

Standard Criteria for Assessment of Health Promoting Schools

SECONDARY SCHOOL LEVEL (EDUCATIONAL LEVEL 3-4)



Ministry of Public Health Ministry of Education
Thailand



INTRODUCTION

Development of health of school children and the people according to health promoting schools approach through promoting the practice of self health care as well as enabling the control over the determinants and environment that effect health under the participation of local partners are important alternatives. Utilizing educational setting as the starting point and center for promoting health of the children, families, and community's members is a means to facilitate good health and happy living as well as good quality of life.

The Department of Health, Ministry of Public Health, as a focal organization responsible for Health Promoting Schools Project, has developed the standard criteria for assessment of Health Promoting Schools with an aim to serve as guidelines for schools to implement the project. With this standard criteria, schools can apply for an assessment by the district and provincial health promoting school assessment committee, and to receive certification as health promoting school.

The Department of health hopes that this standard criteria for assessment of health promoting school not only facilitates the assessment health promoting school status, but also serves as a tool for schools in continuing self development regarding health.

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The Linkage of health promoting schools with educational standard and basic education curriculum

The National Education Act.B.E.2542 has placed an emphasis on internal quality assurance in every educational institution as a part of educational management process to be continuously implemented with an aim to develop the quality of the learners. Therefore, educational standard in every institution needs to comply with that of its respective organization and to respond to the quality assessment conducted by both the respective and external organization.

The analysis of the linkage of health promoting school's components with educational standard and basic education curriculum B.E.2544 pointed out the consistency in that health promoting school has partly led educational institution to move towards various levels of standard as shown in the followings.

Health promoting school's components	Educational standard	Learning substance
1. School Policies 2. School Management Practices	Standard 13 Educational institutions have systematic comprehensive organizational management, structure and administration contributing to educational achievement	
3. School/Community Projects	Standard 14 Educational institutions promote relation and cooperation with the community in educational development Standard 27 Community/parents have potential in supporting educational arrangement and management	Occupation and technology Substance 1 Living arrangement and family
4. Healthy School Environment	Standard 3 Students have positive public awareness, reserve and develop environment Standard 15 Educational institutions provide learning environment, promote health and safety among learners Standard 26 Educational institutions arrange buildings, places, and facilities as required criteria	Science Substance 2 Life and Environment Health education and physical education Substance 4 Health and Capacity building, Disease Prevention Substance 5 Life safety

Health promoting school's components	Educational standard	Learning essences
5. School Health Services	Standard 10 Students have healthy behavior, good physical and mental health Standard 18 Educational institutions arrange student-centered learning activities	Science Substance 1 Living things and living process Health education and physical education Substance 4 Health and capacity building, disease prevention
6. School Health Education	Standard 10 Students have healthy behavior, good physical and mental health Standard 11 Students are free from substances and alcohol	Health education and physical education Substance 2 Life and family Substance 4 Health and capacity building, disease prevention Substance 5 Life safety
7. Nutrition and Food Safety 8. Physical Exercise, Sports and Recreation 9. Counseling and Social Support 10. Health Promotion for Staff	Standard 10 Students have healthy behavior, good physical and mental health	Science Substance 1 Living things and living process Health education and physical education Substance 2 Life and family Substance 3 Movement, Physical exercise, games, Thai and international sports, capacity building and sickness prevention Substance 4 Building up capacity, health and sickness prevention Substance 5 Life safety

Standard Criteria for Assessment of Health Promoting Schools

The Department of Health, Ministry of Public Health has implemented health promoting school policy since 1998. Later in 2000, the Department of Health had developed the standard criteria for assessment of health promoting schools to be used in every province started in 2001. The standard criteria mainly emphasizes on process assessment with an objective to measure the 5 core basic health promoting school development at the initial phase. Its project monitoring suggested that most of the schools that meet the standard criteria have various activities that effect the promotion of healthy behavior among students. Thus, the Department of Health had decided to develop a broader coverage standard criteria as an indicator and a criterion for achieving health promoting school.

The standard criteria for assessment of health promoting school was developed to cover 10 components : school policy; school management Practices; school and community Project; healthy school environment; school health services; school health education; nutrition and food safety; Physical exercise, sports and recreation; counseling and social support; and health promotion for staff. The assessment criteria and indicators under the 10 components of the standard criteria reflect the level of implementation of each component and its progress towards higher level of implementation of health promoting schools.

■ Objectives

1. To facilitate schools in conducting self-assessment that lead to the improvement and development to become standard health promoting school.
2. To serve as a tool for the district and provincial assessment teams in granting health promoting school.

■ Instruction for using the assessment form

The contents of each component of the standard criteria of health promoting school include indicators, level of assessment, and sources / proof that indicate the actual situation of school and lead to higher level of assessment.

The philosophy of assessment is “being friendly”, a positive approach. In case schools did not pass certain criteria, they should be well advised to make improvement.

■ ■ Meaning

Criteria	: the highest required standard for health promoting school
Level of assessment	: the output indicating actual situation of school monitored by sources / proof
Obtained score	: derived from the level of assessment
Sources / Proof	: Guidelines for the assessors to search and examine certain information that exists or need to be further collected

■ ■ Use of assessment form

1. Each component has different number of indicators.
2. Putting score in the obtained score box.
3. Totaling score when every indicators of each component is assessed.
4. Compare obtained score of each component to the criterion.
5. Summarizing the assessment of each component.

■ ■ Criterion

Each component has 4 levels of pass criterion :

75 % and over of full score	= pass at excellent level
65 - 74 % of full score	= pass at good level
55 - 64 % of full score	= pass at basic level
below 55 % of full score	= not pass (to be improved)

■ ■ Assessment team

1. *Regional assessment team*

Composition - representative from the Department of Health at regional level
- representative from educational sector at regional level

Roles

1. Providing administrative and technical consultative support to the provincial assessment team
2. Sampling those schools with gold certification
3. Monitoring and collecting the assessment result in responsible area
4. Participating in the assessment team upon request by the province or as appropriate

2. Provincial assessment team to be considered in each province and should include those from education and health sectors

Roles

1. Providing administrative and technical consultative support to the district assessment team
2. Conducting assessment and granting the gold certification
3. Monitoring and collecting the assessment result of schools in the province

3. District assessment team to be considered in each district and should include those from education and health sectors

Roles

1. Conducting assessment and granting the silver and bronze certification
2. Collecting the assessment result of schools in the district and inform the provincial assessment team

Supporting and consulting Team should comprise those from local respective organizations

Roles

1. Providing consultative support to participating schools
2. Providing assistance and supporting schools to move towards health promoting schools

The process towards health promoting schools certification

1. Participating in health promoting schools project

■ Schools participating in health promoting schools project are those primary and secondary schools under every respective organization of public and private sectors.

