood associations and created a Disaster Prevention Map together with them.

(3) Improvement of guidance system

4) Preparation of curriculum for safety education and safety guidance

Safety education curriculum

Lesson on safety has been implemented in the context of each subject and category in a systematic and planned way.

Safety education plan in each subject and category

Grade	Life safety	Traffic safety	Disaster prevention education
1	<p>“Let’s beat out Monster Danger!”</p> <p>Class activity To identify dangers in daily life and discuss preventive measures.</p>	<p>“Let’s take a walk Spring to summer”</p> <p>Life Environment Traffic safety in a field trip</p>	<p>“What should we first do in the event of an earthquake?”</p> <p>Class activity Primary evacuation in the event of an earthquake</p>
2	<p>“Let me teach you. Monster Danger exploring the School”</p> <p>Life Environment School exploration aiming also to call attention of all students</p>	<p>“Explore wonders and explore friendly relations!”</p> <p>Life Environment Traffic safety in a field trip</p>	<p>“Let’s get prepared for a disaster”</p> <p>Class activity Preparation for a disaster at home</p>
3	<p>“Community Safety Map Project”</p> <p>Comprehensive Study Making a community safety map</p>	<p>“Community where we live”</p> <p>Social Study Facilities for community safety</p>	<p>“Dangers in the event of wind and flood disaster”</p> <p>Class activity Danger of typhoon, etc.</p>
4	<p>“Let’s learn how to use the Internet in a smart way”</p> <p>Class activity Hidden dangers of the Internet</p>	<p>“Safe living”</p> <p>Social Study People’s efforts in traffic safety</p>	<p>“People’s life by making the best of the nature”</p> <p>Social Study Various disasters</p>
5	<p>“Information moral”</p> <p>Class activity Keeping Netiquette</p>	<p>“Accidents at a railroad crossing and safety facilities”</p> <p>Class activity Safety at a railroad crossing</p>	<p>“Our life and environment”</p> <p>Social Study Disaster prevention measures</p>
6	<p>“My and everybody’s human rights”</p> <p>Social Study Respect of human rights</p>	<p>“Liability of bicycle accidents”</p> <p>Class activity Risks to become a victimizer of accident</p>	<p>“Disaster Prevention Project”</p> <p>Comprehensive Study Community’s disaster prevention measures</p>

Curriculum for safety guidance (annual plan)

Month	Main subject
4	Safe walking (Situation)
5	Fire & earthquake safety (Environment, Situation)
6	How to play skipping (Environment)
7	Preventing a crime of suspicious persons (Situation)
8,9	Earthquake Early Warning (Situation)
10	Walking manner and road traffic signs (Situation, Environment)
11	How to play in a park (Environment)
12	Safety in work such as cleaning (Situation)
1	Safety in home life (Environment, Situation)
2	How to use the Internet (Situation)
3	Review on safe life

Once every month, 15-minutes safety guidance is implemented in all classes (Photo below). In consideration of actual state of students, community environment, and social circumstances, teaching materials are made by teachers themselves. For example in April, focus is put especially on walking manners on the way to school are taught to students of new Grade 1 students.



5) Brochure “Safety in Class” as safety guidance for teachers

A total of 189 injuries occurred in 2014 while in class lessons.

By taking this fact seriously and verifying each incident, we compiled a brochure on safety guidance for teachers, covering precautions in each subject, precautions regarding use of teaching tools/equipment, etc.

Table 5-1 Accidents during class lesson (Source: FY2-013 and 2014 “School infirmary data”)

Subject	No. of cases (2013)	No. of cases (2014)	Type of injury
Physical education	95	75	1st --- Scratch wound, contusion (30 cases) 2nd --- Bruise (18 cases) 3rd --- Sprain, jammed finger (15 cases)
Other classes	94	44	Cut wound, stung wound, burn injury, etc.



~ Example of content of “Safety in Class” (Physical Education) ~

Preparation before class

- Check for any breakage of the teaching tools.
- Confirm that an adequate number of teaching tools are available.
- Confirm that the environment is suitable for safe exercise.
 - Loosen sand in the sand box. (Running long jump) Check if there is any dangerous article such as glass pieces.

▲ Safety in class

(4) Improvement of environment

6) Proposal from Students' Representatives Meeting

At the "luncheon meeting of the Principal and members of the Students' Representatives Meeting", it was reported that the side ditch covers on the school ground are slippery. It was also reported that Grade 1 students cannot safely use stairway without a handrail. In response to the above, replacement of the covers and provision of handrails were performed.



(5) Awareness raising for traffic safety

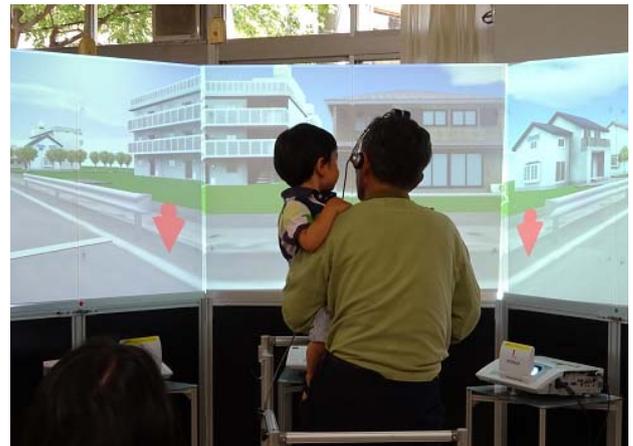
7) Three-generation Traffic Safety Class in cooperation among School, parents, and the community

About 90% of the students of the School have their own bicycle. Likewise, the percentage of students in lower grades who have their own bicycle accounts for about 90%. The traffic safety training class includes skill practice of bicycle riding. Especially to the Grade 3 students most of whom start to ride a bicycle on their own, the bicycle training certificate is issued to raise their self-awareness. In FY2015, a traffic safety training class especially named "Three-generation Traffic Safety Class" was held for all students together with parents and community people.



