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Tsumada Elementary School,  
Atusig City

**Application to become a  
member of the International  
Safe School Network**

August, 2018



# Contents

<b>I</b>	<b>Overview of Tsumada Elementary School</b> .....	<b>1</b>
	1 School emblem	
	2 Appearance of school building	
	3 Change in the number of students and the current number of teachers & staff members	
	4 Geographical features	
	5 Students' life	
<b>II</b>	<b>History of Our Activities toward International Safe School</b> ·	<b>7</b>
	1 Background	
	2 Linkage between Safe Community (SC) and International Safe School (ISS)	
	3 Progress	
<b>III</b>	<b>Current Status, Problem Identification, &amp; Future Direction/Goal Setting Regarding Safety of the School</b> ····	<b>9</b>
<b>IV</b>	<b>Activities based on 8 Indicators</b> .....	<b>14</b>
	Indicator – 1 Establishment of infrastructure to work on improvement of safety based on collaboration	
	Indicator – 2 Safe School policies, determined by the Safe School steering organizations and Steering Committee in the community based on the “Safe Community”	
	Indicator – 3 Long-term, sustainable, operational school programs covering both genders, all ages, environments and situations	
	Indicator – 4 Programs that target high-risk groups and environments	
	Indicator – 5 Programs based on available evidences	
	Indicator – 6 Programs that document the frequency and causes of injuries	
	Indicator – 7 Evaluation measures to assess school policies, programs, processes and the effects of change	
	Indicator – 8 Ongoing participation in national and international networks	
<b>V</b>	<b>Current Problems and Future Directions</b> .....	<b>72</b>
<b>VI</b>	<b>Long-term vision</b> .....	<b>73</b>



# I Overview of Tsumada Elementary School

Tsumada Elementary School is located almost in the center of Atsugi City of Kanagawa Prefecture and was founded in 1976.

Today, there are a total of 23 elementary schools in Atsugi City and Tsumada Elementary School is a medium-sized in terms of the number of students.

## 1 School emblem



The emblem has a shape of a leaf of “Denjiso (water clover)” that used to grow in water ways in this area, combined with letters of “Tsumada”. The message of the emblem is as follows:  
 “Denjiso” that forms the base of the emblem represents inheritance of this land from the past. Clearance between leaflets represents two rivers, i.e. the Nakatsu River and the Koayu River. The surface of the leaf represents area, and the characters in the center represent healthy children who gather and study in this school.  
 Further, the four leaflets of Denjiso express “Spirit of harmony” as the educational goal of the School and the three values (truth, goodness, and beauty) derived from it.

## 2 External view of the School

View from the ground



View from the front gate



## 3 The number of students and teachers & staff

As of May 1, 2017, there are 18 classes in total that include 15 regular classes and 3 special support classes. The number of students has continued to decline for the past 3 years. The number of classes in each grade is either 2 or 3. After the continuous decline in the past years, the number of students increased by 20 in 2018.

The number of students of Tsumada Elementary School

\* As of May 1 each year

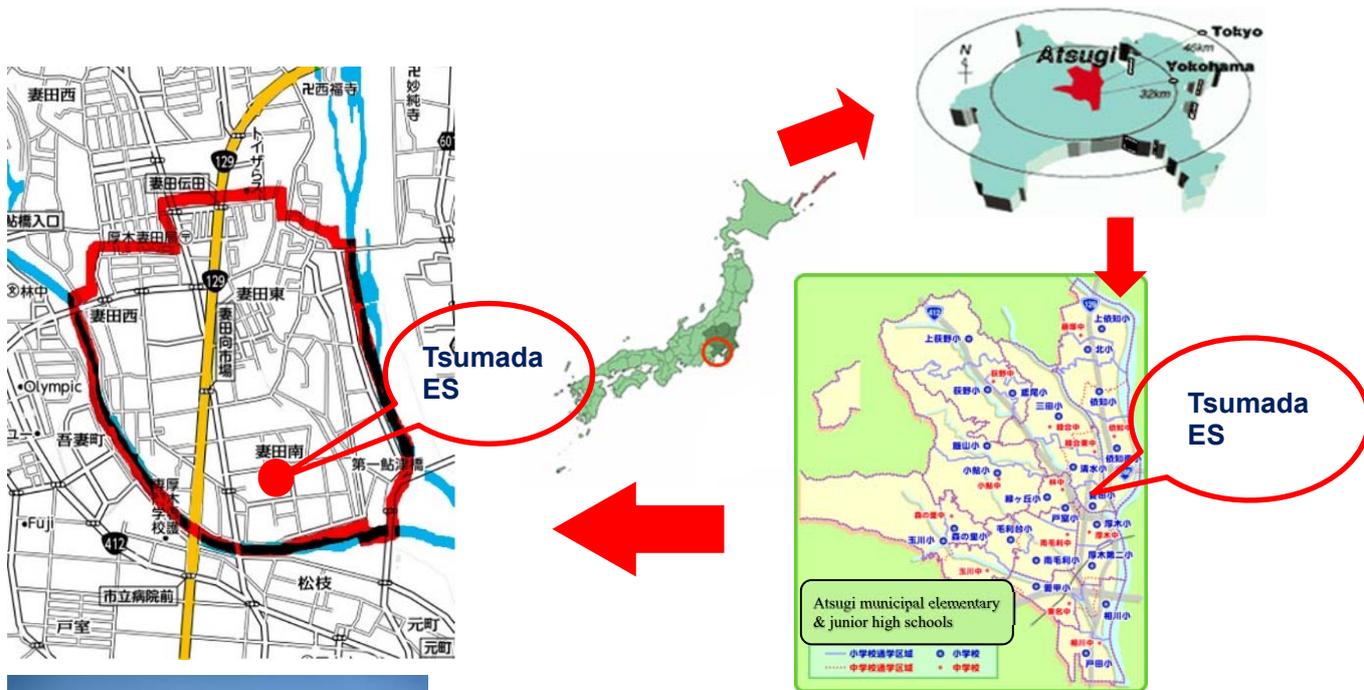
School year \ Grade (students)	2015	2016	2017
Grade 1	74	74	68 (2 classes)
Grade 2	82	73	76 (3 classes)
Grade 3	86	79	72 (2 classes)
Grade 4	77	85	81 (3 classes)
Grade 5	82	79	86 (3 classes)
Grade 6	101	82	79 (2 classes)
Total	502	472	462

Principal	1 person	Vice-principal	1 person	Senior teachers	4 persons
Teachers	21 persons	School nurse	1 person	School staff	1 person

#### 4 Geographical features of the School site and possible disasters for Atsugi City

The School is located almost in the center of Atsugi City between 2 rivers that flow on the east side and the west side of the School. National Route 129 as an artery road runs through the school district with heavy traffic, causing worries to people about traffic safety of students on the way to/from school. The students commute to school on foot. The school district is composed of many residential areas where streets are tangled with many empty spots, posing worries about suspicious persons.

After graduating from Tsumada Elementary School, most students go to Mutsuai Higashi Junior High School. This ISS designated junior high school also receives students from Shimizu Elementary School that is also an ISS designated school.

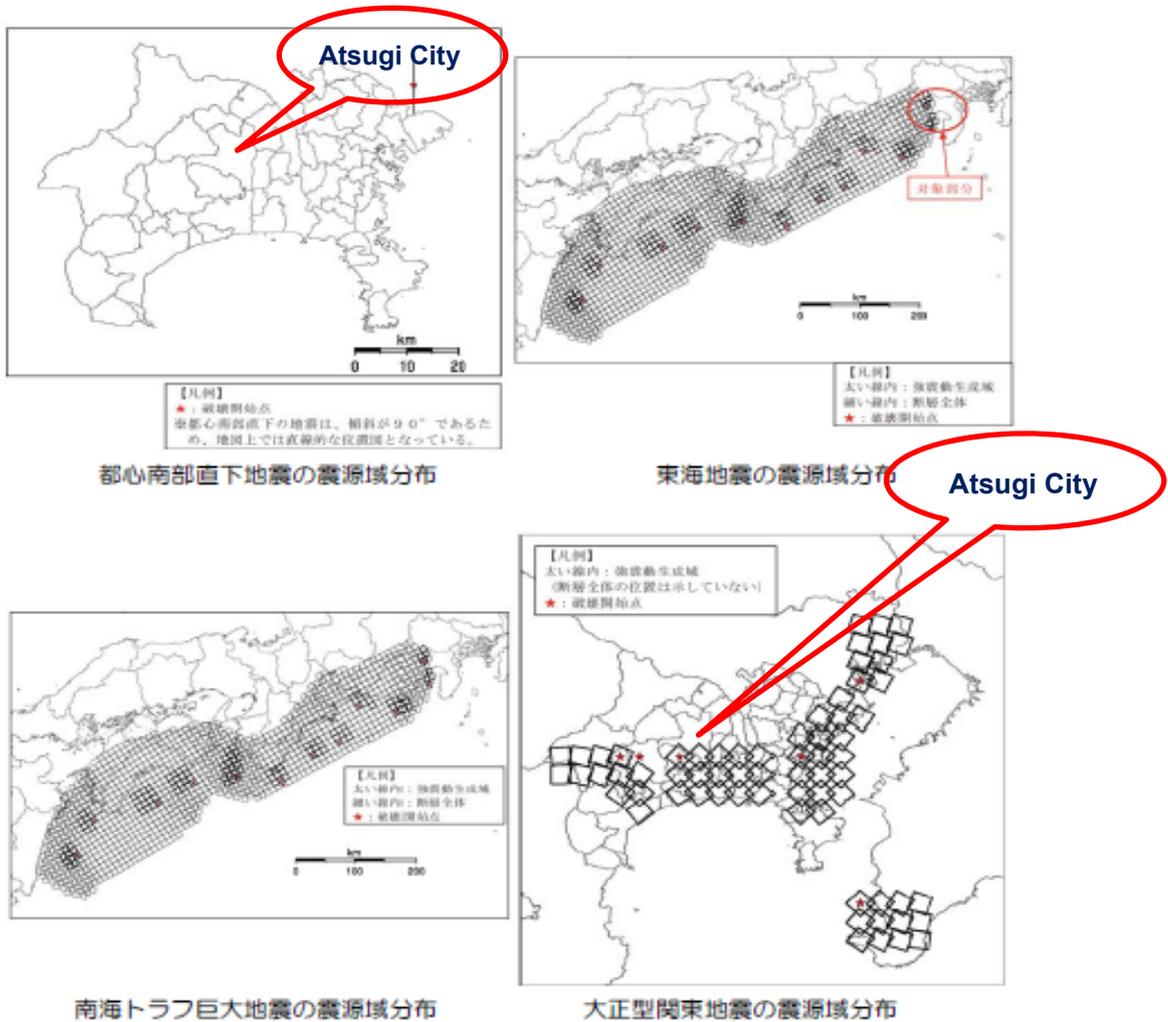


**[Possible disasters for Atsugi City]**

When looking at all of Japan or looking back in history, it can be easily assumed that various types of disasters can occur in Atsugi City. Therefore, it is necessary for the School to taken the preparatory disaster measures.

(1) Earthquake

<Hypocentral regions and distribution map of possible earthquakes>



(神奈川県地震被害想定調査報告書 (平成27年3月) による)

(2) Natural disaster Source: Atsugi City Local Disaster Prevention Plan (March 2016)

**[Wind & flood disaster] [Snow disaster] [Forest fire] [Volcanic disaster]**

- Preparation for flood disasters equivalent to those of Isewan Typhoon, Typhoon No.20 in 1979, and Typhoon No.18 in 1991 as well as disasters equivalent to that of Tokai Heavy Rain in 2000
- Preparation for disasters equivalent to the snow damage that affected Atsugi City in February 2014
- Preparation for a possible large-scale fire in a forest/field in Atsugi City
- Among possible eruptions of volcanos such as Mt. Fuji and Hakone volcano that are

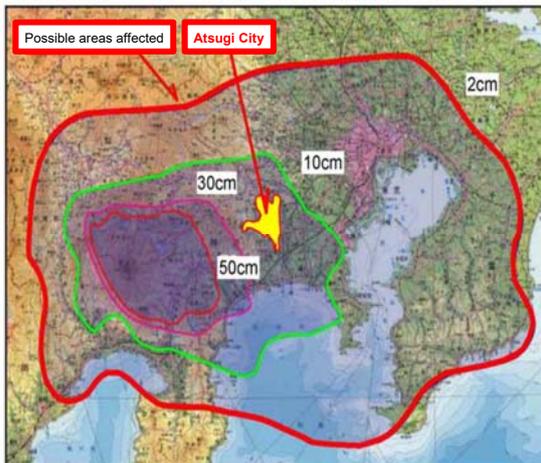
located in the west of Atsugi City, preparation for disasters equivalent to that of the largest eruption of Mt. Fuji in the past (“Mt. Fuji Hazard Map Examination Committee”), including expected falling ash/ small cinder falling/ debris flow after ash falling/ outbreak of volcanic gas, etc. in Atsugi City as an impact expected area

(3) Human disaster

**[Aviation disaster] [Railroad disaster] [Road disaster] [Hazardous material disaster] [Large-scale fire disaster] [Other disasters]**

- Disaster simulation of a large-scale accident caused by an airplane of Atsugi Base (US Military aircraft/Self-Defense Forces aircraft) or a commercial airplane crash in the City or in the surrounding mountain
- Disaster simulation of a large-scale railroad accident such as a train-derailment accident occurring in Atsugi City
- Disaster simulation of a large-scale car accident, large-scale damage of road structures, etc. on a road in the City
- Disaster simulation of a fire/explosion occurring in a dangerous object storage/handling house as well as disposal of unexploded bombs taking place in Atsugi City
- Disaster simulation of a large-scale spread of fire in the central area of the City
- Disaster simulation of an accident at a radioactive substance handling facility, etc., an accident of a vehicle loaded with radioactive substance occurring on Tokyo-Nagoya Expressway, radioactive substance entering or flowing into Atsugi City caused by an accident of an atomic energy plant outside Atsugi City, and contamination of radioactive substance that spreads in an extensive area
- Disaster simulation of an accident causing a fire/ gas explosion/ flood, etc. at an underground shopping area, etc. with floor space of 1,000m<sup>2</sup> and above in Atsugi City

Ash fall forecast map



Possible area affected by small cinder



## 5 Students' life

Students commute to Tsumada Elementary School for about 200 days per one school year that starts in April and ends in March. A school year consists of 3 terms and long-term holidays are inserted between each term, including summer holiday (approx. 42 days), winter holiday (approx. 14 days), and spring holiday (approx. 10 days). The major school events are shown in the left table below:

Terms	Month	Events	Seasons
1st term	Apr.	Entrance ceremony	Spring
	May	Excursion	
	Jun.	Festival hosted by students (Held in October for 2018)	
	Jul.	Swimming lesson	Summer
Summer holidays	21 Jul. to 31 Aug.		
2nd term	Sep.	Athletic meeting (Held in June for 2018)	Autumn
	Oct.	School trip (Grade 6), Excursion	Winter
	Nov.	PTA festival (Held in June for 2018)	
	Dec.		
Winter holidays	25 Dec. to 7 Jan.		
3rd term	Jan.	Kakizome (first writing of the year) contest	Winter
	Mar.	Graduation ceremony	
Year-end holidays	26 Mar. to 4 Apr.		

Morning recess	8:00 - 8:20
First bell	8:20
Morning activity	8:25 - 8:50
Period 1	8:50 - 9:35
Period 2	9:40 - 10:25
Recess between periods	10:25 - 10:40
Period 3	10:45 - 11:30
Period 4	11:35 - 12:20
Lunch time	12:20 - 13:05
Cleaning hours	13:05 - 13:25
Noon recess	13:25 - 13:50
Period 5	13:55 - 14:40
Period 6	14:45 - 15:30
End-of-day meeting	15:30 - 15:40
Leave school	14:50 (Period 5) 15:40 (Period 6)

In addition to the events listed in the above table, the School provides various opportunities for the parents to know more about the School, which include, for example, the parents' days held once each term and the interviews called home visit and education consultation that are held twice a year between parents and class teacher.

All students commute to School on foot. Most students come to School in a walking group and only those students who live in the areas close to the School are allowed to come to School on their own. When leaving school, students in the same grade walk home together in groups. The students' daily schedule is shown in the right table above. There are 3 recess periods (indicated in yellow) in which students can freely act and many students play outside. Wednesday has no clean-up activity and the extra 20 minutes are added to the recess period (extended noon recess). In the extended noon recess, students often play together in a class unit, playing "dodgeball" and "onigokko (game in which a player as the demon chases other players in an attempt to tag or touch them).

Students are taught lessons of Japanese Language, Social Study (Grade 3 and above), Elementary Mathematics, Science Subject (Grade 3 and above), Arts & Craft, Music, Domestic Subject (Grade 5 and above), Physical Education, Life-Related Study (Grade 2 or below), Foreign Language Activity (starting in 2018 for Grade 3 and above), Integrated Study (Grade 3 and above), Moral Education, etc., as a general rule, by their class teacher. In addition to the above, they experience grade and school events, etc. in their school life.

After school-hours and on holidays, students play with friends and some join extra-school activities. For playing together, many students gather in the School ground and a park within the School district. As the means of moving for that purpose, many students use a bicycle. Their favorite plays are such as ball playing and games using a cell phone, smartphone, game machine, etc.

## II History of Our Activities toward International Safe School

### 1 Background

The following 5 factors can be listed as the background reasons why the School launched the ISS efforts:

First, the School is located within the same junior high school district as Shimizu Elementary School and Mutsuai Higashi Junior High School, both of which are ISS designated schools. As 90% of graduates of Tsumada Elementary School go to Mutsuai Higashi Junior High School, students can engage in the ISS activity in a consistent manner for 9 years from elementary through junior high school.

Second, the student councils of Tsumada ES and Shimizu ES had been holding the joint meeting with the student council of Mutsuai Higashi JHS, where the 3 schools discussed and exchanged information about activities to promote greetings and prevent bullying.

Third, Mutsuai South District in which the School is located has been proactively working on community development under the Safe Community (SC) program and thus there is environment to enable collaboration between the School and the community.

Fourth, information exchange efforts have always been actively implemented with regard to students' life, problematic behaviors, etc. using meetings such as "Sound Network Meeting (\*1)" and "Youth Sound Growth Association (\*2)".

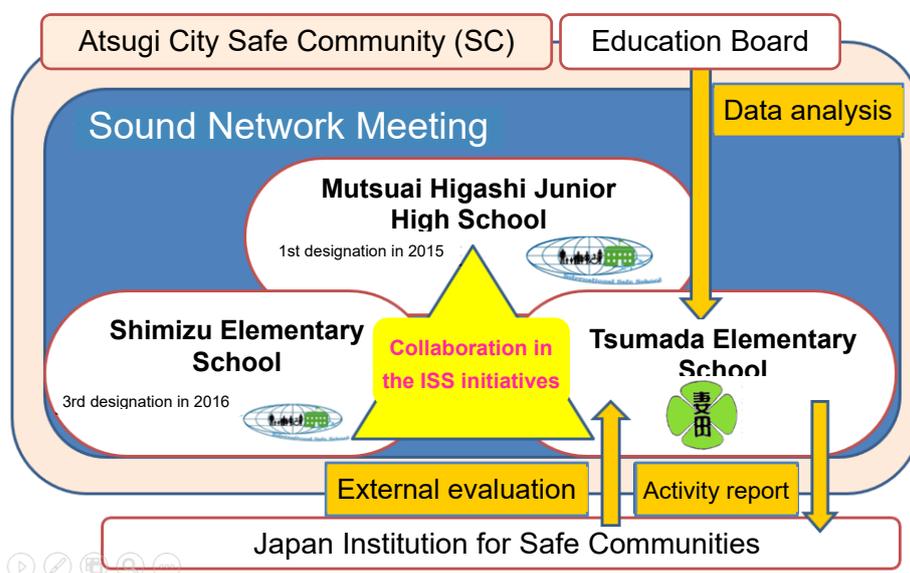
Fifth, requests for starting the ISS program have increased among parents.

In consideration of the above 5 factors, we have judged that the 3 parties, i.e. School, parents, & community residents, were ready to jointly work on building safe & secure educational environment and decided to start efforts for acquisition of ISS designation.

\*1 "Sound Network Meeting" was set up in July 2006 in succession to the previous organization "Shimizukko Sound Network Meeting". After it was nominated as an Atsugi City Safe Community model sector in Apr. 2009, Tsumada ES and Mutsuai Higashi JHS joined the Meeting in 2014 and the Meeting has been continued till today.

\*2 "Youth Sound Growth Association" is an organization composed of related groups and organs in the community that works for sound growth of young people as a mediator among community, home, and schools.

### 2 Linkage etween Safe Community (SC) and International Safe School (ISS) (page 15)



### 3 Progress

The past ISS activities of the School are summarized as follows:

Month, Day, Year	School	City, Prefecture	Domestic	Overseas	Activity
Oct. 12, 2016		●			Principal officially announced to aim at acquisition of ISS designation.
Nov. 17, 2016			●		Visited Gyoko Elementary School and Ikebukuro Honcho Elementary School in Toshima Ward for the on-site evaluations (Vice-principal, ISS Committee members)
Nov. 18, 2016		●			Attended the 3rd ISS designation ceremony of Atsugi Municipal Shimizu Elementary School (Principal, Vice-principal, ISS Committee members)
Nov. 18, 2016	●				JISC lecturer (Dr. Shiraishi) came to the School. Seminar was held.
Dec. 1, 2016		●			“Sound Network Meeting” was held by the 3 schools in the same school district (Mutsuai Higashi JHS, Shimizu ES, Tsumada ES). (Teachers & staff)
Dec. 9, 2016			●		Visited Saitama Municipal Jionji Elementary School for the on-site evaluation (Vice-principal)
Dec. 19, 2016		★			Participated in a patrol initiated by Neighborhood Association and Community Hall (Teachers & staff) <b>5-(4)-2</b>
Jan. 16-17, 2017			●		Visited Matsubara Daisan Junior High School, Nunose Elementary School, and Chuo Elementary School in Matsubara City for the Pre-on-site guidances (ISS Committee members)
Jan. 20, 2017			●		Attended the ISS designation ceremony of Saitama Municipal Jionji Elementary School (Principal)
Feb. 9, 2017			●		Attended the ISS designation ceremonies of Gyoko Elementary School and Ikebukuro Honcho Elementary School in Toshima Ward (ISS Committee members)
Mar. 26, 2017		★			Participated in a patrol initiated by Neighborhood Association and Community Hall (Teachers & staff) <b>5-(4)-2</b>
Mar. 27, 2017	●				The 1st workshop by the JISC lecturer (Dr. Shiraishi) was held at Tsumada Elementary School. (Community, Parents, Students, Teachers & staff)
May 1, 2017		★			The students handing-over drill was held jointly by the 3 schools (Mutsuai Higashi JHS, Shimizu ES, Tsumada ES). <b>4-(3)-1</b>
Jun. 16, 2017	●				Meeting was held with the JISC lecturer (Dr. Shiraishi & Dr. Imai) on matters concerning the ISS project of Tsumada ES (ISS Committee members)
Jun. 19, 2017		●			“Sound Network Meeting” was held by the 3 schools in the same school district (Mutsuai Higashi JHS, Shimizu ES, Tsumada ES). (Teachers & staff)
Jul. 15, 2017		★			Participated in a patrol initiated by Neighborhood Association and Community Hall (Teachers & staff) <b>5-(4)-2</b>
Jul. 28, 2017	●				Conducted a workshop on how to deal with food allergy
Aug. 9, 2017		●			Meeting for the on-site guidance of the School (Dr. Shiraishi, Dr. Imai)
Aug. 29, 2017	★				Conducted a workshop on crime prevention and measures against suspicious persons <b>3-(4)-4</b>
Oct. 31, 2017	●	●			ISS on-site guidance (Dr. Graeme Barber, Dr. Shiraishi) Visited Mutsuai Higashi Junior High School for the ISS on-site guidance (Principal, ISS Committee members)
Nov. 24, 2017		●			“Sound Network Meeting” was held by the 3 schools in the same school district (Mutsuai Higashi JHS, Shimizu ES, Tsumada ES). (Teachers & staff)
Dec. 14, 2017			●		Visited Toshima Ward Ikebukuro Ikebukuro Dai-ichi Elementary School for the on-site evaluation (ISS Committee members)
Dec. 16, 2017		★			Participated in a patrol initiated by Neighborhood Association and Community Hall (Teachers & staff) <b>5-(4)-2</b>
Jan. 18, 2018	●				Support from the JISC lecturer (Dr. Shiraishi) for designation
Feb. 6, 2018			●		Attended the ISS designation ceremony of Toshima Ward Ikebukuro Dai-ichi Elementary School (ISS Committee members)

\* In addition to the above, the internal ISS Committee meetings are held on a monthly basis.