■ To participate in the project, school administrators submit their intention to their provincial respective organization.

2. Development towards health promoting schools

■ The provincial health office coordinates with schools and conduct orientation meeting among concerns

■ Schools conduct self-assessment using the standard criteria developed by the Department of Health, Ministry of Public Health

■ Schools develop and move towards health promoting school on their own support and with external support from related individual / local agencies, and receive technical consultation from supporting and consulting team

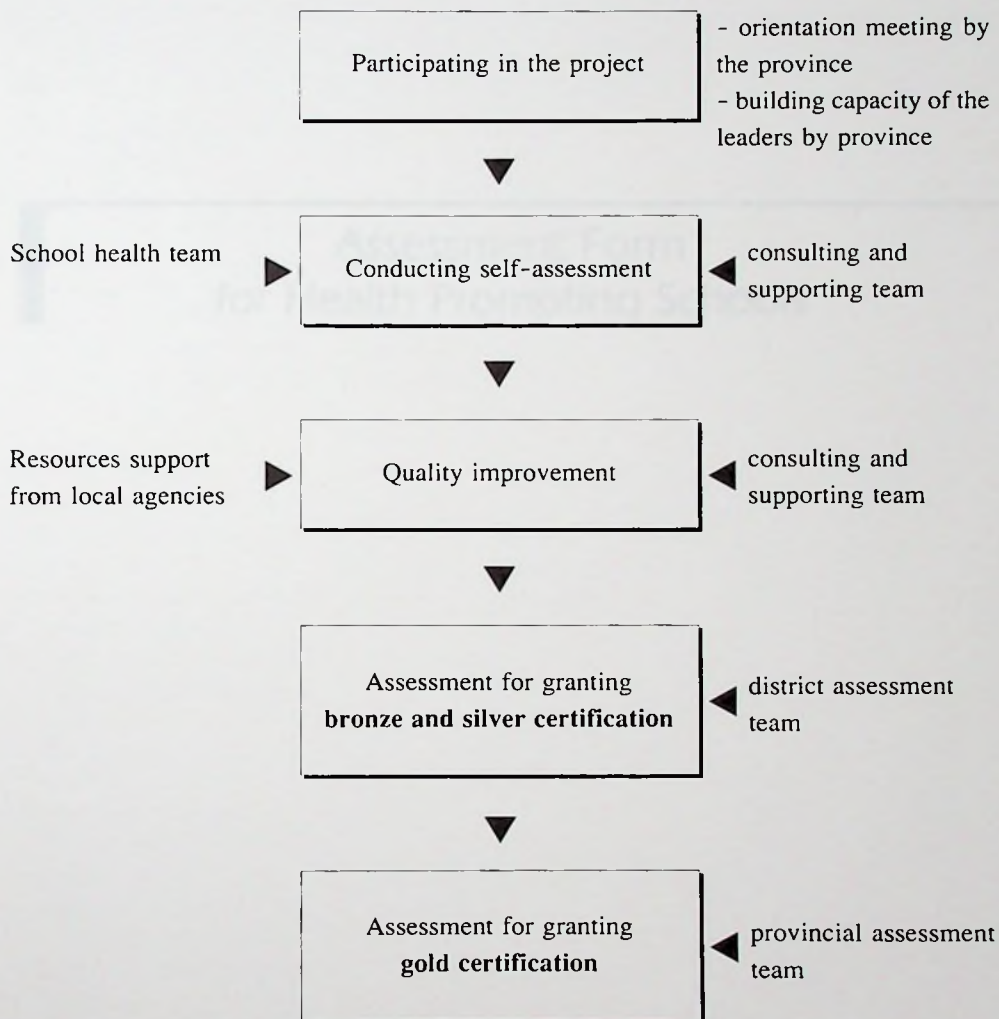
■ When schools implement and cover every component of health promoting schools, and pass the standard criteria, they can apply for certification from the district assessment team.

Announcement of health promoting school certification

Once schools pass the assessment, they would be granted a certification by the Ministry of Public Health :

Bronze level	:	Pass at excellent level for at least 4 components
	:	Pass at basic level for other 6 components
Silver level	:	Pass at excellent level for at least 6 components
	:	Pass at basic level for other 4 components
Gold level	:	Pass at excellent level for at least 8 components
	:	Pass at basic level for other 2 components

The process towards health promoting schools certification



- Certification is valid for 2 years since the issue date
- Higher pass level can be made depending on school development situation

Assessment Form for Health Promoting Schools

Component 1 School Policies

Standard 13 Educational institutions have systematic comprehensive organizational management, structure and administration contributing to educational achievement

Indicators	Criteria	Assessment level (score)	Obtained score	Source/proof
Identification of school health promotion policy				
1. Appointing, in a written form, of school health team or working group responsible for school health promotion, comprising teachers, students, parents, health personnel, and representatives from community organizations	At least 3 in 5 committee's members are from people and organizations in the community ^①	<input type="checkbox"/> ≤ 3 in 5 [5] <input type="checkbox"/> < 3 in 5 [0]	Appointing document
2. School has health promotion policy to cover the followings: 1) promotion of healthy school environment ^② 2) health surveillance and health problem solving 3) health behavior development according to the 10 national health rules ^③ 4) consumer protection in school ^④ 5) promotion of exercise for students and community under school- centered 6) mental health promotion and surveillance of risk behavior 7) student-centered learning development 8) health promotion for staff 9) encouragement of community participation ^⑤ in development of health of students, school staff and the community	every issue (9 issues)	<input type="checkbox"/> cover every issue [9] <input type="checkbox"/> cover 6 - 8 issues [5] <input type="checkbox"/> cover 3 - 5 issues [3] <input type="checkbox"/> cover 1 - 2 issues [1] <input type="checkbox"/> no policy [0]	School health promotion document