Child-generation and parent-generation

Bicycle riding lesson for students instructed by police officers, community staff members, and parents



Grandparent-generation

Walking training using a walking simulator



Declaration of commitment to the efforts in cooperation with the police station

氏名	小宮 孝氏		
学校名	警視庁目白警察署		
交付	平成22年05月14日	学年	7年生
有効期限		小学校卒業まで	
免許の条件		種 類	講習修了証
1 交通ルールを守ります 2 交差点では必ず止まって安全を確認します			
番号	第201005120001号		
発行	目白警察署・目白交通安全協会		

"Bicycle Training Certificate" effective till the end of Grade 6

Students who received the bicycle safe riding training class are issued with the "Bicycle Training Certificate". This certificate is prepared by the Traffic Safety Association of the community.

8) Evening patrol by PTA (See p.33)

Initiated by the PTA Outside-School Guidance Committee, a community patrol has been implemented in the evening and at night.

(6) Development of friendly relationship

9) Factual survey on bullying (Questionnaire survey “Let’s review our everyday life” and responsive measures based on “Hyper-QU”

Once in every school term (June, November and February), a questionnaire survey is held to find out any bullying incident.

The head teacher of lifestyle guidance totalizes the results. Upon finding out any incident, the class teacher verify it by means of inquiring survey with the students concerned and gives necessary guidance and support. When any serious bullying or its sign is detected in the process, a “Taskforce Committee for Bullying Prevention” meeting is immediately called for addressing in a systematic manner.

Further, every year, the school counselor interviews with all students in Grade 5 and 6 to find out the situations through an inquiring survey. As is the case in the questionnaire survey, when any sign of bullying is detected, a “Taskforce Committee for Bullying Prevention” meeting is called.

The result of Hyper-QU (mentioned above) is also subject to analysis to identify students who require preventive measures and a “Taskforce Committee for Bullying Prevention” meeting is called.

The totalized data and details of countermeasures are reported each term to the Tokyo Metropolitan Board of Education and the Toshima Ward Board of Education.



10) Mental support in School Infirmary Room

As for students who frequently visit School Infirmary Room, efforts are made so that they are listened to attentively and relaxing atmosphere is made for such students. The school nurse makes efforts to understand students’ inner feeling, understand the situation, and gives mental support as well in cooperation with school managers, class teachers, the head teacher of lifestyle guidance, parents, etc. If needed, the other related organs are asked to cooperate.

The specific supports include, for example,

- 1) Attentive listening to students
- 2) Home-visit for students whose lifestyle is disorderly
- 3) Phone calling to check the students’ situation in the morning
- 4) Having school lunch together
- 5) Supporting book-reading
- 6) Working together
- 7) Providing learning support
- 8) Teaching importance of basic living practice



11) Different age group activity, biotope activity, experience activity to interact with animals and plants

◎ Different age group activity

As communication ability may often be difficult to be developed within a same-age group, an opportunity is offered to students to get mixed with other students of different ages. Through the activity, students can get to know various situations and diverse values. Suppose that there is a passive Grade 6 student in a same-age group. Through serving as the leader in a different-age group, the Grade 6 student can learn compassion for others and necessity of taking action, raising self-efficacy. With this experience as a trigger, he/she may review the own conduct and behavior.

All students (Grade 1 to 6) of the School are divided into 20 different-age groups and the play activity hour is scheduled once every month. The Grade 6 students initiated by the group leader (Grade 6 student) make plans that can also be enjoyed by lower-grade students and implement them as planned. Through the efforts in which Grade 6 students plan and operate by themselves and students mutually work hard to build good relations among themselves, it is aimed that compassion and kindness to lower-grade students be developed.

On the same day, each vertically-structured lunch group also gathers in a class and has school lunch together.



◎ Biotope activity

Biotope observation gathering is held every month initiated by Eco Committee. Through the observation, students can learn charm of animals/plants and feel seasonal changes. It is expected that students can feel peace of mind and take an interest in animals/plants through the observation activity.



◎ Experience activity to interact with animals and plants

Led by Rearing/Cultivation Committee, Rabbit (Yuki) Caring Gathering to play with a rabbit is held about once every term. Through petting a small rabbit, it is expected that students realize preciousness of life, while enjoying animal therapy.

Note: Animal therapy is an approach for relaxation by reducing stress and calming down mental state through petting an animal. (Source: Non-profit Organization Certified by Cabinet Office: Japan Animal Therapy Association)



(7) Awareness raising of disaster safety

12) “Safety Day” in cooperation among School, parents, and the community

Since the Great East Japan Earthquake on March 11, 2011, various predictions have been made about risks of earthquakes that can directly hit Tokyo area. In consideration of possible dangers of earthquake disaster in the community (See p.16), the School has been holding “Disaster Prevention Day” (See p.39) especially dedicated to disaster prevention. It was also intended to serve as an opportunity for the School to work on the ISS initiatives and to learn traffic safety together with community people. Therefore, by adding the aspect of traffic safety to the original concept of “Disaster Prevention Day”, a new program started this year under the name of “Safety Day”.

Plans for FY2015 “Safety Day”

Grade	Safety-related items	Activities	Cooperators
1	Traffic safety	Traffic Safety Class (Walking manner on the school route)	Mejiro Police Station
2	Traffic safety	Traffic Safety Class (Correct bicycle riding)	National Institute of Advanced Industrial Science and Technology
3	Disaster safety	Experience of evacuation center (Experience of Food distribution)	Japanese Red Cross Society
4	Disaster safety	Experience of setting up an evacuation center (Evacuation center, preparation of portable toilets, etc.)	Disaster Prevention Division, Toshima Ward Office Training group
5	Disaster safety, life safety	Emergency first aid training session I (Cardio-pulmonary resuscitation, AED drill)	Nagasaki Branch Office of Ikebukuro Fire Dept.
6	Disaster safety, life safety	Emergency first aid training session II (Cardio-pulmonary resuscitation, AED drill)	Nagasaki Branch Office of Ikebukuro Fire Dept.

Indicator 6: Having the Programs for Keeping Records of the frequencies and Causes of Body Injury Occurrences

1. Records of the Information on the School

Data of School Infirmary Room and results of the “Let’s Review Our Everyday Life!” questionnaire survey are collected and analyzed by Lifestyle Guidance Subcommittee.