\* The programs attached with a ★ mark are explained in details under Indicators 3 to 5.

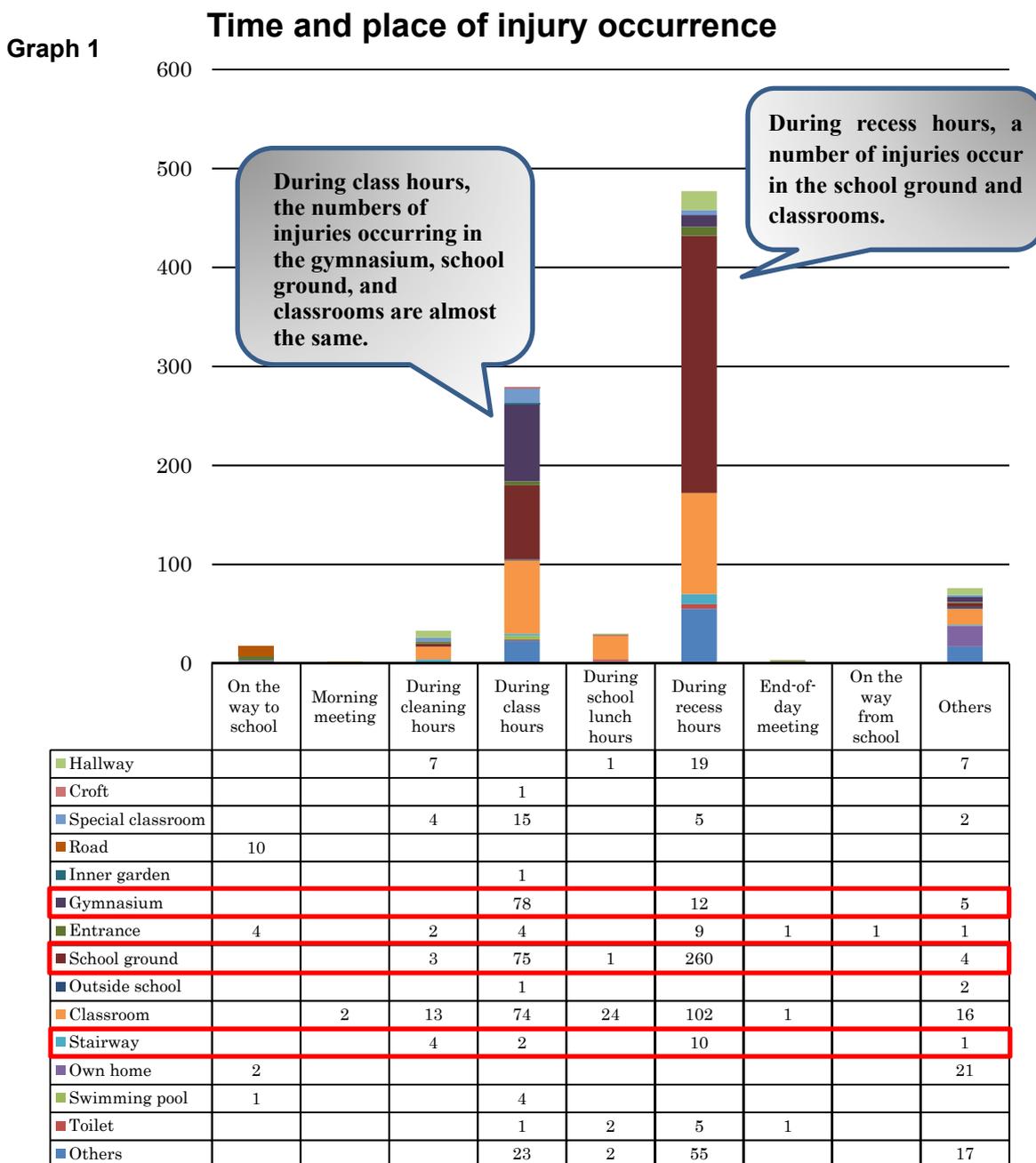
### III Current Status, Problem Identification, & Future Direction/Goal Setting Regarding Safety of the School

#### 1 Problem identification

With the aim to understand the current safety status of the School for promoting the safe & secure school development, a workshop was held by students, community residents, parents, and teachers & staff (March 27, 2017).

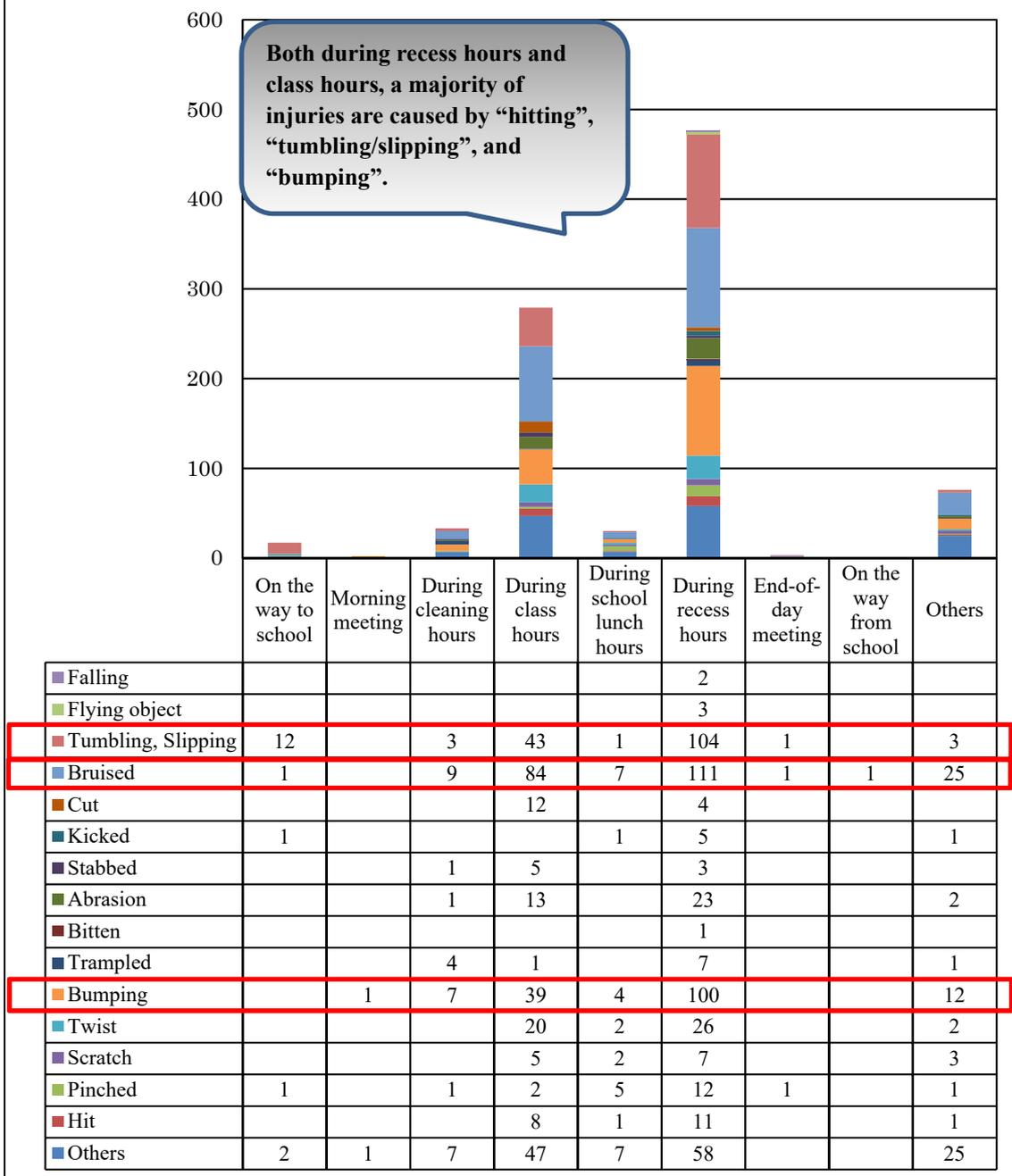
Discussions were held based on objective data and subjective data (School infirmary use data for the period from April to December 2016, etc.)

#### Physical injury



Source: Aggregation based on SY2016 School Infirmary Use Cards of Tsumada Elementary School (Apr. to Dec.)

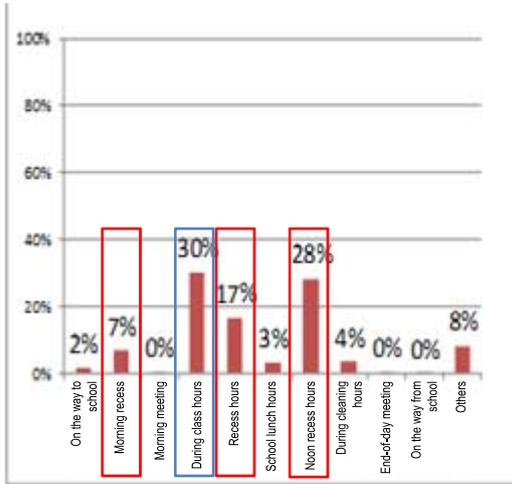
**Graph 2 Occurrence time and cause of injuries**



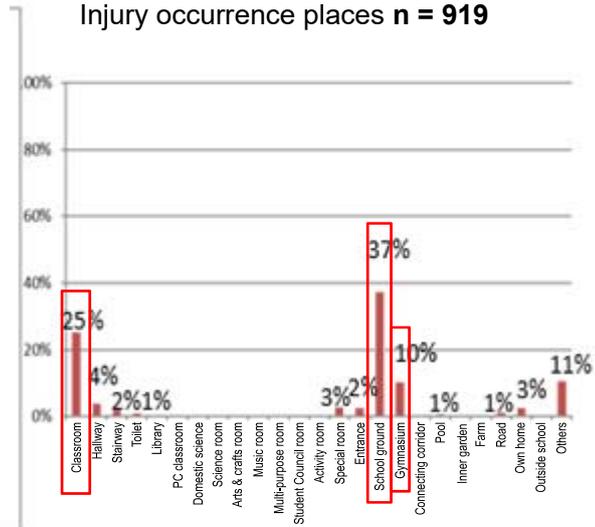
Source: Aggregation based on SY2016 School Infirmary Use Cards of Tsumada Elementary School (Apr. to Dec.)

The “Others” in Graphs 1 & 2 includes many cases where students replied “Don’t remember” for both the place and the cause of injury incidents.

**Graph 3**  
Injury occurrence time zone n = 919



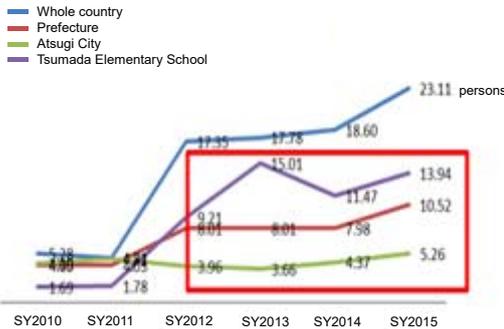
**Graph 4**  
Injury occurrence places n = 919



Source: Aggregation based on SY2016 School Infirmary Use Cards of Tsumada Elementary School (Apr. to Dec.)

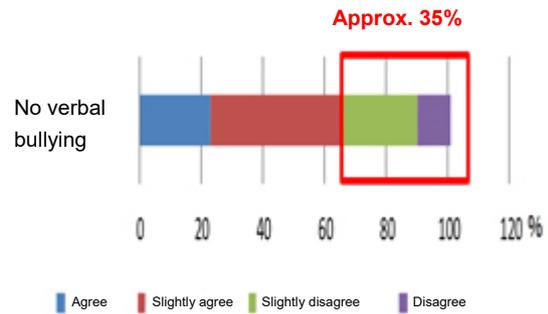
**Mental injury**

**Graph 5**  
Number of recognized bullying cases (per 1,000 students)



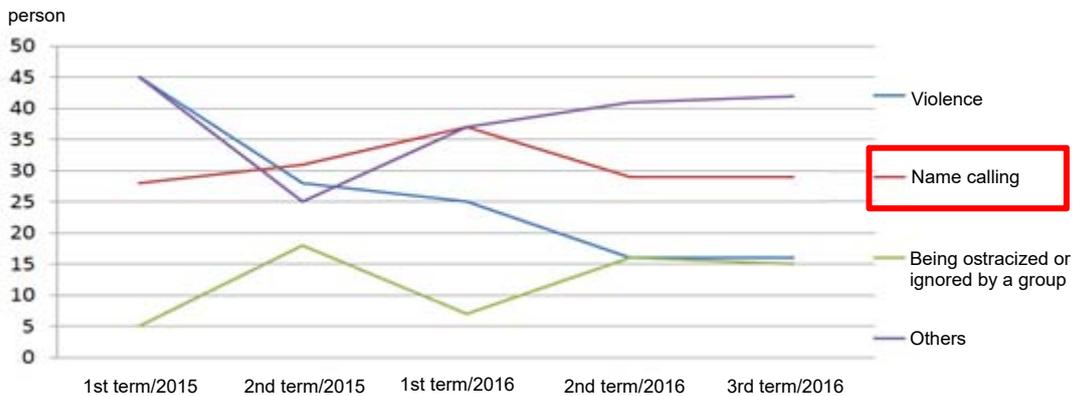
Source: Atsugi Municipal Board of Education

**Graph 6**  
Questionnaire survey on bullying



Source: Tsumada Elementary School "Safety & Security Questionnaire Survey" (implemented in Feb. 2017)

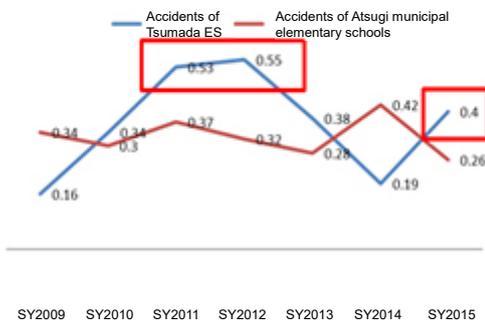
**Graph 7** Number of bullying cases (by type)



Source: Tsumada Elementary School "Questionnaire survey on bullying" (implemented in 2015 and 2016)

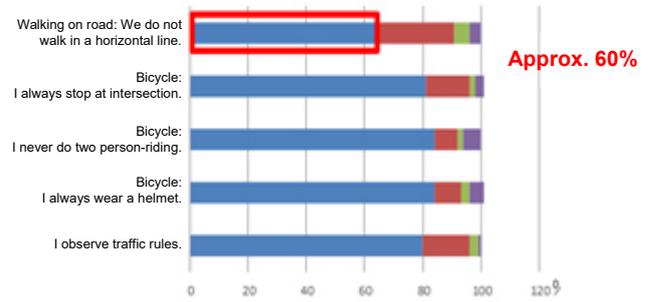
## Injuries caused by traffic accidents

**Graph 8** The number of the injured due to traffic accidents per 100 students



Source: Atsugi Municipal Board of Education

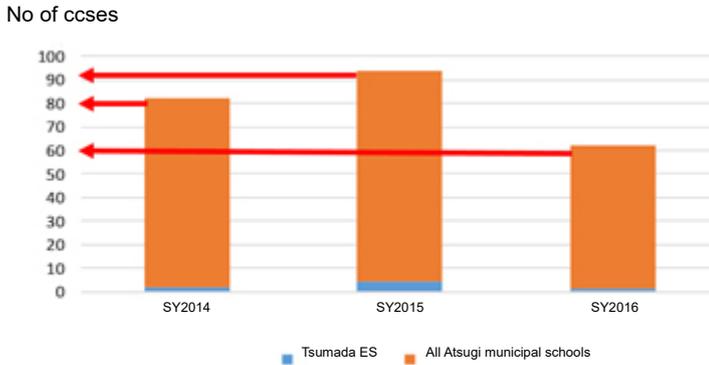
**Graph 9** Questionnaire survey on traffic rules



Source: Tsumada Elementary School "Safety & Security Questionnaire Survey" (implemented in Feb. 2017)

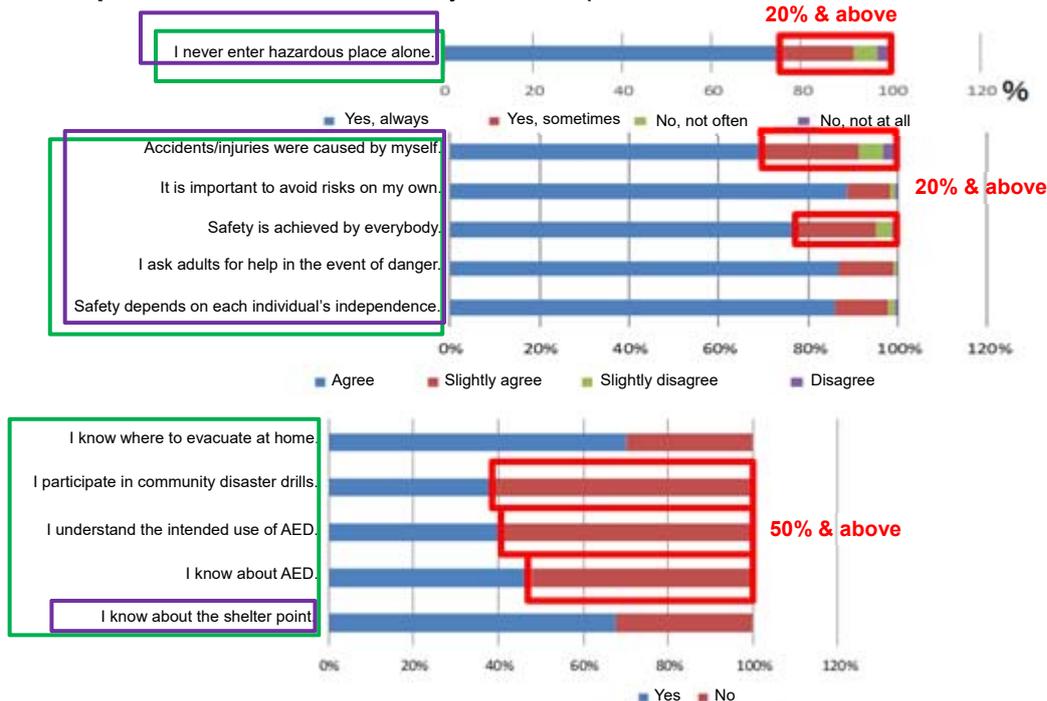
## Injuries caused by suspicious persons, disasters, etc.

**Graph 10** The number of incidents of a suspicious person



Source: Atsugi Municipal Board of Education

**Graph 11** Questionnaire survey on crime prevention



Source: Tsumada Elementary School "Safety & Security Questionnaire Survey" (implemented in Feb. 2017)

Based on the aforementioned data (Graphs 1 to 11) and the workshop (held in March 2017), the School problems have been categorized into the following 4 types:

**[Problem 1] Many injuries occur at school.**

Subjective data	Objective data	Problematic issue
<ul style="list-style-type: none"> <li>• There are many minor injuries.</li> <li>• Injuries are caused by landing face-first and not putting hands when tumbling.</li> <li>• There are many injuries caused by carelessness.</li> <li>• There are many injuries caused by offence against a rule.</li> </ul>	<ul style="list-style-type: none"> <li>• Many injuries occur during recess hours. (52%) <b>Graphs 1, 2, &amp; 3</b></li> </ul>	<b>*(d)</b>
	<ul style="list-style-type: none"> <li>• Many injuries occur during class hours. (30%) <b>Graphs 1, 2, &amp; 3</b></li> </ul>	<b>(b),(d)</b>
	<ul style="list-style-type: none"> <li>• Many injuries occur in the school ground. (37%) <b>Graphs 1, 2, &amp; 4</b></li> </ul>	<b>(c)</b>
	<ul style="list-style-type: none"> <li>• Many injuries occur in the classrooms and the gymnasium. (35%) <b>Graphs 1, 2, &amp; 4</b></li> </ul>	<b>(a)</b>

**[Problem 2] The number of recognized bullying cases is higher than the averages of Atsugi City and Kanagawa Prefecture.**

Subjective data	Objective data	Problematic issue
<ul style="list-style-type: none"> <li>• Name-calling</li> <li>• Hiding belongings</li> </ul>	<ul style="list-style-type: none"> <li>• The number of recognized bullying cases is higher than the city and prefectural averages. <b>Graph 5</b></li> </ul>	<b>(l)</b>
	<ul style="list-style-type: none"> <li>• There is awareness of the problem of verbal bullying. <b>Graph 6</b></li> </ul>	<b>(j)</b>
	<ul style="list-style-type: none"> <li>• There is an effect of lack of verbal communication. <b>Graphs 6 &amp; 7</b></li> </ul>	<b>(j)</b>

\* Definition of “bullying” (Ministry of Education, Culture, Sports, Science and Technology)  
“Bullying” is an act (including those conducted through Internet) by a student or students toward another student in the same school that inflicts some physical or psychological consequence causing the receiving child mental or physical suffering. It can take place inside and outside the school.

**[Problem 3] There is a discrepancy between students’ awareness of traffic safety and the current real situation.**

Subjective data	Objective data	Problematic issue
<ul style="list-style-type: none"> <li>• Traffic volume is heavy.</li> <li>• Children walk on a road in a horizontal line formation or without confirming safety.</li> <li>• Children ride a bicycle in a group</li> </ul>	<ul style="list-style-type: none"> <li>• The accident ratio of the School is slightly higher than the City level. <b>Graph 8</b></li> </ul>	<b>(g)</b>
	<ul style="list-style-type: none"> <li>• Awareness of traffic safety is low (walking). <b>Graph 9</b></li> </ul>	<b>(f)</b>
	<ul style="list-style-type: none"> <li>• Children’s awareness and the current real situation are different. <b>Graph 9</b></li> </ul>	<b>(e)</b>

**[Problem 4] Suspicious persons are observed every year, while only less than a half of all residents have participated in a community disaster management drill.**

Subjective data	Objective data	Problematic issue
<ul style="list-style-type: none"> <li>• Children enter an irrigation channel.</li> <li>• A suspicious person is observed.</li> <li>• Some children do not participate in an evacuation drill in a serious manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Suspicious persons are observed every year. <b>Graph 10</b></li> </ul>	<b>(i)</b>
	<ul style="list-style-type: none"> <li>• Only less than a half of all residents participate in a community disaster management drill and understand the intended use of AED. <b>Graph 11</b></li> </ul>	<b>(h)</b>

\* Numbers (a) to (l) correspond to the numbers in the “Problematic issues” in the table of page 41.