Indicators	Criteria	Assessment level (score)	Obtained score	Source/proof
Transfer policy into practice 3. Plan/project in response to health promotion policy	every policy (9 issues)	<input type="checkbox"/> cover every issue [9] <input type="checkbox"/> cover 6 - 8 issues [5] <input type="checkbox"/> cover 3 - 5 issues [3] <input type="checkbox"/> cover 1 - 2 issues [1] <input type="checkbox"/> none [0]	- educational development plan - annual operation plan - plan/project
4. School staffs know about health promotion policy	every staff	<input type="checkbox"/> every staff [2] <input type="checkbox"/> $\geq 80\%$ [1] <input type="checkbox"/> $< 80\%$ [0]	Sampling 10 school staffs, using questionnaire
5. Parents know about health promotion policy	$\geq 60\%$	<input type="checkbox"/> $\geq 60\%$ [2] <input type="checkbox"/> $< 60\%$ [1] <input type="checkbox"/> not know [0]	Sampling 10 parents, using questionnaire
6. Students grade 7 and over know about health promotion policy	$\geq 80\%$		Sampling 20 students scattered in every class level, using questionnaire
Total score				

Remark : percentage for indicators 4,5,6 calculated from the total samples

Summary result of the assessment of component 1

- ☐ pass at excellent level (≥ 22 scores)
- ☐ pass at good level (19-21 scores)
- ☐ pass at basic level (16-18 scores)
- ☐ require further improvement (0-15 scores)

Component 2 School Management Practices

Standard 13 Educational institutions have systematic comprehensive organizational management, structure and administration for educational achievement

Indicators	Criteria	Assessment level (score)	Obtained score	Source/proof
Development of health promotion plan/project				
1. Development of systematic plan/project : - compile, analyze the problems and need using group process - responsive to school problem - identify activities and timeframe - identify involvement of all concerns - identify the use and benefit of resources and/or local wisdom - identify health promotion activities related to teaching-learning activities	≥2 in 4 of all plans/projects	<input type="checkbox"/> ≥2 in 3 <input type="checkbox"/> <2 in 3 <input type="checkbox"/> <none	[5] [3] [0] - plan/project - teaching plan
Organizational management				
2. Appoint consulting committee to support health promotion implementation	at least one committee	<input type="checkbox"/> yes <input type="checkbox"/> no	[2] [0] Meeting report/ appointing order
3. Identify responsible working group in each plan/project comprising teachers, students and parents/health personnel/ local organizations	≥2 in 3 of all plans/projects	<input type="checkbox"/> ≥2 in 3 <input type="checkbox"/> <2 in 3 <input type="checkbox"/> none	[2] [1] [0]	plan/project
4. Assign School's health youth leader to take roles and duties			- SHOR.* - Asking school's health youth leader - record of performance of school's health youth leader

* SHOR. = School Health Operating Record

Indicators	Criteria	Assessment level (score)	Obtained score	Source/proof
Supervising and monitoring 5. Health promotion plan/project are continuously supervised and monitored by school system, ^④ and are concluded and utilized for work development	≥ 2 in 3 of all plans/projects	<input type="checkbox"/> ≥ 2 in 3 [5] <input type="checkbox"/> < 2 in 3 [3] <input type="checkbox"/> none [0]	-Record of school supervising and monitoring - The project for solving problem found during supervising
Evaluation 6. Conducting evaluation of the plan/project and report evaluation result	≥ 2 in 3 of all plans/projects	<input type="checkbox"/> ≥ 2 in 3 [5] <input type="checkbox"/> < 2 in 3 [3] <input type="checkbox"/> none [0]	Assessment report
Total scores				

Summary result of the assessment of component 2

- ☐ pass at excellent level (≥ 16 scores)
- ☐ pass at good level (14 -15 scores)
- ☐ pass at basic level (12-13 scores)
- ☐ require further improvement (0-11 scores)

Component 3 School/Community Projects

Standard 14 Educational institutions promote relations and cooperation with the community in educational development

Standard 27 Community/parents have potential in supporting educational provision and management

Indicators	Criteria	Assessment level (score)	Obtained score	Source/proof
1. Health related project participated by school and community	≥4 in 5 of all plans/Projects	<input type="checkbox"/> ≥4 in 5 [3] <input type="checkbox"/> 3 in 5 [2] <input type="checkbox"/> <4 in 5 [1]	- plan/project - summary result of work
2. Community has involved systematically (5 steps) in at least one project :	every step	<input type="checkbox"/> 5 steps [4] <input type="checkbox"/> 4 steps [3] <input type="checkbox"/> 3 steps [2] <input type="checkbox"/> 1-2 steps [1]	- plan/project - summary result of work
1) involve in analysis of problem situation and cause				
2) involve in planning				
3) involve in implementing				
4) involve in inspecting (internal audit)				
5) involve in developing and improving				
3. Students are satisfied with the school-community joint project	≥80 %	<input type="checkbox"/> ≥80 % [3] <input type="checkbox"/> >70 - 79 % [2] <input type="checkbox"/> <70 % [1]	Sampling 20 students scattered in every class level, using questionnaires
4. People are satisfied with the school-community joint project	≥80 %	<input type="checkbox"/> ≥70 % [3] <input type="checkbox"/> >60 - 69 % [2] <input type="checkbox"/> <60 % [1]	Sampling 10 parents/people, using questionnaires
Total scores				

Remark : percentage for indicators 3 and 4 calculated from the total samples

Summary result of the assessment of component 3

- ☐ pass at excellent level (≥10 scores)
- ☐ pass at good level (8 - 9 scores)
- ☐ pass at basic level (7 scores)
- ☐ require further improvement (4 - 6 scores)

Component 4 Healthy School Environment

Standard 3 Students have positive public awareness, reserve and develop environment

Standard 15 Educational institution provide learning environment, promote health and safety among learners

Standard 26 Educational institutions arrange buildings, places, and facilities as required criteria