1	Records of the injuries on the school premises	Injuries including minor ones (school Infirmary data)	Using the “Injury Record”, the School Infirmary Room collects data on injuries and accidents and reports them to all teachers at the Evening Meeting (Thursday 16:15-16:45).	Analyzed every week
		Injuries requiring outpatient treatment (data from the Mutual Aid Disaster Insurance for School)	To demand the payment of the casualty and medical expenses for the students under supervision of the school, the records are submitted to the Japan Sport Council by way of Toshima Ward.	Analyzed every year
2	Bullying Reality Survey (“Let’s Review Our Everyday Life!” questionnaire survey)	The number of bullying cases	A survey is conducted with all students of the School to investigate whether or not students themselves feel bullied or know someone being bullied.	Analyzed every term

(1) Collection of data on injuries including also minor ones (Source: School infirmary data)

The Injury Record sheet is used to keep individual records of “when,” “where,” “which part of the body,” “how,” “the type of injury,” and “treatment” as well as “what are you doing” and “what did you do when injured.”

While the situation of the injury is recorded, the students are given an opportunity to think about what to do to prevent injuries.

(No.) Injury Record

Month Day () What time did you come to the school infirmary:	Check by the teacher in charge	
Grade Class Name		

*Circle the number if it is the case. Write your words in the parentheses.

1. When

(1) In the morning
 (2) In the 20-min. intermission
 (3) () in the () period
 (4) In the 5-min. intermission
 (5) In the after-lunch intermission
 (6) In the lunch time
 (7) In the cleaning time
 (8) When going home
 (9) Others ()

2. Where

(1) In the school ground (2) In the classroom
 (3) In the gymnasium (4) In the hallway
 (5) In the staircase (6) In the toilet
 (7) In the entrance hall
 (8) Others ()

3. What were you doing?

4. What part of your body (right, left)

(1) Head
 (2) Face ()
 (3) Arm (4) Elbow
 (5) Hand (6) Finger ()
 (7) Thigh (8) Knee (9) Shin
 (10) Foot ()
 (11) Others ()

5. How were you injured?

(1) Fell down
 (2) Bumped into ()
 (3) Cut with ()
 (4) Others ()

6. Write what you should have done to prevent the injury.

7. Type of injury

(1) Scratch, contusion ⊙ Bruise
 (2) Cut, stab ⊙ Pain
 (3) Sprain, jammed finger
 (4) Burn ⊙ Eye injury ⊙ Tooth injury
 (5) Nosebleed ⊙ Skin ()
 (6) Others ()

8. Treatment

(1) Disinfection ⊙ Adhesive plaster
 (2) Cooling ⊙ Compress
 (3) Ointment ()
 (4) Others ()

*When you finish writing, attach a sticker on the Potentially Serious Incidents Map.

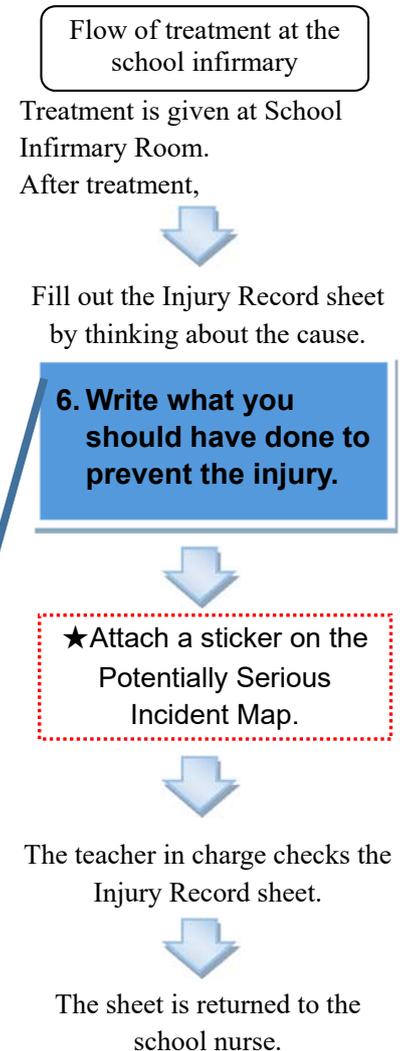
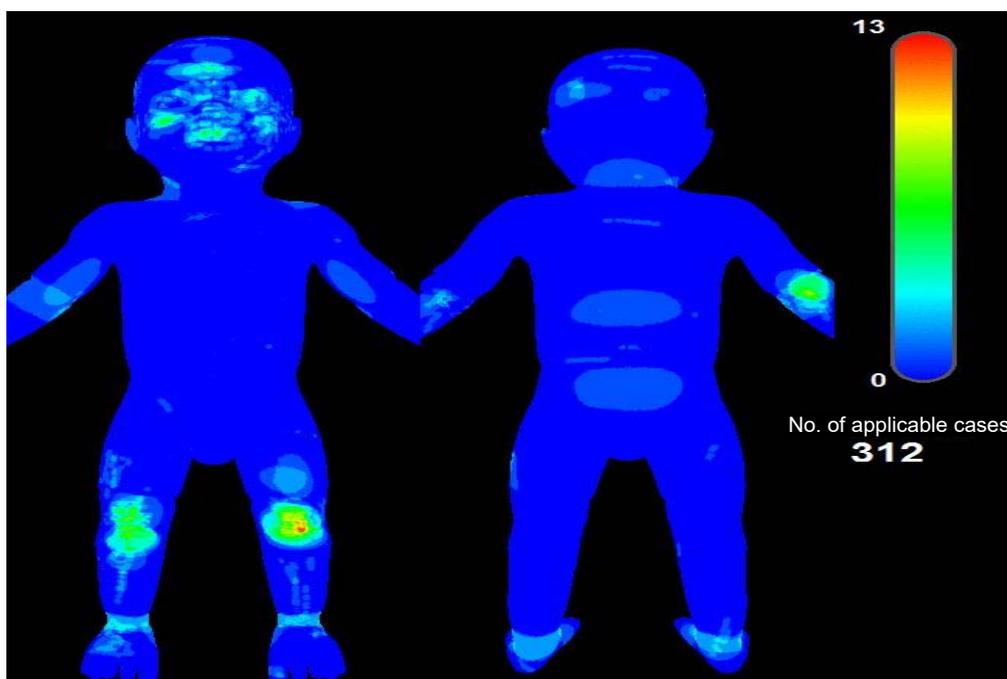


