

Application to become a member of International Safe School Network

Kitamoto Municipal Miyauchi Junior High School

March, 2015

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Chapter 1 Profile of Miyauchi Junior High School

1. School name, School emblem, Educational goals

Kitamoto Municipal Miyauchi Junior High School was newly established in 33 years ago in 1982. It was the last of four junior high schools in Kitamoto City to open.

“Miyauchi” in the school name comes from the district in which the school is located.



School emblem

Leaves of the yuzuriha (*Daphniphyllum macropodium*) support the school's name. On this auspicious plant, old leaves drop off when new ones form. It was been selected with prayers for new growth among the students.



Photo 1-1 Miyauchi Junior High School building

School Education Goals

“Act with a spirit of independence, and open up your future”

Studies: Students who continue to study to achieve their dreams

Compassion: Students who are compassionate for themselves and others, and who help each other

Refinement: Students who build up mind and body, and continue to refine their skills

2. Number of teachers and staff, enrolled students and breakdown of students

Fig. 1-1 Number of teachers and staff

Position	Number of persons
Principal	1
Vice-principal	1
Senior teacher	1
Teachers	22
School nurse	1
Chief of staff	1
Part-time teachers	3
Support staff	3
Custodian	1

Fig. 1-2 Number of enrolled students (as of January 2015)

	Boys	Girls	Totals	No. of classes
1st grade	76	71	147	4
2nd grade	96	60	156	4
3rd grade	59	62	121	4
Total	231	193	424	12
Special needs class	4	0	4	2
Total	235	193	428	14

The school atmosphere is generally very calm. Many students have properly learned basic lifestyle habits. However, there are students who are poor at communicating, and those who avoid things they don't like. The Bicycle User Survey, Safety Awareness Survey and situation of accidents (2012, 2013, 2014) show that there are many traffic accidents, including near-miss accidents.

Fig. 1-3 Current state of our school

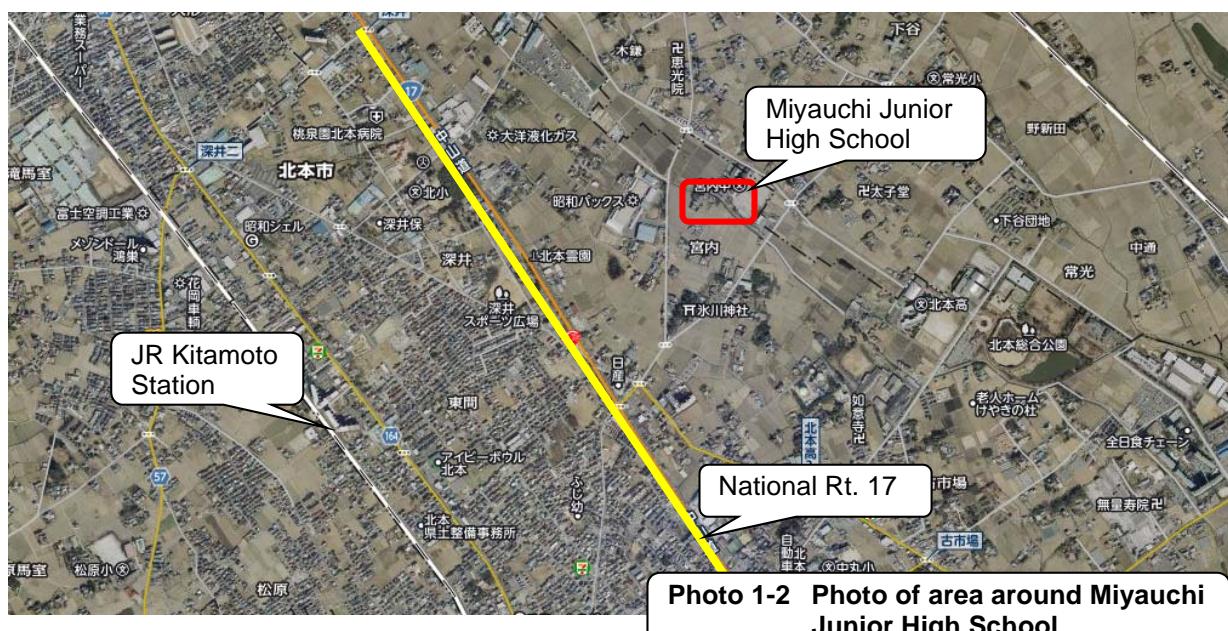
- (1) Number of students who cross national highway (Rt. 17) during commute: 321 students
- (2) Number of students who commute by bicycle: 1 student
- (3) Number of truant students (absent more than 30 days per year): 4 students
- (4) Number of known cases of bullying: 3 cases
- (5) Number of cases of bullying that were resolved: 3 cases
- (6) Violent actions (number of cases): 0 cases

April 2014 to January 2015

3. Environment Surrounding the School

Kitamoto City is a medium-size city with a population of approx. 70,000. It has eight elementary schools and four junior high schools. Educational activities have been conducted at all elementary schools and junior high schools in aim for ISS certification. Schools and the city work together to implement the spirit of ISS. At Miyauchi Junior High School, all students participate in the community's disaster prevention drills, and city staff members are invited to teach bicycle accident prevention classes. Research on combined elementary/junior high schools is being conducted at all elementary schools and junior high schools in the city, thus deepening the collaboration between elementary schools and junior high schools in the same school district. Nakamaru Elementary School and our school have conducted joint research as we work for ISS accreditation.

National Rt. 17 runs north to south, splitting our city into two sections. Although there are pedestrian overpasses, most of the students use the crosswalks to cross this road which has heavy traffic. There are many intersections with poor visibility because of buildings, etc., and which do not have traffic lights. There are serious concerns over traffic accidents in this environment, such as bicycles jumping out into the street.



Chapter 2 Programs for International Safe School

1. Background of program

Our school opened in April 1982 to accommodate the growing population of Kitamoto City. The school district covers the entire area from JR Kitamoto City to the north and west of the JR Takasaki Line which heads to Konosu City. Many students must cross the National Rt. 17 and the JR Takasaki Line to use public facilities in the center of the city, such as the station and City Hall. The roads around the school are used as shortcuts by people who use National Rt. 17 for commuting to work. Traffic levels are particularly high during the hours students commute to and from school. (See Chapter 1 Profile of Miyauchi Junior High School, Photo 1-2 Photo of area around Miyauchi Junior High School.) All students are required to walk to school, excluding in special cases, such as for students commuting from outside the school district. However, many junior high students use bicycles to travel for away games and practice games for club activities, to travel to after-school prep school and lessons, and to meet friends on holidays, etc. In the past few years, the school is aware that there has been at least one student each year who has been in a traffic accident requiring ambulance transport. Based on this, we believe there are many more accidents that we are unaware of, including minor collisions that do not require emergency transport, as well as close-call accidents.

Junior high students are in a stage where their bodies and minds are developing quickly. Compared to elementary school students, there are fewer injuries caused by carelessness and an inability to judge the situation. On the other hand, club activity time increases suddenly, and the amount and quality of exercise change greatly, so injuries sustained by junior high students tend to be more serious, and there have been cases when emergency transport has been called.

Resolving student truancy is an urgent topic in our school's education. Cases are not limited to those caused by problems in school life. However, an inability to get used to group life, lack of communication skills making it difficult to make friends, and a lack of experience of dealing with people are often the cause of truancy.

Kitamoto City has started the "Safe Community" program in hopes of creating a safe city through collaboration with the community, and has listed children's safety as a priority challenge.

Amid this situation, we have started our programs for International Safe School certification. The entire school has started to review issues related to "Safe and Secure School Building". We are hoping to modify and strengthen existing activities and school scenes to foster the ability of each student to predict and avoid danger, and teach them to "protect themselves".

2. Background and situation of programs

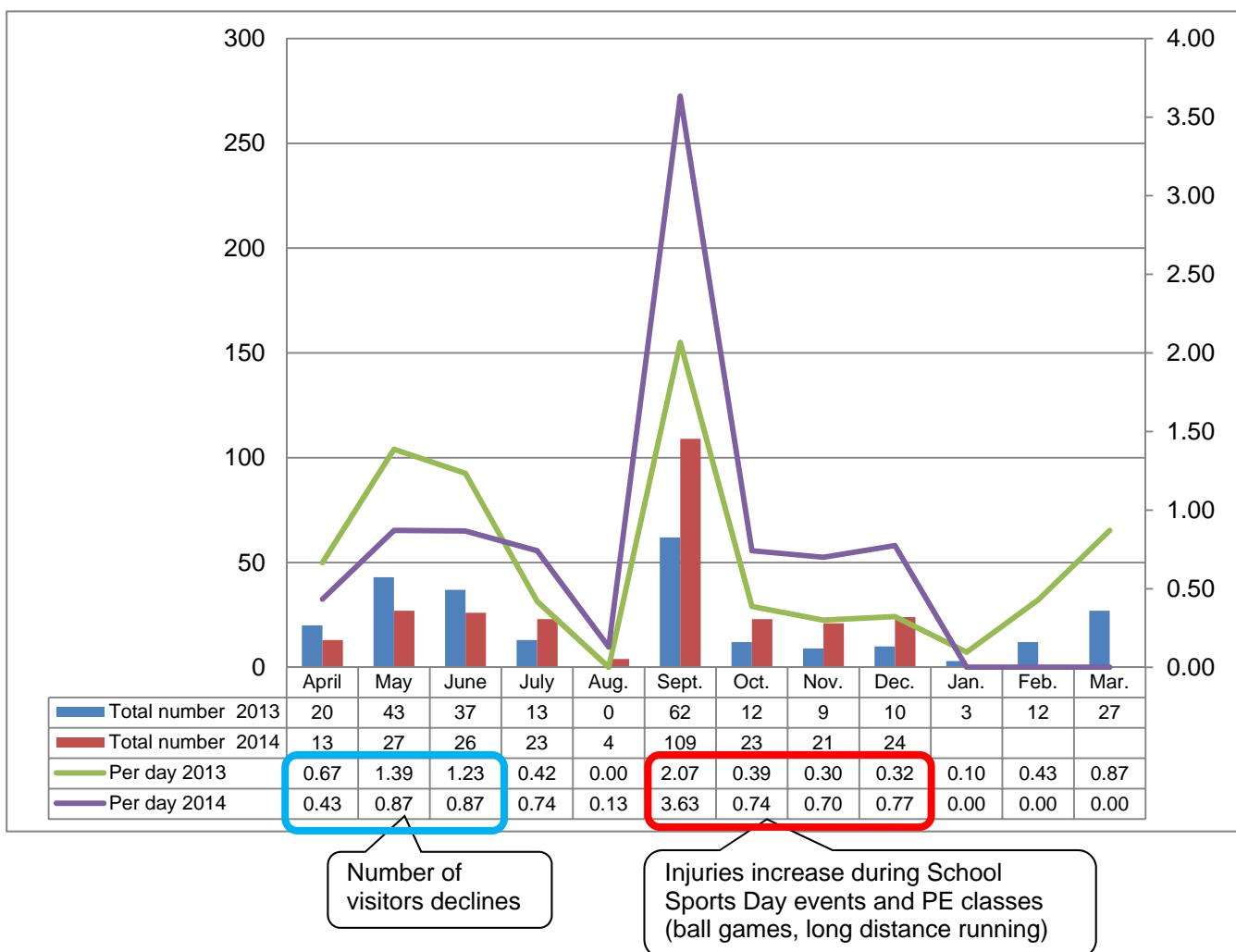
	Details of school-wide activities	Details of student-led activities
FY2013	<p>September: Announced participation in acquiring International Safe School Certification</p> <p>October: Informed staff of implementation of research for International Safe School certification</p> <p>December: Established Miyauchi Junior High ISS Promotion Committee (Guidance Section, Research Section, Publicity Section)</p>	<p>September: Miyauchi Junior High Student Council ISS Promotion Committee</p> <p>March: Prepared program slogan</p>
FY2014	<p>April: Research for ISS certification commissioned by City BOE</p> <p>May: First Evacuation Drill (fire drill)</p> <p>July: Bicycle safety class held using Scared Straight teaching method (In cooperation with Saitama Prefecture Police and Kitamoto City SC)</p> <p>August: Students participated in Kitamoto City Regional Disaster Prevention Drills</p> <p>September: Second Evacuation Drill (earthquake drill)</p> <p>November: Staff seminar (Teacher and staff seminar by Ms. Shiraishi, chair JISC)</p> <p>Preliminary examination</p> <p>December: Instruction and supervisor seminars at Japan Institute of Safe Communities</p>	<p>April: 1st ISS Meeting held</p> <p>July: Participation in SC Promotion Council Preparation of School and School Route Danger Map at MISSP Meeting</p> <p>August: All students participated in Regional Disaster Drills in cooperation with Safe Community</p> <p>November: Made presentation at ISS pre-presentation</p>
FY2015	<p>January: Third Evacuation Drill (training on self-defense techniques as measures against suspicious persons)</p>	

Chapter 3 Overview of Injuries based on Injury Data and Surveys

1. Injuries at school

At our school, cases of injuries sustained at the school are tabulated as Nurse's Office visit data.

Fig. 3-1 Transition of Nurse's Office visits through the year (based on Nurse Office visit data)



When looking at the number of students visiting the Nurse's Office through the year (Fig. 3-1), we see an increase between September and December. This is because of the School Sports Festival held in September, ball game PE classes in October, and endurance running PE classes in November and December. We see a trend of injuries increasing when there are physical activities such as at the School General Sports Meet (June), Sports Festival and Newcomer Games (October), etc.

The number of students visiting the Nurse's Office declined especially during April to June 2014. The ISS programs carried out during 2013 to 2014 may have had an effect. The number of students visiting the Nurse's Office during the second semester of 2014 increased compared to the previous year, but there were no serious injuries. (This may be because the physical education teacher and the nurse changed from the previous year. The details of the PE classes changed, and the policy for responding to injuries at the Nurse's Office changed.)

**Fig. 3-2 Transition of students visiting Nurse's Office by grade and gender
(From Nurse's Office visit data) (FY2013)**

FY2013

		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total
1st grade	Boys	1	18	11	6	0	15	5	1	4	1	3	11	76
	Girls	2	9	5	5	0	14	2	4	2	1	1	9	54
2nd grade	Boys	2	3	8	1			1	2	0	0	0	1	20
	Girls	1	3	3	1			8	1	0	0	1	3	26
3rd grade	Boys	10	8	5	0			14	1	2	2	0	1	43
	Girls	4	2	5	0			10	1	2	2	0	3	29
Total		20	43	37	13	0		12	9	10	3	12	27	248

14-person decrease

7-person decrease

FY2014

		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total
1st grade	Boys	90	2	6	11	6	1	8	4	3	4			55
	Girls	3	7	2	6		2	3	5	3				42
2nd grade	Boys	6	3	6	9		19	7	0	5				57
	Girls	0	3	2	2		14	2	3	7				33
3rd grade	Boys	1	2	2	0		15	13	3	6	3			30
	Girls	1	6	3	0		10	33	4	4	2			53
Total		13	27	26	23	4	109	23	21	24				270

When comparing the transition of students visiting the Nurse's Office by grade and gender (Fig. 3-2) during April to December for Grade 1 in FY2013 and Grade 2 in FY2014 (Green Class), it can be seen that the number of visits dropped from 104 to 90. This is because after graduating from elementary school, the students become stronger with a year of PE and club activities, and are not injured as easily. When comparing the transition between April and July for Grade 2 in FY2013 and Grade 3 in 2014 (Yellow Class), it can be seen that the number decreases from 22 to 15. As mentioned earlier, we believe this is because the students become stronger with a year of PE and club activities, and are not injured as easily.

Next, we looked at the situation of injury occurrence and found a specific trend.