Indicators	Criteria	Assessment level (score)	Obtained score	Source/proof
1. School environmental sanitation standard	pass at excellent level	<input type="checkbox"/> excellent standard [58] correctly practice of all 58 items <input type="checkbox"/> good standard [50] practice 50 items, 20 items more than the basic standard indicated in ○ <input type="checkbox"/> basic standard [30] practice 30 items indicated in □ <input type="checkbox"/> below basic standard [0] practice less than 30 items	Survey result of school environment (see annex) and observation of actual situation by assessor
2. Environmental accident in school causes school absence (from the past academic year to present)	None	<input type="checkbox"/> no [15] <input type="checkbox"/> yes [0]	Report of accidents among students in school during the past one year
3. Percentage of Container with mosquito larvae (C.I.) ^② in school	<10 %	<input type="checkbox"/> <10 % [20] <input type="checkbox"/> ≥10 % [0]	Sampling 20 students grade 4 and over, using questionnaires
4. Students are satisfied with school atmosphere	≥80 %	<input type="checkbox"/> ≥80 % [15] <input type="checkbox"/> >70 - 79 % [10] <input type="checkbox"/> <70 % [5]	Sampling 20 students scattered in every class level, using questionnaire
Total scores				

Remark : percentage for indicator 4 calculated from the total samples

Summary result of the assessment of component 3

- | | |
|---|--|
| <input type="checkbox"/> pass at excellent level (≥81 scores) | <input type="checkbox"/> pass at good level (70 - 80 scores) |
| <input type="checkbox"/> pass at basic level (59 - 69 scores) | <input type="checkbox"/> require further improvement (5 - 58 scores) |

Component 5 School Health Services

Standard 10 Students have healthy behavior, good physical and mental health

Standard 18 Educational institutions arrange student-centered learning activities

Indicators	Criteria	Assessment level (score)	Obtained score	Source/proof
1. Students grade 7 and over have self-health monitoring using self-health monitoring record book, once per semester	every student	<input type="checkbox"/> every student [3] <input type="checkbox"/> $\geq 80\%$ [2] <input type="checkbox"/> $< 80\%$ [1]	- SHOR. - self-health monitoring record book
2. Students have vision check-up once a year	every student	<input type="checkbox"/> every student [3] <input type="checkbox"/> $\geq 80\%$ [2] <input type="checkbox"/> $< 80\%$ [1]		- SHOR. - Student health Record/ Individual history book
3. Essential drugs and medical supplies are available [®] for first aids	More than 5 kinds of essential drugs and medical supplies are available	<input type="checkbox"/> > 5 [3] <input type="checkbox"/> < 5 [2] <input type="checkbox"/> none [0]		observation
4. Students with health problems are taken care.	every student	<input type="checkbox"/> every student [3] <input type="checkbox"/> not every student [0] <input type="checkbox"/> no students with health problem [3]		Sampling 20 students scattered in every class level, using questionnaire
5. Students and staff with serious illness beyond school treatment capacity are referred for proper treatment	every student	<input type="checkbox"/> every student [3] <input type="checkbox"/> not every student [0] <input type="checkbox"/> no students and staff with serious illness beyond school treatment capacity [3]		Service record book
Total scores				

Summary results of the assessment of component 5

☐ pass at excellent level (11 scores)

☐ pass at good level (10 scores)

☐ pass at basic level (8-9 score)

☐ require further improvement (5-7 scores)

Component 6 School Health Education

Standard 10 Students have healthy behavior, good physical and mental health

Standard 11 Students are free from substances and alcohol

Indicators	Criteria	Assessment level (score)	Obtained score	Source/proof
Students are trained about the following skills			
1. Choosing food	$\geq 80\%$	<input type="checkbox"/> $\geq 80\%$ [3] <input type="checkbox"/> 60 - 79 % [2] <input type="checkbox"/> $< 60\%$ [1]		Sampling 20 students scattered in every class level, using questionnaire
2. Avoiding having toxic food	$\geq 80\%$	<input type="checkbox"/> $\geq 80\%$ [3] <input type="checkbox"/> 60 - 79 % [2] <input type="checkbox"/> $< 60\%$ [1]	Same as 1.
3. Avoiding substances	$\geq 80\%$	<input type="checkbox"/> $\geq 80\%$ [3] <input type="checkbox"/> 60 - 79 % [2] <input type="checkbox"/> $< 60\%$ [1]	same as 1.
4. Preventing accidents and disasters	$\geq 80\%$	<input type="checkbox"/> $\geq 80\%$ [3] <input type="checkbox"/> 60 - 79 % [2] <input type="checkbox"/> $< 60\%$ [1]	same as 1.
5. Avoiding gambling and going out at night	$\geq 80\%$	<input type="checkbox"/> $\geq 80\%$ [3] <input type="checkbox"/> 60 - 79 % [2] <input type="checkbox"/> $< 60\%$ [1]	same as 1.
6. Coping with stress	$\geq 80\%$	<input type="checkbox"/> $\geq 80\%$ [3] <input type="checkbox"/> 60 - 79 % [2] <input type="checkbox"/> $< 60\%$ [1]	same as 1.
7. Avoiding premature sex	$\geq 80\%$	<input type="checkbox"/> $\geq 80\%$ [3] <input type="checkbox"/> 60 - 79 % [2] <input type="checkbox"/> $< 60\%$ [1]	same as 1.
Total scores				

Summary results of the assessment of component 6

☐ pass at excellent level (≥ 18 scores)

☐ pass at good level (14-15 scores)

☐ pass at basic level (12-13 score)

☐ require further improvement (7-11 scores)