Table 6-1 Example of weekly injury occurrence record

May 11 to May 15, 2015					Total: 5 cases	Cumulative Total: 31 cases
No.	Date	Grade,	Type	Time	Place	Cause
1	May 11	Grade 6, Boy	Cut wound	Domestic science	Domestic subject room	Cut with scissors
2	May 12	Grade 1, Girl	Scratch, contusion	Middle recess	School ground	Tumbled while playing
3	May 13	Grade 2, Girl	Stung	Middle recess	School ground	Touching an assist place for jumping rope
4	May 14	Grade 5, Girl	Scratch, contusion	English language	Classroom	Knee scratched when moving on a floor with knees
5	May 15	Grade 1, Boy	Cut wound	Domestic science class	Classroom	Cut with paper

Fig 3-11 Injuries by part of the body (FY2014) Written again

Source: National Institute of Advanced Industrial Science and Technology



(2) Collection of data on injuries that require hospital treatment

(Source: Data from the Mutual Aid Disaster Insurance for School)

Injuries/accidents under the supervision of the School that required hospital treatment are recorded.

Table 6-2 Example of injuries surveillance records (FY 2014)

	Injured	Time	Place	Situation	Purposeful	Involvement of others	Injury Cause	Symptom	Treatment
1	Grade 1, Boy	-	School ground	Middle recess	No	Alone	Tumbling	Bone fracture, finger	Outpatient
2	Grade 2, Boy	-	School ground	Noon recess	No	Other student	Tumbling	Bone fracture, toe	Outpatient
3	Grade 6, Boy	-	School ground	Middle recess	No	Alone	Tumbling	Bone fracture, fore arm	Outpatient
4	Grade 2, Boy	-	Classroom	In class	No	Alone	Bumping	Bruise, eye	Treatment finished
5	Grade 5, Girl	-	Gymnasium	Physical education	No	Alone	Tumbling	Bone fracture, elbow	Outpatient

Table 6-3. Record form of the injuries requiring outpatient treatment

Items Recorded	(1) Attributes of the injured (gender, grade, age) (2) When (3) Where (4) Doing what (5) Purposeful or not (6) Involvement of others (7) Cause (8) Name of injury (9) Body part of injury (10) Result of examination
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Surveillance of Body Injuries under Management of School
(for Elementary, Junior High, and High Schools)

<Front Side>

Injured	(1) Gender 1. Male 2. Female (2) Grade (3) Age (Date of birth: Month Day Year)
Time	(1) Month Day Year (2) Day of the week (3) Hour Minute am./pm.
Place	On the school premises In the school building: 1. Classroom 2. Laboratory 3. Gymnasium/indoor exercise room 4. Auditorium 5. Hallway 6. Entrance hall 7. Staircase 8. Others Outside the school buildings: 9. Sports ground 10. Exercise/play facility 11. Swimming pool 12. Drain 13. Others Outside the school 14. Street 15. Sports ground 16. Mountain 17. Forests and fields 18. Sea 19. Lake 20. River 21 Others
Occasion	<u>In class according to school curricula</u> Subject (sub-subject), ethics, voluntary activity, integrated study: 1. Gymnastics (health and physical education) 2. Other subjects etc. Special activity: 3. Class (homeroom) activity 4. Activity by the Student Council 5. Club activity 6. Ceremonial activities 7. Learning activity 8. Health, safety, or physical educational activity. 9. Excursion (trip), activity involving an overnight stay by a group 10. Laboring, productive, or volunteering activity 11 Others <u>In extracurricular activity according to the education plan by the school</u> 12. Club activity 13. Camp school 14. Seaside school 15. Swimming training 16. Student guidance 17. Guidance counseling 18. Others 19. Intermission 20. Lunch time/after-lunch intermission 21. Specific hours before school hours 22. Specific hours after school hours 23. Others <u>Schooling on regular routes by regular methods or any similar occasions</u> 24. Going to school 25. Going home 26. Others (Means for schooling 1. Walking 2. Bus 3. Railways 4. Bicycle 5. Motorbike 6. Motorcycle 7. Others)
Purposeful or not	1. Unexpected accident 2. Self-injury 3. Violence/fight 4. Others () 5. Unknown
Involvement of others	1. Alone 2. Involvement of another student 3. Involvement of a teacher 4. Others () 5. Unknown
Cause of injury	1. Traffic accident <u>The other party:</u> 1. Car 2. Motorcycle 3. Bicycle 4. Pedestrian 5. Others <u>The student:</u> 1. Car 2. Motorcycle 3. Bicycle 4. Pedestrian 5. Others 2. Collision 1. Collided against: 1. person 2. object The student: 1. bumped 2. was bumped 3. Compressed (pinched/stamped) by : 1. a person 2. an object 4. Overturned (fell down/stumbled) 5. Fell off from the height of: meters/from 6. Scratched/was scratched 7. Cut/gashed with 8. Stabbed/was stabbed with 9. Bit/was bitten 10. Burned with 11. Drown/nearly drown 12. Poisoning from 13. Others 14. Unknown

Sickness/Injury	Body Part
1 Bone fracture	
2 Sprain	
3 Dislocation	
4 Bruise	
5 Ligament injury/rupture	
6 Contusion	
7 Cut	
8 Stab	
9 Chop	
10 Laceration	
11 Scratch	
12 Burn	
13 Tooth fracture	
14 Poisoning	
15 Drowning	
16 Accidental ingestion	
17 Others	

Fill in the number of the body part

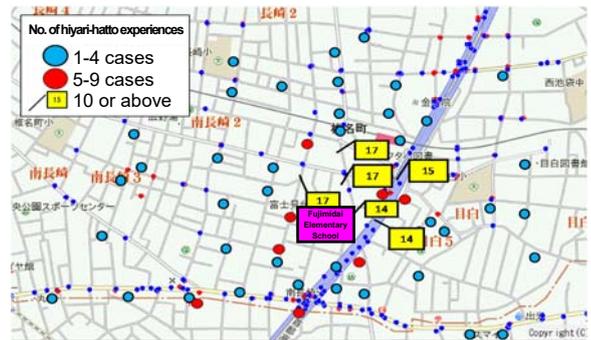
Body Part of Sickness/Injury		
Whole body 0 Body part	Trunk 7 Chest (thorax) 8 Abdomen 9 Pelvis, urinary/sex organ 10 Back/buttocks	Limb <u>Upper limb</u> 11 Shoulder/upper arm 12 Elbow/forearm 13 Wrist/hand/finger <u>Lower limb</u> 14 Hip joint 15 Thigh 16 Knee 17 Lower leg/leg joint 18 Foot/toe
<u>Other than head injuries</u> 2 Head 3 Face 4 Eye 5 Tooth 6 Neck		
Others ()		

