

# **Application To Become A Member Of International Safe School Network**

**Gyoko Elementary School**

**Nov. 10, 2016**

**Gyoko Elementary School, Toshima City**



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## Chapter 1 Outline of Gyoko Elementary School

### 1. Outline of school, and teaching goals

Toshima Ward Gyoko Elementary School, established in 1876, has celebrated its 140th anniversary, making it the oldest school in Toshima Ward.

We have been working towards ISS Designation as we aim to create a school linked with warm hearts. The large branches of the camphor tree, our school's symbol, extend out over the school ground.



As a community school, we provide education that is supported by and integrated with the community.

The words of our 8th Principal, sung in our school song, are also used as our “School Motto”.

#### School motto

To learn abundantly  
To develop fair minds as well as good talents  
Let's step forward together and climb higher  
and further



School emblem

### 2. Number of teachers and students

Table 1-1 Number of teachers

Position	Number	Details
Principal	1	
Vice-principal	1	
Senior teacher	2	1 Curriculum coordinator 1 Head teacher of teaching study
Chief teacher	8	Head teacher of grade, Head teacher of special activity Head teacher of lifestyle guidance
Teacher	7	Head teacher of health
Instructor	7	Part-time teachers
Nutritionist	1	
Office	1	
Janitor, cook		Outsourced

Table 1-2 Number of students

(as of October 2016)

	Boys	Girls	Total	No. of classes
Grade 1	32	28	60	2
Grade 2	30	24	54	2
Grade 3	26	33	59	2
Grade 4	34	27	61	2
Grade 5	33	35	68	2
Grade 6	30	26	56	2
Total	185	173	358	12

### 3. Daily Schedule, ISS Activities, and Club Activities

[Daily Schedule]	
Arrive at school	8:05 to 8:15
Morning assembly	Class (free study, circle time)
1st period	8:45 to 9:30
2nd period	9:35 to 10:20
Morning recess	10:20 to 10:40
3rd period	10:40 to 11:25
4th period	11:30 to 12:15
Lunch, Teeth brushing time	12:15 to 13:05
Cleaning time	13:20 to 13:35
Reading time	13:35 to 13:45
5th period	13:45 to 14:30
6th period	14:35 to 15:20
End of school	15:30

#### [ISS Activities]

Safe School Committee  
Representative Committee  
Assembly Committee  
Health & Lunch Service Committee  
Beautification Committee  
Sports Committee  
Library Committee  
PR Committee  
Broadcasting Committee

#### [Club Activities]

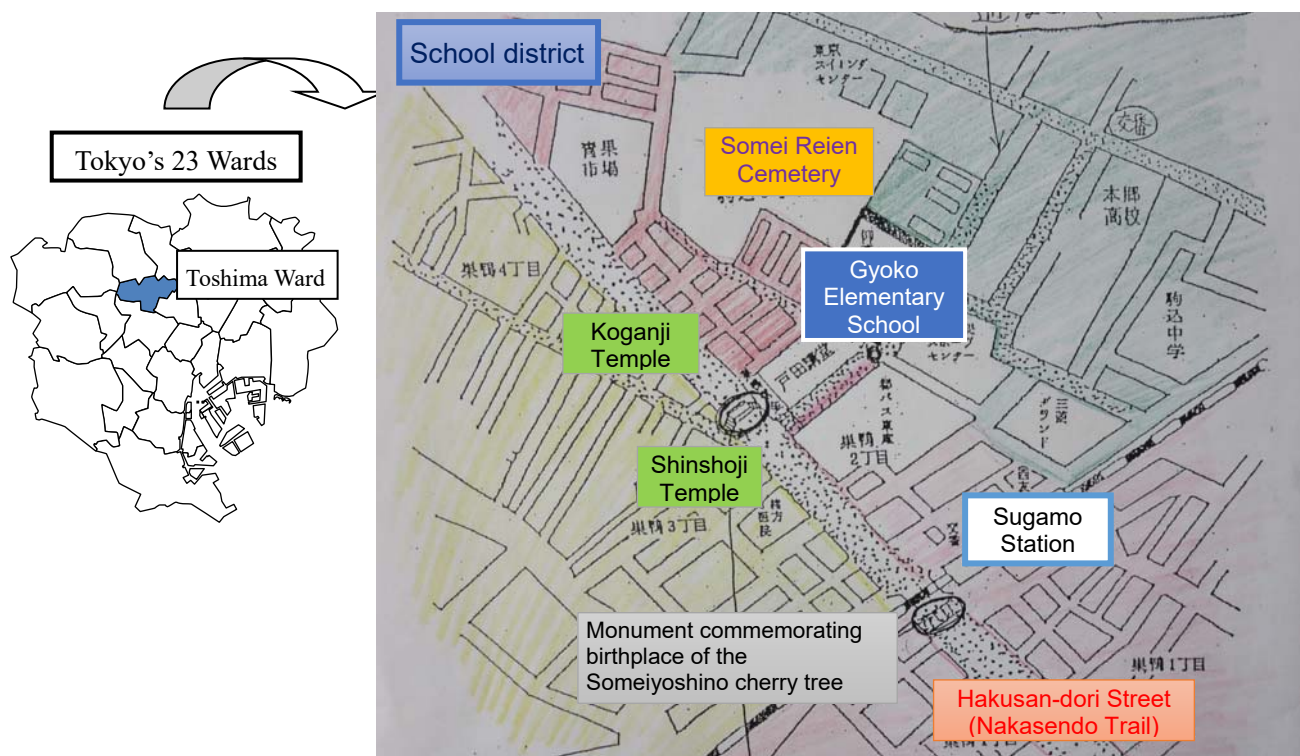
Badminton  
Cooking & Handicrafts  
Ground sports  
Table tennis  
Drama & Expression  
Science  
Personal Computer  
Arts & Crafts

### 4. Environment around the school

(1) Under the Public School Choice System, some students commute from different school districts

The school district is located in the eastern part of Toshima Ward, at a five-minute walk from JR Sugamo Station. Area names include Sugamo and Komagome. The three boulevards that run south to north are “National Route #17, Hakusan-dori, Nakasendo”. This area is known as the birthplace of the “Someiyoshino Cherry Tree”.

There are some students who have used the Public School Choice System and commute from neighboring school districts. Therefore, the school commute range extends over a wide area with the school at the center.





## (2) “OMOTENASHI Town Sugamo” where community warmth has taken root

Our community centers around Shinshoji Temple, home of the Edo Rokujizo which has a 400-year history, and extends along the streets of the old Nakasendo Trail. Today, our community is marked with community warmth as can be experienced at the Sugamo Jizo-dori Shopping Street, which prospers with Koganji Temple’s Togenuki Jizo, the Station-Front Shopping Street, and the Suichi Shopping Street.



Stone monument of  
“OMOTENASHI Town Sugamo”



Edo Rokujizo, Shinshoji Temple



Togenuki Jizo, Koganji Temple



Sugamo Jizo-dori  
shopping Street



Station-front  
Shopping Street



Suichi Shopping Street

## (3) “School routes” where National Route #17 (Hakusan-dori Street) runs through, and there are many narrow roads

The six-lane National Route #17 (Hakusan-dori Street) passes through the center of our school district, so our students must cross pedestrian crossings or overhead pedestrian bridges when commuting. There are also many narrow streets where automobiles can barely pass each other. Safety along the school routes is a priority challenge for us.



Large road passing through center of school district



Overhead pedestrian bridge



Road in front of main gate



#### (4) Comparison of school ground areas



	School ground area (m <sup>2</sup> )	Per student (m <sup>2</sup> )
Gyoko school ground	2,352	6.69
Standard school ground for an elementary school with 12 classes	6,653	13.9

The ground area for each student is less than half of the “Standard school ground for an elementary school with 12 classes” set by the Ministry of Education, Culture, Sports, Science and Technology.

This fiscal year, our school ground was newly renovated and updated.

## Chapter 2 Programs for acquisition of ISS Designation

### 1. Situation of programs after making declaration

July 2015 Declaration of launching the ISS program

Aug. 2015 Start of Community Taskforce Committee

Feb. 2016 Community Taskforce Committee (2nd meeting)



July 2015 Student declaration of launching the ISS program

Sept. 2015 Creation of Student Council slogan

Oct. 2015 Gyoko Safety Week

Dec. 2015 Visit by Dr. Shiraishi

Feb. 2016 Participation in Safe School Summit

Feb. 2016 Friendly exchange meeting with Ikebukuro Honcho Elementary School

Apr. 2016 Declaration of ISS activities for current fiscal year

Apr. 2016 Slogan banners put up in community

May 2016 Second friendly exchange meeting with Ikebukuro Honcho Elementary School

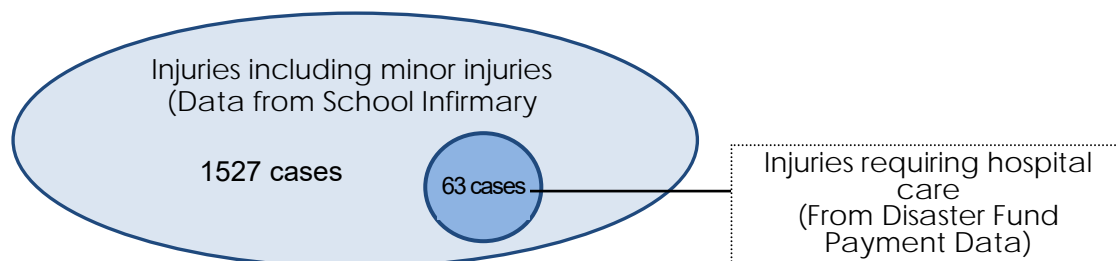
Oct. 2016 Gyoko Safety Week

The ISS program declaration was made in July 2015, and the ISS Community Taskforce Committee was started up in August. Students started full-scale activities after this.

## 1. Injuries at school

Data on injuries that occur at school is collected by the School Infirmary Room. Of those cases, data on serious injuries that require hospital care is collected as Disaster Fund Payment Data.

Fig. 3-1 Injuries occurring at school (FY2015)



\* Disaster Fund Payment refers to a Disaster Fund Payment policy that makes payments to parents when a student is “injured”, etc. while under the care of the school. All ward elementary and jr. high schools record the situation, type and cause of the injury, and analyze the data once a year.

Fig. 3-2 Injuries including minor injuries (Data from School Infirmary Room)

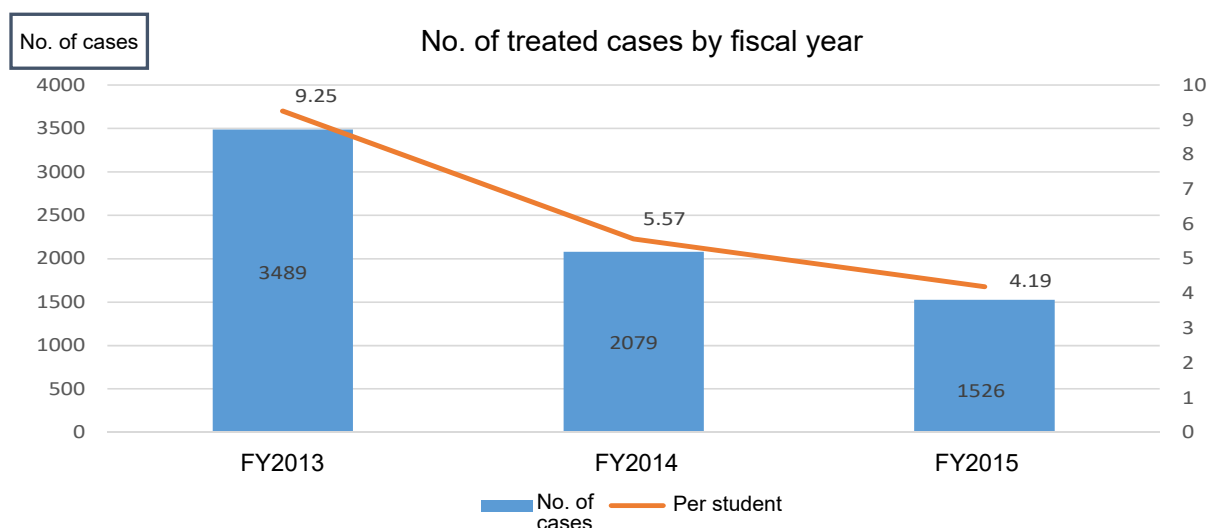
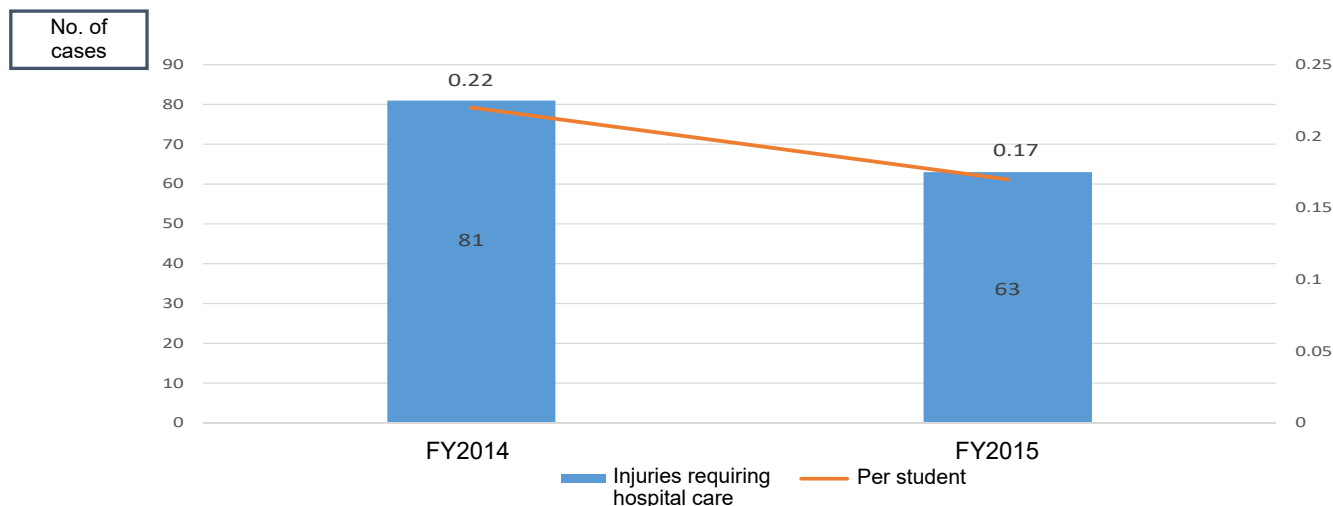
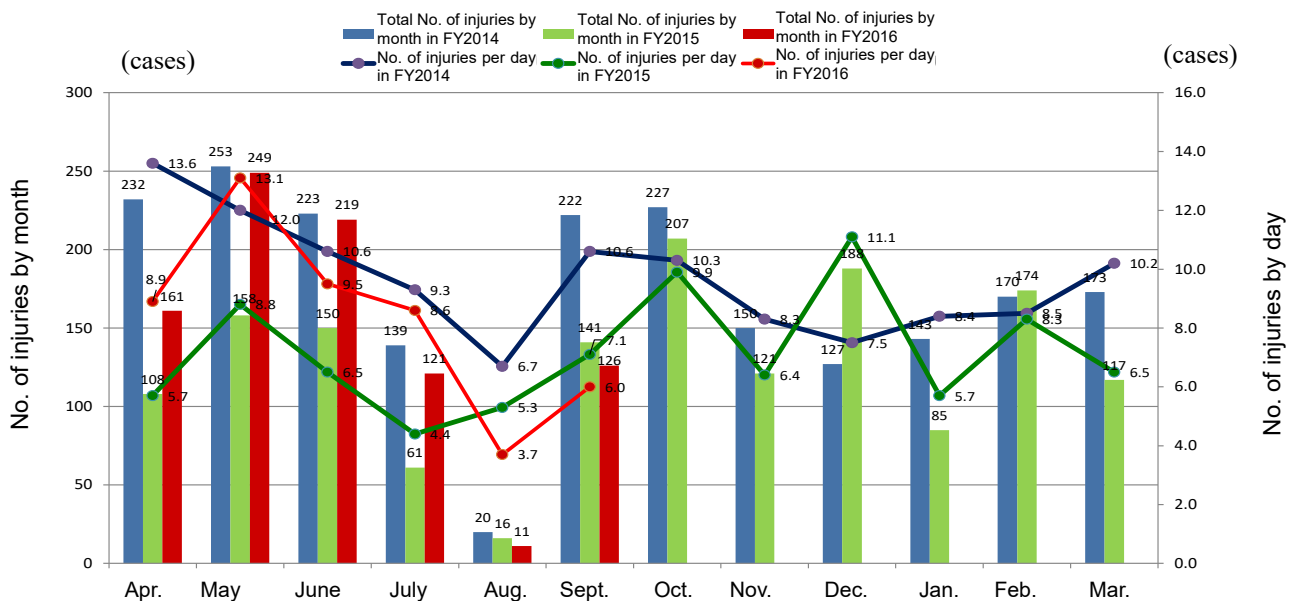


Fig. 3-3 Injuries requiring hospital care (From FY2014, 2015 “Disaster Fund Payment Data”)



# (1) Injuries including minor injuries (Data from School Infirmary Room)

Fig. 3-4 Transition in number of cases treated by year (FY2014, 2015, 2016)



When comparing the “number of injuries by month” and the “number of injuries by day” using FY2014 as a reference, we see a marked drop in FY2015, but numbers in FY2016 increased toward the reference and then gradually declined. Injuries increased in the start of the school year, around the Sports Day in May and June. The numbers returned about the same as in FY2014, and then continued to decline.

Fig. 3-5 Injury by place (FY2014, 2015)

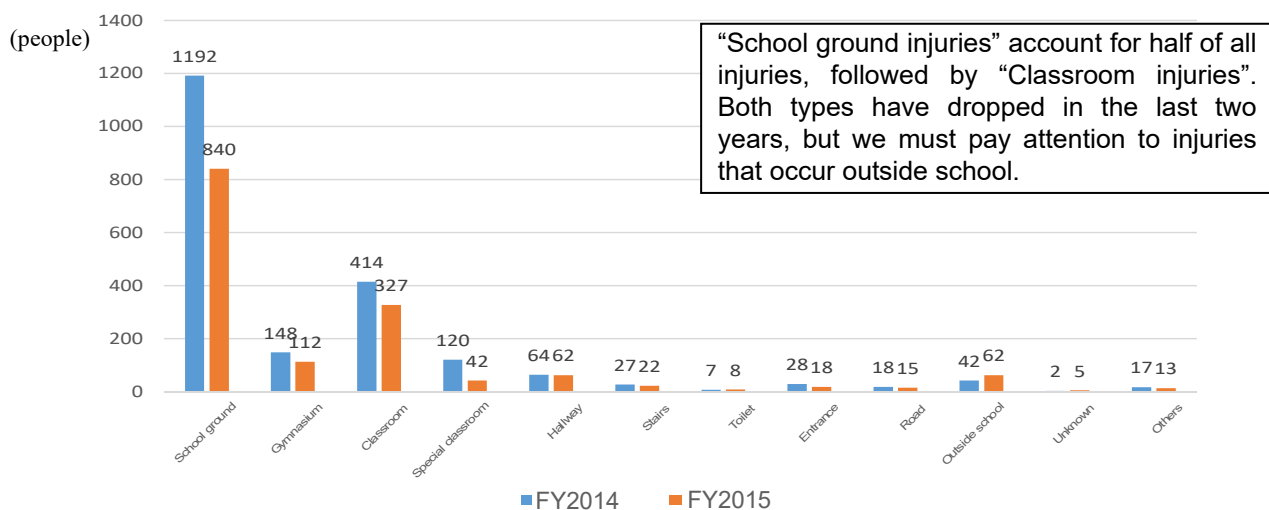


Fig. 3-6 Injuries by time zone (FY2014, 2015)

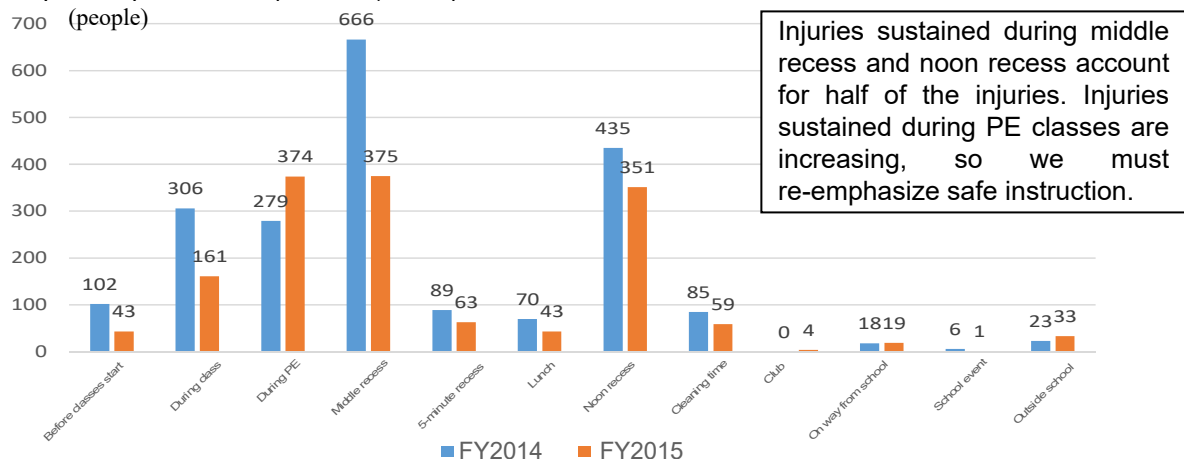




Fig. 3-7 Injuries by symptoms (FY2014, 2015)