Fig. 3-3 Injuries by time zone
[April to Dec. 2014]

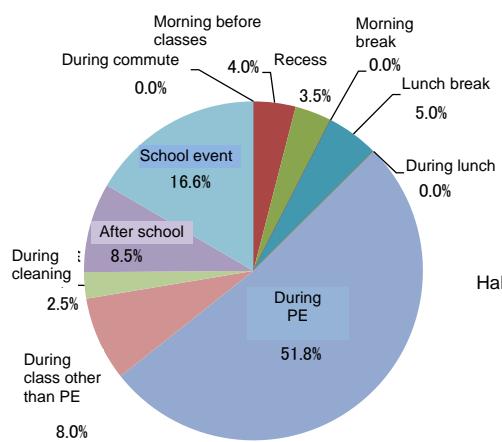


Fig. 3-4 Injuries by place
[April to Dec. 2014]

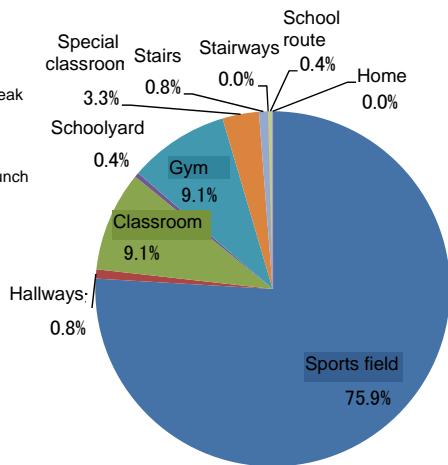


Fig. 3-5 Cause of injury
[April to Dec. 2014]

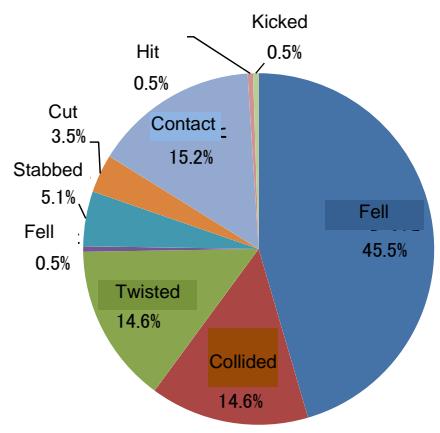


Fig. 3-6 Point of injury
[April to Dec. 2014]

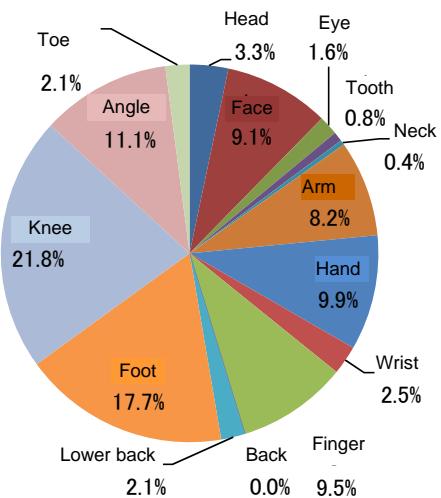
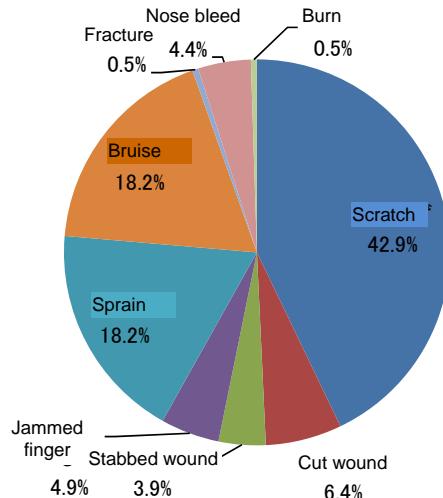


Fig. 3-7 Type of injury
[April to Dec. 2014]



Looking at the time of injury (Fig. 3-3), place (Fig. 3-4), cause (3-5), point (Fig. 3-6) and type (Fig. 3-7), it is apparent that more than half of the injuries are caused during PE class, and three-quarters of the injuries are sustained on the sports field. Many injuries are a result of carelessness as seen with falling, colliding and twisting, and most of the injuries are to the hands and legs. Most of the injuries are minor injuries.

Looking at the injuries by time of injury (Fig. 3-3), many injuries are sustained during PE class, after school and at school events. When we look at the place where the injuries occurred during those three time zones (Fig. 3-9), we see that injuries sustained on the sports field and gymnasium are overwhelmingly high. Many injuries sustained after school happen on the sports field.

Fig. 3-8 Time zones and places with high number of injuries [April to December 2014] (based on Nurse's Office Visitor data)

			Sports field	Hallway	Class	Gym	Special class	Pool	Periphery	Total
During PE class	1st grade	Boys	11	0	0	4	0		0	15
	1st grade	Girls	12	0	0	2	0	1	0	15
	2nd grade	Boys	13	0	0	4	0		0	17
	2nd grade	Girls	22	0	0	1	0		0	23
	3rd grade	Boys	11	0	0	1	0	1	0	13
	3rd grade	Girls	18	0	0	2	0		0	20
	Total		87	0	0	14	0	2	0	103
After school, club activities	1st grade	Boys	13	0	0	1	1	0	0	15
	1st grade	Girls	7	0	0	1	0	0	1	9
	2nd grade	Boys	11	1	0	2	2	0	0	16
	2nd grade	Girls	1	0	1	0	0	0	0	2
	3rd grade	Boys	3	0	0	0	0	0	0	3
	3rd grade	Girls	2	0	0	1	0	0	0	3
	Total		37	1	1	5	3	0	1	48
School events	1st grade	Boys	5	0	0	0	0	0	0	5
	1st grade	Girls	5	0	0	0	0	0	0	5
	2nd grade	Boys	3	0	0	0	0	0	0	3
	2nd grade	Girls	4	0	0	0	0	0	0	4
	3rd grade	Boys	7	0	0	0	1	0	0	8
	3rd grade	Girls	8	0	0	0	0	0	0	8
	Total		32	0	0	0	1	0	0	33

Looking at the Time zone with high injury rate and body member injured (Fig. 3-9), most injuries were sustained during PE class, after school and school events. The injured member was highest in order of 1. Foot, 2. Hand and 3. Face in each time zone. Injuries to the feet were especially high during PE class. This is because many injuries were sustained during practice for the September School Sports Festival (practice for centipede race, relay, big jump rope, and races for each grade, etc.).

Fig. 3-9 Time zone with high injury rate and body member injured [April to Dec. 2014] (based on Nurse's Office Visitor data)

			Hand	Foot	Face	Others	Total
During PE class	1st grade	Boys	3	7	3	1	14
	1st grade	Girls	4	12	0	0	16
	2nd grade	Boys	2	15	1	0	18
	2nd grade	Girls	7	11	5	0	23
	3rd grade	Boys	2	7	1	1	11
	3rd grade	Girls	4	16	1	0	21
	Total		22	68	11	2	103
After school, club activities	1st grade	Boys	6	7	1	0	14
	1st grade	Girls	3	3	3	0	9
	2nd grade	Boys	9	4	2	1	16
	2nd grade	Girls	0	4	1	0	5
	3rd grade	Boys	0	0	0	0	0
	3rd grade	Girls	2	2	0	0	4
	Total		20	20	7	1	48
School events	1st grade	Boys	1	4	0	0	5
	1st grade	Girls	2	3	0	0	5
	2nd grade	Boys	0	3	0	0	3
	2nd grade	Girls	0	2	2	0	4
	3rd grade	Boys	0	7	1	0	8
	3rd grade	Girls	2	6	0	0	8
	Total		5	25	3	0	33

Looking at the cross data (Fig. 3-10) on the cause of injury (Fig. 3-5) and the injured body member (Fig. 3-6), we see that most of the injuries to the hand and the foot were caused by falling. Most foot injuries were caused by twisting. Injuries to the face were mostly caused by being hit with an object (ball, etc.).

Fig. 3-10 Cause of injury and injured body member [April to Dec. 2014] (based on Nurse's Office Visitor data)

		Hand	Foot	Face	Others	Total
Fell	1st grade Boys	5	2	1	1	9
	1st grade Girls	4	1	0	0	5
	2nd grade Boys	1	1	1	0	3
	2nd grade Girls	3	1	1	0	5
	3rd grade Boys	0	3	0	0	3
	3rd grade Girls	10	7	0	0	17
Total		23	15	3	1	42
Collided	1st grade Boys	1	1	0	1	3
	1st grade Girls	1	1	0	0	2
	2nd grade Boys	0	0	1	2	3
	2nd grade Girls	0	0	2	0	2
	3rd grade Boys	1	1	1	0	3
	3rd grade Girls	0	0	0	0	0
Total		3	3	4	3	13
Twisted	1st grade Boys	0	4	0	0	4
	1st grade Girls	1	4	0	0	5
	2nd grade Boys	0	4	1	0	5
	2nd grade Girls	1	3	0	0	4
	3rd grade Boys	0	1	1	3	5
	3rd grade Girls	0	3	0	0	3
Total		2	19	2	3	26
Contacted	1st grade Boys	0	1	2	0	3
	1st grade Girls	2	1	2	0	5
	2nd grade Boys	3	1	2	0	6
	2nd grade Girls	1	0	5	0	6
	3rd grade Boys	0	0	1	0	1
	3rd grade Girls	0	0	1	0	1
Total		6	3	13	0	22
Was stabbed	1st grade Boys	2	1	0	0	3
	1st grade Girls	0	0	0	0	0
	2nd grade Boys	1	0	0	0	0
	2nd grade Girls	0	0	0	0	0
	3rd grade Boys	2	0	0	0	2
	3rd grade Girls	1	1	0	0	2
Total		6	2	0	0	8
Others	1st grade Boys	0	1	1	0	2
	1st grade Girls	2	0	0	0	2
	2nd grade Boys	1	0	0	0	1
	2nd grade Girls	0	0	0	0	0
	3rd grade Boys	0	0	0	3	3
	3rd grade Girls	1	0	0	0	1
Total		4	1	1	3	9

2. Injuries Outside of School

Our school conducts a Safety Awareness Survey to confirm the students' awareness of safety at school, on their commute route, and around the school. A Bicycle Use Survey is also conducted in cooperation with the Kitamoto City Safe Community Traffic Safety Task Force.

(1) Number of traffic accidents involving students

In the past three years, there have been two accidents involving our school's students.

Fig. 3-12 Situation of traffic accidents in past three years (from "Traffic Accident Report")

	2013	2014	2015
Number of cases	1	1	0
Situation	Accident with automobile	Accident with automobile	-

(2) Experience with traffic accidents

In March 2014, two classes from each grade were selected to participate in a Bicycle Use Survey conducted in cooperation with the Kitamoto City Safe Community Traffic Safety Task Force. [Number of respondents: 223, Response rate: 56%] The results show that 29.1% of students have experienced an accident or injury off the school grounds.

Fig. 3-13 Experience with accidents and injuries while using bicycle

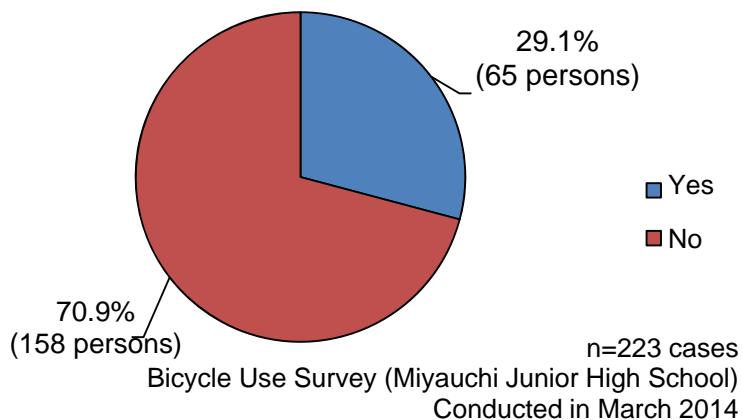


Fig. 3-14 Situation of accidents and injuries while using bicycle

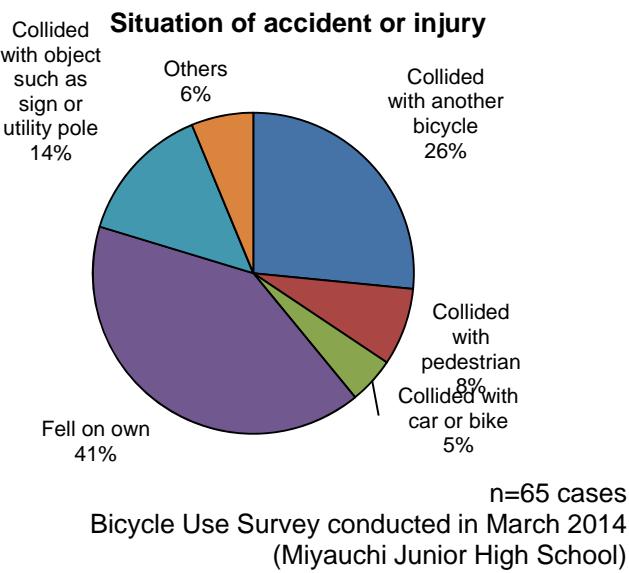
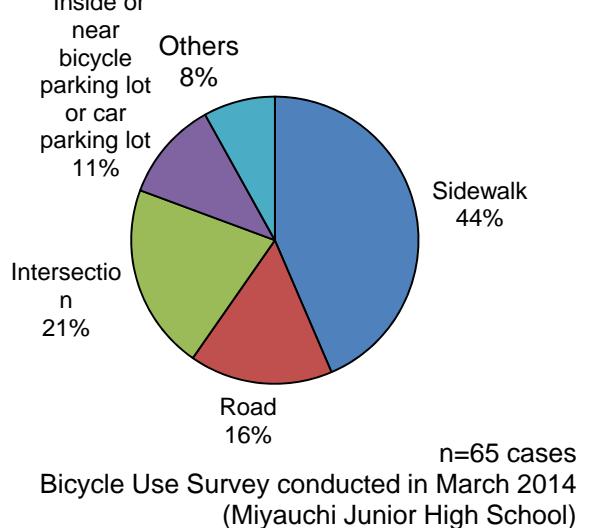


Fig. 3-15 Place of accident or injury while using bicycle



In September 2014, the school conducted our own "Safety Awareness Survey" to investigate the students' awareness of safety.

[Number of respondents: 396, Response rate: 92.5%]

The results (Fig. 3-16) show that the students understand that observing traffic rules and traffic signs is important, but actually many students do not stop at the Stop sign (9.5%) and they fail to check left and right when crossing a crosswalk (11.3%).

The accidents occurred on sidewalks, intersections and roads in this order, and the situation included falling on one's own, colliding with another bicycle, and colliding with a sign or utility pole. It can be seen that many accidents were caused by the student's carelessness, just as with injuries occurring on the school grounds.

Fig. 3-16 Safety Awareness Survey: Importance of rules x stopping at Stop sign and left/right confirmation enforcement rate

		Do you stop at the Stop sign?				Do you check left and right?			
		Each time	Usually	Not often	Never	Each time	Usually	Not often	Never
Are traffic rules and traffic signs important ?	Very important	136	126	16	1	128	130	21	2
	Important	23	71	18	3	19	74	18	4
	Not very important	0	0	0	0	0	0	0	0
	Not important	0	0	0	0	0	0	0	0
		89.8%		9.5%		88.6%		11.3%	

Based on these results, we can say that our students are aware of the rules, have a high safety awareness, and follow the rules well. However, there are a few students who do not follow the traffic rules, so we must continue with our safety education.

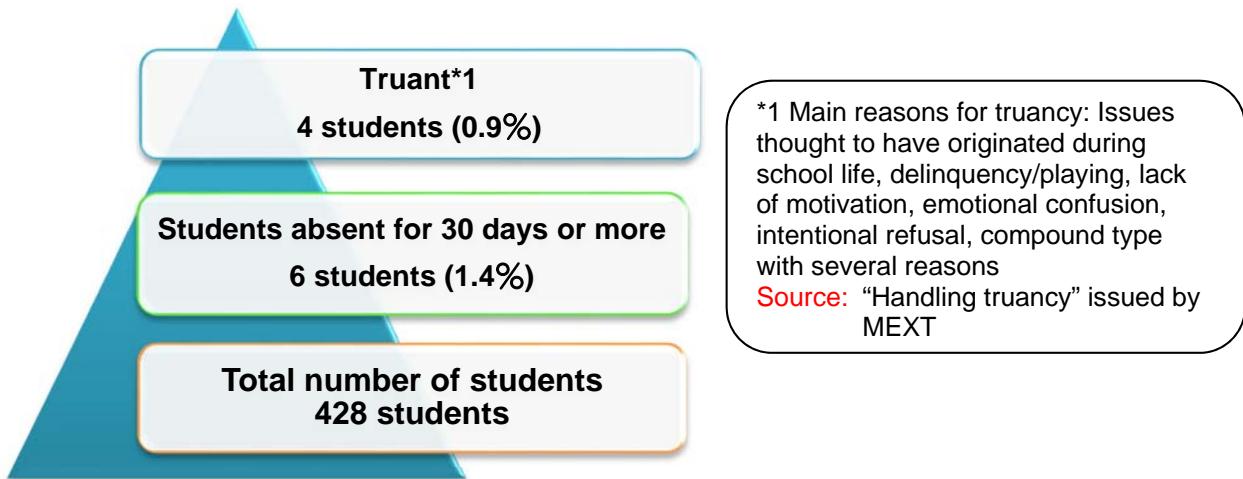
3. Mental harms

Mental harms are obstacles that must be eliminated to ensure that a student can come to school without anxiety. There have been few reports of bullying at our school, with just three cases confirmed a year. All of these have been resolved. However, looking at student attendance, there are six students who have been absent for 30 days or more. (Four of these six fall under "futoko (truancy)" as specified by the Ministry of Education, Culture, Sports, Science and Technology (hereinafter, MEXT).)

We cannot deny that these students who are truant or often absent have problems communicating, or so-called "Mental harms". In a Survey of Human Rights conducted in May 2014, approx. 22% of the students or one in five students responded that they had mean things said to them. (Fig. 3-18). It can be seen that there are students who "feel uncomfortable interacting with people".

(1) State of attendance

Fig. 3-17 State of student attendance [First semester 2014] (from “Health Checks”)



(2) Human relations (communication)

Fig. 3-18 Comparison of Human Rights Survey conducted in 2013 and 2014 [Conducted in May 2013 and 2014] (Human Rights Survey)

Question	2013		2014	
	Yes	No	Yes	No
1. Has anyone ever done or said something mean to you during this school year?	18%	82%	22%	78%
2. Has anyone ever given you or said something mean to you during this school year?	16%	84%	18%	82%
3. Have you seen anyone get bullied or made fun of during this school year?	13%	87%	18%	82%

(3) Lifestyle Notebook and Survey of Lifestyle

In FY2013, five students consulted with their teachers about worries they had in their school life. Their concerns included “being teased” and “being avoided”, which hinted of bullying. There were also students having trouble interacting with other people as seen in responses such as “I have trouble in a loud classroom” and “I have trouble with family members”.

