



2018 International Accreditation of Health Promoting School

INTERNATIONAL COMMITTEE MEMBERS GUIDEBOOK

Organized By : Health Promotion Administration, Ministry of Health and Welfare

K-12 Education Administration, Ministry of Education

Implemented By : Department of Public Health, Fu Jen Catholic University

Health Promoting School International Accreditation Center

October, 2018



CONTENTS

ITINERARY FOR TAIWAN VISIT	1
THE FLOWCHART FOR 2018 HEALTH PROMOTING SCHOOL ACCREDITATION	3
ON-SITE VISIT PROCEDURE	4
THE CORE ELEMENTS FOR 2018 HEALTH PROMOTING SCHOOL ACCREDITATION	5
2018 HEALTH PROMOTING SCHOOL ACCREDITATION ELEMENTS	6

SCHEDULE FOR TAIWAN VISIT: WEEK 1

Prof. St Leger & Prof. Jourdan & Amelia/Vera

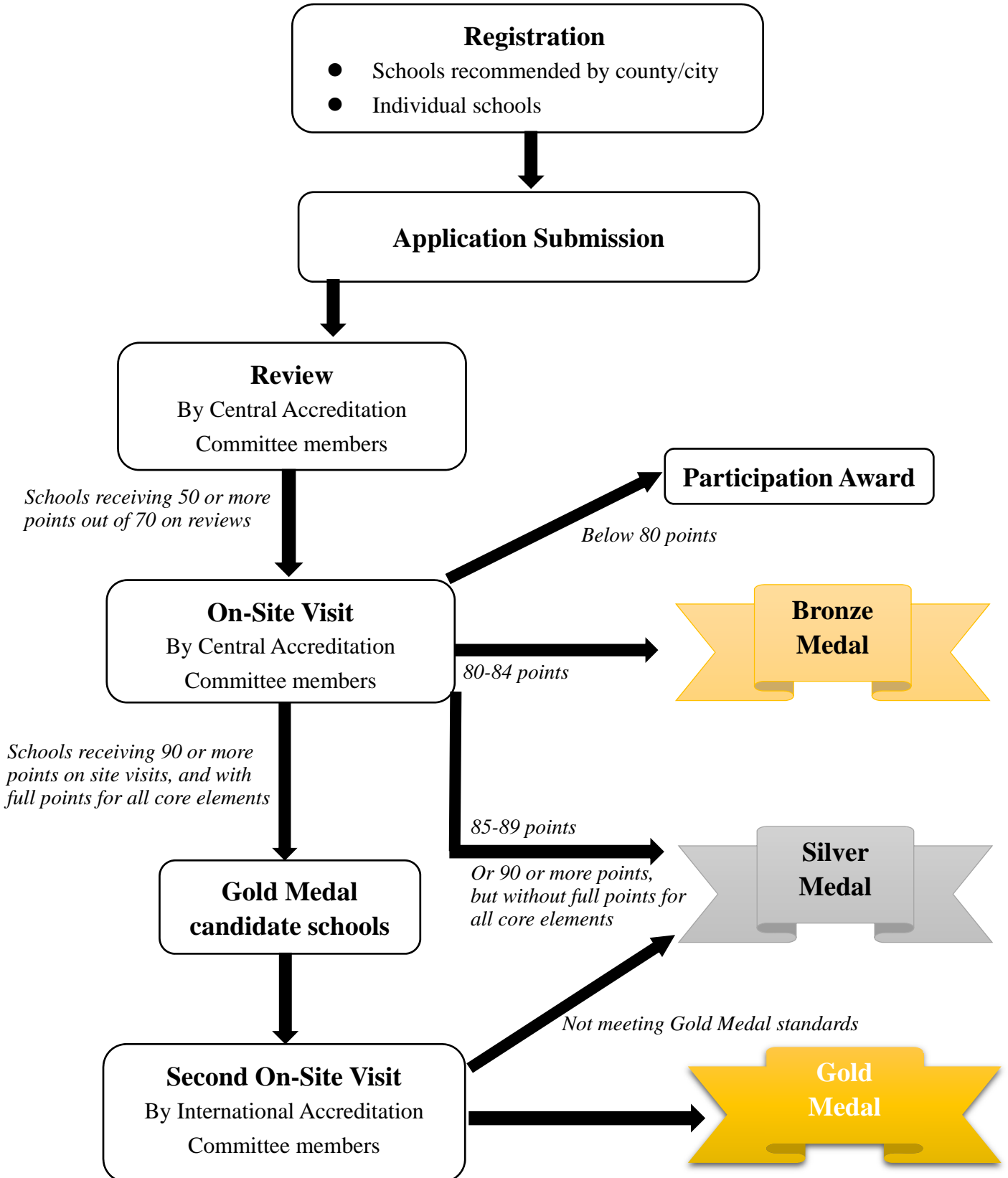
DATE	TIME	EVENT	VENUE
Sunday, October 14		Arrive and preparation	
Monday, October 15	Morning	Work team meeting	Room MD 355, Fu-Jen Catholic University
	Afternoon	Consensus meeting	Room MD 355, Fu-Jen Catholic University
Tuesday, October 16	Morning	Gold medal candidate schools on-site visit	Chiayi County Jing-Pu Elementary School
	Afternoon	Gold medal candidate schools on-site visit	Yunlin County Lian-Shi Elementary School
Wednesday, October 17	Morning	Writing seminar	Room MD 355, Fu-Jen Catholic University
	Afternoon	Writing seminar & video shoot	Room MD 355, Fu-Jen Catholic University
Thursday, October 18	Morning	Gold medal candidate schools on-site visit	Hsinchu County Bei-Pu Elementary School
	Afternoon	Work team meeting	Just sleep Hotel
	Dinner	Welcome party	Malaya Restaurant
Friday, October 19	Morning	Meeting with HPA	Health Promotion Administration
	Afternoon	Writing seminar	To be confirmed
Saturday, October 20	Morning	Work team meeting	To be confirmed
	Afternoon	Work team meeting	To be confirmed