Component 7 Nutrition and Food Safety

Standard 10 Students have healthy behavior, good physical and mental health

Indicators	Criteria	Assessment level (score)	Obtained score	Source/proof
1. Students are assessed growth ^⑩ at least once per semester	every student	<input type="checkbox"/> every student [3] <input type="checkbox"/> $\geq 80\%$ [2] <input type="checkbox"/> $< 80\%$ [1]	- SHOR.* - report of growth surveillance of student same as 1
2. Students have standard weight/height following the recommended growth chart of the Department of Health (1999)	$\geq 90\%$	<input type="checkbox"/> $\geq 90\%$ [3] <input type="checkbox"/> 70-89% [2] <input type="checkbox"/> $< 70\%$ [1] <input type="checkbox"/> no abnormal case [3]	
3. Students with abnormal growth ^⑩ are treated.	every student	<input type="checkbox"/> every student [3] <input type="checkbox"/> $\geq 80\%$ [2] <input type="checkbox"/> $< 80\%$ [1] <input type="checkbox"/> no abnormal case [3]	project or solution undertaken by school
4. Students have lunch everyday	every student	<input type="checkbox"/> every student [3] <input type="checkbox"/> $\geq 80\%$ [2] <input type="checkbox"/> $< 80\%$ [1]	Sampling 20 students scattered in every class level, using questionnaire
5. Students know how to choose eating nutritious and safe food	every student	<input type="checkbox"/> every student [3] <input type="checkbox"/> $\geq 80\%$ [2] <input type="checkbox"/> $< 80\%$ [1]	Same as 4.
6. Food sanitation standard of school canteen	pass at excellent level of standard	<input type="checkbox"/> excellent level of standard, correct practice of all 30 items [30] <input type="checkbox"/> good level of standard, correct practice of 20 items of <input type="checkbox"/> and <input type="radio"/> [20] <input type="checkbox"/> basic level of standard, correct practice of 15 items of <input type="checkbox"/> [15] <input type="checkbox"/> below basic standard, [0] not cover all 15 items	Survey result of food sanitation (see annex), observe actual situation by assessor

Total scores

Summary result of the assessment of component 7

- | | |
|--|--|
| <input type="checkbox"/> pass at excellent level (≥ 34 scores) | <input type="checkbox"/> pass at good level (29-33 scores) |
| <input type="checkbox"/> pass at basic level (25-28 scores) | <input type="checkbox"/> require further improvement (5-24 scores) |

Component 8 Physical Exercise, Sports and Recreation

Standard 10 Students have healthy behavior, good physical and mental health

Indicators	Criteria	Assessment level (score)	Obtained score	Source/proof
1. Arranging exercise place and equipment in school	Having place and equipment	<input type="checkbox"/> having place and equipment [2] <input type="checkbox"/> having place without equipment [1] <input type="checkbox"/> having equipment without place [1] <input type="checkbox"/> no place and equipment [0]	observation
2. Arrange exercise activities for students and/or people.	at least 3 times per week	<input type="checkbox"/> >3 days [2] <input type="checkbox"/> 1 - 2 days [1] <input type="checkbox"/> none [0]	Sampling 20 students scattered in every class level, using questionnaire
3. Establish club/group arrange exercise, sports, and recreation activities in school.	≥1 club/group	<input type="checkbox"/> ≥1 club [2] <input type="checkbox"/> none [0]	Record of club/group
4. Students have physical ability test once a year according to the standard of Department of Physical Education (DOPE).	every student	<input type="checkbox"/> every student [2] <input type="checkbox"/> ≥80 % [1] <input type="checkbox"/> <80 % [0]	Report of student's ability test
5. Students have physical ability of DOPE standard.	>60 %	<input type="checkbox"/> ≥60 % [3] <input type="checkbox"/> 50 - 59 % [2] <input type="checkbox"/> <50 % [1] <input type="checkbox"/> no data [0]	same as indicator 4
6. Providing counseling and monitoring student progress among those below standard.	every student	<input type="checkbox"/> every student [2] <input type="checkbox"/> ≥80 % [1] <input type="checkbox"/> <80 % [0]	- asking physical education teacher - record of physical education teacher - sampling/asking student with below standard
Total scores				

Summary result of the assessment of component 8

- | | |
|---|---|
| <input type="checkbox"/> pass at excellent level (≥10 scores) | <input type="checkbox"/> pass at good level (8 - 9 scores) |
| <input type="checkbox"/> pass at basic level (7 scores) | <input type="checkbox"/> require further improvement (0 - 6 scores) |

Component 9 Counseling and Social Support

Standard 10 Students have healthy behavior, good physical and mental health

Indicators	Criteria	Assessment level (score)	Obtained score	Source/proof
1. Teacher can screen and identify students with problem	every class teacher	<input type="checkbox"/> every teacher [3] <input type="checkbox"/> not every teacher [2] <input type="checkbox"/> no such activity [0]	- Report of survey of individual student - individual file - report of student screening
2. Students have sexual and substances risk behaviors are watched and provided surveillance and initial assistance ^①	every student	<input type="checkbox"/> every student [3] <input type="checkbox"/> not every student [2] <input type="checkbox"/> no such activities [0]	Record book of students behavior - record book of class teacher
3. Students with serious problem beyond school treatment capacity are transferred.	every student	<input type="checkbox"/> every student [3] <input type="checkbox"/> not every student [0] <input type="checkbox"/> no student with problem requiring transfer [3]	same as indicator 2
4. Students with risk behavior and assisted or transferred are followed up by teacher.	every student	<input type="checkbox"/> every student [3] <input type="checkbox"/> not every student [2] <input type="checkbox"/> no follow up [0]	same as indicator 2
5. Students have friends/parents/relatives available for counseling every time when needed.	every student	<input type="checkbox"/> every student [3] <input type="checkbox"/> ≥80 % [2] <input type="checkbox"/> <80 % [1] <input type="checkbox"/> none [0]	Sampling 20 students scattered in every class level, using questionnaire

Total scores

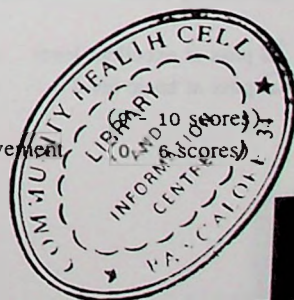
Remark : percentage of indicator 5 calculated from all samples

Summary result of the assessment of component 9

- ☐ pass at excellent level (≥11 scores)
☐ pass at basic level (7- 8 scores)

- ☐ pass at good level
☐ require further improvement

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Component 10 Health Promotion for Staff