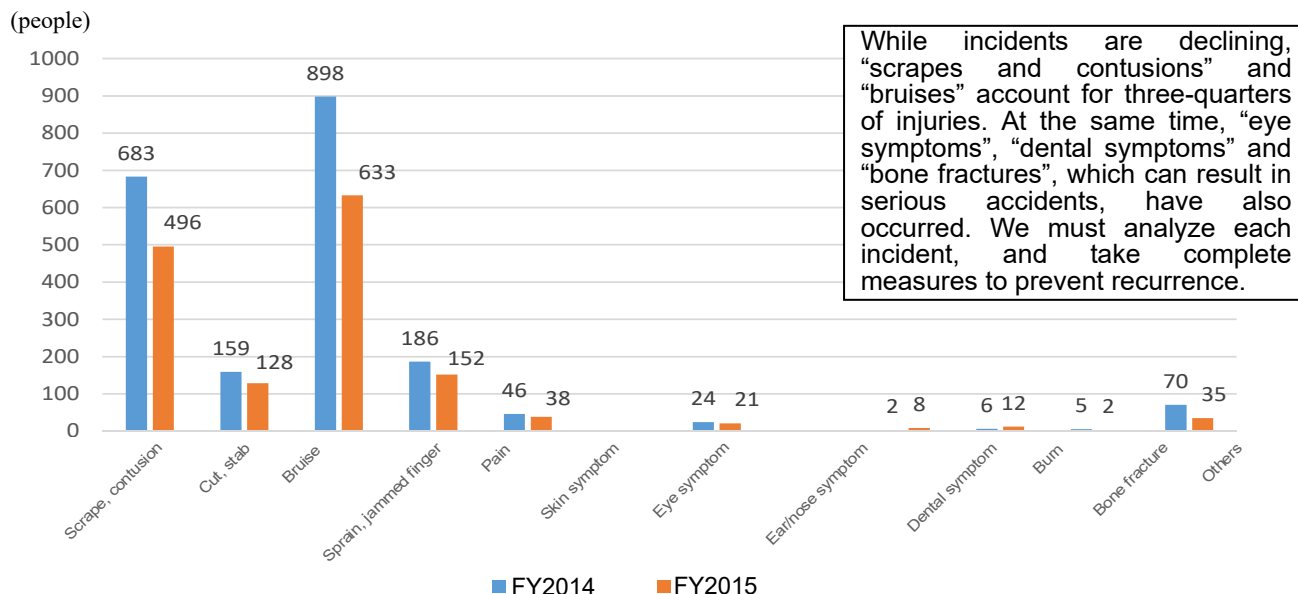


Fig. 3-8 Injured member (as of September 2016)

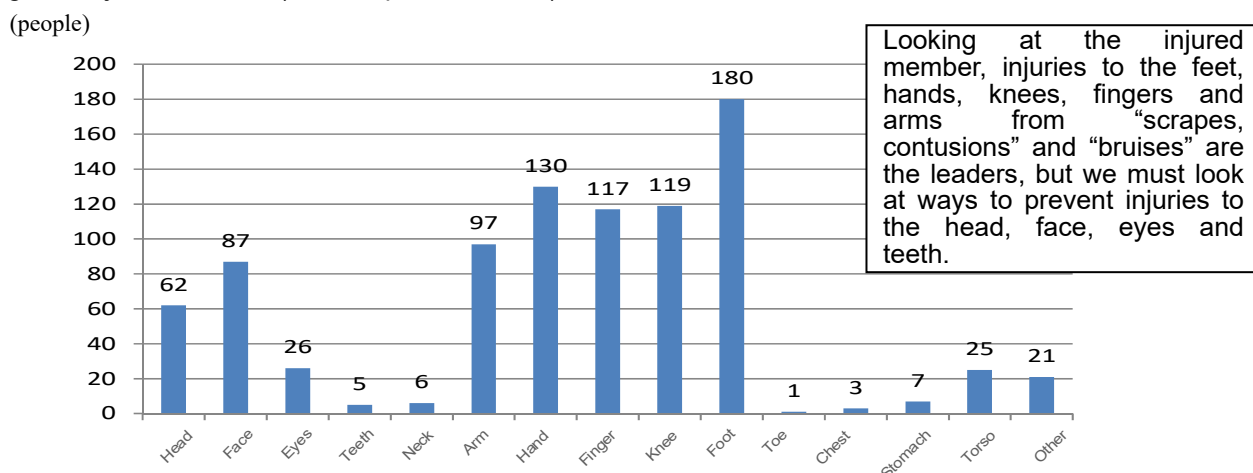


Fig. 3-9 Injury by class (as of September 2016)

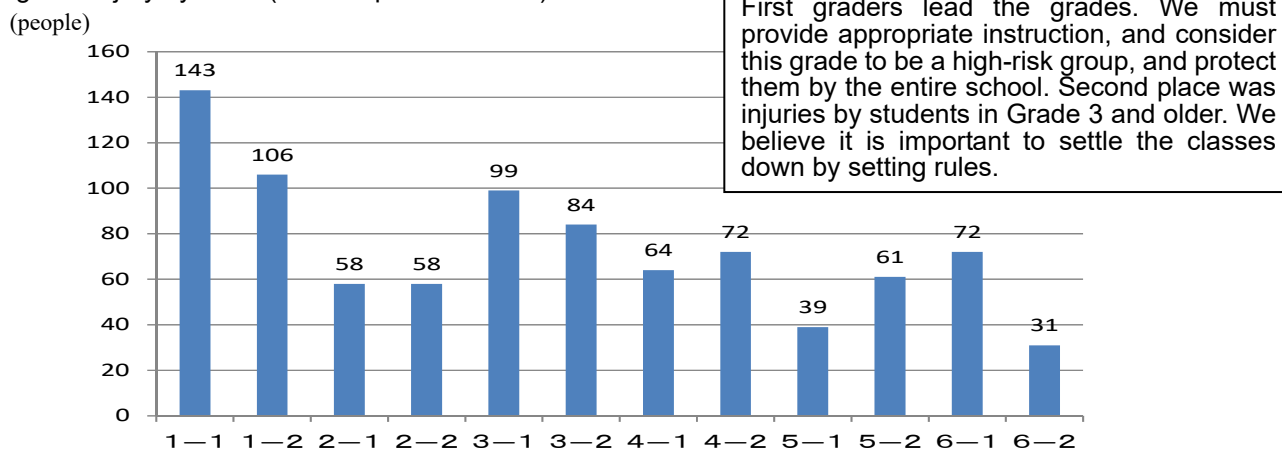


Fig. 3-10 Injuries by grade and gender (as of September 2016)

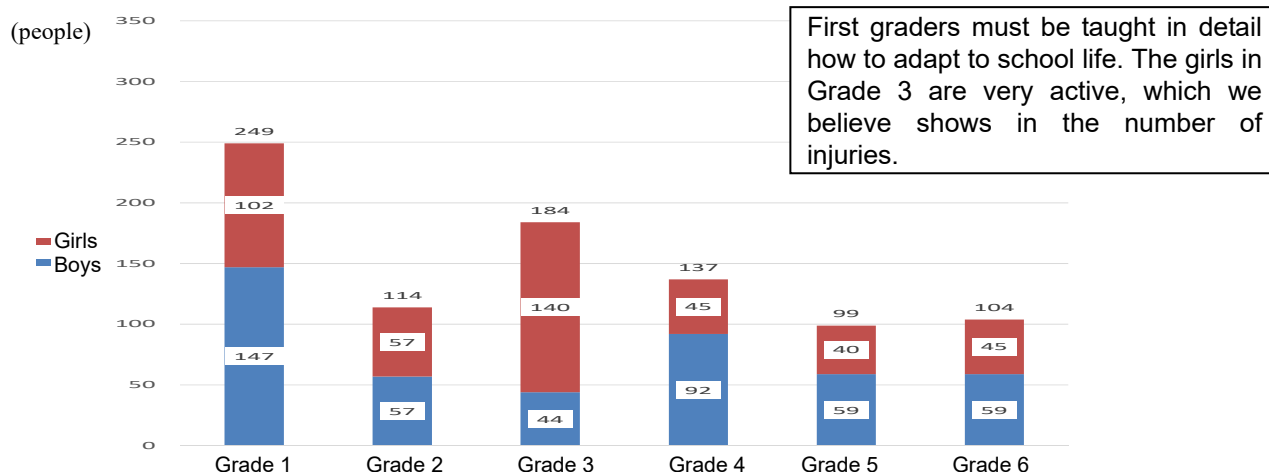
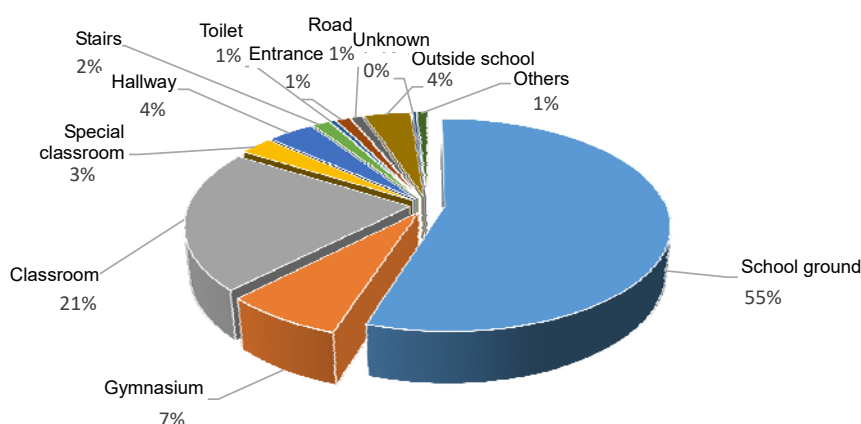
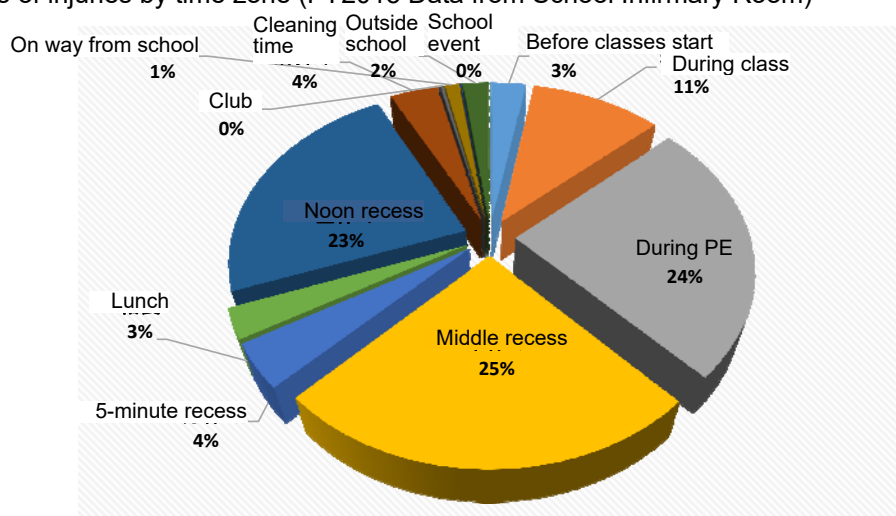


Fig. 3-11 Rate of injury by place (FY2015 Data from School Infirmary Room)



Looking at places with a high rate of injury, school ground accounts for more than half at 55%, followed by classrooms at 21%, and gymnasium 7%.

Fig. 3-12 Rate of injuries by time zone (FY2015 Data from School Infirmary Room)

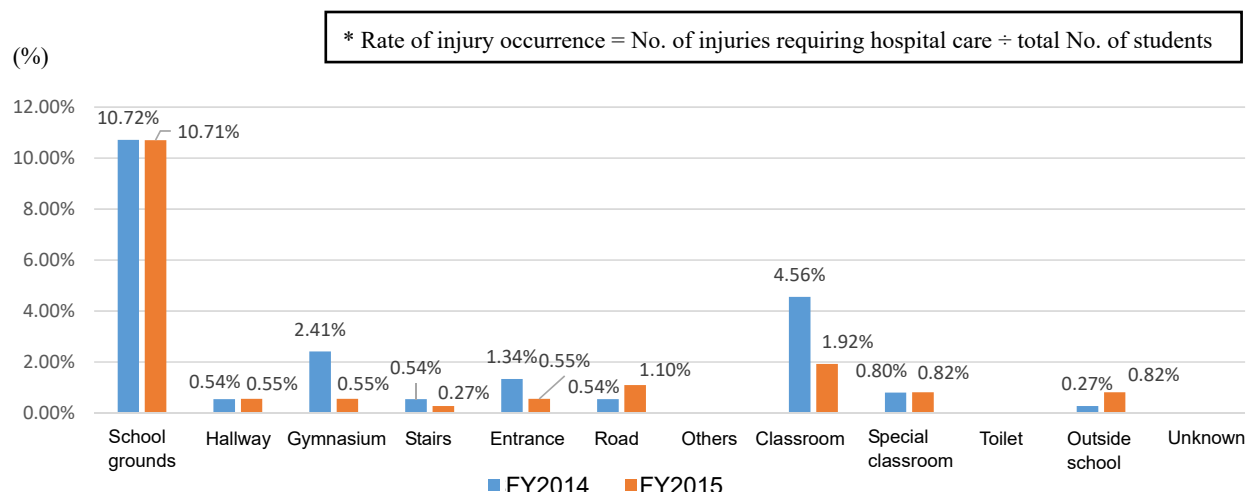


Looking at the time zones during which accidents occur, injuries occurring during middle recess, noon recess, and PE account for 72% of all injuries.

For injuries sustained during recess, we must make rules for playing based on frequent cases. For injuries sustained during PE, we must conduct teacher training and create a curriculum that provides safe instruction.

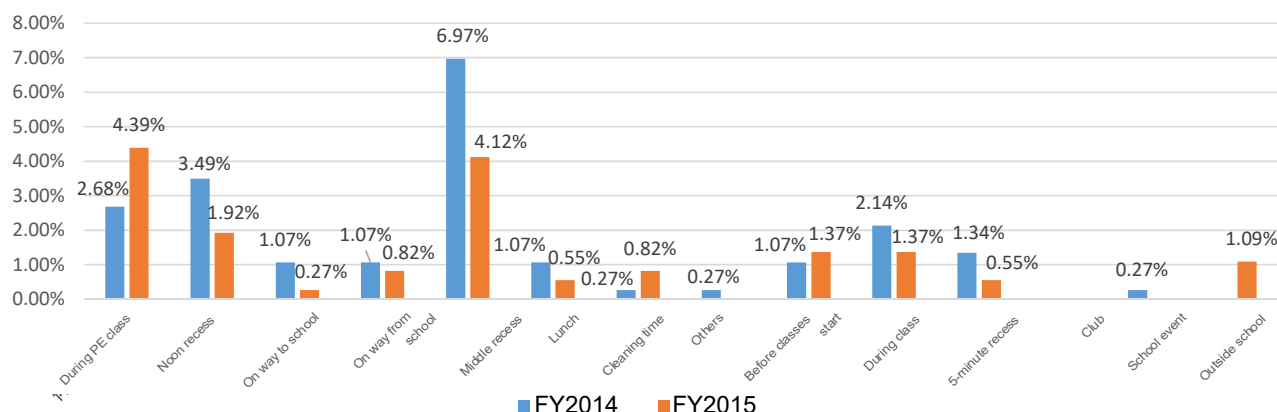
## (2) Situation of injuries requiring hospital care (From Disaster Fund Payment Data)

Fig. 3-13 Rate of injuries in past 2 years requiring hospital care by place (FY2014, 2015)



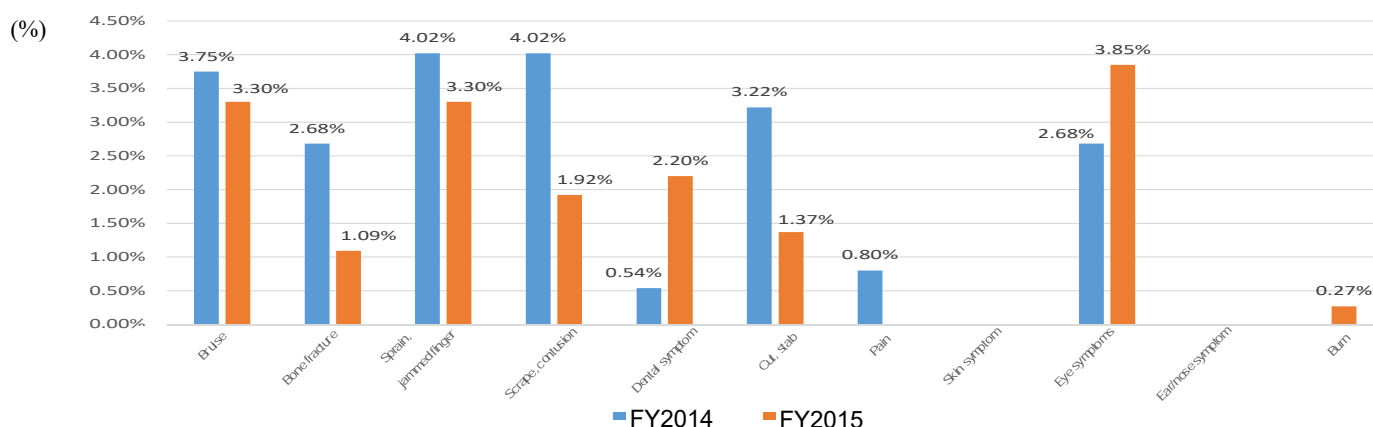
Injuries sustained on the school ground exceed 10% of all students, and continue to shift at a high value.

Fig. 3-14 Rate of injuries in past 2 years requiring hospital care by time zone (FY2014, 2015)



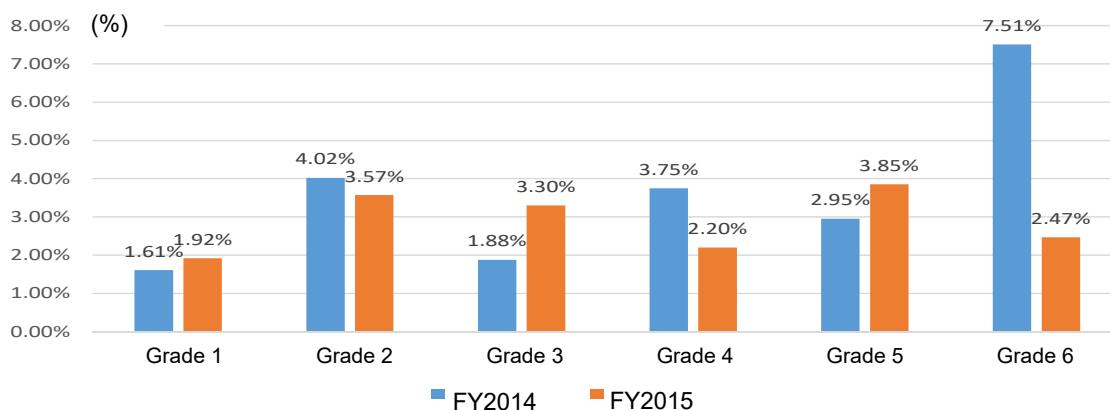
The rate of injuries sustained during PE class is increasing, while the rate of injuries sustained during middle recess is declining.

Fig. 3-15 Rate of injuries in past 2 years requiring hospital care by type of injury (FY2014, 2015)



The rate of injuries to the eye and teeth is profound. We must find the best method to prevent accidents caused by students colliding into each other or from falling.

Fig. 3-16 Rate of injuries in past 2 years requiring hospital care by grade (FY2014, 2015)



The rate of injuries sustained by 1st, 3rd and 5th graders is increasing. We must analyze the cause of injuries sustained by 3rd graders, and incorporate the results in daily life guidance.

### (3) Emotional injury caused by bullying

Bullying refers to continuously applying one-directional physical or emotional impact on a weaker person, and making the other person feel severe discomfort. It is a violation of human rights that must not be tolerated.

At our school we have placed great importance on bullying as we believe that bullying leads to “emotional injuries” that cannot be repaired easily.

Table 3-1 Situation of bullying cases

	FY2014	FY2015	FY2016
No. of recognized bullying cases	31	2	1
No. of bullying cases resolved	24	1	1
Guidance ongoing	7	1	0

When we look at the “number of recognized bullying cases” that cause emotional injury, there were 31 cases in FY2014. This shows that the entire school is not calm. This instability in human relations between the children can also be seen from the incidents of fighting where children were hit in the eye, etc.

Table 3-2 Injuries caused by fighting in FY2014

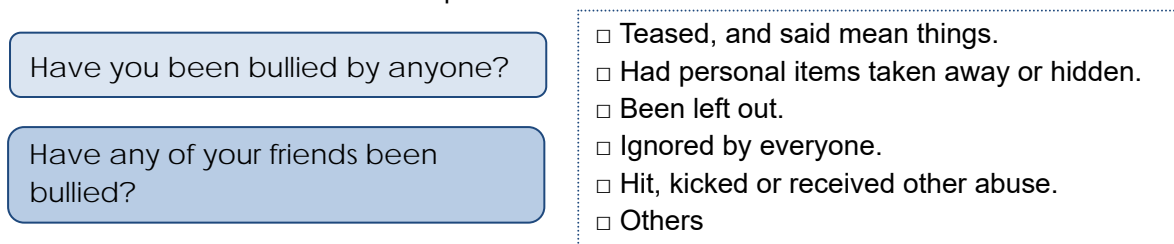
	Grade	Details of fight	Type of injury
April	Grade 5	Punched on the right eye triggered by name-calling	Bruise on the right eye
	Grade 5	Punched on the right eye while fooling around	Bruise on the right eye
May	Grade 6	Bruised on the face by a door shut while fooling around	Laceration above the right eye
	Grade 5	Kicked while fighting during lunch	Bruise on the inner thigh
June	Grades 4 and 5	Upset by being accused during cleaning time	Bruise on the right eye

We have analyzed elements that cause this insecurity in student’s emotions and interactions, and have tried to prepare a calm school environment and increase respect for rules. All teachers have strived to prevent and eliminate bullying.

A “Friendship Questionnaire” is conducted for 4th graders and older students so that we may prevent bullying from happening, as well as to discover and handle cases at an early stage. Since FY2015, the number of recognized bullying cases has dropped. We will continue to apply the ISS activities to build a school where students can feel the warmth of hearts.