SCHEDULE FOR TAIWAN VISIT: WEEK 2

Prof. Lee & Prof. Kay

DATE	TIME	EVENT	VENUE
Monday, October 21		Arrive and preparation	
Monday, October 22		Work team meeting	
Tuesday, October 23	Morning	Work team meeting & video shoot	Room MD 355, Fu-Jen Catholic University
	Afternoon	Consensus meeting	Room MD 355, Fu-Jen Catholic University
Wednesday, October 24	Morning	Preparation	Just sleep Hotel
	Afternoon	Gold medal candidate schools on-site visit	Tainan Municipal Sin-Jia Elementary School
Thursday, October 25	Morning	Gold medal candidate schools on-site visit	Chiayi County Pu-Zih Junior High School
	Afternoon	Writing seminar	To be confirmed
	Dinner	Discussion with HPA	To be confirmed
Friday, October 26	Morning	Writing seminar	Room MD 355, Fu-Jen Catholic University
	Lunch	Work team meeting	Room MD 355, Fu-Jen Catholic University

THE FLOWCHART FOR 2018 HEALTH PROMOTING SCHOOL ACCREDITATION



ON-SITE VISIT PROCEDURE

Time	Duration	Work Items	Key Points
[M] 09:00-09:10 [A] 13:30-13:40	10 min.	Consensus meeting: procedural discussion	Work and discussion of this visit, and select the interview representatives
[M] 09:10-09:20 [A] 13:40-13:50	10 min.	Introduction	Introducing the team members respectively
[M] 09:20-09:40 [A] 13:50-14:10	20 min.	Briefing	The school principal shall introduce the current situation of health-promoting development in the school they will visit according to the 6 main elements.
[M] 09:40-10:30 [A] 14:10-15:00	50 min.	Interview	Interview the students, teachers, staffs and parent's representatives <ul style="list-style-type: none"> ● 3-5 students ● 1 staff ● 1 teacher ● 1-2 parent representatives
[M] 10:30-11:00 [A] 15:00-15:30	30 min.	On-site visit	Visit the campus and the related facilities <ul style="list-style-type: none"> ● Campus greening and beautification ● Health promotion facilitating equipment or facilities ● Precautions and safety measures ● Healthy learning atmosphere and environment ● Health center
[M] 11:00-11:30 [A] 15:30-16:00	30 min.	Consensus meeting: discussion and drafting recommendations	Discussing and drafting the visiting recommendations
[M] 11:30-12:00 [A] 16:00-16:30	30 min.	Panel Feedback and Recommendations	Giving feedback to the visiting school

*M=Morning session; A=Afternoon session

*Actual visit time can be adjusted in accordance with the time schedule of the visiting day

**THE CORE ELEMENTS FOR
2018 HEALTH PROMOTION SCHOOL ACCREDITATION**

1-1-1 The school formulates a comprehensive school health program based on its needs.

1-2-1 The school has implemented an evidence-based health promotion program according to its main health issues as well as education needs of students and staff.

4-1-1 Health education curriculum is life skills-oriented.

5-2-1 The school is actively engaged with community resources for health promotion activities.

2018 HEALTH PROMOTING SCHOOL ACCREDITATION ELEMENTS

Note: ※ marking for Core Element; Gray marking for on-site visit

Standard 1. Healthy School Policies (18 points; 12 points for document review, 6 points for on-site visit)

Component 1-1 The position of health education and health promotion in school (8 points)

Elements and Measurement items	Score for Document review	Score for School on-site visit
<p>※1-1-1 The school formulates a comprehensive school health program based on its needs.</p> <p>1. Develop a health promotion school implementation program according to school needs. <input type="radio"/> Yes <input type="radio"/> No</p> <p>2. The implementation program of the health promotion school is approved by the school assembly. <input type="radio"/> Yes <input type="radio"/> No</p> <p>3. Health promotion school implementation program staffing includes representatives of the school faculty and staff members, students and parents. <input type="radio"/> Yes <input type="radio"/> No</p> <p>4. The school allocates funding for the health promotion program. <input type="radio"/> Yes <input type="radio"/> No</p> <p style="color: green;">【Reference Materials】 * Implementation plan (must include a budget table) and relevant meeting minutes (must include a sign-in sheet)</p>	4	-
<p>1-1-2 A working group or committee is set up to plan, implement, coordinate and monitor the school's health promotion policy. <input type="radio"/> Fully achieved <input type="radio"/> Partially achieved <input type="radio"/> No</p> <p style="color: green;">【Reference Materials】 * School Health Committee meeting minutes (must include a sign-in sheet)</p>	2	-
<p>1-1-3 The school faculty and staff participate in training or learning activities related to school health promotion or preventive health care. <input type="radio"/> Fully achieved <input type="radio"/> Partially achieved <input type="radio"/> No</p> <p style="color: green;">【Reference Materials】 Training hours of teachers and staff (including substitute teachers)</p> <p style="color: green;">【Further Explanation】 * The themes of on-the-job training or learning activities should be related to “environmental protection,” “safety or disaster prevention,” or “personal health.” For example: prevention and control of areca (betel) nut and tobacco use, healthy weight, oral care, healthy diet, eye care, sex education (including AIDS)</p>	2	-

prevention), universal health insurance (including medication safety), mental health, safety and disaster prevention education, first-aid, environmental education, occupational safety and health, prevention and control of infectious diseases, and drinking water safety.		
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Component 1-2 The school has implemented an evidence-based health policy. (10 points)