Fig. 3-19 Results of Survey [FY2013] (from “Survey of School Life”)

Number of surveyed students	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
400 cases	2 cases	1 case	1 case	0 case	0 case	0 case	1 case	1 case	1 case	0 case	0 case	0 case

Chapter 4 Miyauchi Junior High School's Programs based on the Eight Indicators

With this background, Miyauchi Junior High School has started programs for creating a safe school based on the eight ISS indicators.



Fig. 4-0-0 Eight indicators

Indicator 1 An infrastructure based on partnership and collaborations that is responsible for safety promotion

Miyauchi Junior High School's ISS activities are conducted with a variety of cooperation. First, our activities are carried out in collaboration with the "Safe Community" program being promoted by Kitamoto City. We participate in the activities organized by the "Child Safety Task Force" for child safety, and carry out model activities organized by the "Traffic Task Force" and "Disaster Safety Task Force".

On the school grounds, students and teachers have utilized existing systems and activities, and have created a system in which activities unique to Miyauchi Junior High School can be developed.

1. Collaboration with Safe Community (Collaboration with Community)

Kitamoto City started Safe Community activities in 2011. Our school has developed ISS activities while collaborating especially with the Child Safety Task Force which is in charge of increasing safety for children. In addition, specific activities are carried out in collaboration with the "Traffic Task Force" and "Disaster Safety Task Force".

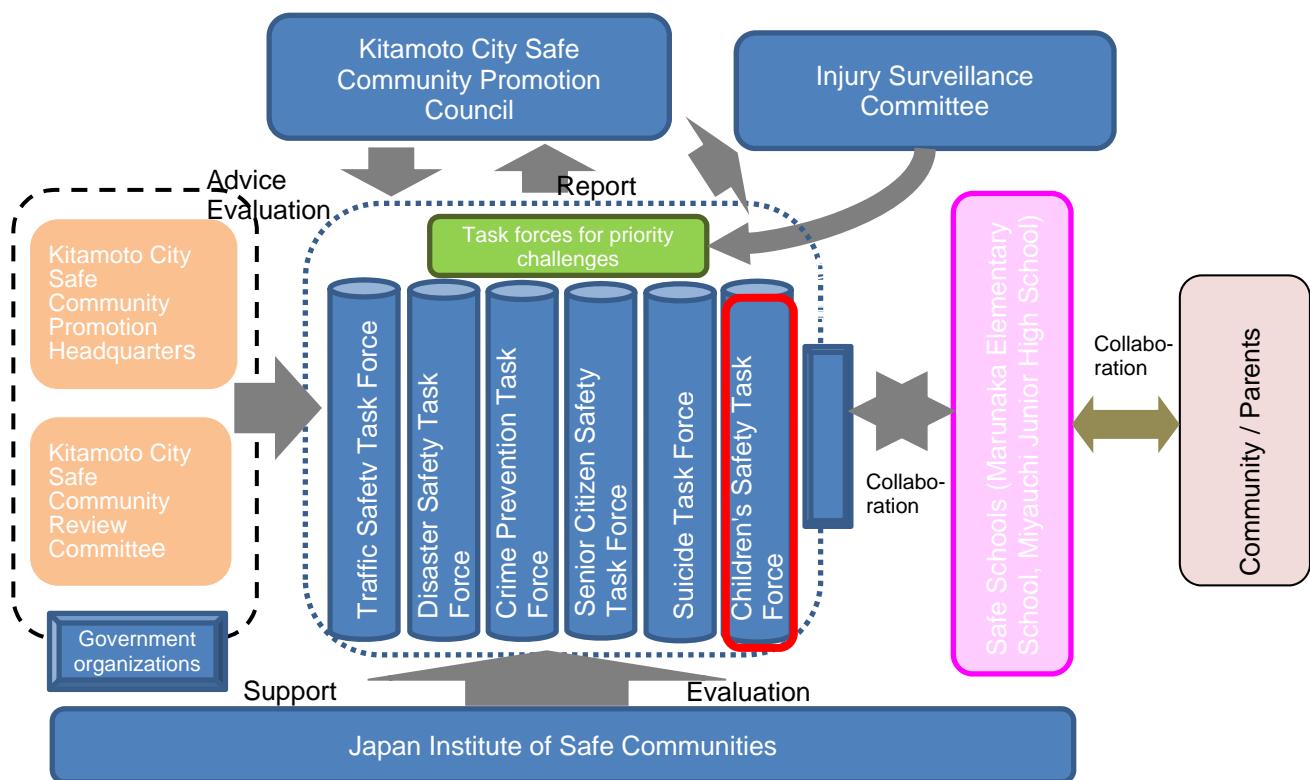
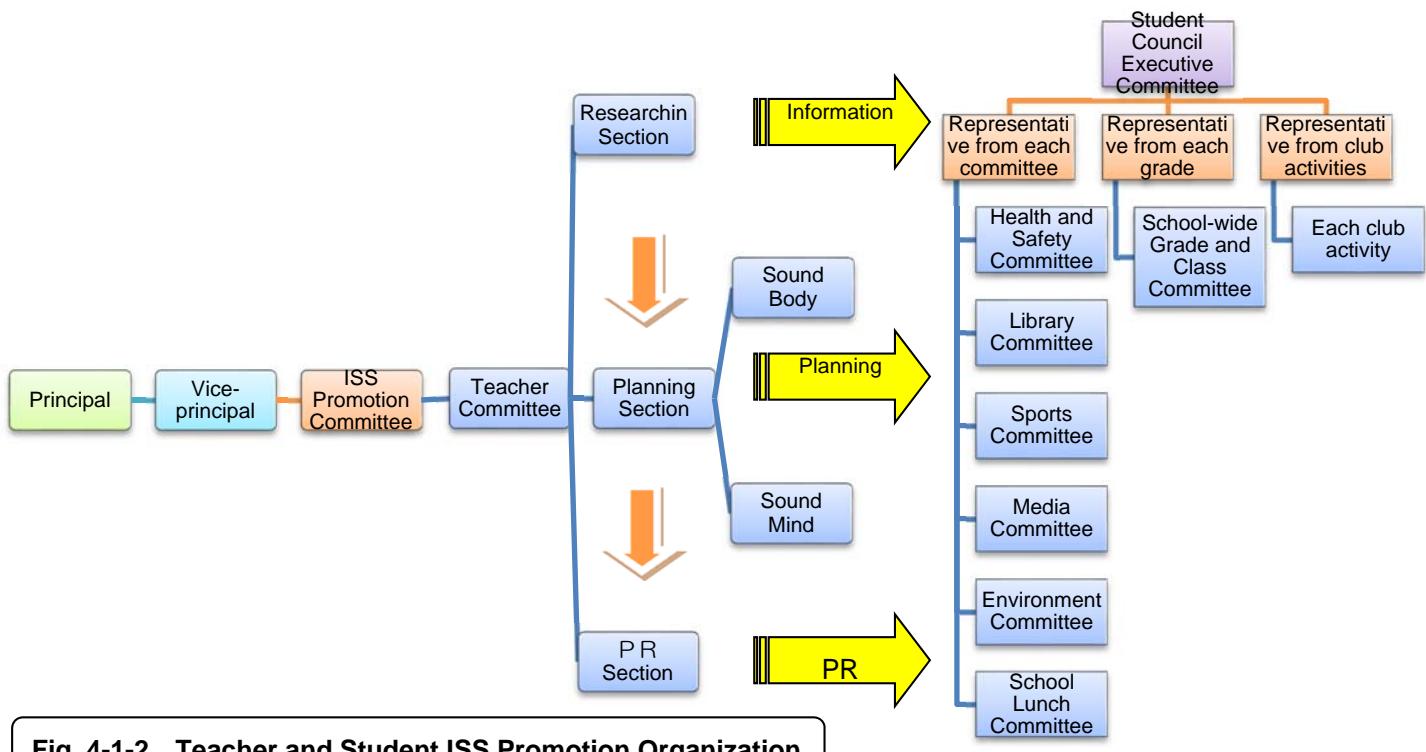


Fig. 4-1-1 Kitamoto City SC Promotion Council

2. Organization for Promotion at School

(1) Teacher and student organization

All teachers are involved in ISS, working in three sections: Researching Section, Planning Section and PR Section. The Planning Section uses the investigation results provided by the Researching Section to instruct the students. The PR Section publishes the activities that have been taken to establish an awareness of safety.



The students are also involved with the MISSP Meeting. The MISSP Meeting is an ISS activity organization consisting of the Student Council and committee activities. MISSP stands for **M: Miyauchi Junior High School, I: International, S: Safe, S: School, P: Project**.

MISSP meets once a semester during lunch break or after school. Activities include a review of safe and secure activities and behavior on and off school grounds during various committee activities and club activities. The students' current awareness and challenges are identified at the meeting, and specific measures that can be applied to promote safety and security are reviewed. Each committee and grade committee refers to the discussions made during the MISSP Meeting, and develops programs to improve safety through their own activities. Since there are many injuries during club activities, the information is also used for Club Manager Meetings so that each club manager can enforce ISS activities.

Each Committee and Club Activity Organization Chart

Each committee and club activity takes the information decided at the MISSP Meeting and works toward ISS Certification by improving their various existing activities and enriching their activities to create a safe and secure school. The following chart shows an example of ISS-related programs carried out by each committee and club activity.



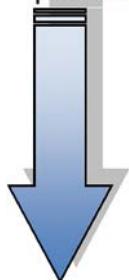
Fig. 4-1-6 Student Organization Chart

Indicator 2 Safe School policies decided by the Safe School Committee and Community Council in a Safe Community setting

As described below, our school's ISS activities match the directivity being taken by Japan, Saitama Prefecture and Kitamoto SC

1. "Plan related to the promotion of school safety" – MEXT; April 27, 2012 –

In April 2012, MEXT set forth the basic direction of policies related to the promotion of school safety for the next five years (2012 to 2016), and is recommending Safe School programs as a means to promote positive school safety measures.



- Development of policies based on concept of Safety Promotion
 - Organization and strengthening of system to collect information on crimes and accident disasters
 - Strengthening of analysis and investigation function for positive safety control
 - Recommendation of outstanding program examples (ISS, etc.)

2. "Saitama Prefecture Education Promotion Basic Plan 2nd Phase" – Saitama Prefecture Board of Education; July 14, 2014 –

The Saitama Prefecture Board of Education enacted the 2nd phase of the Saitama Prefecture Education Promotion Basic Plan outlining the basic targets and policy system for education in the prefecture for the next five years (2014 to 2018). In this plan, ensuring safety and security for children (Basic Target III Strengthening of environment to promote high quality school education) has been listed as one target.



- Direction of policy
 - Promote earthquake-resistance measures at school.
 - Foster the ability to predict and avoid danger in all students.
 - Organization and strengthening of school crisis management system, and improvement of teachers and staff's crisis management abilities.
 - Collaboration of home, community and related agencies to promote the organization of a community-wide school safety system to ensure students' daily safety, traffic safety and disaster safety (disaster prevention).

3. "Kitamoto City Education Promotion Basic Plan" – Kitamoto City Board of Education –

In February 2013, the Kitamoto City Board of Education enacted the Kitamoto City Education Promotion Basic Plan" outlining the basic targets and policy system for education for the next five years (2013 to 2017). In this plan, promotion of safety education and extensive safety control (Basic Targets II Fostering a sound mind and healthy body - Policy 8) is listed as one of the targets.



- Directivity of policy
 - Carry out extensive traffic safety education to protect valuable lives.
 - Prepare a disaster prevention system learning from the Great Tohoku Earthquake.
 - Collaborate with community to watch the safety of children as they commute to and from school.

4. School management policy [Promoting a safe and secure school for fostering dreams and hopes]

<Target school image>

School where students can announce, foster and realize their dreams and hopes

- School where students can learn on their own and together
- School that is bright and energetic, and overflowing with enthusiasm
- School that is safe, secure and clean

Miyauchi Junior High School has established and enacted the following type of Safe Education Plan based on the government and prefecture's policies.

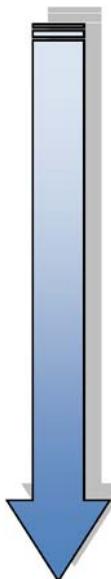
2014 Safe Education Plan

1. Annual targets

- (1) Increase safety awareness through students' voluntary activities.
- (2) Foster the skills and attitude to protect one's self with safety education, ISS activities and instruction during school commute, etc.
- (3) Foster a spirit of cooperation and mutual helping by participating in community's disaster prevention drills.

2. (Example) Details and Activity Plan (FY2014)

Month	Target	Traffic safety	School safety (Disaster prevention education)
April	Confirmation of school safety	Instruction during commute to school Greeting campaign	Inspection of school safety (teachers and staff)
May	Safe commute to and from school	Instruction during commute to school (teachers and staff) Greeting campaign	Inspection of school safety (teachers and staff) Confirmation of evacuation route CPR course (teachers, staff and club activity managers) Traffic safety class
June	Accident prevention	Instruction during commute to school (teachers and staff) Instruction during commute from school Greeting campaign	Inspection of school safety (teachers and staff) Class to prevent delinquency
July	Safety at school	Greeting campaign	Inspection of school safety (teachers and staff)
Aug.	Learning about life-saving methods		Participation of city regional disaster prevention drills: Aug. 24 (Serving emergency food, life-saving class, etc.)
Sept.	Confirmation of school safety	Instruction during commute to school (teachers and staff) Greeting campaign	Inspection of school safety (teachers and staff) Evacuation drill
Oct.	Safe commute to and from school	Instruction during commute to school (teachers and staff) Instruction during commute from school Greeting campaign	Inspection of school safety (teachers and staff)
Nov.	Accident prevention	Instruction during commute to school (teachers and staff) Greeting campaign	Inspection of school safety (teachers and staff) Caution on how to handle heating appliances ISS preliminary presentation



Dec.	Safe commute to and from school	Instruction during commute to school (teachers and staff) Instruction during commute from school Greeting campaign	Inspection of school safety (teachers and staff) Substance abuse prevention class
Jan.	Confirmation of school safety	Instruction during commute to school (teachers and staff) Greeting campaign	Inspection of school safety (teachers and staff)
Feb.	Safety at school	Instruction during commute to school (teachers and staff) Instruction during commute from school Greeting campaign	Inspection of school safety (teachers and staff)
Mar.	Conclusion for the year	Instruction during commute to school (teachers and staff) Greeting campaign	Inspection of school safety (teachers and staff)

* Projects currently being considered: "Promotion of safe commute from school" and "Training for measures against suspicious persons", etc., enforced by students

5. Setting of slogans by Student Council

After the seminar by Ms. Shiraishi in March 2014, the Student Council Headquarters considered slogans for our school to use during our activities toward ISS Certification. "ISS (International Safe School) Certifications - Starting ISSP of M.J.H" (Fig. 4-2-1) was set as our school's slogan. ISSP stands for International Safe School Project. This slogan is a culmination of our student's planning of actions for certification.