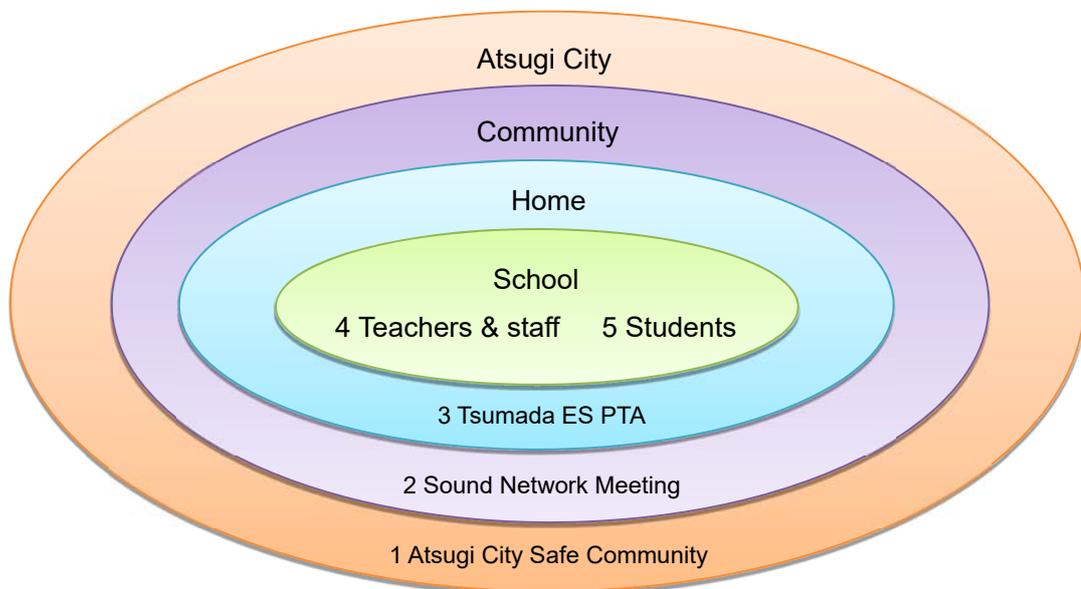
## IV Activities Based on 8 Indicators

With the aim to solve problematic issues that have been identified in the safety diagnosis on the preceding pages and to improve safety, efforts have been made in accordance with the 8 indicators of ISS.

Various activities have been carried out by setting the goals for the 4 problems. In developing the activities, it has been clarified that we need the programs to be implemented on a continuous basis, the programs to be expanded, and the programs to be newly worked on. We have promoted mutual collaboration among the School, parents, community residents, and the Sound Network Meeting members.

### Indicator - 1 Establishment of operational infrastructure to work on improvement of safety based on collaboration

[Conceptual drawing of operational infrastructure]



#### 1 Atsugi City Safe Community (SC) \* See also page 7.

In November 2010, Atsugi City won the designation to become Japan's 3rd member of WHO Safe Community. The city has been making efforts to prevent accidents & injuries in the community through collaboration among the related organs such as the community and the City Office, thus promoting to develop a city where everyone can live in a safe & secure manner.

The neighborhood associations, etc. in the City have been designated as the SC promotion districts, based on which various measures have been carried out including prevention of crime/traffic accident/bicycle accident prevention, watching out for suspicious persons, and checking hazardous spots, etc. In addition, Shimizu ES has been introducing its ISS efforts through Taskforce Committee for Children's Safety of Atsugi City SC and working on measures of injury prevention and on the problematic issues such as traffic accidents and suspicious persons.

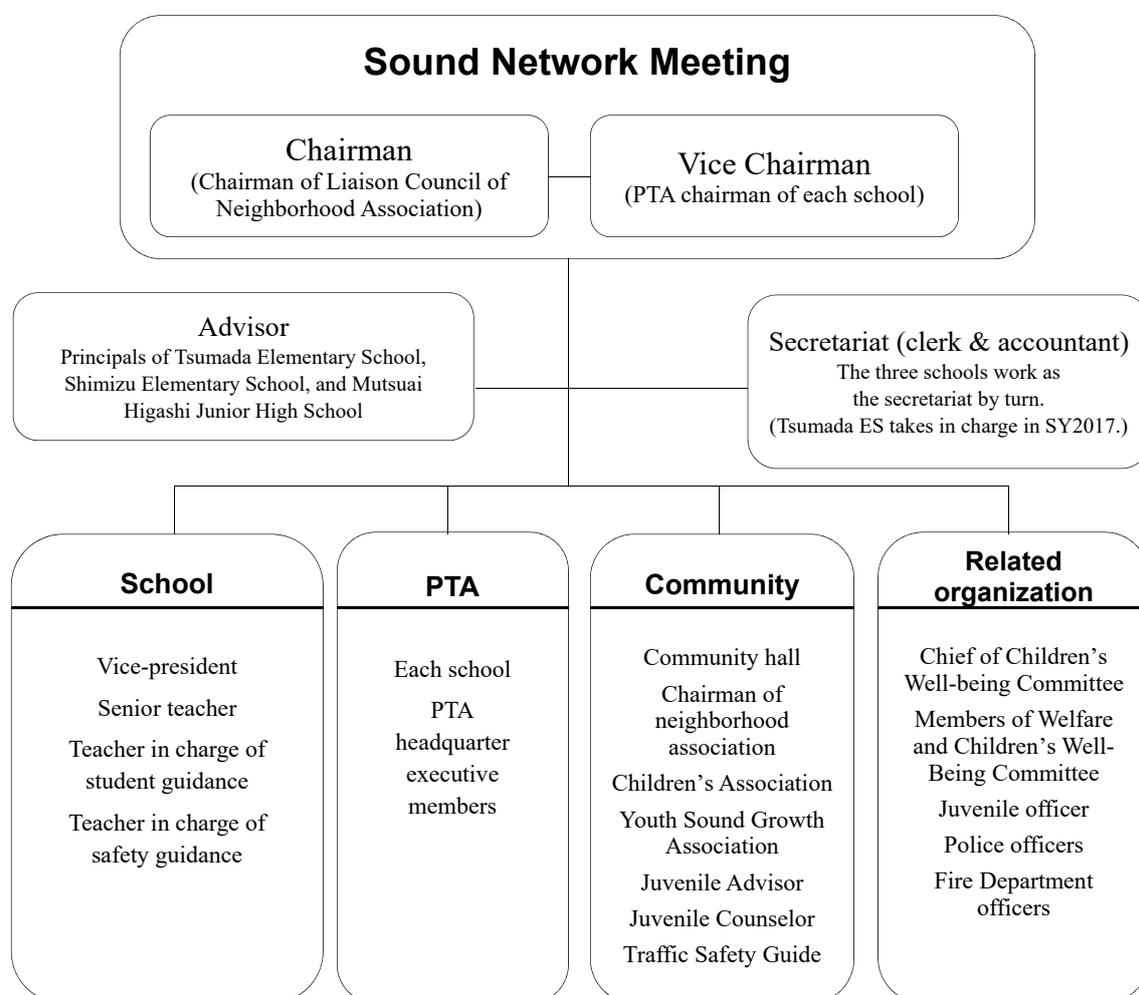
## 2 Sound Network Meeting

With the aim to contribute to safety of life, traffic safety, delinquency prevention, etc. of the students attending Tsumada ES, Shimizu ES, and Mutsuai Higashi JHS, the PTA, schools, neighborhood associations, etc. have been networked as “Sound Network Meeting”, where community-wide efforts have been carried out for developing a safe & secure city.

Further, the Meeting was designated as an SC promotion district of Atsugi City in 2014 and has been working on children’s safety measures for crime prevention/traffic accident prevention, measures against suspicious persons, etc.

Through Sound Network Meeting and in cooperation with each neighboring association, the School has been encouraging students to participate in community events together with parents. Through participation, students have become to build up the face-to-face relationship with the community people.

### <Organization chart of Sound Network Meeting>



### **3 Tsumada Elementary School PTA**

Promotion of ISS activity has been encouraged among all students' families under leadership of the PTA headquarter executive members. Further, under the initiative of PTA Off-School Lifestyle Committee, parents and students collaboratively carry out safety inspection of school routes and requests for improvement are submitted to City Office for improvements of such spots.

Further, with the aim to improve the safe & secure educational environment for the School, PTA is taking a leading part in operating the "Sound Network Meeting" as part of collaboration activities between the community and the School.

The community-wide approach of PTA in collaboration with other organs has made it possible to improve environment surrounding the School and to nurture children in the whole community.

Further, in cooperation of community residents, PTA watches over safety of students on the way to/from school as "Watch-over Team". The Team members in an orange vest greet students and remind them traffic safety during school commuting hours.

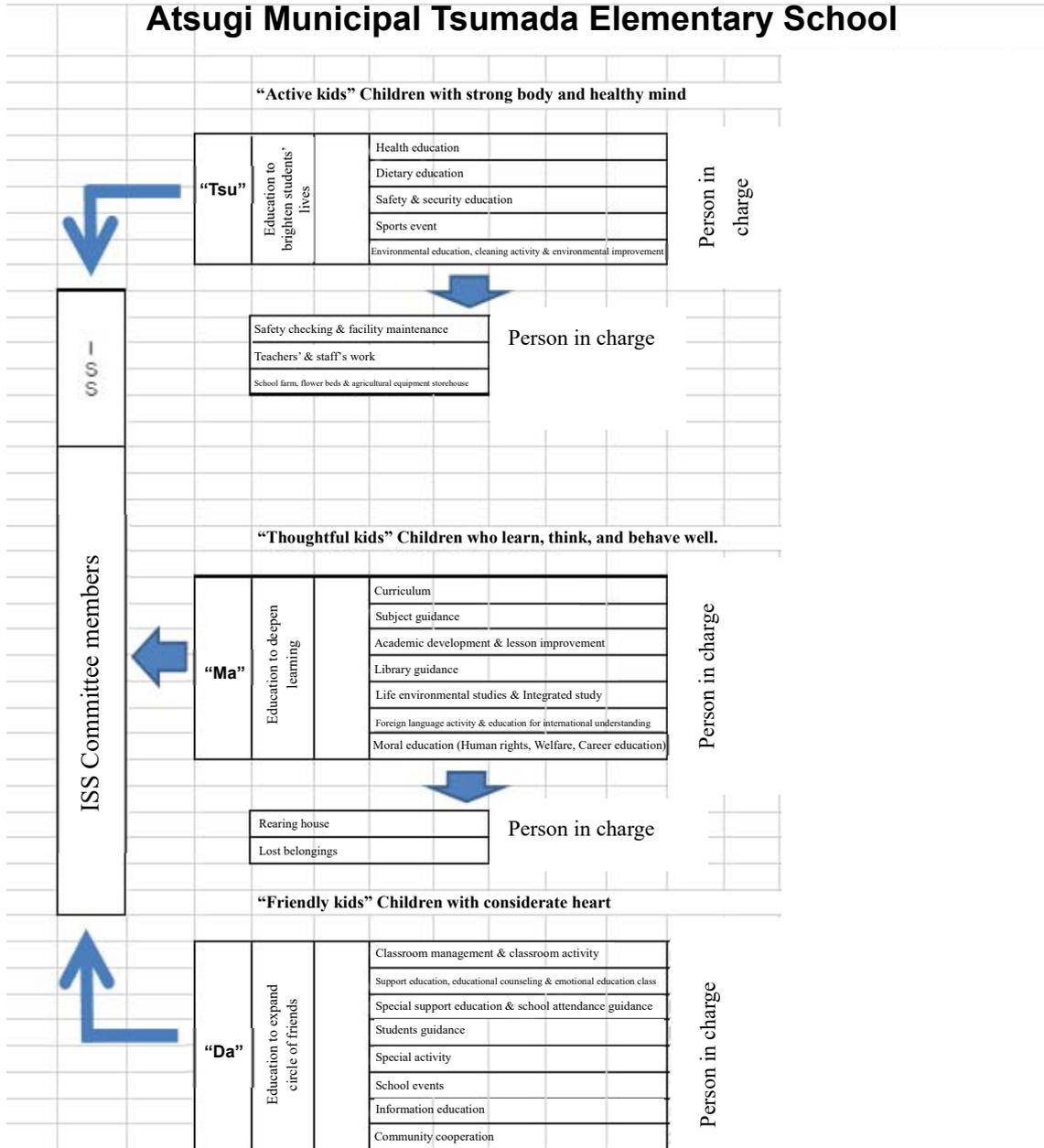
### **4 Internal Organization of Tsumade Elementary School <Teachers & staff>**

Within the conventional governing structure, the School newly introduced a viewpoint focusing on development of safe & secure educational environment and has been working on it.

- (1) Education to brighten students' lives
  - (a) Safety guidance on the way to/from school
  - (b) Prevention of traffic accidents through safe-riding of bicycle
  - (c) Preparation for disasters and safe action to be taken, etc.
- (2) Education to deepen learning
  - (a) Implementation of safety lessons given in subject teaching and in other categories
  - (b) Preparation of the "Manual for Safety Guidance & Safety Management" for subject teaching
- (3) Education to expand circle of friends
  - (a) Improvement of skill for building up good human relations
  - (b) Activities for bullying & violence prevention
  - (c) Prevention of troubles caused by cell phones and smartphones
  - (d) School Council activity for building up a safe & secure school environment

<Internal organization chart>

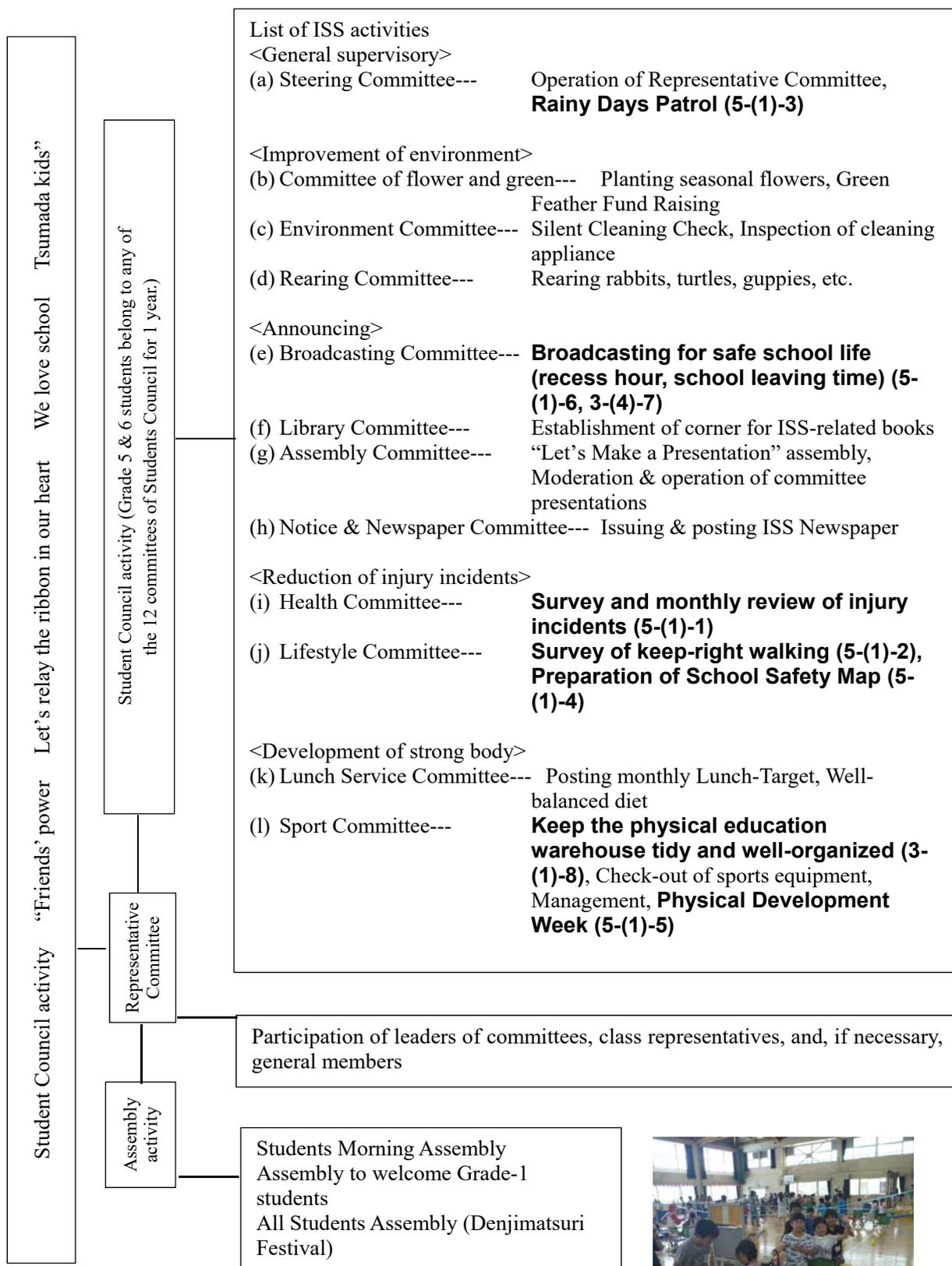
## SY2017 School management organization of Atsugi Municipal Tsumada Elementary School



### 5 Tsumada Elementary School internal organization <Student council>

The objective of Student Council is to have students learn self-initiative and sociality and to have them develop individuality through carry out activities to solve school life problems and activities to handle assigned duties in school in a voluntary and self-governing manner to fulfill/improve school life.

## <Organization chart of Students Council>



## **Indicator - 2 Safe School policies, determined by the Safe School steering organizations and Steering Committee in the community based on the “Safe Community”**

Under leadership of “Sound Network Meeting” composed of community residents, parents, and teachers & staff, activities centering on the School have been developed through proactive information sharing with the community.

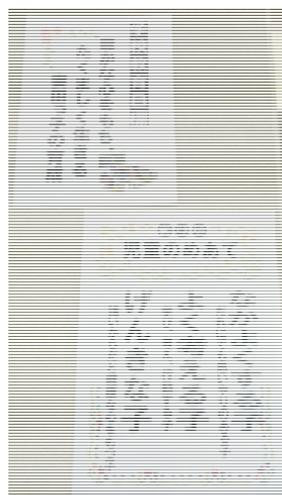
In addition, “Sound Network Meeting” has been proactively participating in Atsugi City SC program. In 2009, it was designated as an “SC model sector” and, in June 2014, Tsumada district joined the Meeting. Ever since, through various SC activities, information sharing with Atsugi City SC has been promoted.

### **1 School educational goals**

**Developing Tsumada kids  
to have rich humanity  
to live strong**

#### **Students’ goals**

**Active kids  
Thoughtful kids  
Friendly kids**



### **2 Development of safe & secure educational environment**

- Basic policy to aim at ISS designation -

To develop students who can think and act on their own

- It is very important that students as the main player can jointly develop a safe & secure school in collaboration with teachers & staff, parents, and community residents.
- In order to reduce injury incidents, to protect their life from an accident/disaster, and to avoid risks, it is aimed to have students acquire ability to think & act own behavior.
- It is aimed to develop a school where nobody tries to hurt anyone physically or mentally by way of bullying, violence, etc. and everyone can do their best in studying and school life in a pleasant and secure environment.

### **3 Student Council’s goals**

SY2017 slogan of Student Council is “Friends’ power Let’s relay the ribbon in our heart We love school Tsumada kids”. Up until SY2016, Student Council had been focusing on activities to develop pleasant environment for students themselves and could mostly achieved their goals. With the intention to develop new activities based on such environment and in cooperation with friends and to further activate their activity, Student Council set this goal for SY2017.

Further, in SY2017, the ISS mascot character, the catch phrase, song lyrics, and declaration message were chosen from among ideas collected from all students and decided by vote and discussions in Representative Committee.

<ISS mascot character>

<Catch phrase> **In safety & security, let's pass our happy heart baton and bloom smiling flowers**



<ISS song>

- 1(\*1) Let's keep going forward and we can see everyone's good will in pleasant school life.  
 (\*2) Everyday is bright. Let's walk towards the future with happy batons.  
 Safe & secure, free of bullying. Let's work together to have a big heart!  
 Let's work together to tie the ribbon of the heart hand-in-hand.
- 2(\*1) (\*2)  
 When you see a friend with sad face, come close and gently talk to the friend.  
 Everyone is different in their own way and it is great. With courage and with smile!
- (\*1) Everyday is bright. Everyone is smiling. Tsumada Elementary School

<Tsumada kids declaration>

**We greet with smile. We love our school. We have a big heart. (Lower grades)**  
**Let's talk together! Let's respect human rights! Let's keep modesty in mind!**  
**Let's observe rules! (Upper grades)**

#### 4 "For development of human resources who bear the future": Atsugi City Basic Plan for Promoting Education (2013)

[Basic goals]

- (1) To develop strong power to learn and train independently and to open the way to the future (Ability to advance)
- (2) To develop richness of spirit to respect their own and others and understand each other (Ability to feel)
- (3) To develop power to mutually support as a member of society and to build better society (Ability to build)

[Basic policies] Excerpt of matters that strongly relate to ISS

- We work on development & improvement of educational environment that is safe & secure and addresses current challenges and needs.
- We support education at home that should be the real beginning of education and make efforts to raise awareness so that children are protected and developed by the whole community and the community's educational power is improved.



## 5 Relationship with Safe Community (SC)

The School has been working on ISS activity along with Atsugi City SC activity and Atsugi Municipal Board of Education. (See the figure on page 7.)

Since Tsumada ES announced to launch the acquisition of ISS designation, personnel from Atsugi City SC has been participating and giving support in the activities such as meetings of concerned parties of the School and seminars for teachers & staff, workshops for students/teachers & staff/PTA/community residents.

Since November 2016, we have been given advice/guidance at the seminars/workshops from Dr. Yoko Shiraishi, representative director of Japan Institution for Safe Communities (JISC) and other experts from ISS Designation Center regarding the progress of each program, etc.

Among other districts in Atsugi City, Mutsuai South District in which the School is located has been proactively working on the SC city development program and making efforts to build safe & secure environment through collaboration between the school and the community.

## 6 Safe & Secure SC Model Sector

Atsugi City, as the SC designated city, assigned the “Safe & Secure SC Model Sectors” in 2011 and has been promoting community safety & security activity in an effective manner. “Sound Network Meeting” composed of 3 schools (Mutsuai Higashi JHS, Shimizu ES and Tsumada ES) and related organizations in Mutsuai South District has been assigned as the SC Model Sector. (Written again)

<Activity cases of model sectors>

\* Excerpt from “the designation procedure of Safe & Secure SC Model Sector”

- (1) Implementation of safety & security patrol  
With the aim of crime prevention, traffic safety, environment beautification, etc.
- (2) Installation of signboards to raise safety & security awareness  
With the aim of crime prevention, traffic safety, etc.
- (3) Preparation of hazardous spots map  
To identify & share information about hazardous spots for crime prevention, traffic safety, etc.
- (4) Issuance & circulation of “Safety & Security Letter”  
To share various information
- (5) Safety & Security Class, seminars  
Seminars/workshops on crime prevention, Safe Community, traffic safety, etc.
- (6) Implementation of questionnaire survey  
To clarify current situations of crimes, traffic accidents, injuries, etc.
- (7) Workshops (group discussions)  
To clarify current situations and to discuss countermeasures against crimes, traffic accidents, injuries, etc.

## Overview of the programs under Indicators 3 to 5

As shown below, the School has been working on safety of students, teachers & staff, both genders, all age groups, environments and situations.