Elements and Measurement items	Score for Document review	Score for School on-site visit
<p>※1-2-1 The school has implemented an evidence-based health promotion program according to its main health issues as well as education needs of students and staff.</p> <p>【For both document review and on-site visit indicator-interview】</p> <p>Please check all the apply: Issues that are being advocated at your school:</p> <p><input type="radio"/> Prevention and control of areca (betel) nut and tobacco use <input type="radio"/> Healthy weight (healthy diet and physical activity) <input type="radio"/> Oral health <input type="radio"/> Eye care</p> <p><input type="radio"/> Universal health insurance (including proper medication use)</p> <p><input type="radio"/> Sex education (including AIDS prevention)</p> <p><input type="radio"/> Drug abuse prevention and control</p> <p><input type="radio"/> Safety education and first-aid <input type="radio"/> Mental health <input type="radio"/> Others:_____</p> <p>1. Conduct a needs assessment based on an empirical basis to develop a health promotion school program. <input type="radio"/> Yes <input type="radio"/> No</p> <p>2. Promote and have health promotion specific outcomes. <input type="radio"/> Fully achieved <input type="radio"/> Partially achieved <input type="radio"/> No</p> <p>3. Propose improvement strategies according to analysis results. <input type="radio"/> Yes <input type="radio"/> No</p> <p>【Reference Materials】</p> <p>* Program outcome report (needs assessment, program objective, organization member, implementation strategy, specific outcome [before and after health figures], and improvement strategy</p> <hr style="border-top: 1px dashed black;"/> <p>4. Principal's commitment and support 【On-site visit indicator-interview】 <input type="radio"/> Great <input type="radio"/> Average <input type="radio"/> No</p> <p>5. Cross-functional collaboration 【On-site visit indicator-interview】 <input type="radio"/> Great <input type="radio"/> Average <input type="radio"/> No</p>	4	2
	-	4

Standard 2. School's Physical Environment (15 points; 7 points for document review, 8 points for on-site visit)

Component 2-1 The school provides a safe environment. (5 points)

Elements and Measurement items	Score for Document review	Score for School on-site visit
<p>2-1-1 The school ensures safety of equipment and facilities, and all relevant personnel know how to use them properly.</p> <p>1. Education or training for operators of equipment and facilities <input type="radio"/> Yes <input type="radio"/> No</p> <p>2. Maintenance and improvement of school facilities and equipment</p> <p style="padding-left: 20px;">A. Maintenance related records <input type="radio"/> Yes <input type="radio"/> No</p> <p style="padding-left: 20px;">B. Improvements of substandard facilities and equipment <input type="radio"/> Yes, facilities and equipment were improved or have met safety standards. <input type="radio"/> No</p> <p style="color: green;">【Reference Materials】</p> <p style="color: green;">* School facility and equipment inspection and improvement record</p>	3	-
<p>2-1-2 The school has a system in place for the management of emergencies and natural disasters, including in the event of an earthquake, fire, typhoon or mudslide.</p> <p>1. Disaster prevention plan <input type="radio"/> Yes <input type="radio"/> No</p> <p>2. Drill process record <input type="radio"/> Yes <input type="radio"/> No</p>	2	-

Component 2-2 The school endeavors to enrich learning by ensuring the physical conditions are the best they can be. (10 points)