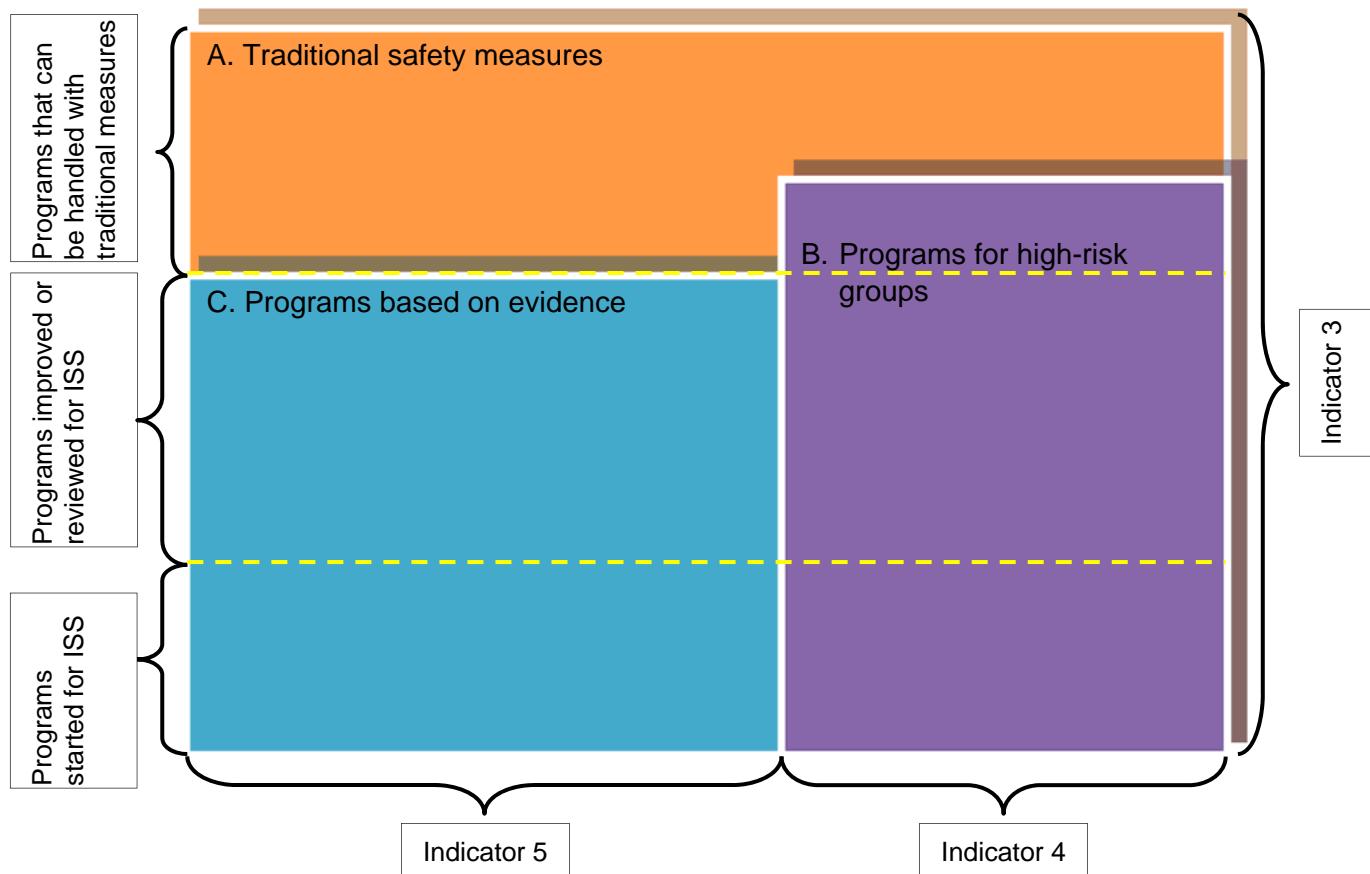
Fig. 4-2-1 Miyuchi Junior High's slogan

ISS(インターナショナルセーフスクール)の認証
ISSP of M.J.H.始動！宮内中学校生徒会

Conceptual diagram of Miyauchi Junior High School's ISS Program

The following chart shows an image of the organization related to our school's safety. We increased our safety measures after starting the ISS program. At the same time, new challenges were identified when a safety assessment was conducted for ISS implementation.

The programs for high-risk groups specified in Indicator 4, and the evidence based programs specified in Indicator 5 were newly started when we started our programs for ISS, or were programs with traditional safety measures that were improved or revised.



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

The following chart shows the programs according to students, teachers and staff, visitors, community residents and PTA, and the programs conducted on and off school grounds. The details are given on page 25. 1-1, 1-2 and so forth is the number of the program for each program organization.

- 1 ... Researching Section programs
- 2 ... Planning Section [Each committee and club activity for sound body] programs
- 3 ... Planning Section [Other than each committee and club activity for sound body] programs
- 4 ... Planning Section [sound mind] programs 5 ... PR Section programs

Target	Inside school	Students				Teachers and staff	Visitors, community residents, PTA
		1st grade	2nd grade	3rd grade	Special needs class		
Unexpected external causes	On school grounds	2-(1)(3)(4)(6)(8) 3-(2)(4)(9) 5-(1)(2)(3)(4)(5)	2-(1)(3)(4)(6)(8) 3-(2)(4)(9) 5-(1)(2)(3)(4)(5)	2-(1)(3)(4)(6)(8) 3-(2)(4)(9) 5-(1)(2)(3)(4)(5)	2-(1)(3)(4)(6)(8) 3-(2)(4)(7)(9) 5-(1)(2)(3)(4)(5)	2-(1)(3)(4)(6)(8) 3-(2)(4)(5)(9) 5-(1)(2)(3)(4)(5)	2-(3)(6) 5-(1)(2)(3)(4)(5)
		Collected information 1 – (1)(2)(3)(4)(5)(8) 3-(1)					
	Club activities	2-(1)(2)(5)(6)(8) 3-(2)(4) 5-(1)(3)(4)(5)(8)	2-(1)(2)(5)(6)(8) 3-(2)(4) 5-(1)(3)(4)(5)(8)	2-(1)(2)(5)(6)(8) 3-(2)(4) 5-(1)(3)(4)(5)(8)	2-(1)(2)(5)(6)(8) 3-(2)(4)(7) 5-(1)(3)(4)(5)(8)	2-(1)(2)(5)(6)(8) 3-(2)(4)(5) 5-(1)(3)(4)(5)(8)	2-(2)(5)(6) 5-(1)(3)(4)(5)(8)
		Collected information 1 – (1)(2)(3)(4)(5) 3-(1)					
Off school grounds	During commute to/from school	2-(8) 3-(3) 5-(1)(2)(4)(5)(8)	2-(8) 3-(3) 5-(1)(2)(4)(5)(8)	2-(8) 3-(3) 5-(1)(2)(4)(5)(8)	2-(8) 3-(3)(7) 5-(1)(2)(4)(5)(8)	2-(1)(8) 3-(3) 5-(1)(2)(4)(5)(8)	5-(1)(2)(4)(5)(8)
		Collected information 1 – (1)(2)(3)(4)(5)(8)					
	Others	2-(1)(2)(6) 5-(1)(2)(3)(4)(5) (6)(7)	2-(1)(2)(6) 5-(1)(2)(3)(4)(5) (6)(7)	2-(1)(2)(6) 5-(1)(2)(3)(4)(5) (6)(7)	2-(1)(2)(6) 3-(7) 5-(1)(2)(3)(4)(5)	2-(1)(2)(6) 5-(1)(2)(3)(4)(5) (6)(7)	2-(2)(6) 5-(1)(2)(3)(4)(5) (6)(7)
		Collected information 1 – (1)(2)(3)(4)					
Intentional external causes	Violence, bullying	2-(1) 3-(6)(8) 5-(1)(2)(3)(4)(5) (6)(7)(9)	2-(1) 3-(6)(8) 5-(1)(2)(3)(4)(5) (6)(7)(9)	2-(1) 3-(6)(8) 5-(1)(2)(3)(4)(5) (6)(7)(9)	2-(1) 3-(6)(7)(8) 5-(1)(2)(3)(4)(5) (6)(7)(9)	2-(1) 3-(6)(8) 5-(1)(2)(3)(4)(5) (6)(7)(9)	3-(6)(8) 5-(1)(2)(3)(4)(5) (6)(7)(9)
		Collected information 1 – (1)(2)(3)(4)(5)					
	Self-inflicted, etc.	2-(7) 4-(1)(2)(3)(4)(5) (6)(7)(8) 5-(7)	2-(7) 4-(1)(2)(3)(4)(5) (6)(7)(8) 5-(7)	2-(7) 4-(1)(2)(3)(4)(5) (6)(7)(8) 5-(7)	2-(7) 3-(7) 4-(1)(2)(3)(4)(5) (6)(7)(8) 5-(7)	4-(4)(6) 5-(7)	4-(4)(6)
Collected information 1 – (1)(4)(6)(7)							

Table 3-3-1 Overview of program

Examples of Programs

Programs we implemented to prevent injuries and increase safety are listed below. Many programs had already been implemented. However, we reviewed the safety challenges again when starting the ISS programs. This gave us an opportunity to start new programs, and to verify and improve our previous programs.

For the following programs, changes realized through introduction of ISS are shown as follows.

- New Program started after starting ISS
- Continue... Program carried out before starting ISS
- Change Program improved after starting ISS
- Reduce..... Programs reduced in scale after starting ISS

1 ... Researching Section programs

Program name	1-(1) Health Check	New / Continue / Change / Reduce
Program target	All students × school grounds	
Implementer	Teachers	
Description of program	Health check conducted every morning.	
Points improved with ISS, etc.	Student's name is called, and student reports on his/her health condition.	

Program name	1-(2) Injury records	New / Continue / Change / Reduce
Program target	All students × on/off school grounds	
Implementer	School nurse	
Description of program	When a student visits Nurse's Office, the nurse records when, how and where injury occurred.	
Points improved with ISS, etc.	When, where and how injury occurred is recorded.	

Program name	1-(3) Records of injuries during club activities	New / Continue / Change / Reduce
Program target	Students participating in club activities × on/off school grounds	
Implementer	Club manager	
Description of program	After the club activity is done, each club activity manager confirms whether any of the members was injured, and reports to the student in charge.	
Points improved with ISS, etc.	Number of students injured during each club activity is recorded.	

Program name	1-(4) Safety Awareness Survey	New / Continue / Change / Reduce
Program target	All students × on/off school grounds	
Implementer	Student Council Executive Committee (7 members)	
Description of program	The Student Council Executive Committee conducts a survey of 17 questions on injuries, Mental harms and ISS activities. The survey is conducted each semester (3 times a year). The results are analyzed, and submitted to the MISSP Meeting for use to improve our school's ISS activities.	
Points improved with ISS, etc.	This survey helps maintain the students' awareness of safety, and checks whether awareness has improved.	

Program name	1-(5) Safety inspection	New / Continue / Change / Reduce
Program target	All students × school grounds	
Implementer	Representative of each grade	
Description of program	Each month (12 times a year), the homeroom teacher and class representative inspect the classroom, special classroom and toilets.	
Points improved with ISS, etc.	Teachers and students inspect the school equipment and facilities together.	

Program name	1-(6) Student Life Survey	New / Continue / Change / Reduce
Program target	All students × school grounds	
Implementer	Each class representative ⇒ Person in charge of student guidance	
Description of program	Each month (12 times a year), a survey on school life is conducted in each grade. (See page 45) Any students of concern, such as those who responded they had encountered something mean or who wanted a consultation, etc., are talked to individually.	
Points improved with ISS, etc.	Students of concern are talked to individually, and the details are recorded.	

Program name	1-(7) Human Rights Survey	New / Continue / Change / Reduce
Program target	All students × school grounds	
Implementer	Each class representative ⇒ Person in charge of human rights	
Description of program	Each May, a survey on human rights is conducted in each grade. (See page 13)	
Points improved with ISS, etc.	This survey helps maintain the students' awareness of human rights, and checks whether awareness has improved.	

Program name	1-(8) School inspection by person in charge at club activity	New / Continue / Change / Reduce
Program target	All students × school grounds	
Implementer	Each club activity manager	
Description of program	After club activities are over, the manager conducts a safety inspection of the school.	
Points improved with ISS, etc.	The school safety is inspected, and an awareness of safety management is promoted.	

2 ... Planning Section [Each committee and club activity for sound body] programs

Program name	2-(1) ISS meetings	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continue / Change / Reduce
Program target	All students and teachers × in school	
Implementer	Student Council Executive Committee (7 members)	
Description of program	The Student Council Executive Committee holds a meeting about ISS at the month school assembly (11 times a year).	
Points improved with ISS, etc.	These meetings try to promote and maintain awareness of safety.	

Program name	2-(2) Greeting campaign	<input type="checkbox"/> New / <input checked="" type="checkbox"/> Continue / <input type="checkbox"/> Change / Reduce
Program target	All students × off school grounds	
Implementer	Student Council Executive Committee (7 members)	
Description of program	Students are encouraged to greet each other every day along the school route. In addition, students stand at intersections and other places where there are Stop signs to call for traffic safety.	
Points improved with ISS, etc.	The Safety Awareness Survey is used to identify places that students thought were dangerous along the school route.	

Program name	2-(3) ISS Corner in Library	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continue / Change / Reduce
Program target	All students, teachers, visitors × in school	
Implementer	Library Committee (24 members)	
Description of program	Books about safety are introduced. (Updated once a month)	
Points improved with ISS, etc.	The books are periodically updated to promote and maintain awareness of safety.	

Program name	2-(4) Safety inspection of school building	<input type="checkbox"/> New / <input checked="" type="checkbox"/> Continue / <input type="checkbox"/> Change / Reduce
Program target	All students, teachers, visitors × in school	
Implementer	Environment Committee (24 members)	
Description of program	Classroom safety is inspected each week.	
Points improved with ISS, etc.	Safety of the school building is inspected to promote, maintain and improve awareness of safety.	

Program name	2-(5) School Greenery Campaign	<input type="checkbox"/> New / <input checked="" type="checkbox"/> Continue / <input type="checkbox"/> Change / Reduce
Program target	All students × school grounds	
Implementer	Environment Committee (24 members)	
Description of program	Greenery on the school grounds is increased each day.	
Points improved with ISS, etc.	Flowers, etc., are planted where students can see them.	

Program name	2-(6) School Health Committee	New / Continue / Change / Reduce
Program target	All students, teachers, visitors × in school	
Implementer	Health and Safety Committee (24 members)	
Description of program	Every December, an assembly is held for all participants to share methods to maintain mind and body health.	
Points improved with ISS, etc.	The assembly was changed so all students, teachers and visitors could join in.	

Program name	2-(7) Lunch Break Recreation	New / Continue / Change / Reduce
Program target	All students, teachers × on/off school grounds	
Implementer	Sports Committee (24 members)	
Description of program	Every semester, recreational sports activities for all students and teachers are held during lunch break.	
Points improved with ISS, etc.	Measures were taken so more students could participate.	

Program name	2-(8) CPR Course	New / Continue / Change / Reduce
Program target	All students, teachers × on/off school grounds	
Implementer	Teachers, club managers	
Description of program	Twice a year, each club activity manager participates in a CPR course (how to use an AED).	
Points improved with ISS, etc.	The club managers also participate so that swift actions can be taken in an emergency.	

3 ... Planning Section [Other than each committee and club activity for sound body] programs

Program name	3-(1) Health check before PE class	New / Continue / Change / Reduce
Program target	All students × school grounds	
Implementer	School doctor	
Description of program	The school doctor conducts a health check before swimming or long distance running PE classes.	
Points improved with ISS, etc.	All teachers can understand each student's health condition.	

Program name	3-(2) Preparation of Safety Manual for Vocational Classes	New / Continue / Change / Reduce
Program target	All students × school grounds	
Implementer	Teacher in charge of vocational classes	
Description of program	When equipment is purchased, numbers are assigned to equipment used in vocational classes.	
Points improved with ISS, etc.	The number is placed where the students can see it easily.	

Program name	3-(3) Training to overcome weak points	New / Continue / Change / Reduce
Program target	Each club activity × on school grounds	
Implementer	Physical education teacher	
Description of program	During club activities, students train to strengthen muscles found to be weak in sports tests.	
Points improved with ISS, etc.	In each club activity, students perform strength training of body members identified as weak.	

Program name	3-(4) Evacuation Drills	New / Continue / Change / Reduce
Program target	All students, teachers, community × on/off school grounds	
Implementer	Safety supervisor	
Description of program	Each semester (3 times a year), evacuation drills against suspicion persons and disasters, etc., are held.	
Points improved with ISS, etc.	Police and fire department staff give talks to promote and increase awareness of evacuations.	

Program name	3-(5) Safety inspections before and after natural disasters	New / Continue / Change / Reduce
Program target	Teachers × on/off school grounds	
Implementer	Teachers	
Description of program	When a natural disaster occurs, the teachers perform a safety inspection before and after the disaster.	
Points improved with ISS, etc.	Safety on and off the school grounds is confirmed.	

Program name	3-(6) Bicycle safety class using Scared Straight Teaching Techniques	New / Continue / Change / Reduce
Program target	All students, teachers, community, parents	
Implementer	Safety supervisor	
Description of program	Each year (unscheduled), a safety class on the rules and manners for using a bicycle is held.	
Points improved with ISS, etc.	Awareness of safety is promoted, maintained and improved through the bicycle safety class.	

Program name	3-(7) Instruction for each individual (Special support)	New / Continue / Change / Reduce
Program target	Special needs class × on/off school grounds	
Implementer	Special needs class teacher	
Description of program	The Kusunoki Class has been set. Each day, students needing special sport are given individual support.	
Points improved with ISS, etc.	The policy for instructing the teachers is decided by staying in close contact with the parents using a Correspondence Book.	

Program name	3-(8) Bicycle Safety and Crime Prevention Class	New / Continue / Change / Reduce
Program target	All students, teachers, community, parents	
Implementer	Kitamoto City Livelihood Safety Section, Student Council Executive Committee	
Description of program	Each year (unscheduled), a safety class on the rules and manners for using a bicycle is held.	
Points improved with ISS, etc.	Awareness of safety is promoted, maintained and improved through the bicycle safety class.	

Program name	3-(9) Allergy Measures	New / Continue / Change / Reduce
Program target	Teachers, parents	
Implementer	School doctor	
Description of program	A class on using an Epi-pen is held.	
Points improved with ISS, etc.	Participants actually train using a practice Epi-pen.	

4 ... Planning Section [sound mind] programs

Program name	4-(1) Social Skill Training	New / Continue / Change / Reduce
Program target	All students × school grounds	
Implementer	Teachers	
Description of program	Skill training is held during integrated studies to teach students about interpersonal relations and collective behavior.	
Points improved with ISS, etc.	Teacher training on how to perform social skill training is performed.	

Program name	4-(2) Enriched Moral Education	New / Continue / Change / Reduce
Program target	All students, teachers × on school grounds	
Implementer	Moral education promotion teachers	
Description of program	Each teacher provides instruction based on moral education policy consistent for the entire school.	
Points improved with ISS, etc.	Teachers in charge of promoting moral education are assigned. These teachers systematically carry out moral education.	