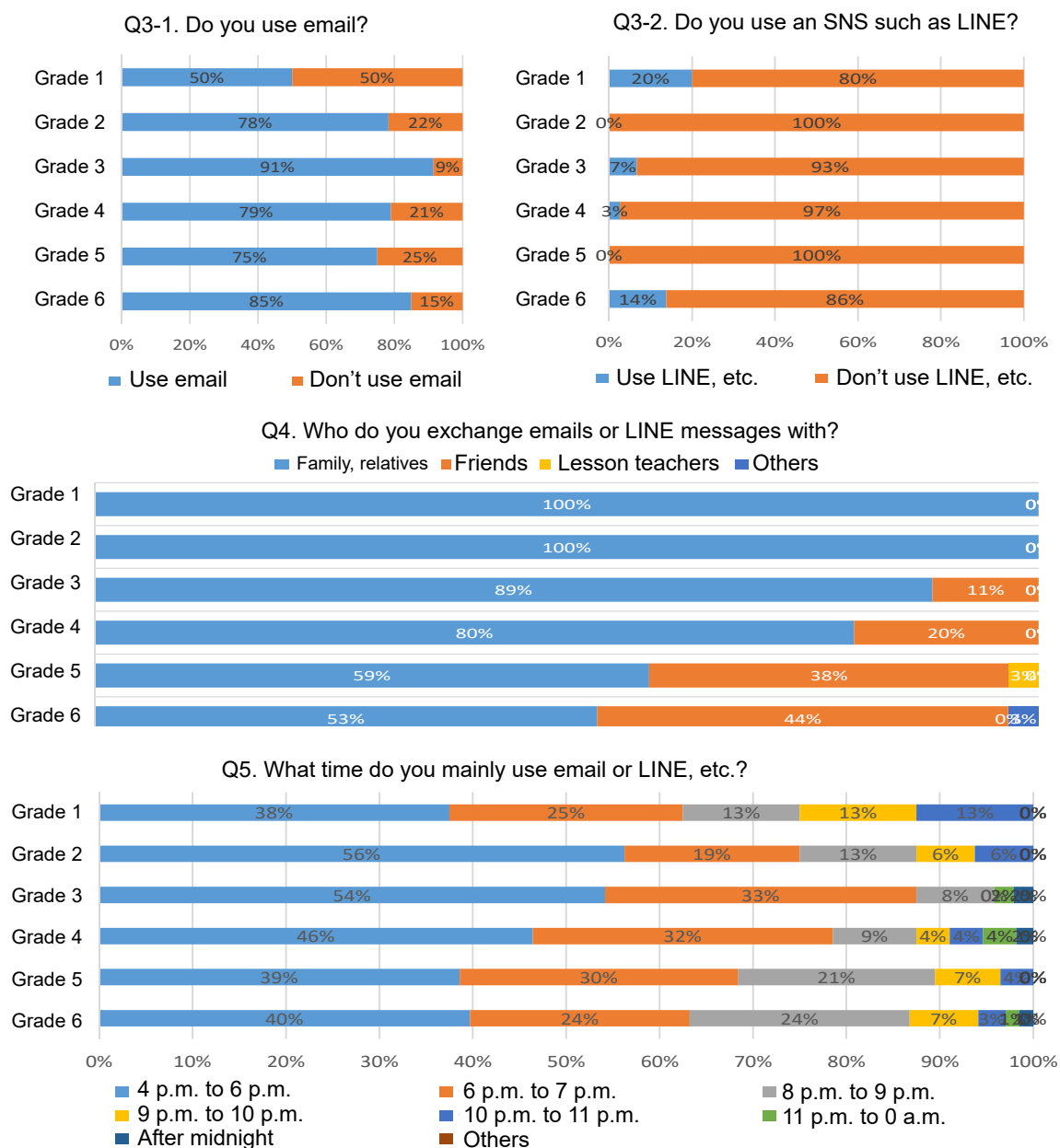
Fig. 3-17 Questions asked with “Friendship Questionnaire”



\* Grades 1 to 3 are surveyed by teacher observation.

Fig. 3-18 Survey on cell phone or smartphone usage state (conducted in April 2016)

More than 70% of 5th and 6h graders have cell phones, and more than half of those do not have any set rules with their families. When analyzing the actual situation, we found that 70 to 90% of students older than 2nd grade use e-mail to their family and even their friends. There are students who use email after 9 p.m., and some who are emailing after midnight. We must cautiously watch this situation that could be a breeding ground for bullying.



## 2. Injuries outside school

### (1) Rate of bicycle accidents involving students within school district

In the past three years, there have been no traffic accidents involving our students within our school district. However, there are many large roads and narrow roads passing through our school district, so we must provide periodic safety training, and call for caution through greeting campaigns.

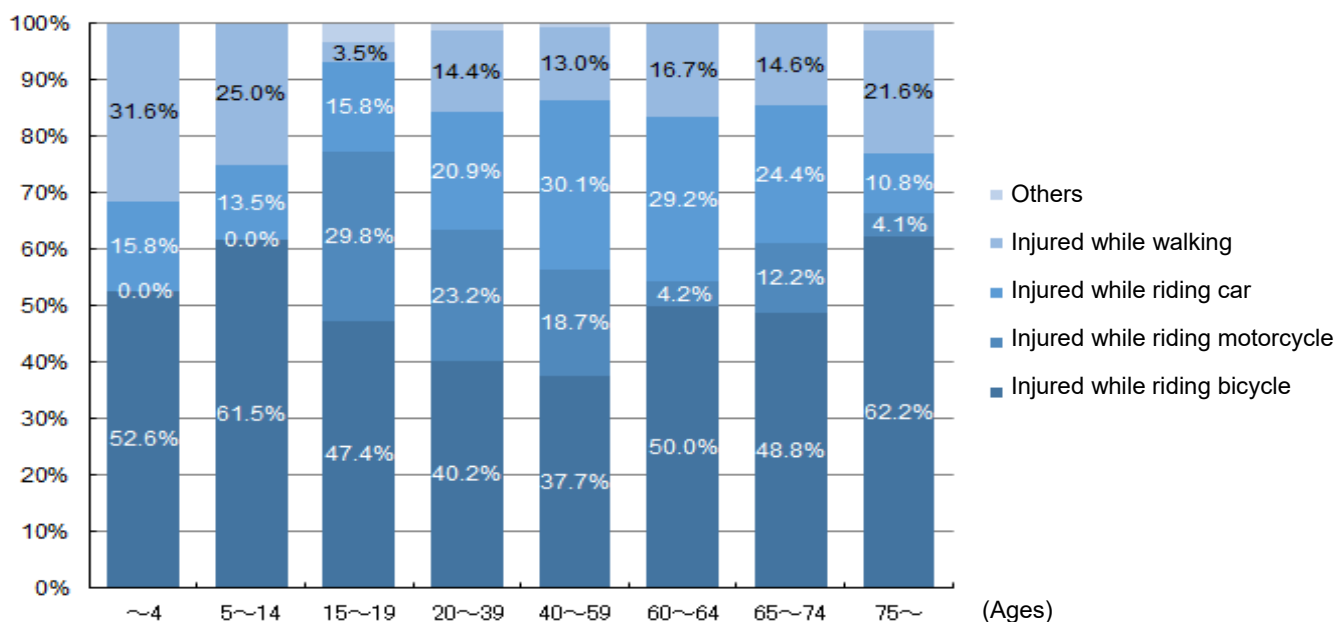
Table 3-3 Situation of traffic accidents involving our school

	FY2014	FY2015	FY2016
No. of cases	0	0	0
Situation	-	-	-

### (2) Number of emergency transports for traffic accidents (Toshima Ward)

Looking at the situation of traffic accidents in Toshima Ward by age group, we see that, for the age 5 to 14 group, the rate of accidents sustained while riding bicycles is high at 51.7%.

Fig. 3-19 Situation of traffic accidents by age (Emergency Transport Data) (FY2014)



\* Situation of traffic accidents in age 5 to 14 group: n = 58

### (3) Increasing installation of AED units in community

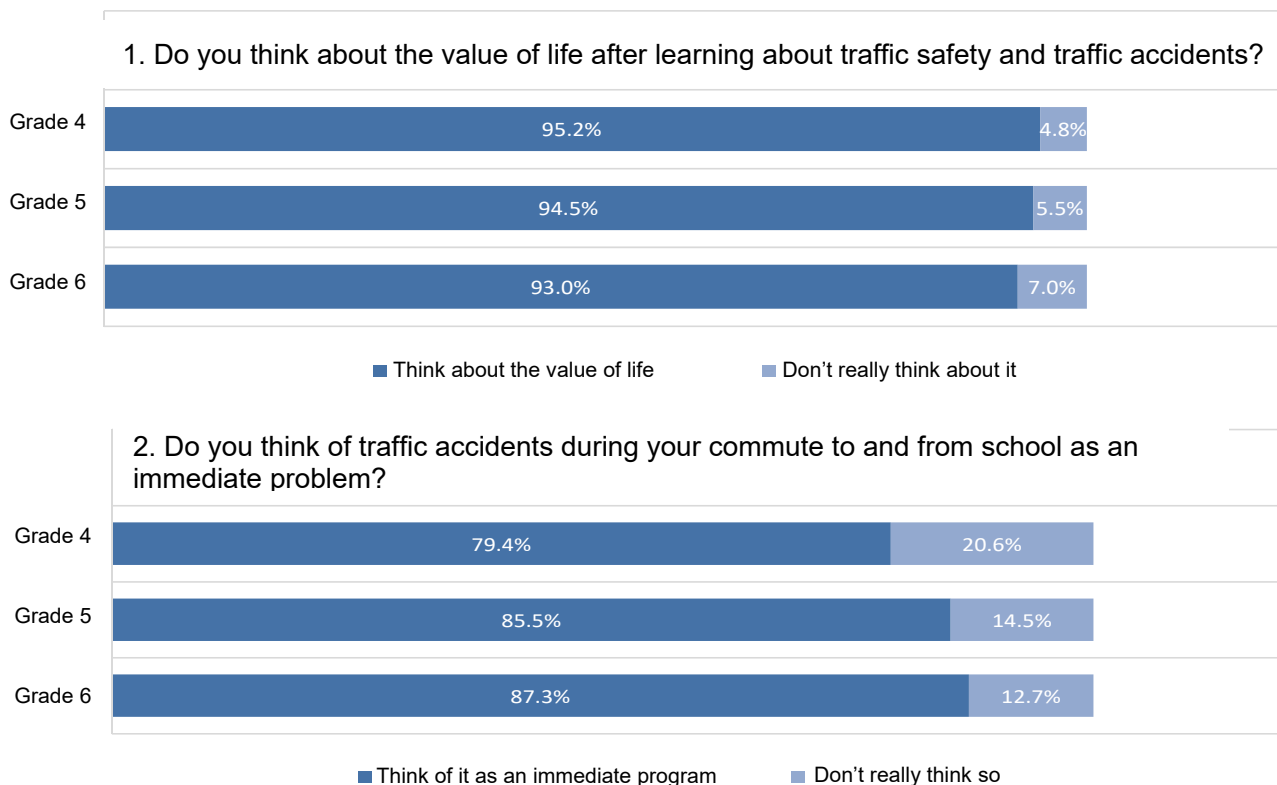
AED units are installed at schools and community facilities, etc. These are helping foster a culture of safety within the community.



(4) Tokyo Metropolitan Board of Education Safety Education Promotion School - Students' awareness during research presentation

In November 2015, we presented our research on the theme “Looking with our own eyes - Nurturing children who think about traffic safety and act”. An awareness survey of the children was conducted after a safety class. More than 90% said that they felt the value of life.

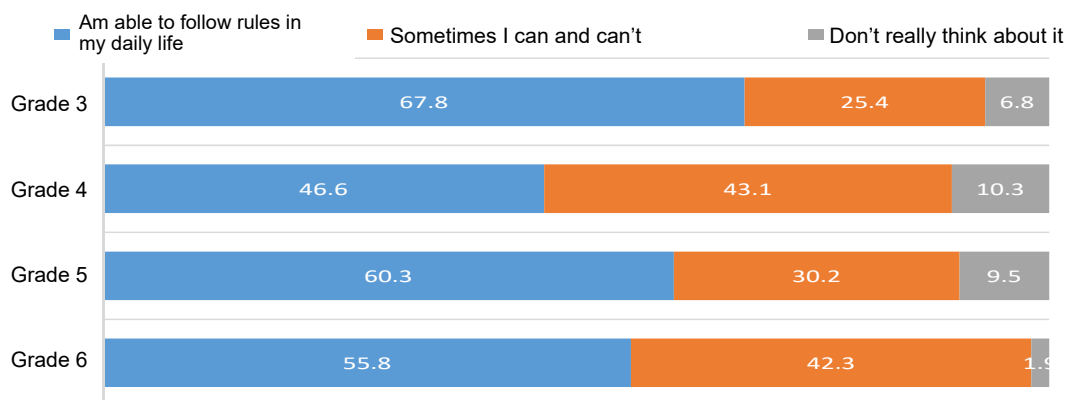
Fig 3-20 Safety Class Survey (conducted on November 20, 2015)



(5) Changes in students' behavior through promotion of ISS activities

Have you started being careful about injuries and traffic accidents through the Safe School program?  
 ( ) I can follow the promises we made at school and traffic rules, to lead a calm daily life.  
 ( ) Sometimes I can, and sometimes I can't.  
 ( ) I don't really think about it.

Fig. 3-21 ISS activity survey (conducted on October 7, 2016)



Through the ISS activities, the students' awareness after last year's safety classes has changed to an awareness that leads to actions that predict and avoid danger. 90% of 6th graders think their awareness of safety has increased.

### 3. Simulating a large-scale earthquake

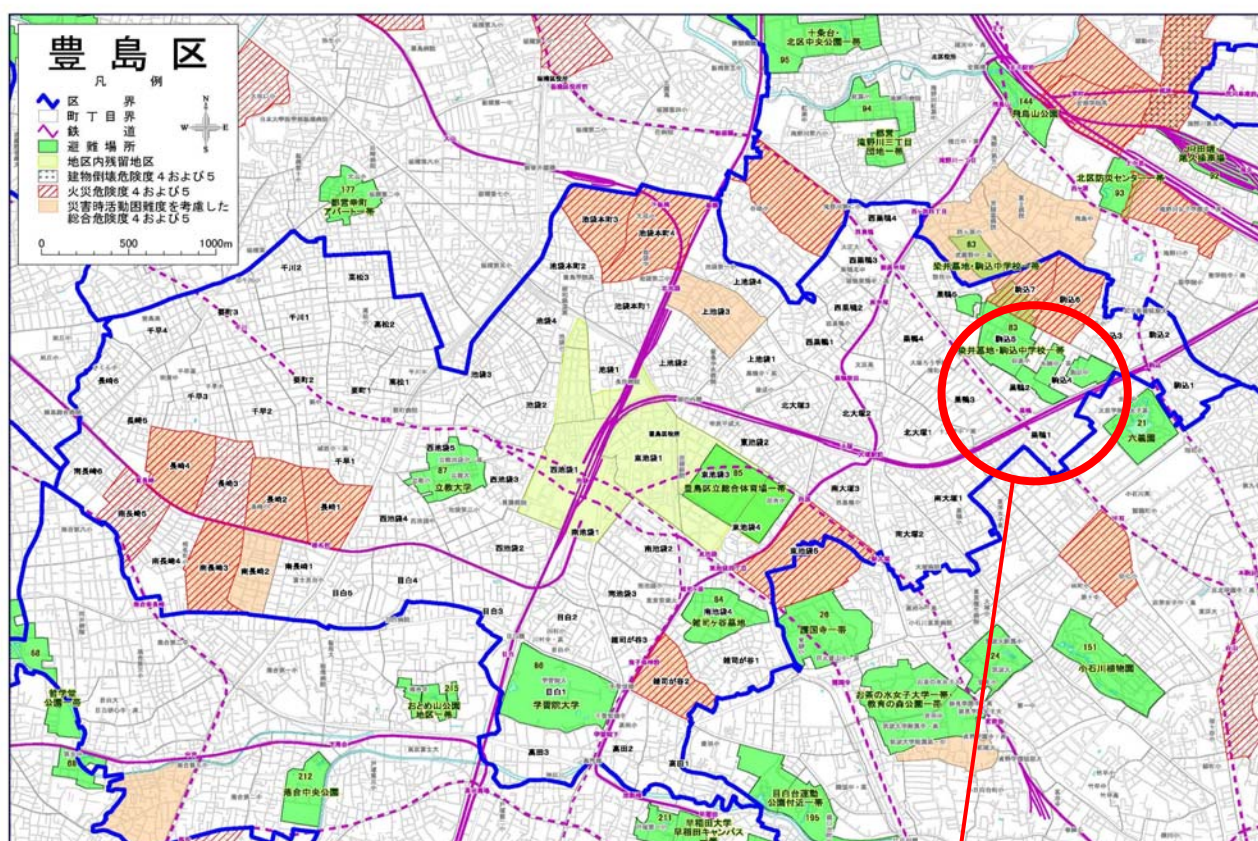
It is estimated that a strong local earthquake exceeding M8 will hit Tokyo within the next 50 years.

According to “The Seventh Community Earthquake Risk Assessment Study” issued by the Tokyo Metropolitan Government Bureau of Urban Development in September 2013, the Municipal Somei Reien Cemetery, adjacent to our school, is designated as an evacuation site.

Komagome 6-chome and 7-chome, which are adjacent to our school district, are designated as Fire Risk 4 and 5.

Fig. 3-22 Map of communities at risk in earthquake

(Source: Tokyo Metropolitan Government Bureau of Urban Development)



School district

Primary evacuation site  
Our school's school ground



Secondary evacuation site  
Municipal Somei Reien Cemetery

## Chapter 4 Setting of Prevention Targets Based on Situation of Injury Occurrence

Prevention targets for injuries inside and outside the school are set based on the situation of injury occurrence, and prevention activities are carried out.

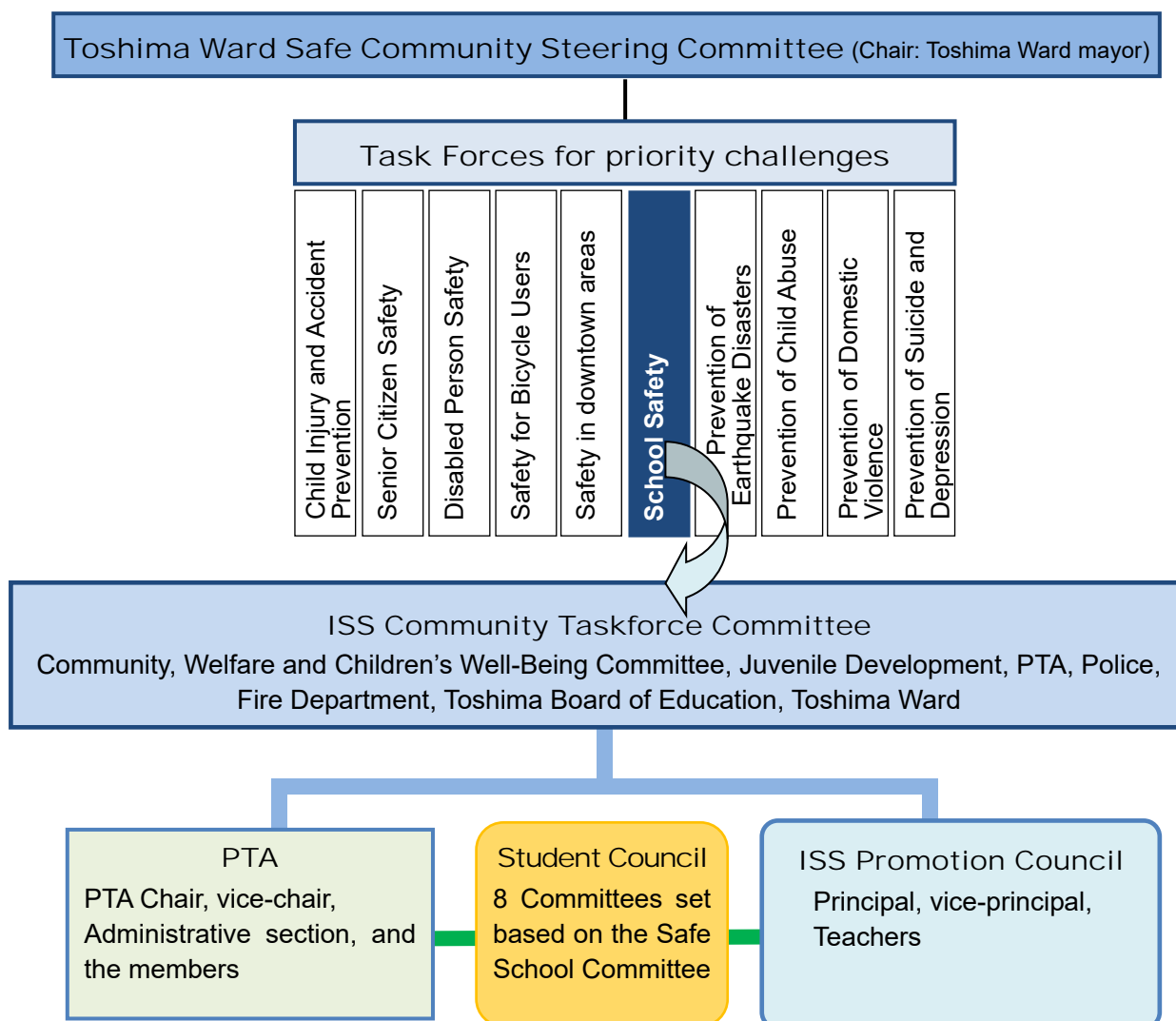
Situation of injury occurrence			Prevention target
Physical safety	Inside school	<ul style="list-style-type: none"> <li>Looking at the occurrence of injuries, including minor injuries, we see that many occur on the school ground during recess and PE class. In FY2015, these accounted for 55% of all injuries. (Fig. 3-5, Fig. 3-6, Fig. 3-11, Fig. 3-12)</li> <li>Many of the injuries are “scrapes, contusions” and “bruises” to the hands and feet, but we must look at ways to prevent injuries to the head and face caused from collisions or falling. (Fig. 3-7, Fig. 3-8)</li> <li>By grade, most injuries are sustained to 1st graders, but caution is required for the entire school. (Fig. 3-9)</li> </ul>	<p>Injuries sustained on school ground during recess and PE</p> <p>(Support for 1st Graders, a high risk group)</p> <p>(Prevention of injuries to teeth and eyes)</p>
	Outside school	<ul style="list-style-type: none"> <li>Looking at the situation of injuries requiring hospital care, injuries sustained on the school ground exceed 10% of all students, and continue to move at a high value. (Fig. 3-13)</li> <li>Recess and PE classes lead the time zones in which injuries occur. (Fig. 3-14)</li> <li>Injuries to the teeth and eyes are on the increase. (Fig. 3-15)</li> </ul>	
Emotional safety	Inside school	<ul style="list-style-type: none"> <li>The number of recognized cases of bullying has dropped by preparing a calm school environment, and establishing respect for rules. (Table 3-1)</li> </ul>	
	Outside school	<ul style="list-style-type: none"> <li>More than half of the students who have cell phones or smartphones do not have rules with their families. Students in older grades appear to be emailing friends late at night. (Fig. 3-18)</li> </ul>	Emotional injuries
Disaster and traffic safety	Inside school	<ul style="list-style-type: none"> <li>There have been 0 cases of traffic accidents involving our students in the school district in the past three years. (Table 3-3)</li> </ul>	<p>Traffic safety along school route</p> <p>Disaster safety awareness (Simulating large-scale earthquake)</p>
	Outside school	<ul style="list-style-type: none"> <li>Municipal Somei Reien Cemetery, which is adjacent to our school, is designated as an evacuation site. Komagome 6-chome and 7-chome, which are adjacent to our school district, are designated as Fire Risk 4 and 5. (Fig. 3-22)</li> </ul>	



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

**1. International Safe School Promotion Organization**

The “School Safety” Taskforce in the Toshima Ward Safe Community Steering Committee and the “ISS Community Taskforce Committee” are the same organization. The ISS Promotion Committee and the PTA at the school support the Student Council as they undertake Safe School activities.