Indicators	Criteria	Assessment level (score)	Obtained score	Source/proof
1. School staff ⁽¹²⁾ have health assessment ⁽¹³⁾ at least once a year	≥3 in 4 of all school staff	<input type="checkbox"/> ≥3 in 4 [3] <input type="checkbox"/> half or above [2] <input type="checkbox"/> less than half [1] <input type="checkbox"/> none [0]	- Sampling/ asking 10 school staff - health check-up report
2. School staff receive health information at least once a week (from all sources such as T.V., broadcasting, newspaper, etc.)	every staff	<input type="checkbox"/> every staff [3] <input type="checkbox"/> ≥2 in 3 [2] <input type="checkbox"/> ≥1 in 3 [1] <input type="checkbox"/> none [0]	Sampling/ asking 10 school staff
3. Smoking in school area.	no	<input type="checkbox"/> no [5] <input type="checkbox"/> yes [0]	Sampling 20 students scattered in every class level, using questionnaire
4. Drinking alcohol in school area.	no	<input type="checkbox"/> no [5] <input type="checkbox"/> yes [0]	Same as indicator 3
5. School staff participate in health promotion activities according to school plan.	≥3 in 4 of all school staff	<input type="checkbox"/> ≥3 in 4 [3] <input type="checkbox"/> half or above [2] <input type="checkbox"/> less than half [1] <input type="checkbox"/> none [0]	- Plan/project - sampling 20 students scattered in every class level, using questionnaire
Total scores				

Summary result of the assessment of component 10

- | | |
|---|---|
| <input type="checkbox"/> pass at excellent level (≥14 scores) | <input type="checkbox"/> pass at good level (12 - 13 scores) |
| <input type="checkbox"/> pass at basic level (10 - 11 scores) | <input type="checkbox"/> require further improvement (0 - 9 scores) |

Form of Summary Result of Health Promoting School Assessment

Components of health promoting school	Pass at excellent level	Pass at good level	Pass at basic level	require further improvement
1. School Policies				
2. School Management Practices				
3. School/Community Projects				
4. Healthy School Environment				
5. School Health Services				
6. School Health Education				
7. Nutrition and Food Safety				
8. Physical Exercise, Sports and Recreation				
9. Counseling and Social Support				
10. Health Promotion for Staff				
Total				

Health Promoting School Certification

- ☐ Pass assessment
 ☐ gold level ☐ silver level ☐ bronze level
☐ Non-pass assessment

Definition of Terms

1. **Design and implementation of the curriculum** refers to the process of developing a plan for the school, which includes the content, methods, materials, and resources of the curriculum, and the process of implementing the curriculum in the school.

2. **Quality school environment** refers to the school's physical and social environment, which includes the school's facilities, resources, and the quality of the school's management and teaching.

ANNEX

1. **Annex 1: Curriculum Framework**

1.1. **Curriculum Framework** refers to the plan for the school's curriculum, which includes the content, methods, materials, and resources of the curriculum.

1.2. **Curriculum Framework** refers to the plan for the school's curriculum, which includes the content, methods, materials, and resources of the curriculum.

1.3. **Curriculum Framework** refers to the plan for the school's curriculum, which includes the content, methods, materials, and resources of the curriculum.

1.4. **Curriculum Framework**

1.5. **Curriculum Framework** refers to the plan for the school's curriculum, which includes the content, methods, materials, and resources of the curriculum.

1.6. **Curriculum Framework** refers to the plan for the school's curriculum, which includes the content, methods, materials, and resources of the curriculum.

1.7. **Curriculum Framework** refers to the plan for the school's curriculum, which includes the content, methods, materials, and resources of the curriculum.

1.8. **Curriculum Framework** refers to the plan for the school's curriculum, which includes the content, methods, materials, and resources of the curriculum.

1.9. **Curriculum Framework** refers to the plan for the school's curriculum, which includes the content, methods, materials, and resources of the curriculum.

1.10. **Curriculum Framework** refers to the plan for the school's curriculum, which includes the content, methods, materials, and resources of the curriculum.

2. **Curriculum Framework** refers to the plan for the school's curriculum, which includes the content, methods, materials, and resources of the curriculum.

3. **Curriculum Framework** refers to the plan for the school's curriculum, which includes the content, methods, materials, and resources of the curriculum.

4. **Curriculum Framework** refers to the plan for the school's curriculum, which includes the content, methods, materials, and resources of the curriculum.

5. **Curriculum Framework** refers to the plan for the school's curriculum, which includes the content, methods, materials, and resources of the curriculum.

Definition of Terms

1. People and organization in the community means those who are not teacher or other school staff, which include parents, health personnel, representative of local organization, village headman, religious leader, etc.

2. Healthy school environment means physical, mental, and social environment effecting health promotion of students and school staff, i.e. various school environment, school safety measures, so as to keep school free from accident, toxic and substances, gambling, crime, and sexual harassment.

3. National health rules means rules of self-practice for good health, comprising 10 elements:

- 1) Keeping one's body and belongings clean
- 2) Having dental care and brushing teeth correctly everyday
- 3) Washing hands before meals and after defecation
- 4) Having cooked, clean, and non-toxic food, avoiding colored and spicy food
- 5) Refrain from tobacco, alcohol, substances, gambling, and promiscuous
- 6) Building warm and tight family relation
- 7) Preventing accident by careful practice
- 8) Having regular exercise and annual physical check-up
- 9) Being happy and joyful
- 10) Sharing public concern and social activities

4. Consumer protection in school means implementation, controlling, watching, and correcting with respect to nutrition, toxic free food and substance, and food sanitation in school.

5. Community participation means involvement of people and local organization in awareness, analyzing problems, identifying need, planning, implementing, inspecting, correcting, developing, taking responsibility in the work/project on health promotion in school.

6. Supervising and monitoring by school system means internal supervising and monitoring by school administrator as plan.

7. Percentage of container with mosquito larvae (C.I.) means container index (C.I), container found with larvae per total 100 containers. The survey is conducted by counting every container with water and every container with larvae at its every stage including even 1 larvae is counted. The survey is carefully undertaken both inside and outside the building, by inspecting funnel, tree's hollow, vase's plate, vase, can and bottle, flower basin, drinking and washing water jar, water storage in the toilet, other plant basin, old used tyre, any material containing water, ect.

8. Essential drugs and medical supplies means first aids essential medical supplies provided to students under school capacity, at least include the followings:

- 1) Paracetamol tablets or syrup
- 2) Mist stomachica, Alumina-Magnesia, Sodamint
- 3) Oral rehydrated salt
- 4) Amonia mixture
- 5) Tincture Iodine, Tincture Timerrosol
- 6) rubbing alcohol
- 7) Burn Cream
- 8) Balm, ointment
- 9) Atihistamine

9. Growth Monitoring means interpretation of weight and height of students comparing to the growth chart of the Department of Health, comprising 3 indices: weight for age, height for age, and weight for height, each index presents different advantage and disadvantage of assessment.