Elements and Measurement items	Score for Document review	Score for School on-site visit
<p>2-2-1 The school regularly maintains the safety and hygiene of drinking water equipment.</p> <p>1. There are measures in place for the management of drinking water equipment. <input type="radio"/> Yes <input type="radio"/> No</p> <p>2. Regular replacement of equipment and water quality inspection records, and maintenance of drinking water hygiene (such as regular cleaning of water towers, pools and drinking water quality inspections) <input type="radio"/> Yes <input type="radio"/> No</p> <p>【Reference Materials】 * Drinking water equipment management measures and inspection record</p>	2	
<p>2-2-2 The school sets up suitable equipment and facilities. 【On-site visit indicator-interview & observation】</p> <p>1. The school ensures that food sold or supplied on campus boosts a healthy diet. <input type="radio"/> Great <input type="radio"/> Average <input type="radio"/> No</p> <p>2. The school maintains a clean campus and green landscaping. <input type="radio"/> Great <input type="radio"/> Average <input type="radio"/> No</p> <p>3. The school sets up special safety protection facilities to reduce accidents and injuries (examples to be provided by the school). <input type="radio"/> Great <input type="radio"/> Average <input type="radio"/> No</p> <p>4. The school sets up special equipment and facilities for the purpose of health promotion (examples to be provided by the school). <input type="radio"/> Great <input type="radio"/> Average <input type="radio"/> No</p>	-	8

Standard 3. School's Social Environment (18 points; 10 points for document review, 8 points for on-site visit)

Component 3-1 The extent to which schools have the capacity to meet the learning environment for mental health promotion and social well-being (14 points)

Elements and Measurement items	Score for Document review	Score for School on-site visit
<p>3-1-1 The school creates a warm, friendly and supportive atmosphere. 【On-site visit indicator-Observation and interview】</p> <p>1. The school creates an environment that facilitates healthy learning (such as texts, images or symbols of encouragement). <input type="radio"/> Great <input type="radio"/> Average <input type="radio"/> No</p> <p>2. The school creates a warm and friendly learning atmosphere (such as teacher-student interactions, interactions among students). <input type="radio"/> Great <input type="radio"/> Average <input type="radio"/> No</p> <p>3. A friendly working atmosphere in the school <input type="radio"/> Great <input type="radio"/> Average <input type="radio"/> No</p>	-	6
<p>3-1-2 The school environment is supportive of mental health and social needs.</p> <p>1. The school provides assessment of students' mental health on campus, such as interpersonal relationships, gender relations, school stress management, campus bullying or violence prevention. <input type="radio"/> Yes <input type="radio"/> No</p> <p>2. The school holds activities related to mental health promotion according to the assessment of current conditions. <input type="radio"/> Great <input type="radio"/> Average <input type="radio"/> No</p> <p>3. Evaluation of implementation outcomes <input type="radio"/> Yes <input type="radio"/> No</p> <p>【Reference Materials】 * Assessment of mental health (for example, a campus life questionnaire or related supporting documents), process record and outcome report</p>	4	-
<p>3-1-3 The school has established the do's and don'ts for a healthy lifestyle or a reward system to encourage students to practice healthy behaviors.</p> <p>1. There are rules for a healthy lifestyle in place. <input type="radio"/> Yes <input type="radio"/> No</p> <p>2. Reward system <input type="radio"/> Yes <input type="radio"/> No</p> <p>【Further Explanation】 * The rules for a healthy lifestyle can be drawn up by the school or each class. * The reward system must be set by the school.</p>	2	-

<p>3. By following the do's and don'ts for healthy lifestyle, students can practice healthy behaviors. 【On-site visit indicator-interview】</p> <p><input type="radio"/> Great <input type="radio"/> Average <input type="radio"/> No</p>	-	2
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Component 3-2 The school provides a system in place and carries out appropriate actions to facilitate students with special needs. (4 points)

Elements and Measurement items	Score for Document review	Score for School on-site visit
<p>3-2-1 The school has a system in place and carries out appropriate actions to facilitate students with special needs.</p> <p>1. Vulnerable groups [In accordance with Standard II regulations of Educational Priority Areas (EPAs), including low-income households, grandparenting, single-parent family (foster family), family with a big age gap between parents and children, and children of immigrant residents]</p> <p>A. Measures in place <input type="radio"/> Yes <input type="radio"/> No</p> <p>B. Care and assistance for disadvantaged groups (can also include multicultural guidance and assistance) <input type="radio"/> Yes <input type="radio"/> No</p> <p>2. Assistance for students with special needs [Subject to special education law]</p> <p>A. Measures in place <input type="radio"/> Yes <input type="radio"/> No</p> <p>B. Assistance for students with special needs <input type="radio"/> Yes <input type="radio"/> No</p> <p>【Further Explanation】 * Measures for providing care and assistance for disadvantaged groups and students with special needs, and process record.</p>	4	-