**2. ISS Community Taskforce Committee**

This committee is comprised of members representing the community, including the neighborhood associations, Welfare and Children’s Well-Being Committee, Juvenile Development, PTA, Sugamo Police Station, Toshima Fire Station, Toshima Board of Education and Toshima Ward.

Once a month, the committee meets to exchange views on this school’s ISS activities.

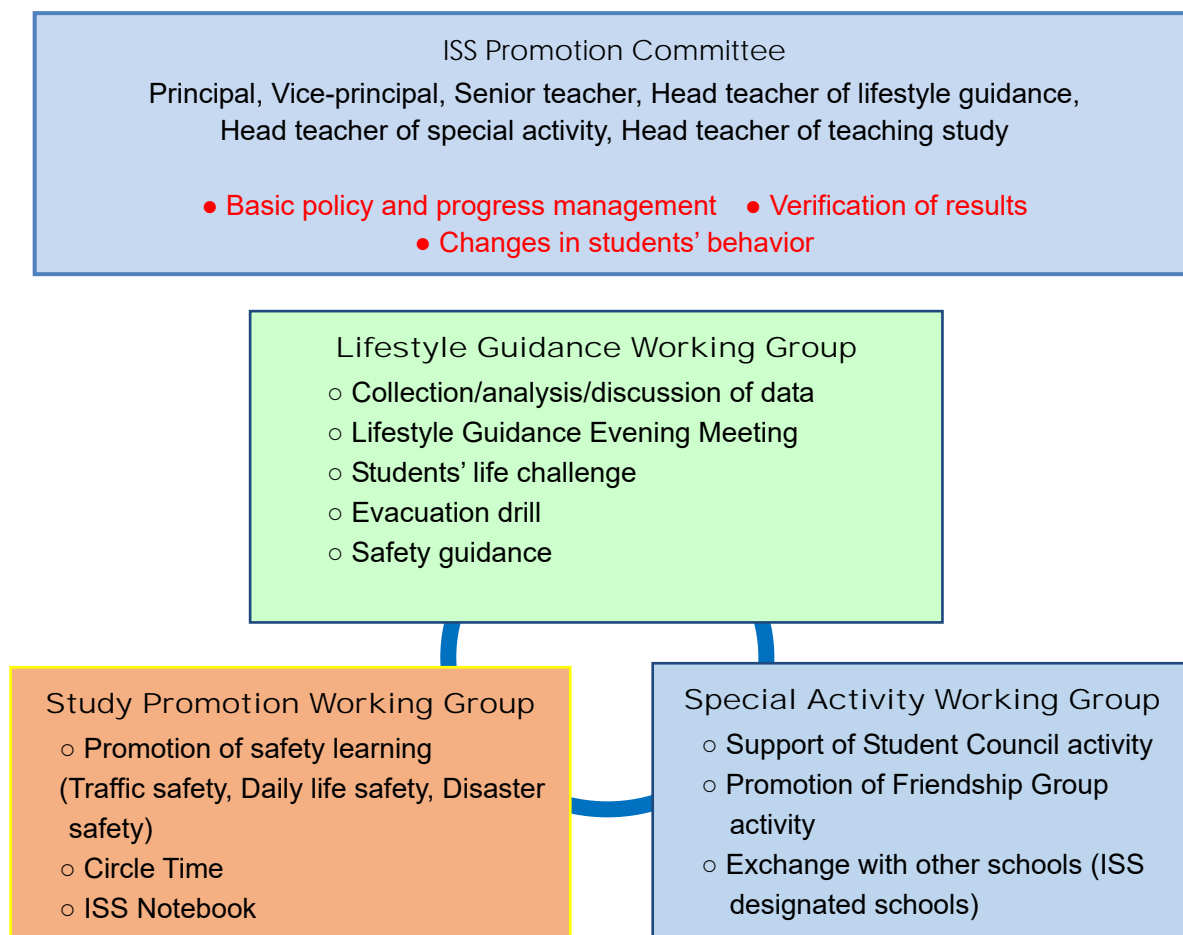


### 3. In-school ISS Promotion Committee

This committee is comprised of teachers who use analysis of injury data and awareness surveys to study the cause of injuries and measures to take, and to propose prevention measures.

This committee works systematically and continuously to provide safety instruction for the students.

Each organization cooperates to create a safe learning environment.



#### (1) ISS Promotion Committee

The principal, vice-principal, head teacher of lifestyle guidance, head teacher of teaching study, and head teacher of special activity collaborate to promote ISS activities. Challenges that affect the entire school are shared, and activities are planned and organized.

#### (2) Lifestyle Guidance Working Group

Data collected by the School Infirmary Room is analyzed and discussed. This section collaborates with the Special Activity Working Group and Study Promotion Working Group to promote lifestyle guidance.

A Lifestyle Guidance Evening Meeting is held on Thursdays. The current situation of children is reported on, and challenges being promoted are shared.

#### (3) Special Activity Working Group

This group works to identify changes in the students, provide appropriate advice, and support the Student Council's activities.

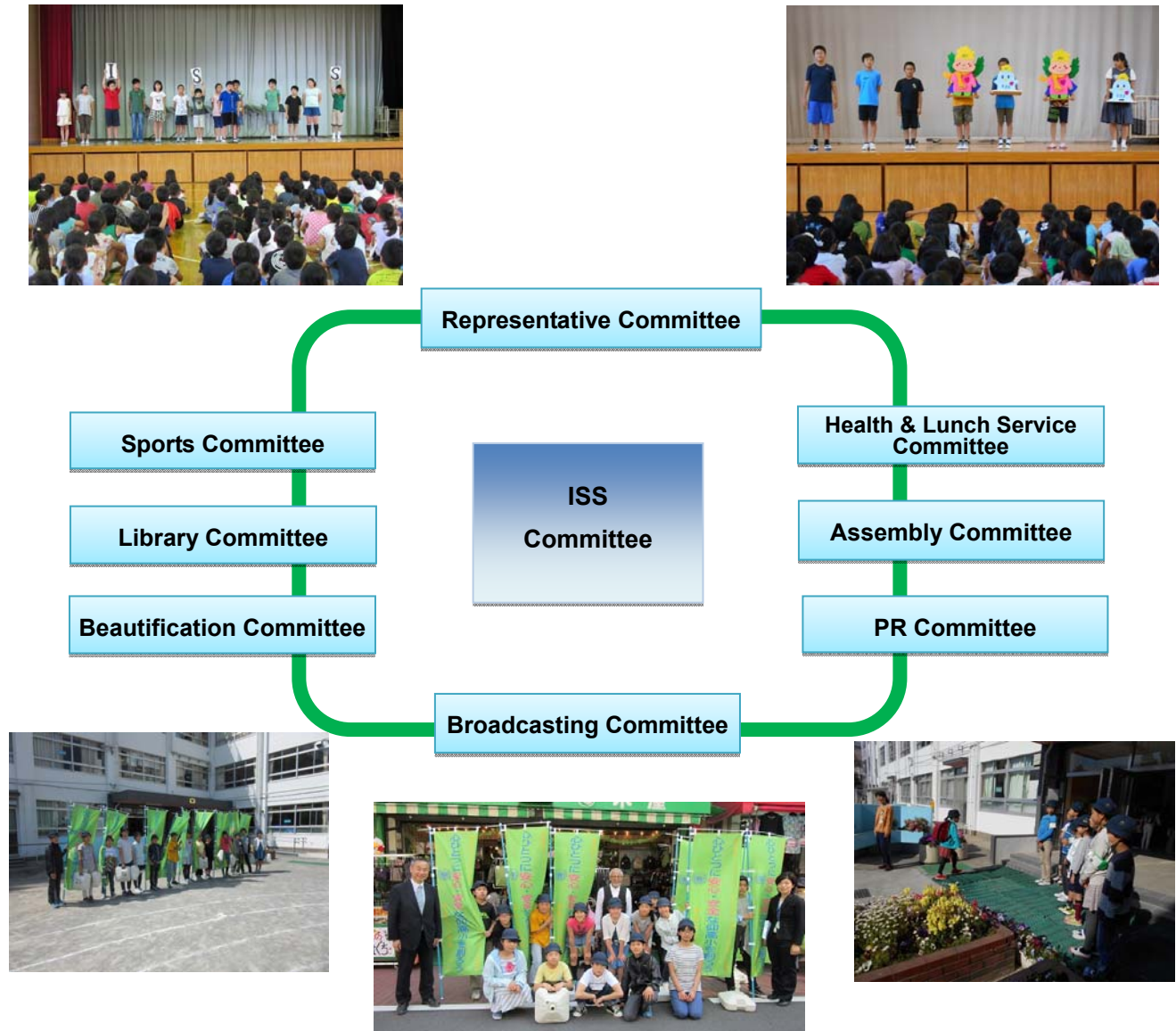
#### (4) Study Promotion Working Group

Challenges regarding traffic safety, disaster safety and lifestyle safety are shared with other groups to continue research on student safety. The ability to observe, judge and express is nurtured with these types of study.

#### 4. Student Council

The Student Council includes eight committees (Representative, Health & Lunch Service, Assembly, PR, Broadcasting, Beautification, Library, Sports) centering around the Representative Committee. Each committee has slogans they follow as they conduct ISS activities.

The ISS Committee includes the chairs from each of these committees.



##### (1) Safe School Committee

This committee is the core of the ISS activities, and is comprised of the class representatives from Grade 4 and higher. This committee discusses the ISS activity plans, and conveys the activities to each committee.

##### (2) Health & Lunch Service Committee

This committee provides support for injured students in the School Infirmary Room, and calls for all students to lead a calm lifestyle during Gyoko Safety Week. The committee also carries out patrols in the school, and summarizes the results in the School Hazard Map.

##### (3) Representative Committee

This committee is in charge of planning large assemblies such as the Meeting to Welcome New First Graders, and run the assembly. This committee also carries out fund raising after learning about UNICEF.



#### (4) Other committees

Sports Committee	This committee conducts patrols to check that school ground equipment is used safely and put away correctly during and after recess, and gives reminders so that everyone can play safely on the school ground.
PR Committee	This committee takes and posts photos of ISS activities, publishes a school newsletter, and works to advertise the Safe School activities.
Library Committee	This committee prepares posters reminding students to observe the library rules so that everyone can read books quietly in the Study and Information Center. The committee also introduces books.
Assembly Committee	This committee organizes fun assemblies, and plans activities related to Safe School activities so that students can create a safe school.
Broadcasting Committee	Broadcasts are planned so that students can lead a calm school life. The committee takes care to use appropriate wording and music.
Beautification Committee	This committee inspects posted matters, cleaning equipment and the shoe boxes so that a calm environment can be created in the school. The committee also takes care of the animals that are kept at the school.



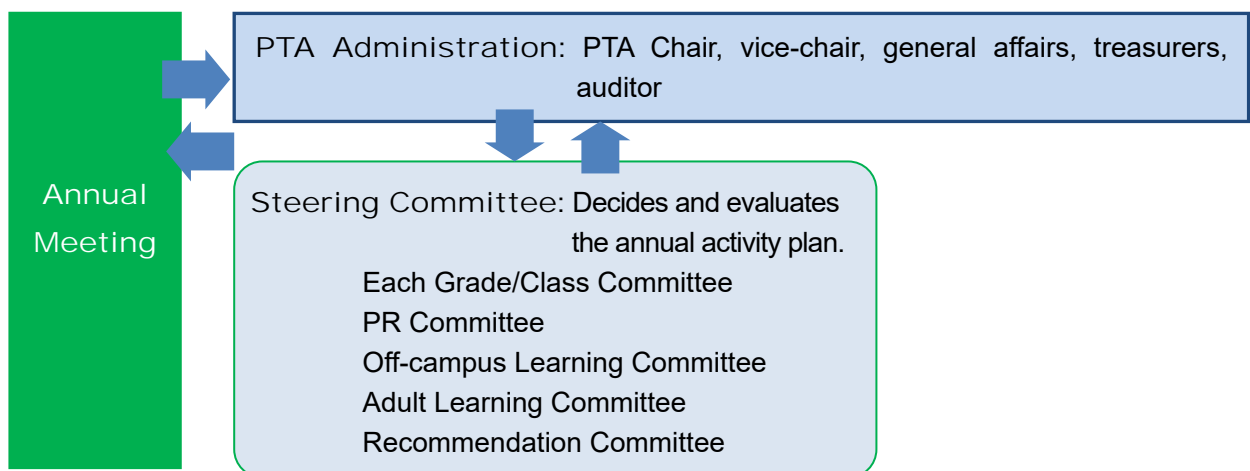
The chair is appointed in the Principal's Room. The Chair states his/her intent to lead the ISS activities.



Each committee recognizes students who were able to say greetings in a loud, clear way at the School's Morning Assembly.

#### 5. PTA

Parents selected at the PTA's annual meeting serve as the PTA board. They call out to all parents, and work to mimamori-watch the students.



**Indicator 2: There are Safe School policies that have been determined by the Safe School steering organizations and Steering Committee in the community based on the Safe Community.**

1. “Plan to Promote School Safety” - Ministry of Education, Culture, Sports, Science and Technology, April 27, 2012

In April 2012, the Ministry of Education, Culture, Sports, Science and Technology released the basic directions of policies related to school safety for the next five years (2012 to 2016). The Safe School program was recommended as a demonstrative and scientific program to promote school safety.

Development of policy based on ideas of Safety Promotion

- Maintenance and strengthening of system to collect information on incident and accident disasters
- Strengthening of function for analysis and investigation to provide demonstrative safety control
- Recommendation of cases of outstanding programs (ISS, etc.)

2. Policy regarding school safety within Safe Community (FY2010)

The “School Safety” Task Force (community task force) under the Toshima Ward Safe Community Steering Committee has discussed basic policies, and has promoted the Safe School activities.

Policies for school safety within Safe Community (FY2010)		
Challenge	Prevention target	Measures
1. Fostering student's ability to predict and avoid danger	Injuries during recess and PE	○ Gyoko Safety Week <ul style="list-style-type: none"> <li>▪ School patrols</li> <li>▪ School Hazard Map</li> </ul>
2. School's instruction system	Awareness of safety in disaster	○ Evacuation drills <ul style="list-style-type: none"> <li>▪ ISS notebook</li> </ul>
3. Prevention of bullying	Emotional injuries	○ Friendship Group activities
		○ Greeting exchange program
		○ Class Time
4. Increase of traffic safety awareness	Traffic safety along school route	○ Bicycle safety class
		○ Community safety map

3. Promoting the Creation of a Safe and Secure School with “2015 Toshima Ward Educational Vision”

“Safe and Secure School” is positioned as one of the measures to be implemented in “2015 Educational Vision”, the guideline for Educational City Toshima.

[Fostering a “Healthy Mind and Body” 3-III. Safe and Secure School] (Excerpt)

We must continue to create calm class and school environments that are interlinked with trust. The achievements of activities conducted by Hoyu Elementary School, an International Safe School designated school and by Fujimidai Elementary School, which is aiming for designation, shall be shared with all elementary schools and junior high schools. Various measures related to school safety must be implemented in cooperation with the police stations and fire stations in the ward, and with the Ward's Security Measures Section and Disaster Prevention Section, etc.

[Safe and Secure School (Implementation Measure No. 54)] (Excerpt)

Based on achievements, scientific methods based on evidence will be expanded to all elementary and junior high schools to promote the creation of a safe and secure learning environment.

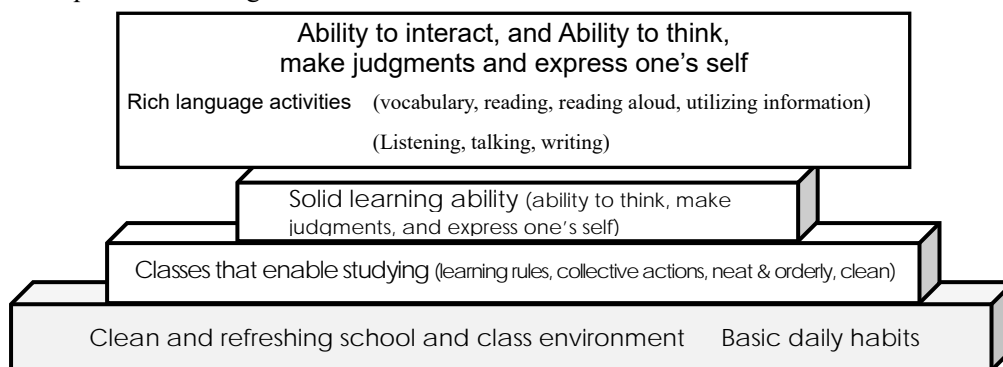
#### 4. School Management Policy (as we celebrate our 140th Anniversary)

<School motto> To learn abundantly To develop fair minds as well as good talents  
Let's step forward together and climb higher and further

We will promote education rooted in our School Motto, so that we may draw out the talents of each student, and foster a rich human character.

To achieve this, we will create a clean school environment, and foster solid learning ability through classes that enable studying.

In particular, all educational activities will be positioned as ISS activities to aim for establishment of ISS concepts and acquisition of designation.



Let's combine our hearts and make Gyoko Elementary School more safe and secure.

#### 5. Student Council slogan

All students confirm the Student Council slogan at the start of the school year, and work to promote ISS activities. As actual activities based on this slogan, the students aim to realize the following three matters.

- (1) Let's eliminate bullying and fighting to build heart-to-heart human interaction.
- (2) Let's create a school environment free of injury and accidents.
- (3) Let's create a school energized by greetings.



Fig. Kikumin and Aimaru



The students were asked to submit an image character to show their warm heart interaction, and to help promote fun ISS Activities. These characters are the symbol of our activities to build a school linked by warm hearts. "Kikumin" is based on our school emblem.

#### 6. PTA Policy for Creating a Safe School (April 2016)

Over the years, the PTA has carried out crime prevention patrols to help watch over the students' safety.

These activities have been highly acclaimed, and our traffic safety program was awarded the "Chief of Metropolitan Police Award".

- (1) The PTA continues patrols to prevent crime and provide protection during school commute hours.
- (2) Bicycle safety classes are organized together with the school to foster a sense of traffic safety among the students.
- (3) The PTA hosts a pool day in the summer as well as activities over the New Year to promote exchanges between parents and children.

### Indicator 3: There are long-term, sustainable, operational school programs covering both genders and all ages, environments, and situations.

This is the general image of the long-term and continuous program we have implemented for Safe School activities. We have implemented 48 programs for resolving five issues, and programs for high-risk targets as we aim to build a school linked with warm hearts and achieve “physical safety” and “emotional safety”.

The measures for 12 of those programs are set as our central programs (■).

1. Structure and improvement of environment (in school) (outside school)
2. Proactive activities by students
3. Building warm human interaction
4. Improvement of disaster and traffic safety awareness
5. Improvement of student support and guidance methods

48 programs

At our school, we believe that the activities conducted in classes where there is warm interaction between teachers and students and between students as well as the ISS activities conducted by the entire school will lead to a safe and secure school. All programs have been linked and systemized.