Result of Medical Examination	1 No treatment necessary 2 Treatment finished on the day 3 Outpatient treatment necessary 4 Hospitalization necessary 5 Others ()
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(3) Hiyari-hatto experience (Source: Questionnaire survey)
(Written again: p.14)

Example of questionnaire items

- Have you experienced feelings of danger within the last 12 months?
“If any, when was it?”
“Where are you heading?”
“In what site, did you feel danger?”
“How severe was your injury?”
- “If the site is within the area shown on the attached map, please put a seal on the site.”



2. Efforts to find out the actual situation about bullying

(1) Questionnaire survey with all students of the School (“Let’s review our everyday life”)

Time of survey: 3 times a year (June, November, and February)

Target group: All students of the School

Method and Objectives: A questionnaire survey is conducted to find out students’ life rhythms and relationships with friends. (See below.) Subsequently, personal interviews are conducted for students who have been found to require guidance/support, thus promoting prevention and early detection of bullying.

The surveys are conducted in tune with “Interaction Month” established by Tokyo Metropolitan Board of Education and the cases where bullying is suspected are presented as a report.

“Let’s Review Our Everyday Life!” (Grade-5 & 6 students)

	Grade	Class					
School life							
1. School life is fun.	[⊙	○	△	×]	
2. I go to school every day without delay.	[⊙	○	△	×]	
3. I can always exchange greetings.	[⊙	○	△	×]	
4. I do not forget to bring things.	[⊙	○	△	×]	
5. I always do my homework and bring it to school.	[⊙	○	△	×]	
6. I always work on my handwriting to make it neat.	[⊙	○	△	×]	
7. I always go out and play on the school ground in the recess periods.	[⊙	○	△	×]	
8. I am always kind to friends.	[⊙	○	△	×]	
9. I always work hard in the cleaning period.	[⊙	○	△	×]	
10. I always keep my desk and locker organized.	[⊙	○	△	×]	
11. I always use the school route when going back home.	[⊙	○	△	×]	
12. I do not bring things that are not necessary for school lesson.	[⊙	○	△	×]	
Note: Cards, game erasers, money, mascot key chains, etc.)							
After-school life							
13. I often play with friends after school.	[⊙	○	△	×]	
14. I do not carry money when going out to play.	[⊙	○	△	×]	
15. I do not buy snacks & sweets and eat them on the street.	[⊙	○	△	×]	
16. I never treat or be treated by my friend with food.	[⊙	○	△	×]	
17. I do not play in a house without an adult in the house.	[⊙	○	△	×]	
18. I do not go to an amusement arcade, supermarket, movie theater, or the downtown area of Ikebukuro just with friends without an adult.	[⊙	○	△	×]	
18. I always keep the message of the evening chime.	[⊙	○	△	×]	
Home life							
19. I sharpen pencils every day.	[⊙	○	△	×]	
20. I always prepare for tomorrow’s schedule.	[⊙	○	△	×]	
21. I do not play video games for long hours.	[⊙	○	△	×]	
22. I go to bed early and get up early.	[⊙	○	△	×]	
Note: I go to bed at about _____ o’clock and get up at about _____ o’clock.							

23. I always leave for school after eating breakfast. [⊙ ○ △ ×]

24. Do you have your own cell phone? Yes No

25. If you have a bad experience with cellphone email/website, please write it down:

○ **With whom do you play most often?**

At school:

After school:

○ **Who are your best friends?**

○ **Do you have any worries about your friends?**

○ **Is there anybody in you class who is bullied?**

* If any, please write down how he/she is bullied.

○ **Do you have any worries about yourself? (name-calling, ignoring, isolating, etc.)**

(2) Personal interview with the school counselor

Time of interview: May and June

Target group: All students in Grades 5 and 6

Method and Objective: Prior to this interview, the information about friends’ relations are roughly collected from each student through the questionnaire survey that has been conducted beforehand. Each student receive personal interview of about 5 minutes with the school counselor. This interview is expected to serve as the start of interaction with a school counselor and as a key to prevention/early detection of bullying.

(3) Questionnaire survey with all students in Grades 5 and 6 (“Hyper-QU”)

Time of survey: June

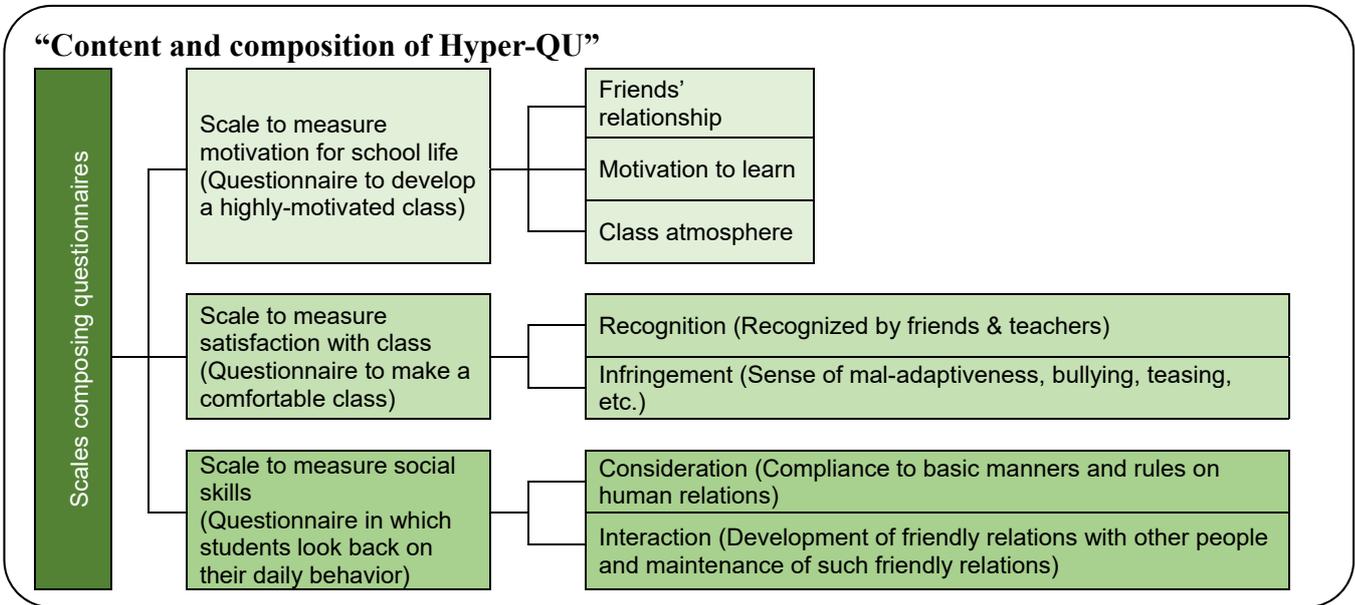
Target group: All students in Grades 5 and 6