Standard 4. Action Competencies for Healthy Living (18points; 15points for document review, 3 points for on-site visit)

Component 4-1 The school provides a comprehensive health education program that is life-skill oriented. (11 points)

Elements and Measurement items	Score for Document review	Score for School on-site visit
<p>※4-1-1 Health education curriculum is life skills-oriented.</p> <p>1. Health education teachers design life skills-based lesson plans. <input type="radio"/> Fully achieved <input type="radio"/> Partially achieved <input type="radio"/> No</p> <p>【Reference Materials】 * Life skills-oriented lesson plans (Each health education teacher provides at least one unit.)</p> <p>【Further Explanation】 * Life skills may include any one of the following topics: emotional abilities (self-awareness, emotional adjustment, stress resistance, self-monitoring, goal setting); interpersonal skills (empathy, cooperation and teamwork, interpersonal communication skills, advocacy ability, negotiation skills, refusal skills); cognitive skills (making decisions, critical thinking, problem solving). Health-related skills (such as brushing teeth) are inapplicable and will not receive any point.</p> <p>【Scoring Instructions】 * 3 points= Reach two ; 2 points= Reach one ; 0 point=None</p>	3	-
<p>2. Teaching records of Health education teachers</p> <p>【On-site visit indicator-documents review, interview】 <input type="radio"/> Fully achieved <input type="radio"/> Partially achieved <input type="radio"/> No</p> <p>【Reference Materials】 * Teaching portfolio (including teaching materials and worksheets)</p>	-	2

<p>4-1-2. Health education curriculum design includes diverse teaching approaches and strategies.</p> <p>1. Health education curriculum includes teaching activities that are linked to community living experiences. <input type="radio"/> Fully achieved <input type="radio"/> Partially achieved <input type="radio"/> No</p> <p>【Reference Materials】 * Design of teaching activities that are linked to community living experiences (Each health education teacher provides at least one unit.)</p> <p>【Scoring Instructions】 * 3 points= Fully achieved ; 2 points= Partially achieved ; 0 point=None</p> <p>2. Health education topics include interdisciplinary learning activities. <input type="radio"/> Yes <input type="radio"/> No</p> <p>【Reference Materials】 * Design of interdisciplinary teaching activities</p>	4	-
<p>4-1-3 The school arranges the health education course according to course requirements set by the Ministry of Education, and there is at least one class per week. 【Both for documents review and on-site visit - interview】</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>【Reference Materials】 * Class schedules or teaching journals for each grade</p>	1	1

Component 4-2 The faculty and staff are well prepared to provide health education. (7 points)

Elements and Measurement items	Score for Document review	Score for School on-site visit
<p>【4-2-1 For junior high school and high school】 Health education teachers have acquired professional competence and skills in health education program. A. Percentage of Health education teachers with licences and certificates) <input type="radio"/> A=100% <input type="radio"/> 100%>A ≥50% <input type="radio"/> A<50% <input type="radio"/> A=0%</p> <p>B. Item B is applicable when the school can provide proof that it is not able to hire any full-time health education teacher (for example, insufficient class number or some other special reason), and the proof is confirmed by a Central Accreditation Committee member. Health education teachers attend on-the-job training and professional development and receive at least 18 hours of training in school health every two school years. <input type="radio"/> Fully achieved <input type="radio"/> Partially achieved <input type="radio"/> No</p> <p>【Reference Materials】 A. Health education certificate of Health education teachers or health and nursing teachers (including formal, substitute and part-time teachers) B. The school is required to list the number of classes and the number of Health education teachers, accompanied by a list of the seniority of each health education teacher serving as a health instructor and their participation in health-related training. (The school should provide proof of each teacher’s attendance in further training to verify and the number of training hours and the training content.) Based on the 2016 school year, training hours are counted between August 1, 2015 and July 31, 2017.</p> <p>【Scoring Instructions】 A. 7 points=A=100% ; 5 points=100%> A ≥50% ; 3 points= A<50 ; 0 分=0% B. 5 points=Fully achieved ; 3 points=Partially achieved ; 0 point=none</p>	7	-