## School linked with warm hearts

Physical safety

Emotional safety

### 5. Improvement of student support and guidance methods (8\*)

\* No. of programs

1. Tokyo Board of Education Safety Education Promotion School
2. Support for ISS notebook
3. Emotional support in School Infirmary Room ■
4. Truancy and Bullying Case Review Committee
5. Safety instruction
6. School building safety inspection
7. School lunch guidance
8. First aid seminars

### 4. Improvement of disaster and traffic safety awareness (12\*)

1. Community Safety Map ■
2. Participation in Fall Traffic Safety Campaign
3. Bicycle safety classes ■
4. Renewal of bicycle rider license
5. Evacuation drills
6. Safety classes
7. All grades walking home together in emergency
8. Handover to parent drills
9. 1st grader group walking on the way home from school, and traffic safety classes for lower grades
10. Community cleaning
11. Attachment of crime prevention buzzer onto randoseru school bag
12. Promotion of heat stroke prevention

### 3. Building warm human interaction (8\*)

1. Friendship Group activities ■
2. Class Time ■
3. Circle Time ■
4. Birthday school lunch
5. Early discovery of bullying ■
6. Book-reading by teachers ■
7. Emotional Studies (morals)
8. Exchanges with Citizens' Plaza Gyoko ■

### 2. Proactive activities by students (8\*)

1. Greeting exchange program ■
2. ISS activities
3. School patrols and School Hazard Map
4. Gyoko Safety Week ■
5. Exchanges with the community
6. Teeth brushing after lunch
7. Reading time
8. Studies on UNICEF and fund-raising activities

### 1-1. Structure and improvement of environment (in school) (10\* ■)

1. Posters at main entrance
2. Safe Road
3. Kikumin and Aimaru
4. Posters in classrooms and hallways
5. Calm environment
6. Posting of injury information in front of School Infirmary Room
7. Study and Information Center
8. Renovation of toilets
9. Renovation of school ground
10. Prevention of falls from windows

### 1-2. Structure and improvement of environment (outside school) (2\*)

11. Patrols by PTA
12. Ensuring safety during school commute by traffic guides

# 1. Improvement of school environment (in school) (outside school)

1-1 Posters at main entrance	
1. Students, teachers, parents, visitors x Inside school	
2. Banners promoting ISS activities have been put up, and the Student Council slogan and photos of the Student Council activities are posted. These clearly indicate our school's educational activities as we participate in Safe School activities, and show scenes of the students' growth.	
3. Appeal the concept of ISS activities	



1-2 Safe Road	
1. Students, teachers, parents, visitors x Inside school	
2. An outline of our school's ISS activities is posted in the 2nd floor hallway from in front of the music room towards the gym. Photos of the student's activities in each program are shown. The School Hazard Map is posted on the bulletin board on the other side of the hallway.	
3. Appeal the concept of ISS activities	



1-3 Kikumin and Aimar	
1. Students, teachers x Inside school	
2. The students submitted and voted on mascot characters for our ISS activities. These are "Kikumin and Aimar", who are designed with our school emblem as an image. They represent the warm human interaction between our students.	
3. Symbols of our school's warm human interaction	



1-4 Posters in classrooms and hallways	
1. Students, teachers x Inside school	
2. In addition to the school motto and class goals, the student's activity goals and activity positions are posted in the classroom. These indicate growth targets for each grade and class, and create an environment in which learning records and the students' growth can be seen.	
3. Increase in learning ability	



1-5 Calm environment (Shoe boxes, classroom lockers, hallway hooks, and right-side travel)	
1. Students, teachers x Inside school	
2. A calm school environment gives the students a sense of stability, and reinforces learning and school life. The students try to keep their shoe boxes, classroom lockers and hallway hooks neat and orderly. Students are also alerted to safety when walking in hallway and using stairs.	
3. Clean school environment	



1-6 Posting of injury information in front of School Infirmary Room	
1. Students, teachers x Inside school	
2. Data on injuries that occurred at school are posted in front of the School Infirmary Room. Students in the Health Committee attach stickers to places where injuries occurred in the classroom and school ground, and update the statistic data. Making injuries visible helps promote caution.	
3. Display of injury data	





1-7 Study and Information Center	
1.	Students, teachers x Inside school
2.	A Study and Information Center has been organized to create a language environment in the school. We hope to enrich the students' vocabulary, and to enhance their ability to use information. This fosters the students' intelligence and senses.
3.	Organization of language environment



1-8 Renovation of toilets	
1.	Students, teachers x Inside school
2.	The toilets in the school have finally been renovated. This eliminates the students' worries about using the toilets. By keeping the toilets clean, the students learn about taking care of public facilities. This also helps stabilize the students' emotions.
3.	Creating safe and secure facilities



1-9 Renovation of school ground	
1.	Students, teachers x Inside school
2.	The school ground, previously an injury hotspot, was renovated. Our school ground is small for the number of students we have, so the students often collide into each other. We plan to set and implement rules for using the new school ground.
3.	Creating safe and secure facilities



1-10 Prevention of falls from windows	
1.	Students, teachers x Inside school
2.	Opening/closing stoppers have been attached to the aluminum sash window frames to prevent students from falling out of the windows. The windows cannot be opened fully, so we can prevent accidents, and create a sense of security.
3.	Creating safe and secure facilities



1-11 Patrols by PTA	
1.	Students, parents x School district
2.	As part of the PTA activities, the parents take turns ensuring safety during the students' commute, and patrolling hazard spots in the school district. These activities to watch over the students were highly acclaimed and awarded the "Chief of Metropolitan Police Award".
3.	School commute safety and community crime prevention activities



1-12 Ensuring safety during school commute by traffic guides	
1.	Students, traffic guides x School route
2.	To ensure safety when the students commute to and from school, traffic guides stand at crossings and guide the students. Students and guides greet each other, and establish a sense of security and trust.
3.	School route safety



## 2 Proactive activities by students

2-1 Greeting exchange program	
1. Students, teachers x Inside school	
2.	The entire school participates in the greeting exchange program with the concept "Greeting is the handshake of the heart." Students from each committee stand take turns standing at the school gate every morning, and exchange energetic greetings with students as they arrive. This activity builds a warm human interaction.
3.	Reduce number of bullying cases



2-2 ISS activities "Student Council Slogan" "ISS Banners"	
1. Students x Inside school	
2.	At the start of the school year, all students review the Student Council slogan "Let's combine our hearts and make Gyoko Elementary School more safe and secure." The students share this slogan, and work to create a school linked with warm hearts.
3.	Sharing ISS activity goals



2-3 School patrols and School Hazard Map	
1. Students x Inside school	
2.	The Student Council patrols the school grounds during Gyoko Safety Week. They look for rule violations, dangerous actions, and hazardous places from a student's perspective. The results are summarized in the School Hazard Map, and applied to prevent injuries by all students.
3.	Proactive activities by students



2-4 Gyoko Safety Week	
1. Students, teachers x Inside school	
2.	With the slogan "Let's create a calm environment", each class sets targets and works to create safety and security throughout the school. The Health and Lunch Service Committee leads patrols within the school. The number of injuries and accidents is reported at the end of the activity.
3.	Establishing awareness of accident prevention



2-5 Exchanges with the community (Planting flower beds in front of station, Gyoko Yosakoi Festival, growing chrysanthemums)	
1. Students, teachers, parents, community x School district	
2.	Exchanges with the community are actively promoted through planting the flowerbeds in front of Sugamo Station, performing in the Gyoko Yosakoi community festival, and handing out chrysanthemums grown at the school. These activities convey a sense of gratitude for mimamori-watching the students to the community.
3.	Gratitude for mimamori-watching activities in the community



2-6 Teeth brushing after lunch (Measure against influenza)	
1. Students x Inside school	
2.	All students brush their teeth after lunch. The toothbrushes are stored in a disinfection chamber in the School Infirmary Room. A healthy habit of brushing teeth also helps prevent influenza.
3.	Establishing a sense of health management



2-7 Reading time	
1.	Students, teachers x Inside school
2.	A reading time is set after the afternoon cleaning time. Students in each class read a book. This quiet time helps foster a rich vocabulary and imagination. The teachers also spend time reading during this reading time.
3.	Creating an environment of reading



2-8 Studies on UNICEF and fund-raising activities	
1.	Students, teachers x Inside school
2.	All students learn about UNICEF activities based on the Convention on the Rights of the Child, and carry out fund-raising activities to support children around the world. During the study sessions, the students learn about the lives of children in various areas of the world. The Representative Committee leads the fund-raising activities.
3.	Understanding of children's rights, and actions



### 3 Building warm human interaction

3-1 Friendship Group activities (Active Kids Assembly, School-wide excursion, Friendship Group activities)	
1.	Students, teachers x Inside School, Venues of activities away from school
2.	"Friendship Groups", led by 6th graders, are formed with students from different classes and ages. The group leaders work to plan activities. Main activities include Friendship Lunch, Active Kids Assembly, and school-wide excursion, and aim to create warm interactions between the students.
3.	Building warm human interaction



3-2 Class Time to enhance awareness of ISS activities	
1.	Students, teachers x Inside school
2.	Discussions held by each class to create classes where there is warm human interaction are presented. Each year, students have three opportunities to present at the school-wide morning assembly. The activities held throughout the year help enhance awareness of ISS activities.
3.	Enhance awareness of ISS activities



3-3 Circle Time	
1.	Students, teachers x Inside school
2.	Circle Time (dialogue time) is held in each class on Thursday mornings. The students opine about a set theme. A warm human interaction is formed by listening to and discussing to each other's opinions.
3.	Building relations through dialogue



3-4 Birthday school lunch	
1.	Students, teachers x Inside school
2.	Students celebrate the month's birthday children during lunchtime. A class atmosphere that recognizes and respects each other is created by celebrating birthdays. This fosters a warm human relation that does not generate bullying.
3.	Building warm human interaction





### 3-5 Early discovery of bullying (Understanding situation, and creating SNS rules)

1.	Students, teachers, parents x Inside school, home
2.	A "Friendship Questionnaire" survey is conducted each month to identify bullying at an early stage. Based on the results, facts are checked immediately and necessary guidance is given. To spread SNS rules, homes are asked to help teach the children.
3.	Early discovery of bullying



### 3-6 Book-reading by teachers

1.	Students, teachers x Inside school
2.	Teachers hold book-reading (story reading) sessions on Saturday mornings. These sessions help the students share the world of stories, and build a warm human relation. Books are selected according to the situation of each class, so that a rich language environment can be built.
3.	Creating relations between teachers and students



### 3-7 Emotional Studies (morals)

1.	Students, teachers x Inside school
2.	Morals class is used to foster a sense of self-affirmation in the students, and to foster a sense of compassion and gratitude. The emotional connection between teachers and students is used as a base to foster the qualities and abilities to form a Safe Community.
3.	Compassion and gratitude



### 3-8 Exchanges with Citizens' Plaza Gyoko

1.	Students, teachers, community x Inside school, Citizens' Plaza Gyoko
2.	During Life Environment Class studies, seniors from Citizen's Plaza Gyoko are invited to teach the students old games. This activity fosters a sense of gratitude toward seniors, and creates a warm exchange. The students also visit the Citizens' Plaza to extend their exchanges.
3.	Creating interaction between seniors and students



## 4 Improvement of disaster and traffic safety awareness

### 4-1 Community Safety Map (Community safety from the students' perspective)

1.	Students, teachers, community x School district
2.	The school district has a large road passing through it as well as many narrow roads. Each grade goes out into the community to create a Community Safety Map and identify hazards along the school route. This improves traffic safety awareness.
3.	Improvement of traffic safety awareness



### 4-2 Participation in Fall Traffic Safety Campaign (6th graders)

1.	Students, teachers, community x School district
2.	As part of our ISS activities, 6th graders participate in the Fall Traffic Safety Campaign. They go out into the community to see the morning traffic situation. They also experience the community's Traffic Safety Campaign by greeting people on their way to work.
3.	Contributing to traffic safety campaign



4-3 Bicycle safety classes	
1.	Students, police, parents x School ground/gymnasium, classrooms
2.	Through a combination of actual skill practice (2nd, 4th, 6th grades) and classroom sessions (1st, 3rd, 5th grades), the students learn traffic rules and how to ride their bicycles correctly, and increase their awareness of traffic safety. Parents help under the guidance from the police. The students always wear bicycle helmets.
3.	Establishing correct bicycle riding methods and traffic rules



4-4 Renewal of bicycle rider license (all grades)	
1.	Students x School district
2.	When the bicycle safety class is finished, a Completion Sticker is attached at the Grade field on the back of the Bicycle Rider License prepared by the PTA. This card is used continuously from 1st to 6th grade, and fosters a sense to observe traffic rules and confirm safety. The students keep the license with them at all times in their randoseru school bag.
3.	Establishing awareness of traffic safety



4-5 Evacuation drills	
1.	Students, teachers, fire department, police x Inside school, school grounds, secondary evacuation site
2.	Various situations that could occur if there is an earthquake are simulated and the students practice so they can proactively evacuate. Drills that integrate "preliminary instruction, simulation drills, review by representative students, and recording in ISS notebook" are held once a month.
3.	Increasing ability to predict and avoid danger



4-6 Safety classes (Crime prevention, and dangers on the Internet)	
1.	Students, teachers, police, parents x Inside school
2.	The students learn how to escape when approached by a suspicious person, and information morals so that they do not get caught up in trouble on the Internet. Police report on actual incidents to increase awareness and the ability to act. Parents also participate and exchange opinions with the police.
3.	Awareness of crime prevention and information morals



4-7 All grades walking home together in emergency	
1.	Students, teachers x School district
2.	Students walk home in a group to ensure safety when a disaster or emergency occurs. The students form ten groups according to their destination in the school district. The teachers walk with them as they go home. Safety along the school route is inspected at the same time.
3.	Establishing actions in event of disaster or emergency



4-8 Handover to parent drills	
1.	Students, teachers, parents x Inside school
2.	To ensure the students' safety when an earthquake warning is issued or a large earthquake occurs, drills to hand the students accurately over to their parents are held at the start of the school year. A "Handover Card" is prepared to identify the parents/guardians.
3.	Ensuring safety if large earthquake occurs



4-9	1st grader group walking on the way home from school, and traffic safety classes for lower grades (1st, 2nd grade)
1.	Students, teachers, police x School route
2.	To ensure that the students commute to and from school safely, they walk along the school route and learn from the police how to confirm safety at traffic lights and cross pedestrian crossings safely. When 1st graders first start school, they walk home together with their teacher while confirming safety along the school route.
3.	Safety during commute to and from school



4-10	Community cleaning
1.	Students, teachers, community, parents x School district
2.	The students help clean the community during the Toshima “Zero Garbage, Clean up Campaign”. Through these cleaning activities, the students contribute to beautifying the community environment and learn the importance of loving one’s community. These activities create a stronger link between community and school.
3.	Beautification of community environment



4-11	Attachment of crime prevention buzzer onto randoseru school bag
1.	Students x School route, school district
2.	When first graders start school, they are given a crime prevention buzzer to attach to their randoseru school bag. If they encounter a suspicious person or sense any danger on their way to and from school, they can sound the crime prevention buzzer. This notifies people in the area for help, and scares away the suspicious person.
3.	Crime prevention during commute to and from school



4-12	Promotion of heat stroke prevention
1.	Students, teachers x School ground, venues of activities away from school
2.	When the sunrays are strong and the temperature is very hot, students are told to wear their school hats, drink plenty of fluids, and take breaks to prevent heat stroke. When the temperature rises higher, outdoor activities are stopped. After the activity, the student’s health is checked, and quick actions are taken if necessary.
3.	Prevention of heat stroke, and early response



## 5 Improvement of student support and guidance methods

5-1	Tokyo Metropolitan Board of Education Safety Education Promotion School (201
1.	Students, community, teachers x School route, school district
2.	Our school was designated as a Tokyo Metropolitan Board of Education Safety Education Promotion School, and research presentation on the theme “Community Campaign for Traffic Safety” was conducted. This achievement aims to foster students who can think about and act on traffic safety by themselves.
3.	Increasing awareness of traffic safety and actions to avoid danger



5-2	Support for ISS notebook
1.	Students, teachers, parents x Inside and outside school
2.	The students review the evacuation drills and safety classes, and write in their ISS Notebooks. By continuing this activity, they can enhance their awareness of safety, and improve their ability to avoid danger. The students also write down their teacher’s comments, and support their individual growth. At the end of the semester, parents write in their assessment.
3.	Review of safety





5-3 Emotional support in School Infirmary Room	
1.	Teachers, students x Inside school
2.	At the School Infirmary Room, the nurse responds to injuries and accidents, and also listens to students' worries about studying and problems in class. The nurse works with the homeroom teacher and counselors, and provides support so that the students can lead a smooth life in their class.
3.	Stabilizing the students' emotions



5-4 Truancy and Bullying Case Review Committee	
1.	Teachers x Inside school
2.	When a case of truancy or bullying is recognized, the principal gathers the involved teachers for a conference. They share information on the facts, and set a school policy for handling the student's instruction and cooperation with the parents. This committee meets as regularly to confirm the progress, and work to resolve the issue.
3.	Common understanding between teachers



5-5 Safety instruction (Earthquakes, traffic safety, accident prevention)	
1.	Students, teachers x Inside school
2.	A safety instruction day is set for periodic instruction on earthquakes, traffic safety and accident prevention. The students record what they have learned in their ISS notebooks. Call-out instruction is also carried out on a daily basis to enhance the student's awareness and establish regular behavior and actions.
3.	Periodic and systematic safety instruction



5-6 School building safety inspection (monthly)	
1.	Teachers x Inside school
2.	All teachers share responsibilities for inspecting the safety of facilities at the school. Facilities are checked from a standpoint of preventing accidents, and the results are recorded in the inspection list. The vice-principal gathers the information, and works for immediate improvements. Depending on the situation, the Board of Education is asked to take measures.
3.	Safety of school facilities



5-7 School lunch guidance	
1.	Students, teachers x Inside school
2.	At lunchtime, teachers and students in charge of serving lunch get ready, and arrange the dishes and food on the serving table. The other students put down table clothes and prepare to receive their lunch. The students observe their manners while eating, and clean up when finished.
3.	Dining manners and classroom environment



5-8 First aid seminars (Life saving, teacher seminar before summer pool session, pool safety inspection)	
1.	Teachers x Inside school
2.	Before the summer pool instruction begins, all teachers participate in a safety inspection of the pool. The teachers confirm the amount of chlorine to put in, and inspect the water purifiers, and learn how to run them. The teachers also learn first aid for emergencies, and work together to prevent swimming accidents.
3.	Prevention of swimming accidents, and life saving



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

### 1. Preparing for large scale earthquakes

#### (1) Aiming for evacuation drills proactively conducted by students

Throughout the year, a monthly evacuation drill is conducted, simulating the large scale earthquake that will come in the future.

Drills are carried out with the cycle of “preliminary instruction, simulation drills, review of drills, and recording in ISS notebook (post instruction)”, to foster the ability to make judgments in a disaster and to act accordingly.

##### 1. Preliminary instruction [Special safety class]



Students are asked about anticipated earthquakes and fires. This fosters a personal awareness of the problem.

##### 2. Simulation drills [Regular safety instruction]



Hazards are identified as covered in the preliminary instruction, and students think on their own and act.

##### 4. Recording into ISS notebook (post instruction) [Special safety class]



Students review the drill in the classroom and record in their ISS notebooks. Through discussions, students review their own actions and talk about how they can improve actions during evacuation.

##### 3. Review of drills [Regular safety instruction]



Representatives of the students carry out a self-assessment of actions during evacuation, and the entire school reviews the drill.

#### (2) Changes in actions/behavior through use of ISS notebook



To establish an awareness of safety, all students write in their ISS Notebook after the evacuation drill and experience-type classes. We believe that their ability to make judgements to predict and avoid danger increases by reviewing the activity and recording it in their book.

At our school, the students' growth is supported by writing a teacher's comment in the ISS notebook.

Cooperation with the home is created by having parents write a comment each semester.

### (3) Examples of comments written in ISS notebook

I understood the importance of concentrating and listening to the teacher's instructions.

To protect my life, I want to learn the "OKASHIMO" (don't push, don't run, don't talk, don't return) rules, and become able to act calmly even when I'm alone.

I want to apply what I have learned to protect my life, and learn to evacuate safely while calling out to my friends.


I talk about the secondary evacuation site with my family.

### (4) Annual plan for evacuation drills

During the year, eleven drills simulating a large earthquake or entry of a suspicious person into the school are held. We work in phases to realize three aims: "Act appropriately following rules and teachers' instructions", "Take proactive actions in various scenarios", and "Consider and contribute to other people's safety"

	Aim	Details of evacuation drill	Evacuation site
1	Learn to act appropriately following rules and teachers' instructions.	Earthquake during class / Confirmation of evacuation route / Rules for evacuation	School ground
2		Drill simulating handing over to parents when large scale earthquake hits	School ground
3		Drills simulating secondary disaster (fires) caused by earthquake	School ground
4		Drills simulating students' proactive actions if disaster occurs during recess	School ground
5	Learn to take proactive actions in various scenarios	Secondary evacuation drill in event of fire spreads after earthquake	Somei Reien Cemetery
6		Fire extinguishing drills simulating fire after earthquake	School ground
7		Experiencing smoke from fires after earthquake, and earthquake simulation vehicle	School ground
8		Drills simulating Earthquake Early Warning EEW	School ground
9	Learn to cooperate, and to consider and contribute to other people's safety.	☆ Drills simulating entry by suspicious person	Gymnasium
10		Drills simulating mutual cooperation between students if earthquake occurs during cleaning time	School ground
11		Pop drill simulating occurrence of earthquake (Confirmation of year's achievements)	School ground

### (5) Actual evacuation drills

	Transition of time	Students actions	◎ Points for instruction ■ Evaluation
	Preliminary instruction	<ul style="list-style-type: none"> <li>Understand the topic of the drill.</li> </ul> 	◎ Use "Tokyo Disaster Prevention" to learn about actions to take when an Earthquake Early Warning is issued.
	Evacuation drill	<ul style="list-style-type: none"> <li>"Protect head" and evacuate.</li> <li>Continue evacuation activities until shaking stops.</li> <li>Listen to broadcast, identify the situation, and learn about the evacuation.</li> <li>Follow the evacuation path, and evacuate to school ground.</li> <li>Line up at school ground, sit down and wait. [Confirm number of people]</li> <li>Report on representative student's review of drill.</li> <li>Listen to talk.</li> </ul>	<ul style="list-style-type: none"> <li>◎ Quickly grab desk legs, and check that head is protected.</li> <li>◎ Place handkerchief over mouth, put on disaster hood, and evacuate to school ground while following the "OKASHIMO" rules.</li> <li>[Instruct student's evacuation guidance]</li> <li>[Confirm injuries among students, etc.]</li> </ul>
	Post instruction	<ul style="list-style-type: none"> <li>Write review of evacuation drill in ISS notebook.</li> <li>Discuss the drill, and identify improvement points the class needs to take.</li> </ul>	■ Review the evacuation activities, and write down issues and improvement points.



## (6) Handover to parent drills



As part of our school's teaching activities, we follow the Special Measures Concerning Countermeasures for Large-Scale Earthquakes, and make an effort to ensure the students' safety such as when an Early Earthquake Warning is issued or when a large earthquake occurs. After that, we open a Response Headquarters at the school, and smoothly hand over the students to their parents.

The "Handover Confirmation Card", which the parents bring with them, is used to confirm their identity. This is conducted until all students have been handed over to their parents, and there are no children left at school.

This drill is carried out in May of each year, right after the school year starts.

## (7) Safety measures for school building

The seismic reinforcement work was completed in 2001.

The school building windows were replaced with "shatterproof glass" so as to minimize damage from earthquakes.

500 people's worth of food, water and blankets are stored in the school's storehouse. Toilets for use in disasters are also stocked.

## 2. All grades walking home together in emergency



To ensure the students' safety when there is a typhoon, lightning and heavy rains, or when information about suspicious persons in the community have been received, the students walk home together in a group.

The students split up into ten groups according to their destination within the school district, and are lead home with their teacher.

At the start of the school year, parents are asked to help in the community. The walking group gets together once. The groups are identified with green, yellow, red or pink colors according to the destination.

## 3. Safety for 1st graders on the way home from school (group walking), and traffic safety classes for lower grades

Traffic safety classes for 1st and 2nd graders are held in cooperation with the Sugamo Police and Tokyo Metropolitan Traffic Safety Section.



1st graders listen to talks from the Sugamo Police, and go out into the community to learn about traffic safety.



1st graders walk home in groups with their teacher for the first few months of school. They confirm safety along the school route.



In the fall, teachers from the Tokyo Metropolitan government come to teach 1st and 2nd graders about safety during their commute to and from school.