Method and objective: Through collaboration with outside organizations, students’ inner emotion is surveyed from various aspects. Degrees of satisfaction with class, learning, and friends are quantified and are utilized to alert to possible bullying or non-attendance in the early stage.

“Hyper-QU”

Hyper-QU is a method to measure each student’s motivation, satisfaction, and state in a class by means of questionnaire survey. It consists of 3 parts including the “questionnaire to develop a highly-motivated class”, the “questionnaire to make a comfortable class”, and the “questionnaire in which students look back on their daily behavior”. (About 20 minutes)

Results of the questionnaire survey are analyzed by computer, fed back to class teachers and each student, and utilized in learning guidance and lifestyle guidance. They can also contribute to early detection of bullying and non-attendance, prevention of class disruption, and development of better class.



Based on the ledger in which students are grouped into 4 categories (See below) based on the results of the questionnaire survey, the School makes effort to identify students who require immediate support and those who require consideration, while reviewing relationship between students and teachers.

<p>Group of students identified as being infringed</p> <p>12 persons</p> <p>Secondary support</p>	<p>Group of students who are satisfied</p> <p>40 persons</p>
<p>Group of students who are unsatisfied</p> <p>11 persons</p> <p>1 Group of students who require support</p> <p>Group of students who require immediate support</p>	<p>Group of students without recognition</p> <p>16 persons</p> <p>Secondary support</p>

Results of FY2015 questionnaire survey

Explanation of 4 categories of “Hyper-QU”

○ Group of students who are satisfied	Students who have a place where they belong in a class and lead school life in a highly motivated manner
○ Group of students without recognition	Students who are not bullied or teased but are less recognized in a class. Otherwise, they are considered to be less proactive in activities.
○ Group of students identified as being infringed	Students who are highly likely to be subject to bullying/teasing or to have a trouble with other students. Otherwise, they are considered to respond to things over sensitively.
○ Group of students who are unsatisfied	Students who are either subject to bullying/teasing or have strong anxiety tendency. Students with low adaptability to class/group environment and with a high risk of becoming a non-attendant.
(Group of students who require support)	Further, the students having the above tendency intensively

In addition to the above, regarding common items in the questionnaire, “isolation” “infringement”, and “low motivation/recognition” were independently described, helping teachers more deeply understand students.

Primary support --- Support that mainly consists of the general guidance currently offered by class teachers.

Secondary support --- In addition to the general guidance mentioned above, support given to each student through an individualized approach such as greeting/talking and observation of students’ daily life. (Preventive support, guidance)

Tertiary support --- Support through individualized and multidimensional approaches based on students’ information that are shared in the School system.

In addition, support in consideration of collaboration with outside organs (Immediate support/guidance)

Examples of questionnaire items

“Questionnaire to develop a highly-motivated class”

- Classmates greet me in a friendly way and are kind to me.
- I feel happy when I can do something that I could not do well in my lesson.
- I think my classmates are all cooperating with each other.

“Questionnaire to make a comfortable class”

- I am sometimes highly recognized by classmates.
- I have a friend who understands what I feel.
- I am now feeling sad (having received unkind words/violence).
- I am now isolated and not in a group.

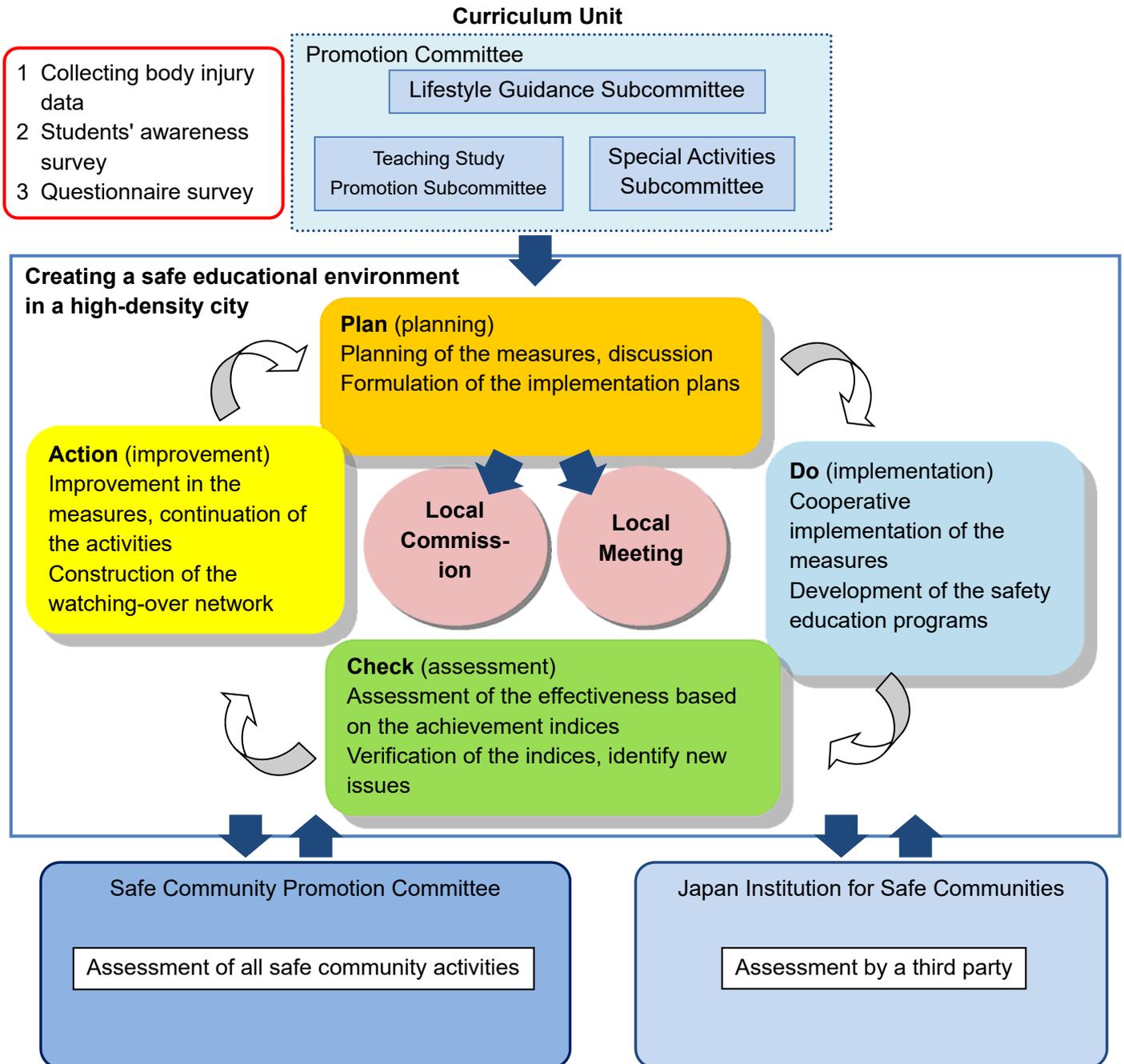
“Questionnaire in which students look back on their daily behavior”