Tsumada ES		Target people														
		Students					Teachers & staff					PTA/parents		Community/visitors		
School	Inside School building	3-1-1	3-1-2	3-1-3	3-1-4	3-1-5	3-1-1	3-1-2	3-1-4	3-1-5	3-1-6	3-1-2	3-4-1	3-1-2	3-4-1	
		3-1-6	3-1-7	3-1-8	3-2-1	3-2-2	3-1-8	3-2-4	3-3-6	3-4-1	3-4-2	3-4-2	3-4-4	3-4-4		
		3-2-3	3-2-4	3-3-6	3-3-7	3-4-1	3-4-4									
		3-4-2	3-4-3	3-4-4												
		4-1-1	4-1-2	4-2-1	4-2-2	4-3-1	4-3-1	4-3-2				4-3-1	4-3-2	4-3-1		
		4-3-2														
		5-1-1	5-1-2	5-1-3	5-1-4	5-1-6	5-1-1	5-1-2	5-1-4	5-1-8	5-1-9	5-1-1	5-1-2	5-1-1	5-1-2	
		5-1-7	5-1-8	5-1-9	5-2-1	5-2-2	5-4-1					5-1-4	5-1-9	5-1-4	5-1-9	
		5-3-1	5-4-1													
	Outside School building	3-1-1	3-1-6	3-1-7	3-1-8	3-2-4	3-1-1	3-1-6	3-1-8	3-2-4						
		4-1-3	4-2-1	4-2-2	4-3-1	4-3-2	4-3-1	4-3-2				4-3-1	4-3-2	4-3-1		
		5-1-1	5-1-4	5-1-5	5-1-7	5-1-10	5-1-1	5-1-4	5-1-10	5-4-1		5-1-1	5-1-4	5-1-1	5-1-4	
		5-4-1										5-1-10	5-4-1	5-1-10	5-4-1	
	Outside School	School route	3-3-1	3-3-2	3-3-5	3-3-6	3-4-7						3-3-6			
			5-3-2	5-3-3												
		School district	3-3-3	3-3-4	3-3-5	3-3-7	3-4-1	3-3-4	3-4-1	3-4-2	3-4-5		3-3-3	3-3-4	3-3-4	3-4-1
3-4-2			3-4-5	3-4-6								3-4-1	3-4-2			
												3-4-5				
5-1-7			5-2-1	5-3-1	5-3-4	5-4-2	5-3-4					5-3-4	5-4-2	5-4-2		

\* Indicator 3  Indicator 4  Indicator 5

**Indicator – 3 Long-term and sustainable school programs covering both genders, all ages, environments and situations**

3-(1)-1	Continuous basis	<b>No. of times/ frequency of activity</b>	Every month
<b>Name of activity</b>	Safety check inside and outside school buildings		
<b>Objective</b>	Improvement of hazardous environments inside and outside school buildings		
<b>Outline</b>	Checking of classrooms, hallways, special classes, school ground, etc. is carried out. Results are reported to the vice-principal and repair work, if necessary, is requested to a contractor.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students, Teachers & staff
<b>Change after launch of ISS</b>	A system has been made so that the submission date is clearly fixed and repair spots are correctly identified.		
<b>Future plan</b>	Also continued in the future		

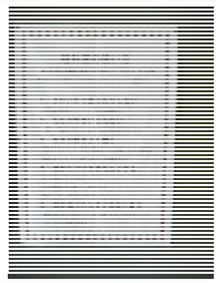
3-(1)-2	NEW	<b>No. of times/ frequency of activity</b>	Every month
<b>Name of activity</b>	Posting of monthly “Health Target”		
<b>Objective</b>	Awareness raising for safety		
<b>Outline</b>	By posting a Health Target suitable for each month, students are encouraged to raise awareness of health issues of the month and to increase interest in health and safety.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students, Teachers & staff, Parents, Visitors
<b>Change after launch of ISS</b>	—		
<b>Future plan</b>	While the goal is subject to review, posting will also be continued in the future.		

## 1 Reducing injuries inside & outside school buildings (till 3-(1)-8)

3-(1)-3	Continuous basis	<b>No. of times/ frequency of activity</b>	Whole year
<b>Name of activity</b>	Installation of metal fittings on windows to prevent falling from windows		
<b>Objective</b>	Prevention of falling from windows		
<b>Outline</b>	Falling-prevention stoppers are installed on all windows on the 2nd floor and above where there is no porch. Windows are set to open by about 10 cm – 15 cm and staff in charge check the stoppers and safety in the monthly school safety check.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	The check system has been reinforced and the staff in charge of safety check has become to check into more details.		
<b>Future plan</b>	When finding out that there is any danger such as lost stopper during the school safety check, etc., the staff in charge installs a new stopper by themselves and confirms safety.		

3-(1)-4	NEW	<b>No. of times/ frequency of activity</b>	Once a year
<b>Name of activity</b>	Emergency response workshop using the Action Card		
<b>Objective</b>	To train so that, when you become the first person to find a defect, you can act without any panic, hand over to the ambulance crew, and correctly take measures using the Action Card.		
<b>Outline</b>	Common understand is built about the Action Card, recording sheet, emergency bags, etc. and thus awareness about emergency responses is increased. Through DVD viewing and role-play training, the simulation is carried out.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students, Teachers & staff
<b>Change after launch of ISS</b>	—		
<b>Future plan</b>	Carried out every year using different possible emergency scenarios		

3-(1)-5	NEW	<b>No. of times/ frequency of activity</b>	Whole year
<b>Name of activity</b>	Review of the school safety plan		
<b>Objective</b>	Matters concerning safety are summarized into a list for each subject and effectively used in teaching.		
<b>Outline</b>	At the beginning of each school year, each grade or the person in charge summarizes safety-related matters and includes the list in the education plan.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students, Teachers & staff
<b>Change after launch of ISS</b>	—		
<b>Future plan</b>	Also continued in the future		

3-(1)-6	NEW	<b>No. of times/ frequency of activity</b>	Whole year
<b>Name of activity</b>	Preparation & posting of the safety manual for each subject		
<b>Objective</b>	Safety guidance with regard to the subjects (physical education, art & craft, domestic science, science, life environmental study, etc.)		
<b>Outline</b>	In order to visualize safety guidance in the subjects based on the school safety plan, the manual is prepared. Precautions are posted on the wall of the special classroom and are utilized in lessons. Matters that cannot be posted on the wall are made into flash cards to be used in the lesson.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students, Teachers & staff
<b>Change after launch of ISS</b>	—		
<b>Future plan</b>	Also continued in the future		

3-(1)-7	Continuous basis	<b>No. of times/ frequency of activity</b>	Beginning of school year
<b>Name of activity</b>	Observation of rules for physical education class		
<b>Objective</b>	Prevention of injury in physical education class		
<b>Outline</b>	Students are encouraged to observe basic rules for physical education class (Don't forget warm-up exercise. Tuck in your shirt into your pants. Clip your nails beforehand.)		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	A system has been built, in which observation of the rules are confirmed at the teachers & staff meeting at the beginning of a school year.		
<b>Future plan</b>	Also continued in the future		

3-(1)-8	Continuous basis	<b>No. of times/ frequency of activity</b>	In Committee Activity
<b>Name of activity</b>	Keeping physical education warehouse tidy & organized		
<b>Objective</b>	PE warehouse is cleaned and maintained so that equipment used in lessons can be taken in and out in a smooth manner and carried safely.		
<b>Outline</b>	Cleaning and maintenance of the PE warehouse is carried out in the Committee Activity hour. When the warehouse is clean and well-maintained, equipment can be smoothly taken in and out and can be carried safely. Further, equipment can be easily found and returned to the original position.		
<b>Provider</b>	Sports Committee	<b>Main targets</b>	All students, Teachers & staff
<b>Change after launch of ISS</b>	Sports Committee members have charge of the equipment positions and make it into a panel to display.		
<b>Future plan</b>	Also continued in the future		

## 2 Reduction of bullying acts (till 3-(2)-4)

3-(2)-1	Continuous basis	<b>No. of times/ frequency of activity</b>	2 times a year (June, December)
<b>Name of activity</b>	Joint meeting of elementary and the junior high schools		
<b>Objective</b>	Efforts are made to enhance linkage between elementary schools and the junior high school and discuss the activities based on common recognition among students, thus development of safe and secure schools is aimed.		
<b>Outline</b>	<p>[1st meeting]</p> <ul style="list-style-type: none"> <li>Information was exchanged and discussion on the common topics was held in small groups. Topics in FY2017: (a) Activity to spread “greeting” (b) Activity to prevent “bullying”</li> <li>Each school submits specific topic and works on it throughout the year.</li> </ul> <p>[2nd meeting]</p> <ul style="list-style-type: none"> <li>The actual activities during the year are introduced and reviewed by each school.</li> </ul>		
<b>Provider</b>	Promotion Committee students	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	Frequency remained the same, but the ISS-related topics were included in the discussion.		
<b>Future plan</b>	Implemented every year		

3-(2)-2	Continuous basis	<b>No. of times/ frequency of activity</b>	3 times a year
<b>Name of activity</b>	Questionnaire survey on bullying (June, November, February)		
<b>Objective</b>	Early-detection of bullying cases		
<b>Outline</b>	The questionnaires are prepared in “hiragana” for Grade 1 & 2 inserted with pictures and, for Grade 3 and above, the questionnaires include specific terms such as “name-calling”, “shunning”, and “ostracism”.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	Although the survey had been held only in the 1st and 2nd terms till 2015, in 2016 and after, it has been implemented in every term. In addition, in 2017 and after, continuance of each bullying case is checked by referring back to the previous survey data.		
<b>Future plan</b>	For early-detection of bullying, the survey is held every term. Starting in 2018, the questionnaire includes the specific item such as worries/problems of respondents at home and in the community.		

3-(2)-3	Continuous basis	<b>No. of times/ frequency of activity</b>	Once a year
<b>Name of activity</b>	Safety Class on use of smartphones and cell phones		
<b>Objective</b>	Students are given information about various troubles related to handy smartphones & cell phones as well as related-risks such as information leakage.		
<b>Outline</b>	The possession rate of a smartphones/cell phone among students is increasing year by year. Some students have the experience of taking pictures and sending them by Line. Before summer holidays, the students are given an opportunity to think about the risk of contacting a person who is not actually seen and how should the handy communication equipment be safely used.		
<b>Provider</b>	Mobile phone company, Teachers & staff	<b>Main targets</b>	Grades 4, 5, & 6 students
<b>Change after launch of ISS</b>	Up until a few years ago, this class had been held for Grades 5 & 6 students. For recent years, Grade 4 students are also included.		
<b>Future plan</b>	Also continued in the future		

3-(2)-4	Continuous basis	<b>No. of times/ frequency of activity</b>	Whole year
<b>Name of activity</b>	Greeting Exchange Campaign		
<b>Objective</b>	It is encouraged to lead a comfortable school life by exchanging greetings.		
<b>Outline</b>	Each campaign is held for 3 consecutive days each for 10 minutes in each class after arrival at the class in the morning.		
<b>Provider</b>	All students, Teachers & staff	<b>Main targets</b>	All students, Teachers & staff
<b>Change after launch of ISS</b>	No special change in the system, frequency, or content.		
<b>Future plan</b>	Also continued in the future		

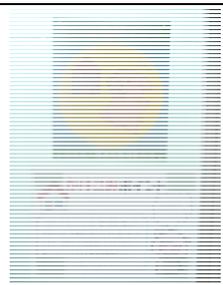
### 3 Improvement of traffic safety awareness (till 3-(3)-7)

3-(3)-1	Continuous basis	<b>No. of times/ frequency of activity</b>	Every day
<b>Name of activity</b>	Group walking to/from school (Grads 1 & 2 students)		
<b>Objective</b>	For securing safety and learning mutual help, groups are formed by each district and group walking to/from school has been carried out.		
<b>Outline</b>	On the way to school, many students commute school in a walking group formed by district. On the way back from school, Grades 1 & 2 students form a walking group for each residential area and walk home. Class teachers for Grades 1 & 2 confirm that students are all in their groups. After it is confirmed, students leave school in a line while paying attention to traffic safety.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	No special change in the system, frequency, and content.		
<b>Future plan</b>	Also continued in the future		

3-(3)-2	Continuous basis	<b>No. of times/ frequency of activity</b>	Every day
<b>Name of activity</b>	Watch-over team (Safety vest is worn.)		
<b>Objective</b>	Prevention of traffic accidents on the way to/from school		
<b>Outline</b>	Team members who are community residents stand to watch students' safety at crosswalks and intersections during commuting hours in the morning and afternoon.		
<b>Provider</b>	Community residents, Parents, Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	A system has been established in which community residents stand at intersections, etc. every day by taking turns.		
<b>Future plan</b>	Also continued in the future		

3-(3)-3	Continuous basis	<b>No. of times/ frequency of activity</b>	(a) 2 times a year (b) Beginning of school year (c) Students' morning meeting
<b>Name of activity</b>	Improvement of helmet wearing rate		
<b>Objective</b>	Protection of the head in the case of traffic accident		
<b>Outline</b>	(a) Questionnaire survey on use of helmet (b) Distribution of application form for subsidy of a part of purchase expenses for bicycle helmet (c) Campaign held by students		
<b>Provider</b>	(a) Teachers & staff (b) Teachers & staff, PTA (c) Lifestyle Committee member students	<b>Main targets</b>	(a) All students (b) Parents (c) All students
<b>Change after launch of ISS</b>	It is now encouraged that students wear a helmet not only when riding a bicycle but also when riding other vehicles.		
<b>Future plan</b>	Also continued in the future		

3-(3)-4	Continuous basis	<b>No. of times/ frequency of activity</b>	One year
<b>Name of activity</b>	Preparation of community safety map		
<b>Objective</b>	It is aimed to increase awareness for traffic safety and crime/disaster prevention in the community.		
<b>Outline</b>	Through investigation in the community, students themselves find out hazardous spots and prepare the map.		
<b>Provider</b>	Grade 3 students	<b>Main targets</b>	All students, Teachers & staff, Parents, Community
<b>Change after launch of ISS</b>	A system has been established in which Grade 3 students prepare the map every year as a part of Community Lesson in the Comprehensive Studies period.		
<b>Future plan</b>	Also continued in the future		

3-(3)-5	Continuous basis	<b>No. of times/ frequency of activity</b>	Whole year
<b>Name of activity</b>	Increase in the number of registered “Shelter Points”		
<b>Objective</b>	It is aimed that students can go to a shelter for help when they encounter a danger.		
<b>Outline</b>	It is aimed to increase the number of registered shelters by distributing the printed materials and plates to parents and community residents.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	A system has been established in which appeal for registration and interim recruitment can be made at various meetings in the community.		
<b>Future plan</b>	Also continued in the future		

3-(3)-6	Continuous basis	<b>No. of times/ frequency of activity</b>	Once a year
<b>Name of activity</b>	Liaison Persons Meeting for Walking Groups (Parents), Walking Group Leaders Meeting (Students)		
<b>Objective</b>	It is aimed so that students can commute to school in safety.		
<b>Outline</b>	Operation of walking groups		
<b>Provider</b>	Teachers & staff, Parents	<b>Main targets</b>	Parents, All students
<b>Change after launch of ISS</b>	A system has been established in which duties of the walking group leaders (students) and the liaison persons (parents) are taken over each year.		
<b>Future plan</b>	Also continued in the future		

3-(3)-7	Continuous basis	<b>No. of times/ frequency of activity</b>	Whole year
<b>Name of activity</b>	Chiririn Tsumada		
<b>Objective</b>	Learning of traffic rules.		
<b>Outline</b>	Quizzes on traffic safety that are made by Kanagawa Prefectural Police Headquarters are posted on the school wall.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	Method is changed from displaying the quizzes to all classes into handing the printed sheet to each student.		
<b>Future plan</b>	Also continued in the future		

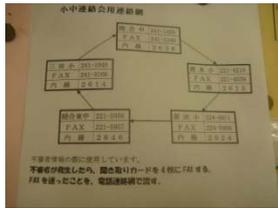
#### 4 Increase of awareness for disaster & crime prevention (till 3-(4)-7)

3-(4)-1	NEW	<b>No. of times/ frequency of activity</b>	Once a year
<b>Name of activity</b>	Experiences of how to protect own life from disaster		
<b>Objective</b>	It is aimed to have students learn how to protect themselves in the event of an earthquake or fire.		
<b>Outline</b>	At the time of the annual "PTA Smile Festival", students actually experience the simulated intensities equal to the Great Kanto Earthquake and the Great East Japan Earthquake on the earthquake simulation vehicle owned by the City. Further, students experience a fire drill with simulated smoke.		
<b>Provider</b>	PTA, City Office, Fire Department, Teachers & staff	<b>Main targets</b>	All students, Parents, Teachers & staff, Community
<b>Change after launch of ISS</b>	—		
<b>Future plan</b>	Also continued in the future		

3-(4)-2	Continuous basis	<b>No. of times/ frequency of activity</b>	In July every year
<b>Name of activity</b>	Awareness raising about danger of irrigation channels and rivers (Swimming prohibited in Atsugi City)		
<b>Objective</b>	Prevention of accidents in irrigation channels/rivers by widely publicizing the danger		
<b>Outline</b>	Based on the printed materials given from Kanagawa Prefecture, efforts are made to publicize danger of playing in an irrigation channel/river and thus to prevent water accidents. Students take the printed material back home and talk about it to their families. The students are reminded of the danger not to enter irrigation channels/rivers at the term-end-ceremony immediately before summer vacations.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students, Parents, Teachers & staff
<b>Change after launch of ISS</b>	No change in the system and frequency		
<b>Future plan</b>	Also continued in the future		

3-(4)-3	Continuous basis	<b>No. of times/ frequency of activity</b>	Whole year
<b>Name of activity</b>	Red seals on windows and doors		
<b>Objective</b>	Dissemination of hazardous spots among students		
<b>Outline</b>	Red seals are attached to the windows & doors that are located in a place exposed especially to danger. School rule prohibits students from opening the windows/doors attached with this seal. To Grade 1 students and at the beginning of a school year, class teachers instruct students about the seal.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	A system has been established in which locations of the seals are confirmed with students during the pre- and post-guidance of evacuation drills.		
<b>Future plan</b>	As soon as any danger is reported from school safety check, etc., staff in charge confirms it and attaches the seal.		

3-(4)-4	Continuous basis	<b>No. of times/ frequency of activity</b>	Once a year (during summer vacation)
<b>Name of activity</b>	Teachers & staff workshop on appropriate responsive measures against intrusion of a suspicious person		
<b>Objective</b>	Acquisition of appropriate responsive measures against intrusion of a suspicious person		
<b>Outline</b>	A simulated scene is produced by assigned players (criminal, teachers, students, etc.) and is recorded on video and subject to discussion.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students, Teachers & staff, Parents, Community residents, School visitors
<b>Change after launch of ISS</b>	The drill is held every year by using different type of scenes.		
<b>Future plan</b>	Also continued in the future		

3-(4)-5	Continuous basis	<b>No. of times/ frequency of activity</b>	When a suspicious person is reported
<b>Name of activity</b>	Utilization of the contact network for 5 schools		
<b>Objective</b>	Information on suspicious persons is shared with neighboring elementary/junior high schools.		
<b>Outline</b>	A system has been established among five schools including Tsumada ES, Shimizu ES, Mita ES, Mutsuai Higashi JHS, and Mutsuai JHS in which a facsimile report is sent to all schools when a suspicious person is reported in the area in addition to telephone communication using the contact network. On receipt of this report, each school discusses measures such as e-mail sending and class guidance, thus preventing students from being victimized.		
<b>Provider</b>	Students, Teachers & staff	<b>Main targets</b>	All students, Parents, Teachers & staff
<b>Change after launch of ISS</b>	The 5 schools now share not only information on a suspicious person but also the related guidance method.		
<b>Future plan</b>	Also continued in the future		

3-(4)-6	Continuous basis	<b>No. of times/ frequency of activity</b>	2 times a year
<b>Name of activity</b>	Questionnaire survey on use of safety buzzer		
<b>Objective</b>	(Preventive) method to avoid becoming a victim of a suspicious person and method of how to ask for help		
<b>Outline</b>	It is investigated whether students have actually used the buzzer supplied by the City Office or any other kind of buzzer.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	It is now instructed not only to use it by attaching to a school bag but also to carry it whenever going out.		
<b>Future plan</b>	Also continued in the future		

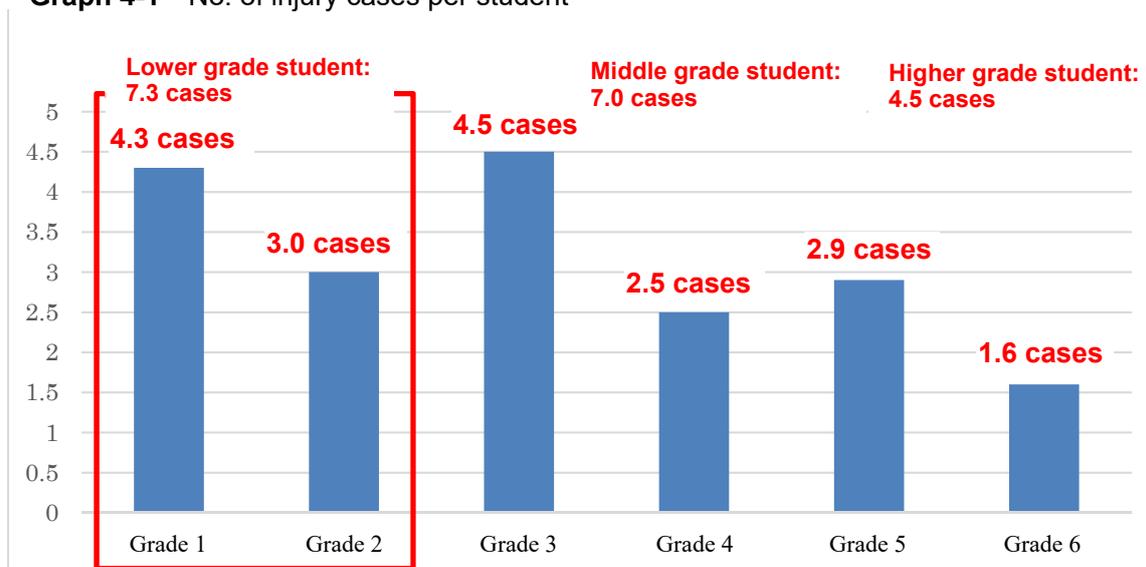
3-(4)-7	Continuous basis	<b>No. of times/ frequency of activity</b>	Every day
<b>Name of activity</b>	Crime prevention radio service "Let's walk home in a group!"		
<b>Objective</b>	Prevention of becoming a victim of suspicious person crime		
<b>Outline</b>	Observation of the school-leaving time is encouraged by the school radio announcement.		
<b>Provider</b>	Broadcasting Committee	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	Content of the announcement has been improved in consideration of safety & security awareness.		
<b>Future plan</b>	Also continued in the future		

## Indicator – 4 Programs that target high-risk groups and environments

### 1 Definition of high-risk groups

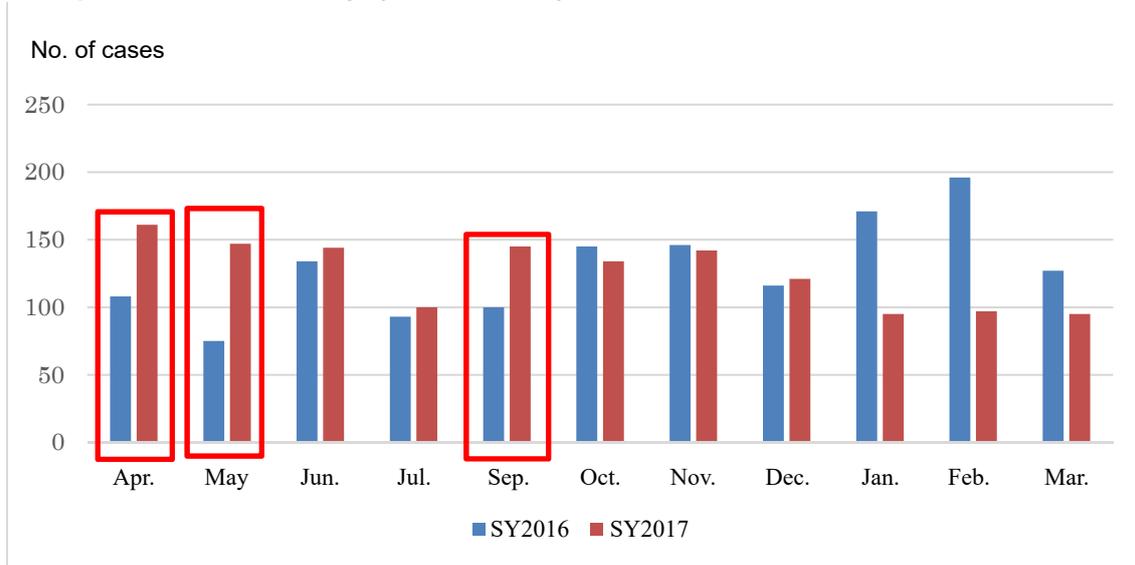
Measures	High-risk group	Problem	Direction	Goal
(1)	Lower grade students who have not accustomed themselves to school life (Group)	Many injuries occur among lower grade students.	<ul style="list-style-type: none"> <li>To work on reducing injuries among lower grade students in cooperation with higher grade students with a longer school experience and parents</li> </ul>	<ul style="list-style-type: none"> <li>Reduction of minor injuries</li> <li>Development of judgement ability</li> <li>Enriched school life</li> </ul>
(2)	Change in regular life rhythm influenced by events, etc. (State, timing)	Injuries often occur along with change in the regular life rhythm, for example, immediately before athletic meeting & festival and during teacher's home-visit schedule.	<ul style="list-style-type: none"> <li>To analyze the details of injuries every month</li> <li>To improve environment</li> <li>To have students acquire safety-conscious behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Reduction of avoidable injuries</li> </ul>
(3)	Natural disaster measures (State, environment)	Problems lie in the geographical and areal characteristics of Japan that is susceptible to various types of natural disasters.	<ul style="list-style-type: none"> <li>To conduct evacuation drills for other disasters in addition to earthquakes</li> </ul>	<ul style="list-style-type: none"> <li>Development of responsive ability</li> </ul>

**Graph 4-1** No. of injury cases per student



Source: Aggregation based on SY2016 School Infirmary Use Cards of Tsumada Elementary School (Apr. to Mar.)