#### 4. Safety Classes



Safety classes focusing on crime prevention and prevention of delinquent behavior are held in cooperation with the Sugamo Police. Awareness of suspicious people is increased through role playing. Sessions to discuss issues with parents are held at the same time to share an awareness of this problem.

#### 5. Teeth brushing after lunch (Measure against influenza)

##### (1) Tooth brushing after lunch program conducted by entire school



All students learn about brushing their teeth during class. Their toothbrushes are stored in a disinfection chamber in the School Infirmary Room. The students establish a habit of brushing their teeth after eating lunch in their classroom, and rinsing out their mouths in the sinks in the hallway.

##### (2) Classes closed for influenza

	FY2014	FY2015	FY2016
No. of closed classes / Total 12 classes	2 classes/12	0	4 classes/12
%	16%	0	33%

Classes are closed to prevent an increase of influenza patients. Looking at data for the past three years, the regular teeth brushing program has minimized the number of classes closed during peak flu season in the winter, and shows a certain effect.

#### 6. Exercise guidelines for preventing heat stroke

There are many days between late May to early October on which the temperature exceeds 30°C. To prevent the students from suffering from heat stroke, whether or not to hold PE classes or outdoor activities is determined based on the exercise guideline temperature.

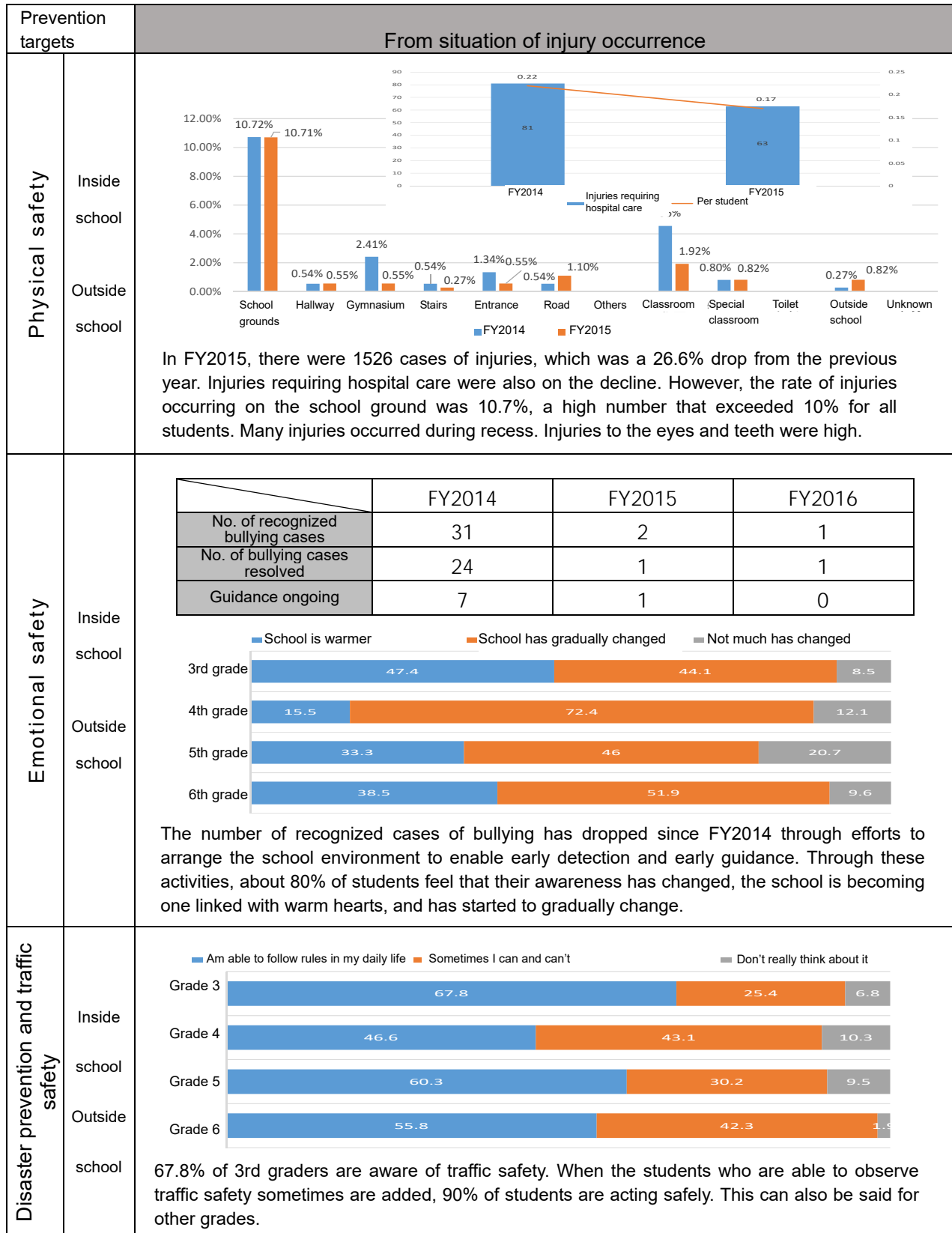
Special caution is taken to classes between 10 and 11 a.m., and between 2 and 3 p.m.

35°C and higher	Exercise is canceled	Temperature is higher than skin temperature, and heat cannot be released from the body.
31°C and higher	Severe warning	Basically, exercise is limited to swimming classes. Students take regular breaks and replenish fluids.
28°C and higher	Warning	Students actively take breaks and replenish fluids.
24°C and higher	Caution	Students replenish fluids as needed.
	Usually safe	



## Indicator 5: All programs are from the Evidence Base.

### 1. Analysis of causes for identifying challenges



2. "Setting challenges and 12 central measures (programs)" for aiming to build a school linked with warm hearts

Prevention target		Challenge	Central measure (program)
Physical safety	Inside school	1. Structure and improvement of environment	Organizers: Teachers, students (1) Incorporation of Universal Design on school grounds
		2. Proactive activities by students	Organizers: Students, teachers (3) Gyoko Safety Week (4) Greeting exchange program
	Outside school	5. Improvement of student support and guidance methods	Organizer: Teachers (2) Emotional support at School Infirmary Room (*) Support for ISS notebook (*) Teeth brushing after lunch (*) Prevention of heat stroke  ◇ Periodic safety instruction method training for teachers
Emotional safety	Inside school	3. Building warm human interaction	Organizers: Students, teachers (5) Class Time (6) Circle Time (7) Book-reading by teachers (8) Friendship Group activities (9) Early detection of bullying (12) Exchanges with Citizens' Plaza Gyoko
	Outside school		
Disaster prevention and traffic safety	Inside school	4. Improvement of disaster prevention and traffic safety awareness	Organizers: Students, teachers, parents, community (10) Community Safety Map (11) Bicycle safety classes  (*) Evacuation drills (*) Traffic safety classes for lower grades (*) Safety classes
	Outside school		

(\*) indicates programs for high-risk targets

### 3. Details on measures (programs)

#### 1. Structure and improvement of environment

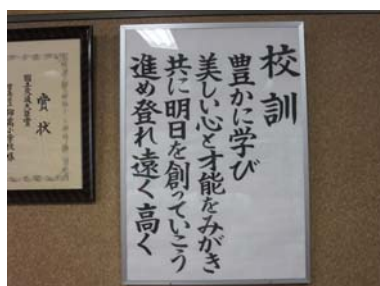
#### (1) Incorporation of Universal Design on school grounds

##### <Basis of program>

To not repeat the situation we faced in FY2013, with 3489 injuries occurring on the school grounds, it is important for us to create a calm school environment for the students, and aim to build a school linked with warm hearts. Through these, we must reduce injuries and accidents in the school.

##### Curriculum design described in the school motto

To realize the ideals applied for 140 years from our establishment, we have put up the school motto and used it as the basis for all education.



Class goals

##### Design of ISS activities

The slogan for ISS activities, and photos showing the students' activities are posted at the front entrance.



##### ISS road

Our school's ISS activity programs and the School Hazard Map are posted in the hallway in front of the music room on the 2nd floor.



##### Mascot characters



##### Classroom and hallway environment



## Language environment

We believe creating a language environment is extremely important for building warm relations.



Study and Information Center



Communication card

### <Performance>

Through the efforts by all teachers to create a calm school environment, the number of injuries in the school has dropped greatly. Fights between students and dishes broken during lunch have also been eliminated.

## (2) Emotional support at School Infirmary Room

### 5. Improvement of student support and guidance methods

### <Basis of program>

There are students who have emotional anxieties, so support in the School Infirmary Room is indispensable. The presence of the School Nurse, who warmly responds to the students, is an element that supports our ISS activities.

At the School Infirmary Room, the nurse responds to injuries and accidents, and also listens to students' worries about studying and problems in class. The nurse works with the homeroom teacher so students can return to class.

The School Infirmary Room also conducts periodic health checkups, and provides health guidance during overnight events, etc.



## Making injury information visible



Data on injuries is posted in the hallway in front of the School Infirmary Room to make injuries visible and call for attention. This is also an important role of the School Infirmary Room.

### <Performance>

The number of injuries throughout the school has dropped, and the School Infirmary Room is no longer crowded with students looking for treatments. The Infirmary Room also functions as a place where students can find peace of mind.

### (3) Gyoko Safety Week

#### 2. Proactive activities by students

##### <Basis of program>

Gyoko Safety Week is held in June and September to aim for a reduction in injuries and accidents, promote an awareness for student safety, and allow students to lead school life in a calm manner.

The program starts when the Health and Lunch Service Committee calls out to all students at the school-wide morning assembly. Each class sets a safety target, and uses “Daily Safety Review Cards” to assess and report on the program.

Students in the Health and Lunch Service Committee patrol the school grounds, and prepare a “School Hazard Map”.



Calling out at school-wide morning assembly



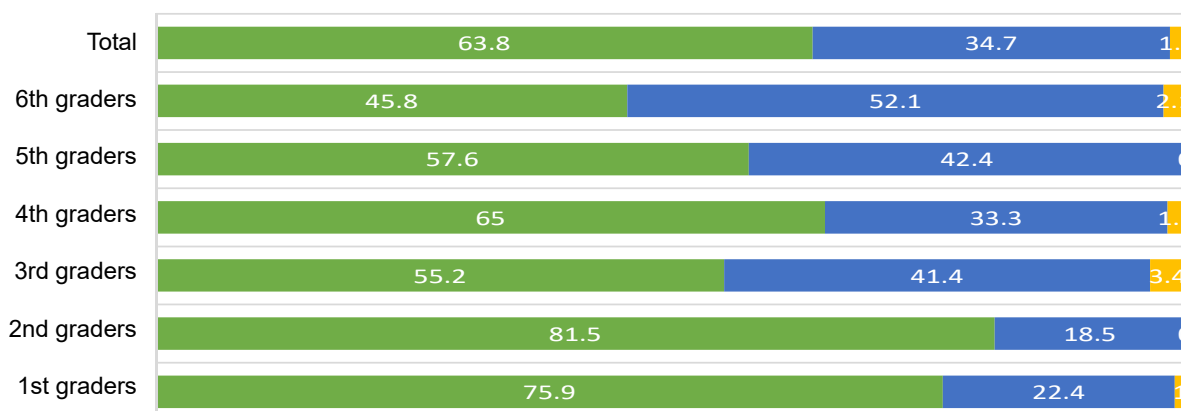
Setting safety target in each class

Daily Safety Review Card	Mon.	Tue.	Wed.	Thur.	Fri.
Observe traffic rules and safely commute to school.					
Walk along right side of hallway.					
When playing, follow the rules and play nicely.					
When playing, pay attention to people in the area.					
Looking back on the past week, were you safe and secure?	◎ ○ △				

■ Did well

■ Did a little

■ Did not do well



Looking back at September's Gyoko Safety Week, approx. 60% of students self-evaluated that they reached their goals. On the other hand, the rate of achievement dropped in the upper grades, and was less than 50% in 6th grade.

The rate of achievement by 3rd graders was less than 4th graders.





School patrols

During Gyoko Safety Week, the Health and Lunch Service Committee patrols the school grounds.

They look for “rule violations”, “dangerous actions”, and “hazardous places”. The results are summarized and conveyed to all students, and shown in the School Hazard Map.

2nd Gyoko Safety Week Inspection Table Report September 26 (Mon.) to September 30 (Fri.), 2016

Place of inspection	Inside school building						
	Gymnasium	1st entrance	Front entrance	1st staircase on 2nd floor	Middle staircase on 2nd floor	1st staircase on 3rd floor	Middle staircase on 3rd floor
Walking down hallway	Total 1407 people						
Running down hallway	Total 493 people						
Hazardous places	• Stairs and corners in hallway	• Corners	• Corners	• Corners	• Stairways	• Corners in hallway • Classroom doors	• Corners in hallway
Hazardous actions	• Playing on mat • Playing with ball in hallway	• Running • Fooling around • Being loud in the hallway	• Traveling on left side • Running in hallway • Walking with friends with arms around shoulders	• Running up stairs • Playing in hallway	• Skipping stairs • Jumping from stairs	• Playing in hallway • Popping out from classroom door • Playing in front of classroom door	
	• Many students run into/out of the school bathroom.	• Skipping • Skipping stairs • Playing in hallway				• Traveling on left side • Running in hallway	
		• Traveling on left side					
Following rules	• Playing with ball in hallway	• Skipping stairs • Traveling on left side	• Traveling on left side • Running in hallway	• Playing in hallway	• Skipping stairs • Jumping from stairs	• Traveling on left side • Playing in hallway	



Presenting results of each class  
(School-wide morning assembly)



Preparing School Hazard Map

<Performance>

An increase in the students' awareness of safety has been seen through setting class targets and working as a whole school. Stairs and corners in the hallway were listed as hazards in the school, and students were prompted to take care here. We hope to use the results of this program to increase the students' ability to predict and avoid danger.

#### (4) Greeting exchange program

#### 2. Proactive activities by students

##### <Basis of program>

“Greeting is the handshake of the heart.” Following this concept, the greeting exchange program is conducted as the morning ISS activities in hopes of fostering the foundation for warm human interaction. Each Committee takes turns standing at the school entrance.

The eight Student Council committees take weekly turns to lead the greeting exchange program. Students who are on duty come to school earlier than the rest of the students. They stand at the school gate, and exchange morning greetings with a smile on their face.

Each class also thinks about the importance of greetings, so that awareness can be increased throughout the school.



Scenes of students arriving at school in the morning

- “Student Questionnaire” is conducted by ISS Committee.

Q. What are you able to do by exchanging greetings? (Surveyed in June 2016)

- A
- Being greeted in return made me smile.
  - I felt good throughout the day when I was able to greet people.
  - Making cheerful greetings helped me greet people every day.

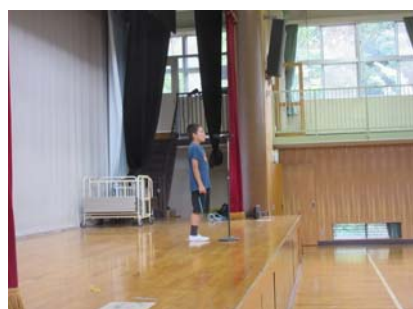
- At the end of the week, the Greeting Duty is passed on to the next group. The performance and challenges are reported at the next Committee Meeting. The arm band is handed over from one Committee Chair to the next Committee Chair.



Reporting on performance  
and challenges



Handing over  
the arm band



At the school-wide morning assembly, the Chair of the Committee that just finished their weekly duty reports on memorable events and thoughts from the week’s activities. The Chair also appeals to all students to continue with this greeting exchange program.

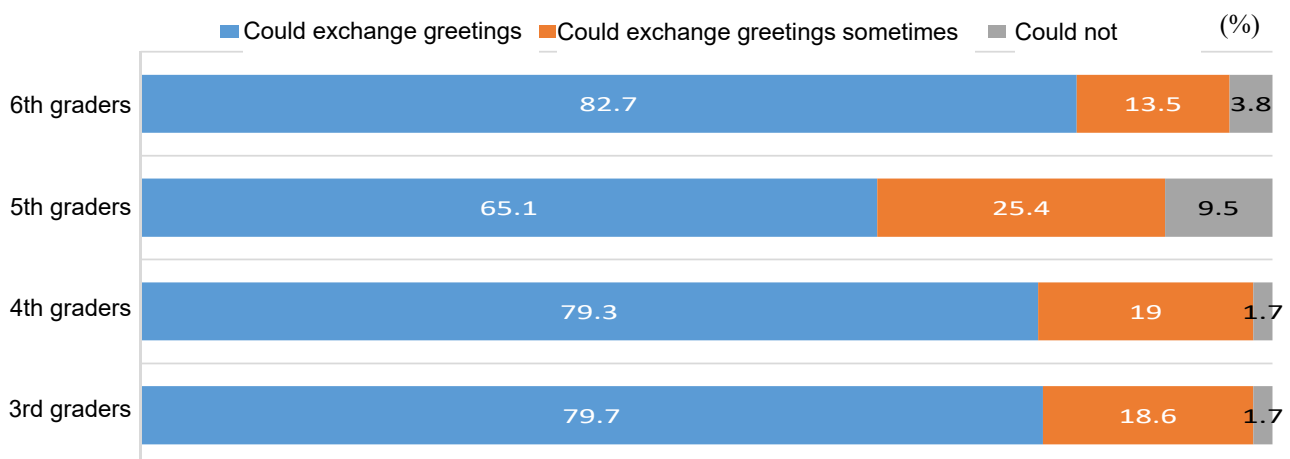
- Students who had cheerful greetings during the activity are awarded.

The students' names are read out by the Committee students to praise them for their efforts. Classes that showed results during the greeting exchange program are also awarded.



We have a “Greeting Exchange Program” at school. Are you able to cheerfully say morning greetings?  
(\* ISS Activity Questionnaire conducted on Oct. 7, 2016)

- (        ) Could exchange greetings.
- (        ) Could exchange greetings sometimes.
- (        ) Could not exchange greetings.



More than 80% of 6th graders, who are leaders in the greeting exchange program, were able to exchange greetings.

About 80% of 3rd graders and 4th graders said they were able to exchange greetings.

More than 60% of 5th graders were able to exchange greetings, but overall, we must increase awareness. Continuing this activity and reducing the difference between the grades is a challenge we face.

#### <Performance>

Each Committee cooperated to liven up the ISS activities and brighten up the entire school while increasing the students' awareness. The results are seen in the Survey, and we believe that the number of students who can cheerfully exchange greetings is increasing.

We will persistently continue to increase awareness as an important indicator of our ISS activities.

## (5) “Class Time” for enhancing awareness on ISS activities

3. Building warm human interaction

### <Basis for program>

Activities and program in the class play an important role for creating a school linked with warm hearts. This is the aim of the slogan of the Student Council, which is proactively working on ISS activities.

At the school-wide morning assembly, Class Time is set aside for each class to present on their programs. In three sessions throughout the year, all students in the class get on the gymnasium dais. Here, they make an appeal on the goals their class has set. At the end, they cheerfully say their names.



### <Performance>

In the two years since we started aiming for ISS, this program has become a fixed event, and gives us a chance to see the students working hard. We will continue this program to enhance ISS awareness throughout the school.

## (6) Circle Time (creating relations through dialogue)

3. Building warm human interaction

### <Basis of program>

Dialogue between the students is essential for creating warm human relations. We believe that by understanding each other through words, the students can build a sense of trust, and create a school atmosphere in which bullying does not occur.

Time for Circle Time is set aside on Thursday mornings. We aim to achieve the following three points during these sessions.

“The teacher is a good listener, and the student’s main supporter”, “Creating a class atmosphere where you can be confident of your thoughts”, and “Fostering students who can convey logical thoughts”.

Topics for Class Time are posted on Monday, and the students write down their thoughts beforehand in their notebooks. The teachers write words of encouragement in the notebook, and support the students’ growth.



### <Performance>

This program has become an established event with more students able to put their thoughts and opinions into words. We must consider how the teachers present the topics, and how the students can draw out each other’s thoughts.



## (7) Book-reading by teachers

3. Building warm human interaction

### <Basis of program>

Human interaction with the teacher is the starting point for building warm human interaction. The shower of teacher's warm words fosters the students' hearts.

The teachers hold book-reading sessions during the Toshima Saturday Morning Open School. Teachers read books and convey the world of the story to enrich their time with the students.



### <Performance>

The students now look forward to the book-reading time, and a solid bond is being formed between the teachers and students. The students grow with the teacher's warm words.

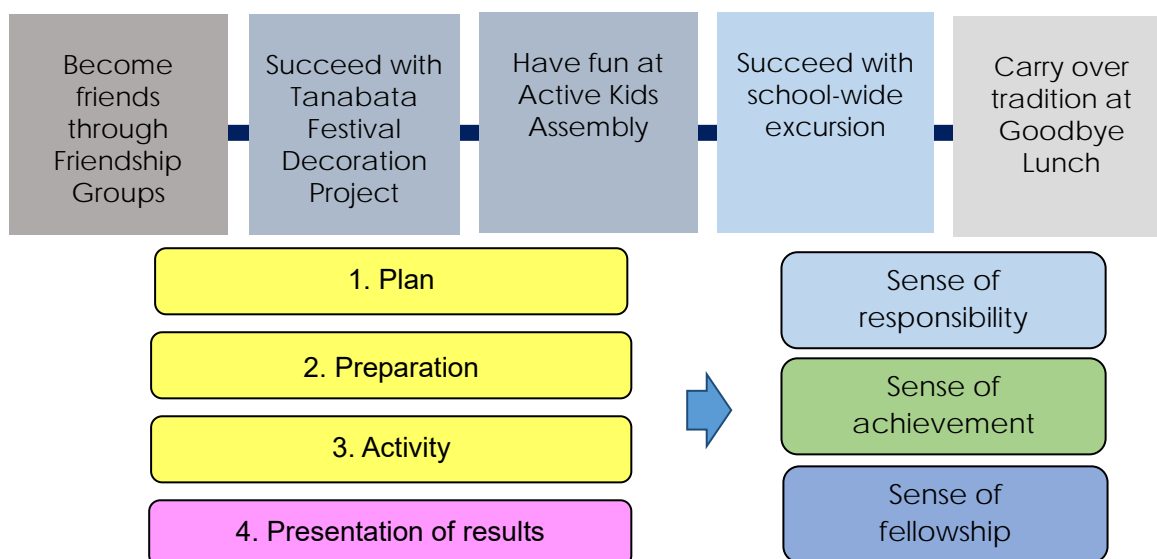
## (8) Friendship Group activities

3. Building warm human interaction

### <Basis of program>

The number of recognized cases of bullying has dropped since we started the ISS activities. We believe that the program has helped the students foster warm and rich human relations, which has in turn eliminated bullying. We continue to build warm human interaction through activities with groups comprised of students of different age groups.