Program name	4-(3) Delinquency prevention class	New / Continue / Change / Reduce
Program target	All students, teachers, community × on school grounds	
Implementer	Visiting teacher	
Description of program	Each semester (3 times a year), a class is held to teach junior high students how they can avoid becoming involved in crimes.	
Points improved with ISS, etc.	Community residents are asked to attend.	

Program name	4-(4) Human rights study meeting	New / Continue / Change / Reduce
Program target	All students, teachers × on school grounds	
Implementer	Teacher in charge of human rights study meeting	
Description of program	Each year (once a year), a teacher is assigned to each class to hold a class about human rights.	
Points improved with ISS, etc.	Preliminary instruction is provided to foster a sense of human rights.	

Program name	4-(5) Parent-teacher meeting, Parent-child-teacher meeting, Home visits	New / Continue / Change / Reduce
Program target	All students, teachers, parents × on/off school grounds	
Implementer	Each class's homeroom teacher	
Description of program	Parent-teacher meetings, parent-child-teacher meetings and home visits are held as necessary.	
Points improved with ISS, etc.	A preliminary survey is conducted to create a tight connection with the home.	

Program name	4-(6) Assignment and use of school counselor	New / Continue / Change / Reduce
Program target	All students, parents × on school grounds	
Implementer	School counselor	
Description of program	Student counselors provide counseling for students and parents when necessary, and conduct training for teachers and staff.	
Points improved with ISS, etc.	A social skill training class is held by the school counselor.	

Program name	4-(7) Supplementary lessons	New / Continue / Change / Reduce
Program target	Students needing help × on/off school grounds	
Implementer	Teacher in charge	
Description of program	Supplementary lessons are held to improve academic abilities.	
Points improved with ISS, etc.	Many teachers are assigned so that as many students as possible can receive individual instruction.	

Program name	4-(8) Comprehension of home environment and problem actions	New Continue / Change / Reduce
Program target	All students	
Implementer	Homeroom teacher	
Description of program	The students' psychological condition is analyzed on a daily basis.	
Points improved with ISS, etc.	Teachers have a high awareness of crisis management and work to find and resolve problems at an early stage.	

5 ... PR Section programs

Program name	5-(1) Preparation of injury map	New / Continue / Change / Reduce
Program target	All students, teachers, community, parents × on school grounds	
Implementer	Health and Safety Committee	
Description of program	A map clearly showing where and how injuries occur on the school grounds is updated as necessary.	
Points improved with ISS, etc.	The map is posted at the school's ISS Corner, to promote, maintain and improve an awareness of safety.	

Program name	5-(2) Broadcast on large TV screen	New / Continue / Change / Reduce
Program target	All students, teachers, community, parents × on school grounds	
Implementer	Teacher supervising the Student Council	
Description of program	Information on traffic rules is broadcast on the large TV screen.	
Points improved with ISS, etc.	The traffic rules are broadcast to promote, maintain and improve an awareness of safety.	

Program name	5-(3) Preparation of school ground and school route hazard map	New / Continue / Change / Reduce
Program target	All students, teachers, community, parents × on school grounds	
Implementer	Student Council Executive Committee, each committee, each club activity manager	
Description of program	A school ground and school route hazard map is prepared once a year.	
Points improved with ISS, etc.	Opinions from both the students and community residents are reflected onto the prepared map.	

Program name	5-(4) Upgrading of school broadcasts	New / Continue / Change / Reduce
Program target	All students, teachers × on school grounds	
Implementer	Media Committee, Student Council Executive Committee	
Description of program	Information related to the school is broadcast every day.	
Points improved with ISS, etc.	Plans proposed by the students are used to promote information on the school.	

Program name	5-(5) Website preparation	New / Continue / Change / Reduce
Program target	All students, teachers, community, parents × on/off school grounds	
Implementer	Person in charge of website preparation	
Description of program	The school website is updated as necessary.	
Points improved with ISS, etc.	An awareness of safety is promoted and maintained by updating the ISS page.	

Program name	5-(6) Mail distribution	New / Continue / Change / Reduce
Program target	All students, teachers, community, parents × on/off school grounds	
Implementer	Teachers	
Description of program	An e-mail is sent out when necessary to inform of any changes in scheduling, etc.	
Points improved with ISS, etc.	The students' actions can be cleared and the risk of danger can be reduced by sending out an e-mail.	

Program name	5-(7) Safety Patrol	New / Continue / Change / Reduce
Program target	All students, teachers, community, parents × off school grounds	
Implementer	Teachers, parents, PTA	
Description of program	Areas off the school grounds are patrolled as necessary to ensure the students' safety.	
Points improved with ISS, etc.	The students' safety is protected by patrolling areas off school grounds.	

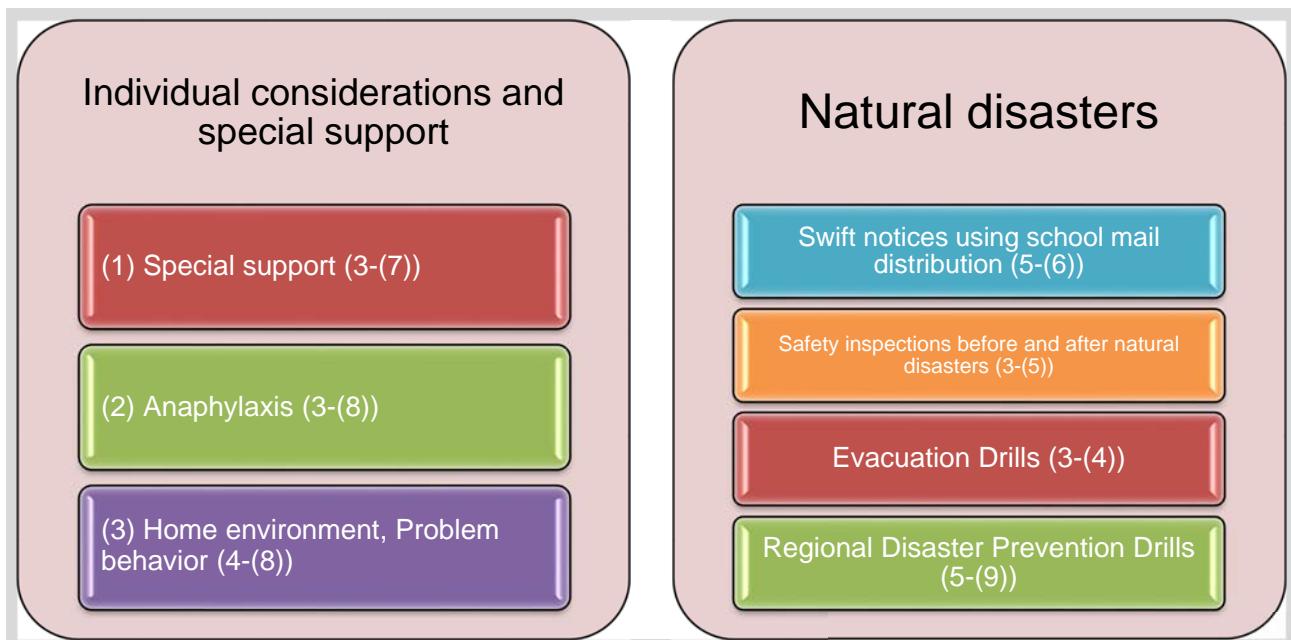
Program name	5-(8) Weeding Work	New / Continue / Change / Reduce
Program target	All students, teachers, community, parents × off school grounds	
Implementer	All students, teachers, community, parents	
Description of program	Once a semester (3 times a year), participants weed areas on and off school grounds.	
Points improved with ISS, etc.	The students' safety is protected by weeding the area.	

Program name	5-(9) Regional Disaster Prevention Drills	New / Continue / Change / Reduce
Program target	All students, teachers, community, parents × on/off school grounds	
Implementer	Kitamoto City Livelihood Safety Section	
Description of program	All students, teachers, community and parents join in drills for disasters.	
Points improved with ISS, etc.	Drills focusing on hands-on training provided by Fire Department members were carried out.	

Indicator 4 Programs that target high-risk groups and environments, and programs that promote safety for vulnerable groups

At Miyauchi Junior High School, we have set the following groups as high-risk groups and environments, and carry out programs related to safety.

Fig. 4-4-1 Programs that target high-risk groups and environments, and programs that promote safety for vulnerable groups



1. Response to students requiring individual support and consideration

(1) Special support

This school year, two special support classes were started to provide support and consideration for disabilities.

Basic characteristics of students with developmental delays include: (1) Weak in ability to accept approaches and stimulation from their environment, (2) Weak in ability to respond to approaches from their environment, or lacking methods for response (expressions), and (3) Weak abilities to approach their environment, or lacking methods for approaching (expressions). Thus, students with disabilities may easily panic in a disaster, and it is highly possible that they will not be able to evacuate by themselves. Even in situations other than disasters, it is very possible that they will be injured because of a delay in momentary reactions. In FY2014, four students were warmly instructed by three full-time teachers and two supporters. Close contact was maintained with parents using a Communication Notebook, allowing us to decide the best policy for instruction.



Photo 4-4-1 Scenes from special support class

(2) Response to allergies including anaphylaxis

(Students with food allergies: 9, student with Epi-pen: 1)

We stay in close contact with parents of students who have allergies. Teachers and staff share information, and teachers have been trained at the school on measures for each allergy.

Anaphylaxis refers to a sudden reaction to substances that do not harm our bodies, such as food and pollen. Symptoms can include skin inflammation because of excessive reaction, digestive organ symptoms such as stomachaches and vomiting, and respiratory symptoms such as wheezing and difficulty breathing. Since most of the factors that could cause anaphylactic shock in our students involve food, we have taken the following measures.

O Response at school

- 1) Organization of system to respond to allergies at school.
 - A) For students with allergies who have requested management at school, A School Life Management Guidance Table is submitted for students with allergies who have requested special management at school. The administration determines a set policy for specifically handling the allergies taking the school's facilities and personnel assignments into consideration.
 - B) Handling of allergies in the school is not left to a set faculty member. Means are taken to share information, and to take a systematic approach such as at the teacher and staff meetings.
 - C) Safety is the highest priority when providing school lunches.
 - Display of ingredients
 - Preparation of Menu that everyone can easily understand
- 2) Maintenance of system for emergencies
 - a. The school doctor provides training for responding to emergency situations.
 - Teachers learn the legal interpretation and methods of handling the Epi-pen
 - All teachers carry out specific training on using the Epi-pen and other emergency response measures

(3) Response for Home Environment and Behavioral Problems

(Anticipated number of targets: All students)

Serious incidents involving life and death, violent actions and bullying, etc., are occurring at junior high schools throughout Japan. Prevention, and early identification and response are essential for responding to problem behavior. The students at our school are relatively calm during studies. However, because they are calm now, the teachers and staff are working together to create a system to respond to problem behavior. Such problem behavior is often caused by the home environment. We believe that problems could occur with any student, so we strive to comprehend the student's living environment and identify any problem before it becomes serious or dangerous.

- 1) Teachers analyze each student while teaching, and work to understand the student and build a relation of trust.
 - a. Use of School Life Survey
 - b. Establishment of meeting system (periodic parent-teacher meetings, parent-child-teacher meetings and home visits)
 - c. Coordination with school social worker
 - d. Holding of counseling training at school

- 2) To foster a normative consciousness, a manual outlining the rules for responding to bullying and problem behavior and the standards for response was disclosed to parents and parents. All teachers and staff cooperate based on this manual, and work hard to provide consistent guidance.
- 3) Any problem behavior that could be a criminal action, especially incidents resulting in injury, is directly reported to the police and handled with their cooperation.

2. Response to Natural Disasters

Learning from the Great Tohoku Earthquake on March 11, 2011 which caused unprecedented damage. Various measures have been taken for the aftershocks that still continue, and for large earthquakes that are predicted to occur. In Kitamoto City, the Safe Community Kitamoto City Livelihood Safety Section has prepared an "Earthquake Hazard Map". According to that map, the following types of earthquakes may have a serious effect on Kitamoto City.

1. Kanto-heiya-hokuseien fault earthquake (Active fault earthquake, magnitude 7.7)
2. Strong earthquake at Kitamoto City (Earthquake at unknown layer, magnitude 6.9)

We believe that the best response for disasters is for our school, a designated disaster evacuation site, and our students who support the community to establish measures for earthquakes. Through regular drills, and activities involving both parents and the community, we are strengthening our network community and building a system that can respond to a variety of disasters including earthquakes, typhoons and flooding.

(1) Swift notices using school mail distribution

Each home registered with the school's email system to receive notices in the event of emergencies. When there is an emergency, a school mail is sent (Table 4-4-3). Since this system was started in FY2011, 581 mails have been sent (as of January 31, 2015).



(2) Safety inspections before and after natural disasters

The school is inspected before and after disasters (typhoons, earthquakes) to check for any problems.



Photo 4-4-3 Evacuation drill

(3) Evacuation Drills

An evacuation drill with a set theme is held every semester.

Photo 4-4-4 Response to suspicious persons

Table 4-4-1 Evacuation drill enforcement plan

	Details of drill
1st semester	Confirmation of evacuation route
2nd semester	Surprise drills without informing students
3rd semester	Training on self-defense techniques as measures against suspicious persons



Photo 4-4-4 Regional Disaster Prevention Drill

(4) Regional Disaster Prevention Drills

On August 24, 2014 all students participated in the regional disaster prevention drills held by SC Kitamoto City. Here, they performed various drills with groups such as the Kitamoto City fire departments, companies and people in the community. Participating in these regional disaster prevention drills (Table 4-4-2) helped the students increase their ability to perceive and predict danger, and raise their awareness as junior high students who have a role in supporting the community.

Table 4-4-2 Details of Regional Disaster Prevention Drills

Drill	Target	Drill
School Lunch Drill	School Lunch Committee	Practice serving alpha rice
Life-saving and Relief Drills	Each club activity manager, sub-manager	Practice CPR methods using AED
Relief and Aid Drills	Class representative, Health and Safety Committee	Drills for relief measures in times of disaster
Drills to transport persons requiring support in time of disaster	2 to 3 students from each class	Practice transporting injured persons
Rescue Drills	Environment Committee, Library Committee, Media Committee, Sports Committee, class representatives, Student Council Executive Committee	Practice rescuing persons from broken homes and under furniture
First-aid training	Health and Safety Committee, Environment Committee	Practice rescuing in times of disaster
Drills on setting up and managing evacuation site	Sports Committee, Library Committee	Practice putting up tents
Drills on stacking sandbags	2 to 5 students from each class	Practice stacking sandbags as measure against flooding
Other hands-on drills	5 students from each class	Drills in smoke, practice using fire extinguisher, etc.
Bucket relay drill	2 to 5 students from each class	Practice extinguishing fire with bucket relay
Reception and tabulation of participants	Student Council Executive Committee, Media Committee	Preparation of directory of all participants

Table 4-4-3 Example of school mail (Typhoon)

Date	Hour/minute, Month/date/2014
Recipients	475 persons
Sent by	Miyauchi Junior High School
Subject	Response to Typhoon No. 19
Text	<p>From Miyauchi Junior High School</p> <p>Typhoon 19 is approaching. In ensure students' safety, classes on Month/Date (Day) will start two hours later than usual.</p> <p>10:15 Roll call, Morning Assembly 10:35 Thursday Hour 3 Followed by Thursday Hours 4, 5 and 6</p> <p>* Please park bicycles in front of the school building as usually. Students should not arrive at school before 10 a.m. Be carefully, paying attention to falling trees and high river levels when coming to school. Kitamoto Municipal Miyauchi Junior High School Principal:</p>

Indicator 5 Programs are from the Evidence Base/ Scientific Knowledge Base

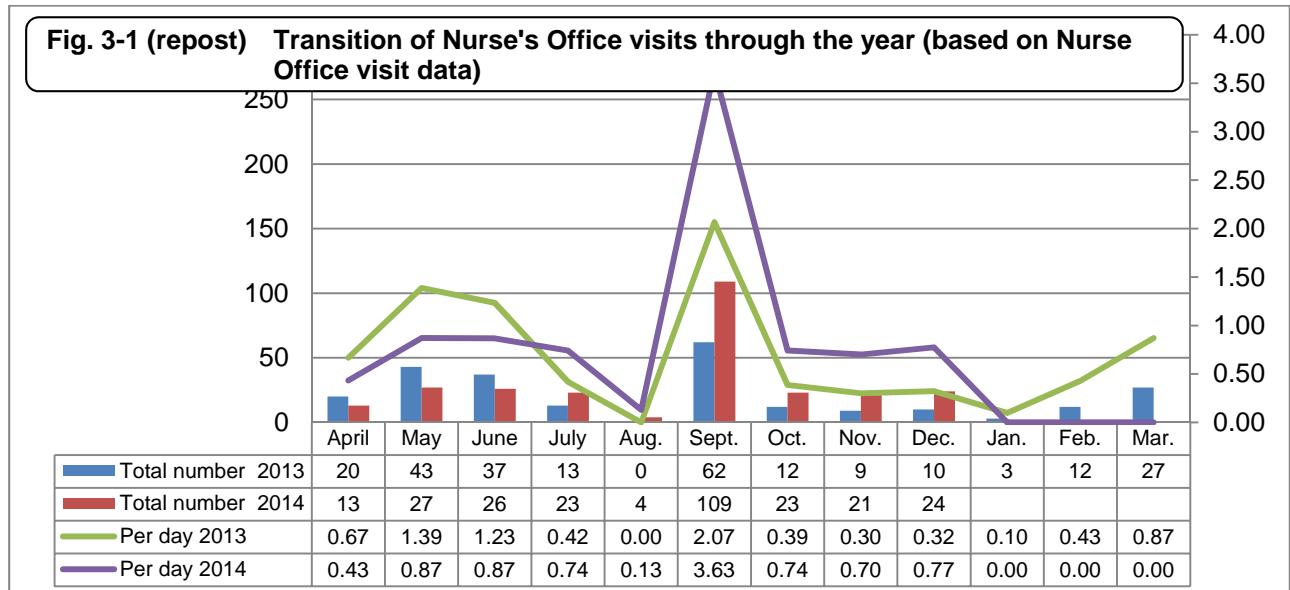
Miyauchi Junior High School's priority challenges are summarized below.