- When I talk, I always consider other persons’ feeling.
- When my friend makes mistake in group activity, I can forgive him/her.
- I try to find out and implement what is useful for other persons.
- I act following my own beliefs without depending on others.

Indicator 7: Having methods for evaluating the effects of changes in the school policy, programs, and processes

1 Management of the Program's Running

The Curriculum Unit collects data and proposes measures. Based on these, the Local Commission takes management of the whole program. The achievement indices are used for assessing the effectiveness for improvement.



In June 2015, the School underwent the preliminary evaluation conducted by Prof. Lu Pai (deputy director of Asian Safe Community Network) and Dr. Yoko Shiraishi (Chair, Japan Institution for Safe Communities).

2 School policy and effect verification method

[Short- and mid-terms]

		School policy & programs	Verification method (1) Identifying method (time)/ (2) Targets to be identified	Evaluator
Physical safety	1	Prevention of injuries requiring hospital treatment and injuries occurring in a classroom/school ground	(1) Injury data of School Infirmary Room (daily) (2) All students (1) School ground patrol during recess (daily) (2) All students (1) Questionnaire survey (every April) (2) All students	○ All teachers, All students
	2	Change in awareness and behavior for injury prevention	(1) In-school patrol by students (daily) (2) All students (1) School Health Committee (twice a year) (2) All students (1) Questionnaire survey (every April) (2) All students	○ Students Council ○ Doctor, Pharmacist ○ All teachers, All students
	3	Awareness of safety and dissemination rate	(1) School evaluation (twice a year) (2) All teachers and students (1) Questionnaire survey (before/after safety lesson) (2) Students (1) Questionnaire survey (every April) (2) All students	○ Parents, Community ○ Teaching staff, Students ○ All teachers, All students
	4	In-school study	(1) Study lesson (4 times a year) (2) Teacher and Students	○ Lecturer ○ All teachers
	5	Prevention of injury caused by traffic accident	(1) Questionnaire survey (every April) (2) All students (1) Hiyari-Hatto survey (every April) (2) All students and Parents	○ All teachers, All students ○ All teachers, All students, Parents
	6	Dissemination rate of traffic rules	(1) Questionnaire survey (every April) (2) All students (1) Traffic Safety Class (once a year) (2) All students	○ All teachers, All students ○ Police station
	7	Prevention of mental injury	(1) Questionnaire survey (every April) (2) All students (1) "Three-generation Traffic Safety Class" (once a year) (2) All students, Parents, and Community	○ All teachers, All students ○ Police station
Mental safety	8	Prevention of mental injury	(1) Hyper-QU (twice a year) (2) Grade 5 and 6 students (1) Factual investigation on bullying (every term) (2) All students (1) Interview (once a year) (2) Grade 5 and 6 students	○ All teachers, Grade 5 and 6 students ○ All teachers, All students ○ School counselor
Disaster/crime safety	9	Injury prevention at the time of disaster	(1) Evacuation drill (once a month) (2) All teachers and all students (1) Emergency first aid training session (once a year) (2) All teachers and Grade 5 and 6 students	○ All teachers ○ Fire station
	10	Prevention of incident involving a suspicious person	(1) Safety class (once a year) (2) All teachers, all students, and Parents	○ Police station

[Long-term]

	11	Number of injuries and incidence rate of injury occurring at school	(1) School infirmary data (2) All students (1) Data from the Mutual Aid Disaster Insurance for School (2) All students	○ All teachers
	12	Number of bicycle accidents and incidence rate	(1) Accidents report (2) All students	○ All teachers

3 Evaluation methods and improvements

Achievements of each of the indicators are assessed and analyzed to make improvements.