The vertically split groups include students of different ages from all grade levels. 6th graders act as the group leader. Five activity sessions are held throughout the year. The students participate in planning, preparation, activity, and presenting the results of the activity. Each student fosters a sense of responsibility, sense of achievement, and sense of fellowship.





- Working to make school-wide excursion successful

### 1. Plan (discussions)



### 2. Preparation



Talk about games to play in the park, and work together to prepare required equipment.

### 3. Activity



At the park. The vertically split groups prepare and start the games.



### 4. Presentation of the results



After returning to school, the students report on what was fun. The leaders also talk.

- Working to make Tanabata Festival Decoration Project successful



The Tanabata Festival decorations that everyone made are tied onto bamboo branches. These are put on display in the Station-front Shopping Street that everyone uses.

○ Having fun at Active Kids Assembly



Each group plans and prepares an activity. They call in the students from the other groups, to promote fun exchanges throughout the school.

The Friendship Groups participate in the Friendship Lunch, Active Kids Assembly, and school-wide excursion, etc.

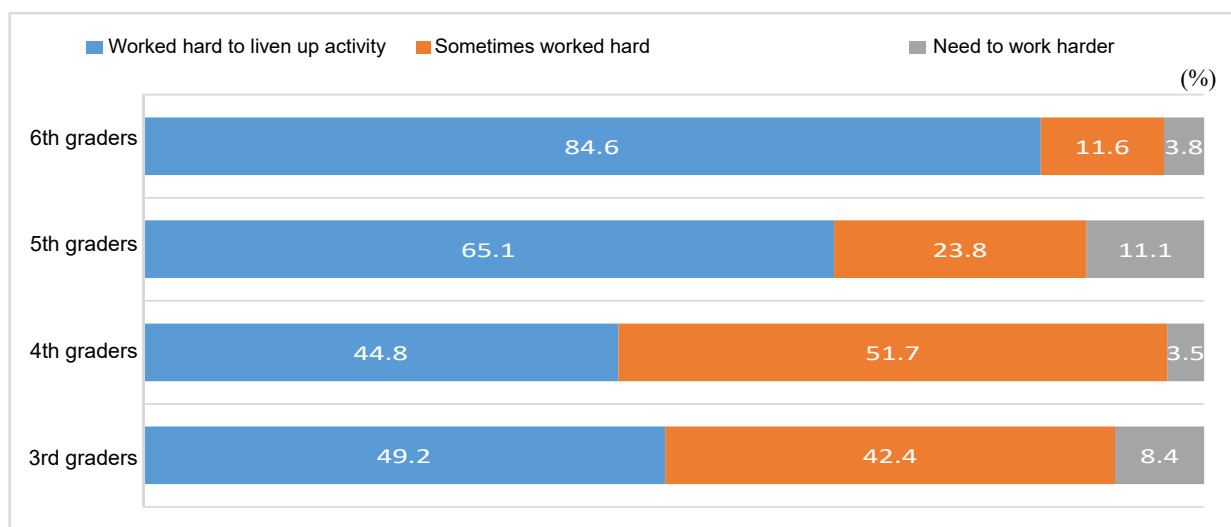
Were you able to work hard and cooperate in each Friendship Group activity?

(\* ISS activity survey conducted on October 7, 2016)

( ) I was able to work hard to liven up the activity.

( ) I was able to sometimes.

( ) I need to work harder.



In the vertically split groups, the 6th graders act as leaders to guide the younger grades, so the 6th graders awareness is very high at 84.6%. We can also see that 5th graders, who will take over the activity the next year, are also fostering awareness.

On the other hand, 3rd and 4th graders who have an awareness to liven up the activity is less than 50%. We must foster a sense of participation by assigning jobs for them to carry out.

<Performance>

In the vertically split group activities, we can say that the older grades have a high sense of responsibility and achievement. We can say that the actions of the older grades are a model for the other grades, and help foster a sense of friendship throughout the school.

We will continue to use this activity with students of different ages and grades, and make it a feature of our school.

## (9) Early detection of bullying

3. Building warm human interaction

(Teaching SNS rules, and fostering ability to think about other people's feelings)

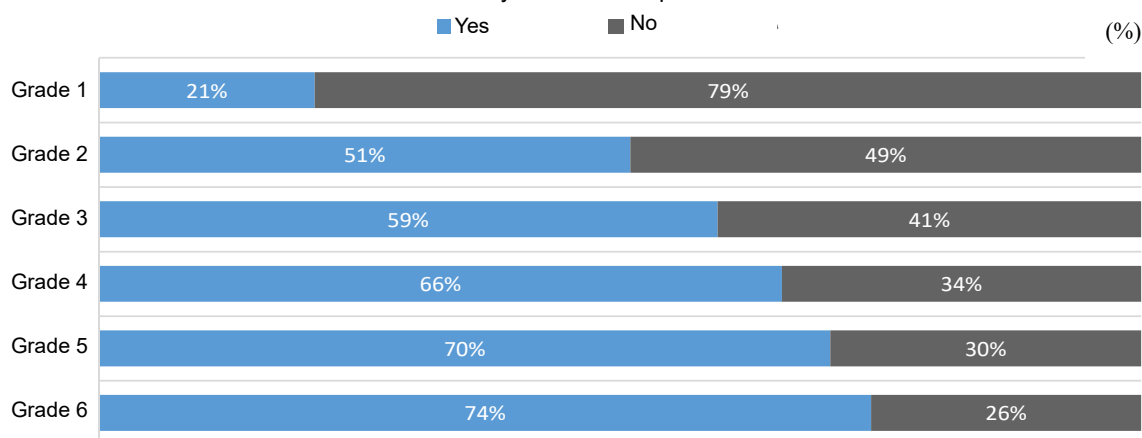
<Basis of program>

A questionnaire we conducted showed that more than 50% of second graders own a cell phone. More than half of those students do not have rules with their family about using the cell phone. We must share information with parents, and work to provide appropriate instruction and apply SNS rules.

Based on our questionnaire of cell phones and smart phones, we believe it is important to share an awareness of the issue with parents, and hope to make development of a program to foster skills to understand other people and experience exchanges as a pillar of our ISS activities.

\* Questionnaire on use of cell phones and smart phones (Conducted in April 2016)

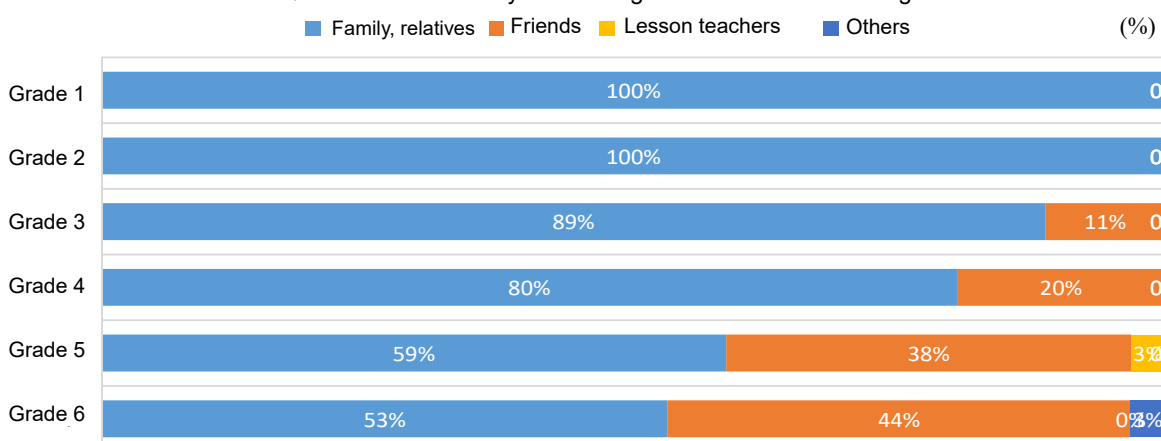
Question 1 Do you own a cell phone?



Ownership exceeds 50% in grades 2 and higher. In Grades 5 and 6, more than 70% of students own a cell phone.

More than half of the parents think that 7 and 8 year olds, who have not developed sufficiently in social skills, need a cell phone.

Question 4 Who do you exchange emails or LINE messages with?

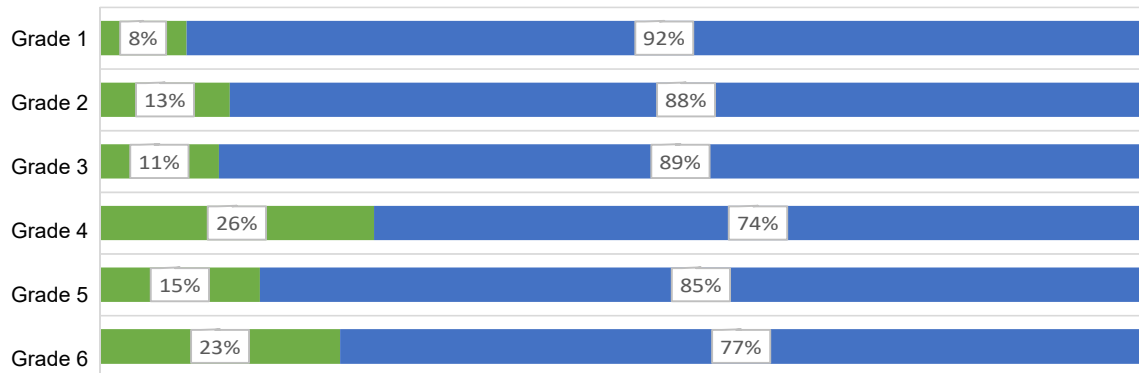


In lower grades, the emails are exchanged with family members, but in older grades, mails are exchanged with friends. About half of 6th graders exchange mails with their friends, and there is a possibility of trouble occurring.



### Question 6 Do you play online games?

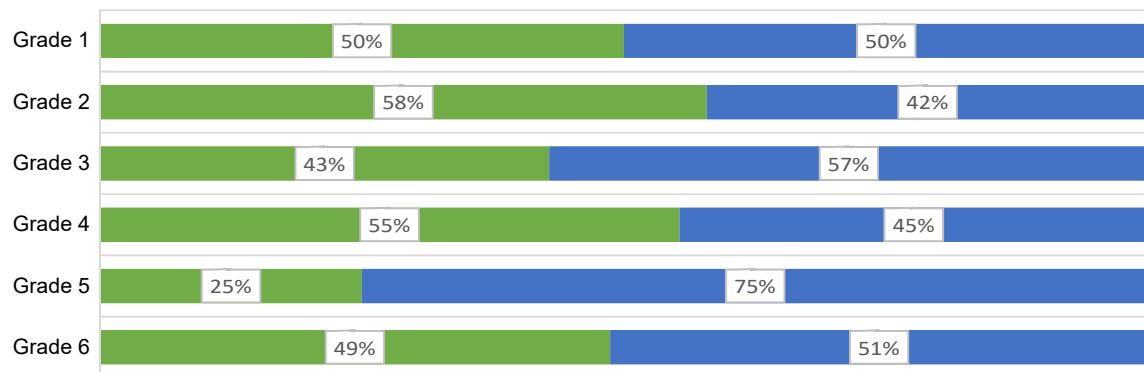
■ Play games ■ Do not play games



10% of students in lower grades play online games. We can see that approximately 20% of all students in grades 4 and higher play.

### Question 7 Do you and your family have rules for using a cell phone?

■ Yes ■ No



Although there is inconsistency between grades, we can see that about half of the families do not have rules. We must inform parents of laws (“Act on Development of an Environment that Provides Safe and Secure Internet Use for Young People”) and ordinances (“Tokyo Metropolitan Ordinance Regarding the Healthy Development of Youths”), and share the necessity of creating SNS rules with the students.

### Fostering the ability to think about other people’s feelings

#### “Thinking about Fun Communication” - class on using LINE

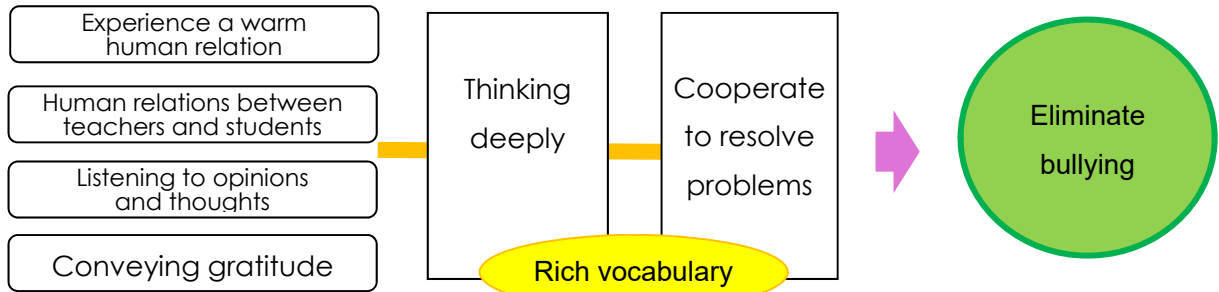
When thinking about the features of the Internet, emails and LINE messages, etc. are exchanges of only text with no visible face. Children must remember that the same words are interpreted differently depending on the receiver. In this class, cards with various expressions are used for the students to experience how words can be interpreted differently.





On the Internet, you cannot see the receiver's expression or emotions, so it is difficult to know when you are doing something they do not like.

Because the receiver is not visible, it is important to learn skills for thinking about how the receiver is feeling.



### Gyoko Elementary School SNS Rules

#### [Four Promises for Students]

##### 1. Protect your health

- Do not use your cell phone, send mails, or play online games, etc. while studying or eating.
- Do not use your cell phone, smartphone or online game devices after 9 p.m.
- Turn the power OFF before going to bed.

##### 2. Protect your privacy

- Do not tell people your telephone number or mail address without need.
- Do not put your name, photo or mail address, etc. on the internet.
- Do not reply to emails or comments from people you do not know.

##### 3. Protect your friends (friendship)

- Do not write things that you would make you uncomfortable or sad.
- Do not create or join groups needlessly.

##### 4. Keep promises

- Talk to your family about using cell phones, smartphones or online games devices, and set rules.
- Notify or show your family as soon as you think something is strange or wrong.
- Do not access unnecessary sites.

#### [Three Promises for Parents]

- Parents must make family rules for their child's cell phone, smartphone and communication game device use, and must check the usage state of such devices.
- Parents must take their child's cell phone or smartphone, etc. at the designated time.
- Parents must set filters to protect their children from harmful sites.

#### <Performance>

Through our ISS activities for building a school with warm hearts, we have fostered the ability to think about other people through words. We will continue to enhance awareness between teachers and students, and continue our programs to eliminate bullying.

(10) Community Safety Map  
(Community safety from students' perspective)

4. Increasing Disaster and Traffic Safety Awareness

<Basis of program>

Nakasendo (National Rt. 17) passes through the center of the school district. There are high levels of foot and car traffic, and there are many narrow roads that cross it. It is necessary for the students to go out and understand traffic safety on their own so that they can protect their own safety when they commute to and from school.

When students went out into the community, they saw many new things that they had not conceived of in the classroom. They posed their questions to the police officers at the Koban police box and the director of the shopping street, etc.



Asking questions at the Koban



Listening to the director's talk

The students went back to the community to summarize what they had learned into a Community Safety Map. Their understanding increased by reviewing what they had seen.



The students returned to the classroom, and wrote the community's traffic situation and what is necessary for traffic safety onto cards. They used these to create the Community Safety Map.



Each group held a presentation when they were finished making their Community Safety Map.

Each student's awareness of traffic safety was strengthened through this exercise.

<Performance>

As the students learned, they felt the warmth of the people in the community, and experienced the community's culture of safety.

We hope to increase our school's safety education, using the community's traffic situation as learning material.

(11) Bicycle safety classes held in cooperation with school, parents and police

4. Increasing Disaster and Traffic Safety Awareness

<Basis of program>

The school district has a large boulevard, but it also has many shortcuts that cars use. When the students ride their bicycles, they must observe traffic rules and be attentive to safety. The school, parents and community must cooperate and strive to prevent accidents.

A bicycle safety class for students in all grades is held as a special safety class in the first semester of each school year.

During the activity, police officers from the Traffic Section instruct the students on how to ride and use their bikes correctly, and how to check safety at intersections, etc. The students wear bicycle helmets and try riding bikes. The parents go around the course with the students, and give advice on confirming road signs and safe riding at important points along the course.



Families help to ensure there are enough bicycles. Staff from a bicycle shop come and provide safety inspections.

Grades 2, 4 and 6 practice riding bikes, and Grades 1, 3 and 5 watch a video on preventing accidents and learn about basic traffic laws related to bicycles. Efforts are made to thoroughly apply the “Five Rules for Safely Using Bicycles”.



**Five Rules for Safely Using Bicycles**

1. As a general rule, bicycles travel on the street. Using the sidewalk is an exception.
2. Bicycles must travel down the left side of the street.
3. On sidewalks, pedestrians have priority. Bicycles must travel slowly on the street side of the sidewalk.
4. Follow Safety Rules
  - Riding double or side by side is prohibited
  - Light must be turned ON at night
  - Observe traffic signals at intersections. Stop and confirm safety.
5. Children must wear helmets.

○ Issuance and carrying of “Bicycle Rider License”



Back side

When the bicycle safety class is finished, a sticker is attached to the back of the license for 2nd graders and older. The students keep this license in their randoseru school bag at all times to enhance their awareness of traffic safety.

<Performance>

By holding school-wide bicycle safety classes for six years, the students' awareness of traffic safety, actions and skills have increased in stages. We will continue to create a system of cooperation with the school, parents and police.



## (12) Exchanges with Citizens' Plaza Gyoko

### 3. Building warm human interaction

#### <Basis of program>

The "Citizens' Plaza Gyoko" is located in the school district. Exchanges with this Citizens' Plaza Gyoko serve as an opportunity for the community to watch over the students' growth, and the students to develop affection for their community. Exchanges are actively promoted.

The 2nd graders visit the Citizens' Plaza and take a tour of the facility. They also learn about activities held for children.



1st graders promote exchanges with the seniors at Citizens' Plaza, and learn about old-fashioned games.



Top turning



Origami



Otedama jacks



Cat's cradle

#### <Performance>

Through exchanges between the seniors at Citizens' Plaza and our students, the students develop compassionate feelings and gratitude toward seniors. We hope to continue building this type of interaction.



## Indicator 6: There are programs that document the frequency and causes of injuries.

### 1. Records of injuries at school

The School Infirmary Room data is collected and analyzed by the School Infirmary Room.

1	Records of injuries sustained at school	Injuries including minor injuries (School Infirmary Room)	The "Injury Record" sheet is used at the School Infirmary Room to collect information on injuries and accidents, and to tabulate the numbers.	Analyzed once a week
		Injuries requiring hospital care (Disaster Fund Payment data)	The records submitted to the Japan Sport Council are submitted to the Ward to request disaster fund payments for injuries sustained while at school.	Analyzed once a year
2	Factual survey on bullying (Friendship Questionnaire)	Number of cases of bullying	All students are surveyed on incidents that they feel are bullying, and to check whether their friends are being bullied.	Analyzed every month

#### (1) Collection of data on injuries including minor injuries (School Infirmary Room data)

The students use the "Injury Record" sheet to record "When", "Type of Injury", "Injured Member", and "Place".  
The students review "what they were doing when they were injured".

	Time	Class Name	What type of injury did you sustain?	What part of your body was injured?	Where were you when you were injured?	What were you doing?
1	[   hour   minute] During class / PE Middle recess / Lunch recess / 5-minute recess   Others (   )	Grade Class	Scrape / Cut Puncture / Bump Sprain / Others	Head / Face / Eye / Tooth / Neck Arm / Hand / Finger / Knee / Foot Chest / Stomach / Others	School ground / Classroom Gym / Hallway Entrance / Others	
2	[   hour   minute] During class / PE Middle recess / Lunch recess / 5-minute recess   Others (   )	Grade Class	Scrape / Cut Puncture / Bump Sprain / Others	Head / Face / Eye / Tooth / Neck Arm / Hand / Finger / Knee / Foot Chest / Stomach / Others	School ground / Classroom Gym / Hallway Entrance / Others	
3	[   hour   minute] During class / PE Middle recess / Lunch recess / 5-minute recess   Others (   )	Grade Class	Scrape / Cut Puncture / Bump Sprain / Others	Head / Face / Eye / Tooth / Neck Arm / Hand / Finger / Knee / Foot Chest / Stomach / Others	School ground / Classroom Gym / Hallway Entrance / Others	
4	[   hour   minute] During class / PE Middle recess / Lunch recess / 5-minute recess   Others (   )	Grade Class	Scrape / Cut Puncture / Bump Sprain / Others	Head / Face / Eye / Tooth / Neck Arm / Hand / Finger / Knee / Foot Chest / Stomach / Others	School ground / Classroom Gym / Hallway Entrance / Others	
5	[   hour   minute] During class / PE Middle recess / Lunch recess / 5-minute recess   Others (   )	Grade Class	Scrape / Cut Puncture / Bump Sprain / Others	Head / Face / Eye / Tooth / Neck Arm / Hand / Finger / Knee / Foot Chest / Stomach / Others	School ground / Classroom Gym / Hallway Entrance / Others	

By reviewing, the student thinks and recognizes the fact and cause.



The student attaches a sticker on the Injury Map in the hall in front of the School Infirmary Room.