State of injury occurrence			Priority challenge
Physical	On school grounds	<ul style="list-style-type: none"> Injuries sustained after school (44%) were highest among the injury occurrence rate in April to July. Looking at the details of after-school injuries, we see an even distribution of the injured body members. The main cause of after-school injuries is club activities. 	Injuries during club activities
	Off school grounds	<ul style="list-style-type: none"> The rate of students who had been in an accident or injured while using a bicycle was high at 29.1%. While students understand the rules and manners for commuting to school and the importance of traffic signs (97.8%), there are many students who do not follow them (21.4%) 	Fostering practical skills for traffic safety
Psycho-logical	Emotional	<ul style="list-style-type: none"> Approx. 22% of students said they had trouble when associating with people. There are four futoko truant students. (Fig. 3-20) 	How to interact with people

1. Injuries on school grounds

(1) Analysis of cause

Injuries sustained at our school are concentrated in September (Fig. 4-5-1). When looking at injuries by time zone (Fig. 4-5-2), PE class (52%), school level (17%) and after school (9%) show high values. The details of these three time zones (Fig. 4-5-4) show that injuries to the knees and feet are high during PE classes and school events. This is mainly because of students who were practicing for the centipede race held during the Sports Festival. Students practice for the centipede race during PE class and after school. In this race, five to six students line up and move together competing against other teams to see who is fastest. Since their feet are tied and their hands are on the person in front of them, it is easy to get hurt when everyone falls. From this year, number of students in the centipede line was reduced thus increasing the race speed, so more students were injured than previous years.



In April to July (Fig. 4-5-2) when there is no Sports Festival, injuries are highest after school (44%). Looking at the details of after-school injuries (Fig. 4-5-3), the injured body members are evenly distributed. Most of the after-school injuries are sustained during club activities, and the risk of injury varies by the type of sport. Therefore, we set after-school club injuries as a priority challenge for injuries sustained on school grounds.

	Apr. to Dec.		Apr. to July	
Morning Assembly	8	4%	4	5%
Recess	7	4%	5	6%
Lunch break	10	5%	4	5%
PE class	103	52%	17	22%
Class other than PE	16	8%	10	13%
Cleaning time	5	3%	3	4%
After-school	17	9%	34	44%
School event	33	17%	0	0%

Fig. 4-5-3 Time zone with high injury rate and details on injured body member [April to December FY2014] (based on Nurse's Office Visit data)

			Finger	Fist	Arm	Knee	Foot	Ankle	Toes	Total
During PE class	1st grade Boys	0	1	2	3	1	2	1	1	10
	1st grade Girls	2	1	1	5	3	3	1	1	16
	2nd grade Boys	0	1	1	6	5	3	1	1	17
	2nd grade Girls	4	1	2	1	8	2	0	0	18
	3rd grade Boys	0	1	1	4	3	0	0	0	9
	3rd grade Girls	1	0	3	5	5	6	0	0	20
Total			7	5	10	24	25	16	3	90
After school, club activities	1st grade Boys	3	2	1	1	4	2	0	0	13
	1st grade Girls	1	1	1	1	1	1	0	0	6
	2nd grade Boys	5	3	1	3	1	0	0	0	13
	2nd grade Girls	0	0	0	2	0	2	0	0	4
	3rd grade Boys	0	0	0	0	0	0	0	0	0
	3rd grade Girls	0	2	0	1	1	0	0	0	4
Total			9	8	3	8	7	5	0	40
School events	1st grade Boys	0	0	1	2	2	0	0	0	5
	1st grade Girls	0	1	1	2	0	0	1	1	5
	2nd grade Boys	0	0	0	2	1	0	0	0	3
	2nd grade Girls	0	0	0	2	0	0	0	0	2
	3rd grade Boys	0	0	0	4	3	0	0	0	7
	3rd grade Girls	0	1	1	1	3	2	0	0	8
Total			0	2	3	13	9	2	1	30

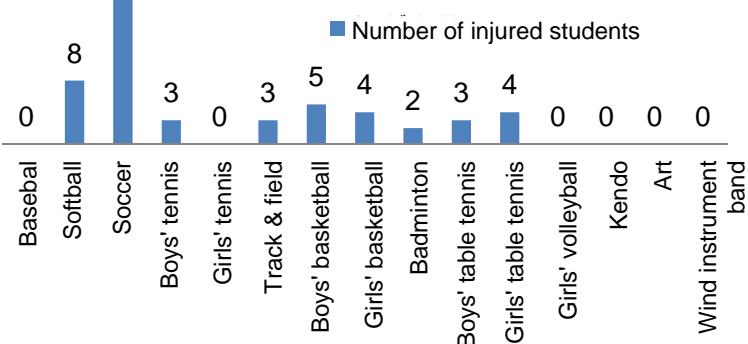
(2) Specific measures

We have focused on fostering the student's ability to predict danger and ability to respond to danger during club activities. We collect data on injuries sustained during club activities, appeal to club managers, have students in charge of club activities inspect the school, and have club managers take a CPR course.

1) Collection of club activity injury data & appeal (daily)

Program name	1-(3) Records of injuries during club activities	<input checked="" type="checkbox"/> New	Continue / Change / Reduce
Program target	Students participating in club activities × on/off school grounds		
Implementer	Club manager		
Description of program	At our school, the club manager observes and collects information on injuries occurring in their club. The number of injured persons is counted during the post-club meeting, and that number is reported to the student in charge who is waiting at the school gate. That student tabulates the number of persons injured in each club that day. The club manager understands the number of students in his/her club, and shares precautions for this activity during the pre-club meeting, thereby working to reduce the number of injuries in each club.		
Points improved with ISS, etc.	A system to record the number of students injured in each club was newly created.		

Fig. 4-5-4 Situation of injuries in club activities (Sept. 1 to 30, 2014)



2) CPR course for club managers

Program name	2-(8) CPR Course	<input checked="" type="checkbox"/> New / Continue / Change / Reduce
Program target	All students, teachers × on/off school grounds	
Implementer	Teachers, club managers	
Description of program	A CPR training course was held with all club managers. A member of the fire department came and taught the students how to use the AED to perform CPR. By learning the steps for CPR and how to assign roles, etc., the students learned how to respond quickly in the event of an emergency. A CPR course will also be held for students other than the club activity managers. May 20 CPR course (Each club manager for FY2013) August 24 Regional Disaster Prevention Drills, Life Saving Drills (Each club manager and sub-manager for FY2014)	
Points improved with ISS, etc.	Until now, only the teachers took the course, but now students also participate.	



3) School inspection by person in charge at club activity

Program name	1-(8) School inspection by person in charge at club activity	New / Continue / Change / Reduce
Program target	All students × school grounds	
Implementer	Each club activity manager	
Description of program	After club is done for the day, the person in charge conducts a safety inspection of the school. At our school, each club activity takes turns before going home to conduct a safety inspection of the school using the table shown below (Table 4-5-1). The classrooms, halls and toilets, etc., on each floor, as well as other areas, are checked for problems. We are working to reduce the possibility of accidents by inspecting the school facility and equipment each day.	

Club activity member (Inspection of locks)
Classroom: Hallway : Special classroom

月 日	月 日 ()
部活名(報告者)	部 ()

【 1 F 】

場 所	消 灯	施 鍵	異 常	備 考
体育馆	○ ×	○ ×	○ ×	
体育馆道路	○ ×	○ ×	○ ×	
接客棧出入口	○ ×	○ ×	○ ×	
男降口	○ ×	○ ×	○ ×	
北側廊下窓	○ ×	○ ×	○ ×	
西非常口	○ ×	○ ×	○ ×	
A棟西女トイレ	○ ×	○ ×	○ ×	
A棟西男トイレ	○ ×	○ ×	○ ×	
1-1	○ ×	○ ×	○ ×	
1-2	○ ×	○ ×	○ ×	
1-3	○ ×	○ ×	○ ×	
1-4	○ ×	○ ×	○ ×	
多目的室	○ ×	○ ×	○ ×	
教材室	○ ×	○ ×	○ ×	
生徒更衣室	○ ×	○ ×	○ ×	
A棟東女トイレ	○ ×	○ ×	○ ×	
A棟東男トイレ	○ ×	○ ×	○ ×	
東非常口	○ ×	○ ×	○ ×	



Photo 4-5-3 Inspection inside school

Table 4-5-1 Inspection inside school

2. Injuries Sustained Off School Grounds

(1) Analysis of cause

The challenge we face regarding injuries sustained off school grounds is found in the difference in awareness of traffic safety rules and actual behavior as summarized in “Equipped with knowledge on safety, but lacking actions to go with it”. We surveyed the students and found that 29.1% of the students had experienced an accident or injury (Fig. 4-5-4). We conducted a Safety Awareness Survey and found that 97.8% of the students understood the importance of following traffic rules and traffic signs. But when we asked ‘Do you look left and right when actually crossing the road?’, only 87.6% of the students said they did. 12.4% of the students failed to check left and right. In other words, they understand the importance of rules, but cannot apply that awareness onto their behavior. Thus, we set traffic accidents as the priority challenge for injuries sustained off school grounds.

(2) Measures for preventing traffic accidents during commute

We have focused on improving the student's awareness of traffic safety and fostering practical skills. Our activities include a morning greeting campaign at intersections having high levels of traffic, student assemblies to re-confirm the importance of traffic rules and manners, bicycle safety and crime prevention class to confirm the risks of bicycle accidents, a school route hazard map prepared by students who walked the school route and checked for risks, safety awareness campaign on large TV promoting the traffic rules, and a bicycle safety class using the Scared Straight teaching method where students can see actual accidents.

1) Morning greeting campaign

Program name	2-(2) Greeting campaign	New / Continue / <u>Change</u> / Reduce
Program target	All students × off school grounds	
Implementer	Student Council Executive Committee (7 members)	
Description of program	Students are encouraged to greet each other every day along the school route. In addition, students stand at intersections and other places where there are Stop signs to call for traffic safety. During the weekly Student Council broadcast, information on risks they found during the greeting campaign and measures for response are broadcast.	
Points improved with ISS, etc.	Until now, students stood on the school grounds, but based on the Safety Awareness Survey, the students now stand at places along the school route that they felt were hazardous.	

2) Student Assemblies

Program name	2-(1) ISS meetings	New Continue / Change / Reduce
Program target	All students and teachers × in school	
Implementer	Student Council Executive Committee (7 members)	
Description of program	At each semester's assembly (3 times a year), the Student Council Executive Committee holds an assembly about ISS. In April, a student assembly on traffic safety is held. This is the first assembly that 1st year students participate in. Until elementary school, students commute to school in groups, but from junior high school they commute by themselves. Thus, confirmation and instruction of manners and rules for the school commute is a priority challenge. The details of the assembly included a quiz on the Traffic Safety Survey conducted by the school, and discussions on the hazards along school routes while looking at photos showing scenes of students commuting to and from school.	
Points improved with ISS, etc.	The Student Council Executive Committee analyzed the survey results, and organized and ran the assembly.	

3) Bicycle safety and crime prevention class

Program name	3-(6) Bicycle safety class using Scared Straight Teaching Techniques	New Continue / Change / Reduce
Program target	All students, teachers, community, parents	
Implementer	Safety supervisor	
Description of program	In June, a staff member from the Kitamoto City Livelihood Safety Section came and held a bicycle safety and crime prevention class. The children are now junior high students, and have more opportunities to use bicycles as their physical strength increases and as they commute to after-school lessons, etc. Every year, there are bicycle accidents involving our students. Based on the survey results, the Student Council Executive Committee presented challenges regarding traffic safety that students of Miyauchi Junior High face.	
Points improved with ISS, etc.	The program was carried out in cooperation with the SC Kitamoto City Livelihood Safety Section.	

4) Preparation of School Route Hazard Map

Program name	5-(3) Preparation of school ground and school route hazard map	New / Continue / Change / Reduce
Program target	All students, teachers, community, parents × on school grounds	
Implementer	Student Council Executive Committee, each committee, each club activity manager	
Description of program	A school route hazard map was prepared at the MISSP Meeting held on July 11. Ms. Shiraishi from JISC was visiting the school on that day, and she discussed the school's hazards with the students and helped them prepare the map. Differences were found in the risks students felt and those that the teachers felt, so the hazard map covers risks along the school route from various angles.	
Points improved with ISS, etc.	Opinions from both the students and community residents are reflected onto the prepared map.	



5) Safety awareness campaign on large TV screen

Program name	5-(2) Broadcast on large TV screen	New	Continue / Change / Reduce
Program target	All students, teachers, community, parents × on school grounds		
Implementer	Teacher supervising the Student Council		
Description of program	Photos are shown on a large TV screen to foster awareness of traffic safety along the school route. Information on problem points the Student Council found during the greeting campaign and possible improvement points is provided together with scenes of the students commuting to and from school. The number of students injured the previous day is also posted so that the students can understand the situation of injuries at their school. During flu season, etc., notices on hand washing and gargling are posted, and information on the school's injury and health challenges is promoted.		
Points improved with ISS, etc.	Information is broadcast on the new TV at the entrance.		

6) Bicycle safety class using Scared Straight Teaching Techniques

Program name	3-(6) Bicycle safety class using Scared Straight Teaching Techniques	New	Continue / Change / Reduce
Program target	All students, teachers, community, parents		
Implementer	Safety supervisor		
Description of program	Every July 17th, a bicycle safety class using the Scared Straight teaching method that shows students actual hazards is carried out. One of our school's challenges is dealing with students who understand the importance of rules but cannot apply them onto their actions. While they understand the hazards, by actually seeing and hearing the actual instant that a person, car or bicycle, etc., collides, they recognize the hazards of accidents again. There is also a chance for them to experience the accident from inside a car, so they learn about traffic accidents from a variety of angles.		
Points improved with ISS, etc.	The program is carried out together with the Kitamoto City SC Task Force.		

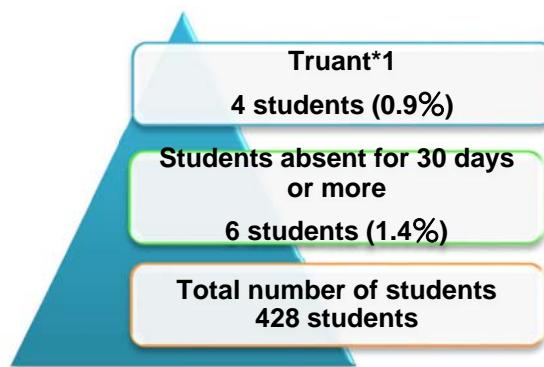
3. Mental harms

(1) Analysis of cause

Mental harms are obstacles that must be eliminated to ensure that a student can come to school without anxiety. Often Mental harms do not appear immediately, and it is difficult to describe the features. However, when we look at student attendance, there are six students who have been absent for 30 days or more. (Four of these six fall under “futoko (truancy)” as specified by the MEXT.) In a Survey of Human Rights conducted in May 2014, approx. 22% of the students or one in five students responded that they had mean things said to them. It can be seen that there are students who “feel uncomfortable interacting with people”.



**Fig. 4-5-7 State of student attendance
[1st semester of 2014]
(based on “Health Check” data)**



**Fig. 4-5-7 Results of Human Rights Survey
[Conducted in May 2014]
(based on “Human Rights Survey” data)**

Question	a	b
	Yes	No
1. Has anyone ever done or said something mean to you during this school year?	22%	78%
2. Has anyone ever given you or said something mean to you during this school year?	18%	82%
3. Have you seen anyone get bullied or made fun of during this school year?	18%	82%

Survey of all 428 students at school

(2) Specific measures

We focused on improving the student's skills to form interpersonal relations. Activities included social skill training, classes on using smart phones that are often the cause of trouble between students, establishing a meeting system to provide consultation on emotional worries and anxieties, and a human rights seminar the PTA organized for students, teachers and the community to think about human rights, etc.

1) Social Skill Training

Program name	4-(1) Social Skill Training	New	Continue / Change / Reduce
Program target	All students × school grounds		
Implementer	Teachers		
Description of program	Skill training is held during integrated studies to teach students about interpersonal relations and collective behavior.		
Points improved with ISS, etc.	Teacher training on how to perform social skill training is performed.		