10. Abnormal growth means overweight (obesity) or underweight (thin), and under height (short).

11. Surveillance and initial assistance means providing primary counseling to the risk group of children, and coordinate with teacher and other concerns, e.g. physical education teacher, parents/community, in order to arrange preventive activities and provide assistance such as sports activities, camp activities, and others.

12. School staff means every type of personnel in school other than students which include school administrator, teachers, employees, food handlers, food sellers, workers, janitors, etc.

13. Health assessment means having annual health check-up from health service facilities or conducting self-health assessment by using self-health assessment form.

Survey form of school environment sanitation

Instruction

1. Put "✓" in the ☐ or ☐ to match the most correct practice in the lists, and put "✗" in the box to match the incorrect practice
2. Leveling the assessment under the following criteria
 - 2.1 basic standard = practice 30 items, match the number in ☐
 - 2.2 good standard = practice 50 items, i.e. 20 items added to basic standard, match the number in ☐
 - 2.3 excellent standard = correctly practice all 58 items
3. Some standard criteria for consideration in using the survey form
 - 3.1 Relation between the height of desk and chair (survey item 16)

height of desk (cm.)

50

55

65

75

height of chair (cm.)

30

35

40

45

Arrangement of desk and chair

- providing aisle between rows of desks no less than 45 cm.
- space between the last side-row and the wall no less than 60 cm.
- space between the top front row and the blackboard no less than 2 m.
- the distance between the last back row and the blackboard no less than 9 m.

3.2 The chalk-board (survey item 16)

- made of durable material, smooth, no scratch
- painted with the matte dark green or black color
- not installed near the door and window
- Installation of the chalk-board
 - primary school at least 24 inches above the floor
 - junior secondary school at least 28 inches above the floor
 - senior secondary school at least 32 inches above the floor
- a sufficient wide chalk tray at the lower edge

3.3 Standard number of toilets, hand-sinks in school (survey item 41)

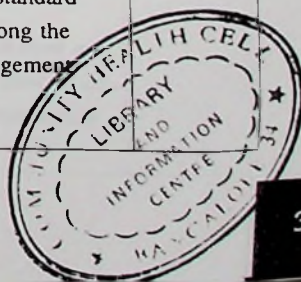
School	Toilet (Number/person)	Urinate basin (Number/person)	Hand-sink (Number/person)
Primary school	Male 1/60 Female 1/30	Male 1/30	Male-Female 1/50
Secondary school	Male 1/90 Female 1/50	Male 1/30	

Survey form of school environment sanitation

Item	Criteria for consideration	Remark (for assessor)
1. playground and surrounding	<input type="checkbox"/> 1. tidy and strong fence around the area <input type="radio"/> 2. separate entry and exit traffic system, with parking lot <input type="checkbox"/> 3. clean school area, no water pit <input type="checkbox"/> 4. separated sport ground and playground <input type="radio"/> 5. pleasant and tidy garden, recreation area	
2. classroom buiding	<input type="checkbox"/> 6. strong and clean floor in good condition <input type="checkbox"/> 7. strong wall and ceiling in good condition <input type="checkbox"/> 8. strong and firm balcony, stairs and lines, in good condition and safe <input type="checkbox"/> 9. standard level of lights (5 ft.-candle) around the balcony and stairs area <input type="radio"/> 10. the building is tidy and beautifully decorated.	
3. classroom	<input type="checkbox"/> 11. clean and tidy classroom <input type="checkbox"/> 12. good air ventilation <input type="checkbox"/> 13. sufficient reading light (30 ft.-candle) <input type="checkbox"/> 14. air ventilation equipment <input type="checkbox"/> 15. lighting equipment <input type="checkbox"/> 16. classroom utilities (desks, chairs, chalkboard etc.) are in standard size, in good condition, and in sufficient number	
4. library	<input type="radio"/> 17. sufficient level of reading light <input type="radio"/> 18. tidy lay out of classroom utilities such as desk, chairs, books <input type="checkbox"/> 19. good air ventilation	
5. nursing room	<input type="radio"/> 20. first aids room or separated space <input type="checkbox"/> 21. good air ventilation, sufficient reading light <input type="checkbox"/> 22. separated space/beds for school boys and girls <input type="radio"/> 23. medical supplies shelves are in good order with clear label <input type="checkbox"/> 24. Floor, ceiling, wall, beds, table, hand-sink, and equipment are clean and in good condition.	

Item	Criteria for consideration	Remark (for assessor)
6. drinking water	<input type="checkbox"/> 25. clean drinking water such as rain water, pipe water, sanitary well water, or processed water (boiled, distilled, filtered) <input type="checkbox"/> 26. water container, storage are hygienic (with cover, tap, water pipe drainage) <input type="radio"/> 27. drinking water with personal glass or drinking directly from spring. <input type="checkbox"/> 28. drinking enough water (2 ltrs/person/day) <input type="radio"/> 29. sufficient number of drinking water points for students (1 point/75 students), or in every classroom	
7. consumed water	<input type="checkbox"/> 30. clean water such as rain water and pipe water <input type="checkbox"/> 31. sufficient amount of consumed water (5 -10 ltrs./ person/day)	
8. toilet, hand-sink, urinate basin	<input type="checkbox"/> 32. separated toilets for male and female <input type="radio"/> 33. toilet floor and water closet made from material easy to be clean <input type="checkbox"/> 34. good air ventilation and odor free <input type="checkbox"/> 35. enough light (5 ft.-candle) <input type="checkbox"/> 36. toilet floor, ceiling, and wall are clean. <input type="radio"/> 37. urinate basin are clean and in good condition. <input type="radio"/> 38. hand-sinks are clean, in good condition , and enough water <input type="radio"/> 39. soap is available on the hand-sink <input type="checkbox"/> 40. hygiene human waste disposal in good condition, with air ventilation pipe 41. Sufficient standard number of toilet, urinate basin, hand-sink. <input type="checkbox"/> 42. rubbish bin in good condition with lid, in female toilet (1 bin/1 toilet) <input type="radio"/> 43. the area around the toilet and urinate basin are clean,	
9. solid waste disposal	44. sufficient number of garbage container as standard (1 container/1 toilet, and at every 50 metre along the walkside, or having efficient solid waste management and control)	