Table 6-1 Record of Injury Occurrence (May 2016)

No	Grade/Gender	Class	Name	Type	Member	Hour	Time	Place	Reason	Treatment
1	4th/Boy/ Injury			Bruise	Foot	8:20	Before class	Stairs	Fell from stairs	Iced
2	2nd/Girl/ Injury			Scrape/ contusion	Knee	9:32	During PE	School ground	Tripped	Disinfected/ bandage
3	2nd/Boy/ Injury			Scrape/ contusion	Knee	9:55	During PE	School ground	Tripped	Disinfected/ bandage
4	2nd/Boy/ Injury			Scrape/ contusion	Arm	9:55	During PE	School ground	Tripped	Disinfected/ bandage
5	2nd/Boy/ Injury			Scrape/ contusion	Arm	9:55	During PE	School ground	Tripped	Disinfected/ bandage
6	5th/Boy/ Injury			Laceration/ puncture	Arm	10:15	During class	Classroom	Cut with cutter knife	Disinfected/ bandage
7	1st/Girl/ Injury			Scrape/ contusion	Knee	10:30	Middle recess	School ground	Fell when running	Disinfected/ bandage
8	1st/Boy/ Injury			Scrape/ contusion	Knee	10:30	Middle recess	School ground	Tripped	Disinfected/ bandage
9	3rd/Girl/ Injury			Bruise	Knee	10:40	Middle recess	School ground	Tripped	Compressed
10	4th/Boy/ Injury			Others (injury)	Arm	10:40	Middle recess	School ground	Blister popped when using monkey bars	Disinfected/ bandage
11	1st/Boy/ Injury			Scrape/ contusion	Knee	11:01	During PE	School ground	Tripped	Disinfected/ bandage
12	1st/Boy/ Injury			Eye injury	Eye	11:08	During PE	School ground	Hit by softball	Iced
13	5th/Boy/ Injury			Bruise	Hand	12:21	Lunch	Classroom	Caught in desks	Compressed

Table 6-2 Record of Injury Occurrence (June 2016)

No	Grade/Gender	Class	Name	Type	Member	Hour	Time	Place	Reason	Treatment
1	1st/Girl / Injury			Scrape/ contusion	Arm	8:20	Before class	Classroom	Scraped against locker	Disinfected/ bandage
2	5th/Boy/ Injury			Pain	Foot	8:45	Before class	Stairs	Hurt when going up stairs	Compressed
3	1st/Boy/ Injury			Scrape/ contusion	Foot	9:35	5-minute recess	Classroom	Bumped	Disinfected/ bandage
4	1st/Boy/ Injury			Bruise	Foot	10:35	Middle recess	School ground	Hit by ball	Iced
5	5th/Boy/ Injury			Bruise	Others	10:35	Middle recess	School ground	Hit by ball	Iced
6	1st/Boy/ Injury			Bruise	Stomach	10:40	Middle recess	School ground	Bumped	Sent to classroom
7	2nd/Boy/ Injury			Scrape/ contusion	Knee	10:40	Middle recess	School ground	Tripped	Disinfected/ bandage
8	1st/Boy/ Injury			Scrape/ contusion	Knee	10:40	Middle recess	School ground	Tripped	Disinfected/ bandage
9	6th/Boy/ Injury			Scrape/ contusion	Knee	10:45	Middle recess	Stairs	Fell on stairs	Disinfected/ bandage
10	4th/Boy/ Injury			Scrape/ contusion	Foot	10:47	Middle recess	School ground	Scraped on jungle gym	Disinfected/ bandage
11	5th/Girl/ Injury			Bruise	Finger	13:10	Lunch recess	Classroom	Pinched on serving table	Compressed
12	4th/Girl/ Injury			Scrape/ contusion	Arm	13:15	Lunch recess	School ground	Fell on unicycle	Disinfected/ bandage
13	5th/Boy/ Injury			Scrape/ contusion	Arm	13:29	Lunch recess	School ground	Tripped	Disinfected/ bandage
14	2nd/Boy/ Injury			Eye injury	Eye	13:30	Cleaning time	Classroom	Hit by broom	Iced
15	2nd/Boy/ Injury			Sprain/ jammed finger	Arm	13:30	During PE	Gym	Hurt wrist while jump roping	Compressed
16	1st/Boy/ Injury			Bruise	Head	13:35	Lunch recess	Classroom	Bumped	Iced

## (2) Collection of record of injuries requiring hospital care (From “Disaster Fund Payment Data”)

Records on injuries and accidents that occurred during school care and that required hospital care are recorded.

Table 6-2. Excerpt of Injury Surveillance Records (FY2015)

## FY2016 Injury Surveillance Hospital Treatment Records

No	Date	Day	Grade/gender	Class	Name	Type	Member	Time	Place	Reason
1	April 22	Wed.	3rd/Girl			Bruise	Face	During PE	School ground	Collision (object)
2	April 23	Thur.	4th/Boy			Eye injury	Left eye	During class	Classroom	Poked by name tag
3	April 23	Thur.	4th/Girl			Bruise	Left knee	Lunch recess	School ground	Fall
4	April 30	Thur.	5th/Boy			Sprain/ jammed finger	Left finger	Middle recess	School ground	Collision (ball)
5	May 12	Tue.	5th/Boy			Bruise	Right foot	Before class	Classroom	Collision (object)
6	May 18	Mon.	6th/Boy			Fracture	Right wrist	During PE	School ground	Fall
7	May 22	Fri.	5th/Girl			Sprain/ jammed finger	Right toe	Lunch recess	School ground	Collision (object)
8	June 8	Mon.	5th/Boy			Scrape/ contusion	Right knee	During PE	School ground	Fall
9	June 8	Mon.	1st/Boy			Eye injury	Right eye	Middle recess	School ground	Collision (object)
10	June 11	Thur.	3rd/Boy			Sprain/ jammed finger	Left finger	Middle recess	School ground	Collision (ball)
11	June 12	Fri.	6th/Boy			Bruise	Head	On way home from school	School ground	Fall
12	June 16	Tue.	1st/Boy			Dental injury	Tooth, lip	Lunch recess	School ground	Collision (person)

Table 6-3 Format for recording injuries requiring hospital care

Recorded item	1. Patient attributes (gender, grade, age) 2. When 3. Where 4. Doing what 5. Arbitrariness 6. Involvement of others 7. Cause 8. Injury name 9. Injured member 10. Diagnosis results
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“Surveillance of injuries sustained during school care (elementary, jr. high, sr. high))”

&lt;Front&gt;

Patient	Gender 1 Male 2 Female 3 Grade 3 Age (DOB (yyymmdd): )
Time	1. Date: 2. Day 3. Time a.m./p.m.
Place	Inside school Inside school building: 1. Classroom 2. Lab room 3. Gym/indoor exercise area 4. Lecture hall 5. Hallway 6. Entrance 7. Stairs 8. Others Outside school building: 9. Sports ground 10. Gym/playground 11. Pool 12. Ditch 13. Others Outside school 14. Road 15. Sports ground 16. Mountain 17. Forest 18. Ocean 19. Lake 20. River 21. Others
Situation	<u>When participating in class following school curriculum</u> Class, morals, independent activity, general study time: 1. PE (Health and PE) 2. Other class, etc. Special activity: 3. Class (homeroom) activity 4. Student Council activity 5. Club activity 6. Ceremony event 7. Art/play event 8. Health safety/PE activity 9. Excursion (trip), group overnight trip 10. Work production/volunteer work 11. Others <u>When participating in extra-curricular activity following school curriculum</u> 12. Club activity 13. Overnight trip to forest 14. Overnight trip to ocean 15. Swimming instruction 16. Student instruction 17. Career guidance 18. Others 19. During break 20. During lunch break 21. Specific time before class 22. Specific time after classes 23. Others <u>When commuting to school with regular route, or similar situation</u> 24. Commuting to school 25. Commuting home from school 26. Others (Commute method: 1. Walk 2. Bus 3. Train 4. Bicycle 5. Scooter 6. Motorcycle 7. Others)
Arbitrariness	1. Unintentional accident 2. Self-inflicted 3. Violence/fight 4. Others ( ) 5. Unknown
Involvement of others	1. Independent accident 2. Other student involved 3. Teacher involved 4. Others ( ) 5. Unknown
Situation of injury	1. Traffic accident <u>Other person:</u> 1. Automobile 2. Motorcycle 3. Bicycle 4. Pedestrian 5. Others <u>Injured person:</u> 1. Automobile 2. Motorcycle 3. Bicycle 4. Pedestrian 5. Others 2. Collision <u>Other person:</u> 1. Person 2. Object Instigator of collision 1. Yes 2. No 3. Compression (pinched, stepped on) Compressed by: 1. Person 2: Object 4. Fall (tumbled, tripped) 5. Fall From height of m/ From where: 6. Scratched, was scratched 7. Cut, ruptured By what 8. Stabbed, stung By what 9. Bit, was bit 10. Burn By what 11. Almost drowned 12. Poisoning Substance 13. Others 14. Unknown

<Back side>

Injury name	Corresponding member
1. Fracture	
2. Sprain	
3. Dislocation	
4. Contusion, bruise	
5. Ligament injury, rupture	
6. Contused wound	
7. Cut	
8. Puncture	
9. Split	
10. Rupture	
11. Scrape	
12. Burn	
13. Broken tooth	
14. Poisoning	
15. Near-drowning	
16. Accidental swallowing	
17. Others	

Indicate corresponding number of member

Injured member		
Entire body	Trunk	Limbs
0. Member	7. Chest (rib cage)	<u>Upper limbs</u>
	8. Stomach	11. Shoulder, upper arm
Head/neck	9. Pelvis, urogenital system	12. Elbow, forearm
1. Brain injury	10. Back, hip	13. Wrist, hand, fingers
<u>Other than brain injury</u>		<u>Lower limbs</u>
2. Head		14. Hip joint
3. Face		15. Thigh
4. Eye		16. Knee
5. Teeth		17. Lower leg, ankle
6. Neck		18. Foot, toes
Others ( )		

Diagnosis results	1. Treatment unnecessary    2. Treatment completed immediately    3. Outpatient care 4. Hospitalization required    5. Others ( )
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### (3) Identifying the situation of bullying

The following survey is distributed to all students in grades 4 and higher to survey the situation of bullying each month.

Table 6-4 “Friendship Questionnaire” recording sheet

#### ☆ Friendship Questionnaire

**Hoyu** Elementary School aims to create a bright, fun and safe school that is free of bullying.

This Questionnaire helps you spend a safe and fun school life.

#### ○ What is “Bullying”?

Bully refers to when:

- When someone or a group of people who act stronger than you do something that you don’t like.  
(You’re too scared to talk back to them. There’s no one to help you.)
- When someone continues to hit you, kick you, talk bad about you, or harass you.
- Right now, you feel really hurt.

If you think that even one of these applies to you, then write “I’m being bullied” or “I saw someone being bullied”.

[From mm/dd to mm/dd]

<Can we ask about you?>

1. Are you being bullied right now? 1. Yes 2. No
2. What is troubling you?
  - Someone is teasing you or saying hurtful things to you
  - Your belongings were stolen or hidden
  - Everyone is ignoring you
  - Someone is hitting you, kicking you, or some other type of abuse
  - Others
3. When did this happen?
4. Who did it to you?
5. Freely write your feelings on this matter.
6. If there is anything you want to tell the teacher, freely write it in this section.

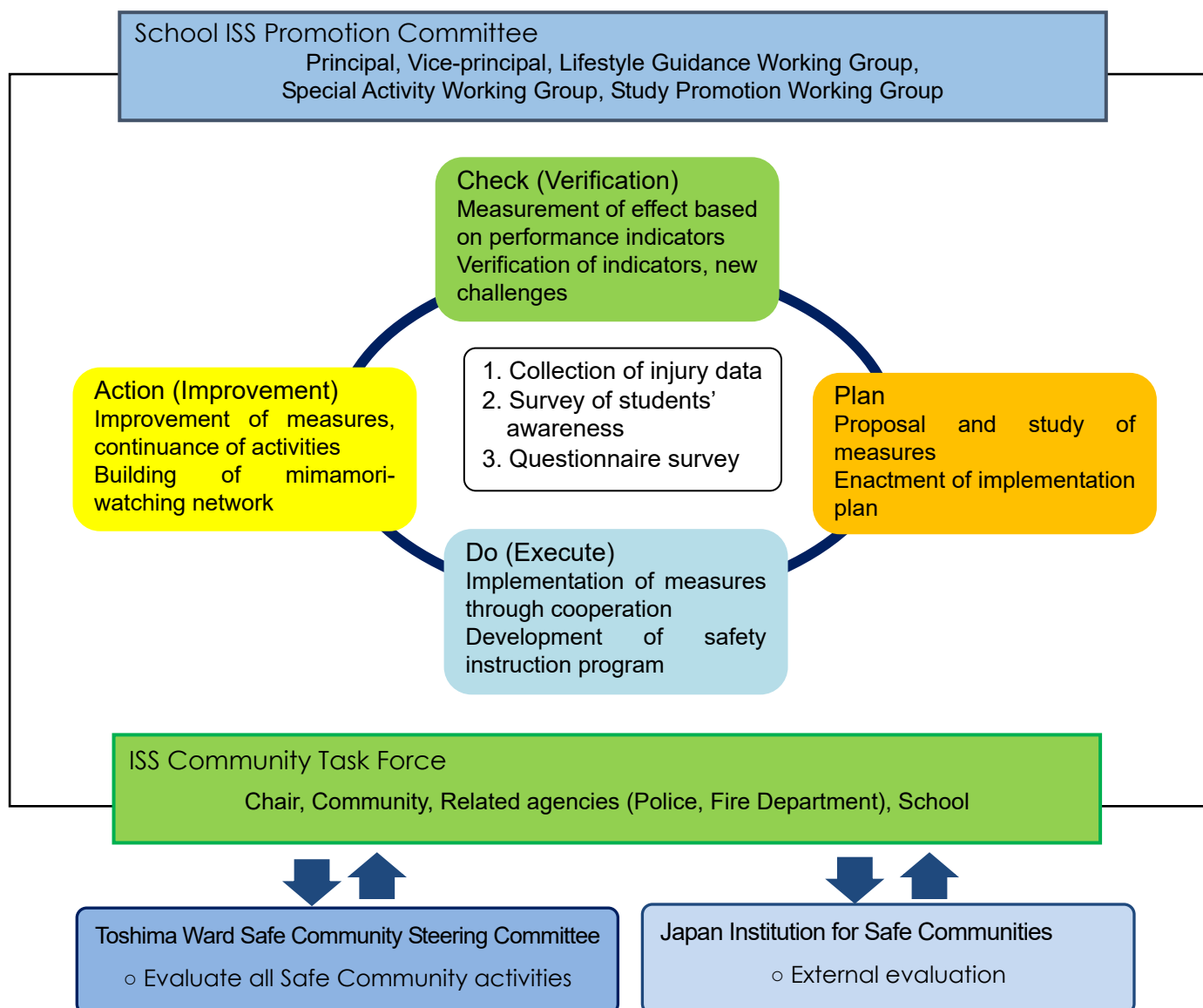
<Can we ask about your friends?>

7. Have you seen someone bullied recently? 1. Have seen 2. Have not seen
8. Who is being bullied? Who is the bully?
9. What was the situation?
  - He/she was being teased, or harmful things were being said
  - His/her personal belongings were stolen or hidden
  - He/she was being ignored by everyone
  - He/she was being hit, kicked or other abuse
  - Others
10. When did this start?
11. What did you do when you saw the incident?
12. Freely write your feelings on this matter.

**Indicator 7: There are evaluation measures to assess school policies, programs, processes and the effects of change.**

**1. Management of program progress**

The Community Task Force verifies the effect of the program based on the progress management and performance indicators, taking into consideration the school's data collection and analysis, and measure proposal and implementation.



A preliminary audit was conducted by the Asia Certifying Centre on June 10, 2016.

## 2. Performance indicators and verification of effect

Measures	Short to mid-term performance	Long-term performance
1. Structure and improvement of environment (1) Incorporation of Universal Design on school grounds	Indicator 1: Establishing awareness to build a school linked with warm hearts 1. Questionnaire survey (once a year) 2. Students	Indicator 8: Rate of injury occurrence at school 1. School Infirmary Room data and Disaster Mutual Fund Payment data (once a year) 2. Students
2. Protective activities by students (3) Gyoko Safety Week (4) Greeting exchange program	Indicator 2: Changes in awareness and behavior to prevent injuries 1. Questionnaire survey (at end of program) 2. Students Indicator 3: Evaluation of greeting exchange program 1. Evaluation and awards by students 2. Students	
3. Building warm human interaction (5) Class Time (6) Circle Time (7) Book-reading by teachers (8) Friendship Group activities (9) Early discovery of bullying (12) Exchanges with Citizens' Plaza	Indicator 4: Number of cases of bullying 1. Factual survey of bullying (monthly) Ability to think and express through ISS notebook (time to time) 4. Students in grades 4 and higher	
4. Increasing awareness of disaster and traffic safety (10) Community Safety Map (11) Bicycle safety classes (*) Evacuation drills (*) Traffic safety classes for lower grades (*) Safety classes	Indicator 5: Traffic safety in community and school route 1. Community safety based on grade curriculum Preparation and presentation of map & ISS notebook 2. Students Indicator 6: Establishment of traffic rules 1. ISS notebook after safety classes 2. Students * Parent awareness survey Indicator 7: Sustaining awareness of disaster prevention 1. ISS notebook, evaluation by teachers 2. Students	Indicator 9: Number and rate of traffic accident occurrence 1. Disaster Mutual Fund Payment data (once a year) 2. Students
5. Improvement of student support and instruction methods (2) Emotional support at School Infirmary Room (*) Support for ISS notebook (*) Teeth brushing after lunch (*) Prevention of heat stroke	Indicator 8: School assessment 1. Implementation and improvement of curriculum 2. Teachers	1. Check method 2. Check target

(\*) indicates programs for high-risk targets

### 3. Evaluation methods and improvements

The performance of each indicator is evaluated and analyzed to lead to improvements.

<Short to mid-term performance indicators>

	Indicator name	1. Evaluation method 2. Improvement
1	Establishing awareness to build a school linked with warm hearts	<ol style="list-style-type: none"> <li>1. A questionnaire survey is held at the end of the school year to evaluate changes in the students' behavior and awareness.</li> <li>2. Aim to create a calm environment, and use posting through the school building to announce results in teaching activities.</li> </ol>
2	Changes in awareness and behavior to prevent injuries	<ol style="list-style-type: none"> <li>1. During the twice early Gyoko Safety Week, self-evaluate the performance with an awareness of achieving safety and security. School patrols are conducted and a School Hazard Map is made during these sessions.</li> <li>2. Understand changes in the students' awareness and actions, and share the results throughout the school to help vitalize the Student Council activities.</li> </ol>
3	Evaluation of greeting exchange program	<ol style="list-style-type: none"> <li>1. Each week, the Committees take turns conducting the greeting exchange program. Awareness is increased by presenting awards based on the performance of the activities.</li> <li>2. Teachers provide appropriate support so that activities do not get monotonous.</li> </ol>
4	Number of cases of bullying	<ol style="list-style-type: none"> <li>1. The situation of bullying is identified with the Friendship Questionnaire, and the ability to think and express is fostered with the ISS notebook.</li> <li>2. To eliminate bullying, the teachers work as a group to identify cases of bullying and take actions at an early stage.</li> </ol>
5	Traffic safety in community and school route	<ol style="list-style-type: none"> <li>1. Safety along the school routes and in the community is checked from the students' perspective, and a Community Safety Map is prepared. The program is assessed through presentations and ISS notebook records.</li> <li>2. The results of the Community Safety Map are shared with the parents to expand the mimamori-watching system.</li> </ol>
6	Establishment of traffic rules	<ol style="list-style-type: none"> <li>1. A bicycle safety class is held once a year where the establishment of traffic rules is evaluated.</li> <li>2. The contents and the effect of the safety class are evaluated by police and parents. The results are applied to improving the next session. Bicycle Rider License is issued, and measures are taken so students thoroughly learn traffic rules.</li> </ol>
7	Establishing awareness of disaster prevention	<ol style="list-style-type: none"> <li>1. Evacuation drills are held each month, and the changes in students' actions are evaluated. The students write in their ISS notebooks after the evacuation drill.</li> <li>2. Appropriate advice is given to each student based on their comments in their ISS notebooks, and class instruction is improved.</li> </ol>

<Long-term performance indicators>

8	Number and rate of injuries at school	To increase awareness of injury prevention based on data, a safety instruction curriculum will be prepared, and applied to reduce the number and rate of injury occurrence.
9	Number and rate of injuries at school	The parent and community mimamori-watching network will be increased to reduce the number and rate of traffic accidents involving students.



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

### 1. Participation in national network

#### (1) Exchanges with Toshima Ward Ikebukuro Honcho Elementary School, a school aiming for ISS designation



February 2016

Our students visited Ikebukuro Honcho Elementary School and exchanged opinions on ISS activities.



June 2016

Students from Ikebukuro Honcho Elementary School visited our school. After exchanging opinions on the activities, all students participated in an exchange program in the gym.

#### (2) Participation in Toshima Safe School Summit - February 2016



The 5th graders represented our school at the Safe School Summit held at the Toshima Ward Council Assembly Hall. They reported on activities being conducted for ISS designation.

#### (3) Saitama Municipal Jionji Elementary School, Preliminary Audit in July 2016

We learned about the activities at this ISS program model school in Saitama City.



#### (4) Atsugi Municipal Shimizu Elementary School, Onsite Audit for Re-designation - October 2016



We were able to observe the activities of this leading school, which is aiming for its third designation. We saw how high the students' awareness was.

### 1. Mid to long-term goals

- (1) We will draft a curriculum design and promote our programs to build a school with warm hearts, which is our target stance. To achieve this, we will systemize all programs for our five challenges: “Structure and improvement of environment”, “Proactive activities by students”, “Building warm human interaction”, “Increasing awareness of disaster and traffic safety”, and “Improving student support and instruction methods”.
- (2) We will endeavor to analyze the background and cause of injury occurrence with speed, strive to prevent injuries, and reduce injuries.
- (3) We will strive to create warm relations between the students, and aim to discover and respond to bullying at an early stage. We will also work to establish rules for using cell phones, smart phones, and SNS.  
We will foster the ability to think, judge and express using the ISS notebook, and will build the ability to imagine other people's feelings through the use of words.
- (4) We will systematically conduct evacuation drills that simulate a large-scale earthquake, and will aim to foster the students' ability to predict and avoid danger.  
We will also aim to teach and establish traffic rules and safety awareness through learning experiences based on the community's traffic situation.
- (5) We will closely exchange information with the community and parents, and build a children mimamori-watching network.

### 2. Future developments

- (1) We will actively use the Student Council organization to promote student-led programs to create a safe school.
- (2) We will use the teachers' organizational skills to continuously analyze and evaluate injury data.
- (3) We will build a rich language environment through dialog between teachers and students, and between students.
- (4) We will cooperate with the community and parents to work on crime prevention measures.
- (5) We will continuously participate in national and international networks, and actively conduct exchanges with ISS designated schools.