<p>【4-2-1 For elementary school】</p> <p>Health education teachers attend on-the-job training and professional development and receive at least 18 hours of training in school health every two school years.</p> <p>(A = Percentage of Health education teachers meeting the minimum number of hours of on-the-job training)</p> <p>○ A=100% ○ 100%> A ≥50% ○ A<50% ○ A=0%</p> <p>【Reference Materials】</p> <p>* The school is required to list the number of classes and the number of Health education teachers, accompanied by a list of the seniority of each health education teacher (including formal, substitute and part-time teachers) serving as a health instructor and their participation in health-related training. (The school should provide proof of each teacher’s attendance in further training to verify and the number of training hours and the training content.)</p> <p>【Further Explanation】</p> <p>* Training topics must be about health education and related to health and physical education or health and nursing.</p> <p>* Based on the 2016 school year, training hours are counted between August 1, 2015 and July 31, 2017.</p> <p>* According to Article 17 of School Health Act and Article 13 of the Act’s enforcement rules:</p> <ul style="list-style-type: none"> ◇ Those who have completed 2 school years of teaching must attend at least 18 hours of training. ◇ Those who have completed 1 school year but less than 2 school years of teaching must attend at least 12 hours of training. ◇ Those who have completed 1 semester but less than 1 school year of teaching must attend at least 6 hours of training. ◇ Those who have not completed one semester of teaching are not required to provide proof of further training. <p>【Scoring Instructions】</p> <p>* 7 points = A=100% ; 5 points =100%> A ≥50% ; 3 points = A<50 ; 0 point =0%</p>		
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Standard 5. Community Links (15 points; 10points for document review, 5 points for on-site visit)

Component 5-1 The school is actively engaged with the local community. (8 points)

Elements and Measurement items	Score for Document review	Score for School on-site visit
<p>5-1-1 The school organizes and invites parents and community members to participate in health promotion related activities. 【For both document review and on-site visit indicator-interview】</p> <ol style="list-style-type: none"> 1. Parents participate in the school’s health promotion related activities. <input type="radio"/> Yes <input type="radio"/> No 2. Community members participate in the school’s health promotion related activities. <input type="radio"/> Yes <input type="radio"/> No 3. Parents participate in health-related programs or activities organized by the school. <input type="radio"/> Yes <input type="radio"/> No <p>【Reference Materials】 * Activity outcome record (including activity plan and process record)</p>	3	3
<p>5-1-2 The school district has a safety watch network and friendly security assistance measures.</p> <p><input type="radio"/> Great <input type="radio"/> Average <input type="radio"/> No</p> <p>【Reference Materials】 * Relevant specific materials (for example, cooperation with surrounding shops, parents or a traffic service team assisting students to go to and leave school safely, or a joint safeguard mechanism with the police or an extramural guidance association for students.</p>	2	-

Component 5-2 Community resources are linked to promote school health promotion activities. (7 points)