**Graph 4-2** Number of injury occurrence by month



Source: Aggregation based on School Infirmary Use Cards of Tsumada Elementary School [SY2016 (Apr. 2016 to Mar. 2017) and SY2017 (Apr. to Dec. 2017)]  
 (For SY2016, the total numbers showed increases in January, February, and March as detailed data aggregation started in January.)

Graph 4-1 shows a large number of injuries occurring among lower grade students. From Graph 4-2, in comparison with SY2016, the numbers sharply increased in some months. The programs to reduce injuries are introduced below:

## 2 Programs targeting high-risk groups

(1) Lower grade students who have not accustomed themselves to school life (Group) (till 4-(1)-3)

4-(1)-1	Continuous basis	No. of times/ frequency of activity	Whole year
<b>Name of activity</b>	Clean-up activity by paired grades (Grades 6 & 1, Grades 5 & 2)		
<b>Objective</b>	To reduce injuries during clean-up activity		
<b>Outline</b>	Grades 5 & 6 students teach lower grade students how to clean so that lower grade students can safely perform cleaning.		
<b>Provider</b>	Grades 6 & 1 students, Grades 5 & 2 students	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	No change in the system and frequency		
<b>Future plan</b>	Also continued in the future		

4-(1)-2	Continuous basis	<b>No. of times/ frequency of activity</b>	1st term
<b>Name of activity</b>	Paired grades activity		
<b>Objective</b>	To enrich school life through friendly exchange in paired grades. Lower grades: Students get to know about school life and safely lead a safe school life. Higher grades: Students are aware to work on developing the school where all students are happy.		
<b>Outline</b>	Especially during April and May, Grade 6 students take leadership in helping Grade 1 students who are not yet accustomed to school life. Serving and cleanup duties for school lunch. Book-reading by higher graders are performed in the morning activity. The school song is taught. Recreation activity is held in recess hours.		
<b>Provider</b>	Students, Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	Paired grades activity is held at appropriate intervals suitable for the students decided by the class teachers.		
<b>Future plan</b>	Implemented every year		

4-(1)-3	Continuous basis	<b>No. of times/ frequency of activity</b>	June, July
<b>Name of activity</b>	Swimming pool volunteers		
<b>Objective</b>	Prevention of accidents in swimming		
<b>Outline</b>	Volunteers are recruited from among parents. In addition to teachers, adult volunteers watch over students so that swimming lesson can be safely performed.		
<b>Provider</b>	Parents, Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	This activity is now adopted into parents of all grades. Before SY2017, only the parents of lower grade students were involved.		
<b>Future plan</b>	The activity will continue with an increased number of volunteers.		

(2) Increase in injury due to change in regular life rhythm (State, timing) (till 4-(2)-2)

4-(2)-1	Continuous basis	<b>No. of times/ frequency of activity</b>	During practice for the sports meeting
<b>Name of activity</b>	Effective break-taking during practice for the sports meeting		
<b>Objective</b>	Prevention of injuries during practice		
<b>Outline</b>	Efforts are made to prevent injury during practice by appropriately having breaks for water replacement.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	A system has been established in which excessive practice is avoided according to weather and students' conditions.		
<b>Future plan</b>	Also continued in the future		

4-(2)-2	Continuous basis	<b>No. of times/ frequency of activity</b>	Special daily-schedule
<b>Name of activity</b>	How to spend recess hours on the days with special daily-schedule		
<b>Objective</b>	Prevention of injury on days with special daily-schedule		
<b>Outline</b>	With the aim to prevent injury on days with special daily-schedule, class guidance is given on how to safely spend recess hours.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	A system has been established in which the day's schedule is explained and detailed class guidance is given at the morning meeting.		
<b>Future plan</b>	Also continued in the future		

(3) Natural disaster measures (State, environment)

Natural disasters in Japan are explained on pages 4 and 5 (till 4-(3)-2).

4-(3)-1	Continuous basis	<b>No. of times/ frequency of activity</b>	8 times a year
<b>Name of activity</b>	Evacuation drill		
<b>Objective</b>	<ul style="list-style-type: none"> <li>To have students learn importance of an evacuation drill and learn how to promptly evacuate and take evacuation action</li> <li>To have students confirm their evacuation routes</li> </ul>		
<b>Outline</b>	Evacuation drills for an earthquake, fire, flood, missile, etc. are carried out. The flood and J-ALERT drills started in 2017. The pre- and post-guidance is held every time. Review Card is used for the post-guidance. Students perform self-evaluation.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students, Teachers & staff, Parents, School visitors
<b>Change after launch of ISS</b>	As the School is located in a place surrounded by rivers, water-hazard evacuation drill was started in SY2017.		
<b>Future plan</b>	Also continued in the future		

4-(3)-2	Continuous basis	<b>No. of times/ frequency of activity</b>	Once a year
<b>Name of activity</b>	Joint evacuation drill and students handing-over drill by 3 schools		
<b>Objective</b>	By performing a student handing-over drill under the assumption of occurrence of a massive earthquake, it is aimed to have students go home safely without panic under the emergency situation.		
<b>Outline</b>	The drill is held in the unit of the junior high school district. At the beginning of each school year, parents are requested to confirm the “registered persons for student’s handover”, based on which a list is prepared in advance. In the event, registered persons come to school after receiving the notice mail and students are handed over. After handing-over in the school ground (in classrooms on rainy days), remaining students are gathered in one place and are watched over by teachers & staff until each registered person comes to the school.		
<b>Provider</b>	Teachers & staff, Parents	<b>Main targets</b>	All students, Teachers & staff, Parents
<b>Change after launch of ISS</b>	A system has been established so that the teachers & staff of the 3 schools can share the experience.		
<b>Future plan</b>	Also continued in the future		

## Indicator – 5 Programs based on available evidences

Based on the current situations explained till page13, the analysis of current situations (problems), directions (issues to be addressed), and goals are summarized below from the viewpoint of physical and mental aspects:

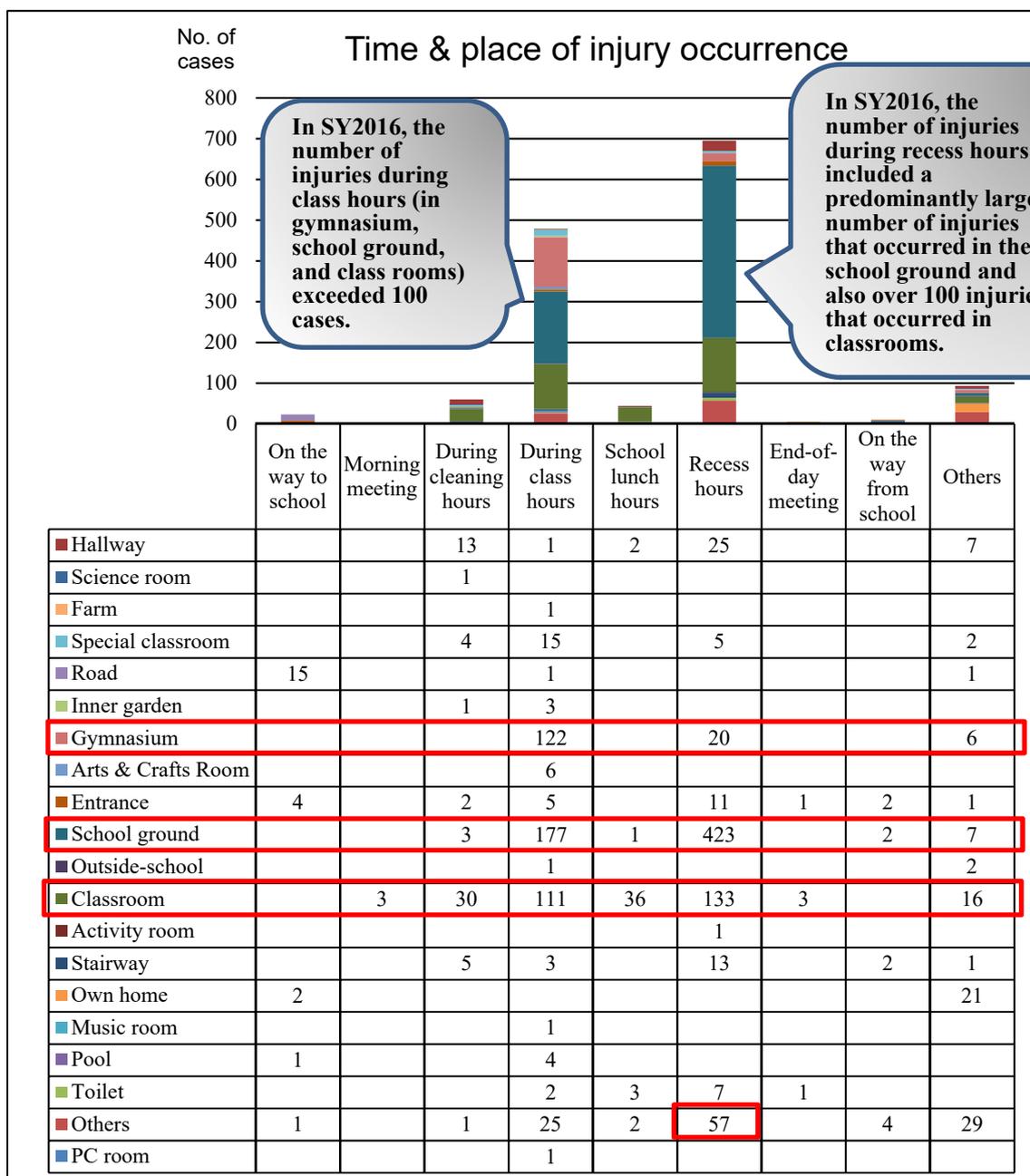
			Analysis of current situations (problems)			Directions (issues to be addressed)	Goals	
			Unforeseeable factors	Intentional factors				
Physical aspect	Inside school	Inside school building	(a) Many injuries occur in classrooms and the gymnasium.	(l) There are injuries that are intentionally caused by others.		Issue 1: Reduction of injuries [(a),(b),(c),(d)] (1) Place: Classroom, gymnasium, school ground (2) Time: During class hours & recess hours	Goal 1: To reduce <b>avoidable injuries</b> in school	
			(b) Many injuries occur during class hours.					
	Outside school	School route	(c) Many injuries occur on the school ground.				Issue 2: Improvement in verbal communication capability [(j),(k),(l)]	Goal 2: To reduce <b>bullying</b> acts
			(d) Many injuries occur during class hours & recess hours.					
	Others (School district)	School district	(e) Students walk on a road in a horizontal line.				Issue 3: Awareness raising towards <b>traffic safety</b> [(e),(f),(g)]	Goal 3: To attain "Zero" traffic accident
			(f) On the way from school, students walk outside the white line.					
(g) With regard to traffic safety, there is discrepancy between awareness and behavior.								
Mental aspect	Others (School district)	(h) Only less than half of students participate in the community-level disaster prevention drill.	Issue 4: Awareness raising towards <b>disaster &amp; crime prevention</b> [(h),(i)]	Goal 4: To raise ability to avoid risks (disaster & crime prevention)				
		(i) Some students have an experience of being approached by a suspicious person.						
		(j) There is problem awareness among students towards verbal bullying.						
		(k) School sometimes receives reports on specific cases of bullying, domestic violence, etc. from Child Consultation Office.						

\* See page 13 for the evidences for (a) to (l).

# 1 Causal analysis

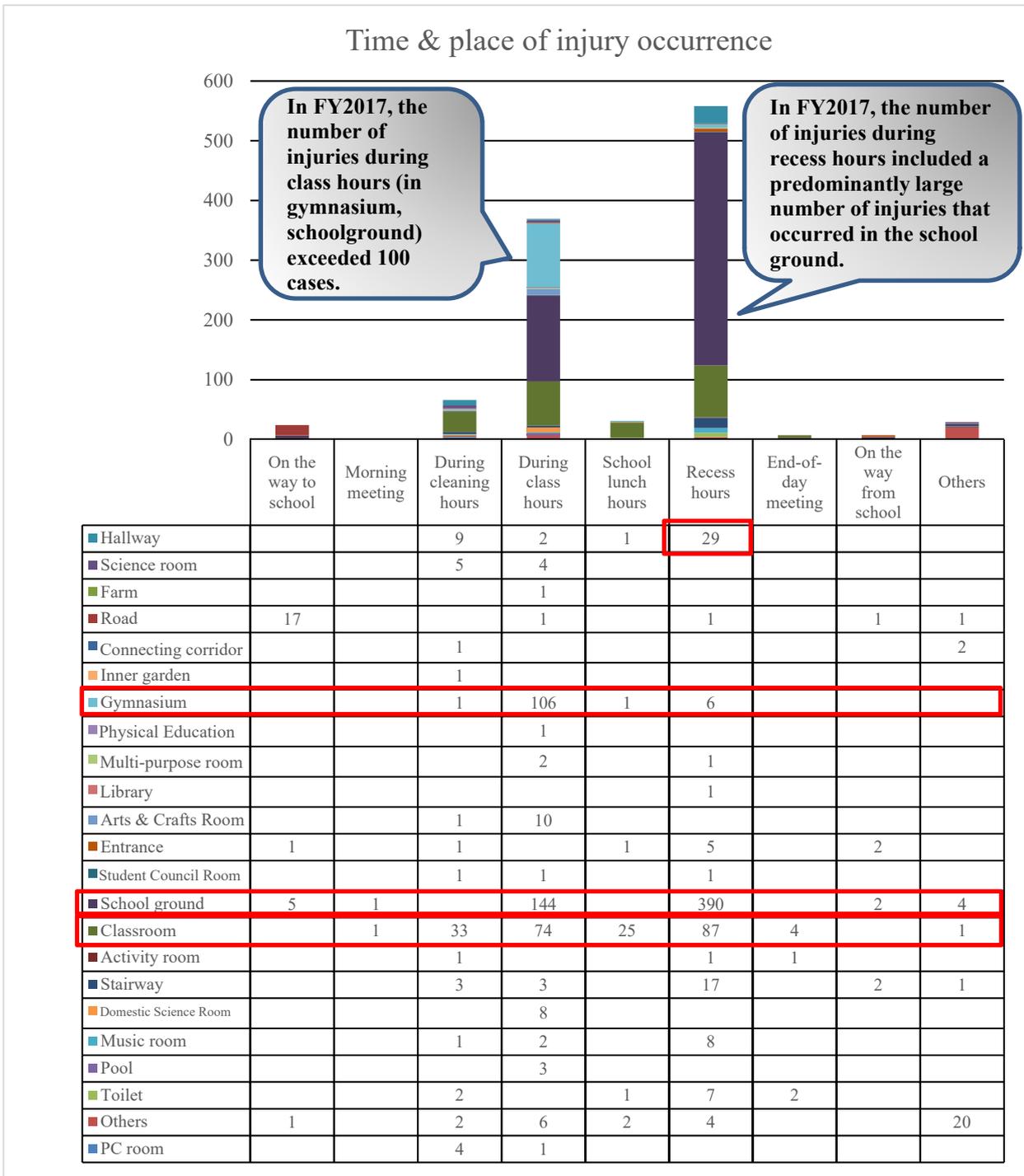
## (1) Injury

Graph 5-1 Aggregation based on SY2016 School Infirmary Use Cards (Apr. to Mar.)



Source: Aggregation based on SY2016 School Infirmary Use Cards of Tsumada Elementary School (Apr. to Mar.)

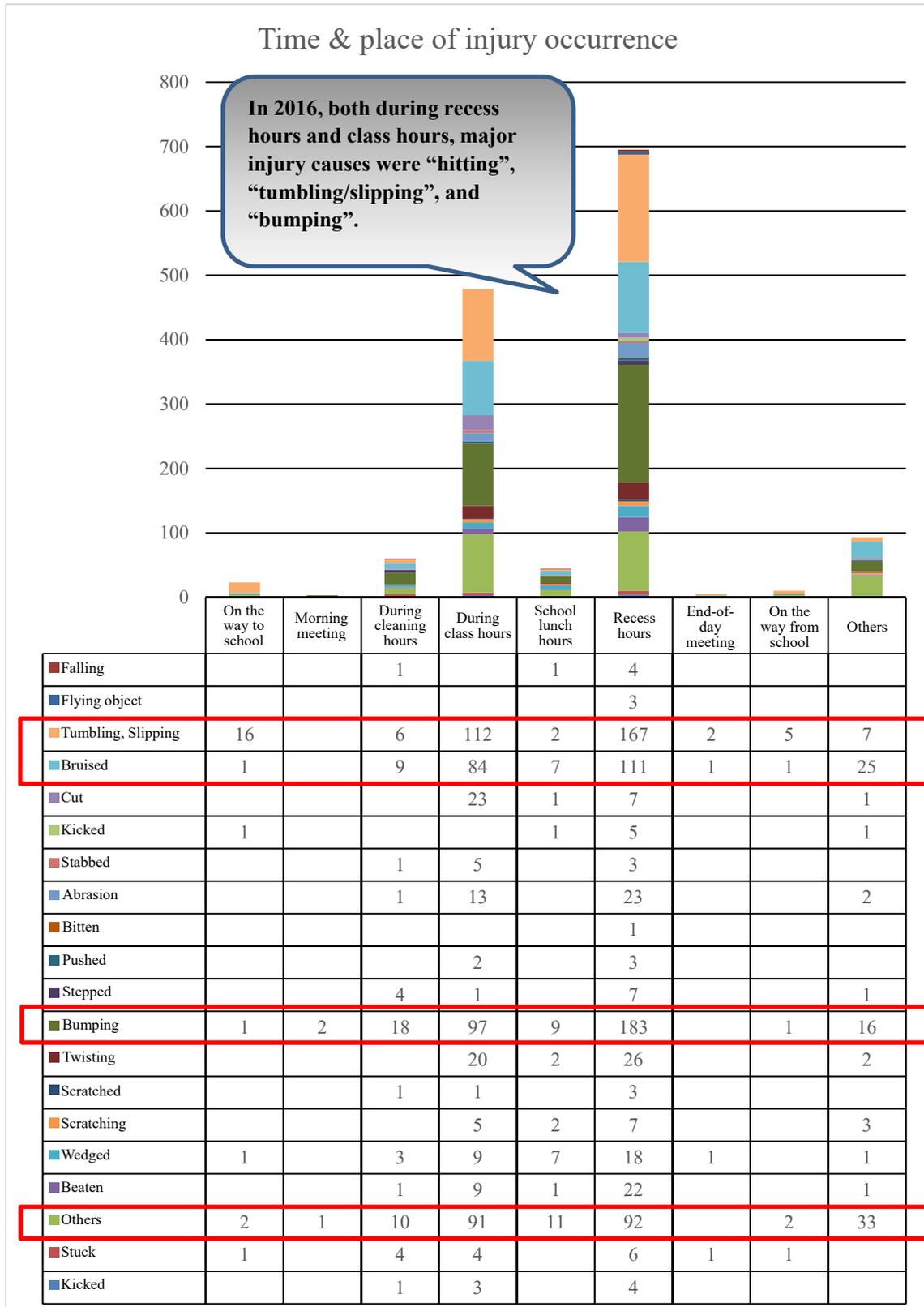
**Graph 5-2 Aggregation based on SY2017 School Infirmary Use Cards (Apr. to Dec.)**



**\* In 2017, due to necessity of more detailed data on the injury occurrence place, School Infirmary Use Card has been changed.**

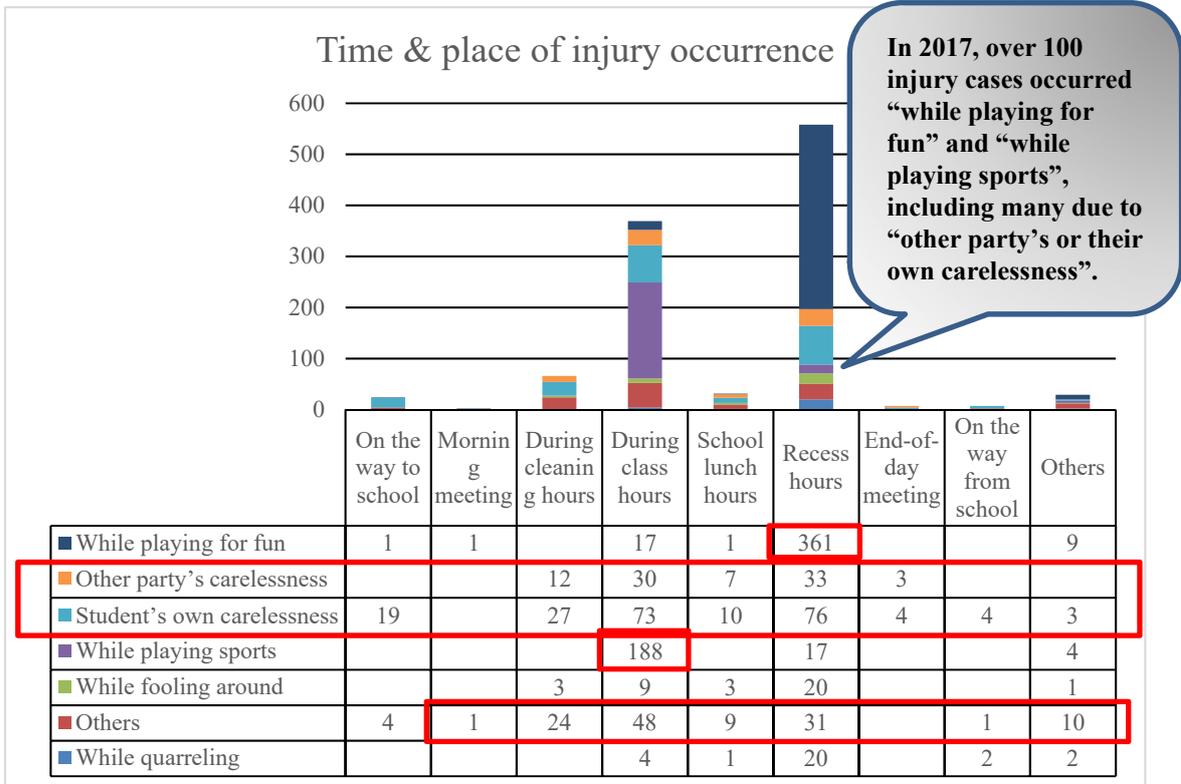
Source: Aggregation based on SY2017 School Infirmary Use Cards of Tsumada Elementary School (Apr. to Dec.)