“Mental harms” is a challenge we face. One of the causes is “Interacting with people”. As shown in the survey, approx. 22% of the students or one in five students responded that they “feel uncomfortable interacting with people”. We think that resolving this difficulty even a little will lead to a sense of security in the students. From this school year, we have started the “social skill training” program during integrated studies. This program teaches students how to interact with people and helps to improve their communication skills. An example of a class is shown below.

- (Example) Social skill training implementation plan (FY2014)

Ses-sion	Class date	Class style [Place]	Details of activity
1	Sept. 5 (Friday) (5)	General studies [Judo hall]	Guidance Encounter 'Interview game' Social skill training 'How to be a good listener' (Including how to use kind words)
2	Sept. 12 (Friday) (5)	General studies [Judo hall]	Social skill training 'How you say it makes a difference'
3	Sept. 12 (Friday) (6)	General studies [Judo hall]	Assertion training 'Asking gently'
4	Sept. 26 (Friday) (6)	General studies [Judo hall]	Assertion training 'Declining politely'
5	Oct. 10 (Friday) (5)	Each class [Classroom]	Group work 'Newspaper puzzle'
6	Oct. 10 (Friday) (6)	Each class [Classroom]	Encounter 'Finding something good' 'Reframing'
7	Oct. 24 (Friday) (5)	General studies [Gymnasium]	Social skill training 'Methods of resolving problems'

2) Delinquency prevention class (Class on using smart phones)

Program name	4-(3) Delinquency prevention class	New / Continue / Change / Reduce
Program target	All students, teachers, community × on school grounds	
Implementer	Visiting teacher	
Description of program	<p>Each semester (3 times a year), a class is held to teach junior high students how they can avoid becoming involved in crimes.</p> <p>On June 30, a police officer was invited to give a delinquency prevention class. Students learned basic information on a smart phone, the risk of using apps that can cause problems between students, and saw specific examples of fake claims and leaking of personal information, etc.</p> <p>The rules for using smart phones and the Internet were reviewed, and methods of using information media safely were studied.</p> 	
Points improved with ISS, etc.	Parents and community residents were also invited to participate.	

3) Establishing a meeting system

Program name	4-(5) Parent-teacher meeting, Parent-child-teacher meeting, Home visits	New / Continue / Change / Reduce
Program target	All students, teachers, parents × on/off school grounds	
Implementer	Each class's homeroom teacher	
Description of program	<p>A system was established to give consultations through periodic parent-child-teacher meetings and home visits and parent-teacher meetings when necessary. Teachers used the Lifestyle Notebook, School Life Notebook and general expressions during classes to identify students of concern. Teachers reached out to these students to resolve their concerns and worries. Every year, parent-child-teacher meetings and home visits are carried out so the parents, students and teachers can all exchange information on school and home. Teachers come up with an instruction policy for the student, and work to understand the student's home environment and the student's personality.</p> 	
Points improved with ISS, etc.	Details of the meetings are recorded and summarized by the teacher in charge of student guidance so that teachers can share and understand the student.	

Table 4-5-2 Meeting implementation plan

	1st year	2nd year	3rd year
1st semester	Home visits	Home visits	Parent-child-teacher meeting
2nd semester	Parent-child-teacher meeting	Parent-child-teacher meeting	Parent-child-teacher meeting
3rd semester			Parent-child-teacher meeting

4) Human Rights Seminar organized by PTA

Program name	4-(4) Human rights study meeting	New / Continue / Change / Reduce
Program target	All students, teachers × on school grounds	
Implementer	Teacher in charge of human rights study meeting	
Description of program	Each year (once a year), a teacher is assigned to each class to hold a class about human rights.	
Points improved with ISS, etc.	Preliminary instruction is provided to foster a sense of human rights.	

PTA members, teachers, community residents follow a topic set for each grade, and teach the students about various human rights issues that have not been resolved even through various programs. This seminar aims to foster a health awareness of human rights and sense of human rights in the students. As everyone including the teachers, PTA and community members all think about human rights problems together, a diverse range of opinions is extracted. At the end of the seminar, each class gathers to present the ideas their class came up with, and students share challenges regarding human rights.



Indicator 6 Programs that document the frequency and causes of injuries

There is no program that allows us integrally comprehend the frequency and cause of injuries, so we use existing programs such as records taken at the Nurse's Office. For information that cannot be handled with this existing setup, we have started to newly gather information so that we can comprehensively understand the trends of injuries. Those programs are outlined below.

Table 4-6-1 Programs that document the frequency and causes of injuries

	Information recording program	Information that is recorded	Frequency of recording
Physical injuries	(1) Health check	Each student carries out a health check every morning at the Morning Assembly, and reports his or her health condition to the teacher.	Every day
	(2) Nurse's Office visit data	When a student visits Nurse's Office, the nurse records when, how and where injury occurred. The mechanism of the injury is recorded.	As needed
	(3) Club activity injury data	The number of club members injured during each club activity is tabulated.	Every day
	(4) Safety Awareness Survey	Each student's awareness of safety, and hazardous posts on the school grounds and along school route are investigated.	Each semester
Mental harms	(5) Survey of Lifestyle	Each student is surveyed on whether school is fun or whether they have any worries.	Every day
	(6) Lifestyle Notebook	The student writes a journal of the day's events.	Every day
	(7) Safety Awareness Survey (reposted)	Each student is surveyed on their emotional state, and whether they have someone to talk to.	Each semester

1. Physical Injuries ~ Sound Body ~ Records

The Researching Section analyzes the data gathered with the health checks, Nurse's Office visit records, club activity injury data and the Safety Awareness Survey, and works to improve activities.

(1) Health Check

Activities each morning start with a morning health check. Students respond to the teacher's roll call, and report on their physical condition. The teacher looks the student in the eyes, and observes their expressions. The Health Safety Committee representative in each class records the information on the Health Check Log. After the Morning Assembly, the Health Check Log is submitted, and the day's attendance is recorded on the blackboard at the front of the Faculty Room.



Photo 4-6-1 Health Check

(2) Nurse's Office visit data

When a student visits the Nurse's Office, information such as when, where, how and why the injury occurred is recorded. (See Fig. 4-6-2) Data on injuries sustained on the school grounds and the place of where injuries occurred on and off the school grounds is extracted from these records, and is used to prepare an injury map, etc.



Photo 4-6-2 Treatment at Nurse's Office

Fig. 4-6-2 Tabulation and record of injuries treated at Nurse's Office

Tabulation of Injury Records										Kitamoto Municipal		Miyauchi Junior High School	
No.	Date	Day	Class	Gender	Name	When?	Where?	What?	Why?	Treatment	Nurse's Office response		
Ex.	Nov. 19	Sun.	1st Grade Class 3	Boy	Taro Kitamoto	During club activity	Sports field	Arm	Hit	Bruise	Cooled	Returned to class (lessons)	Fell w
1	April 9	Wed.	2nd Grade Class 1	Girl	A	During club activity	Sports field	Knee	Fell	Scratch	Disinfected		Fell w
2	April 9	Wed.	3rd Grade Class 4	Girl	B	During club activity	Sports field	Knee	Fell	Scratch	Disinfected		Caught
3	April 10	Thu.	2nd Grade Class 2	Boy	C	During class other than PE	Classroom	Finger	Cut	Laceration	Disinfected	Returned to class	Cut fir
4	April 18	Fri.	1st Grade Class 1	Boy	D	While cleaning	Classroom	Finger	Hit	Bruise	Cold pack	Returned to class	Cut fir
5	April 21	Mon.	1st Grade Class 3	Boy	E	During class other than PE	Classroom	Face	Scraped	Redness	Cold pack	Returned to class	Had e
6	April 22	Tue.	1st Grade Class 4	Boy	F	During club activity	Sports field	Finger	Hit	Jammed finger	Poultice		Collide
7	April 23	Wed.	2nd Grade Class 2	Boy	G	During club activity	Sports field	Finger	Hit	Jammed finger	Poultice		Collide
8	April 24	Thu.	2nd Grade Class 4	Girl	H	During PE	Sports field	Finger	Hit	Jammed finger	Poultice	Returned to class	Hit fin
9	April 24	Thu.	2nd Grade Class 1	Boy	I	During club activity	Sports field	Foot	Fell	Scratch	Disinfected		Fell w
10	April 25	Fri.	2nd Grade Class 2	Boy	J	During PE	Sports field	Toe	Blister from shoe	Scratch	Disinfected	Returned to class	Got a
11	April 28	Mon.	1st Grade Class 1	Boy	K	Morning Assembly	Schoolyard	Head	Hit	Laceration	Cold pack	Picked up by parent	Flipped head
12	April 29	Tue.	3rd Grade Class 2	Girl	L	During club activity	Sports field	Finger	Stabbed	Stabbed	Disinfected		Got a
13	April 22	Tue.	3rd Grade Class 3	Boy	M	Morning Assembly	Classroom	Head	Hit	Laceration	Cold pack	Ambulance transport	Was fo the hea
14	May 9	Fri.	2nd Grade Class 4	Girl	N	During class other than PE	Special classroom	Finger	Swollen	Allergic reaction	Cold pack	Returned to class	Metal
15	May 9	Fri.	1st Grade Class 1	Girl	O	While cleaning	Classroom	Finger	Pinched	Bruise	Cold pack	Returned to class	Pinch
16	May 9	Fri.	3rd Grade Class 3	Girl	P	After school	Hallway	Finger	Hit	Jammed finger	Cold pack	Picked up by parent	Fell fr
17	May 16	Fri.	3rd Grade Class 3	Girl	Q	During PE	Gym	Ankle	Twisted	Sprain	Poultice	Returned to class	Twiste
18	May 16	Fri.	1st Grade Class 4	Girl	R	During class other than PE	Classroom	Finger	Cut	Laceration	Bandage	Returned to class	紙の摩
19	May 20	Tue.	1st Grade Class 1	Girl	S	Recess	Classroom	Finger	Cut	Scratch	Bandage	Returned to class	Cut fir
20	May 20	Tue.	1st Grade Class 1	Boy	T	Recess	Classroom	Face	Hit	Bruise	Cold pack	Returned to class	Hit eye

(3) Club activity injury data

At our school, information on injuries occurring in club activities is tabulated. When meeting after the end of club activities, each club including sports clubs and cultural clubs, checks whether any member was injured. The number of injuries is reported to that week's student in charge of club activities. The data is tabulated, and any club with a high rate of injury must analyze the injuries and call for caution before starting club activities.



Photo 4-6-2 Collection of injury data

(4) Safety Awareness Survey

Every semester, the Student Council Executive Committee conducts a "Safety Awareness Survey". The intent is to investigate the student's awareness that is not easily apparent. The survey consists of the following 17 questions.

Fig. 4-6-3 Safety Awareness Survey

1. Do you pay attention to safety when commuting to and from school?
2. Are you afraid of traffic accidents?
3. Do you think traffic rules and traffic signs are important?
4. Do you look left and right when crossing a crosswalk or road?
5. When commuting to and from school, do you stop where there is a Stop sign?
6. How many lines do you form when commuting to and from school?
7. Which side of the road do you walk on when commuting to and from school?
8. Are there any places you think are dangerous along the school route or around your home?
9. Do you move around the school building without running down the stairs or hallways?
10. Have you ever almost collided into people or objects in the school building?
11. Are there any places you think are dangerous in the school building?
12. In your school life, do you exercise or consciously move your body to maintain and improve your health?
13. In your daily life, do you eat nutritionally balanced meals to maintain and promote your health?
14. Do you know the correct preventive and treatment methods for injuries and illnesses?
15. What do you do when you are scratched or cut during club activities?
16. Who do you consult with when you have worries?
17. Do you know the specific programs the Student Council is implementing for ISS certification?

平成26年度12月実施
北本市立宮内中学校 安全意識調査
宮内中学校生徒会執行部 (1学年)

アンケートにご協力お願いします。当面はまるであります所に○をして下さい。

1 交通安全に気を付けて登校していますか。
① 気を付けている ② だいたい気を付けている
③ あまり気を付けていない ④ まったく気を付けていない

2 交通事故を怖いと思いますか。
① とても怖い ② 怖い ③ そんなに怖くない ④ 怖くない

3 交通ルールや交通規則は大切だと思いますか。
① とても大切 ② 大切 ③ あまり大切ではない ④ 大切ではない

4 帰宅歩道や道路を渡るとき、左右を確認していますか。
① 瞭然している ② だいたいしている ③ あまりしていない ④ まったくしていない

5 登校時、一時停止する場所で、一時停止していますか。
① 瞭然している ② だいたいしている ③ あまりしていない ④ まったくしていない

6 通学路、毎日で登校していますか。
① 1列 ② 2列 ③ 3列 ④ 4列以上

7 通学路、道のどちら側を歩いて登校していますか。
① 右側 ② 真ん中 ③ 左側 ④ 特に決まっていない

8 通学路、家の周りで危険を感じる場所はありますか。あると答えた人は、具体的な場所を書えてください。
① ある []
② ない

9 校舎内で、階段や廊下を走らずに移動していますか。
① 瞭然している ② だいたいしている ③ あまりしていない ④ まったくしていない

2. Mental harms ~ Sound Mind ~ Records

(1) School Life Survey

Every month a “School Life Survey” is conducted for all students. The students take the survey home, and reflect on their school life while talking with their family. This survey is placed in an envelope and submitted to the homeroom teacher each month. If any worrisome responses are received, the homeroom teacher takes the time to listen and talk to the student individually. The student guidance supervisor (See page 14) tabulates the survey results. Any serious cases are reviewed by the Student Guidance Council and reported to the Board of Education.

The survey consists of the following five questions.

Fig. 4-6-4 School Life Survey

1. Do you enjoy coming to school?
2. Do you have any worries or concerns in your school life?
3. Do you have any worries or concerns outside of school?
4. Do you have any concerns about your future, future schooling, or studies?
5. Is there anything you would like to talk to your teacher about?
Feel free to talk about anything.

みんなが安心して、楽しく学校生活を送るための
学 校 生 活 アンケート（中学生向け）
年 級 年 龄

1 今、学校へ来るのは楽しいですか。 はい いいえ
その理由を聞かせてください。

2 学校生活で、何か心配なことや、気になることはありますか。 はい いいえ
※「はい」と答えた人に聞きます。それはどんなことですか。

3 学校以外で、何か心配なことや、気になることはありますか。 はい いいえ
※「はい」と答えた人に聞きます。それはどんなことですか。

4 自分の将来や進路、勉強のことなどで何か気になることがありますか。 はい いいえ
※「はい」と答えた人に聞きます。それはどんなことですか。

5 今、先生に話しておきたいことがありますか、どんなことでも聞かせてください。

(2) Lifestyle Notebook

Every day, the students hand in a “Lifestyle Notebook” which contains a daily journal, etc. The homeroom teacher uses that to understand the student's life on and off school grounds, and perceive any emotional changes. If there are any matters of concern, the teacher listens and talks to the student independently.

(3) Safety Awareness Survey (reposted)

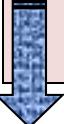
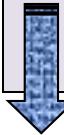
“Chapter 6-1 Physical Injuries ~ Sound Mind ~ Safety Awareness Survey” is also a survey of the student's emotional state.

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

1. Indicator of effect and verification of effect

At Miyauchi Junior High School, we have set the following indicators to show the results of our programs regarding physical injuries and Mental harms sustained on and off school grounds.

Fig. 4-7-1 Programs to assess effect

	Sound body ~ Injuries on school grounds ~	Sound body ~ Injuries off school grounds ~	Sound mind ~ Mental harms ~
Current state	<p>Injuries sustained after school (44%) were highest among the injury occurrence rate in April to July.</p> <p>Looking at the details of after-school injuries, we see an even distribution of the injured body members.</p> <p>The main cause of after-school injuries is club activities.</p> 	<ul style="list-style-type: none"> The rate of students who had been in an accident or injured while using a bicycle was high at 29.1%. While students understand the rules and manners for commuting to school and the importance of traffic signs (97.8%), there are many students who do not follow them (21.4%) 	<ul style="list-style-type: none"> Approx. 22% of students said they had trouble when associating with people. There are six futoko truant students. Students who are poor at communicating, and those who avoid things they do not like.
Programs	<p>(1) Collection of club activity data and call for safety by each club manager (1-3)</p> <p>(2) CPR course for club managers (2-8)</p> <p>(3) Inspection of school grounds by person in charge at club (1-8)</p> 	<p>(1) Morning greeting campaign by Student Council Executive Committee (2-2)</p> <p>(2) School assemblies organized by Student Council Executive Committee and each committee (2-1)</p> <p>(3) Bicycle safety and crime prevention class (3-6)</p> <p>(4) Preparation of school route hazard map at MISSP Meeting (5-3)</p> <p>(5) Safety awareness campaign on large TV screen (5-2)</p> <p>(6) Bicycle safety class using Scared Straight teaching methods (3-6)</p>	<p>(1) Social skill training (4-1)</p> <p>(2) Delinquency prevention class (Class on using smart phones) (4-3)</p> <p>(3) Establishment of meeting system (4-5)</p> <p>(4) Human Rights Seminar organized by PTA (4-4)</p>
Indicator of results	<p>[Indicator of short to mid-term results]</p> <p>Degree of understanding on injury occurrence and causes found with Safety Awareness Survey (all students)</p> <p>[Indicator of long-term results]</p> <p>Rate of injury occurrence found with Health Check, Nurse's Office visit data and club activity data (all students)</p>	<p>[Indicator of short to mid-term results]</p> <p>Degree of understanding on traffic accident occurrence and causes found with Safety Awareness Survey (all students)</p> <p>[Indicator of long-term results]</p> <p>Rate of injury during commute to and from school, and rate of traffic accidents occurring while using bicycle (all students)</p>	<p>[Indicator of short to mid-term results]</p> <p>Changes in emotional state as found with Lifestyle Survey, Lifestyle Notebook and Safety Awareness Survey (all students)</p> <p>[Indicator of long-term results]</p> <p>Number of cases of bullying or truancy (all students) (See page 2)</p>

At this point, we have not yet seen results in all challenges. However, we have listed the changes and results we have seen in the program.