Elements and Measurement items	Score for Document review	Score for School on-site visit
<p>※5-2-1 The school is actively engaged with community resources for health promotion activities. (Such as healthy physical fitness, smoke-free campus, oral health care, vision care, sex education, proper use of medicine, etc.) 【For both document review and on-site visit indicator-interview】</p> <ol style="list-style-type: none"> 1. The school takes advantage of the resources provided by local public health units for health promotion activities. ○ Yes ○ No 2. The school works with local NGOs to organize health promotion activities. ○ Yes ○ No 3. The school works with the government's health units to organize health promotion activities. ○ Yes ○ No <p>【Reference Materials】</p> <ul style="list-style-type: none"> * Activity outcome record (including relevant proposal and process record) * Resources from the health unit, such as pamphlets or specialized human resources) * Health promotion activities may include: physical activity, healthy diet, healthy weight, oral and eye care, tobacco use prevention and control, tests on high blood pressure, high cholesterol and high blood sugar, or cancer screening. <p>【Scoring Instructions】</p> <p>* 5 points= Reach two ; 3 points= Reach one ; 0 point=None</p>	5	2

Standard 6. School Health Promotion and Protecting Services (16 points; 16 points for document review)

Component 6-1 Basic health services for faculty and staff (13 points)

Elements and Measurement items	Score for Document review	Score for School on-site visit
<p>6-1-1 School management of student health checkup (including primary and secondary vaccination)</p> <ol style="list-style-type: none"> 1. Notice of student health checkup (or national vaccination) to parents (including an instructional brochure). <input type="radio"/> Yes <input type="radio"/> No 2. Establish a list of students requiring corrective actions. <input type="radio"/> Yes <input type="radio"/> No 3. Develop improvement strategies for students requiring corrective actions from their health checkup. <input type="radio"/> Fully achieved <input type="radio"/> Partially achieved <input type="radio"/> No 4. Sustained care and attention to students requiring corrective actions and follow up on a regular basis. <input type="radio"/> Yes <input type="radio"/> No <p>【Reference Materials】</p> <p>* Notice of student health checkup to parents (including an instructional brochure) and notice of health checkup results</p> <p>* List of students requiring corrective actions, follow-up record, relevant improvement plan and results of improvement</p>	5	-
<p>6-1-2 The school offers health services for faculty and staff.</p> <ol style="list-style-type: none"> 1. Health checkup for faculty and staff. <input type="radio"/> Yes <input type="radio"/> No 2. There are health promotion programs or clubs for faculty and staff. <input type="radio"/> Yes <input type="radio"/> No 3. There are activities to boost the physical and mental health of faculty and staff. <input type="radio"/> Yes <input type="radio"/> No 4. There are counseling services of physical and mental health for faculty and staff. <input type="radio"/> Yes <input type="radio"/> No 5. There are health promotion related equipment or facilities for faculty and staff. <input type="radio"/> Equipment or facilities exclusive use for faculty and staff or hours of exclusive use <input type="radio"/> No <p>【Reference Materials】</p> <p>* Measures governing faculty and staff health checkup</p> <p>* Process records of programs or clubs, relevant activities, and counseling services</p>	5	-

<p>6-1-3 Campus accident and injury monitoring and improvement</p> <p>1. Routine statistics of accidents and injuries <input type="radio"/> Yes <input type="radio"/> No</p> <p>2. Develop and implement improvement strategies <input type="radio"/> Fully achieved <input type="radio"/> Partially achieved <input type="radio"/> No</p> <p>【Reference Materials】 * Accident and Injury statistics, improvement strategies and results</p>	3	-
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Component 6-2 Improvement of functions of the health center (3 points)

Elements and Measurement items	Score for Document review	Score for School on-site visit
<p>6-2-1 The school's health center facilities meet the respective standards set by the Ministry of Education. <input type="radio"/> Fully achieved <input type="radio"/> Partially achieved <input type="radio"/> No</p> <p>【Reference Materials】 * A inventory of equipment in the health center based on the standards stipulated by the Ministry of Health and Welfare, and the list must indicate "available, damaged or scrapped."</p>	2	-
<p>6-2-2 There is a substitution system in place when the school nurse is on leave. <input type="radio"/> Yes <input type="radio"/> No</p> <p>【Reference Materials】 * Relevant measures governed by the personnel department.</p>	1	-