**Graph 5-3 Aggregation based on SY2016 School Infirmary Use Cards (Apr. to Mar.)**



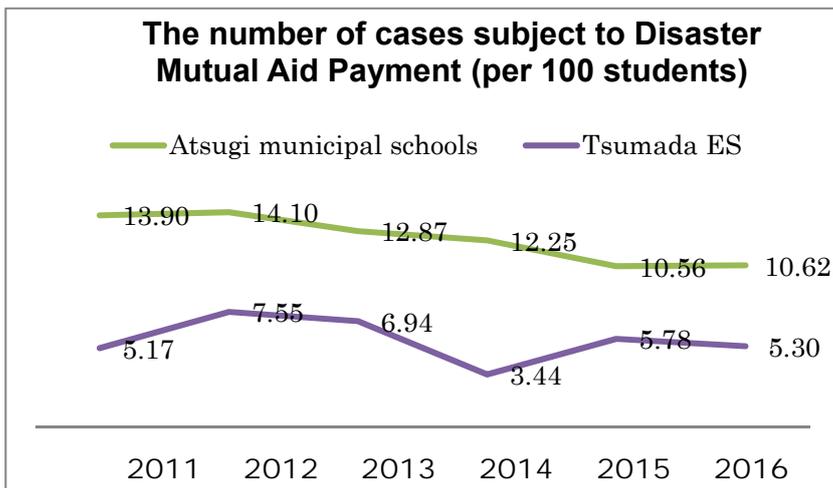
Source: Aggregation based on SY 2016 School Infirmary Use Cards of Tsumada Elementary School (Apr. to Mar.)

**Graph 5-4 Aggregation based on SY2017 School Infirmary Use Cards (Apr. to Dec.)**



Source: Aggregation based on SY2017 School Infirmary Use Cards of Tsumada Elementary School (Apr. to Dec.)

**Graph 5-5**



Source: Disaster mutual aid payment data (Atsugi Municipal Board of Education)  
 Data for SY2016 (Apr. to Mar.) are compared with those for SY2017 (Apr. to Dec.) in Graphs 5-1 & 5-2 and also 5-3 & 5-4.

Starting in 2017, causes of injuries were classified into new groups including “While playing for fun, Other party’s carelessness, Student’s own carelessness, While playing sports, While fooling

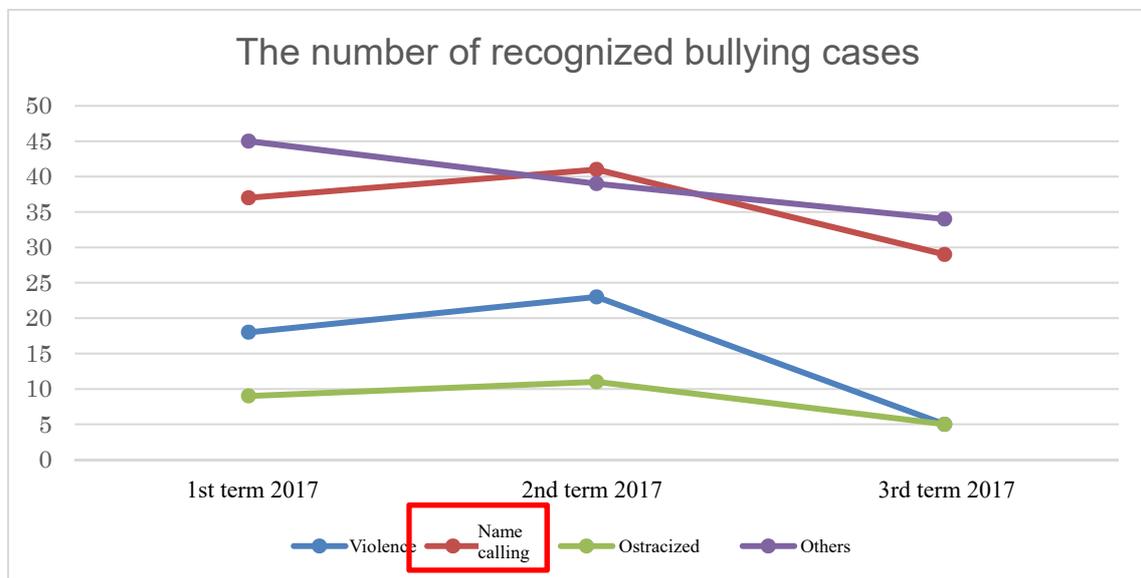
around, While quarreling, and Others”. Injury occurrence places has also been divided more into details including “Connecting corridor, Inner garden, Multi-purpose room, Library, Student Council Room, and Domestic Science Room”. From comparison with the data for 2016, many injuries in 2017 occurred during recess hours (the first) and class hours (the second) and in the school ground (the first) and class rooms (the second). Major causes of injuries were Tumbling/slipping (the first) and Bumping (the second) in 2016, and While playing for fun (the first) and While playing sports in 2017.

From Graph 5-5, it is shown that the number of serious injuries in Tsumada ES is lower than the average number of all schools in Atsugi City.

In all graphs, there are many cases under “Others”. Many of them, places and causes of injuries were “Not remembered”. It is necessary to analyze them more into details.

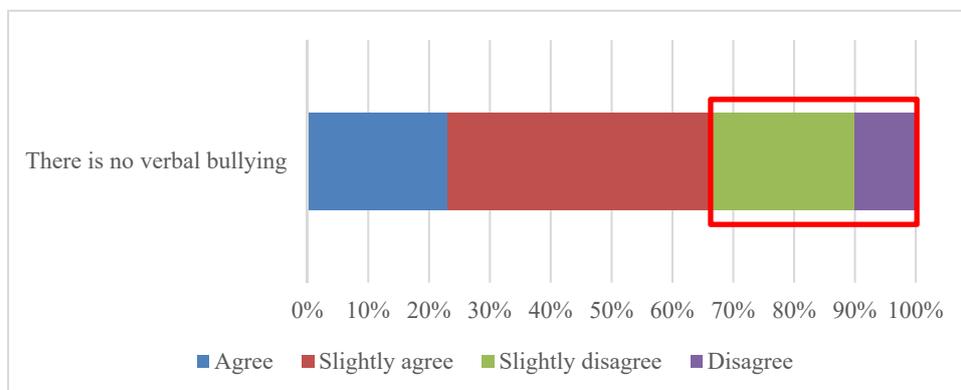
(2) Bullying

**Graph 5-6 Results of questionnaire survey on bullying (by cause)**



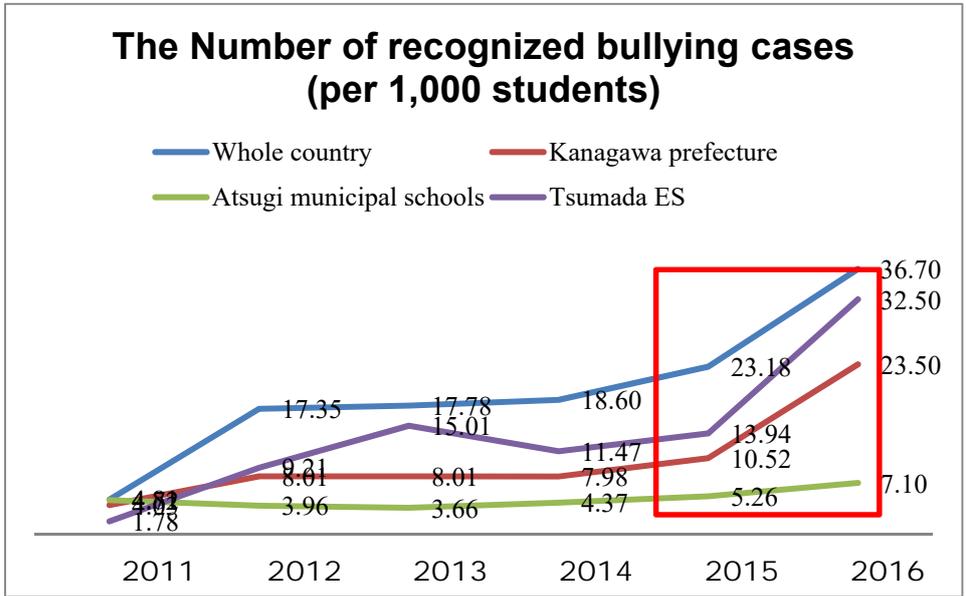
Source: Tsumada Elementary School questionnaire survey on bullying (SY2017)

**Graph 5-7 Questionnaire survey on bullying**



Source: Tsumada Elementary School Safety & Security Questionnaire Survey (SY2017)

**Graph 5-8**

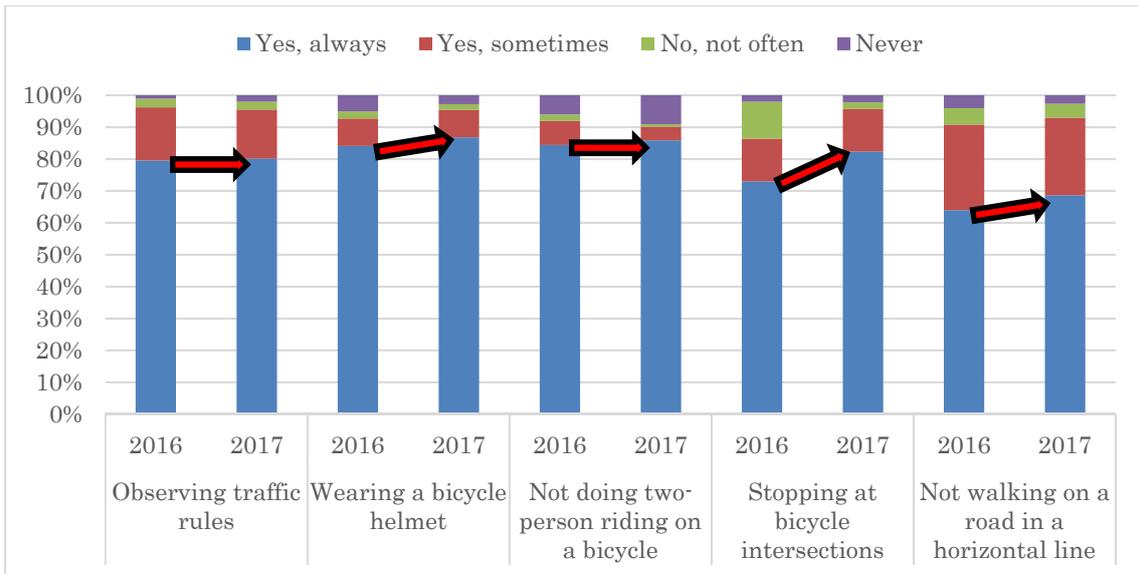


Source: No. of recognized bullying cases (Atsugi Municipal Board of Education)

Graphs 5-6, 5-7, and 5-8 show an increase in the number of recognized bullying cases in Tsumada ES. This is partly because of the change in definition introduced by the Ministry of Education, Culture, Sports, Science and Technology. In the case of the School, there are many cases of verbal bullying such as name calling, which need to be addressed.

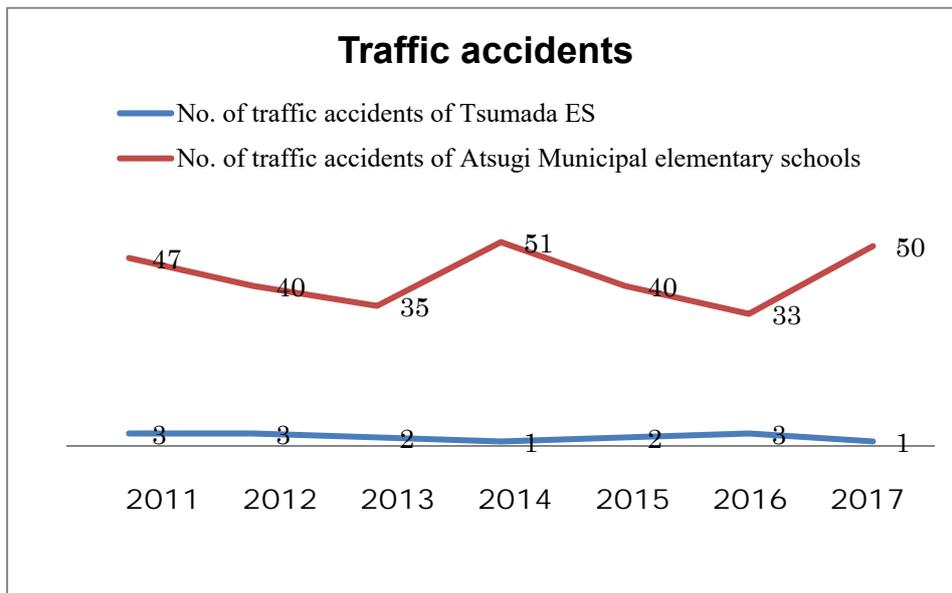
(3) Traffic safety

**Graph 5-9 Questionnaire survey on traffic safety**



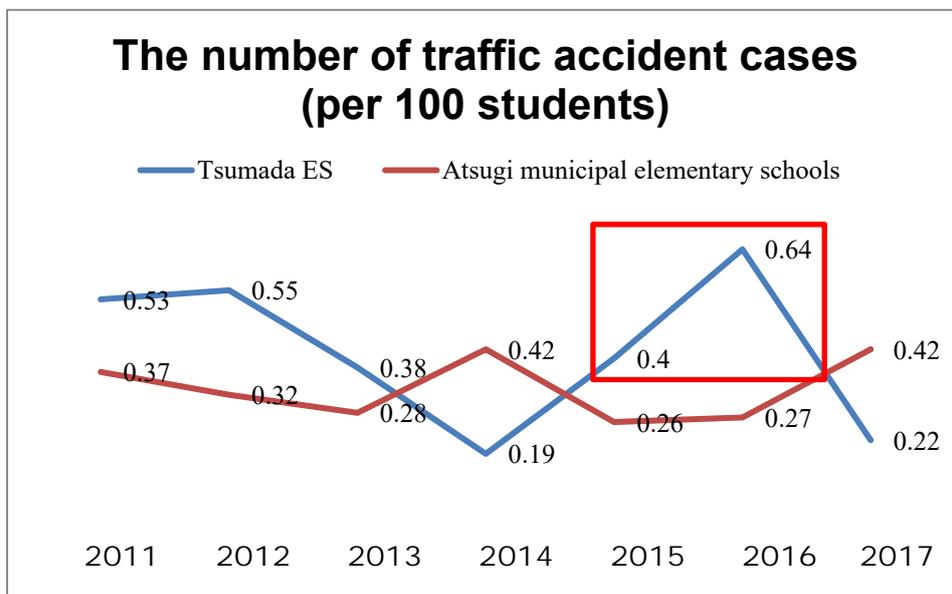
Source: Tsumada Elementary School Safety & Security Questionnaire Survey (SY2016, 2017)

**Graph 5-10**



Source: No. of cases of traffic accidents (Atsugi Municipal Board of Education)

**Graph 5-11**

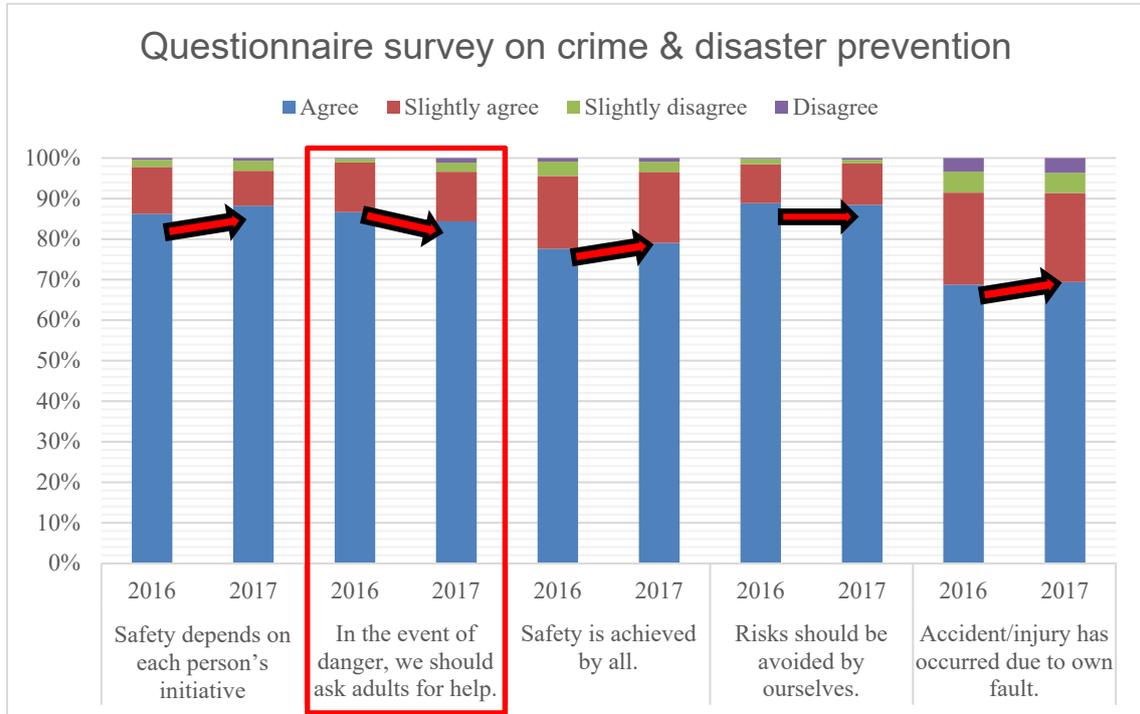


Source: No. of cases of traffic accidents per 100 students (Atsugi Municipal Board of Education)

From Graph 5-9, it is shown that traffic safety awareness has improved in 2017 compared to that in 2016. As shown in Graph 5-10, although the number of traffic accidents of the School is small in number, the number of traffic accident cases per 100 students of the School was far above the number of the Atsugi municipal elementary schools in 2016.

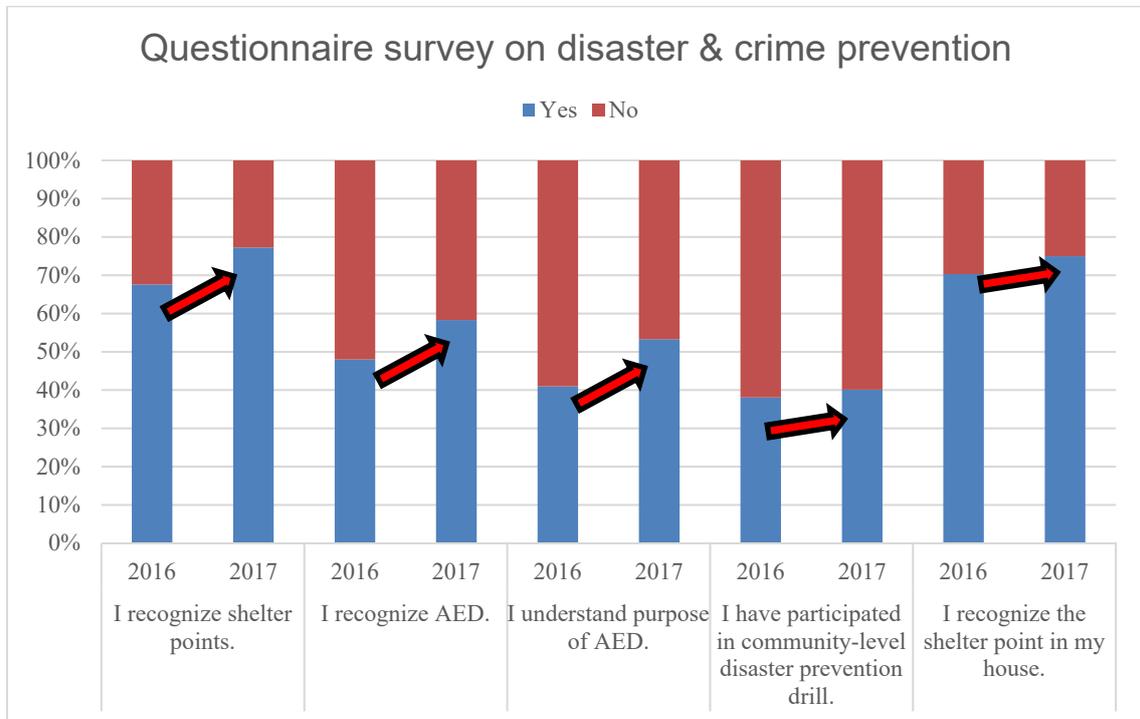
(4) Disaster prevention & crime prevention

**Graph 5-12**



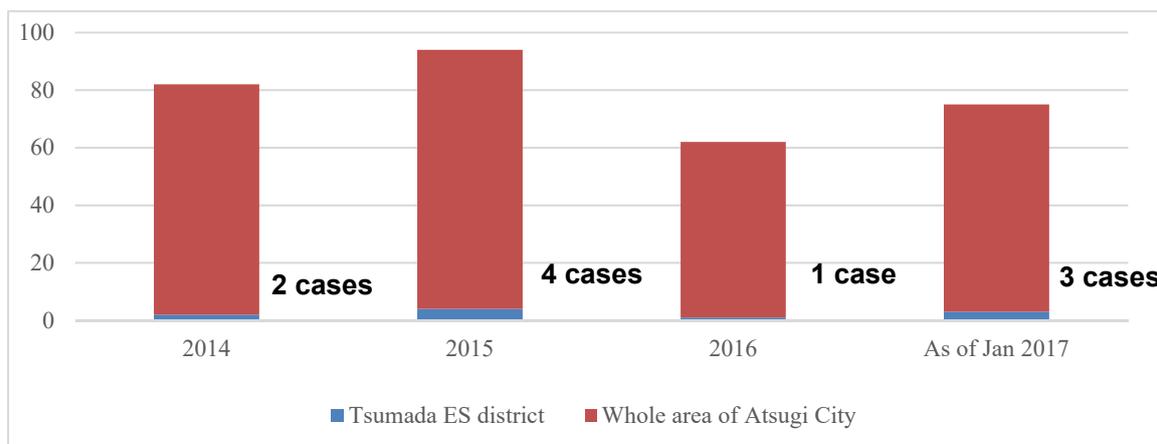
Source: Tsumada Elementary School Safety & Security Questionnaire Survey (SY2016, 2017)

**Graph 5-13**



Source: Tsumada Elementary School Safety & Security Questionnaire Survey (SY2016, 2017)

**Graph 5-14 The number of incidents of a suspicious person**



Source: No. of incidents of a suspicious person (Atsugi Municipal Board of Education)

From data comparison between 2016 and 2017, Graphs 5-12 and 5-13 show that awareness of crime & disaster prevention has improved regarding all items except “I ask adults for help in the event of danger”. Further, Graph 5-14 indicates that there are a few (if not many) reports on a suspicious person within the School district every year.