(1) Evaluation of Details and Process of Activities

In addition to starting new activities for improving safety, we have also improved our existing activities, etc. For specific details, refer to “Indicator 3” which explains each measure that has been implemented.

(2) Short-term, Mid-term and Long-term Evaluation

1) Sound body ~ Injuries on school grounds ~

In regards to club activity injuries, a top priority challenge for injuries on school grounds, a drop in incidents has been seen by tabulating the number of injuries and the club manager's call for safety awareness. However, there are some club activities that still have injuries. We must look at the characteristics of each activity's sport, and take steps to improve our future programs.

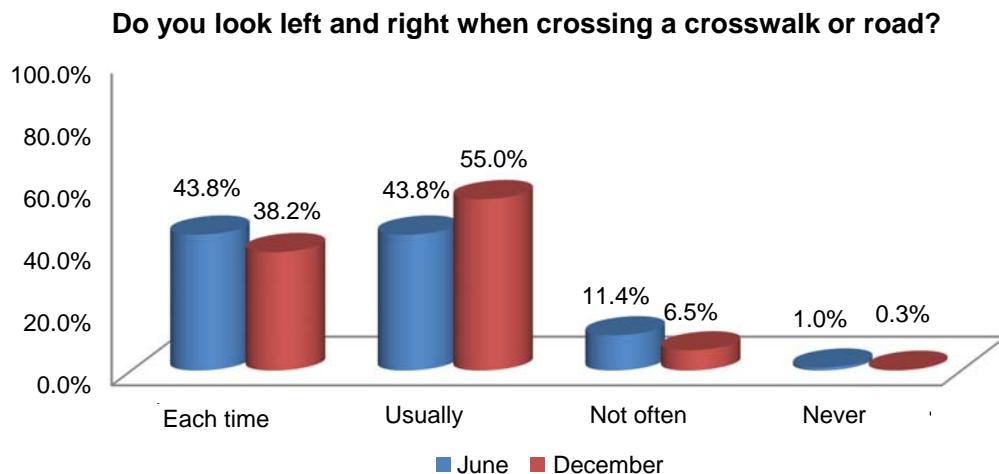
Fig. 4-7-2 Data on club activity injuries by month (from “Club activity injury data”)

	Base-ball	Soft-ball	Soccer	Boys' tennis	Girls' tennis	Track & field	Boys' basket ball	Girls' basket ball	Badminton	Boys' table tennis	Girls' table tennis	Girls' volleyball	Kendo	Art	Wind instrument band	Total
Sept.	0	8	22	3	0	3	5	4	2	3	4	0	0	0	0	54
Oct.	0	0	7	0	0	2	1	0	0	2	1	0	1	0	0	14
Nov.	0	1	2	2	0	2	1	1	0	3	0	0	0	0	0	12
Dec.	0	1	1	0	0	0	6	2	0	2	0	1	1	0	0	14
Jan.	0	1	2	2	2	0	4	0	0	2	3	0	0	0	0	16

2) Sound body ~ Injuries off school grounds ~

A priority challenge we face is injuries sustained off of the school grounds. Even though the students understand the rules and manners for commuting to and from school and understand the importance of traffic signs, they have a hard time applying them to their actions. We have implemented various programs for this challenge including a morning greeting campaign, student assemblies, call for safety with broadcasts on large TV screen, bicycle safety class, promotion of safety awareness with school route hazard map, and a direct look at danger with the bicycle safety class using the Scared Straight teaching method. As a result, we have seen a slight increase in the rate of students who turned left and right when crossing the road.

Fig. 4-7-3 Left/right confirmation at crosswalk (from “Safety Awareness Survey”)



3) Sound mind ~ Mental harms ~

Improvement of “How to interact with people”, a priority challenge for Mental harms, is difficult to express with numbers. We can get a glimpse of the student’s emotional state with the question “Do you enjoy coming to school?”, in the School Life Survey. (Table 4-7-1) We can see that students who answered “Yes” feel fulfilled when interacting with people. However, some the students who answered “No” followed that answer with “I’ve come to enjoy being alone” or “Even if I try to make friends I can’t”, showing that there are students who still have trouble interacting with people.

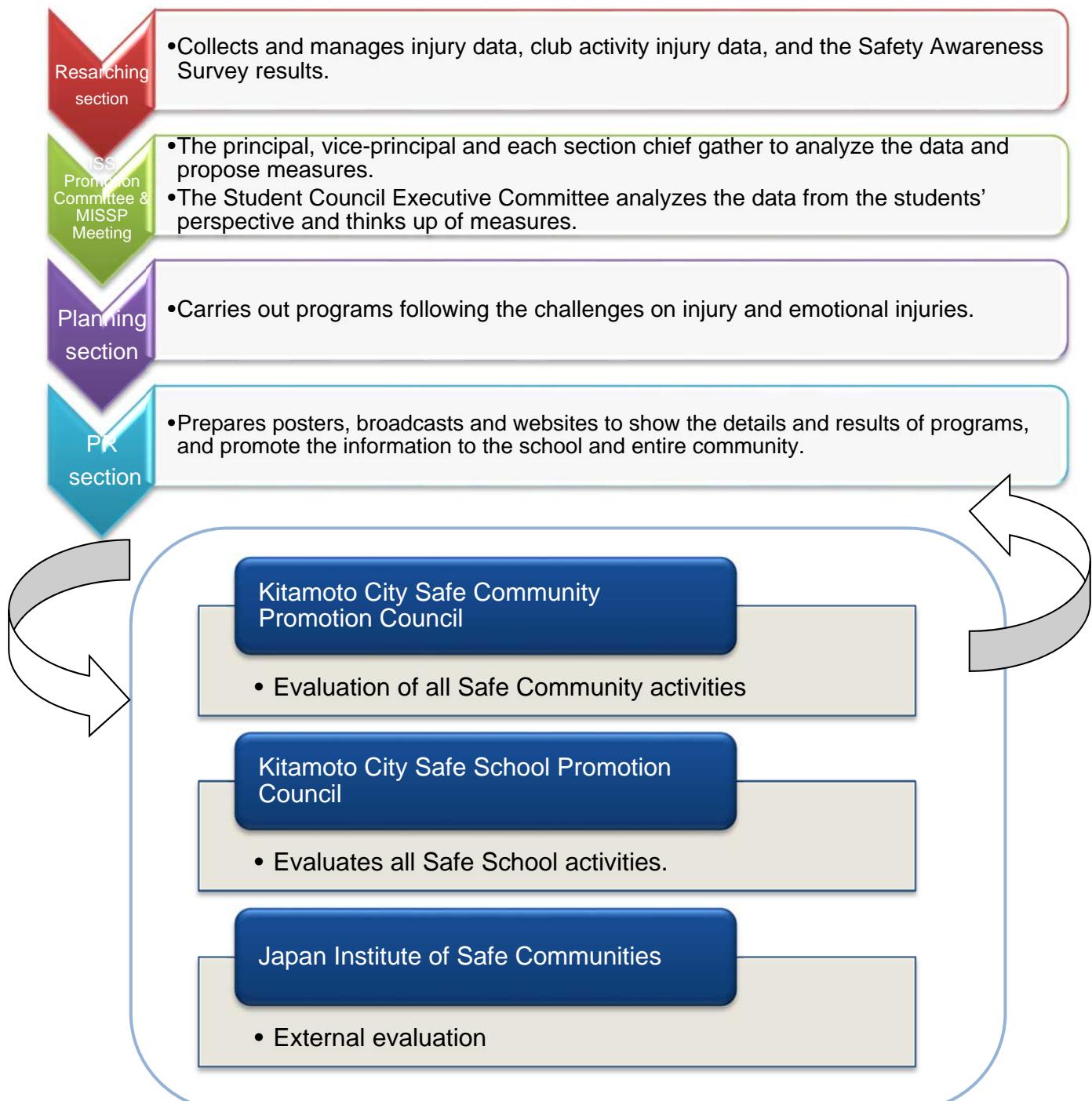
Table 4-7-4 Do you enjoy coming to school? (from “School Life Survey (October)）

Question	
Do you enjoy coming to school?	<p>Yes ... 409 (1st grade: 144, 2nd grade: 149, 3rd grade: 116) [Reasons] I get to spend time with my friends (1st grade) My classmates are kind (1st grade) I can see and talk to my friends (2nd grade) There are good days and bad days and every day is a pain, but when I get to school I feel glad that I came (2nd grade) The atmosphere of my class is good (3rd grade) Talking with my friends relieves some of my worries about high school entrance exams (3rd grade)</p>
	<p>No .. 13 (1st grade: 7, 2nd grade: 3, 3rd grade: 3) [Reasons] I’ve come to enjoy being alone (1st grade) Even if I try to make friends, I can’t (1st grade) Often I have a hard time at club or things just don’t go right (2nd grade) I get tired (2nd grade) It’s loud and I get tired (3rd grade) There’re people that I don’t like (3rd grade)</p>

2. Tracking of ISS Progress

The data collected by the Researching Section is analyzed, and measures are prosed by the Planning Section. At the same time, the students are instructed, and the results of the PR Section's programs are notified to the students, teachers and community to establish the program.

Fig. 4-7-1 Tracking of ISS Progress



Indicator 8 Ongoing participation in Safe Schools networks – at community, national and international levels

Our school positively participates in domestic and international networks (Councils, Exchanges, Visits, Seminars). Since junior high students have the ability to go beyond the school frame and handle a larger role to improve safety, the supervising teachers and students participate in these networks.

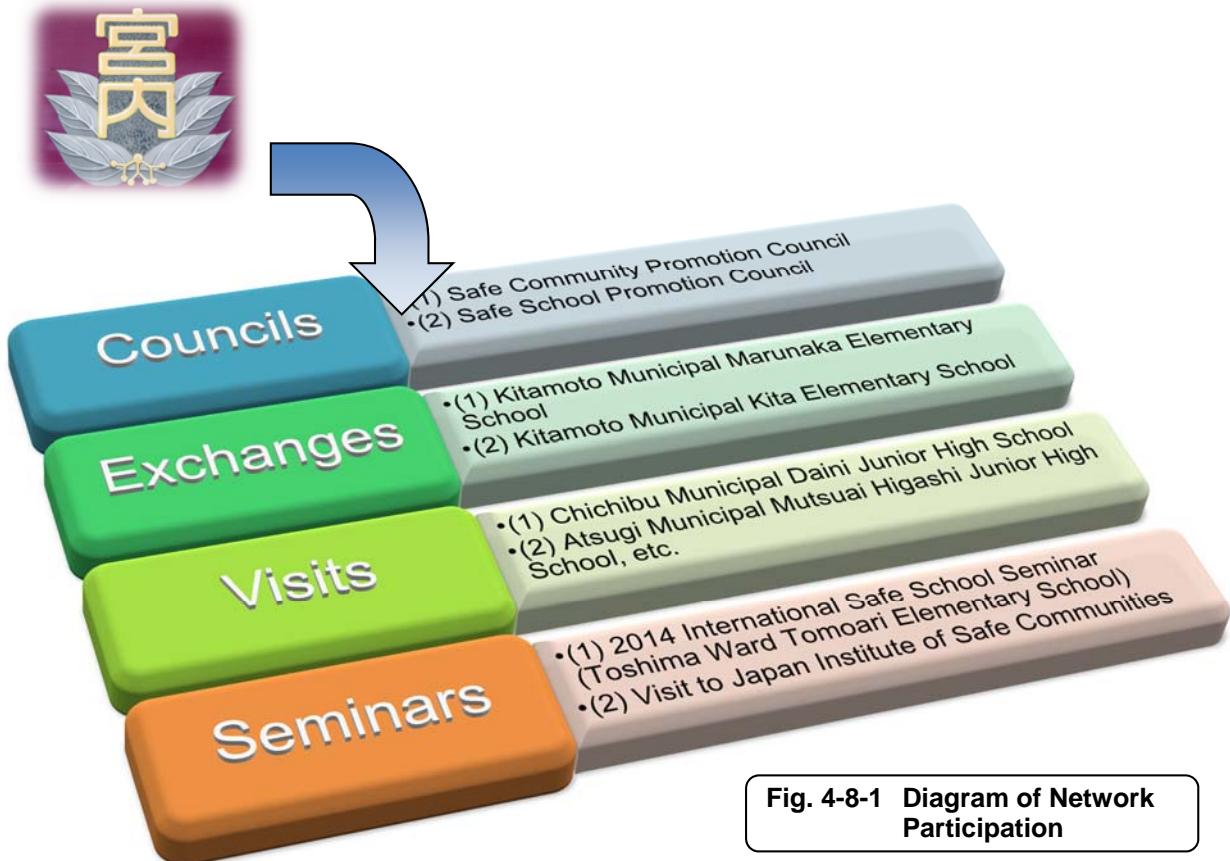


Fig. 4-8-1 Diagram of Network Participation

1. Domestic Network

(1) In Kitamoto City

1) Safe Community Promotion Council

[July 10, 2014] (Kitamoto City Culture Center)

Members of the Student Council participated in the Kitamoto City Council that is aiming for Safe Community certification, and introduced our school's programs. (Photo 4-8-1)



Photo 4-8-1 SC Promotion Council

2) Safe School Promotion Council

[FY2014: Three sessions] (Kitamoto City Culture Center)

Teachers from elementary and junior high schools in the city gathered. Our school's programs as well as the programs of Kitamoto Municipal Marunaka Elementary School, which is also aiming for ISS certification, were introduced, and actions were taken to share and improve our programs. Activities to promote safety, such as various seminars, were also held. (Photo 4-8-2)



Photo 4-8-2 SC Promotion Council

- Exchanges

- 1) Joint seminar with Kitamoto Municipal Marunaka Elementary School

[August 21, 2014] (Kitamoto Municipal Miyauchi Junior High School)

All teachers from our school and the Kitamoto Municipal Marunaka Elementary School, which is also aiming for ISS certification, gathered to introduce each school's programs. (Photo 4-8-3) Participants discussed the difference in programs for elementary and junior high schools, and explored the possibility of cooperation.



Photo 4-8-3 Joint Seminar

(2) ISS Network in Japan

- Many advanced schools have been visited since starting our program.

June 30 1. Chichibu Municipal Daini Junior High School
October 20 2. Atsugi Municipal Mutsuai Higashi Junior High School (Photo 4-8-5)



Photo 4-8-5 Visit to advanced schools

- Seminars

- 1) 2014 International Safe School Seminar

[August 5, 2014]

(Toshima Ward Tomoari Elementary School)

Participants listened to presentations on other ISS activities.

Dr. Pak Nam-su introduced ISS activities in Korea. (Photo 4-8-6)



Photo 4-8-6 ISS Seminar

- 2) Visit to Japan Institute of Safe Communities on December 25

[December 25, 2014] (Chuo-ku, Osaka)

The ISS Promotion supervisor and teacher in charge of safety visited JISC (Photo 4-8-7), and received guidance on future programs.



Photo 4-8-7 Visit to JISC

2. International Network

- ISS Preliminary Examination

A preliminary examination of our school was held on November 12, 2014. Groups from schools with ISS programs in Japan as well as a group from Korea visited us. The Student Council made a presentation (Photo 4-8-8). We received advice from Dr. Che and Dr. Pai, and challenges we face for this presentation were made clear.



Photo 4-8-8 Preliminary presentation

Chapter 5 Challenges and Prospects for Creating a Safe and Secure School

It has been eighteen months since we started the ISS programs. During this time, we have developed various activities as we work for ISS certification. However, certification is not our final goal, and it is important that we continue to work to creating a safer school environment.

We have identified the challenges our school faces at this time, and have set our future prospects so that all persons involved can share a road map to creating a sustainable program.

1. Current Challenges

- (1) Organize a mechanism for club activity injuries and reduce the number of injuries.
- (2) Increase awareness on traffic safety and foster practical skills to reduce accidents and injuries occurring off school grounds.
- (3) Reduce the number of students absent for 30 days or more, and those who are futoko truant.
- (4) Establish a system that can be sustained even after the teachers and students in charge of the program are transferred or graduate.
- (5) Increase collaboration with parents and community.

2. Future Prospects

- (1) Have the Student Council Executive Committee organize and improve our ISS program.
- (2) Hold injury prevention seminar (taping seminar) for club activities.
- (3) Continue participating with networks in Japan and overseas, and positively promote exchange with ISS certified schools.
- (4) Hold joint ISS assemblies with Kitamoto Municipal Marunaka Elementary School.
- (5) Work with community and parents to create a community hazard map.