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Item	Criteria for consideration	Remark (for assessor)
10. waste water disposal	<input type="checkbox"/> 45. garbage containers are in good condition. <input type="checkbox"/> 46. garbage containers around the canteen, kitchen, and toilet have proper lid, made from solid material, and in good condition. <input type="radio"/> 47. solid waste are disposed day-to-day, or garbage stove is in good condition (burning rate at 1 m. ² /day/200 students) <input type="radio"/> 48. no contaminated water pit around school area 49. suitable waste water management system such as grease basin, absorbed pit, waste water well or percolate drainage <input type="radio"/> 50. the drainage is in good condition and flow	
11. animal/insect control	<input type="radio"/> 51. no rats, fly, cockroach trail, have insect control system <input type="checkbox"/> 52. no fly breeding site around school area	
12. disaster prevention	<input type="checkbox"/> 53. fire extinguisher is available, in good condition, in convenient use, 54. short circuit control equipment <input type="radio"/> 55. clear traffic sign in suitable places	
13. staff responsible for environmental sanitation in school	<input type="radio"/> 56. staff responsible for environmental sanitation include school health teacher, volunteer student, janitor 57. campaign to promote clean environment 58. develop the project on environmental sanitation by school	

Survey Form of Food Sanitation in School

Instruction

1. Put “✓” in the ☐ or ☐ to match the item of correct practice in the lists, and put “X” in the box to match the item of incorrect practice. In case no such activity identified in the lists and is not a food sanitation problem, that item is considered pass.

2. Leveling the assessment under the following criteria

2.1 basic standard = practice 15 items, match the number in ☐

2.2 good standard = practice 20 items, i.e. 5 items added to basic standard, match the numbering ☐

2.3 excellent standard = correctly practice all 30 items

3. Schools with more than 1 food shop, all have to follow and correctly practice every item to pass the standard criteria.

3.1 Relation between the height of desk and chair (survey item 16)

Item	Details of standard	Remark (for assessor)
a) Canteen and general areas	<input type="checkbox"/> 1. Clean and tidy <input type="checkbox"/> 2. Tables and chairs are clean, strong, and in order. 3. Good air ventilation	
b) Food preparation area	<input type="checkbox"/> 4. Clean, tidy, made from durable, strong material, and in good condition. 5. Good air, odor, and smoke ventilation, having smoke tunnel or fans <input type="checkbox"/> 6. Food is not prepared on the floor. <input type="radio"/> 7. Table for food preparing and stove-side wall made from easy-to-clean material such as stainless, tiles, in good condition. The table surface is at least 60 cm. Above the floor.	
c) Food, water, ice, drinks	<input type="checkbox"/> 8. Food and drinks in closed containers have FDA Label shown official approval. <input type="checkbox"/> 9. Fresh food like meat and vegetable, and dried food are in good quality, separately kept, and placed at least 30 cm. Above the floor. Fresh food must be washed thoroughly before cooking.	

Item	Details of standard	Remark (for assessor)
d) Containers	<p>10. Food and drinks in closed containers are in good quality and kept tidy, placed at least 30 cm. above the floor</p> <p><input type="checkbox"/> 11. Ready cooked food is kept in clean closed container, and placed at least 60 cm. above the floor.</p> <p><input type="radio"/> 12. Food is kept in appropriate cabinet with transparent glass-front door.</p> <p><input type="checkbox"/> 13. Drinking water, drinks, juice are clean and kept in clean closed container with lid, having tap, funnel or using separate scoop, and placed at least 60 cm. above the floor.</p> <p><input type="radio"/> 14. Eatable ice is clean, and kept clean in closed container with lid, using separate scoop, and placed at least 60 cm. above the floor. No other stuffs are mixed kept with it.</p> <p><input type="radio"/> 15. Food utilities like plates, spoons & forks are made from non-toxic material such as stainless, white porcelain, glass, white or light colored melamine. Chopsticks are made from uncolored wood or melamine.</p> <p><input type="checkbox"/> 16. Fish sauce, vinegar, and dipping containers are made of glasses, white porcelain, with lid. Spoon is made of white porcelain or stainless. Other food additives are kept clean in the easy-to-clean containers with lid.</p> <p><input type="checkbox"/> 17. Food utilities and containers are washed at least in 2 steps : 1) using dish washing detergent, and 2) using clean water washing for 2 times or using running water. Washing equipment is placed at least 60 cm. Above the floor.</p> <p>18. Using at least 2 washing sinks with drainage in good use.</p> <p>19. Plates, bowls, glasses, food tray etc. are upside down stored in clean transparent container or racks placed at least 60 cm. Above the floor or kept in covered clean container.</p> <p><input type="checkbox"/> 20. Spoons, forks, chopsticks are tidy kept up-stick in ventilated, clean container, placed at least 60 cm. Above the floor</p> <p>21. Food cut-board is in good condition, no crack. Using separate cut-board for raw and cooked food, with lids (except the kitchen have fly protection.)</p>	

Item	Details of standard	Remark (for assessor)
e) Solid waste and water waste management	<input type="checkbox"/> 22. Using unbreakable garbage bin with lid. <input type="checkbox"/> 23. The drainage system is in good condition. Waste water is managed through the drainage or waste water management system not directly to the public water. 24. Grease trap are in good use before the waste water is drained.	
f) Bathroom/toilets	<input type="checkbox"/> 25. Washing room and toilet in the canteen are clean, odor free, having enough water. 26. Toilet stands in separated area apart from the food preparing, washing, food and utility storage spaces. Hand-sinks are available and in good use, provided in the toilet area.	
g) Food handling and food servers	<input type="checkbox"/> 27. Wear clean and long-sleeved shirt. 28. Wear white apron or uniform. Food handler wears hat or hair net. 29. Have good health, have no contagious disease, skin disease. Food handler has health certificate for inspection. <input type="radio"/> 30. Have good personal hygiene i.e. short nails, not smoking while on duty, not directly contact cooked food by hands.	

Working Committee for Development of Standard Criteria for Health Promoting Schools

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