## 2 Measures for prioritized programs

Based on the “causal analysis” in the preceding paragraph and the problems on page 14, the following prioritized programs have been set:

Problem	Grounds & current situation (data)	Prioritized programs
(1) Injury	<b>Fig. 5-1 to 5</b>	(a) Programs of Student Committee, etc. (b) Programs of teachers & staff (c) Classroom environment (including also places other than classrooms)
(2) Bullying	<b>Fig. 5-6 to 8</b>	(d) Bullying prevention campaign (Students Council) (e) Y-P Program classroom comfort (class activity)
(3) Traffic safety	<b>Fig. 5-9 to 11</b>	(f) Traffic Safety Class (g) Guidance on how to safely walk to/from school (PTA, teachers & staff, community) (h) PTA PR questionnaire survey
(4) Disaster & crime prevention	<b>Fig. 5-12 to 14</b>	(i) Evacuation drill (earthquake, fire, water disaster, J-ALERT, etc.) Same as Indicator 4-(3)-1 (j) Community patrol

(1) Injury (till 5-(1)-10)

(a) Programs of Student Committee, etc.

5-(1)-1	NEW	<b>No. of times/ frequency of activity</b>	Every month
<b>Name of activity</b>	Posting of injuries occurrence places during the month		
<b>Objective</b>	Improvement of awareness/interest in injury prevention and safety		
<b>Outline</b>	Students attach a seal on the “Injury Map” to a spot where they were injured and thus enhance interest in safety through visualization of injury places.		
<b>Provider</b>	Students, Teachers & staff	<b>Main targets</b>	All students, Teachers & staff, Parents, School visitors
<b>Change after launch of ISS</b>	—		
<b>Future plan</b>	Seals attached on the Injury Map that is displayed on the wall of the hallway help visually indicate places where injury tends to occur and also help enhance safety awareness among students and teachers & staff. The posting program will be continued.		

5-(1)-2	Continuous basis	<b>No. of times/ frequency of activity</b>	Walking manner checking: 2 times a year Attaching footprint marks: At appropriate times
<b>Name of activity</b>	Checking of walking manners on hallways and attachment of footprint marks for Keep-Right Walking		
<b>Objective</b>	To encourage Keep-Right Walking and thus to prevent accidents		
<b>Outline</b>	At a few places in the school building, it is checked whether keep-right walking is observed or not. The results are summed up and posted in all classrooms. The torn footprint marks for keep-right walking are repaired.		
<b>Provider</b>	Lifestyle Committee	<b>Main targets</b>	All students, Teachers & staff, Parents, School visitors
<b>Change after launch of ISS</b>	The results from the checking of walking manner on hallways are reported at the Student Morning Assembly.		
<b>Future plan</b>	Also continued in the future		

5—(1)—3	Continuous basis	<b>No. of times/ frequency of activity</b>	Rainy days
<b>Name of activity</b>	How to spend rainy days		
<b>Objective</b>	To discuss how to spend rainy days in each class and then in Representative Committee, thus aiming to learn how to safely spend rainy days.		
<b>Outline</b>	Students discuss “how to spend rainy days” in each classroom before a Representative Committee meeting is held in June. The results are submitted to the Representative Committee meeting and the school-level programs are decided.		
<b>Provider</b>	Students, Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	Due to an increase in awareness about safe school life, some students started to join the school patrol on rainy days together with Representative Committee members. “Rainy Day Project” was formed under the leadership of committee chairpersons and the activities have been developed.		
<b>Future plan</b>	Continued every year		

5—(1)—4	NEW	<b>No. of times/ frequency of activity</b>	At Committee meetings
<b>Name of activity</b>	School Safety Map (Inside school buildings and school ground)		
<b>Objective</b>	Reduction injuries at hazardous spots in the school		
<b>Outline</b>	Hazardous spots inside school buildings and the school ground are identified and photographed. Such informative materials are put on the sheet that shows buildings, etc. on the school premises. Safety Map is completed by adding injury prevention methods & comments.		
<b>Provider</b>	Lifestyle Committee (students)	<b>Main targets</b>	All students, Teachers & staff, Parents, School visitors
<b>Change after launch of ISS</b>	—		
<b>Future plan</b>	Also continued in the future		

5—(1)—5	Continuous basis	<b>No. of times/ frequency of activity</b>	2 weeks each
<b>Name of activity</b>	Physical Development Week		
<b>Objective</b>	Prevention of injury through developing physical strength		
<b>Outline</b>	Developing physical strength is promoted in Rope Jumping Week and in Marathon Training Week.		
<b>Provider</b>	Sports Committee (Students)	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	Rope Jumping Week has been continued every other year with details changed.		
<b>Future plan</b>	Also continued in the future		

5—(1)—6	Continuous basis	<b>No. of times/ frequency of activity</b>	Every day
<b>Name of activity</b>	“Walk slowly” radio announcement		
<b>Objective</b>	Awareness raising of how to spend recess hours		
<b>Outline</b>	Via school radio announcement, students are encouraged to walk slowly in classrooms and hallways. Content of broadcast changes by weather.		
<b>Provider</b>	Broadcasting Committee (Students)	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	Content of broadcast has become to focus on safety & security		
<b>Future plan</b>	Also continued in the future		

(b) Efforts of teachers & staff (Class lessons)

5—(1)—7	NEW	<b>No. of times/ frequency of activity</b>	Whole year
<b>Name of activity</b>	Learning of ability to avoid/predict risks		
<b>Objective</b>	To prevent injury and traffic accident To check hazardous spots, and to avoid risk		
<b>Outline</b>	In class activities, students check hazardous spots on roads near the School and to review walking & bicycle-riding manners, thus developing manners to live safely.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	—		
<b>Future plan</b>	Since 2017, all teachers & staff have been carrying out the class activity as the in-school study subject.		

(c) Classroom environment (including places other than classrooms)

5—(1)—8	NEW	<b>No. of times/ frequency of activity</b>	At the time of Committee meetings
<b>Name of activity</b>	Attaching rubber protectors to corners and repairing roughness on desks and chairs		
<b>Objective</b>	Prevention of injuries in classrooms		
<b>Outline</b>	Rubber protectors are attached to corners of the shelves and lockers in the classrooms for lower grades. As for roughness repair, desks and chairs in the special classrooms are repaired with gummed tape.		
<b>Provider</b>	Lifestyle Committee (Students)	<b>Main targets</b>	All students, Teachers & staff
<b>Change after launch of ISS</b>	—		
<b>Future plan</b>	When the rubber protectors are displaced, they are re-fixed.		

5-(1)-9	NEW	<b>No. of times/ frequency of activity</b>	At the time of Committee meetings
<b>Name of activity</b>	Installation of convex mirrors on stairways and hallways		
<b>Objective</b>	To prevent collision at intersection on stairways, hallways, etc.		
<b>Outline</b>	Students Committee members prepared a proposal document and submitted to the school vice-principal, based on which purchase was decided. Installation was carried out by a contractor in view of safety.		
<b>Provider</b>	Lifestyle Committee, Contractor	<b>Main targets</b>	All students, Teachers & staff, Parents, School visitors
<b>Change after launch of ISS</b>	—		
<b>Future plan</b>	It is validated whether injuries have decreased after installation of the mirrors.		

5-(1)-10	NEW	<b>No. of times/ frequency of activity</b>	1st term 2017
<b>Name of activity</b>	Removal of level difference in flowerbeds, measures to remove projection of the sprinkler, level difference on the entrance/exit gate, etc.		
<b>Objective</b>	To prevent students from stumbling over projections		
<b>Outline</b>	The projection of the sprinkler was levelled by a contractor (SY2017). As for the entrance/exit gate used on the sports meeting, a standing type gate (instead of our embedding type) was borrowed from another school and used.		
<b>Provider</b>	Teachers, Contractor	<b>Main targets</b>	All students, Teachers & staff, Parents, School visitors
<b>Change after launch of ISS</b>	—		
<b>Future plan</b>	The level difference in the flowerbed will be discussed. A new entrance/exit gate for the School is going to be made in 2018.		

(2) Bullying (till 5-(2)-2)

(d) Bullying prevention campaign (Student Council)

5—(2)—1	Continuous basis	<b>No. of times/ frequency of activity</b>	October to December
<b>Name of activity</b>	Bullying prevention campaign		
<b>Objective</b>	Bullying problem is discussed at the class level and school level to spread awareness of “Bullying is not good” and thus efforts to develop “school life free of bullying” are made.		
<b>Outline</b>	<ul style="list-style-type: none"> <li>· October: Students discuss and practice bullying prevention efforts that can be implemented at a class level.</li> <li>· November: Representative Committee discuss and practice bullying prevention efforts that can be implemented at a school level.</li> <li>· At Representative Committee meetings in October and November, opinions from classes are exchanged, building environments for students’ motivation. (Opinions of Grade 1 to 3 students are also adopted.)</li> <li>· Bullying Prevention Executive Committee was set up, which has worked to make rules and picture cards.</li> </ul>		
<b>Provider</b>	Students Council, Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	A system has been established in which Executive Committee members work on various efforts such as making rules for bullying prevention and picture cards.		
<b>Future plan</b>	Continued every year		

(e) Y-P Program classroom comfort (Class activity)

5—(2)—2	Continuous basis	<b>No. of times/ frequency of activity</b>	Whole year, Questionnaire survey (2 times a year)
<b>Name of activity</b>	YP questionnaire survey, programs (Class lesson)		
<b>Objective</b>	It is checked by means of a questionnaire survey on whether the classroom is comfortable for each student, whether each student has a sense of self-esteem, etc. and the results are used in guidance.		
<b>Outline</b>	<p>(a) The 1st questionnaire survey is held in June with all students.</p> <p>(b) Based on the results of (a), programs suitable for each class are implemented.</p> <p>(c) With the aim to check students’ response to the programs implemented, a questionnaire survey is held in November using the same questionnaire.</p> <p>(d) Based on the results of (a) and (c), programs are chosen again and are implemented.</p>		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	The survey had been held only in the 1st and 2nd terms till 2015. Since 2016, it has been held in every term. Analysis of the results of the survey and selection of programs are performed based on discussion at each grade level. Programs are repeatedly implemented at appropriate times.		
<b>Future plan</b>	The activity is utilized in guidance that aims to make a class comfortable place for every student.		

(3) Traffic safety (till 5-(3)-4)

(f) Traffic Safety Class

5—(3)—1	Continuous basis	<b>No. of times/ frequency of activity</b>	Once a year, Applicable to Grades 3 and 5
<b>Name of activity</b>	Traffic Safety Class (Bicycle riding)		
<b>Objective</b>	Raising awareness about traffic safety. Applicable to Grade 3 students who start using a bicycle and Grade 5 students who have become accustomed to riding a bicycle.		
<b>Outline</b>	The class lesson includes a lecture on traffic safety given by a visiting lecturer and experience of a bicycle simulator. Sign boards, traffic rules, how to ride a bicycle, checking method, etc. are taught.		
<b>Provider</b>	Visiting lecturer, Teachers & staff	<b>Main targets</b>	Grades 3 and 5 students
<b>Change after launch of ISS</b>	This activity has been held before the School started ISS project. The content is subject to discussion every year.		
<b>Future plan</b>	Also continued in the future		

(g) Safety guidance on the way to/from school (PTA, Teachers & staff, Community)

5—(3)—2	Continuous basis	<b>No. of times/ frequency of activity</b>	Every morning
<b>Name of activity</b>	Guidance on how to safely walk to school		
<b>Objective</b>	To ensure safety on the way to school		
<b>Outline</b>	Participants stand on the school routes and watch over students.		
<b>Provider</b>	Teachers & staff, PTA	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	No change in the system and frequency		
<b>Future plan</b>	Also continued in the future		

5—(3)—3	Continuous basis	<b>No. of times/ frequency of activity</b>	Every term (3 times a year)
<b>Name of activity</b>	Guidance on how to safely walk from school		
<b>Objective</b>	To ensure safety on the way from school. It is aimed that group walking from school can be smoothly carried out in case of emergency.		
<b>Outline</b>	Guidance on how to safely walk from school is held 3 times a year. In the first guidance, a list of walking group members is prepared. In the 2nd and 3rd guidance, traffic safety guidance is held by district. Teachers walk from school together with students and check hazardous spots. The problems, etc. are discussed by each district at appropriate times.		
<b>Provider</b>	Teachers & staff	<b>Main targets</b>	All students
<b>Change after launch of ISS</b>	A system has been established in which detailed guidance on how to safely walk from school is given.		
<b>Future plan</b>	Also continued in the future		

(h) PTA PR brochure

5—(3)—4	Continuous basis	<b>No. of times/ frequency of activity</b>	Once a year
<b>Name of activity</b>	PTA PR brochure “Awareness raising for safety & security”		
<b>Objective</b>	Questionnaire survey on safety & security is held with parents, thus aiming to increase their awareness.		
<b>Outline</b>	Content is determined each year by the PTA officers. The results of the questionnaire survey are published in the PR brochure.		
<b>Provider</b>	Parents	<b>Main targets</b>	Parents, All students, Teachers & staff
<b>Change after launch of ISS</b>	Feature articles on safety & security have become included.		
<b>Future plan</b>	Also continued in the future		

(4) Disaster & crime prevention (till 5-(4)-2)

(i) Evacuation drill

5-(4)-1 “Evacuation drill” is abbreviated as being the same in content as 4-(3)-1.

(j) Community patrol

5—(4)—2	Continuous basis	<b>No. of times/ frequency of activity</b>	3 times a year (Summer: nighttime, Winter: early-evening, Spring: nighttime)
<b>Name of activity</b>	Community patrol (Ai-no-patrol)		
<b>Objective</b>	As a part of Youth Sound Growth Activity, it is implemented to prevent students’ delinquency and access to dangerous places.		
<b>Outline</b>	“Ai-no-patrol (patrol of LOVE)” is conducted during early-evening and nighttime 3 times a year. It also serves as the “Mutsuai South District Safe & Secure City Crime Prevention Patrol”. Community’s Youth Sound Growth Association members, PTA members & school teachers & staff (Tsumada ES, Shimizu ES, & Mutsuai Higashi JHS) cover 4 areas (Tsumada ES cover 2 areas and Shimizu ES & Mutsuai Higashi JHS each covers 1 area).		
<b>Provider</b>	Youth Sound Growth Association members, PTA, Teachers & staff	<b>Main targets</b>	All students, Parents, Community
<b>Change after launch of ISS</b>	Community patrol has been established and the number of participants has been increasing year by year.		
<b>Future plan</b>	Also continued in the future		

## Indicator – 6 Programs that document the frequency and causes of injuries

The School collects the frequency and causes of injuries and analyzes them in cooperation with Atsugi Municipal Board of Education.

### <Itemization, survey frequency, & analysis frequency for recorded programs>

Item	Reference data	Record-taking/ survey frequency	Analysis frequency
Physical injuries (Inside school)	Data A. Injury occurrence data (Inside school)	Daily	Once a month
	Data B. Place of injury occurrence data (Inside school)	Daily	Once a month
	Data D. Questionnaire survey on safety & security	Once a year	Once a year
	Data F. Mutual aid disaster insurance payment data	At appropriate times	Once a year
	Data H. Accident occurrence report data (Atsugi Municipal Board of Education)	At appropriate times	Once a year
	Data K. School evaluation	Once a year	Once a year
Physical injuries (Outside school)	Data C. Questionnaire survey on bicycle helmet	2 times a year	Once a year
	Data D. Questionnaire survey on safety & security	Once a year	Once a year
	Data G. Atsugi City emergency transport data	At appropriate times	Once a year
	Data K. School evaluation	Once a year	Once a year
Emotional injuries (Bullying, etc.)	Data D. Questionnaire survey on safety & security	Once a year	Once a year
	Data E. Questionnaire survey on bullying	3 times a year	3 times a year
	Data I. Suspicious person information (Atsugi Municipal Board of Education)	At appropriate times	Once a year
	Data J. Survey on various problems regarding students' guidance such as students' problematic behaviors, etc.	Once a year	Once a year
	Data K. School evaluation	Once a year	Once a year
	Data L. Survey on use of safety buzzer	2 times a year	Once a year

#### **Data A: Collection of injury occurrence data (Inside school) (Daily)**

School infirmary collects data of injuries that occur inside school including information about “time”, “place”, “cause”, “type”, “part of the body injured”, etc. regarding the injuries.

#### **Data B: Collection of place of injury occurrence data (Inside school) (Daily)**

A plain view map of the School is displayed inside the school building and students themselves attach a seal to a place where their injury has occurred.

#### **Data C: Questionnaire survey on bicycle helmet (2 times a year)**

Survey has been conducted targeting all students, asking whether they own a bicycle or not, whether they have a bicycle helmet or not, and whether they wear a helmet or not.

Since 2017, numerical results have been made into a graph and displayed, thus aiming to disseminate and raise awareness among students.

**Data D: Questionnaire survey on safety & security (Once a year)**

Since February 2017, questionnaire survey on safety & security has been carried out with all students. It is aimed to identify any change in students' awareness and behavior and it is also verified if various lessons and guidance have been useful to awareness raising among students.

**Data E: Questionnaire survey on bullying (3 times a year)**

Questionnaire survey on bullying has been conducted every term with all students. Based on the survey, students concerned receive hearing from class teachers. Bullying cases are categorized into violence, name calling, ostracism, & others, and the number of each case is identified.

**Data F: Mutual aid disaster insurance payment data (at appropriate times)**

Analysis has been performed regarding increase/decrease of injuries that require hospital treatment.

**Data G: Atsugi City emergency transport data (Once a year)**

Emergency transport data of the City is identified and analyzed based on the annual report on fire-fighting of Atsugi city.

**Data H: Accident occurrence report data (Atsugi Municipal Board of Education) (at appropriate times)**

Schools report to Board of Education about serious injuries due to traffic accident and general accident in school.

**Data I: Suspicious person information (Atsugi Municipal Board of Education) (at appropriate times)**

In case where a student is victimized by a suspicious person, the school report to Municipal Board of Education and provides information to the neighboring schools.

**Data J: Survey on various problems regarding students' guidance for students' problematic behaviors, etc.**

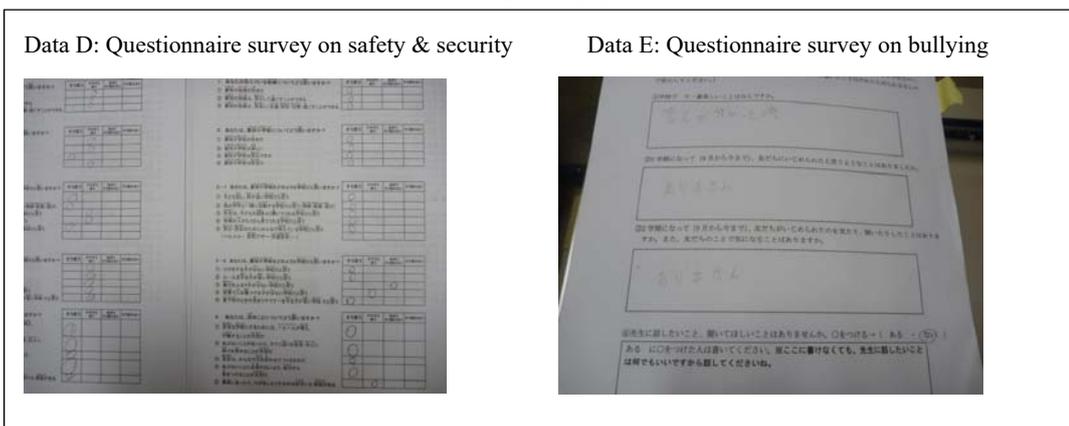
The number of recognized bullying and violence acts in school are reported to Atsugi Municipal Board of Education. The results are compared with those of Atsugi City, Kanagawa Prefecture, and whole country and the characteristics of the School are analyzed.

**Data K: School evaluation (Once a year)**

After the questionnaire survey is conducted with parents and students, the results are subject to digitalization and analysis.

**Data L: Survey on use of safety buzzer (2 times a year)**

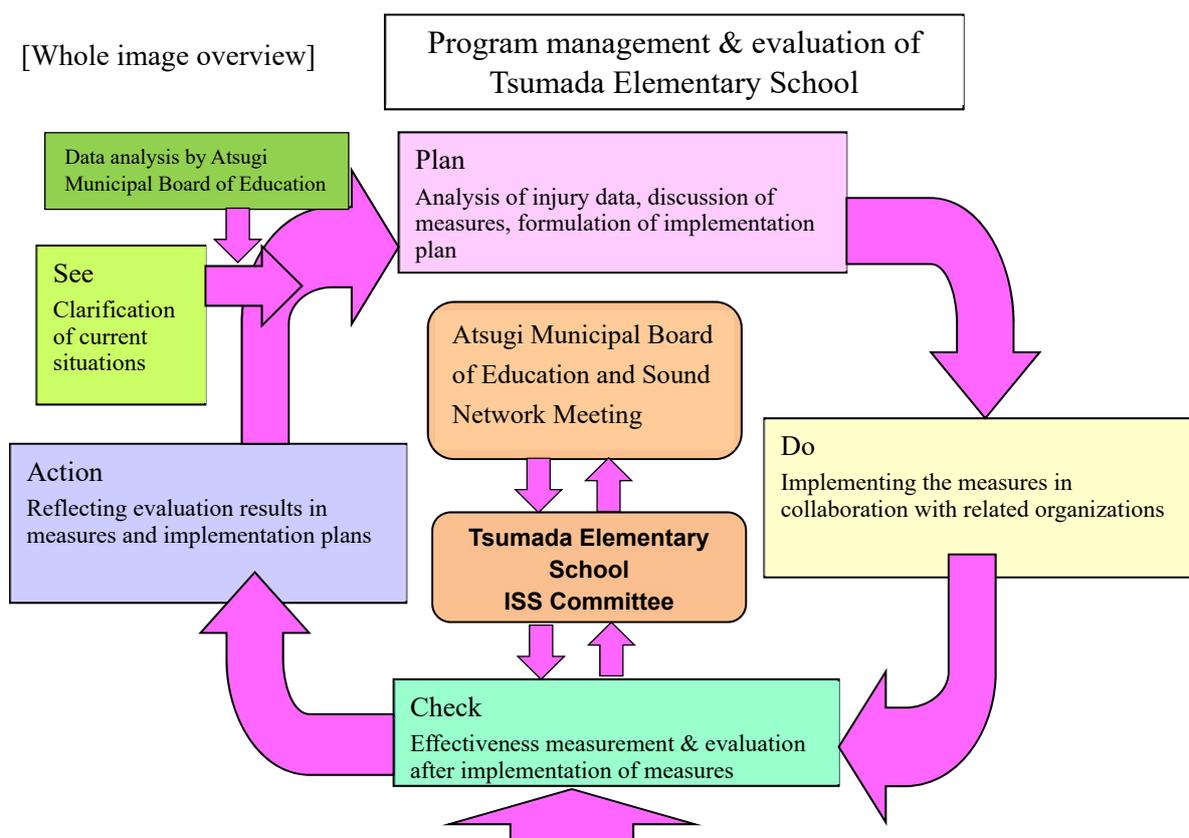
Survey is conducted with all students regarding possession and use of safety buzzer.



## Indicator – 7 Evaluation measures to assess school policies, programs, processes and the effects of change

Program progress management is performed mainly by the ISS Committee members of the School and the effects are checked based on the evaluation indicators of Atsugi Municipal Board of Education and Sound Network Meeting. (See the chart below.)

In the course of development of the PDCA Cycle for the programs, we receive advice on progress management of each initiative from the certifying judges from the ISS Certification Center who kindly come to the School.



### External evaluation

(Guidance given by the certifying judges from the ISS Certification Center)

Mar. 2017	JISC Dr. Shiraishi, Dr. Imai	A workshop was held for students, parents, community residents, and teachers & staff
Aug. 2017	JISC Dr. Shiraishi, Dr. Imai	Progress state was checked, and guidance/advice was given.
Oct. 2017	ISS Certification Center Dr. Graeme Barber, Dr. Shiraishi	On-site guidance was performed.
Jan. and Mar. 2018	JISC Dr. Shiraishi, Dr. Imai	Progress state was checked, and guidance/advice was given.