[Short- and mid-terms]

	Evaluation methods
1	<ul style="list-style-type: none"> ○ Injury data are displayed on a map so that the sites with a high frequency of injury occurrence and change in the number of incidents by grade are clearly monitored. ○ Teachers patrol the School ground every day during recesses, who find out and assess changes in students' play style. ○ Based on results of the questionnaire surveys, changes occurring among students are surveyed and assessed.
2	<ul style="list-style-type: none"> ○ Students in charge stand in the hallway during recess to check the walking manners and call attention to those who do not obey the rules. ○ Based on results of the questionnaire surveys, changes occurring among students are surveyed and assessed. ○ Based on measurements of physical fitness, characteristics of students' physical ability and behaviors are analyzed and evaluated by a doctor and pharmacist.
3	<ul style="list-style-type: none"> ○ Students' safety awareness is surveyed and the changes and dissemination degree are evaluated before and after learning and every year.
4	<ul style="list-style-type: none"> ○ Efforts are made to work on study lessons under the study theme of "Development of students' ability to think independently and to avoid risks", where lecturers and all teachers evaluate guidance methods and content.
5	<ul style="list-style-type: none"> ○ Based on results of the questionnaire surveys, changes occurring among students are surveyed and assessed. ○ Hiyari-hatto experiences within the school district are surveyed and analyzed, and the sites with potential dangers in the community are identified.
6	<ul style="list-style-type: none"> ○ Students' awareness of traffic safety is surveyed and the changes and dissemination degree are evaluated before and after learning and every year.
7	<ul style="list-style-type: none"> ○ A traffic safety training class is held by the police station and PTA for the three generations in the community, where the police officers check and evaluate the walking manners on the school route and bicycle riding manners.
8	<ul style="list-style-type: none"> ○ From the Hyper-QU analyses conducted semiannually and the factual investigations on bullying conducted every term, the number of bullying cases, current situations, and changes occurring in individuals and groups are found out and assessed. ○ The School counselor conducts interviews with all students in Grades 5 and 6 to find out and assess their friends' relations.
9	<ul style="list-style-type: none"> ○ Evacuation drills for earthquake, typhoon, and fire incidents are held every month in a systematic way and officers from the fire department attend to evaluate the drills twice a year. ○ Grade-5 and 6 students take the emergency first aid training session every year, who are evaluated by officers from the fire department.
10	<ul style="list-style-type: none"> ○ The Safety Class is held by the police station, where all teachers, students, and parents learn responsive measures in the event of intrusion of a suspicious person and the police officers evaluate the participants' achievements.

[Long-term]

11	<ul style="list-style-type: none"> ○ The number of incidents, percentages, and situations of injuries that occur in the School are shown in tables and graphs, based on which general characteristics throughout the year and changes over years are analyzed and assessed.
12	<ul style="list-style-type: none"> ○ The number of incidents, percentages, and situations of traffic accidents involving a bicycle are analyzed based on which content of everyday guidance are reviewed and evaluated.

Indicator 8: There is ongoing participation in national and international networks

In Japan

- Feb 2014: Visit to the Taito Municipal Kinryu Elementary School ISS Designation Ceremony
- Apr. 2014: Toshima Municipal Fujimidai Elementary School declared to work on acquisition of ISS designation.
- Oct. 2014: ISS activity was introduced on a national network TV program. (Nippon Television)
- Nov. 2014: Visit to pre-evaluations of Kitamoto Municipal Nakamaru Elementary School and of Miyauchi Junior High School
- Nov. 2014: Exchange meeting of teachers with Atsugi Municipal Shimizu Elementary School
- Nov. 2014: PR brochure (Issue No.1) was issued.
- Dec. 2014: Presentation at Toshima Ward SC Steering Committee (at Toshima Ward Office)
- Mar. 2015: Visit to the on-site evaluation of Kitamoto Municipal Nakamaru Elementary School
- Apr. 2015: Exchange meeting of teachers with Hoyu Elementary School
- Jun. 2015: Exchange meeting of students with Hoyu Elementary School (at Hoyu Elementary School)
- Jul. 2015: Presentation of ISS Song at the Citizens' Plaza Fujimidai.
- Sep. 2019: Exchange meeting of students with Hoyu Elementary School (at Fujimidai Elementary School)



Overseas

- May 2014: Participation in the 7th Asia Region SC Conference (Busan City, Korea)
- Aug. 2014: ISS seminar (at Hoyu Elementary School)
- Jun. 2015: ISS pre-evaluation



1 Achievements made under the ISS project

- Increase in safety awareness observed in walking manners and play manners in the School (Comparison between FY2013 and FY2014: Increase of 15%)
- Decrease of injuries occurring in the School (Comparison between FY2013 and FY2014: Decrease of 40%)
- Increase in traffic safety awareness observed outside School with regard to stopping at an intersection, bicycle riding manners, etc. (Comparison between FY2013 and FY2014: Increase of 3%)
- Increase in the helmet wearing rate (Comparison between FY2013 and FY2014: Increase of about 9%)
- Increase in awareness to contribute to community safety through active collaboration with the community (Presentation of the ISS song and participation in the Safety and Security parade)

2 Mid- and long-term goals

- (1) We make efforts to promote prevention measures in a proactive way and to reduce injury incidents at school.
- (2) We put importance on activities in which students themselves work on finding out problems and solving them in a proactive manner by means of, for example, patrol inside the school, broadcasting, and the student team in charge of "ISS". We also work on developing students' ability to predict and avoid risks on their own.
- (3) We make efforts to improve human rights education and moral education to reduce bullying incidents and also to promote emotional education for building good human relations. Further, we work on activating students' initiated efforts to raise awareness for bullying prevention and on embedding such culture in the whole School.
- (4) We make efforts to raise awareness of traffic safety by holding the traffic safety training class and the bicycle safety class and by having students write slogans for traffic safety, etc., thus aiming to reduce injury incidents occurring outside school.
- (5) Efforts are made jointly by the community and parents to expand the children watch-over network mainly by use of the outside school patrol, "Kodomo 110 Ban No Ie (emergency shelter for children)", and Citizens Plaza.

3 Future development

- (1) We promote the Safe School initiatives for mental and physical safety under the leadership of students led by the Safe School Committee.
- (2) By making the best use of organizational power of teachers, we carry out analysis, evaluation, and proactive utilization of injury data on a continuous basis.
- (3) As a school assigned with a specified research of the Toshima Ward Board of Education, we hold a research presentation under the title "Development of students' ability to predict and avoid dangers" with the aim to disseminate the ISS initiatives to other municipal elementary schools and junior high schools.
- (4) We make efforts to inform of frequencies and risks of bicycle accidents and to increase the bicycle-helmet wearing rate.
- (5) We make efforts to increase knowledge and skills to address a possible large-scale earthquake that directly hits Tokyo area.
- (6) Efforts are made in a proactive manner, including continuous participation in the domestic and international networks and active exchanges with the ISS-certified schools.