## Short-to-mid-term achievements and long-term achievements of each issue

### (1) Prevention of injuries

Initiatives	3-(1)-1 Safety check inside and outside school buildings	4-(1)-1 Clean-up activity by paired grades	
	3-(1)-2 Posting of monthly "Health Target"	4-(1)-2 Paired grades activity	
	3-(1)-3 Installation of metal fittings on windows to prevent falling from windows	4-(1)-3 Swimming pool volunteers	
	3-(1)-4 Emergency response workshop using the Action Card	4-(2)-1 Effective break-taking during practice for the sports meeting	
	3-(1)-5 Review of the school safety plan	4-(2)-2 How to spend recess hours on the days with special daily-schedule	
	3-(1)-6 Preparation & posting of the safety manual for each subject		
	3-(1)-7 Observation of rules for physical education class		
	3-(1)-8 Keeping PE warehouse tidy & organized		
	5-(1)-1 Posting of injury occurrence places during the month	5-(1)-6 "Walk slowly" radio announcement	
	5-(1)-2 Checking of walking manners on hallways and attachment of footprint marks for Keep-Right Walking	5-(1)-7 Learning of ability to avoid/predict risks	
	5-(1)-3 How to spend rainy days	5-(1)-8 Attaching rubber protectors to corners and repairing roughness on desks and chairs	
	5-(1)-4 School Safety Map	5-(1)-9 Installation of convex mirrors on stairways and hallways	
	5-(1)-5 Physical Development Week	5-(1)-10 Measures to remove projection of the sprinkler, level difference on the entrance/exit gate, etc.	
Term	Performance indicator	2016	2017
Short-to-mid-term achievements (Change in awareness & behavior)	○ Awareness & behavior regarding injury • There are not many students who get injured in the School. (Agree or Slightly agree (%))	70	65
	• I pay attention not to get injured. (Always (%))	73	77
	○ Awareness & behavior to make efforts to observe school rules • There are many students who observe rules in the School. (Agree or Slightly agree (%))	75	79
	[Checking method] Questionnaire survey on safety & security (Target: all students)		
Long-term achievements (Phenomenal change)	○ Reduction of injury incidents in school • The number of injury occurrence (cases)	1411	1381
	• The number of injury occurrence (cases per student)	2.99	2.99
		(472 students in total)	(462 students in total)
	• The number of serious injury occurrence that require hospital treatment (cases)	25	24
	○ Safety check Improvement rate (%)	—	—
	[Checking method] Injury data of all students, Data on Disaster Mutual Aid Payment		

### **Results of initiatives**

**<Students' awareness>** There has been an improvement.

**<Students' behavior>** Although there is not much change observed, students have become good at explaining the detailed situations of occurrence in the school infirmary room when getting injured.

**<Awareness among teachers & staff>**

By sharing information about serious injuries, they have become more attentive to places with potential risk of injury.

With regard to awareness & behavior, the point decreased by 5% in the item “There are not many students who get injured in this school”. However, the point increased by 4% in the both items of “I pay attention not to get injured” and “There are many students who observe rules in this school”. From the above, it is shown that awareness about injury has been raised since start of the ISS project, but actual behavior has not yet been sufficiently changed.

In fact, the number of injury incidents has shown a slight decrease from 1,411 cases in SY2016 to 1,381 cases in SY2017. Since the infirmary room injury data became more detailed from January SY2016, the number of injury incidents for the initial period of SY2017 temporarily increased. Meanwhile, due to reduction of injury in the 3rd term, the total number has also decreased. However, the average number in terms of the number of students, it almost remained the same both in SY2016 and SY2017, showing that there were about 3 cases per student in a year. Increased efforts are necessary to achieve further reduction.

A system in which students fill out the sheet for data collection has been implemented for the past 4 years and has been disseminated. Since SY2017, seals have been attached to injury incident places on the map, which have also been disseminated in the past year. Through “visualization” of the number of injuries and places of occurrence by means of this seal attachment, we would like to reduce avoidable injuries. The number of serious injuries that required hospital treatment was 25 cases in SY2016 and 24 cases in SY2017. This means that approx. 2 cases occurred in a month. It is necessary to promote information sharing among teachers & staff aiming to further reduce serious injuries. Through meetings of teachers & staff, it is necessary to continue discussing and sharing information regarding “when” and “what behaviors” resulted in a serious injury.

Starting in 2018 (not implemented in 2016 and 2017), we would like to evaluate the long-term achievement with regard to progress in repairs of spots where necessity of repair was indicated by the safety check.

## (2) Prevention of bullying

Initiatives	3-(2)-1 Joint meeting of elementary and junior-high schools 3-(2)-2 Questionnaire survey on bullying 3-(2)-3 Safety Class on use of smartphones and cell phones 3-(2)-4 Greeting Exchange Campaign	5-(2)-1 Bullying prevention campaign 5-(2)-2 YP questionnaire survey & assessment		
Term	Performance indicator	2016	2017	
Short-to-mid-term achievements (Change in awareness & behavior)	<ul style="list-style-type: none"> <li>○ Development of human relations for safe school life               <ul style="list-style-type: none"> <li>• School life of Tsumada ES is pleasant. (Agree (%))</li> <li>• Tsumada ES is a good school where students are on friendly terms with one another. (Agree (%))</li> <li>• I think that Tsumada ES is a safe school. (Agree (%))</li> </ul> </li> <li>○ Communication ability               <ul style="list-style-type: none"> <li>• There is no verbal bullying. (Agree (%))</li> <li>• We should never spite our friends. (Agree (%))</li> </ul> </li> </ul>	74  53  62	74   58  64	
	[Checking method] Questionnaire survey on safety & security (Target: all students)			
Long-term achievements (Phenomenal change)	<ul style="list-style-type: none"> <li>○ Reduction of bullying acts               <ul style="list-style-type: none"> <li>• No. of recognized bullying cases (cases)</li> <li>• Of the above, No. of bullying cases related to SNS (cases)</li> <li>• No. of name calling cases (= No. of cases where students have become sensitive to words)</li> </ul> </li> </ul>	15  —	17  —	
	..... 1st term	37	37	
	..... 2nd term	29	41	
	..... 3rd term	29	29	
	[Checking method] Factual investigation on problematic behaviors by Ministry of Education, Culture, Sports, Science and Technology, Questionnaire survey on bullying (Target: all students)			

### Results of initiatives

<Students' awareness> There has been an improvement.

<Students' behavior> Verbal bullying is observed.

<Awareness among teachers & staff>

Awareness towards bullying has changed and careful & detailed responses have been adopted.

As for awareness & behavior, students who responded “Tsumada ES is a good school where students are on friendly terms with one another” and “Tsumada ES is a safe school” increased by 5% and 2% respectively. This indicates some improvement of school environment. On the other hand, the item “There is no verbal bullying” showed a substantially low rate in comparison to other items and developing communication ability must be focused.

The number of recognized bullying cases has been increasing. Regarding the cause of this increase, the provision of Chapter 2 of the Act for the Measures to Prevent Bullying (issued by Ministry of Education, Culture, Sports, Science and Technology) states that judgment of “bullying” in each individual case should not be superficial or pro forma but should rest with the viewpoint of the

victimized child. The increase of the recognized cases also indicates that students' voices have been more carefully listened to by teachers. It becomes important that bullying act should not be let lie but should be given guidance and be followed up. We will continuously work to appropriately recognize bullying cases based on the questionnaire survey (3-(2)-2) and address as the priority issue using the Bullying prevention campaign (5-(2)-1). Further, along with diffusion of cell phones/smartphones, SNS-related bullying cases are expected. Starting in SY2018, the SNS-related bullying cases will also be subject to counting.

### (3) Improvement of traffic safety awareness

Initiatives	3-(3)-1	Group walking to/from school	5-(3)-1	Traffic Safety Class (Bicycle riding)
	3-(3)-2	Watch-over team (Safety vest is worn.)	5-(3)-2	Guidance on how to safely walk to school
	3-(3)-3	Improvement of helmet wearing rate	5-(3)-3	Guidance on how to safely walk from school
	3-(3)-4	Preparation of community safety map	5-(3)-4	PTA PR brochure "Awareness raising for safety & security"
	3-(3)-5	Increase in the number of registered "Shelter Points"		
	3-(3)-6	Liaison Persons Meeting for Walking Groups (Parents), Walking Group Leaders Meeting (Students)		
	3-(3)-7	Chiririn Tsumada		
	Term	Performance indicator		2016
Short-to-mid-term achievements (Change in awareness & behavior)	○ Traffic safety awareness/behavior in walking (Always (%))			
	• Not walking on a road in a horizontal line.		64	69
	• Observing traffic rules		80	80
	○ Awareness/behavior of wearing a bicycle helmet			
	• Helmet survey (Wearing rate) 1st survey (Oct.)(%)		90	91
	2nd survey (Feb.)		Not available	91
Short-to-mid-term achievements (Change in awareness & behavior)	• Wearing a helmet whenever I ride a bicycle (Always (%))		84	87
	○ Improvement of awareness and change in behavior for prevention of bicycle accident			
	• Not doing two-person riding on a bicycle (Never (%))		84	86
	• Stopping at intersections while riding a bicycle (Always (%))		73	82
	[Checking method] Helmet survey, Questionnaire Survey on Safety & Security (Target: all students), School evaluation (Target: parents & all students)			
	Long-term achievements (Phenomenal change)	○ Elimination of traffic accidents in school routes		
• No. of traffic accidents on the way to/from school (cases)		0	0	
○ Reduction in the number of bicycle accidents				
• No. of bicycle accidents (cases)		3	1	
Long-term achievements (Phenomenal change)	• No. of Hiyari-hatto incidents observed by teachers & staff		—	—
	[Checking method] Accident occurrence report (Atsugi Municipal Board of Education)			

## Results of initiatives

**<Students' awareness>** There has been an improvement.

**<Students' behavior>** There are a few bicycle accidents reported every year.

**<Awareness among teachers & staff>**

Hiyari-hatto incidents will also be digitalized in the future.

Awareness & behavior have shown improvement in many items, including “Wearing a helmet whenever I ride a bicycle” (3%), “Not doing two-person riding on a bicycle” (2%), “Stopping at intersections” (9%), “Not walking on a road in a horizontal line” (5%), etc. It is clearly shown that traffic safety awareness has been improved since launch of the ISS project.

The helmet wearing rate has increased by 1% to over 90%. However, accidents do not decrease by wearing of helmet alone. As a helmet helps protect the head in an emergency, it must be always worn when riding a bicycle, etc. and must be worn in a correct manner. The above instructions should be given in a repetitive manner.

It is further expected that the teachers & staff work on digitalizing Hiyari-hatto incidents of students on the way to/from school and on clarifying discrepancy between students' awareness and their behavior.

In fact, a few traffic accidents occur every year (See Table 1). Although there has been no accident on the way to/from school, there have been bicycle accidents after school hours and on holidays. With this in mind, we will continue encouraging students to wear a helmet, working on increasing helmet wearing rate, and improving class guidance to raise students' awareness.

**Table 1 “List of specific details of traffic accidents among students of Tsumada ES”**

2011 3 cases	2012 3 cases	2013 2 cases	2014 1 case	2015 2 cases	2016 3 cases	2017 1 case
Grade 5 female Bicycle-bicycle (While crossing a road)	Grade 4 male Bicycle-car (Not stopping at the intersection)	Grade 3 male Bicycle-car (Not wearing a helmet, dashing into the intersection)	Grade 2 male Bicycle-car (Wearing a helmet, Passing the crossing on a red light)	Grade 2 male Bicycle-car (Wearing a helmet, Riding outside the side strip downslope)	Grade 5 male Bicycle-bywalk wall (Not wearing a helmet, One-hand riding)	Grade 2 male Bicycle-none (Wearing a helmet, Standing on the back seat while two-person riding)
Grade 5 female Walking-car (While crossing a road after getting out of bus)	Grade 3 female Bicycle-car (Wearing a helmet, Intersection)	Grade 6 male Bicycle-car (Not wearing a helmet, Intersection)		Grade 2 male Bicycle-car (Not wearing a helmet)	Grade 3 male Bicycle-car (Wearing a helmet, Riding two bicycles side by side)	
Grade 2 male Bicycle-car (Wearing a helmet, Dashing out)	Grade 6 male Bicycle-bus (Not wearing a helmet, Intersection)				Grade 2 male Bicycle-taxi (Wearing a helmet, Dashing out)	

Source: No. of cases of traffic accidents (Atsugi Municipal Board of Education)

(4) Increase of awareness for disaster & crime prevention

Term	Performance indicator	2016	2017
Initiatives	3-(4)-1 Experiences of how to protect own life from disaster	4-(3)-1 Evacuation drill	
	3-(4)-2 Awareness raising about danger of irrigation channels and rivers (Swimming prohibited in Atsugi City)	4-(3)-2 Joint evacuation drill and students handing-over drill by 3 schools	
	3-(4)-3 Red seals on windows and doors	5-(4)-1 Evacuation drill (Same as 4-(3)-1)	
	3-(4)-4 Teachers & staff workshop on appropriate responsive measures against intrusion of a suspicious person	5-(4)-2 Community patrol (Ai-no-patrol)	
	3-(4)-5 Utilization of the contact network for 5 schools		
	3-(4)-6 Questionnaire survey on use of safety buzzer		
	3-(4)-7 Crime prevention radio service "Let's walk home in a group!"		
Short-to-mid-term achievements (Change in awareness & behavior)	○ Improvement of students' self-protecting power (ability to protect own life)		
	• I am thinking about how to act in the event of an earthquake, fire or flood. (Always (%))	50	62
	• No. of evacuation drills in a year (Including handing-over drill and ShakeOut) (times)	6	8
	• Results of the post-evacuation drill questionnaire survey Observation of "O-Ka-Shi-Mo-Chi" (Yes (%))	—	—
	• No. of participants in the PTA experience-based drills using the earthquake simulation vehicle and simulated smoke (students)	172	185
	• Not accessing a dangerous place alone (Never (%))	76	76
	○ Awareness & behavior regarding use of safety buzzer		
	• Possession rate of safety buzzer 1st survey (May) (%)	84.8	85.1
	2nd survey (Feb.) (%)	71.9	90.0
	[Checking method] Questionnaire Survey on Safety & Security, Survey on safety buzzer (with all students), School evaluation (Target: parents & all students)		
Long-term achievements (Phenomenal change)	○ Ensuring of students' mental & physical safety during disaster		
	• No. of children who required physical or mental care (persons)	0	0
	○ Prevention of damage caused by a suspicious person		
	• No. of incidents of a suspicious person (in Tsumada ES district) (cases)	1	3
	• Use of safety buzzer 1st survey (May) (cases)	1	0
2nd survey (Feb.) (cases)	2	3	
[Checking method] Accident occurrence report (Atsugi Municipal Board of Education), Suspicious person information (Atsugi Municipal Board of Education)			

### **Results of initiatives**

**<Students' awareness>** Students' awareness has risen for both disaster and crime prevention.

**<Students' behavior>** Possession rate of safety buzzer has sharply increased.

**<Awareness among teachers & staff>**

No. of evacuation drills has increased, and they are held with various simulations.

With regard to awareness & behavior of disaster prevention, the number of students who are "thinking about how to act in the event of an earthquake/fire/flood" increased by 12%. This is probably because the number of evacuation drills (4-(3)-1, 5-(4)-1) was increased to 8 from 6 times and because drills against flood and missile attacks have been introduced in addition to conventional earthquakes and fire.

Our future efforts include digitalization of results of the questionnaire survey conducted in the class guidance that are held after an evacuation drill, thus aiming to develop students who can act autonomously in case of emergency.

Further, there was no victimized student who required physical/mental care in 2016 and 2017. We consider that it is important to provide appropriate care when any victimized student enters the School in the future.

With regard to awareness & behavior of crime prevention, the buzzer possession rate showed an increase both in the 1st and in the 2nd surveys. Especially, it increased by approx. 20% in the 2nd survey in 2017 and we believe that daily guidance is effective.

Meanwhile, the number of reports of suspicious persons showed an increase in 2017. Of course, not being victimized is the best thing. However, for a possible emergency case, we like to fully teach students skills to protect their lives.

## Indicator – 8 Ongoing participation in national and international networks

Month, Day, Year	School	City, Prefecture	Domestic	Overseas	Activity
Oct. 12, 2016		●			Principal officially announced to aim at acquisition of ISS designation.
Nov. 17, 2016			●		Visited Gyoko Elementary School and Ikebukuro Honcho Elementary School in Toshima Ward for the on-site evaluations (Vice-principal, ISS Committee members)
Nov. 18, 2016		●			Attended the 3rd ISS designation ceremony of Atsugi Municipal Shimizu Elementary School (Principal, Vice-principal, ISS Committee members)
Nov. 18, 2016	●				JISC lecturer (Dr. Shiraishi) came to the School. Seminar was held.
Dec. 1, 2016		●			“Sound Network Meeting” was held by the 3 schools in the same school district (Mutsuai Higashi JHS, Shimizu ES, Tsumada ES).
Dec. 9, 2016			●		Visited Saitama Municipal Jionji Elementary School for the on-site evaluation (Vice-principal)
Dec. 19, 2016		★			Participated in a patrol initiated by Neighborhood Association and Community Hall <b>5-(4)-2</b>
Jan. 16-17, 2017			●		Visited Matsubara Daisan Junior High School, Nunose Elementary School, and Chuo Elementary School in Matsubara City for the Pre-on-site guidances (ISS Committee members)
Jan. 20, 2017			●		Attended the ISS designation ceremony of Saitama Municipal Jionji Elementary School (Principal)
Feb. 9, 2017			●		Attended the ISS designation ceremonies of Gyoko Elementary School and Ikebukuro Honcho Elementary School in Toshima Ward (ISS Committee members)
Mar. 26, 2017		★			Participated in a patrol initiated by Neighborhood Association and Community Hall <b>5-(4)-2</b>
Mar. 27, 2017	●				The 1st workshop by the JISC lecturer (Dr. Shiraishi) was held at Tsumada Elementary School. (Community, Parents, Students, Teachers & staff) 
May 1, 2017		★			The students handing-over drill was held jointly by the 3 schools (Mutsuai Higashi JHS, Shimizu ES, Tsumada ES). <b>4-(3)-1</b>
Jun. 16, 2017	●				Meeting was held with the JISC lecturer (Dr. Shiraishi & Dr. Imai) on matters concerning the ISS project of Tsumada ES (ISS Committee members)

Jun. 19, 2017		●		“Sound Network Meeting” was held by the 3 schools in the same school district (Mutsuai Higashi JHS, Shimizu ES, Tsumada ES).	
Jul. 15, 2017		★		Participated in a patrol initiated by Neighborhood Association and Community Hall 5-(4)-2	
Jul. 28, 2017	●			Conducted a workshop on how to deal with food allergy	
Aug. 9, 2017		●		Meeting for the on-site guidance of the School (Dr. Shiraishi, Dr. Imai)	
Aug. 29, 2017	★			Conducted a workshop on crime prevention and measures against suspicious persons 3-(4)-4	
Oct. 31, 2017	●	●		ISS on-site guidance (Dr. Graeme Barber, Dr. Shiraishi)	
				Visited Mutsuai Higashi Junior High School for the ISS on-site guidance (Principal, ISS Committee members)	
Nov. 24, 2017		●		“Sound Network Meeting” was held by the 3 schools in the same school district (Mutsuai Higashi JHS, Shimizu ES, Tsumada ES).	
Dec. 14, 2017			●	Visited Toshima Ward Ikebukuro Ikebukuro Dai-ichi Elementary School for the on-site evaluation (ISS Committee members)	
Dec. 16, 2017		★		Participated in a patrol initiated by Neighborhood Association and Community Hall 5-(4)-2	
Jan. 18, 2018	●			Support from the judge for ISS certification (Dr. Shiraishi) for designation	
Feb. 6, 2018			●	Attended the ISS designation ceremony of Toshima Ward Ikebukuro Dai-ichi Elementary School (ISS Committee members)	
Mar. 29, 2018	●			Support from the judge for ISS certification (Dr. Shiraishi) for designation	

\* In addition to the above, the internal ISS Committee meetings are held on a monthly basis.

\* The programs attached with a ★ mark are explained in details under Indicators 3 to 5.

## V Current Problems and Future Directions

	<b>Problems</b>	<b>Directions</b>
<b>Indicator 1</b>	<ul style="list-style-type: none"> <li>Ties between students and the community is still insufficient (Participation rate in community events is not high enough.)</li> </ul>	<ul style="list-style-type: none"> <li>To attend various meetings in the community and to communicate about them to teachers &amp; staff, parents, etc. so that students can be fully informed about the events they can participate.</li> </ul>
<b>Indicator 3</b>	<ul style="list-style-type: none"> <li>There are still places that require repairing.</li> </ul>	<ul style="list-style-type: none"> <li>To improve safety check and make efforts to promote repairing</li> </ul>
<b>Indicator 4</b>	<ul style="list-style-type: none"> <li>There are still many avoidable injuries.</li> <li>Response capability against various types of natural disasters has not been enough developed.</li> </ul>	<ul style="list-style-type: none"> <li>To disseminate observation of rules to realize steady school life</li> <li>To conduct drills by simulating various disasters and various time zones</li> <li>To utilize results of the Review Card after evacuation drills</li> </ul>
<b>Indicator 5</b>	<ul style="list-style-type: none"> <li>Awareness towards crime &amp; disaster prevention has increased, which however cannot be said good enough.</li> </ul>	<ul style="list-style-type: none"> <li>To work on awareness-raising on a daily basis through class guidance</li> </ul>
<b>Indicator 7</b>	<ul style="list-style-type: none"> <li>Although various kinds of data are collected, there is not enough time for analysis.</li> </ul>	<ul style="list-style-type: none"> <li>To continue data collection while fixing time for analysis</li> </ul>
<b>Indicator 8</b>	<ul style="list-style-type: none"> <li>Connection with oversea networks is not fully established.</li> </ul>	<ul style="list-style-type: none"> <li>To introduce the School's activities at 2018 Asian Regional Conference</li> </ul>
<p><b>As there are no specific problems concerning Indicators 2 and 6, the ongoing efforts will remain continued.</b></p>		

## VI Long-term Vision

### (1) Reduction of injuries in school

- [Problem] About 3 avoidable injuries per student occur every year.
- [Goal] To reduce the number of avoidable injuries
- [Specific measures] By focusing on injury in the school ground, preventive measures are planned and practiced.

### (2) Reduction of bullying act

- [Problem] There are many verbal bullying cases.
- [Goal] To improve students' communication ability
- [Specific measures] Each class makes efforts to increase opportunities of giving speeches and having discussions.

### (3) Improvement of traffic safety awareness

- [Problem] There are still some traffic accidents occurring every year. (Accidents while riding a bicycle after school hours.)
- [Goal] To attain "Zero" traffic accidents.
- [Specific measures] By focusing on prevention of bicycle accident, efforts are made to improve Traffic Safety Class and implement available measures in cooperation with parents and community.

### (4) Improvement of awareness towards disaster & crime prevention

- [Problem] When & what disaster will occur is not predictable. <Disaster prevention>  
There are reports of suspicious persons. <Crime prevention>
- [Goal] To improve quality of evacuation drills. <Disaster prevention>  
To attain safety buzzer possession rate of 100% <Crime prevention>
- [Specific measures] Evacuation drills are held using various simulated conditions. <Disaster prevention>  
Necessity of a safety buzzer is appealed to parents. <Crime prevention>

### (5) Others

- [Problem] The systems of the School organization and the mechanism consisting of "Safety diagnosis -> Practice -> Review" have not been fully established.
- [Goal] Based on the ISS system under management of the School Affairs, all teachers & staff work on specific subjects by exercising own creativity.
- [Specific measures] Information are proactively transmitted under the initiative of ISS Committee (staff members) so that information can be shared among all teaches & staff, parents, and community members.